

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



НАУКОВИЙ ВІСНИК

МУКАЧІВСЬКОГО ДЕРЖАВНОГО
УНІВЕРСИТЕТУ

СЕРІЯ
«ПЕДАГОГІКА ТА ПСИХОЛОГІЯ»

Науковий журнал

ТОМ 7, № 3
2021

МУКАЧЕВО
2021

*Рекомендовано до друку та поширення
через мережу Інтернет Вченою радою
Мукачівського державного університету
(протокол № 3 від 09 вересня 2021 р.)*

**Свідоцтво про державну реєстрацію
друкованого засобу масової інформації**
Серія: КВ № 24709-14649 ПР від 17.02.2021 р.

Свідоцтво суб'єкта видавничої справи
Серія: ДК № 6984 від 20.11.2019 р.

**Збірник наукових праць включено до
Переліку фахових видань України (Категорія «Б»)**
з педагогічних наук (Наказ МОН України № 1643 від 28 грудня 2019 р.),
психологічних наук (Наказ МОН України № 409 від 17 березня 2020 р.)

**Збірник представлено
у таких наукометричних базах:**
Research Bib (Японія), Index Copernicus (Польща), Cite Factor,
Infobase Index (Індія), Genamics JournalSeek, Academic Keys (США),
ACNP Catalogue (Італія), Scientific Journal Impact Factor (SJIF) (Марокко)

Науковий вісник Мукачівського державного університету. Серія «Педагогіка та психологія» / Ред. кол.:
В. Й. Бочелюк та ін. – Мукачево: Вид-во МДУ, 2021. – Том 7, № 3. – 142 с.

Засновник і видавець:
Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево
Закарпатська область, Україна
тел. (03131) 2-11-09, факс (03131) 2-11-09
E-mail: info@pp-msu.com.ua
www: <https://pp-msu.com.ua>

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE



SCIENTIFIC BULLETIN

OF MUKACHEVO STATE UNIVERSITY

SERIES "PEDAGOGY AND
PSYCHOLOGY"

Scientific Journal

**VOL. 7, No. 3
2021**

MUKACHEVO
2021

*Recommended for printing and distribution via the Internet
by the Academic Council of Mukachevo State University
(Minutes No. 3 of September 09, 2021)*

Certificate of state registration of the print media

Series: KV No. 24709-14649 PR dated 17.02.2021.

Certificate of the publishing subject

Series: DK No. 6984 dated November 20, 2019.

**Collection of scientific works included in List of professional
publications of Ukraine (Category “B”)**

in pedagogical sciences (Order of the Ministry of Education and Science
of Ukraine No. 1643 of December 28, 2019),
psychological sciences (Order of the Ministry of Education and Science
of Ukraine No. 409 of March 17, 2020)

The collection is presented in the following scientometric databases:

Research Bib (Japan), Index Copernicus (Poland), Cite Factor,
Infobase Index (India), Genamics JournalSeek, Academic Keys (USA),
ACNP Catalog (Italy), Scientific Journal Impact Factor (SJIF) (Morocco)

Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology” / Editorial Board:
V. Bocheliuk et al. – Mukachevo: MSU Publishing House, 2021. – Volume 7, No. 3. – 142 p.

Founder and publisher:

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo
Transcarpathian region, Ukraine
tel. (03131) 2-11-09, fax (03131) 2-11-09
E-mail: info@pp-msu.com.ua
www: <https://pp-msu.com.ua/en>

Головний редактор:	Віталій Йосипович Бочелюк – д-р психол. наук, професор, Національний університет «Запорізька політехніка», Україна
Заступник головного редактора:	Тетяна Дмитрівна Щербан – д-р психол. наук, професор, Мукачівський державний університет, Україна
Члени редакційної колегії:	
Наталія Бахмат	д-р пед. наук, професор, Кам'янець-Подільський національний університет імені Івана Огієнка, Україна
Леон Холмс	канд. психол. наук, доцент, Університет Сонора, Мексика
Тамара Бондар	д-р пед. наук, доцент, Мукачівський державний університет, Україна
Єлена Овермен	д-р психол. наук, професор, Політехнічний університет Тімішоари, Румунія
Леся Височан	канд. пед. наук, доцент, Прикарпатський національний університет імені Василя Стефаника, Україна
Пенелопа Десмедт	д-р психол. наук, професор, Тунхайський університет, Тайвань
Ігор Гевко	д-р пед. наук, професор, Тернопільський національний педагогічний університет імені Володимира Гнатюка, Україна
Емілі Міллер	д-р психол. наук, професор, Університет Сакар'я, Туреччина
Тетяна Горпініч	канд. пед. наук, доцент, Тернопільський державний медичний університет імені І. Горбачевського, Україна
Джейкоб Тейлор	канд. психол. наук, доцент, Шанхайський університет, Китай
Василь Кобаль	канд. пед. наук, доцент, Мукачівський державний університет, Україна
Анна Сокар	д-р психол. наук, професор, Папський католицький університет Парани, Бразилія
Інокентій Корнієнко	д-р психол. наук, доцент, Мукачівський державний університет, Україна
Ерік Лейтмейр	д-р пед. наук, професор, Університет Західної Богемії, Чехія
Ірина Мельничук	д-р пед. наук, професор, Тернопільський державний медичний університет імені І. Горбачевського, Україна
Олівер Келлі	д-р психол. наук, професор, Сіднейський університет, Австралія
Нуржан Сартбекова	д-р пед. наук, професор, Міжнародний університет інноваційних технологій, Киргизька Республіка
Генрі Беннетт	канд. психол. наук, доцент, Університет Кардіффа, Великобританія
Наталія Михальчук	д-р психол. наук, професор, Рівненський державний гуманітарний університет, Україна
Рената Оросова	д-р філософ. наук, Університет ім. Павла Йозефа Шафарика в Кошицях, Словачька Республіка
Ліна Мертенс	д-р психол. наук, професор, Левенський католицький університет, Бельгія
Наталія Пазюра	д-р пед. наук, професор, Національний авіаційний університет, Україна
Ніна Стукаленко	д-р пед. наук, АТ «Національний центр підвищення кваліфікації «Өрлеу» Інститут підвищення кваліфікації, Республіка Казахстан
Ганна Товканець	д-р пед. наук, професор, Мукачівський державний університет, Україна
Беатріс Алмейда да Сільва	д-р психол. наук, професор, Університет Коїмбри, Португалія
Надія Федчишин	д-р пед. наук, професор, Тернопільський державний медичний університет імені І. Горбачевського, Україна
Філіп Сандберг	д-р психол. наук, професор, Лундський університет, Швеція

Editor-in-Chief:	Vitalii Bocheliuk – Full Doctor in Psychological Sciences, Professor, “Zaporizhzhia Polytechnic” National University, Ukraine
Deputy Editor-in-Chief:	Tetiana Shcherban – Full Doctor in Psychological Sciences, Mukachevo State University, Ukraine

Editorial Board Members:

Nataliia Bakhmat	Full Doctor in Pedagogical Sciences, Professor, Kamianets-Podilskyi Ivan Ohiienko National University, Ukraine
Leon Holmes	PhD in Psychological Sciences, Associate Professor, Universidad de Sonora, Mexico
Tamara Bondar	Full Doctor in Pedagogical Sciences, Associate Professor, Mukachevo State University, Ukraine
Elena Overman	Full Doctor in Psychological Sciences, Professor, Polytechnic University of Timisoara, Romania
Lesia Vysochan	PhD in Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine
Penelope Desmedt	Full Doctor in Psychological Sciences, Professor, Tunghai University, Taiwan
Ihor Hevko	Full Doctor in Pedagogical Sciences, Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine
Emily Miller	Full Doctor in Psychological Sciences, Professor, Sakarya University, Turkey
Tetiana Horpinich	PhD in Pedagogical Sciences, Associate Professor, I. Horbachevsky Ternopil State Medical University, Ukraine
Jacob Taylor	PhD in Psychological Sciences, Associate Professor, Shanghai University, China
Vasyl Kobal	PhD in Pedagogical Sciences, Associate Professor, Mukachevo State University, Ukraine
Anna Sokar	Full Doctor in Psychological Sciences, Professor, Pontificia Universidade Católica do Paraná, Brazil
Inokentiy Kornienko	Full Doctor in Psychological Sciences, Associate Professor, Mukachevo State University, Ukraine
Eric Leitmeir	Full Doctor in Pedagogical Sciences, Professor, University of West Bohemia, Czech Republic
Iryna Melnychuk	Full Doctor in Pedagogical Sciences, Professor, I. Horbachevsky Ternopil State Medical University, Ukraine
Oliver Kelly	Full Doctor in Psychological Sciences, Professor, The University of Sydney, Australia
Nurjan Sartbekova	Full Doctor in Pedagogical Sciences, Professor, International University of Innovative Technologies, Kyrgyz Republic
Henry Bennett	PhD in Psychological Sciences, Associate Professor, Cardiff University, United Kingdom
Nataliia Mykhalchuk	Full Doctor in Psychological Sciences, Professor, Rivne State University of the Humanities, Ukraine
Renata Orosova	PhD, Pavol Jozef Šafárik University in Košice, Slovak Republic
Lina Mertens	Full Doctor in Psychological Sciences, Professor, Katholieke Universiteit Leuven, Belgium
Nataliia Paziura	Full Doctor in Pedagogical Sciences, Professor, National Aviation University, Ukraine
Nina Stukalenko	Full Doctor in Pedagogical Sciences, JSC “NCPD “Orleu” Institute of Professional Development of Pedagogical Workers in Akmola region”, Republic of Kazakhstan
Hanna Tovkanets	Full Doctor in Pedagogical Sciences, Professor, Mukachevo State University, Ukraine
Beatriz Almeida da Silva	Full Doctor in Psychological Sciences, Professor, Universidade de Coimbra, Portugal
Nadiya Fedchyshyn	Full Doctor in Pedagogical Sciences, Professor, I. Horbachevsky Ternopil State Medical University, Ukraine
Filip Sandberg	Full Doctor in Psychological Sciences, Professor, Lunds Universitet, Sweden

ЗМІСТ

В. П. Черненко, О. С. Грицюк, Н. Г. Кирилах, Т. С. Бриль

Розвиток логічного мислення на креативних уроках інформатики з використанням технології розв'язування винахідницьких задач..... 9

Я. С. Слуцький, К. Бланшард

Програми дистанційного психологічного консультування іноземних студентів у системі вищої освіти Сполучених Штатів Америки.....18

І. С. Сагайдак, Т. М. Чорна, О. О. Балагура, В. П. Биховченко

Особливості дистанційного навчання в сучасному українському освітньому просторі: практичний досвід ЗВО.....29

М. С. Сергієнко, В. М. Лютий, М. Вілсон

Досвід впровадження технологій дистанційного навчання у міжнародному контексті39

О. Г. Васильченко

Особливості формування слуховимовних навичок на онлайн-заняттях з німецької мови47

А. В. Кожевникова, Н. В. Меркулова, Ю. І. Попелешко, Н. Є. Рибка

Інформаційно-комунікаційні технології як складові ефективних форм навчання здобувачів вищої освіти.....55

А. Бернелл, В. Позсгай, І. С. Кравець

Корпоративна культура в управлінні дошкільної організації: європейський та азійський контекст62

Т. Д. Щербан, І. І. Брецько, В. С. Варга

Психолого-педагогічні особливості підготовки майбутніх психологів.....71

О. О. Грейліх, Н. О. Видолоб

Психологічні особливості педагогічної взаємодії у системі «викладач-студент»78

Л. І. Мороз, О. Д. Сафін, О. О. Андрусик

Вплив емоцій на ефективність творчого процесу.....87

І. А. Гавран, Р. С. Гуцал, С. М. Царук

Мотивація як стрижневий аспект формування фахових умінь та навичок у період дистанційного навчання студентів мистецьких дисциплін94

Н. В. Ольхова

Формування світоглядної культури майбутнього вчителя початкових класів в умовах Нової української школи102

О. Ф. Яцина

Синдром мобінгу як розлад особистості: наслідки ускладненої соціалізації в симптоматиці професійних деструкцій.....110

Л. В. Кравченко

Поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів.....118

О. А. Мірошниченко

Психологічні передумови вікових відмінностей адаптації українських зимівників до умов життєдіяльності в Антарктиці.....126

Д. В. Неус, Д. С. Шаламов

Теоретичні аспекти кореляції освіти та професійного спорту в умовах розвитку інформаційних технологій.....134

Відповідальність за викладений матеріал несуть автори статей

CONTENTS

V. P. Chernenko, O. S. Hrytsiuk, N. H. Kyrylakha, T. S. Bryl Development of Logical Thinking in Creative Computer Science Lessons Using Inventive Problem-Solving Technology	9
Ya. S. Slutskiy, C. Blanchard Programmes for Remote Counselling of International Students in the Higher Education Institutions of the United States of America	18
I. S. Sahaidak, T. M. Chorna, O. O. Balahura, V. P. Bykhovchenko Specifics of Distance Learning in the Modern Ukrainian Educational Space: Practices of the Higher Education Institutions of Ukraine	29
M. S. Serhiienko, V. M. Liutyi, M. Wilson Experience in Implementing Distance Learning Technologies in an International Context.....	39
O. H. Vasylychenko Features of the Development of Auditory and Pronunciation Skills in Online German Classes.....	47
A. V. Kozhevnikova, N. V. Merkulova, Yu. I. Popeleshko, N. Ye. Rybka Information and Communication Technologies as Components of Effective Training Forms for Higher Education Applicants	55
A. Burnell, V. Pozsgay, I. S. Kravets Corporate Culture in Preschool Organisation Administration: European and Asian Context.....	62
T. D. Shcherban, I. I. Bretsko, V. S. Varha Psychological and Pedagogical Features of Training Future Psychologists	71
O. O. Hreilikh, N. O. Vydolob Psychological Features of Pedagogical Interaction in the "Teacher-Student" System	78
L. I. Moroz, A. D. Safin, O. O. Andrusik Influence of Emotions on the Effectiveness of the Creative Process	87
I. A. Gavran, R. S. Hutsal, S. M. Tsaruk Motivation as a Core Aspect of the Development of Professional Skills and Abilities in the Period of Distance Learning of Art Students	94
N. V. Olkhova Development of the Ideological Culture of the Future Primary School Teacher in the Conditions of the New Ukrainian School	102
O. F. Yatsyna Mobbing Syndrome as a Personality Disorder: The Consequences of Complicated Socialisation in the Symptoms of Occupational Destruction.....	110
L. V. Kravchenko Combination of Conventional and Innovative Methods of Teaching Healthcare Disciplines in the Training of Future Teachers.....	118
O. A. Miroshnychenko Psychological Background of Age Differences in the Adaptation of Ukrainian Winterers to Living Conditions in Antarctica	126
D. V. Neus, D. S. Shalamov Theoretical Aspects of the Correlation of Education and Professional Sports in the Development of Information Technology	134

The authors of the articles are responsible for the presented material

Varvara P. Chernenko*, Olena S. Hrytsiuk, Natalia H. Kyrylakha, Tetiana S. Bryl

Kremenchuk Mykhailo Ostrohradskyi National University
39600, 20 Pershotravneva Str., Kremenchuk, Ukraine

Development of Logical Thinking in Creative Computer Science Lessons Using Inventive Problem-Solving Technology

Article's History:

Received: 25.04.2021

Revised: 05.07.2021

Accepted: 31.08.2021

Suggested Citation:

Chernenko, V.P., Hrytsiuk, O.S., Kyrylakha, N.H., & Bryl, T.S. (2021). Development of logical thinking in creative computer science lessons using inventive problem-solving technology. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 9-17.

Abstract. Modern school education should provide the best conditions for realising students' potential and reveal all the natural inclinations inherent in them. The use of technology for solving inventive problems in creative Computer Science lessons organises thinking and promotes students' critical thinking development. Therefore, the child develops logical thinking, increases motivation to learn, and independence. This study aims to develop methodological aspects of using inventive problem-solving technology to develop students' logical thinking in creative Computer Science lessons. The following approaches were used in the study: theoretical analysis and generalisation of scientific data on the subject matter; observation, questionnaires, testing, pedagogical experiment and methods of statistical processing of findings. In the process of research, the features of the formation of logical thinking of students in Computer Science lessons in primary school were analysed, the expediency of using techniques of technology for solving inventive problems as a means of developing logical thinking of primary school students in creative Computer Science lessons was substantiated. A system of tasks for the development of logical thinking in 8th-grade students was developed and implemented in the educational process, which allowed experimentally testing the pedagogical effectiveness of the level of formation of logical thinking and its development in 8th-grade students. The study of the level of formedness of logical thinking in 8th-grade students in such components as the level of development of the ability to analyse the conditions of the problem (the "logical problems" method) and the level of development of logical thinking (the "logical and quantitative relations" method) is carried out. The results of the pedagogical experiment confirmed the hypothesis that the development of logical thinking of 8th-grade students during creative Computer Science lessons is influenced by the technology of solving inventive problems

Keywords: creative pedagogy, creative task, primary school, "Bebras" competition

*Corresponding author

INTRODUCTION

The changes taking place in Ukraine and the rapid dynamic development of humanity determine the need for an individual to develop the ability to solve complex intellectual problems. According to R. Milyan, "today, developed logical thinking is considered not only as the most important condition for a student's academic performance, but also as the basis for the development of his motivated activity, the ability to solve problems that arise in real life, and the ability to evaluate their activities" [1, p. 124]. In particular, the author assigns particular importance to the influence of logical thinking on the value formation of the individual,

which, for its part, implies stability, imitation of certain behaviour and regulation of personality motivation [1, p. 124]. One way or another, the development of logical thinking in students is becoming an increasingly urgent problem for modern society. Computer Science, as a fundamental science, understand the role of Information processes in nature, society, and technology, is a powerful tool for developing logical thinking through the use of ICT. For example, the Computer Science curriculum for general education institutions, in particular grades 5-9, "is based on a developmental and competence approach that provides for the

formation of key competencies, in particular one of the main competencies in natural sciences and technology – the ability to apply logical, algorithmic, structural and system thinking to solve problem situations in life” [2]. Ultimately, due to the developing component, the Computer Science curriculum contributes to the development of all types of thinking, the improvement of creative inclinations, the development of ethical and aesthetic values, and the ability to establish causal relationships between environmental processes and phenomena [2, p. 5].

Notably, many scientists have dealt with the problems of developing the logical thinking of students, in particular high school students. Thus, T.A. Vakalyuk [3], I.V. Lovyanova [4], O.O. Giryа [5], A.M. Silveistr, M.O. Moklyuk [6] in their studies covered the methodological features of the development of logical thinking of high school students and primary school students in the process of teaching subjects of the natural and mathematical cycle. For their part, the study of the peculiarities of logical thinking of primary school students was carried out by such authors as I.I. Ostapovska [7], O.S. Moyko [8], Yu.O. Muzyka [9], O.M. Yashchuk [10] et al., who considered the problems of the relationship between logical thinking and mental development of students, focusing on the issue of teaching younger students to solve logical problems. However, the problem of developing logical thinking of primary school students in Computer Science lessons was rather neglected by both Ukrainian and foreign researchers. Many foreign authors studied the impact on the development of logical thinking by solving problems of the International Computer Science Competition “Bebras” [11; 12]. For Example, G. Delal and D. Oner investigated the acquisition of logical thinking skills of students of the 6th grade of Istanbul schools in Computer Science classes who solved problems from the Bebras competition without using a computer [11]. The authors claim that this method of developing logical thinking provides an opportunity for students with a negative attitude to computer education to make the process of developing logical thinking more enjoyable. Considering a computerised approach to the development of logical thinking of primary school students, A. Yushkeviciene empathises that STEAM education can be considered as an educational technology that improves the skills of logical and creative thinking [13]. However, in this case, it is important to support Computer Science teachers by providing appropriate content, forms, methods, tools for teaching and assessing students' logical thinking to achieve a positive result. Russian researchers (G.S. Altshuller [14], A.A. Gin [15], M.M. Zinovkina, V. V. Utemov [16] et al.) argue that the development of logical thinking of schoolchildren is promoted by the Theory of Inventive Problem Solving (TIPS), developed by G.S. Altshuller, which is “one of the innovative educational technologies that can increase the effectiveness of education in general and develop logical thinking of students” [14]. Ultimately, this educational technology forces applicants to develop systems thinking, create an innovative product and find new methods of solving

problems [14]. Thus, using the techniques and methods of TIPS technology, it is possible to form a single scientific and systematic picture of the world among students, at the same time, significantly increasing the effectiveness of learning.

The purpose of the study is the development of methodological aspects of using the techniques and methods of TIPS technology as a means of developing logical thinking of primary school students in creative Computer Science lessons.

MATERIALS AND METHODS

Theoretical methods, namely theoretical analysis and generalisation of scientific data, allow identifying the features of the development of logical thinking of primary school students in Computer Science lessons and substantiate the expediency of using TIPS technology as a means of developing logical thinking of schoolchildren in Computer Science lessons.

To test the hypothesis of whether TIPS-learning technology affects the development of logical thinking of 8th-grade students during Computer Science classes, an experimental study was conducted in which 54 8th-grade students studying in institutions of general secondary education in Kremenchuk, Poltavskа Oblast. Experimental work was a component of teaching Computer Science to 8th-grade students, during which the introduction of TIPS technology was carried out in the first subgroups of classes (experimental group – 28 students), and conventional pedagogical technologies were used in the second subgroups (control group – 26 students). The experiment consisted of three stages: ascertaining, formative, and summative, continued during the first semester of children's education in schools. At the first stage, the experimental hypothesis was tested: whether there are statistically significant differences in the levels of development of the ability to analyse the conditions of the problem and the development of logical thinking between the experimental and control groups at the beginning of the experiment. Students of both groups were involved in the ascertaining experiment. Further, the experimental hypothesis of the formative stage was tested: whether TIPS – the technology of teaching Computer Science – affects the development of logical thinking of students of the primary school. Only an experimental group of 28 students was involved in the formative experiment. At the summative stage, two experimental hypotheses were tested: whether there are statistically significant differences in the levels of development of the ability to analyse the conditions of the problem and the development of logical thinking between the experimental and control groups at the end of the experiment, and whether statistically significant differences between the control and experimental groups will be identified in the results of the International Computer Science Competition “Bebras” for grades 8-9 for 2019 [17]. All students were involved in the summative experiment.

All statistical hypotheses were tested at all stages of the experiment using the Pearson criterion. The advantage

of the criterion is that it allows comparing features that are presented on any scale, starting from the nominal scale. All calculations based on the Pearson statistical criterion were performed using SPSS 21 statistical data analysis package. The study of the level of formedness of logical thinking, conducted on such components as the ability to analyse the conditions of the problem and the level of development of logical thinking, was conducted twice: in September 2019 and in December 2019 using two methods:

- methods “Logical tasks”, the purpose of which is to identify students’ level of formedness of theoretical analysis and internal action plan, namely: the level of development of the ability to understand the educational task, the level of development of the ability to plan their actions and the level of development of the ability to analyse the conditions of the task in students. In this study, it was the third indicator that was of interest. According to this method, students had to solve 22 logical problems. To determine the level of development of the ability to analyse problem conditions, the number of solved problems from 5 to 16 was checked [18].

- methods of “Logical and quantitative relations”, the purpose of which is to assess the level of formedness of logical thinking of students by solving 20 problems to clarify logical and quantitative relations in 10 minutes. This technique allows quickly assessing the level of development of logical thinking of students, taking into account two aspects of the internal plan of mental actions: logic of thinking and counting in head with memorising intermediate results. Depending on the number of correctly solved problems, it can be stated what level of development of logical thinking in a child is: from very low to very high [19].

RESULTS AND DISCUSSION

It is worth starting with the fact that it is possible to develop logical thinking of students by means of each of the sections of Computer Science, however, to do this, the teacher must teach students to analyse the task, learn to independently find and correct mistakes. The teacher should systematically use tasks in each lesson that would contribute to the development of students’ cognitive interest and independence. Ultimately, the goal of studying Computer Science in a modern school is to create a system of creative tasks focused on both the formation of computer literacy and establishment of logical thinking of the individual. Thus, A.A. Gin understands a creative task as “one where either everything as a whole is new (not familiar to the subject), or, to a lesser extent, contains significant novelty, which causes significant mental effort, a special search, finding a new way to solve it” [20]. Such tasks require students to be observant, creative, and original. The effective development of logical thinking of students, as a prerequisite for the development of algorithmic thinking in them, is promoted by interesting tasks “for reasoning”, puzzles, non-standard practical tasks, problem-creative tasks, group projects, discussions [21]. However, it is the use of TIPS in Computer Science lessons that forms students’ flexible and non-trivial

thinking, devoid of stereotypes, and helps to increase students’ cognitive activity and motivation to learn. The purpose of TIPS pedagogy is to prepare students for solving non-standard problems. It involves the use of a large number of specialised exercises, but, first of all, forms the habit of solving innovative problems, the ability to distinguish a problem solved in standard ways from a creative problem [20].

When teaching Computer Science using TIPS technology, students retain a positive motivation for success and a desire to move on to the next stage of work. The main elements of logical thinking that are developed by the methods and techniques of TIPS technology in Computer Science lessons are: situation analysis (establishing cause-and-effect relationships, identifying hidden dependencies and relationships, the ability to substantiate and reason, the ability to predict consequences); solving problem situations (system analysis, system of logical exercises, brainstorming, synectics); the ability to integrate and synthesise information (the ability to draw conclusions, the ability to organise information) [22]. Finally, an empirical study was conducted to confirm the impact of TIPS technology on the development of students’ logical thinking during Computer Science classes. The study considers the results of a pedagogical experiment to develop logical thinking in 8th-grade students in creative Computer Science lessons using TIPS technology. First of all, to ensure that the level of retained knowledge is statistically the same in the control and experimental groups, the first lesson was tested to identify the retained knowledge of Computer Science students for the 7th-grade. Figure 1 shows a histogram of the distribution of students’ retained knowledge levels for the 7th-grade. Based on the Pearson criterion, it turned out that there were no statistically significant differences in the levels of residual knowledge of students in the groups (significance level $R \geq 0.05$), that is, students who fell into different subgroups had approximately the same level of knowledge in Computer Science for the 7th-grade.

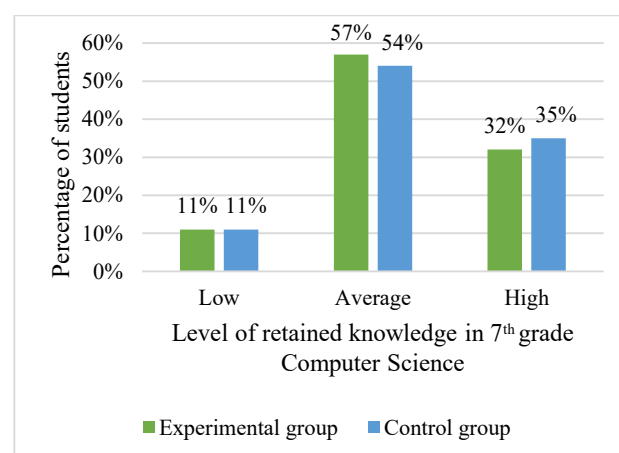


Figure 1. Histogram of the distribution of levels of retained knowledge in Computer Science of the 7th-grade students

Source: compiled by the authors

The second stage of the study involved the development of logical thinking using TIPS technology during creative computer science lessons in the 8th-grade in an experimental group. Structure of the creative lesson by M. Zinovkina [16] contains 8 blocks: motivation, educational content, psychological relief, puzzle, intellectual

warm-up, educational content, computer game, summary. Each stage of the lesson involves the use of TIPS techniques – methods that stimulate students' logical thinking. Table 1 shows the general structure of a creative Computer Science lesson.

Table 1. General structure of a creative Computer Science lesson

Block number and characteristics	Time (min.)
Block 1. Motivation. Video watching	7
Block 2. Theoretical block 1. Presentation	5
Block 3. Psychological relief	3
Block 4. Puzzle. Collective work	5
Block 5. Theoretical block 2. Mind map	10
Block 6. Intellectual warm-up. Work in groups	7
Block 7. Computer game	5
Block 8. Summary. Homework assignment	3

Source: compiled by the authors based on studies by M.M. Zinovkina [16]

For example, consider each block of a creative Computer Science lesson for the 8th grade on the topic “Coding”. The developmental component of such a lesson is to improve logical thinking based on observations, comparisons, awareness of the obtained material using elements of TIPS technology; continue to develop skills in working with information technologies [23].

Block 1. Motivation. As a warm-up at the beginning of the lesson, the technique of solving non-standard problems is used to motivate learning activities. For example, a riddle is solved to find out the topic of the lesson. Then students can be offered to watch the video “Top-10 unsolved ciphers” [24].

Block 2. Theoretical block 1. Presentation on the topic “Historical excursion”. In this part of the lesson, the teacher demonstrates a presentation on the topic of the lesson.

Block 3. Psychological relief. The purpose of this part of the lesson is to encourage students and help them move on to the next stage of the lesson. The students can be asked to do the following exercises: 1) turn over the neck so that the neck itself does not move (turn the entire body); 2) clap hands with one hand (clap together with a neighbour).

3) pat yourself on the head without touching your hand (using some object or a neighbour's hand).

Block 4. Puzzle. Collective work. This block is a system of puzzles embodied in real objects, in the design of which the original idea is implemented. Students are invited to solve logical problem No. 11 from the International Computer Science Competition “Bebras” for grades 8-9 in 2018 [17].

Block 5. Theoretical block 2. Mind map. The use of visualisation of information in the form of mind maps in the learning process, as confirmed by practice and expert assessments of studies in the field of pedagogy, is a very effective form of activation and development of system thinking. The method of intelligence cards contributes to the comprehensive intellectual development of both teacher's and students' personalities, ensuring consistency and integrity of knowledge. In addition, the use of mind maps contributes to the development of attention, logical thinking, memory, and helps to establish and use associative connections. The second theoretical block is proposed to be presented in the form of a mind map created using the *XMind* environment (Fig. 2).

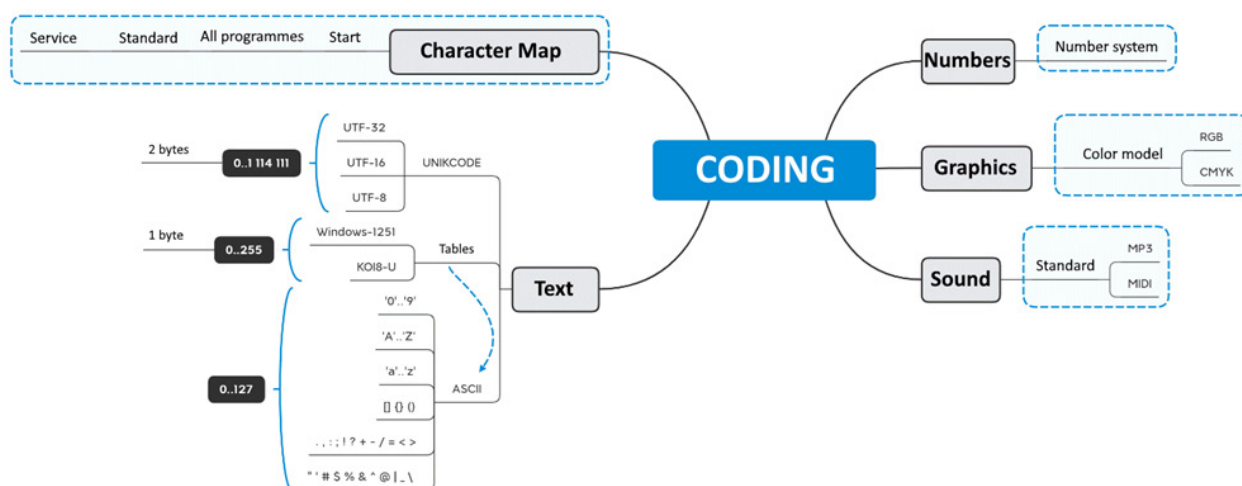


Figure 2. Mind map on the topic of the lesson

Source: compiled by the authors

Block 6. Intellectual warm-up. Work in groups. This block is a system of tasks aimed at developing motivation, logical thinking, and creative abilities of students. As an example, students are grouped into two groups, each group is given a task in the form of a table (Table 2). Using the

word-making method, students need to determine the encoded word as quickly as possible, and then use the Caesar cipher to decode it (condition: shift to the left by 4 characters, answer: шифр).

Table 2. Task conditions for the first group

	Alphabet	Number system	Decoding	Message
Sequence of signals of different nature	В	М	Р	Я
A set of rules for writing numbers using a specific set of characters	У	К	Д	Л
The reverse coding process	Ч	С	III	А
A set of valid characters that form messages	Ф	О	Н	Т

Source: compiled by the authors

Block 7. This block provides motivation and development of logical thinking, provides a system of computer puzzle games adapted to the age of students. According to the specifics of the subject, computer support is provided in almost all blocks, so sometimes this block is not allocated.

Block 8. Summary. Homework assignment. This block provides feedback to students in the lesson and provides a qualitative and emotional assessment of the lesson itself to students.

Finally, after three stages of experimental research, in particular testing the residual knowledge in the experimental and control groups, conducting creative lessons in the experimental group and comparing the level of formedness of logical thinking of 8th-grade students of two groups in Computer Science lessons, the following conclusions are drawn:

1. According to the results of the ascertaining (first) stage, there were no statistically significant differences in the levels of formedness of the ability to analyse the conditions of the problem and the development of logical thinking between the experimental and control groups.

2. At the end of the formative stage of the experiment, no students in the experimental group showed a low level of development of the ability to analyse the task conditions; the percentage of students with an average and high level increased from 68% to 79% and from 14% to 21%, respectively (Fig. 3).

In addition, the number of students with a high level of development of logical thinking increased by 11%, and 3% of students with a very high level of development of logical thinking appeared (Fig. 4).

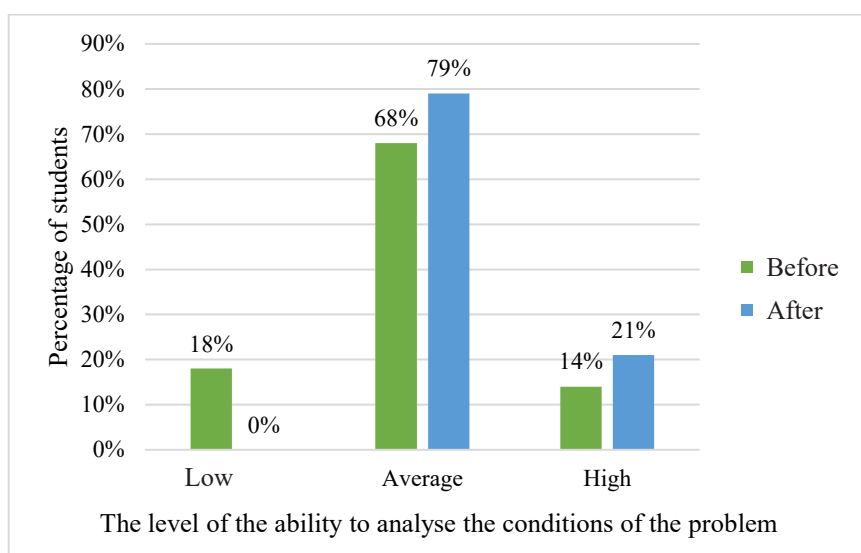


Figure 3. Results of a formative experiment using the “Logical problems” method

Source: compiled by the authors

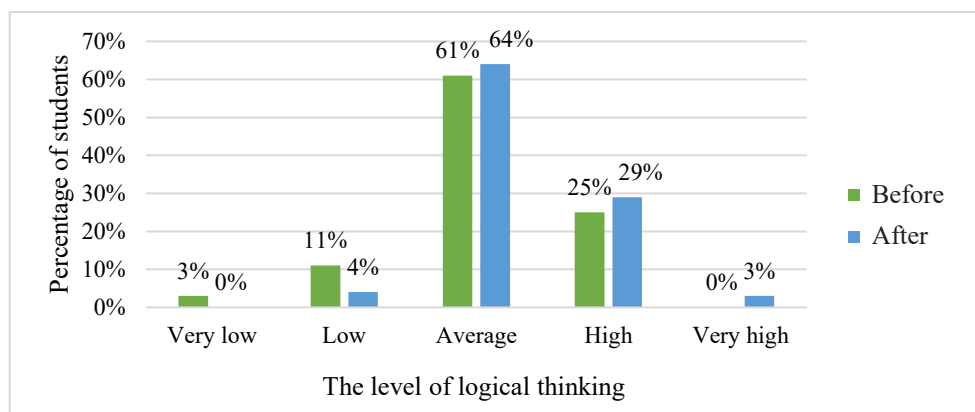


Figure 4. Results of a formative experiment using the “Logical and quantitative relations” method

Source: compiled by the authors

3. The results of the summative stage of the experiment indicate the presence of statistically significant differences in the levels of development of the ability to analyse

the conditions of the task and the development of logical thinking between the experimental and control groups at the level of significance $R \leq 0.05$ (Fig. 5a, 5b).

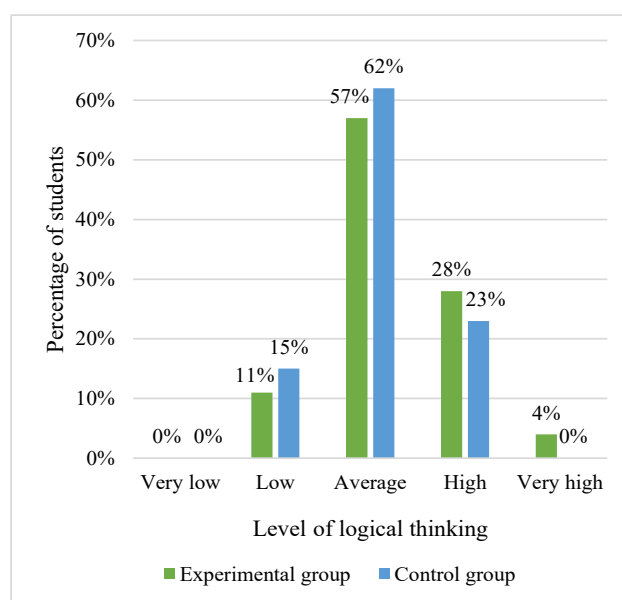
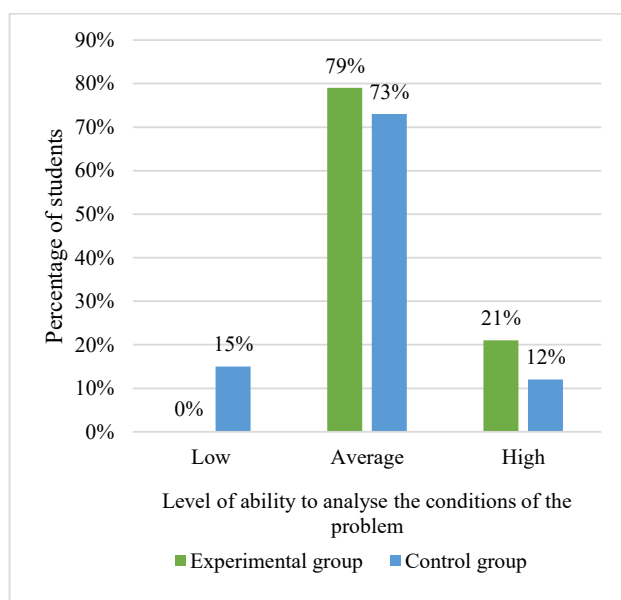


Figure 5. Results of the control experiment:

a) According to the “logical problems” method

b) According to the “logical and quantitative relations” method

Source: compiled by the authors

At the last stage of the experiment, the presence of statistically significant differences between the control and experimental groups was checked based on the results of solving problems of the international competition in Computer Science and computer skills for grades 8-9 for 2019, which contained 18 tasks [17]. The maximum number of points – 102. To interpret the results, the following scale was introduced: 30-62 – low level, 63-84 – average level, 85-102 – high level. Figure 6 shows a histogram of the results of the International Computer Science Competition “Bebras”.

Based on the Pearson criterion, it was found that there were no statistically significant differences in the results of the “Bebras” competition between the experimental and control groups (significance level $p \geq 0.05$). Students of the experimental group solved the competition problems better, but these differences are not statistically significant. According to the authors, this is conditioned by the fact that the tasks of the international “Bebras” competition are quite complex and additional preparation is required to participate in this competition.

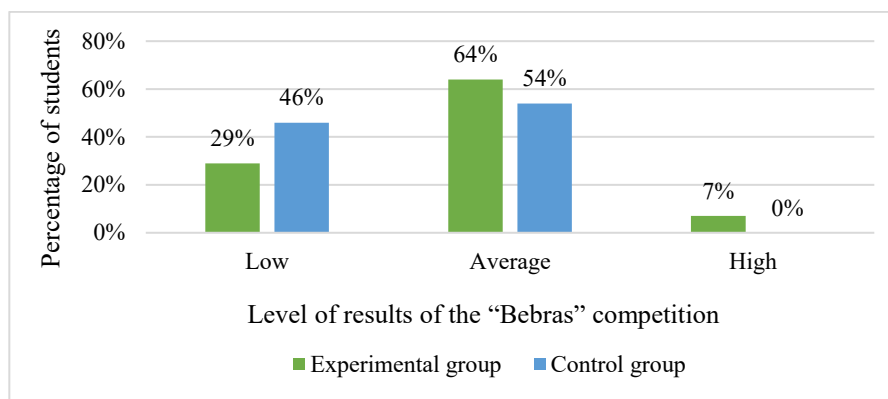


Figure 6. Histogram of distribution of the results of the "Bebras" competition

Source: compiled by the authors

The study results echo a broader question related to the professional development of Computer Science teachers. The ability of Computer Science teachers to develop and implement systems of creative tasks in the learning process also requires them to be able to combine two main components: on the one hand, methods and technologies for teaching Computer Science and developing logical thinking, and on the other hand, a constant reflection of what Computer Science is as a science and its fundamental principles [24; 25].

Notably, students' motivation plays an important role in their learning of any subject. A study based on a multi-factor analysis of variance showed that among the nine factors of motivation of secondary and specialised school students to study Computer Science, such as: the value of future work, importance, altruistic motivation, positive school experience, self-efficacy, positive learning experience, social pressure, perceived skills, interest, the factor "value of future work" was the highest, and the factor "interest" was the lowest among motivational factors [26]. This confirms the idea that creative Computer Science lessons using the developed system of creative tasks can increase the "interest" in Computer Science among primary school students.

CONCLUSIONS

The analysis of scientific and pedagogical literature on the topic showed the development of logical thinking of primary school students in Computer Science lessons contributes to the acquisition of skills to logically evaluate facts, use new

experience, combining it with previously acquired ones, to solve non-standard creative problems. At the same time, the use of diagnostic methods for the degree of development of the theoretical method of solving problems in general, the development of operations such as analysis, structuring has shown that the implementation of a system of creative tasks developed by the authors, based on the techniques and methods of TIPS technology at certain stages of the creative Computer Science lesson, increases the level of development of logical thinking in primary school students. The conducted experimental study also shows that the systematic inclusion of creative tasks in the work of a computer science teacher can significantly improve the process of preparing students for participation in the international competition "Bebras". The conducted research proved that only the gradual and purposeful introduction of TIPS technology and methods in creative computer science lessons will affect the development of logical thinking of primary school students.

Thus, in the system of modern school education, TIPS technology is an innovative educational technology, one of the priority tasks of which is the development of logical thinking of primary school students. The conducted research does not claim to be a final solution to the problem of developing the logical thinking of students in the process of teaching computer science. The analysis of its results determines the directions of further research, including the creation of methods for developing students' logical thinking by means of computer-oriented learning.

REFERENCES

- [1] Milian, R.S. (2019). Comparative analysis of definitions "critical thinking" and "logical thinking". *Modern Information Technologies and Innovative Teaching Methods in Professional Training: Methodology, Theory, Experience, Problems*, 54, 121-125.
- [2] The program of informatics for the general secondary education institution. (2017). Retrieved from <http://mon.gov.ua/osvita/zagalna-serednya-osvita/navchalni-programi/navchalni-programi-5-9-klas>.
- [3] Vakaliuk, T. (2013). Theoretical justification for the necessity of training future teachers of informatics to develop logical thinking of high school students. *Pedagogical Sciences: Theory, History, Innovative Technologies*, 8(34), 343-352.
- [4] Tarasenkova, N., Akulenko, I., Hnezdilova, K., & Lovyanova, I. (2019). Challenges and prospective directions of enhancing teaching mathematics theorems in school. *Universal journal of educational research*, 7(12), 2584-2596. doi: 10.13189/ujer.2019.071205.

- [5] Giryа, A. (2013). The development of logical thinking of students in the process of solving chemical tasks. *Pedagogical Sciences: Theory, History, Innovative Technologies*, 8(34), 360-368.
- [6] Silveistr, A., & Mokliuk, M. (2020). Development of logical thinking in primary school students in physics lessons. *Pedagogy of Formation of Creative Personality in Higher and General Education Schools*, 73(1), 44-149. doi: 10.32840/1992-5786.2020.73-1.27.
- [7] Ostapiovskа, I., & Laskevych, O. (2018). Formation of logical thinking of younger schoolchildren by means of extracurricular work in informatics. *Pedagogical Magazine of Volyn*, 1(8), 88-93.
- [8] Moyko, O. (2019). Development of logical thinking of junior students in computer science lessons. *Youth and the Market*, 11(178), 31-36.
- [9] Muzyka, Iu. (2012). Criteria and indicators for measuring the levels of professionalism in the pedagogical activity of a teacher in the formation of logical thinking in younger students. *Scientific Bulletin of South Ukrainian National Pedagogical University named after K.D. Ushynskyy*, 5-6, 146-153.
- [10] Iashchuk, O.M. (2015). Formation of logical thinking of junior schoolchildren in mathematics lessons: Problems and prospects. *Psychological and Pedagogical Problems of Rural School*, 52, 153-157.
- [11] Delal, H., & Oner, D. (2020). Developing middle school students' computational thinking skills using unplugged computing activities. *Informatics in Education*, 19(1), 1-13.
- [12] Comb  f  s, S., & Stupurien  , G. (2020). Bebras based activities for computer science education: Review and perspectives. In K. Kori, & M. Laanpere (Eds.), *Informatics in Schools. Engaging Learners in Computational Thinking* (pp. 15-29). Berlin: Springer.
- [13] Ju  kevi  ien  , A. (2020). STEAM teacher for a day: A case study of teachers' perspectives on computational thinking. *Informatics in Education*, 19(1), 33-55.
- [14] Altshuller, G. (2015). *Find an idea. Introduction to TIPS – theory of inventive problem solving*. Moscow: Alpina Publisher.
- [15] Gin, A.A. (2016). *TIPS- pedagogy: Teaching creative thinking*. Moscow: Vita-Press.
- [16] Utyomov, V.V., & Zinovkina, M.M. (2013). Structure of a creative lesson of development of the creative person in pedagogical system of NFTM-TRIZ. *Koncept*, 3, 2841-2845.
- [17] Official website of the Bebras International Contest on Informatics and Computer Literacy. (n.d.). Retrieved from <http://bober.net.ua/>.
- [18] Korobko, S., & Korobko, O. (2006). *Psychologist's work with junior schoolchildren*. Kyiv: Litera.
- [19] Nemov, R.S. (2001). *Psychology* (Vol. 3). Moscow: VLADOS.
- [20] Kert, S.B., Kalelio  lu, F., & G  lbahar, Ya. (2019). A holistic approach for computer science education in secondary schools. *Informatics in Education*, 18(1), 131-150.
- [21] Chernenko, V., Kozitska, Yu., & Fedichak, B. (2021). Development of a logical misdirection at creative lessons in informatics for additional TRVZ-technology. In *Modern education and science: Problems, perspectives, innovations: Materials of the scientific and practical conference*. (pp. 253-256). Kyiv: National Pedagogical Dragomanov University.
- [22] Lesson development. (n.d.). Retrieved from <http://www.kievoit.ippo.kubg.edu.ua/kievoit/2013/52/52.html>.
- [23] TOP 10 unsolved codes. (n.d.). Retrieved from <https://www.youtube.com/watch?v=GjWVLq8sskU>.
- [24] Lonati, V. (2020). Getting inspired by Bebras tasks. How Italian teachers elaborate on computing topics. *Informatics in Education*, 19(4), 669-699.
- [25] Bellettini, C., Lonati, V., Malchiodi, D., Monga, M., & Morpurgo, A. (2018). Informatics and computational thinking: A teacher professional development proposal based on social-constructivism. In S. Pozdniakov, & V. Dagien   (Eds.), *Informatics in School. Fundamentals of Computer Science and Software Engineering* (pp. 194-205). Berlin: Springer.
- [26] Kori, K., & Luik, P. (2020). Upper- and lower-secondary students' motivation to study computer science. Informatics in Schools. Engaging learners in computational thinking. In K. Kori, & M. Laanpere (Eds.), *Informatics in Schools. Engaging Learners in Computational Thinking* (pp. 69-78). Berlin: Springer.

Варвара Петрівна Черненко, Олена Сергіївна Грицюк,
Наталія Григорівна Кирилаха, Тетяна Сергіївна Бриль

Кременчуцький національний університет імені Михайла Остроградського
39600, вул. Першотравнева, 20, м. Кременчук, Україна

Розвиток логічного мислення на креативних уроках інформатики з використанням технології розв'язування винахідницьких задач

Анотація. Сучасна шкільна освіта має забезпечити найкращі умови для самореалізації особистості учнів та розкрити всі природні задатки, які в них закладені. Використання технології розв'язування винахідницьких задач на креативних уроках інформатики організовує мислення, сприяє саморозвитку та розвитку критичного мислення учнів, а отже, у дитини розвивається логічне мислення, підвищується мотивація до навчання та самостійність. Метою цього дослідження є розробка методичних аспектів використання технології розв'язування винахідницьких задач як засобу розвитку логічного мислення учнів на креативних уроках інформатики. Для отримання нових результатів у дослідженні були використані такі методи: теоретичний аналіз і узагальнення наукових даних з проблеми дослідження; спостереження, анкетування, тестування, педагогічний експеримент і методи статистичної обробки результатів дослідження. У процесі наукової розвідки проаналізовано особливості формування логічного мислення учнів на уроках інформатики в основній школі, обґрунтовано доцільність використання прийомів технології розв'язування винахідницьких задач як засобу розвитку логічного мислення учнів основної школи на креативних уроках інформатики. Розроблено і впроваджено в освітній процес систему завдань щодо розвитку логічного мислення в учнів восьмого класу, що дала змогу експериментально перевірити педагогічну ефективність рівня сформованості логічного мислення та його розвитку в учнів восьмого класу. Проведено дослідження рівня сформованості логічного мислення в учнів восьмих класів за такими складовими, як рівень розвитку вміння аналізувати умови задачі (методика «Логічні задачі») та рівень розвитку логічного мислення (методика «Логіко-кількісні відносини»). Результати педагогічного експерименту дали змогу підтвердити гіпотезу, що на розвиток логічного мислення учнів восьмого класу під час занять на креативних уроках інформатики впливає технологія розв'язування винахідницьких задач

Ключові слова: креативна педагогіка, творча задача, основна школа, конкурс «Бобер»

UDC 378.018.43:159.98-054.6-057.875(73)
DOI: 10.52534/msu-pp.7(3).2021.18-28

Yaroslav S. Slutskiy^{1*}, Colin Blanchard²

¹Donbas State College of Technology and Management
85200, 3A Yevhen Sedniev Str., Toretsk, Ukraine

²Indiana State University
IN 47809, 200 North Seventh Str., Terre Haute, United States

Programmes for Remote Counselling of International Students in the Higher Education Institutions of the United States of America

Article's History:

Received: 15.05.2021

Revised: 28.06.2021

Accepted: 05.08.2021

Suggested Citation:

Slutskiy, Ya.S., & Blanchard, C. (2021). Programmes for remote counselling of international students in the higher education institutions of the United States of America. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 18-28.

Abstract. The relevance of the study lies in the necessity of developing the remote forms of counselling work with foreign students during the adaptation period. In this regard, the purpose of the present study is to analyse the programmes of remote counselling of international students at HEIs in the US to determine the potential for extrapolation of foreign experience into the higher education systems of other countries. We applied a number of methods, such as analysis, synthesis, abstraction, the method of moving from abstract to concrete, which enable a comprehensive review of the issue of remote counselling of international students. The article studies the aspects of online counselling of international students. Psychological support has been observed to be an element of the acculturation triad and therefore should be considered in the context of the education process. The article emphasises that since international students are exposed to the negative influence of the phenomenon of "culture shock", and they should participate in relevant initiatives aimed at the development of skills for overcoming emotional and psychological issues. We have analysed the programmes, courses, and seminars of the University of Minnesota and the Florida International University, which allowed determining the algorithm for the development of the online counselling system, namely providing international students with informational reference materials (including reading materials and videos) for their personal guidance and general understanding of the challenges relevant for foreign students; holding personal meetings between a student and a counsellor via video conferences, which allows discussing the existing psychological issues and build interpersonal relationships. The practical benefits of this study reside in the fact that the development of remote programmes, courses and seminars (with the introduction of foreign experience to such activities) will have a positive impact on the psychological support system at the country level and will facilitate further development of remote education systems and ensure the increased use of modern ICTs in education and other areas

Keywords: culture shock, negative psychological acculturation system, informational reference material, psychological support platform

*Corresponding author

INTRODUCTION

International students in the education system of a country are an indicator of the level of quality and efficiency of services provided by this system. Continuous development allows ensuring the adequate degree of flexibility of educational institutions, which has a direct impact on two major aspects related to international students, namely:

- enrolment of students from developed countries at educational institutions will allow ensuring a higher level of educational international cooperation, which will facilitate further development of the national education system of a given country;
- availability of modern means for the "preparation" for

academia in addition to educational purposes will allow attracting a number of international students, which will improve the financial component of the education system of a country.

According to the data provided by the Ukrainian State Centre for International Education (USCIE), 80,470 students from 158 countries were attending higher education institutions in Ukraine as at 1 January 2020 [1]. At first glance, these statistics show the diversity of the student body. However, the data provided by the USCIE reveals that the majority of international students studying in Ukraine are from countries such as India, Morocco, Azerbaijan, Turkmenistan, Nigeria, Turkey, China etc., which shows the lack of attractiveness of Ukrainian HEI for students from the EU countries [1]. Therefore, it is necessary to improve the education system (in Ukraine in particular) in certain areas. We believe that reaching this goal requires a more active introduction of new education elements, which can help to enhance the competitiveness of HEIs. Such modernisation measures may include international best practices, which should be applied at universities and professional pre-higher education institutions with a certain level of adaptation.

Taking into account that educational institutions in the United States are attended by the largest number of international students in comparison with other countries, it would be reasonable to examine their approaches that can be adopted by HEIs in other countries. First of all, the development of systems for remote interaction between a teacher and a foreign student can be considered a promising initiative. The development of this approach, in particular at Ukrainian HEIs, has been incentivised by the COVID-19 pandemic. However, most often remote programmes are introduced by educational institutions for teaching purposes, resulting in the increased use of remote learning platforms (Moodle, Google Classroom, Prometheus, EdEra, etc.), online classes (the All-Ukrainian Online School), as well as video conferences (Hangouts, ZOOM, Skype, Google Meet, Microsoft Teams). Still, when considering the remote academic practices of American HEIs, it is worth noting remote programmes for psychological support of international students.

Remote means of providing psychological supports are most effective if educational institutions have introduced distance learning and an international student cannot participate in face-to-face counselling. Drawing on the conclusion that the aim of counselling is “to provide psychological support, i.e., a conversation with a counsellor should help a person deal with their issues and establish interpersonal relationships with others” [2, p. 17], we should also note that counselling is essential for successful adaptation process of a foreign student. However, the most common types of psychological counselling are qualitatively different in terms of working with international students; for example, correspondence or telephone communication is not enough because counselees have a different cultural background, so it is necessary to use both verbal and non-verbal means of communication, and a direct face-to-face interaction between a counsellor and a student is required.

According to the findings of H. Widodo, S. Ferdiansyah & L. Fridani [3, p. 9], in the context of quarantine measures, psychological well-being is one of the conceptual aspects for an international student; moreover, “students should prepare themselves ... psychologically”. Therefore, psychological issues are relevant even in the remote learning environment. If psychological support is ignored, it can adversely affect the academic process of an international student over time, due to their inner psychological issues rather than underperformance caused by an intellectual inability to digest information.

Notably, counselling is inadequately developed in Ukrainian HEIs even in a face-to-face format. Speaking about this kind of support of international students (and comparing it with the experience of the US in implementing remote counselling), this practice can be singled out as a promising one in terms of active implementation and development.

Moreover, academic activities of international students (as well as Ukrainian ones) in the context of remote learning and its inherent challenges related to the difficulties of establishing direct contact with the teacher and the team have negative psychological consequences. While in the times of standard learning such students had access to psychological support (at the educational institutions where its provision was well developed), after switching to remote learning (which does not reduce but in fact increases the impact of psychological issues (e.g., culture shock) on the student), getting counsellor's support face-to-face has become difficult or sometimes even impossible.

Thus, overcoming these negative factors can be considered one of the main tasks of counselling activities, which have been reviewed in the study of J. Hua, G. Zhang, & Ch. Coco [4] allowing the researchers to identify the need for combining different elements of the adaptation process (such as social learning and the usage of cross-cultural literature) to create the conditions for foreign students to develop a psychological superstructure, thereby ensuring individual resilience in the context of interpersonal interaction in a new society.

As mentioned above, the main psychological issue that negatively affects academic activities of international students is culture shock, which results in the inconsistency of social and cultural views of people from different countries. Thus, C. Ward, S. Bochner, & A. Furnham [5] examined the nature of culture shock, which is the main reason for the emergence of psychological issues among international students. However, these studies have not paid due attention to the usage of the remote format for overcoming the issues they considered.

Therefore, we consider it necessary to examine the experience of American HEIs in implementing remote psychological support programmes and techniques to develop such approaches at educational institutions in other countries, which will allow both ensuring more effective preparation of HEIs for remote education (since, when it comes to international students, education is not only about teaching

a subject; linguistic, cultural and psychological training play a critical role) but also to improve quality of their education following the international best practices.

This relevance allows defining *the objective of the article*: to analyse the programmes of remote counselling of international students at HEIs in the US to determine the potential for extrapolation of foreign experience into the higher education systems of other countries.

LITERATURE REVIEW

Psychological support of an international student is essential in their adaptation to a new environment. Therefore, apart from language training and teaching on principles of cultural diversity, the interaction between an international student and a new academic and cultural space should include effective psychological support, so that the student experiences acculturation in calmer emotional and psychological environment.

The development of modern communication means allowing remote interaction with other people online and their increasing implementation in all areas of society raises the issue of the necessity of the use of these innovations in various fields and education in particular. Notably, the effectiveness of an educational institution in present-day world depends on its ability to provide all possible kinds of activities in a flexible format, which can mitigate negative consequences of any aspect of the external environment. The COVID-19 pandemic can be considered the most influential factor that has recently highlighted the need for capacity and expertise to ensure the education process at the highest possible quality level, because quarantine measures and remote learning that have been introduced in numerous educational institutions and countries have not eliminated the need for education for both traditional (local) and international students, who have not stopped learning after the announcement of the pandemic and the introduction of quarantine restrictions. However, the issues of such students have not become “remote” or “distanced”; they keep leading to negative consequences, thus calling for appropriate adaptive measures.

First of all, let us consider the definitions used in this study, i.e., the terms “counsellor”, “counselling”, and “psychological counselling”. For example, the Great Explanatory Dictionary of Modern Ukrainian Language defines the word “counsellor” as “a specialist whose official duty is to provide advice and conclusions on matters related to their speciality” [6, p. 567]. Therefore, if someone provides an international student with psychological advice and support (for example, in universities and colleges in the US, a student can receive counselling at their educational institution or a counselling centre operating under the HEI, or at the International Student Aid Office), such a person can be called a counsellor. The Dictionary of the Ukrainian Language, in turn, specifies that ‘to counsel’ means “to advise on any matter” [7, p. 267]. It means that if a counsellor gives practical advice working directly with a student (one-on-one format) or a group of students (group format), or using remote

means of counselling (via phone, video conference, or by correspondence), this activity can be called counselling. The definition provided by the Complete Guide to Social Work encyclopaedic dictionary specifies that counselling is an interaction between two or more people where the specialised knowledge of the counsellor is used to provide help to the counselee in resolving issues or in creating an algorithm for personal development [8, p. 219]. Therefore, in terms of the remote counselling, this definition suggests that it has at least two participants who establish the link “counsellor – counselee”. If there are more persons involved in counselling, it can lead to the establishment of the links “counsellor – counselees”, “counselee – counselee”, “counselee – counselees”. Therefore, remote counselling can be considered full-scale psychological support provided in accordance with the above characterises.

The importance of counselling is also evidenced by the findings showing that the adaptive capacity of a foreign student has the following three basic elements: “physiological adaptability, psychological adaptability, and social adaptability” [9, p. 117]. Thus, insufficient functioning of any of these elements leads to the adaptation sequence problems.

We can conclude that modern ICTs should be used for the psychological support of international students. At the same time, online counselling can be considered the only available form of counselling in the context of quarantine restrictions. As for Ukrainian HEIs, most of them have an on-staff psychologist, although this cannot be considered the evidence of the systematic and structured provision of psychological support. However, the need for remote working poses the question as to whether a HEI can provide international students with full-scale psychological support, given that online counselling “allows using virtually unlimited resources for the implementation of various forms of interaction between the interested participants while they identify, discuss and practically solve various questions and issues” [10, p. 14]. In contrast to the standard learning process, which has been covered to a certain extent, and where practices of the use of various platforms of remote learning are being implemented, the issue of the provision of psychological support to international students has not been adequately addressed and discussed by public and in academia, which, of course, does not mean that problems related to the adaptation issues do not exist and cannot become more severe.

At first glance, it may seem that remote counselling lacks the appropriate level of efficiency due to the absence of direct interaction between the counsellor and counselee, but this is refuted by the findings of V. Mytsko [11, p. 73], highlighting that “the substantive feature of online counselling is its accessibility”. The issue of accessibility and efficiency of remote counselling has also been addressed by Yu. Akymenko [12, p. 44-45]. Therefore, drawing on the claims of researchers, it can be said that there is a theoretical possibility of the provision of psychological support to international students in the context of quarantine restrictions.

In general, when addressing the remote counselling of international students, it should be highlighted that the research base is limited and that the main area of research is the study of psychological issues relating to remote learning (S. Postek, M. Ledzińska, & J. Czarkowski [13]); an overview of MOOCs online courses (M. Baturau [14]; S. Pouezevara [15]). As for studies conducted in the US, the analyses of the types of online learning (H. Kentnor [16]); as well as of the significance of online learning for the effectiveness of educational process (M. Bakia, L. Shear, Y. Toyama, & A. Lassester [17]) are the most relevant. We would also like to highlight the statistical surveys (J. Seaman, E. Allen, & J. Seaman [18]) dealing with remote learning in the US (including the level of involvement of higher education institutions and students representing different courses and fields of study into this type of provision of educational services). However, it should be noted that the above studies have been of a comparative (examining traditional and remote education to reveal pros and cons of each) or statistical and reference nature (examining the development or stagnation of remote learning). In conclusion, there has not been any thorough research on remote counselling programmes for international students.

Therefore, for our study, the most concrete study results should be examined. In this case, the conclusions made by J. Hunt & D. Eisenberg [19] concerning overcoming of psychological issues by college students can be considered useful; while H. Forbes-Mewett & A.-M. Sawyer [20], in particular, focused on the nature of psychological issues of international students, which is necessary for the creation and development of methods for overcoming them.

As for studies of remote counselling conducted by Ukrainian researchers, we would like to highlight the studies dealing with the counselling models and methods that use the Internet (N. Afanasieva [10]); the review of special features, advantages and disadvantages of remote counselling (V. Mytsko [11]); the feasibility of implementing remote counselling in comparison with traditional psychological support means (Yu. Akymenko [12]). However, despite the existence of the studies on the role of remote counselling in the Ukrainian academia, it is still necessary to address the issue of the provision of psychological support to international students.

However, as noted above, the psychological component of the remote educational system has been not adequately addressed. It is therefore necessary to examine the practical experience of the usage of remote programmes of the psychological support of international students in the global context, and the University of Minnesota and the Florida International University of the US have been selected for this purpose. In addition, these educational institutions offer counselling programmes for international students.

MATERIALS AND METHODS

To reach the objective of this study, we applied a number of methods to conduct a comprehensive review of the issue of

remote counselling of international students. The methodology of the article includes the following elements:

- *analysis* (psychologically oriented programmes include sub-programmes, so it was necessary to identify the features of those sub-programmes within the scope of the study, and the method of analysis was used for that purpose, which allowed differentiating counselling sub-programmes from the general programmes and thus determining an adaptation strategy for international students. The method of analysis was also used to define the basic conceptual framework derived from “counselling”. In addition, the application of the analysis allowed constructing a “negative psychological acculturation system” due to the fact that the identification of the root causes of psychological problems is possible with a detailed separation of the symptoms that appear in the personality. Accordingly, the construction of this system is possible as a result of analytical actions called to identify the root causes of the problem);

- *synthesis* (in turn, differentiating efforts taken required restoring the integrity of the remote counselling system to draw conclusions and determine the prospects for further scientific studies. As a consequence, the synthesis method allowed grouping sub-programmes into programmes and programmes into the counselling system of a given educational institution);

- *abstraction* (since the concept of counselling includes many aspects, the method of abstraction was used to narrow the field of study, which was eventually defined as remote physiological counselling of international students at HEIs in the US. In addition, this method was used to investigate the psychological counselling of international students. Notably, the process of adaptation of international students has three major components, namely linguistic, cultural, and psychological. While linguistic and cultural training can be in the format of online lectures or tasks with the use of various platforms (Coursera, edX, or local university platforms), there is an issue of the means for psychological support in the context of the remote provision of educational services. It was in this case that abstraction was used, which allowed directing the study towards the remote psychological counselling as one of the elements of international students’ adaptive training, without touching upon issues of linguistic or cultural training);

- *the method of moving from abstract to concrete* (at the initial stage, the study of the specified issue required an abstract review of the main principles of counselling and adaptation training of international students in general. At the second stage of the application of this method, we specified the essential aspects of the remote counselling programmes and sub-programmes, thus leaving aside the abstract understanding of the issues and focusing on the multifaceted nature of the system under study);

- *the method of deduction and induction* (the deductive approach in our study allowed to identify the components of the “negative psychological acculturation system”. A general understanding of the essence of psychological counselling to solve certain personal issues that negatively

influence on the international students' interpersonal interaction with representatives of the host country. It allowed distinguishing between the stages of the acculturation system, given that these stages are not independent units but the constructs of a subsequent stages, which, as a result, form this system. As for the method of induction, it was used to combine these stages into a single acculturation system and a system of international students' psychological support of a particular educational institution).

RESULTS AND DISCUSSION

Practices of remote counselling of international students at the University of Minnesota

First of all, let us consider the approaches to remote counselling of international students used at the University of Minnesota, where students have an access to counselling services (Student Counselling Services), with the main one being Online Counselling [21], which helps international students develop skills of dealing with social anxiety and depression symptoms or stressful situations. Sessions consist of viewing informational videos, theory on the skills that would help overcome negative psychological and emotional responses such as depression, stress, etc.; students can also get online support and feedback from the specialists. The key advantage of the Online Counselling programme is that it allows taking part in the sessions through the use of modern technologies, so the sessions can be held anytime and anywhere, thus making the provision of psychological support more flexible.

In this respect, two main aspects can be identified. The first one is the importance of using informational video

materials and means for receiving the counselee's feedback, in particular for discussing the materials the student has watched. In other words, prior to counselling, a student is provided with the theoretical basis to build a counselling session via video conferencing. The second aspect is overcoming symptoms of depression and stress through online counselling by searching for the root causes of psychological issues. For example, it can be a system that we will call "the negative psychological acculturation system". Essentially, culture shock as well as stressful situations related to the necessity to act differently increases the risk of feeling that one's expectations have not fully become reality. Accumulating such feelings eventually results in an inner fear of possible failures, which negatively affects the process of adaptation, because in this case, students are uncertain in the correctness of certain actions. This results in an inadequate adaptation training, which leads to the response that can be represented by the following formula: the anxiety about the result caused by negative experiences – the inability to perform adaptation tasks – the insufficient level of preparation to acculturation – academic and socio-cultural issues and difficulties – the anxiety about the results caused by having negative experience (Fig. 1). Thus, it is vital to understand that this system of psychological imbalance of an individual is also relevant in the context of remote learning, pointing to the need for remote counselling to break links of the system. Therefore, we believe that practices of theoretical informing of international students about possible psychological adaptation issues, as well as the use of modern means for communication between a counsellor and a counselee are a positive development.

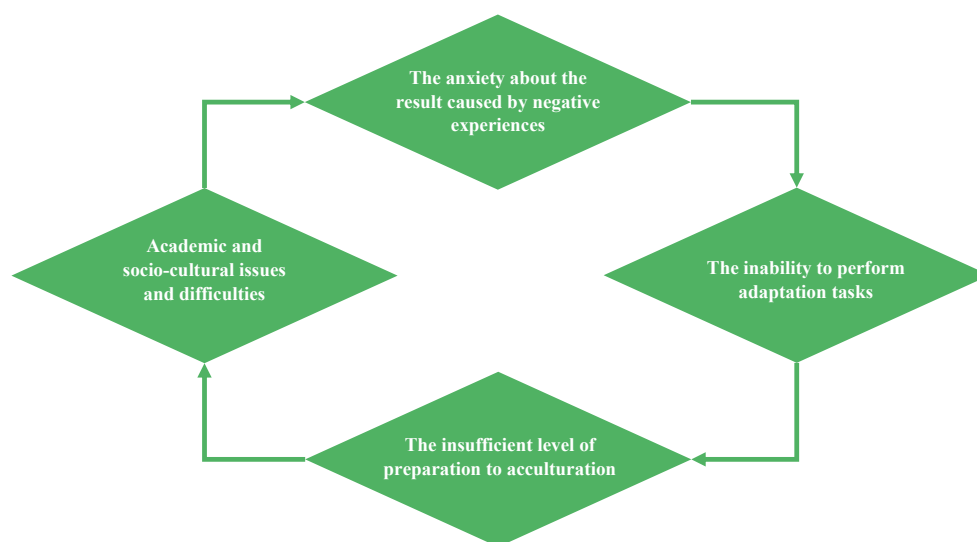


Figure 1. Negative psychological acculturation system

Examination of the remote counselling system of the University of Minnesota has revealed that the initiatives (known as the Student Counselling Services) are aimed at the work of the Online Counselling programme, the main goal of which is overcoming the negative emotional and

psychological impact of culture shock, such as depressive disorders, social anxiety or the presence of persistent stressful situations. The programme aims to provide international students with information, which helps them understand aspects and causes of their psychological issues using

theoretical videos and reading materials that are provided remotely. In addition, having developed a certain theoretical background, international students can also take part in sessions held by a counsellor via video conferencing, which contributes to a more effective analysis of certain personal issues (in comparison with self-analysis that could be conducted by students without any help). In conclusion, the combination of psychological self-learning and direct counselling is aimed at destroying the foundations of the “negative psychological acculturation system” resulting from culture shock and leading, among other things, to depression, inability to make their own decisions based on personal views (conformity) etc.

Psychological support of international students at the Florida International University

At the same time, practices of the Florida International University can serve as an example of the vigorous implementation of remote counselling programmes into the process of the adaptation work with international students. We consider it necessary to provide a more detailed review of the experience of this educational institution, which is represented by the Online Self-Help programme [22], that is strongly supported by the FIU Counselling and Psychological Services and provides international students with resources for maintaining their psychological health, as well as for developing emotional resilience via the use of the online environment. A special feature of this programme is the provision of resources (via remote counselling only), which are identical to those that are used by students during face-to-face counselling sessions. The online psychological support resource base of the Florida International University includes *The TAO Therapy* [23; 24], which has been described as an online platform containing educational content aimed at understanding one's own mind and emotions. Apart from awareness-raising materials available at the platform, students can hold weekly online meetings with a counsellor in the format of a brief video conference, which facilitates getting proper support and advice on the matters related to overcoming of current issues. The goal of therapy is to help international students understand the nature of certain issues of a specific individual and develop skills, which will become the tools that can be used to overcome the existing and future stressful situations. Therefore, the TAO Therapy ensures that international students are fully aware of possible negative impacts of culture shock related to the challenges of integration into the society of the host country [25, p. 572], which eventually cause inner psychological issues (S. Poyrazli [26]), affecting the educational potential and adaptive capacity of a foreign student in general. Furthermore, students can be provided with counselling services via video conferencing. The TAO Therapy provides for the participation of students in the following courses:

1. Cognitive Behavioural for Anxiety.

Notably, cognitive behavioural therapy focuses on analysing and changing dysfunctional thinking patterns,

which can eventually result in positive transformations in a student's behaviour and emotional state. An example of an issue existing in the members of this group is anxiety accompanied by an exaggeration of the level of danger the individual is exposed to, as well as the insufficiency of the potential resources available for dealing with adverse circumstances. The group's activities are divided into the following modules: understanding what anxiety and worry are, easing concerns, thoughts and beliefs, attentiveness, facing one's inner fears, studying the nature of anxiety. Thus, the special feature of the TAO Therapy programme is shifting away from generalising issues relevant for international students, which allows focusing on various areas of concern divided into modules.

It is essential to understand that the existence of stressful situations and anxiety are not unique to international students studying at universities and colleges in the US. Stress factors typical for foreign students have been studied by M. Becker, S. Dong & J. Kronholz [27], N. Khawaja, S. Chan & G. Stein [28], M. Poulakis, C. Dike & A. Massa [29]. Psychological services at Ukrainian HEIs should also be considered in the context of the international students' need for counselling, including remote counselling. According to the finding of the study O. Dobrotvor [30, p. 51], there are “three main types of adaptation: physiological, psychological and social”, which evidences the necessity of developing remote counselling programmes at educational institutions attended by international students following the example of the TAO Therapy of the Florida International University and with the use of informational and reference resources and allowing students to continue counselling via video conferencing. For this to happen, we believe it is necessary to create a psychological support platform at least at the local, institution-based if not state level.

2. Cognitive Behavioural for Depression.

The negative attitude of an individual towards the environment is a symptom of depression. The course consists of the following modules: the review of the concept of depression, feelings and thoughts, understanding of the nature of stress, healthy and unhealthy thinking, lifestyle and problem solving, setback prevention. The participation of international students in this course allows providing counselling remotely to address the depression-related issues.

3. Acceptance and Commitment for Anxiety / Depression.

If international students cannot effectively interact in the new society, it leads to certain psychological issues and, eventually, to depression [31, p. 902]. Therefore, this course focuses on accepting the existing environment, i.e., if a person is able to get rid of the thoughts about the necessity to overcome and combat their issues through accepting their existence, the symptoms will become a by-product rather than defining. The group's activities are divided into modules such as the review of depression, an introduction to the basics of acceptance and commitment therapy, attentiveness, values, etc. To summarise, the remote TAO Therapy programme covers different counselling courses, from helping to overcome common adaptation issues and

depression to solving these issues through their acceptance and thus minimising negative symptoms caused by culture shock.

4. Behavioural Activation for Depression.

The objective of the course is to overcome depression from the inside. The duration of the impact of depression on a person affects the degree of self-isolation of this student, which eventually worsens depression and its negative impacts, affecting behaviour and emotional state of the individual. Therefore, the task of behavioural activation is to help introduce the individual to the new reality, as well as to the resources for inner well-being. Such activity results in the formation of hopes and life goals and helps to improve mood and motivation. Group sessions are divided into modules, including the following: the review of the nature of depression, behavioural activation, drawing up an activation plan and defining values, issue solving, life balance, etc. Therefore, this course remotely combines "psychological, social and cultural adaptation" [32, p. 1199], thus allowing students to overcome consequences of culture shock through the use of their inner resources (including those that are culturally oriented). Together with the access to video counselling services through the use of modern communication means, an international student receives an adequate level of psychological support even in the context of a remote academic process.

Thus, the TAO Therapy programme is a platform offering courses for the provision of remote support for international students. The key elements of this programme are the following: providing information support, which allows students to acquire theoretical knowledge on the impact of culture shock and issues it may cause, thus first and foremost ensuring the understanding of the nature of the issue to be overcome, as well as facilitating counselling services via video conferencing, which helps to establish the link "counsellor – counselee" or other links in case of group psychological conferences. The experience of this programme can be extrapolated into the environment of higher education institutions through creating a psychological support platform at these institutions (or at the state level), which would facilitate sharing and reviewing theoretical materials and, eventually, holding video sessions, which would not require the direct use of the platform. Therefore, the experience of this programme for counselling can be used when establishing the infrastructure necessary for remote counselling.

Online-workshops at the Florida International University

Online Workshops and Resources [33]. This programme consists of several units, namely:

1. *Anger Management, which, in turn, includes the following seminars:*

- Florida Anger Management Class [34] can have various counselling load and consists of four, eight, twelve or sixteen hours of training. The entire course can be completed through electronic communication, so a student does not have to keep in touch with a counsellor by telephone or

using other means. The course covers the following units: understanding of the nature of anger, awareness of anger, stages of anger, healthy thinking, attentiveness, positive thinking, effective communication, conflict solving, anger management, etc. These topics include factors helping to weaken the impact of triggers for anger and strengthen the ability of a person to control it. The quality of a programme, unit, or seminar is directly related to the "way the material is handled" [35, p. 1725]. Therefore, it is important that even seminars such as the Florida Anger Management Class, which do not require the direct link "counsellor – counselee", for example, through video conferencing, ensure a clear sequence of theoretical counselling information. That is why the topics covered by seminars start with considering general concepts and explaining the nature of anger in the context of culture shock and ends with focusing on solutions to conflict situations and an ability to control one's emotional state, which is important not only for academic activities of an individual but for their social activities as well. For example, I. Leontyeva [36, p. 1] states that the remote education system (previously, we have already concluded that counselling is a part of the learning process of an international student as an element of the acculturation triad) should, among other things, take into account "social factors", and the ability to control one's emotional state (a part of which is anger) can be described as an ability of a person to interact with other members of society.

Consequently, the availability of a platform for remote counselling is not evidence of the effectiveness of the process of supporting an international student. The quality of the service can be improved through a properly developed counselling strategy.

- The Logan Group Anger Management Classes [37]. Participation in this seminar includes obtaining a certificate of completion of the course on controlling one's emotional state. Students can join these groups upon the recommendation of their educational institutions to complete a course on anger management. Therefore, participation in this remote seminar is aimed at a more specific objective. Firstly, a participant obtains a document confirming their emotional control skills (which is important for a student as for a future professional), and secondly, students are sent to this seminar by their educational institutions, which means that their inability to effectively control their negative emotions has already affected their academic progress. However, the active involvement of a counsellor, especially through face-to-face interaction, is primarily needed in case of counselling students with an evident lack of emotional self-control. Therefore, we believe that the Anger Management initiative is useful for reviewing and extrapolating its experience into the environment of Ukrainian HEIs in the context of establishing a clear sequence of the provision of theoretical and psychological information for international students.

2. Time Management [33].

The negative effects of culture shock include not only "acculturation stress, anxiety and depression" [38, p. 955]. The reason for a person's inability to guide their emotional

state in the direction necessary for effective academic and social processes is also the absence or insufficiency of self-management skills, which prevents managing their academic time according to their daily schedule, which also results in negative emotional responses such as anger. For example, according to G. Homych & R. Tkach [39, p. 25], “one of the basic tenets of therapy is that a patient has to learn to control their life”, which is impossible without self-management.

In this regard, international students undergoing the remote Time Management course at the Florida International

University are offered to analyse the effectiveness of the use of time within their daily schedule using a special questionnaire (Fig. 2). Its results help both discover self-managing issues and identify an activity that can be excluded or reduced in duration without negative consequences for an individual. The questionnaire can be filled out online, and then the results can also be analysed by the students without or with the help of a counsellor (in our opinion, the latter option is preferable), especially when an interaction between the student and the professional is conducted via video conferencing rather than by correspondence.

Time Management Checklist
 Rowena Ramnath-Fernandes, Psy.D.
 Florida International University
 Counseling & Psychological Services Center

Print this page, check off the activities that apply to you and write in the number hours spent on each activity per day. Please leave blank any activity that does not apply to you. Once completed, tabulate the number of hours. If your days vary, think of your most average day and then fill in the hours. At the end of the checklist, total the number of hours you have listed. See below for analysis

✓ Activity	Hours
— Meals (breakfast, lunch, dinner, other)	—
— Shower	—
— Getting dressed/make up/hair	—
— Driving to/from work	—
— Driving to/from class	—
— Attending work	—
— Attending Class	—
— Talking on the phone and/or texting	—
— Using the Internet (includes emails, IMs, chatrooms)	—
— Spending time with friends (includes going out/clubbing)	—
— Spending time with family	—
— Watching TV	—
— Reading magazines/newspapers/leisure books	—
— Work preparation	—
— Studying	—
— Exercise	—
— Sleeping (includes naps)	—
— Other activities not listed	—
Total Hours per Day	

Figure 2. The Time Management Florida International University online course self-management questionnaire of an international student

To summarise, the Online Workshops and Resources programme is characterised by management seminars that help a person to develop an ability to control their negative emotions through awareness of their essential features. Theoretical psychological information is provided through a precise algorithm, which allows learning “healthy thinking” as well as time-management skills, which can also influence the results of the academic process. All the seminars within this programme are held remotely; however, in our opinion,

the Anger Management Groups should also provide for a possibility of face-to-face interactions between a student and a counsellor.

The analysis of the experience of the Florida International University showed the existence of a wider range of available means for the provision of remote psychological services to international students. First of all, the TAO Therapy programme has some similarities with the activities of the University of Minnesota, including the provision

of informational reference materials and a further opportunity to interact with a counsellor via video conferencing. However, the Florida International University divides the TAO Therapy programme into four courses, namely “Cognitive Behavioral for Anxiety”, “Cognitive Behavioral for Depression”, “Acceptance and Commitment for Anxiety/Depression”, “Behavioral Activation for Depression”, and each of them provides for the participation of a specific group of international students with certain counselling needs. In conclusion, the use of modern remote communication means allows addressing issues in the context, from changing dysfunctional thinking and negative attitude towards the environment expressed through the symptoms of depression, to accepting existing aspects of the environment and strengthening the student’s focus on life goals and finding inner prerequisites for overcoming the consequences of culture shock.

As for the Online Workshops and Resources programme, it provides the opportunity to take part in “Florida Anger Management Class”, “The Logan Group Anger Management Classes” seminars (which are aimed at overcoming negative consequences of culture shock caused by depression that can negatively impact both a foreign student and those around them), as well as in the Time Management seminar (which, in our opinion, is among the most important available seminars, because poor time management skills often serve as a catalyst for depressed and aggressive state).

CONCLUSIONS

The COVID-19 pandemic has become a catalyst for a vigorous development of remote platforms that provide students with necessary materials and allow their introduction into the education process. Since the adaptation of international students is a part of the education system, there is a need

for working with such persons not only in the context of linguistic, social and cultural preparation, but factoring in the psychological aspect as well. The United States of America were selected for the study because this country has adequate experience in adaptation of international students. When choosing among the US universities, we selected the University of Minnesota and the Florida International University and analysed their remote counselling systems.

The research demonstrated that the remote system of counselling of international students used at the Florida International University is more structured (in comparison with the system of the University of Minnesota), provides a more extensive range of psychological support services and allows efficiently establishing the link “counsellor – counselee”. We believe the practices used at this educational institution can be extrapolated into the remote educational space of other HEIs with international students. There are the following prerequisites:

1. Awareness on the part of the Ministry of Education and the administration of a HEI of the need for the provision of psychological support for international students, in particular in the context of quarantine restrictions.
2. Availability of an appropriate platform for counselling that can be used in a separate format or be a part of an already existing educational platform (to share informational reference material in the form of text and video content).
3. The ability of a counsellor to hold sessions in the format of video conferences to discuss informational reference material and issues that are relevant for a foreign student.

Therefore, further research in this area can address the integration of remote counselling practices into activities of education-related psychological services, analyse the practices of other countries (other than the US) in the use of online counselling courses, etc.

REFERENCES

- [1] Ukrainian State Center of International Education, Ukraine's income from foreign students over the period of their studies is more than 3 billion US dollars. (2021). Retrieved from <https://mon.gov.ua/ua/news/dohid-ukrayini-vid-inozemnih-studentiv-za-period-yih-navchannya-stanovit-ponad-3-milyardi-dolariv-ssha-ukrayinskij-derzhavnij-centr-mizhnarodnoyi-osviti>.
- [2] Tsymbaliuk, I.M. (2005). *Psychological counseling and correction*. Kyiv: VD Profesional.
- [3] Widodo, H., Ferdiansyah, S., & Fridani, L. (2020). Introduction to international students and COVID-19. *Journal of International Students*, 10(S3), 1-12.
- [4] Hua, J., Zhang, G., Coco, Ch., Zhao, T., & Hou, N. (2020). Proactive personality and cross-cultural adjustment: The mediating role of adjustment self-efficacy. *Journal of International Students*, 10(4), 817-835.
- [5] Ward, C., Bochner, S., & Furnham, A. (2001). *The psychology of culture shock*. East Sussex, UK: Routledge.
- [6] Busel, V.T. (Ed.). (2005). *Big explanatory dictionary of the modern Ukrainian language*. Kyiv, Irpin: VTF “Perun”.
- [7] Bilodid, I.K., Buryachok, A.A., & Dotsenko, P.P. (1973). *Ukrainian language dictionary*. Kyiv: Naukova dumka.
- [8] Pichi, V.M. (Ed.). (2013). *All about social work: Educational and encyclopedic dictionary*. Lviv: “Novyj svit – 2000”.
- [9] Dovgodko, T. (2013). Adaptation of foreign students to the educational environment of Ukraine. *Pedagogic and Psychology of Professional Education*, 2, 114-120.
- [10] Afanasieva, N.Ye. (2013). Models and methods of Internet-counseling of the specialists in extreme activities. *Problems of Extreme and Crisis Psychology*, 13, 13-21.
- [11] Mytsko, V.M. (2011). Speciality of distance psychological counseling in Internet. *Scientific Bulletin of Lviv State University of Internal Affairs (Psychological Series)*, 1, 68-80.

- [12] Akymenko, Yu.F. (2013). Distance psychological counseling: The answer of modern information technologies to today's requirements. *Social Work Problems*, 2(3), 42-45.
- [13] Postek, S., Ledzińska, M., & Czarkowski, J. (2010). Psychological and pedagogical problems of distance education for adults. *Problems of Education in the 21st Century*, 22, 99-108.
- [14] Baturau, M. (2015). An overview of the world of MOOCs. *Procedia – Social and Behavioral Sciences*, 174, 427-433.
- [15] Pouezevara, S., & Horn, L. (2016). *MOOCs and online education: Exploring the potential for international educational development*. Research Triangle Park, North Carolina: RTI Press.
- [16] Kentnor, H. (2015). Distance education and the evolution of online learning in the United States. *Curriculum and Teaching Dialogue*, 17(1/2), 21-34.
- [17] Bakia, M., Shear, L., Toyama, Y., & Lasseter, A. (2012). *Understanding the implications of online learning for educational productivity*. Washington: U.S. Department of Education.
- [18] Seaman, J.E., Allen, I.E., & Seaman, J. (2018). *Grade increase: Tracking distance education in the United States*. London: Pearson.
- [19] Hunt, J., & Eisenberg, D. (2010). Mental health problems and help-seeking behavior among college students. *Journal of Adolescent Health*, 46(1), 3-10.
- [20] Forbes-Mewett, H., & Sawyer, A.-M. (2016). International students and mental health. *Journal of International Students*, 6(3), 661-677.
- [21] University of Minnesota. Online counseling. Student counseling services. (2020). Retrieved from <https://counseling.umn.edu/counseling/online>.
- [22] Florida International University. Online self-help. Counseling & Psychological Services. (2020). Retrieved from <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/caps-online/index.php>.
- [23] TAO-FIU explainer video. Therapy assistance online. (2020). Retrieved from <https://vimeo.com/187248053>.
- [24] Florida International University. Therapy assistance online (TAO). Counseling & Psychological Services. (2020). Retrieved from <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/caps-online/caps-self-help-services/index.php>.
- [25] Chai, D., Van, H., Wang, C.-W., Lee, J., & Wang, J. (2020). What do international students need? The role of family and community supports for adjustment, engagement, and organizational citizenship behavior. *Journal of International Students*, 10(3), 571-589.
- [26] Poyrazli, S., & Mitchell, M. (2020). Mental health problems of U.S. students studying abroad. *Journal of International Students*, 10(1), 17-27.
- [27] Becker, M., Dong, S., Kronholz, J., & Brownson, C. (2018). Relationships between stress and psychosocial factors with sources of help-seeking among international students. *Journal of International Students*, 8(4), 1636-1661.
- [28] Khawaja, N., Chan, S., & Stein, G. (2017). The relationship between second language anxiety and international nursing students stress. *Journal of International Students*, 7(3), 601-620.
- [29] Poulakis, M., Dike, C., & Massa, A. (2017). Acculturative stress and adjustment experiences of Greek international students. *Journal of International Students*, 7(2), 204-228.
- [30] Dobrotvor, O.V., & Shherbyna, I.Yu. (2017). Adaptation of foreign students in the educational process of Ukrainian university. *Proceedings of the National Aviation University*, 10, 51-54.
- [31] Aldawsari, N.F., Adams, K.S., Grimes, L.E., & Kohn, S. (2018). The effects of cross-cultural competence and social support on international students' psychological adjustment: Autonomy and environmental mastery. *Journal of International Students*, 8(2), 901-924.
- [32] Bastien, G., Seifen-Adkins, T., & Johnson, L. (2018). Striving for success: Academic adjustment of international students in the U.S. *Journal of International Students*, 8(2), 1198-1219.
- [33] Florida International University. Online workshops and resources. Counseling & Psychological Services. (2020). Retrieved from <https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/caps-online/online-resources/index.php>.
- [34] About the online anger management class. Course for anger. Anger management class. (2020). Retrieved from <https://courseforanger.com/about-the-course>.
- [35] Karkar-Esperat, T.M. (2018). International graduate students' challenges and learning experiences in online classes. *Journal of International Students*, 8(4), 1722-1735.
- [36] Leontyeva, I.A. (2018). Modern distance learning technologies in higher education: Introduction problems. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(10), article number 1578.
- [37] Anger management classes. The Logan Group Int. (2020). Retrieved from <http://www.successwithlogan.com>.
- [38] Luo, Z., Wu, S., Fang, X., & Brunsting, N. (2019). International students' perceived language competence, domestic student support, and psychological well-being at a U.S. University. *Journal of International Students*, 9(4), 954-971.
- [39] Homych, H.O., & Tkach, R.M. (2004). *Fundamentals of psychology counseling*. Kyiv: MAUP.

Ярослав Сергійович Слуцький¹, Колін Бланшард²

¹Донбаський державний коледж технологій та управління
85200, вул. Євгена Седнева, 3А, м. Торецьк, Україна

²Університет штату Індіана
IN 47809, вул. Сьома Північна, 200, м. Терре-Хот, Сполучені Штати Америки

Програми дистанційного психологічного консультування іноземних студентів у системі вищої освіти Сполучених Штатів Америки

Анотація. Актуальність дослідження полягає в необхідності розвитку дистанційних форм консультаційної роботи з іноземними студентами під час адаптаційного періоду. У зв'язку з цим метою наукового дослідження є аналіз програм дистанційного психологічного консультування іноземних студентів у ЗВО США для виявлення перспектив екстраполяції зарубіжного досвіду в систему вищої освіти інших держав. У процесі дослідження був застосований комплекс методів: аналіз, синтез, абстрагування, перехід від абстрактного до конкретного, що дав змогу провести всебічне вивчення проблеми дистанційного психологічного консультування іноземних студентів. У статті досліджено особливості психологічного онлайн-консультування іноземних студентів. Відзначено, що психологічна підтримка є елементом акультураційної тріади, тому має розглядатися в межах освітнього процесу. Підкреслено, що іноземні студенти схильні до негативного впливу феномену «культурного шоку», тому необхідна їхня участь у відповідних заходах, спрямованих на розвиток навичок подолання емоційних і психологічних проблем. Проаналізовано програми, курси та семінари University of Minnesota та Florida International University, що дало змогу виявити наявність певного алгоритму вибудовування дистанційної системи психологічного консультування, а саме: надання іноземним студентам теоретико-інформаційного матеріалу (що складається з текстових і відеоматеріалів) для особистісного ознайомлення й формування спільного розуміння сутності проблем, актуальних для представників інших країн; проведення безпосереднього контакту студента з консультантом за допомогою відеозв'язку, що дає змогу обговорити наявні проблеми психологічного характеру та вибудувати міжособистісні взаємозв'язки. Практична цінність дослідження полягає в тому, що розвиток дистанційних програм, курсів, семінарів (з упровадженням зарубіжного досвіду ведення такої діяльності) буде мати позитивний вплив на загальнодержавну систему психологічної підтримки та надасть можливість більш активного використання сучасних ІКТ не тільки в освітній сфері

Ключові слова: культурний шок, негативна психологічна акультураційна система, теоретико-інформаційний матеріал, платформа психологічної підтримки

UDC 378.147
DOI: 10.52534/msu-pp.7(3).2021.29-38

Iryna S. Sahaidak^{1*}, Tetiana M. Chorna¹,
Olena O. Balahura², Valentyna P. Bykhovchenko³

¹University of the State Fiscal Service of Ukraine
08205, 31 Universitetska Str., Irpin, Ukraine

²National Transport University
01010, 1 M. Omelyanovich-Pavlenko Str., Kyiv, Ukraine

³National University of Life and Environmental Sciences of Ukraine,
03041, 15 Heroiv Oborony Str., Kyiv, Ukraine

Specifics of Distance Learning in the Modern Ukrainian Educational Space: Practices of the Higher Education Institutions of Ukraine

Article's History:

Received: 15.05.2021

Revised: 20.06.2021

Accepted: 10.08.2021

Suggested Citation:

Sahaidak, I.S., Chorna, T.M., Balahura, O.O.,
& Bykhovchenko, V.P. (2021). Specifics of
distance learning in the modern Ukrainian
educational space: Practices of the higher
education institutions of Ukraine. *Scientific
Bulletin of Mukachevo State University.
Series "Pedagogy and Psychology"*, 7(3), 29-38.

Abstract. Quarantine restrictions have increased the relevance of distance learning, and the level of information and communication technology development has made it possible for the Higher Education Institutions (HEIs) to switch to online mode, this being the optimal solution amid the pandemic. The object of this paper is to analyse the practical aspects of distance learning under quarantine and to identify the key factors affecting its efficiency. The assessment of the distant technologies use during the educational process and its efficiency was carried out by means of anonymous online questionnaire survey of the students from 4 higher education institutions: University of the State Fiscal Service of Ukraine, National Transport University, National University of Life and Environmental Sciences of Ukraine and Separated structural subdivision of the Kyiv College of Municipal Economy of The V.I. Vernadsky Taurida National University. The research has revealed the level of technical provision for distance learning; the level and practical experience of using distance technologies by the participants of the educational process was determined; the behavioural factors (students' attendance and teachers' adherence to the class schedule and thematic outlines) were examined; motivational factors of students' learning online were analysed; the most significant benefits of distance learning were examined; the higher education students' attitude to the blended and distance forms of learning was determined. It has been substantiated that distance learning organisation in the institution based on a single shared platform is a prerequisite for ensuring a highly effective online learning process. The practical value of the paper lies in the application of the survey results to enhance and increase the distance learning efficiency at the higher education institution level

Keywords: educational process organisation, online mode, quarantine, high school, questionnaires, online learning efficiency

*Corresponding author

INTRODUCTION

In recent years, information technology and the possibility of its use, namely the Internet, have provided favourable conditions for the development of the information society both in the world and in Ukraine. Modern information technologies have given an impulse to the digitalisation of the educational process: the introduction of distance

learning in educational institutions. Thus, the core points of the National Informatisation Programme of Ukraine [1] state: "In the field of education ... active introduction of distance learning into the educational process is envisaged ..., which involves a significant part of the work with information, i.e., the perception, assimilation and communication

between teacher and their students, by means of modern information technologies and computer-based telecommunications". It should be noted that distance learning is not a new form of education, but has already existed for many years, constantly improving and forming new information networks. Distance learning has been implemented in Ukraine for over ten years, and the approval of the Regulation on Distance Learning [2] has provided possibilities for its implementation in the educational process of Ukrainian institutions.

The COVID-19 pandemic, starting in 2019, has made it impossible for educational institutions to operate in the traditional format and, hence, has significantly intensified the introduction of distance learning technologies in the educational process. Attention should be drawn to the fact that the move to distance learning has been a huge challenge for all educational institutions in Ukraine, from schools to universities, as it has been necessary to start online classes in a short period of time, which not everyone has been ready for. Thus, the current situation has given the scientific and teaching community the incentive to actively investigate the practical application efficiency of the distance technologies in the teaching process of HEIs. For instance, the scholars E. Armstrong-Mensah and K. Ramsey-White presented the research results on the impact of the move to online learning on students and postgraduates: the academic difficulties among students and the unexpected benefits of distance learning were revealed [3]. S. Elfirdosi and M. Lahgar [4] share the research results on the assessment of distance learning in Moroccan universities. The research is primarily focused on studying the limitations of the platforms used to support online learning. Furthermore, the authors carried out a comparative analysis of distance learning in state and private universities during the quarantine period [4]. J. Stein and C. Graham in their studies argue that the practice of blended teaching and learning is most appropriate [5]. Meanwhile, Y. Nenko, N. Kubalna and Y. Snisarenko point out the lack of scientific coverage regarding the distance learning efficiency in Ukrainian HEIs [6].

When referring to the state and normative regulation practices it should be noted that currently its arrangement and introduction procedure is stated in the Regulations on the Distance Form of Full General Secondary Education approved by the Order No. 1115 of the Ministry of Education and Science of Ukraine on September 8, 2020 [7]. As for HEIs, according to the Law of Ukraine "On Education" [8], they have the autonomy based on their self-reliance, independence and decision-making responsibility for academic (educational), organisational, financial, personnel and other activity issues, carried out in accordance with the procedure and within the limits defined by law.

All those involved in the educational process now realise that there is no certainty as to what mode the next academic year will be as well as when, for how long and how often the need to move to online mode will arise. Therefore, the practical efficiency assessment of distance

learning is an essential element for its further enhancement and the prevention of future mistakes.

The purpose of this study is to analyse the practical aspects of distance learning under quarantine and to determine the key factors that affect its effectiveness.

To achieve the said purpose, it is necessary to complete the following *objectives*:

- an analysis of the research covering different aspects of distance learning;
- a study of the distance learning arrangements in higher education institutions: University of the State Fiscal Service of Ukraine, National Transport University, National University of Life and Environmental Sciences and Separated structural subdivision of the Kyiv College of Municipal Economy of The V.I. Vernadsky Taurida National University;
- a study of the student's attitudes towards the organisation and the efficiency of distance learning.

LITERATURE REVIEW

As previously mentioned, the studies of both foreign and Ukrainian authors focus on the issues related to the development and implementation of distance technologies in the educational process. However, they can be divided into two categories – those published before the pandemic and those after its outbreak. The studies of the first group are more concerned with the definition of the distance learning / education terms; the analysis of the distance learning development stages; the world experience; the distance learning features and types; and provide information on the necessity of the education system's computerisation and the implementation of information technology in the teaching / learning process. L.V. Shtykhno analyses the world experience of distance education and outlines the major factors hindering the distance learning implementation in the educational process of Ukrainian institutions [9]. O.A. Panchenko focuses on the contradictions in distance education by presenting the sociological survey results regarding the level of familiarity with distance learning technologies, the possibilities to use them and the attitude to their implementation by teachers in the Prydniprovskiy region [10]. O.H. Korbut's study covers different models and technologies of distance learning as well as peculiarities of its implementation in the modern education system [11]. The article by L. Havrilova and Y. Katasonova "outlines the theoretical aspects of the distance education development in Ukraine, particularly its conceptual framework, and analyses the historical phases of the distance learning basic concepts formation. The concepts of "distance education" and "distance learning" were compared, and the related concepts of open education and blended learning were examined" [12].

The most recent studies by foreign and Ukrainian academics published since the pandemic outbreak (the second group) focus on the practical efficiency of the distance learning process at all educational levels. Thus, the published results of a research by UNESCO scholars on compelled online learning demonstrate the actual isolation of the majority of higher education students in cities [13].

These cities ("Learning cities") serve as a centre for the efficient mobilisation of educational resources and the use of modern technologies for online learning [14].

A joint monograph by V.V. Bondarenko and V.M. Kukhareno presents the overview of theoretical and methodological perspectives on the pressing issue for the Ukrainian educational system of implementing the educational process under quarantine; a scientific and methodical analysis as well as a research and practice analysis of the situation; a wide range of issues, problems and suggestions based on the actual pedagogical experience of the academic community is covered [15]. The authors A.A. Oleshko, O.V. Rovniachin and V.R. Hodz focus on the issues of online learning under the quarantine period: insufficient level of technical provision, limited access to the Internet, the lack of experience in information technologies among both teachers and students [16]. Meanwhile, the study by Y. Nazarenko, O. Syrbu and I. Kohut provides an analysis of the actions taken by the Government (under the UNDP project "Human Rights for Ukraine") in organising the educational process during the quarantine period, and also focuses on the educational and post-educational issues encountered by the educational process participants [17].

MATERIALS AND METHODS

A theoretical investigation (analysis of publications by Ukrainian and foreign academics, commentaries, interviews

with high-level officials, forums) has resulted in a summary of the distance learning features and its implementation issues under quarantine. The obtained theoretical results provided the basis for the research area selection, the definition of its objective and main tasks. On the basis of theoretical works the empirical study object was defined, the topic was formulated and its separate elements were analysed, the results were carried out and summarised.

The research involved three processes: 1) data collection process; 2) research tools selection and development process; 3) sampling process. The data collection process in the research was ensured through a questionnaire survey aiming to determine students' attitudes towards the efficiency of distance learning implementation in HEIs. The key research tool was a questionnaire, with a total of 14 multiple-choice, closed-ended and open-ended questions, as well as questions with an evaluation scale. The questionnaire focused on the following issues: the level of technical provision for distance learning; the level and practical experience of using distance technologies by the participants of the educational process; behavioural factors (students' attendance and teachers' adherence to the class schedule and thematic outlines); students' motivation for learning; the most significant benefits of distance learning; the organisation level of distance learning in an educational institution (Table 1).

Table 1. Questionnaire structure used in the research process

No.	Question	Type of response
1.	What educational institution do you represent?	One option from the suggested list
2.	Did you have any experience of using distance technologies in your educational institution before the quarantine was declared?	One option from the suggested list
3.	What forms of education have you experienced during the quarantine period (blended or distance learning)?	One option from the suggested list
4.	Which of the forms (blended or distance) is more effective for you?	One option from the suggested list
5.	According to you, how relevant and necessary is distance learning under current conditions?	One option from the suggested list
6.	What communication platforms did you use for distance learning?	Several options from the suggested list
7.	What proportion of the students in your academic group (on average) actually participate in the learning process according to the class schedule? Does it depend on the specific subject / teacher?	Several options from the suggested list
8.	Do the teachers follow the schedule under distance working conditions?	One option from the suggested list
9.	Do you consider the teachers' usage level of various communication forms to be sufficient?	One option from the suggested list + your version of the response
10.	How satisfied are you with the distance learning in your educational institution under the quarantine conditions?	Evaluation scale (from 1 to 5)
11.	According to you, what determines the distance learning efficiency?	Several options from the suggested list + your version of the response

Table 1, Continued

No.	Question	Type of response
12.	According to you, what are the most significant benefits of distance learning?	Several options from the suggested list + your version of the response
13.	Did you practice self-education using distance learning technologies (e.g. taking online courses, not necessarily related to studies, etc.)?	One option from the suggested list + your version of the response
14.	According to you, once the pandemic is over, will distance technologies remain popular, or will their popularity wane?	Test

The questionnaire structure made it possible not only to consider the students' opinion regarding the educational process organisation and its high-quality provision both technologically and methodologically, but also to let the respondents make their own suggestions on the choice of platforms, the tasks selection, the teaching/learning materials quality, etc. The questionnaire was conducted in a selective manner, as only a certain proportion of the respondents were surveyed.

The assessment of the distance technologies use during the educational process and its efficiency was carried out by means of respondents' interviewing – students from 4 higher education institutions: University of the State Fiscal Service of Ukraine (hereinafter referred to as USFSU), National Transport University (hereinafter NTU), National University of Life and Environmental Sciences of Ukraine (hereinafter NUBiP) and Separated structural subdivision of the Kyiv College of Municipal Economy of V. I. Vernadsky Taurida National University (hereinafter SSS KCME V.I. Vernadsky TNU). To ensure the assessment objectivity, the survey covered over 400 participants (on average 100 ± 2 students from each educational institution). Meanwhile, students from many different groups, years of

study and specialities were invited to participate in the online survey. The survey was held in February 2021, after a year of practical experience in online working mode. The survey was performed anonymously, in online mode, with the help of Google Forms, aiming to assess the overall current implementation level of distance learning and its efficiency, to reveal the major problems in the online learning arrangements.

RESULTS AND DISCUSSION

It is rather complicated to draw conclusions about the complete implementation of distance learning, especially in spring 2020. Distance learning is a certain system composed of 4 types of interconnected actors (Fig. 1). Apart from the immediate participants of the educational process – the student and the teacher – a smooth online learning process in HEIs is impossible without proper planning, appropriate curriculum development and various organisational issues (organiser's functions). The system administrator is responsible for ensuring the smooth functioning of the system, resolving technical issues and monitoring the system's performance statistics.

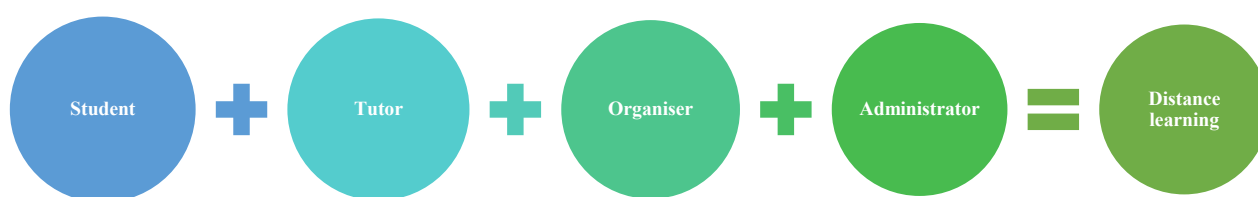


Figure 1. The components of a distance learning system

The imposition of quarantine across the entire territory of Ukraine in spring 2020 was sudden, and no one expected it to drag on. Consequently, each HEI chose different means of distance learning implementation. The distance learning system has been established at some institutions and has already been used to some extent, but mainly there has been no well-organised switch to any of the platforms. Thus, to send and check the assignments, and for the feedback purposes, the teachers used those communication platforms that they had access to and were able to

work with independently. "Despite the level of electronic resources and distance learning platforms provision, all the teachers have encountered difficulties in online classes arrangement, providing for the teacher's e-presence, converting educational materials, receiving a feedback, defining the information supply channels, etc." [18]. It is therefore not surprising that the respondents' answers vary in the names of communicative platforms and social networks (Fig. 2). A significant proportion of respondents used Google Disk (43.2), Viber (49.3), Telegram (69.2), Moodle (66.4), etc.

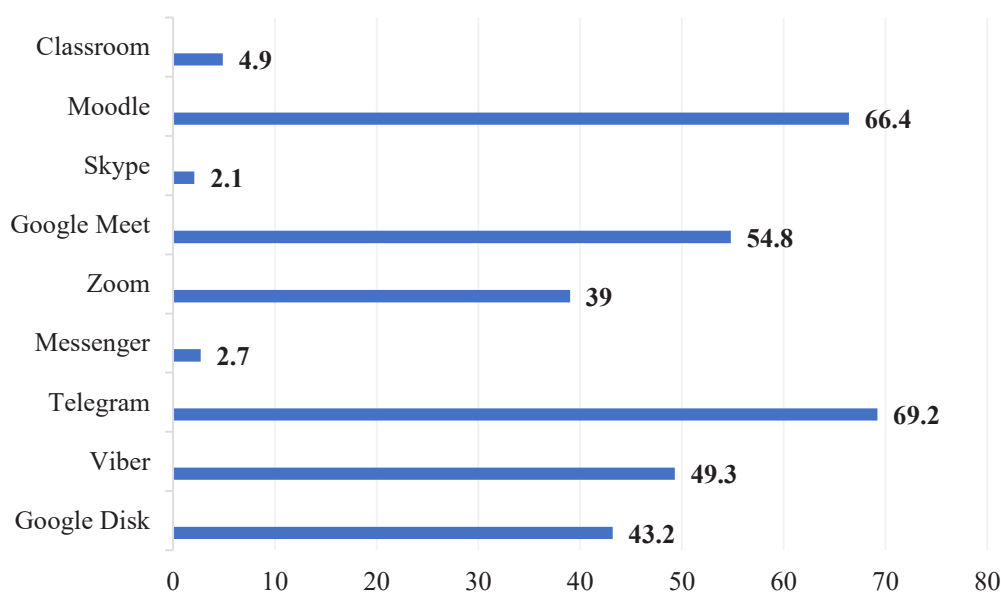


Figure 2. The communicative platforms used by respondents during distance learning, %

Throughout the entire academic year 2020-2021, the HEIs held classes periodically in different modes: some kept to distance learning, some were able to hold classes in a blended mode. Students' opinions on the efficiency of these forms of learning split roughly evenly: 53.4% (distance learning) and 46.6% (blended learning). In terms of

the relevance and necessity of distance learning under current conditions, 94.5% of the survey participants admit this format to be necessary, particularly in conjunction with the traditional one. Nevertheless, 5.5% consider distance learning technologies to be inappropriate in educational process (Fig. 3).

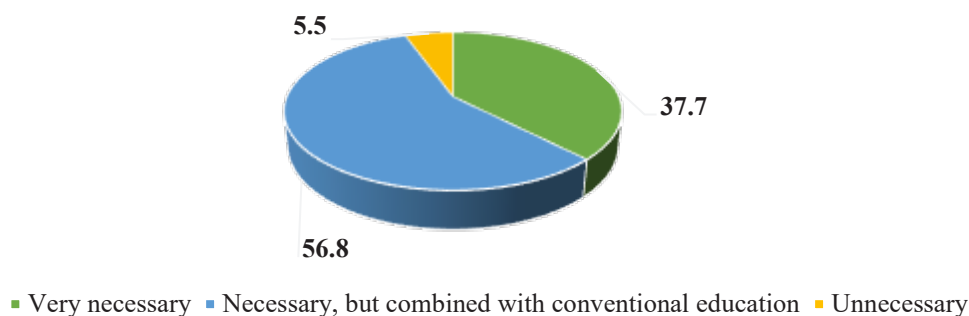


Figure 3. Survey results on the necessity of distance education under current conditions, %

While other educational institutions in the spring of 2020 were only developing plans for the distance learning organisation in an urgent mode, the USFSU moved to on-line mode of work from the first quarantine day, since the university had already been using Moodle (Modular Object-Oriented Dynamic Learning Environment) for the past several years. This system was initially used to conduct examinations in the form of tests, to make up academic deficiencies, and to re-examine a course of study, etc. Accordingly, all the courses being taught have been provided with appropriate teaching materials. The courses must undergo a certification procedure with a proper document confirming the high quality of the teaching and learning materials. Furthermore, for over 5 years the university has been running advanced training courses for teaching staff in the field of professional and pedagogical activity "Distance learning

course development technology. Modern educational technologies". It is based at the Educational and scientific centre for innovative educational technologies and regional education of USFSU [19], which is not only responsible for the smooth functioning of the educational online system, but also carries out educational activities in licensed specialties (educational programmes) at the corresponding educational levels. At the same time, after the imposition of quarantine, a YouTube channel for distance education [20] was created with detailed instructions on using Moodle, since the innovation in the university could not be mastered perfectly at once – both students and teachers faced a lot of questions; Telegram and Instagram chats made it possible to discuss distance learning, seek advice and get answers to any questions. Currently, both students and teachers are making full use of the possibilities offered by Moodle, and

the global learning platform BigBlueButton, integrated into Moodle, makes it possible to run full-fledged lectures, seminars, discussions, debates, one-to-one questions and so on.

In SSS KCME V.I. Vernadsky TNU, the majority of teachers faced numerous difficulties at the start of the quarantine: how to run the classes, how to assess the students, how to provide them with tasks. Thus, during the first months of the quarantine, the usual platforms (Viber, Telegram, Messenger) were used by the educational process participants. The college held a number of seminars for teachers on how to set up their own virtual classrooms in their courses, leading to the adoption of Classroom platform by the end of the 2019-2020 academic year. For its part, from the beginning of 2020-2021 the Taurida National University (TNU), having created a corporate Google account, organised the switch to the Google Classroom platform. To conduct full-fledged video-meeting sessions, the Google Meet software has been introduced, with both teachers and students joining in through a special link.

On the example of NTU, it should be noted that the institution has been actively introducing distance learning technologies in advance, particularly the Centre for Distance Education was set up back in 2016. The readiness for distance learning in the university was obvious, since even before the world pandemic events, the teachers, mainly of technical specialities, had been using the Moodle system in their work. Thus, they were actually ready for distance learning, as the courses had been fully formed and had already been actively used in the educational process [21]. However, a certain part of the teaching staff, under the new circumstances, was less prepared for online educational activities. In the spring of 2020, teachers used mainly the possibilities of e-mail, social networks such as Viber, Telegram, Messenger and the programmes Zoom, Skype, Discord, etc. to arrange video communication with students. In the next 2020-2021 academic year, due to the accumulated experience, as well as due to the advanced training courses, the university teaching staff was fully aware of and prepared for the implementation of innovative technologies associated with the distance learning organisation. NTU Philosophy and Pedagogy department teachers, apart from the Moodle

system (optional), actively used the possibilities of Google – supplementing the courses in Classroom with lecture materials, guidelines, test assignments, conducting knowledge checks, providing access to electronic textbooks and so forth. The Google Meet programme has proved to be in great demand, as it has been used to conduct classes.

It should also be mentioned that NUBiP began the distance education implementation back in 2006 by establishing the Centre for Distance Education Technologies, which has developed and tested a range of various models for the application of distance technology elements. Distance learning technologies are used in both internal and external study modes of the university, thereby increasing the quality and accessibility of education. The university has established the NUBiP Educational information portal of Ukraine [22], containing a database of e-courses. All the courses undergo a proper certification before being posted to the portal and are used for both internal and external (distance) study modes. The main advantage of the portal is its provision of high-quality learning material and the possibility of using it anytime and anywhere for the students of all study modes. The portal operates on the basis of the Moodle distance learning platform, providing students with the opportunity to review course materials, perform an assignment, send it for assessment and take an online self-test to check the acquired knowledge. Teachers can design e-learning courses independently and conduct distance learning, send messages to students, distribute the assignments, receive the completed ones and check them, [23]. Notably, to arrange the video communication with students, the teachers worked with user-friendly programmes, such as Zoom.

Figures 4 and 5 illustrate the results of the students' survey on the organisation efficiency (on a 5-point scale) and the level of satisfaction with the distance learning at their educational institution. The implementation was rated as "good" and "excellent" by around 80% of the students, confirming that online education gained momentum in all of the institutions surveyed; 92.5% of those surveyed were satisfied (in different ways) with the quality of distance learning.

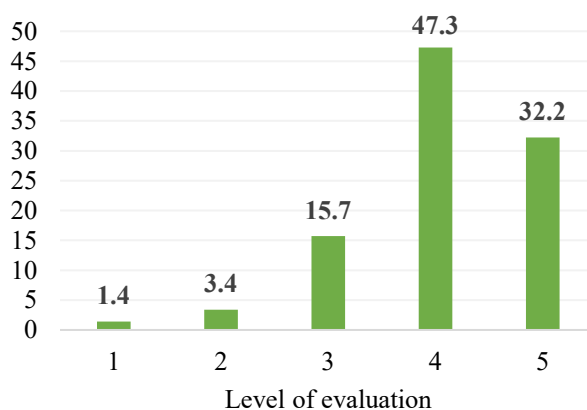


Figure 4. Students' evaluation of the distance learning efficiency in the educational institution, %

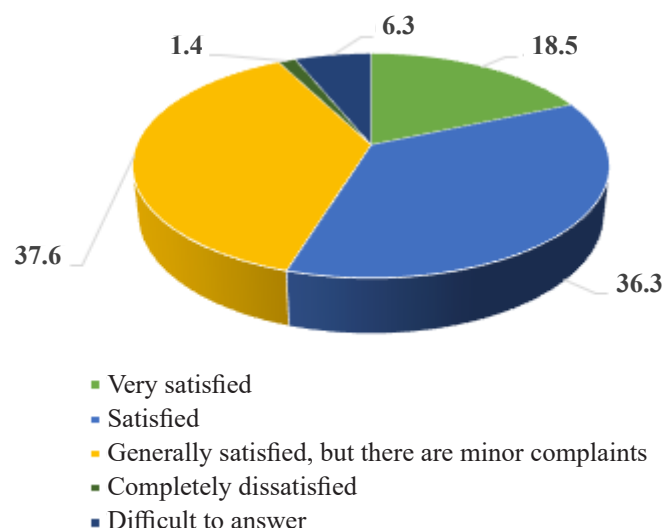


Figure 5. Satisfaction rate with the distance learning quality, %

Experts usually focus on the merits and demerits of distance learning [24; 25], which include:

- mobility;
- the opportunity to study regardless of time and place;
- accessibility and reusability of learning materials;
- teacher availability;
- the absence of psychological barriers (learning in a calm atmosphere);
- the personal control of the educational process;
- broader and simplified possibilities for learning quality control;
- social equality (equal opportunities to receive education regardless of health or social class);
- globality (the opportunity to study in foreign HEIs regardless of the residence);
- cost-effectiveness;
- self-development opportunity;
- insufficient development of communication, confidence,

teamwork skills;

- insufficient practical skills (difficulties in conducting laboratory classes, etc.);

However, it is possible to distinguish typical distance learning components, as a particular component may appear to be both an advantage or a disadvantage for different participants in the learning process (e.g., technical equipment may be a huge obstacle for some, but not for others; besides, what is an advantage for a teacher is not always an advantage for a student and vice versa). Thus, according to the survey, the students consider the greatest benefits of distance learning to be the opportunity to study regardless of time and place (87.7%) and the learning materials reusability (54.8%) (Fig. 6). Moreover, 65.8% of respondents use distance technologies for self-development (e.g., online courses, not necessarily related to studies, etc.) and had experience of working with distance technologies before the quarantine was declared (Fig. 7).

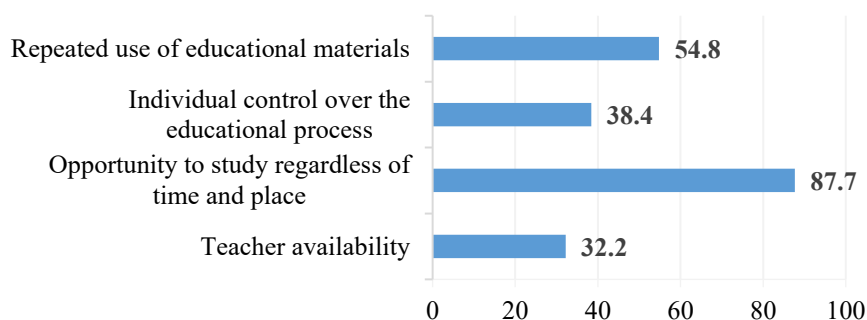


Figure 6. Distance learning benefits according to students, %

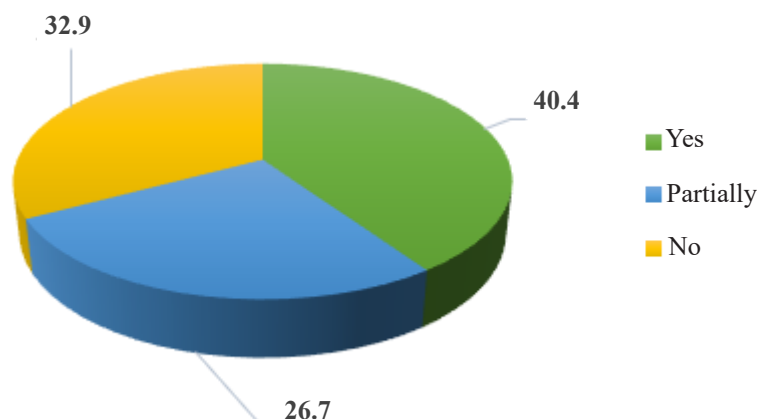


Figure 7. Distance technologies usage by students before the quarantine period, %

Summarising the results of the survey, one should note that the distance learning efficiency, according to the respondents, still largely depends on a subjective factor: the competence and professionalism of the teachers engaged in

the process, the motivation of both student and teacher, the availability of pre-designed online courses by the teacher (Fig. 8).

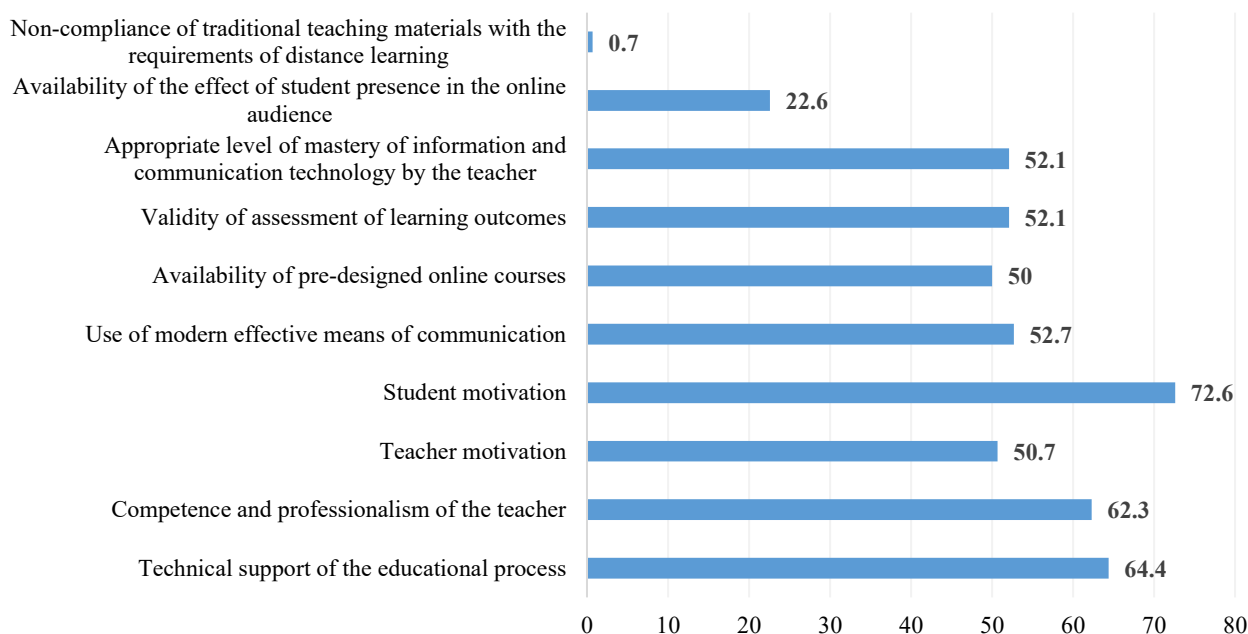


Figure 8. The survey results on the factors affecting the distance learning efficiency, %

Attention should be paid to the fact that the questionnaire included a question about the teachers' attitudes towards online mode of work. The results reveal that 79.5% of teachers strictly followed the work schedule; 18.5% followed it partially; and 2.1% did not follow it at all, which should be taken into account by the authorities of educational institutions. Furthermore, 62.3% of students consider the teachers' level of using the above-mentioned communication forms to be sufficient, 37% consider it to be partially sufficient, and only 0.7% consider it to be insufficient. Moreover, the respondents pointed out that more than 80% of students' presence during classes depends on the particular course and the particular teacher.

The research results indicate that adaptation to new platforms and devices has taken place in one year of working

under quarantine in online mode. Nevertheless, the efficiency of the distance learning process depends not only on the competence of its direct participants (students and teachers) but also on the practical aspects of the process organisation at the level of educational institutions.

CONCLUSIONS

Thus, the analysis shows that the pandemic has not only accelerated the implementation of distance technologies in the educational process, but has also revealed flaws in the process organisation itself at the level of educational institutions. For the time being, the research field of academics has changed from purely theoretical investigations to the study of practical aspects of distance learning. The study of the distance learning arrangements in various higher

education institutions has shown that, despite some progress towards the distance technologies implementation, the institution-level organisation requires significant improvement – the establishment of a single platform in the educational institution. The practical investigation by means of a questionnaire survey of students revealed their attitudes towards the necessity of distance education and its efficiency, as well as the factors influencing the quality and performance of distance and blended forms of learning. Currently, all

those involved in the teaching/learning process are aware that distance education is firmly entrenched in the educational process. The requirements of time necessitate an organised learning system in an educational institution that can be quickly and easily transformed into different modes: the share of offline or online components being increased or decreased; different organisational models and strategies being chosen according to opportunities, demands and challenges.

REFERENCES

- [1] Law of Ukraine No. 74/98-BP “About the National Programme of Informatisation”. (1998, February). Retrieved from <https://zakon.rada.gov.ua/laws/show/74/98-%D0%B2%D1%80/ed19980204#Text>.
- [2] Order of the Ministry of Education and Science of Ukraine No. 466 “On Approval of the Regulations on Distance Learning”. (2013, April). Retrieved from <https://zakon.rada.gov.ua/laws/show/z0703-13/ed20130425#Text>.
- [3] Armstrong-Mensah, E., Ramsey-White, K., Yankey, B., & Self-Brown, S. (2020). COVID-19 and distance learning: Effects on Georgia State University school of public health students. *Frontiers in Public Health*, 8, article number 576227.
- [4] Elfirdoussi, S., Lachgar, M., Kabaili, H., Rochdi, A., Goujdami, D., & Firdoussi, L.E. (2020). Assessing distance learning in higher education during the COVID-19 pandemic. *Education Research International*, 2020(13), article number 8890633.
- [5] Stein, J., & Graham, R.Ch. (2020). *Essentials for blended learning* (2nd ed.). London: Routledge.
- [6] Nenko, Yu., Kybalna, N., & Snisarenko, Ya. (2020). The COVID-19 distance learning: Insight from Ukrainian students. *Revista Brasileira de Educação do Campo*, 5, article number e8925.
- [7] Order of the Ministry of Education and Science of Ukraine No.1115 “Some Issues of Distance Learning”. (2020, September). Retrieved from http://search.ligazakon.ua/l_doc2.nsf/link1/RE35224.html.
- [8] Law of Ukraine No. 2145-VIII “On Education”. (2017, September). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19/ed20170905#Text>.
- [9] Shtykhno, L.V. (2016). Distance learning as a promising direction of developing modern education. *Young Scientist*, 6(33), 489-493.
- [10] Panchenko, O.A. (2020). *Distance education in Ukraine: Problems and aspects*. Retrieved from <https://vseosvita.ua/library/statta-na-temu-distancijna-osvita-v-ukraini-problemi-ta-aspekti-361528.html>.
- [11] Korbut, O. (2013). *Distance learning: Models, technologies, perspectives*. Retrieved from <http://confesp.fl.kpi.ua/ru/node/1123>.
- [12] Gavtilova, L., & Katasonova, Ju. (2017). Theoretical aspects of distance learning in Ukraine. *Educological Discourse*, 1-2(16-17), 168-182.
- [13] Annual report 2019. UNESCO Institute for Lifelong Learning. (2020). Retrieved from https://uil.unesco.org/system/files/uil_annual_report_2019.pdf.
- [14] Learning cities: Drivers of inclusion and sustainability. (2020). Retrieved from <https://uil.unesco.org/lifelonglearning/learning-cities/learning-cities-drivers-inclusion-and-sustainability>.
- [15] Kuharenko, V.M., & Bondarenko, V.V. (2020). *Emergency distance learning in Ukraine*. Kharkiv: Miska drukarnia.
- [16] Oleshko, A., Rovnyagin, A., & Godz, V. (2021). Improving distance learning in the context of pandemic restrictions in higher education. *Derzhavne Upravlinnya: Udoskonalennya ta Rozvytok*, 1. Retrieved from <http://www.dy.nayka.com.ua/?op=1&z=1936>.
- [17] Nazarenko, Yu., & Syrby, O. (2020). *Coronavirus and education: Analysis of the problems and consequences of a pandemic*. Retrieved from <https://cedos.org.ua/researches/koronavirus-ta-osvita-analiz-problem-i-naslidkiv-pandemii/>.
- [18] Sukhovirskyi, O.V., & Liakhnovych, N.O. (2020). Analysis of the results of using the means of organisation of distance learning when training the future primary school teachers under the conditions of quarantine. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 6(2), 30-40.
- [19] Official website of the USFSU. (n.d.). Retrieved from <https://www.nusta.edu.ua/navchalno-naukov%d1%96-centri/>.
- [20] USFSU. Portal of the distance learning. (n.d.). Retrieved from <https://www.youtube.com/channel/UCYwQE1MyBSaUdV60dgvZDTA/featured>.
- [21] Official website of the Center for distance and distance learning of the National Transport University. (n.d.). Retrieved from <http://do.ntu.edu.ua/>.
- [22] Educational and information portal of NULES of Ukraine. (n.d.). Retrieved from <https://elearn.nubip.edu.ua/>.
- [23] Official website of the Center for distance learning technologies. (n.d.). Retrieved from <https://elearn.nubip.edu.ua/mod/folder/view.php?id=23004>.
- [24] Myronov, Yu.B. (2020). *Advantages and disadvantages of distance learning*. Retrieved from <https://kerivnyk.info/perevahy-ta-nedoliky-dystantsijnoho-navchannya>.

- [25] Naumova, V. (2020). *Advantages and disadvantages: What you need to know about distance learning in Zhytomyr*. Retrieved from <https://zt.20minut.ua/Osvita/perevagi-ta-nedoliki-scho-varto-znati-pro-distantsiynе-navchannya-u-zh-11163782.html>.

**Ірина Степанівна Сагайдак¹, Тетяна Миколаївна Чорна¹,
Олена Олександрівна Балагура², Валентина Петрівна Биховченко³**

¹Університет державної фіскальної служби України
08205, вул. Університетська, 31, м. Ірпінь, Україна

²Національний транспортний університет
01010, вул. М. Омеляновича-Павленка, 1, м. Київ, Україна

³Національний університет біоресурсів та природокористування України
03041, вул. Героїв Оборони, 15, м. Київ, Україна

Особливості дистанційного навчання в сучасному українському освітньому просторі: практичний досвід ЗВО

Анотація. Карантинні обмеження зумовили зростання актуальності дистанційного навчання, а рівень розвитку інформаційних і комунікаційних технологій дав можливість активізувати перехід ЗВО в режим онлайн, що стало оптимальним рішенням в умовах пандемії. Метою роботи є аналіз практичних аспектів дистанційної форми навчання в умовах карантину та виявлення основних чинників, що впливають на його ефективність. Оцінку стану використання дистанційних технологій під час освітнього процесу та оцінку його ефективності проводили шляхом анонімного анкетування в режимі онлайн студентів 4-х закладів вищої освіти: Університету державної фіскальної служби України, Національного транспортного університету, Національного університету біоресурсів і природокористування України та Відокремленого структурного підрозділу Київського коледжу міського господарства Таврійського національного університету імені В.І. Вернадського. У процесі дослідження визначено стан технічного забезпечення дистанційного навчання; з'ясовано рівень і практичний досвід використання дистанційних технологій учасниками навчального процесу; вивчено поведінкові чинники (відвідування занять студентами та дотримання розкладу й тематичних планів викладачами); проаналізовано мотиваційні чинники щодо навчання студентів в онлайн режимі; розглянуто найбільш значущі переваги дистанційного навчання; з'ясовано ставлення здобувачів вищої освіти до змішаної та дистанційної форм навчання. Обґрунтовано, що організація дистанційного навчання в закладі на базі єдиної платформи є необхідною умовою для забезпечення високої ефективності навчального процесу в онлайн режимі. Практична цінність роботи полягає у використанні результатів опитування для вдосконалення та підвищення ефективності дистанційного навчання на рівні закладу вищої освіти

Ключові слова: організація навчального процесу, режим онлайн, карантин, вища школа, анкетування, ефективність онлайн навчання

UDC 37:355.23

DOI: 10.52534/msu-pp.7(3).2021.39-46

Maiia S. Serhiiienko^{1*}, Volodymyr M. Liutyi¹, Megan Wilson²

¹National Academy of National Guard of Ukraine
61001, 3 Zakhysnykiv Ukrainy Sq., Kharkiv, Ukraine

²Lucian Blaga University of Sibiu
550024, 10 Victoriei Blvd., Sibiu, Romania

Experience in Implementing Distance Learning Technologies in an International Context

Article's History:

Received: 15.05.2021

Revised: 10.06.2021

Accepted: 22.08.2021

Suggested Citation:

Serhiiienko, M.S., Liutyi, V.M., & Wilson, M. (2021). Experience in implementing distance learning technologies in an international context. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 39-46.

Abstract. The relevance of the study is determined by socio-cultural processes, which necessitate the revision of methods for organising the educational process, in particular the transition to distance learning, and the establishment of correlations with international standards. The purpose of the article is to identify the features, advantages, and disadvantages of distance learning, along with the prospects for development in accordance with the comparative analysis of Ukrainian and foreign experience with distance education. Methods and techniques varied depending on the tasks at each research stage, thus, the method of a targeted selection, the comparative method, the generalisation and systematisation of the theoretical material, and others were applied. The article substantiates the prospects for the development and implementation of distance learning technologies. The Ukrainian and foreign studies which focus on the "distance education" are analysed; ways of the distance learning implementation are outlined; the conditions for the appropriate and effective distance learning introduction are indicated; advantages and disadvantages of the distance learning are identified, the urgency of the development of distance education in Ukraine is substantiated. The factors that contributed to the emergence and development of distance learning courses are highlighted, the current problems of introduction of distance learning technologies are specified. The article compares the experience of introducing distance learning in different countries, which is based on statistics for 2020-2021. It is stated that the student of the distance learning course must have great will and motivation, be able to properly organise their time, since distance learning is directly aimed at self-education and self-development of the learner. The practical value of the obtained results lies in the application of distance technologies in the educational activities of higher education institutions and in accelerating the modernisation and adaptation of the current education system in Ukraine, in accordance with the requirements and trends of the global education sphere

Keywords: distance learning, e-learning, self-education, pedagogical learning technologies, educational technologies

*Corresponding author

INTRODUCTION

Trends in the development of education in the international arena and the latest challenges allow discussing the prospects and relevance of the development of such areas of education as distance learning. Modern requirements for a professional in any field stimulate specialists to constantly develop their skills and abilities, expand the scope

of knowledge to be able to compete in the labour market. Continuous training and self-development of specialists or future specialists should be inseparable from work or daily activities, should be as convenient and effective as possible, should meet all the needs and bring education applicants closer to the final result. For its part, the COVID-19 pandemic

confirmed the importance of distance learning and enabled humanity to reevaluate the need for high-quality education in any case and challenged researchers to identify new ways to develop and introduce distance learning technologies in the modern educational process.

Notably, the use of innovative technologies to improve the educational process is one of the priority areas of the state policy of Ukraine, which is reflected in the Concept of development of the digital economy and Society of Ukraine for 2018-2020 [1]. There is an increase in the interest of Ukrainian researchers in this field of pedagogy. There are new studies by O.V. Bazeliuk [2] and V.M. Kukharenko [3], who are working on the development of a digital culture among teachers, searching means to create and introduce new models of learning. Their studies are devoted to ways to use cloud technologies, technical means, and internet platforms during the introduction of blended and distance learning models [2; 3]. The researchers emphasise the positive result of using Internet resources and creating online courses, work on the development of the digital culture among teachers [2; 3]. It is necessary to outline the contribution to the Ukrainian education of B.I. Shunevych [4; 5], S.P. Shumaieva [6], O.I. Ohienko [7], who help to more actively modernise the education system of Ukraine to European standards by analysing the experience of introducing the latest educational technologies into the educational process in foreign leading educational institutions.

It is also important to note the growing rate of introduction of distance education by universities in different countries. During the pandemic, almost all educational institutions were required to create distance learning courses. This trend bypassed educational institutions that already had the necessary base and were able to continue or easily switch to the desired teaching style. Teachers and researchers began to adapt faster to the new conditions and began to search for ways to provide high-quality education to future specialists. The main requirement was to maintain the highest possible level of training educational applicants in the new conditions and release specialists who will immediately be able to perform their duties. In this context, it is advisable to add that the research and teaching staff could immediately test all the pros and cons of distance learning, adjust and transform their professional activities, and quickly respond to new challenges since all segments of professional growth and professional development of teachers switched to online platforms as well. The above has had a positive impact on teachers' acquisition of new skills, expanded their horizons, and helped research and teaching staff to quickly respond to the needs of educational applicants in new teaching conditions, correctly and quickly adjust the educational process and remain a competitive specialist.

It should be noted that distance learning offers new prospects for the development of self-education of applicants for education. Such organisation of the learning process is based on increasing the student's motivation, encourages educational applicants to independently search, analyse,

systematise and generalise training materials, promotes self-organisation and self-control. Therefore, the rapid development of distance learning at the world level and the need for further research on improving distance education substantiate the relevance of the chosen issue.

The purpose of the article is to identify the features, development prospects, advantages, and disadvantages of distance learning technologies based on a comparison of Ukrainian and foreign experience in obtaining distance education. In accordance with the purpose, *the main tasks* are: 1) based on the analysis of scientific literature, clarify the essence of "distance learning"; 2) distinguish "extramural education" and "distance learning"; 3) identify the advantages and disadvantages of distance education; 4) characterise the differences in the development of distance education in Ukraine and abroad.

LITERATURE REVIEW

The modern educational space is characterised by a change in the development area of pedagogy, in the essence and content of educational activities, as a result of which a qualitatively new information structure appears, and the educational trajectory is planned with an emphasis on global trends, intelligence, information and communication technologies of training, etc. In particular, this applies to Ukraine, where the education system is being modernised, there is a shift from focusing solely on "standard learning", the development and implementation of blended and distance learning models, the creation and implementation of information and educational environment, the systematisation of pedagogical tools, the establishment of training courses and programmes based on the use of internet platforms during online education, etc.

In general, Ukrainian researchers who devoted their studies to distance education and the search for an exhaustive definition of the phenomenon are V.M. Kukharenko (analysis and research of the prospects of distance education, the creation of a course for developing and ensuring the functioning of distance learning courses on the MOODLE platform for teachers) [3], V.V. Bondarenko (theoretical and methodological studies on the implementation of the educational process in quarantine) [3], V.E. Luniachek (monitoring the development of higher education and distance learning in Ukraine and abroad) [8], I.H. Bloschynskyi (the essence and content of distance education: theory and practice) [9], and others. Ukrainian researchers conducted a number of studies of the main foreign centres of distance learning, the experience of introducing distance education in the educational process, prospects, strengths, and weaknesses of distance education, and thereby oriented and accelerated the corresponding process in Ukraine [3; 8; 9]. However, despite a large number of studies, modern distance education in Ukraine resembles conventional forms of distance learning, without applying all the possibilities of fundamentally new forms, which necessitates defining the given categories. Thus, the Regulation on distance learning defines it as an individualised process of acquiring knowledge,

skills, and abilities [10]. The document notes that the learning process is based on the introduction of modern psychological and pedagogical models and the use of information and communication technologies, while the participants in the educational process are remote from each other [10].

In the pedagogical environment, it is believed that M. Thompson, M. Moore, A. Clark and D. Keegan, independently of each other, shaped the definition of “distance learning” [11]. Each of these authors emphasised a separate aspect of this method, except for the researcher D. Keegan, who tried to combine most of the definitions and establish the characteristics of distance learning based on them [11]. Having examined the experience of introducing distance learning in the leading countries of the world, it became clear this model of learning is developing quite actively, and the issue of distance learning is still relevant among foreign researchers, for example, Professor J. Taylor quite actively studied the classification of distance learning models at different levels of learning forms (especially at the level of types of educational materials and ways of their correspondence between teacher and student) [12]. The Professor’s research on five models of distance learning is considered quite valid for the chosen issue and is frequently cited. Modern research on distance education, tools, trends, areas, statistics of the use of distance learning models are also included on the official websites of leading higher educational institutions. In particular, attention was drawn to the experience of such foreign universities as the University of Kansas (USA) [13], the University of Newcastle (Australia) [14], the National Center for Distance Education CNED (France) [15], The Open University (Great Britain) [16], Queen’s University (Canada) [17].

Notably, over the past few years, there has been a growing interest in online training not only for educational applicants but also for teachers. Thus, M. Kearney and D. Maher [18] investigated the effectiveness of using mobile devices in teacher training. Taking into account the results obtained, researchers depict the methodology, prove its effectiveness, and indicate that the practical use of mobile devices is an effective approach to the professional growth of teachers [18]. C.D. Lay, B. Allman, R. Cutri, and R. Kimmons [19] have been conducting research on online teacher development for decades. In the “Study of research over the past ten years in the field of teacher training on the Internet”, they summarise scientific achievements that confirm the growing popularity of ways to ensure high-quality training of teachers through online learning, nevertheless, it is noted that the development of distance learning is ahead of thorough empirical research [19]. The article draws attention to the variability of needs and requirements for online training programmes, indicates the feasibility of further research for more effective training of teachers, and therefore the development of distance education in general [19].

Thus, despite numerous studies that focus on “distance learning”, the issue is understudied due to the constant improvement of pedagogical technologies and educational

materials, the rapid development of Internet resources, means and methods of communication, which allows emphasising the relevance of further searches in the chosen area.

MATERIALS AND METHODS

The theoretical and methodological basis of the article is 21 studies, 4 regulatory documents and laws of Ukraine on education. The search for scientific literature focused on studies that covered “distance learning”, “online learning”, “correspondence education training”, “e-learning”, “extramural learning”, “Case technologies” in the context of the pedagogical sphere. Preference was given to scientific sources for 2018-2021, however, the study used sources of an earlier publication, the interest in which was due to the fundamental importance of the results of these studies.

Work on the stated issue began with determining the research focus, purposes, tasks, article structure, sample bases, and characteristics of the research material, selection of statistical information, research methods. Methods and techniques of research varied depending on the tasks of each stage, so the method of a targeted selection of necessary information was used, a theoretical and comparative analysis was conducted, generalisation and systematisation of scientific and pedagogical sources were applied, which helped to determine the issue development level, clarify the essence of “distance learning”, distinguish “extramural education” and “distance learning”, identify the advantages and disadvantages of distance education. To substantiate certain pedagogical conditions for the introduction of distance education in Ukraine, an analysis of the regulatory framework and guidelines was conducted.

Special attention was paid to scientific sources that published statistics on the introduction and use of distance learning technologies in different countries for the period 2020-2021. Statistics were monitored both in Ukraine and abroad, in order to compare the experience of the *criteria* of confidence in distance learning, the intensity of development, the regular use of distance education models in different countries. A number of distance learning systems were discovered that allow providing a high level of distance learning, and platforms that are most popular among foreign applicants for education and Ukrainians were identified. The comparative method characterised the differences in the development of distance education in Ukraine and abroad, methods of systematic analysis and generalisation made it possible to order the results and conclusions of the study, highlighting the prospects for further research aimed at obtaining new scientific results.

RESULTS AND DISCUSSION

General characteristics of distance learning

First, it is necessary to define “distance learning” within this study. It is worth noting that currently there is no single definition of this phenomenon, moreover, the interpretation differs in relation to the scientific achievements of different researchers and depending on the origin of scientific

achievements. Along with “distance learning” or “distance education”, the research can also use “open education”, “e-education”, “virtual learning” or “tele-learning”. Foreign researchers use several terms, for example, *e-learning*, *distance learning*, *education at a distance*, *distance teaching*, *distance education*, *on-line learning*, *open learning*, *open and distance learning*, and so on, which indicates their versatility and ambiguity.

Notably, extramural and distance learning can be equated. However, the authors consider this completely erroneous, since despite numerous common characteristics, for example, the geographical distance between the teacher and the applicant for education, a certain amount of material, the use of information technologies, etc., it is worth highlighting some differences. The main differences include:

1) obtaining distance education provides for a comfortable environment for each student and the opportunity to study on-the-job, constant communication (if necessary) between the student and the teacher, does not require a physical presence in the educational institution;

2) distance education allows the future specialist to independently choose the sequence of studying subjects and independently adjust the time frame for processing materials;

3) during extramural learning, the deadlines for completing certain academic work (tests, exams, etc.) are clearly defined and have deadlines; during distance learning, the deadlines can be adjusted at the request of applicants for education;

4) during extramural education, students communicate with teachers only during classroom studies, where students can ask questions and get advice from the teacher on complex issues, while distance education is aimed at constant communication between the teacher and applicants for education;

5) distance education, unlike extramural, is aimed at an individual approach to each applicant of education, and so on.

An important factor and difference between extramural and distance education is the ability (when receiving distance education) to organise a group study of the material, an online meeting to discuss important or incomprehensible issues, and perform a joint project at any convenient time. Thus, when receiving distance education, there is more frequent communication and cooperation not only between the student and teachers but also among applicants for education. Therewith, the importance of distinguishing

distance and extramural learning is addressed by A.V. Ovcharuk [20], noting that the Ukrainian researcher B.I. Shun-evych [4; 5] is of the opinion that the terms “distance learning”, “open education”, “electronic education”, “virtual learning” are equivalents since they have common features and characteristics. For her part, A.V. Ovcharuk [20] claims that distance education and distance learning should be considered precisely in the context of global education since it is primarily associated with the construction of a new educational technology that provides for the use of new learning tools, namely computers, information networks, the global internet system, and the necessary skills and competencies for its use. Quite accurate is the view of G.V. Datsenko and Z.V. Suzanska [21] in “Distance learning as a means of stimulating self-education”, they indicate that “distance learning is considered by researchers as a form of education organisation when students are remote from the teacher in space and time but can maintain a dialogue through means of communication. The provision of access to training materials and recommendations for working with them takes place in a convenient place and at a convenient time. This makes it possible to reduce the number of classroom studies and save time for more active independent work, to ensure individualisation of training” [21, p. 17].

Upon examining the foreign studies on distance learning, it can be noted that “distance learning” can be used in a broad and narrow sense. In a broad sense, different forms of training are implied. In this case, the term is synonymous with “correspondence education”, “self-study”, “TV training”, and the like. In a narrow sense, “distance education” is interpreted as an educational process implemented through modern information technologies, while the teacher and the applicant of education are physically distant from each other. It is important to highlight several interpretations of “distance learning” by A.A. Akhanyan, which are mentioned by O.I. Ohienko [7] in “Distance pedagogical education: foreign and national experience”:

1) “... new organisation of the educational process, which is based on the principle of independent student learning;

2) ... a set of information technologies that ensure the delivery of the main scope of material to students;

3) ... a new extramural learning degree, where

4) the use of information technologies is provided” [7].

For his part, the Swedish educator B. Holmberg identified several main characteristics of distance education (Fig. 1).



Figure 1. The main characteristics of distance education according to B. Holmberg

Analysis of the monograph edited by V.M. Kukhareenko, V.V. Bondarenko [3], research by I.H. Bloshchynskyi [9], V.E. Luniachek [8], O.V. Bazeliuk [2], J. Taylor [12], the

development concepts of distance education in Ukraine [22] make it possible to note that, despite the ambiguity of “distance learning”, it is characterised by such aspects (Fig. 2).

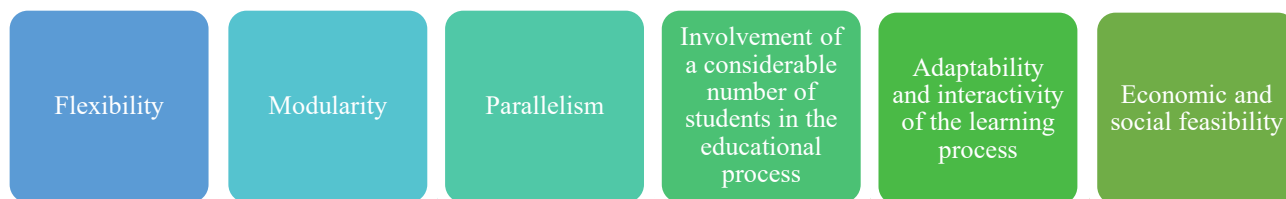


Figure 2. Characteristics of distance learning in accordance with the views of Ukrainian and foreign scientists

In “Fundamentals of higher school pedagogy”, V. Luniachek [8, p. 114], based on the research by A. Melnikov, identifies four general models of distance learning implementation (Table 1):

Table 1. General models for implementing distance learning according to V. Luniachek

Case technologies	This model resembles an extramural learning scheme. The main differences are that special educational and methodological complexes of teaching tools are developed and used, and more free time frames for the beginning and end of the educational process are provided
Correspondence education	This model is based on a constant exchange of educational materials, completed tasks, recommendations, and so on by mail (or in some other way) between the teacher and the student
Radio and television model	To deliver educational and methodical information, television, radio, etc., are used in classes. Consultations, exams, and other organisational forms of classes are implemented in person
Internet technologies	This model is based on the use of the Internet

It is also worth mentioning the new role of the teacher and greater freedom of action of educational applicants along with which high-quality training of future specialists should remain at the appropriate level. The rapid development of distance education is caused by:

- 1) the need for high-quality education accessible to every citizen;
- 2) the need of educational applicants for mobility and parallelism of processes;
- 3) the need to search for new and effective forms of learning, the use of information and communication technologies in the classroom;
- 4) the socio-economic basis for the introduction of distance education, the need for the fulfilment of each segment of society, and the search for ways to save money.
- 5) development and content specifics of the educational concept in society, etc.

Educational organisations that implement distance learning are divided into distance schools and higher schools, conventional universities, and electronic platforms for obtaining distance learning. Over the past decade, so-called academic and corporate virtual educational organisations have been actively created and developed all over the world, they do not have separate premises like conventional educational institutions which makes it possible to considerably reduce the financial costs of such an institution, since there is no need to maintain classrooms, offices or student dormitories. Students are trained in such virtual learning segments through the use of a global or corporate Internet [23]. Moreover, to be competitive in the current environment of changing education systems, most of the world's leading universities and schools are attempting to introduce

elements or courses of distance education. This allows representatives of different countries and nations to obtain a high-quality education without leaving their homes, raises the rating and level of confidence in the educational organisation, and popularises the educational institution.

Experience in implementing distance learning: An international context

Statistical data [24; 25; 26] and research by O.M. Kashuba [27] allow noting that among European countries, distance learning has received the greatest development in France, Ireland, Finland, Norway, Switzerland, and the United Kingdom. Quite considerable results of the development of distance education in France can be observed in the National Center for Distance Education CNED [15]. At present, the education in this centre is received not only by students or adults but also by schoolchildren who additionally study subjects or prepare for academic competitions. Universities and colleges in the UK have been rapidly developing distance education in recent years and offer a wide range of distance learning courses. The so-called “e-education” in the UK is more aimed at improving the skills of specialists who have work experience and need further professional growth. Frequently, such distance education is funded not only by the state but also has commercial contributions. It is believed that the first electronic distance course of the Open University of Great Britain served as a well-known impetus for the development of modern distance education [16], the results of which received positive ratings. Later, similar training courses began to appear in the USA, Canada, Austria, Spain, Turkey, India, etc. It is worth noting the positive results of the development and provision of distance learning in

Canada, Iceland, Finland, and Norway. This is due not only to a satisfactory level of education systems in these countries but also to more stringent geographical conditions. Therefore, Canada is currently among the leaders in the development of e-learning and software for distance education, one of the leading universities developing in this area is the Research Public University "Queen's" [17]. According to the research, distance education in the United States is also in high demand. This trend can be explained by the Internet availability in school institutions, the high level of computerisation of the population, and a developed communication and telecommunications systems, which are the basic provisions for the successful implementation of distance education. The goal of educational institutions is not only to provide high-quality training for their applicants but also to quickly train, retrain, or improve the skills of personnel in the chosen highly specialised area. Published statistics make it possible to note that public educational institutions quite frequently offer to master various academic programmes remotely and get a bachelor's degree, which makes distance education in the United States quite attractive for young people [24; 25; 28].

As for the Asia-Pacific region, Australia, Japan, China, and Korea outstand notably. Thus, in Japan, the absence of a state accreditation system for educational institutions is one of the most important issues, and distance learning is considered an integral part of the self-development of every citizen [28]. It should be noted that distance education is developing quite rapidly in countries that are "economically weak". The model of obtaining an education at a distance and at a convenient time, accessing educational materials 24 hours a day, and the ability to test knowledge gradually made it possible to obtain higher education for the world's poor population. There are a number of free platforms that offer courses of various types. The most popular on the world stage are *Coursera* (more than 10 million users), *EdX* (more than 34 million users), *Udacity* (more than 1.6 million users) [24], etc. Although the courses are free, the user must pay for the certificate. In this way, companies cover part of their expenses.

Upon comparing the regulatory framework of different countries, it can be concluded that "foreign higher education institutions independently develop regulations on the organisation of distance learning for bachelors, masters, and, recently, doctoral students, in compliance with certain rules for its implementation at the full-time level, while state bodies propose amendments to the organisation of distance learning, and in the countries of the former Soviet Union, the organisation is centralised by state bodies in the form of resolutions, decrees, etc." [4]. In Ukraine, the introduction of distance learning takes place based on state educational institutions and state laws, including:

1. The Constitution Of Ukraine [29].
2. Law of Ukraine "On Education" [30].
3. The Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 [1].
4. Order of the Ministry of Education and Science of

Ukraine No. 466 "The Regulations on Distance Learning" dated 25.04.2013 [10].

Free platforms for massive online courses have started being launched in Ukraine. The most famous of them is the public project of massive open online courses *Prometheus*. Several free social projects were also designed, for example, courses for greater education of Ukrainian citizens on the platform *Diia*. *Digital education*, a special project for free learning of English by Ukrainians *Lingva skills*. Among teachers, such platforms and studios of online education as *EdEra*, *NaUrok*, and *Vseosvita* are popular, yet, although access to the materials is free, obtaining a certificate takes place on a paid basis. On the grounds of statistical data [31] and the Ukrainian theoretical background [2; 3; 5], the most common distance education platforms in Ukraine are *Moodle*, *A tutor*, *Dokeos.com*, *Talent LMS*, *Litmos*, *eFront*, and others. For conducting tests and controls: *Google Classroom*, *Kahoot*, *Learningapps*, and so on.

Notably, there is a growing motivation of educational applicants in Ukraine. Students ground their desire to learn primarily by the need for professional growth, not simply to achieve an academic goal. To increase the student's motivation during distance learning, the teacher should think through the structure and material of the course in advance, substantiate the use of the selected tools. An important role in distance education is assigned to communicative interaction between applicants for higher education and the teacher. It is necessary to introduce creative tasks and projects, provide comprehensive support to students, give timely feedback on the results of the applicant's work, and comprehensively stimulate interest in the subject using modern teaching methods and technologies. All of the above requires additional time from the teacher, which should also be governed and supported by regulatory documents.

Therefore, distance learning in Ukraine, comparing with other countries, has recently begun to develop rapidly. Many higher education institutions started using distance education technologies only after the introduction of quarantine measures in 2020, and they continue to work actively in this area today. At present, there are many requirements for teachers who need to adapt to a new model of education and master new teaching technologies. The prospects for further scientific developments will become quite impactful for the education system of Ukraine, will facilitate and improve the quality of education, increase the level of motivation during distance learning, and will contribute to the study of the communicative component of the educational process in remote conditions.

CONCLUSIONS

Thus, having studied "distance learning", its characteristics and ways of implementation, it can be noted that distance education is primarily training according to an individual plan, which makes getting an education comfortable for the applicant since the student will receive constant and comprehensive support from the teacher without personally visiting the educational institution. This characteristic is

the main difference between obtaining distance and extramural education.

The study discovered that similarly to other forms of education, distance education has a number of advantages and disadvantages. The advantages include mobility, concurrency, flexibility, interactivity, a strong motivational component of educational applicants, lower economic costs compared to the costs of classical educational institutions, saving time for teachers and educational applicants, constant communication with the teacher, help in studying subjects, the ability to manage the course time frame, and so on. Nevertheless, there is a number of disadvantages, for example, the insufficient number of classroom studies. This also includes the issues of conducting final tests, since, in contrast to full-time or extramural training, distance learning

does not involve conducting final tests or exams, the final score is displayed based on the results of each module.

Comparing the experience of implementing distance learning in the leading countries of the world and Ukraine, it is impossible not to notice a considerable gap. However, a great number of countries have been developing distance education for several decades, while Ukraine has recently started exploring this area. There are noticeable changes in this area at the state level, the main proof of this is the creation of free online courses and platforms. The authors of the study are certain that state institutions of higher education should take more initiative in creating an e-learning base, focusing on the needs, specialisations, and interests of educational applicants.

REFERENCES

- [1] Resolution of the Cabinet of Ministers of Ukraine No. 67-p "On Approval of the Concept of Development of the Digital Economy and Society of Ukraine for 2018-2020 and Approval of the Action Plan for Its Implementation". (2018, January). Retrieved from <https://zakon.rada.gov.ua/laws/show/67-2018-%D1%80/ed20180117#Text>.
- [2] Bazeliuk, O. (2020). Organizational and pedagogical conditions of development of digital culture of pedagogical employees. *Professional Pedagogics*, 2(21), 21-28.
- [3] Kukhareenko, V.M., & Bondarenko, V.V. (Eds.). (2020). *Emergency distance learning in Ukraine*. Kharkiv: Miska drukarnia.
- [4] Shunevych, B.I. (2008). Tendencies of distance learning development at foreign higher schools. *Information Technologies and Learning Tools*, 7(3). Retrieved from <https://journal.iitta.gov.ua/index.php/itlt/article/view/122/108>.
- [5] Shunevych, B.I., & Rak, N. (2019). Prospects of applying the massive open online courses at the Ukrainian institutions of higher education. *Visnyk of Lviv University. Series Pedagogics*, 34, 271-278.
- [6] Shumaieva, S.P. (2011). *Trends of distance learning of foreign languages developing in secondary and higher education in America and leading European countries*. Retrieved from <http://lnnk.in/gAbq>.
- [7] Ohiienko, O.I. (2012). *Distance pedagogical education: Foreign and native experience*. Kyiv: Ivan Zyazyun Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine.
- [8] Lunyachek, V.E. (2014). *Fundamentals of higher school pedagogy*. Kharkiv: V.N. Karazin Kharkiv National University.
- [9] Bloshchynskyi, I. (2015). Essence and content of the notion "distance learning" in foreign and national scientific literature. *Bulletin of the National Academy of the State Border Guard Service of Ukraine. Series: Pedagogy*, (3). Retrieved from https://nadpsu.edu.ua/wp-content/uploads/2018/10/visnik_3_2015_pdn.pdf.
- [10] Order of the Ministry of Education and Science of Ukraine No. 466 "On Approval of the Regulations on Distance Learning". (2013, April). Retrieved from <https://zakon.rada.gov.ua/laws/show/z0703-13/ed20130425#Text>.
- [11] Sinyavina, Yu.V., & Protsenko, N.M. (2013). The introduction of distance learning at the university on the basis of the system Moodle. *The Bulletin of the Kharkiv National Agricultural University of V.V. Dokuchaeva. Economic Sciences Series*, 8, 148-156.
- [12] Taylor, J. (2001). Fifth generation distance education. *Higher Education Series. Report 40*. Retrieved from <http://www.c3l.uni-oldenburg.de/cde/media/readings/taylor01.pdf>
- [13] Official website of the University of Kansas School of Education and Human Sciences. (n.d.). Retrieved from <https://educationonline.ku.edu/community/distance-education-evolution-in-2020>.
- [14] Official website of the University of Newcastle. (n.d.). Retrieved from https://www.newcastle.edu.au/?utm_source=studyportal&utm_medium=edm&utm_campaign=programmes-2020-cm-int&utm_term=generic&utm_content=b-arts.
- [15] Official website of the CNED. (n.d.). Retrieved from <https://www.cned.fr/>.
- [16] Official website of the Open University of Great Britain. (n.d.). Retrieved from <https://www.openuniversity.edu/courses>.
- [17] Official website of the Queen's University at Kingston. (n.d.). Retrieved from <https://www.queensu.ca>.
- [18] Kearney, M., & Maher, D. (2019). Mobile learning in pre-service teacher education: Examining the use of professional learning networks. *Australasian Journal of Educational Technology*, 35(1), 135-148.
- [19] Lay, C.D., Allman, B., Cutri, R.M., & Kimmons, R. (2020). *Examining a decade of research in online teacher professional development*. Retrieved from <https://www.frontiersin.org/articles/10.3389/feduc.2020.573129/full>.
- [20] Ovcharuk, O.V. (2006). Conceptual approaches to the open education technologies application and distance learning in abroad and its role in the education modernization processes. *Information Technologies and Learning Tools*, 1(1). Retrieved from <https://journal.iitta.gov.ua/index.php/itlt/article/view/292/278>.

- [21] Datsenko, H.V., & Suzanska, Z.V. (2017). Distance learning as a means of stimulating self-education. In L.B. Lishchynska (Ed.), *Distance learning as a modern educational technology* (pp. 17-20). Vinnytsia: VITE KNUTE.
- [22] The concept of distance education development in Ukraine. (2000). Retrieved from <http://uiite.kpi.ua/2019/06/03/1598/>.
- [23] Analysis of the dissemination of distance learning in the world. (2020). Retrieved from <https://buklib.net/books/24202/>.
- [24] 100+ must know online learning statistics in 2021. (2021). Retrieved from <https://www.guru99.com/online-learning-statistics.html>.
- [25] 50 online education statistics: 2020/2021 data on higher learning & corporate training. (2020). Retrieved from <https://research.com/education/online-education-statistics>.
- [26] Distance learning statistics and growth of online education in 2020. (2020). Retrieved from <https://blog.otter.ai/distance-learning-statistics/>.
- [27] Kashuba, O.M. (2011). Foreign experience of the system of continuing education implementing and prospects of its realization in Ukraine. *Investytsiyi: Praktyka ta Dosvid*, 10, 43-48.
- [28] Aoki, K. (2012). Generations of distance education: Technologies, pedagogies, and organizations. *Procedia. Social and Behavioral Sciences*, 55, 1183-1187.
- [29] The Constitution of Ukraine. (1996, June). Retrieved from <https://zakon.rada.gov.ua/laws/show/254%D0%BA/96-%D0%B2%D1%80#Text>.
- [30] Law of Ukraine No. 2145-VIII "On Education". (2017, September). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19#Text>.
- [31] Research of the distance learning implementation in Ukraine (March-April 2020). (2020). Retrieved from https://nus.org.ua/wp-content/uploads/2020/05/Research2020_ProSvit_MF1.pdf.

**Майя Станіславівна Сергієнко¹, Володимир Миколайович Лютий¹,
Меган Вілсон²**

¹Національна академія Національної гвардії України
61001, майдан Захисників України, 3, м. Харків, Україна

²Університет Сібіу імені Лучіана Блага
550024, б-р Вікторії, 10, м. Сібіу, Румунія

Досвід впровадження технологій дистанційного навчання у міжнародному контексті

Анотація. Актуальність дослідження визначається соціокультурними процесами, що зумовлюють потребу в перегляді методів організації освітнього процесу, зокрема перехід на дистанційне навчання, та встановленні корелятивних зв'язків із міжнародними стандартами. Метою статті є виявлення особливостей, переваг і недоліків дистанційного навчання, а також перспектив розвитку відповідно до порівняльного аналізу українського та закордонного досвіду отримання дистанційної освіти. Методи та прийоми роботи варіювалися залежно від завдань на кожному етапі дослідження, зокрема використовувалися: метод цілеспрямованої вибірки, зіставний метод, метод узагальнення та систематизації теоретичного матеріалу тощо. У статті обґрунтовано перспективність розвитку та впровадження технологій дистанційного навчання. Проаналізовано роботи українських і зарубіжних вчених, які досліджували поняття «дистанційна освіта», описано шляхи реалізації дистанційного навчання, окреслено ситуації, за яких запровадження дистанційної освіти є доречним та ефективним, з'ясовано переваги та недоліки дистанційних технологій, обґрунтовано актуальність розвитку дистанційної освіти в Україні. Виокремлено чинники, які сприяли появі та розробці дистанційних курсів, а також конкретизовано сучасні проблеми впровадження дистанційних технологій. У роботі порівнюється досвід запровадження дистанційного навчання в різних країнах світу, який базується на статистичних даних за 2020–2021 роки. Вказано, що слухач курсу дистанційного навчання має володіти великою силою волі, мати значну мотивацію, вміти правильно організовувати свій час, адже дистанційне навчання, безпосередньо, направлене на самоосвіту й саморозвиток здобувача освіти. Практичне значення отриманих результатів полягає у застосуванні дистанційних технологій в освітній діяльності закладів вищої освіти та у прискоренні процесу модернізації й адаптації чинної системи освіти в Україні, відповідно до вимог і тенденцій глобальної освітньої сфери.

Ключові слова: дистанційна освіта, електронна освіта, самоосвіта, педагогічні технології, технології навчання

UDC 372.881.111.22
DOI: 10.52534/msu-pp.7(3).2021.47-54

Olena H. Vasylenko*

Odessa I.I. Mechnikov National University
65082, 2 Dvorianska Str., Odesa, Ukraine

Features of the Development of Auditory and Pronunciation Skills in Online German Classes

Article's History:

Received: 02.05.2021

Revised: 25.06.2021

Accepted: 20.07.2021

Suggested Citation:

Vasylenko, O.H. (2021). Features of the development of auditory and pronunciation skills in online German classes. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 47-54.

Abstract. The relevance of the research is determined by the need to find new methods of teaching a foreign language in the context of the transition to an online learning environment, which will contribute to ensuring an appropriate level of development of future specialists' communicative foreign competence. The purpose of the study is to determine the features of the development of students' phonetic competence in online German classes on the example of the pedagogical activity of teachers of the I.I. Mechnikov Odessa National University. The study of the selected problems was carried out in two stages based on logical and system approaches using general scientific methods, including the method of analysis, synthesis, comparison, concretisation, systematisation, and the method of analogies. It was identified that the modern educational space is characterised by the digitalisation of the educational process, as a result of which approaches to teaching a foreign language are changing. The paper considers foreign practices of using multimedia technologies in foreign language classes to form students' auditory and pronunciation skills in online learning. The necessity of changing the conventional methods of teaching an introductory phonetic course in a foreign language according to the requirements of distance learning was substantiated. It was established that the key factor in the development of auditory and pronunciation skills in online German classes is the use of video and audio materials (video conferences and messengers), animated images of articulation of sounds, as well as a system of exercises for the practical application of the theoretical knowledge obtained. On the example of teaching an introductory phonetic course in German for first-year students of the Department of International Relations of the I.I. Mechnikov Odessa National University, the basic principles of using mobile applications in the process of distance learning, including Padlet, LearningApps, Voki, PicVoice, and ChatterPix are described. The prospects for further research lie in the practice of using the online environment of an introductory German phonetic course among students of related specialisations

Keywords: communication competence, phonetics, distance learning, multimedia platforms, mobile applications

*Corresponding author

INTRODUCTION

The process of informatisation of society has an impact on all spheres of life, including education, where these changes are of particular importance. New information technologies are an incentive for the creation of modern methods used in the educational process, the need to switch it into an online environment is dictated by the new challenges of modernity. In the conditions of distance learning, there is a need to revise approaches to the presentation of the material, change

the lesson scenario, the need to select suitable online tools (training platforms, mobile applications) so that the quality of learning was not lost, and the motivation of students to study the subject remained high. Access to information and knowledge does not depend on time and location and thus changes the ways of learning.

The relevance of the topic under study is that in Ukrainian and foreign publications, the digitalisation of

the educational process is considered as one of the decisive factors for the competent organisation of teaching a particular subject. There is a process that connects the analog and virtual world more and more. Combining various means of communication in a smartphone contributes to the increasing connectedness of people with each other. In the context of education, there is a chance to stimulate the autonomy of learning, taking into account the student's abilities and the pace of learning new material [1]. Online tools are used to supplement, and in the forced online phase, replace classroom studies. In both cases, students should be connected with each other, materials should be available after the lesson, the results of the work can be finalised, and the learning process is characterised by transparency and consistency [2].

The use of multimedia technologies in the process of online learning of a foreign language allows not only facilitating the process itself but also expanding student audience. The use of multimedia as a set of means for teaching a foreign language is becoming increasingly relevant both in the training of language specialists and in non-linguistic universities. Competent and comprehensive use of multimedia tools has a positive effect on the process of online learning of a foreign language, contributes to the effective development of lexical, grammatical, and auditory and pronunciation skills.

Special attention should be paid to the development of auditory and pronunciation skills in the process of online learning of a foreign language. The chosen problem has repeatedly become the subject of research by both Ukrainian and foreign researchers. For example, the Spanish scientist M.T. Diez in his research describes the experience of online teaching of French at the State University of Leon [3]. According to the scientist, the best way to develop students' hearing and pronunciation skills is using such online recorders as *Jamglue*, *Podomatic*, *Twaudio.io*, *AudioBoom*, *Soundcloud*, as well as recording programmes on the computer, including *Windows Sound Recorder*, *StepVoice*, *Recorder*, and *Freecorder*. At the same time, the University of Leon uses webcams to create videos on the *UStream.TV*, as well as blogs and podcasts [3]. Such an interactive approach motivates and promotes the development of a receptive and productive pronunciation skill. In addition, a feature of online foreign language teaching at a Spanish university is the use of the social network Ning (*Echanges Campus FLE Education*) and the audio-visual database *Projet Oral FLE Prononciation* of the Leon higher educational institution, which contributed to the implementation of oral tasks [3]. Of particular interest are the results of the study of O.Yu. Digtyar [4]. According to the author, online learning of foreign language pronunciation is possible only through teleconferences [4]. At the same time, the learning process itself consists of two stages, which provide for theoretical mastery of the material, as well as practical in the form of training exercises [4]. Researcher K.I. Latyishev believes that the distance course of foreign language phonetics can

only be an addition to the main course of study and should provide both correctional and accompanying training [5].

As for the development of auditory and pronunciation skills among students on the example of German online classes, it is worth noting that according to a study conducted at the Goethe-Institut, the use of multimedia tools, mobile devices, and applications using which learning can take place in various contexts, both formal and informal, has proven to be a good side of distant language learning [6]. Obviously, when planning a student-centred lesson, the needs of students should be taken into account first of all. In both cases, students are motivated to learn new things and solve problem situations, which corresponds to the main purpose of teaching foreign languages, namely, the development of foreign language activity-based communicative competence. In addition to motivation, an important role in the organisation of online learning is played by the relevance and attractiveness of the offered educational materials, as well as the professional and business competence of the teacher. The interest of students at the initial stage is usually very high, and the teacher faces the task of supporting it, which is facilitated by the use of modern methods and training platforms that stimulate interaction between participants of the educational process. Regardless, the problem of the development of communicative and phonetic competencies in online classes remains poorly studied, and therefore *the purpose of the paper* is to determine the features of the development of auditory and pronunciation skills in students of German classes on the example of the experience of the I.I. Mechnikov Odessa National University.

MATERIALS AND METHODS

The study of the development of auditory and pronunciation skills in online German classes was conducted in two stages. The first stage involved the analysis of scientific and methodological literature in the context of online teaching of a foreign language, in particular with an emphasis on the development of phonetic competence. The second stage of the study is focused on identifying the features of the development of auditory and pronunciation skills in online German classes on the example of the experience of the I.I. Mechnikov Odessa National University.

To achieve this purpose, the author used such general scientific research methods as analysis, synthesis, comparison, concretisation, the method of analogies, and systematisation. Thus, the analysis method was used to process scientific and journalistic literature on the topics of online foreign language teaching, as well as the use of modern multimedia technologies and mobile applications for educational purposes. The synthesis method helped considering the data together, in particular, brief information about the research results of other scientists obtained in the analysis of scientific and journalistic literature. The comparison method was used to correlate the functioning of the introductory phonetic course, and, accordingly, the development of auditory

and pronunciation skills in students in the conditions of offline and online learning of German. The method of concretisation was used to study the features of the development of auditory and pronunciation skills in online German classes in the context of the functioning of the introductory phonetic course in German for first-year students of the Department of International Relations of the I.I. Mechnikov Odessa National University. At the same time, the analogy method made it possible to compare the functional features of multimedia platforms and mobile applications, such as Padlet, LearningApps, Voki, PicVoice, and ChatterPix. The method of systematisation helped to display the stages of studying phonetic material in accordance with the principle of gradual increase of difficulties, ways of implementing the principle of clarity in online classes, as well as elements of online classes in German.

As a theoretical basis, scientific and journalistic works of Ukrainian and foreign scientists were used, as well as laws and regulations of the international level, which contributed to the study of views on the control of the development and improvement of auditory and pronunciation skills in students. In general, the study is based on logical and system approaches. Thus, due to the logical approach, phonetic competence, in particular auditory and pronunciation skills, was considered as an object of research in accordance with the principle of comprehensiveness and sufficient justification. The system approach made it possible to consider the development of auditory and pronunciation skills in students as the development of theoretical and practical skills and abilities in their integrity and interrelation.

RESULTS AND DISCUSSION

Introductory phonetic course in German in offline and online environment: Features of teaching

Usually, teaching a foreign language begins with an introductory phonetic course. As a rule, according to N.A. Kindrya,

“the introductory phonetic course is a specialised curriculum that relies on both the native language and interlanguage” [7]. The researcher believes that the introductory phonetic course is based on the analysis of the phonetic features of the native and foreign languages, which contributes to the identification of language interferences and, accordingly, the search for methods to solve them [7]. Therefore, the introductory phonetic course is mandatory for students who are beginning to learn German as a primary and second foreign language. Along with the development of auditory and pronunciation skills, the development of linguistic, sociocultural and intercultural, pragmatic and communicative competencies takes place within the framework of the introductory phonetic course. The main purpose of the course is to form students' auditory and pronunciation skills that are as close as possible to the development of pronunciation with no accent and to create a solid foundation for further work on improving the sounding speech, which is the leading component of communicative competence. For example, the introductory phonetic course in German for students of the I.I. Mechnikov Odessa National University contains a large number of exercises, where the most important distinctive features in the studied and native languages are taken into account, recommendations are given to prevent typical errors that arise as a result of the interfering influence of the Russian and Ukrainian languages. The course is based on the *Deutsch akzentfrei* [8] textbook, has a lesson structure and consists of 12 lessons, each of them has different social work forms (front, independent, group, and plenary) at the offline lesson, and phonetic exercises compiled with strict regard to the gradual introduction of phonetic material according to which the new phoneme or intonation model do not occur in any of the previous exercises prior to their introduction. Thus, a rational sequence of studying phonetic material is carried out according to the principle of gradualness in the increase of difficulty. The exercises are presented in the following order (Fig. 1):

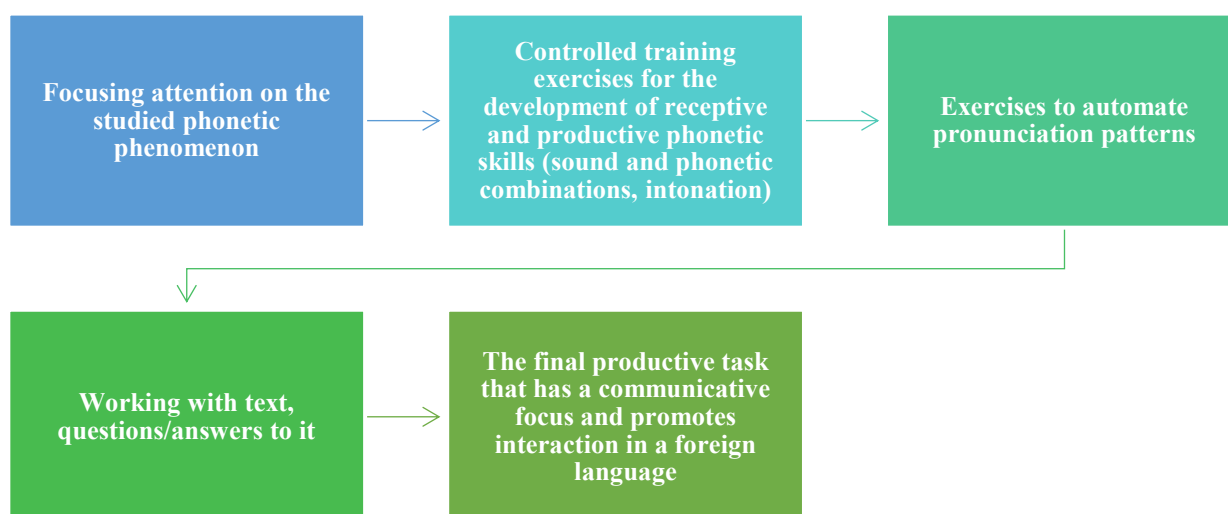


Figure 1. The scheme of studying phonetic material according to the principle of gradualness in the increase of difficulty

As can be seen from Figure 1, the language material of the texts, as well as visual and auditory visibility, situational conditionality of tasks allows from the very beginning of training to perform not only linguistic (training, preparatory) but also speech (conditional-communicative and communicative) exercises that contribute to the development of discursive competence. At the same time, the new challenges of modernity, namely the need to switch the introductory phonetic course to an online format in the conditions of distance learning, requires a revision of such a conventional approach to the presentation of the material and a change in the scenario of classes. There is a need to select suitable online tools for organising distance learning (training platforms, mobile applications), provided that the high level of quality of training and students' motivation is maintained. The teacher needs to build a new system of motivation and support for students, provide regular feedback from his side, think over and organise assessment methods using modern multimedia tools. At the same time, the main purpose of learning a foreign language – the development of foreign language communicative competence – should not be affected.

It is also worth noting that the online development of foreign language communicative competence depends on the conditions of computer-mediated communication, which qualitatively changes the interaction between the student and the teacher. Therefore, this contributes to additional research within the framework of the concept of social presence, which is a subsection of communication theory, as well as to the search for a link between social presence and the development of students' cognitive understanding of the learning content, their motivation and critical thinking [9]. For example, according to D. Zolotukhin, the use of computer-mediated learning offers a transition from the conventional position of the teacher “the sage on the stage” to the position of “guidance from the outside” [10]. In this case, the key aspects of social presence are communication and interaction. It is these two aspects that must be taken into account both in classroom studies and in online classes, in synchronous (video conferences) and asynchronous (training platforms, mobile applications) formats. Modern multimedia platforms are able to provide interactive learning, which should not, however, be confused with interaction, which manifests itself in the communication of students among each other and with the teacher. The modern theory of online learning recognises the importance of interaction between the student and the teacher. This interaction can be manifested in the form of informal messages by e-mail, in chats, forums, comments, in other words, in the presence of feedback, especially in the conditions of distance learning. Timely feedback from the teacher creates a so-called social presence and has a positive impact on the assimilation of the material by students, helps in maintaining the pace of learning and provides a positive atmosphere.

In the conditions of modern communication and forced online phase, multimedia platforms for online learning perfectly cope with the organisation of a continuous

educational process. However, in reality, many teachers are faced with the lack of such universal platforms for distance learning in their educational institutions. In such cases, one of the simplest, affordable, and at the same time effective ways turned out to be the use of messengers (*Viber*, *Telegram*, *WhatsApp*), live video conferencing services (*Zoom*, *Skype*, *Google Meet*), and mobile applications (*Quizlet*, *Quizizz*, *Kahoot!*, *Padlet*, *PicVoice*, and many others). These tools made it possible to successfully provide training in synchronous (video conference format) and asynchronous (messengers, mobile applications) formats, including as part of an introductory phonetic course in German for first-year students of the Department of International Relations of the I.I. Mechnikov Odessa National University, the specifics of which is that both the teacher and the students work with the sounding speech. Thus, due to the live video conferences format, although within a limited time, it was possible to hear the teacher, see their articulation, repeat the material, and immediately receive feedback. However, it is impossible to exclude the poor quality of the Internet connection, which affects the sound signal and the picture. An important condition for the successful achievement of the purpose of the introductory phonetic course and the development of stable auditory and pronunciation skills is the students' ability to turn to the sounding samples at any time on the one hand, to hear themselves on the other hand, and, of course, to get feedback from the teacher. Messengers (*Viber*, *Telegram*, *WhatsApp*) and a voice recorder on mobile devices played a special role at the initial stage of adaptation of teachers and students to the new format, which made it possible to receive audio files of sounding samples from the teacher, record themselves and send the completed exercises in audio format to the teacher, receiving appropriate recommendations in response. Video conferences and messengers, in fact, ensured the continuity of the learning process, taking into account the features of the introductory phonetic course: the first step was to work in a class held in the video conference format (synchronous work), the second step provided the sounding samples, the opportunity to record themselves, hear from the outside, analyse errors, get feedback from the teacher (asynchronous work in messengers). Independent and responsible work of students plays a crucial role in the second step, which ensures the continuity of learning and the development of the necessary auditory and pronunciation skills.

In the context of online communication, in addition to video conferences and audio materials, it is worth paying attention to one of the main methodological conditions for the development of students' phonetic speech skills, namely, the presence of animated images of articulation, which, when teaching foreign pronunciation, are the implementation of the didactic principle of clarity. In the “Essays on the psychology of teaching foreign languages”, B.V. Beliaev argued that “the principle of visibility should be considered not as an auxiliary, but as one of the main methodological principles of teaching a foreign language when this training pursues practical purposes” [11]. In online learning, this principle can be implemented in several ways (Fig. 2):



Figure 2. Ways of implementing the principle of visibility in online classes

As is evident, the animation material serves as an external support and an example of articulation of foreign sounds, helps students to better understand and realise how each specific sound is pronounced. The lack of animated images of articulation complicates the process of developing sound-pronouncing skills.

Transfer of practical exercises of the introductory phonetic course into an online format and methods of monitoring their implementation

The methodological condition for the development of students' phonetic speech skills is the presence of a series and cycles of training exercises for the development of sound-pronouncing and rhythmic-intonational skills and is one of the most difficult issues that require comprehensive exercise. The necessary set of exercises, which previously proved itself well in the conditions of offline training, is presented in the textbook of the introductory phonetic course

Deutsch akzentfrei [8]. To effectively solve this issue in the conditions of online learning, it is necessary to remember about the combination of three elements of online classes, which must be considered as a whole (Fig. 3).

Figure 3 demonstrates that the first element (*Pre-class activities*) is an input phase, the second (*Live class*) is characterised by cooperative work and communicative orientation (Collaboration and Inter-action, for example, group work in breakout rooms in Zoom), and third (*Post-class activities*) is an independent consolidation. If the second element is a direct communication between a student and a teacher, as well as students among each other in a synchronous video conference format, then for the implementation of the first and third elements, it is assumed that available mobile applications are used to ensure the continuity of learning, support motivation to learn a foreign language, and stimulate independent work of students.

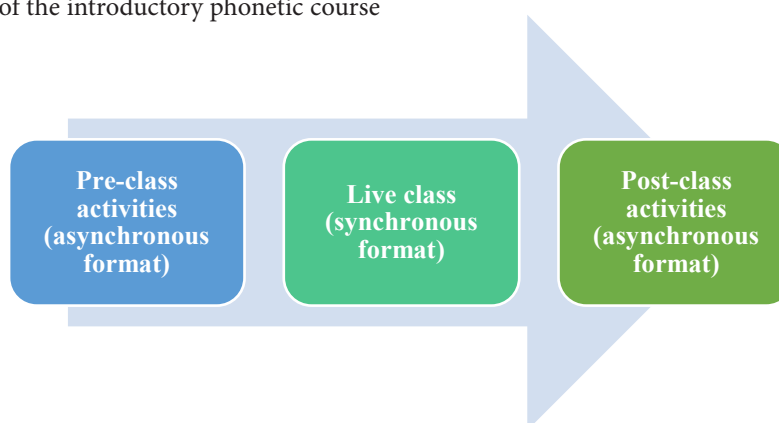


Figure 3. Key elements of online German language classes

Moreover, work in an asynchronous format is characterised by accessibility, ease of use, and receiving automatic feedback about the results of the completed task. The author's research is based on an introductory phonetic course in German for first-year students of the Department

of International Relations of the I.I. Mechnikov Odessa National University in the conditions of online learning, which provided for the use of such mobile applications as Padlet, LearningApps, Voki, PicVoice, and ChatterPix. Thus, the Padlet online service was actively used by students

for independent work in the phases of asynchronous learning since the application has the ability to download audio and video files, images, as well as active links. In addition, the Padlet application is useful for the development of auditory and pronunciation skills of foreign language:

1. To focus attention on the studied phonetic phenomenon, the teacher uploads the necessary audio material to the platform (for example, training exercises), as well as, if necessary, active links (for example, to *The Sounds of Speech* of the University of Iowa), access to which is unlimited for students.

2. Students, working independently, bring pronunciation samples to automation, record them in an audio format, and upload them to the platform. Thus, both the teacher and students have the opportunity to listen to audio recordings and give feedback (for example, in the form of a comment).

3. Padlet is also suitable for performing a final productive task that has a communicative orientation and completes each lesson of the *Deutsch akzentfrei* textbook [8], and also allows organising collegial feedback, which meets modern methodological requirements.

In addition to the Padlet online service, students used the LearningApps application, which contributes to the creation of interactive exercises for listening and recognition of rhythmic-intonational patterns. For its part, the online service Voki allows creating talking interactive avatars. As part of the introductory phonetic course, this is a great opportunity to train sounding speech (both monological

and dialogical), send audio recordings and receive the necessary feedback. It is worth noting that to improve the skills of sounding speech, the mobile applications PicVoice and ChatterPix have proven themselves perfectly, with their help one can voice any image (photo or picture). For example, as a productive task for completing an introductory phonetic course in an online format at the I.I. Mechnikov Odessa National University, first-year students of the Department of International Relations were offered to use the PicVoice application and the Padlet online service. Students were choosing one of the figures accompanying each lesson from the textbook *Deutsch akzentfrei* [8], and using PicVoice described the situation depicted in the figure, demonstrating the level of completeness of the pronunciation skill. The completed interactive tasks were placed on the Padlet interactive board with the opportunity for all participants of the educational process to listen to the created product, leave a comment, or ask a question. The teacher had the opportunity to evaluate the results of the work and give feedback.

Thus, from the very beginning of training, students perform not only linguistic (training, preparatory) but also speech (conditional-communicative and communicative) exercises, which eventually contribute to the development of discursive competence. Using mobile applications and Internet resources, the teacher independently creates a gamified motivating virtual learning environment with a sequencing of three types of exercises (Fig. 4):

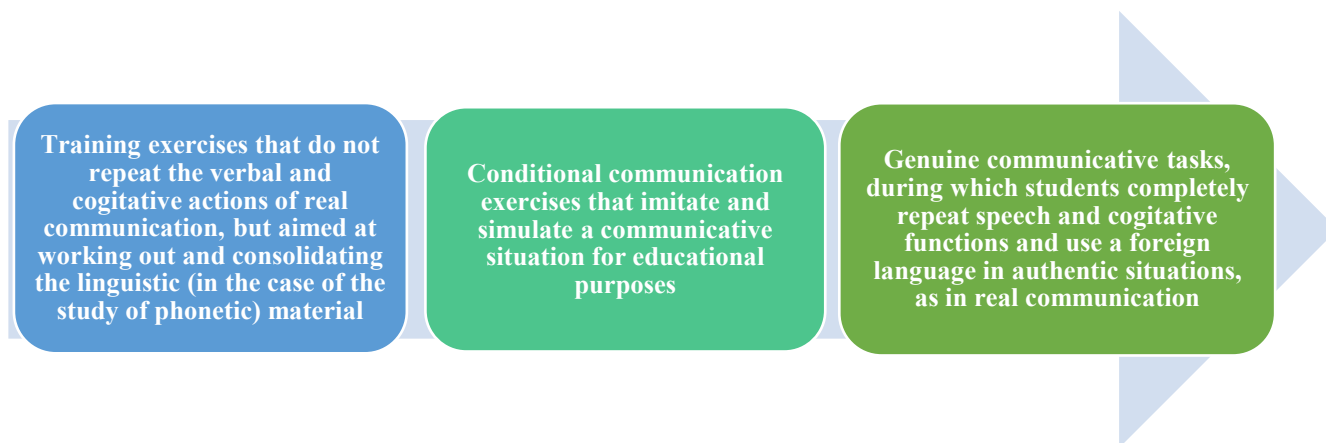


Figure 4. Classification of exercises in a virtual learning environment

In conclusion, it should be noted that multimedia platforms, live video conferences, as well as mobile applications, contribute to high-quality online teaching of the German language, in particular the introductory phonetic course, but in the conditions of distance learning the question arises about the methods of monitoring the implementation and development of the necessary competencies. Both in the classroom and in the online learning, the teacher exercises current and final control over the performance of tasks by students, based on the criteria and indicators of the level of completeness of auditory and pronunciation skills.

The *Begleitband zum GeR/Common European Framework of Reference for Languages*, published in 2018, presents a completely revised phonological competence assessment scale, as well as new scales for assessing segmental and suprasegmental competencies [12]. It is necessary to take into account that the assessment of pronunciation competence to a much greater extent compared to other areas of the language (for example, grammatical) depends on the preliminary knowledge and skills of the evaluated students. While incorrect grammatical constructions are easy to identify, there are no unambiguous criteria for evaluating

“good pronunciation”. Previously, when evaluating, the focus of attention was on the absence or presence of a foreign language accent: “*The phonology scale was the only CEFR illustrative descriptor scale for which a native speaker norm, albeit implicit, had been adopted*” [13]. Since in the modern methodology of foreign language teaching the main objective is the development of communicative competence, the assessment of student's phonological competence according to the updated criteria focuses on whether his pronunciation is clear enough not to disrupt the communication process: “*Students whose L2 production is not entirely native-like but who are able to communicate effectively are successful L2 users*” [14]. All training exercises and final productive tasks adapted for working in the online mode have a communicative orientation and contribute to interaction in a foreign language within the framework of acquired auditory and pronunciation patterns. The process of automating auditory and pronunciation skills can be considered complete only when the student can use the material in natural acts of communication, which is the main indicator of the level of completeness of auditory and pronunciation skills.

In general, it should be noted that the optimisation of the educational process in an online format using information and computer technologies plays an extremely important role in improving student-teacher communication and promotes active learning of a foreign language, in particular, mastering phonetic competence [15].

CONCLUSIONS

Thus, on the example of the experience of conducting an introductory phonetic course for first-year students of the Department of International Relations of the I.I. Mechnikov Odessa National University, the features of the development of auditory and pronunciation skills in online German classes were considered. Summarising the above, it can be concluded that due to such characteristics as interactivity, autonomy, versatility, and accessibility, online resources and mobile applications have great potential in teaching foreign languages, in particular in the framework of teaching auditory and pronunciation skills. These tools create conditions for the development of students' ability to self-development and self-education, increase students' responsibility for their learning and motivation for learning activities, create psychologically comfortable conditions for the development of such types of speech activity as listening and speaking, promote the development of auditory and pronunciation skills, ensure the continuity of the process of learning a foreign language in the conditions of forced online learning, and also develop students' creative abilities. In the author's opinion, however, a necessary condition for effective online learning is, firstly, free access for teachers to online resources including multimedia Internet platforms (for example, Moodle), using which it is possible to comprehensively plan distance learning, including an introductory phonetic course, and secondly, increasing media literacy of both students and teachers.

REFERENCES

- [1] Honegger, B.D. (2016). *More than 0 and 1* (1st ed.). Bern: hep Verlag.
- [2] Brash, B., & Pfeil, A. (2017). *DLL 09: Teaching with digital media*. München: Goethe-Institute.
- [3] Diez, M.T. (2020). Online techniques for correcting the pronunciation of learners of French as foreign language. *Theleme*, 35(1), 85-93.
- [4] Digtyar, O.Yu. (2019). The problems of distance learning education while teaching foreign languages at a non-linguistic higher school. *World of Science, Culture, Education*, 1(74), 356-357.
- [5] Latishev, K.I. (2020). Distance accompanying course of English phonetics within the framework of the Zoom videoconferencing program: A special course for students of non-philological specialties: The main stage of training. *Sci-Article*, 87. Retrieved from <https://sci-article.ru/stat.php?i=1601994990>.
- [6] Iberer, U., Wiperman, S., & Muller, U. (2014). From innovation project to established blended learning. In C. Spary (Ed.), *E-learning: Education 2.0? Requirements on the electronic way of individualized learning environments* (pp. 76-98). Berlin: RabenStück.
- [7] Kindrya, N.A. (2015). Teaching an introductory phonetic course, taking into account the peculiarities of the Russian language and individualization. *Young Scientist*, 22(102), 805-808.
- [8] Verbytska, T.D., & Hryshyna, T.V. (2014). *German without accent*. Odesa: Astroprint.
- [9] Richardson, D.C., Spivey, M.J., McRae, K., & Barsalou, L.W. (2003). Spatial representations activated during real-time comprehension of verbs. *Cognitive Science*, 27, 767-780.
- [10] Zolotukhin, D.S. (2018). Term, object and point of view in linguistics: the specifics of interaction. In *Current issues of linguistics and linguodidactics: Traditions and innovations: materials of the scientific conference with international participation* (pp. 33-40). Moscow: MPSU.
- [11] Beliaev, B.V. (1965). *Essays on the psychology of teaching foreign languages* (2nd ed.). Moscow: Prosveshchenie.
- [12] The new companion volume to the Common European Framework of Reference. (2020). Retrieved from <https://www.klett-sprachen.de/referenzrahmen/c-3074>.
- [13] Common European framework of reference for language. (2020). Retrieved from <https://www.coe.int/en/web/common-european-framework-reference-languages>.
- [14] Kennedy, S., & Trofimovich, P. (2008). Intelligibility, comprehensibility, and accentedness of L2 speech: The role of listener experience and semantic context. *The Canadian Modern Language Review*, 64(3), 459-489.
- [15] Liu, M., & Yu, J. (2022). Model optimization of computer-aided English teaching in local area networks. *Computer-Aided Design and Applications*, 19(S1), 128-138.

Олена Германівна Васильченко

Одеський національний університет імені І.І. Мечникова
65082, вул. Дворянська, 2, м. Одеса, Україна

Особливості формування слухо-вимовних навичок на онлайн-заняттях з німецької мови

Анотація. Актуальність дослідження визначається потребою в пошуку нових методів викладання іноземної мови в умовах переходу на онлайн-формат навчання, що сприятиме забезпеченню належного рівня розвитку комунікативної іноземної компетентності майбутніх фахівців. Метою роботи є визначення особливостей формування фонетичної компетенції студентів на онлайн-заняттях з німецької мови на прикладі педагогічної діяльності викладачів Одеського національного університету імені І.І. Мечникова. Дослідження обраної проблематики проводилося в два етапи на основі логічного та системного підходів з використанням загальнонаукових методів, серед яких метод аналізу, синтезу, порівняння, конкретизації, систематизації та метод аналогій. Виявлено, що сучасний освітній простір характеризується діджиталізацією навчального процесу, внаслідок чого змінюються підходи до викладання іноземної мови. У роботі розглянуто зарубіжні практики використання мультимедійних технологій на заняттях з іноземної мови з метою формування слухо-вимовних навичок у студентів в умовах онлайн-навчання. Обґрунтовано необхідність зміни традиційних методів викладання вводно-фонетичного курсу з іноземної мови відповідно до вимог дистанційного навчання. З'ясовано, що ключовим чинником формування слухо-вимовних навичок на онлайн-заняттях з німецької мови є використання відео- та аудіоматеріалів (відеоконференції та месенджери), анімаційних образів артикуляції звуків, а також системи вправ з метою практичного застосування набутих теоретичних знань. На прикладі викладання вводно-фонетичного курсу з німецької мови для студентів першого курсу відділення міжнародних відносин Одеського національного університету імені І.І. Мечникова описано основні принципи застосування мобільних додатків у процесі дистанційного навчання, серед яких Padlet, LearningApps, Voki, PicVoice та ChatterPix. Перспективи подальших досліджень полягають у практиках застосування онлайн-формату вводно-фонетичного курсу з німецької мови серед студентів суміжних спеціальностей

Ключові слова: комунікативна компетентність, фонетика, дистанційне навчання, мультимедійні платформи, мобільні застосунки

Alla V. Kozhevnikova*, Natalia V. Merkulova, Yuliya I. Popeleshko, Natalia Ye. Rybka

Bohdan Khmelnytsky Melitopol State Pedagogical University
72300, 20 Hetmanska Str., Melitopol, Ukraine

Information and Communication Technologies as Components of Effective Training Forms for Higher Education Applicants

Article's History:

Received: 21.04.2021

Revised: 30.05.2021

Accepted: 15.07.2021

Suggested Citation:

Kozhevnikova, A.V., Merkulova, N.V., Popeleshko, Yu.I., & Rybka, N.Ye. (2021). Information and communication technologies as components of effective training forms for higher education applicants. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 55-61.

Abstract. The relevance of the issues regarding information and communication technologies as components of effective training forms for higher education applicants is determined by the need to introduce information and communication applications into the educational process. Accordingly, the purpose of the article is to provide theoretical justification and experimental verification of the impact that information and communication technologies have on improving the higher education quality for applicants. To achieve this purpose, a complex of modern general scientific methods was used: theoretical (analysis, synthesis, generalisation, comparison); empirical (questionnaires, conversations, interviews, observations, expert assessment); statistical research methods that facilitated the study of scientific sources on information and communication technologies. Based on the theoretical and methodological analysis of the studied issue, it is determined that information and communication technology is a means of joint activity for a teacher and a higher education applicant, which is characterised, primarily, by the consistency of actions (algorithmicity), constant and systematic evaluation of educational achievements and the development of educational qualities (diagnostics), the relationship of the main technology elements, namely the purpose, content, forms, methods, means of interaction, and the results (consistency) of participants in the educational process. It was discovered that to present the material more interestingly and motivate applicants for higher education, it is necessary to use innovative teaching forms and methods, one of which is information and communication applications that contribute to enhanced logical thinking, cognitive activity, the creativity of students and the comprehensive personality development of the future pedagogical specialist. It is proved that these applications contribute to the easier assimilation of new educational material, the creative performance of practical tasks, and productive cooperation between teachers and applicants for higher education. The practical value of the research lies in the fact that the results obtained can be used in further studies on the influence of information and communication technologies on the communication of the educational process subjects

Keywords: technology, information technologies, pedagogical technologies, information and communication applications

*Corresponding author

INTRODUCTION

Modern global changes contribute to the innovative development of higher education and require new approaches to presenting educational components of disciplines, as well as the introduction of the latest information and communication technologies. In the modern information society, an integral component of training applicants for higher education is the development of an information and communication culture among future specialists. Thus, in the context

of reforming the Ukrainian education system, it is essential to become a qualified specialist of the appropriate level and profile, competitive in the labour market, competent, responsible, fluent in the profession, capable of effective work at the level of world standards, and ready for continuous professional improvement. However, the introduction of new information and communication technologies in the educational process causes numerous issues related to

teaching methods, forms, and means, education humanisation and humanisation of the educational process, training and improving the professional qualifications of future teachers, their self-improvement and mastering the basics of modern information and communication technologies.

In modern psychological and pedagogical research, considerable attention is paid to introducing information and communication technologies in the educational process of higher educational institutions. Thus, information and communication technologies in education as a component of Ukrainian pedagogical science are analysed in the research by O. Voronkina [1] and O. Kolgatina [2], the specific features of educational technologies were investigated by M. Mikhailechenko and Ya. Rudik [3]; didactic conditions for the use of information and communication technologies in the organisation of independent educational activities of students are considered in the studies by O. Tsys [4]; training the future teachers to use information and communication technologies in professional activities is covered in the research by T. Shrol [5] and others.

Analysis of recent scientific publications indicates that the chosen issue has acquired a special status in the context of a pandemic [4; 5]. Notably, in the modern educational process of higher education institutions, communications are integral to information technologies, and information and communication technologies contribute to the effective organisation of training for higher education applicants. Due to the COVID-19 pandemic and the transition of higher education institutions to distance learning, teachers and applicants for higher education had to learn how to work online, which contributed to the introduction of new information and communication applications in the educational process. Thus, distance learning for higher education applicants was provided through the transmission of video, audio, graphic, and text information using a wide range of tools for educational interaction between participants in the educational process, namely: communication with users; passing courses with educational components (video lectures and video practical classes); reviewing the performance of higher education applicants, etc. For example, the Moodle platform is designed to combine subjects of the educational process into one reliable, secure, and integrated system to create an information and communication educational environment. At present, this platform is the most advanced and widespread both in Ukraine and in the world [6, p. 238].

It is also worth noting that distance learning contributes to familiarisation with the possibilities of using information and communication technologies in the teacher's professional activity; the development of students' information and communication competence and the ability to apply ICTs to solve various pedagogical situations.

The purpose of the article – theoretical justification and experimental verification of the impact that information and communication technologies have on improving the higher education quality for applicants. In accordance with the purpose of the article, *the main tasks* are:

1. Analyse the state processing the issues related to ICTs in the educational process of higher education institutions.
2. Clarify the essence of: “technology”, “pedagogical technologies”, “information technologies”, “information and communication technologies”.
3. To cover the effectiveness of information and communication applications and their impact on the educational process of higher education applicants.
4. Determine and experimentally test the organisational and pedagogical conditions for the cognitive activity development of higher education applicants within the introduction of information and communication applications.

LITERATURE REVIEW

It is worth starting with the fact that “technology” is of Greek origin: *techne* – art, skill, *logos* – science, law; the science of skill [7; 8]. In the explanatory dictionary, “technology” is presented as a set of techniques used in any business, skill, art [9, p. 1132]. For example, O. Kiyashko generally defines technology as “a set of methods, tools, and introduction of a specific complex process by dividing it into a system of sequential interrelated procedures and operations that are used more or less unambiguously and are aimed at achieving high efficiency of a certain type of activity” [10, p. 136]. Whereas according to E. de Bono, technology is the process of producing something useful based on the use of knowledge, and the main function of technology is to introduce theory into practice. This point of view is shared by Yu. Mashbyts who emphasised that teaching technologies are “a necessary link connecting pedagogical sciences with the teaching practice” [11, p. 24].

Notably, technology is covered from separate perspectives in the context of pedagogical technology. For instance, V. Bezpalko and M. Clarin define pedagogical technology as “a set of methods and functioning order of all personal, instrumental, and methodological means of reproducing theoretically based learning and mentoring to achieve the purpose and fulfil educational tasks”; therewith, V. Monakhov considers pedagogical technology as an interaction model of all subjects in the educational process [12, p. 6]. S. Sysoeva indicates the general trend of transition to the interpretation of pedagogical technology as a pedagogical system, for this, modern pedagogical technology is interpreted as a system of the most rational ways to achieve a pedagogical purpose, the scientific organisation of the educational process at higher education institution [13, p. 286]. It should be emphasised that pedagogical technology is a teaching and educational system of personal and professional development, socialisation of a person in an educational institution [14, p. 39].

Evidently, modern pedagogical technologies cover the range of theoretical and practical issues related to management, educational process organisation, teaching methods and means at higher education institutions. For the author's research, this is of great importance, since information and communication technologies are innovative pedagogical technologies of the educational process, which consist in

updating this process, contribute to more effective cooperation of subjects within it. Therewith, it is essential to cover the essence of “information technologies” and “information and communication technologies”.

According to T. Vakaliuk and O. Spirin, “information technology in education is a set of educational and teaching materials, technical and instrumental means for educational purposes, as well as a system of scientific knowledge about the role and place of computer technology in the educational process, forms and methods of their application to improve cooperation between teachers and applicants for higher education” [15]. That is, it can be concluded that modern information technologies allow teachers and applicants for higher education to access media sources of information, increase the effectiveness of independent work, provide new opportunities for creativity, help to find and consolidate professional skills, and contribute to solving issues with new knowledge.

At last, the researchers O. Kolgatin and L. Kolgatina combined “information technologies” and “information and communication technologies” and provided a unified definition: a set of methods, production processes, and software and hardware tools integrated for the purpose of collecting, processing, storing, distributing, displaying, and using information” [2, p. 52]. Nevertheless, the authors of this study agree with a group of researchers that “information and communication technologies” should be considered from three perspectives:

- as information and computer technologies – software and hardware of personal computers, technologies for processing, storing, selecting and presenting information, the global computer network Internet, etc. [16, p. 125];
- as information and communication technologies – data transmission technologies such as the Internet and mobile protocols and other communication types [17, p. 1250];
- as information and communication technologies – communication in all its forms, including pedagogical communication [14, p. 295].

Notably, today Information and communication technologies are increasingly penetrating into various spheres of life, science, production, and education, which requires appropriate knowledge, skills, and abilities of their use and targeted development of information and communication competence. Summarising the above, information and communication technology is a way of interaction between subjects of the educational process and is characterised by systematic and consistent fulfilment of general and professional competencies.

MATERIALS AND METHODS

A set of modern general scientific methods was used to achieve purposes within this research:

- theoretical methods – analysis, synthesis, generalisation, comparison, which served to examine scientific sources on information and communication technologies;
- empirical methods (questionnaires, conversations, interviews, observations, expert assessment);

- statistical research methods that helped to identify the effectiveness of information and communication applications and their impact on the educational process of higher education applicants.

Methods of analysis, synthesis, generalisation, and comparison were applied for a more detailed study of scientific sources on “technology”, “information technologies”, “pedagogical technologies”, “information and communication applications”. Empirical research methods covered the influence of information and communication applications on the cognitive activity of higher education applicants. Thus, statistical research methods contributed to determining the selectiveness of observation results, their statistical parameters, basic principles, and criteria for their verification. Based on the above-mentioned methods, the research issues were comprehensively studied, data on information and communication technologies as components of effective training forms for higher education applicants were systematised.

The analysis of scientific sources made it possible to experimentally test the selected information and communication applications and their impact on the cognitive activity of higher education applicants. Research and experimental work were performed in accordance with the main requirements during the 2020-2021 academic year. In total, 78 students of the first (Bachelor's) level of higher education of Bogdan Khmelnytsky Melitopol State Pedagogical University participated in the experiment, out of all, 40 people were part of the control group (CG), for which an introductory lecture on information and communication applications and 6 practical classes with the use of applications were conducted: Rebus, Learning.ua, Quizizz, Kahoot, Quizlet, LearningApps.org; and 38 people were in the experimental group (EG), for which the entire course was conducted, it consisted of 12 lectures and 14 practical classes using the Kahoot information and communication applications, Quizlet, Rebus, Learning.ua, LearningApps.org., Quizizz.

The experimental work was performed in three stages: search-theoretical, experimental, and generalising. During the first (search-theoretical) stage, the state of processing the issue of information and communication technologies as a component of an effective training form for higher education applicants is determined. In the course of the second (experimental) stage, the organisational and pedagogical conditions were experimentally tested. The third (generalising) stage involved analysing the results of a scientific search.

Based on the theoretical analysis the necessary *organisational and pedagogical conditions* of the experiment were defined, namely: the purposes and motives aimed at the development of students' cognitive activity and need to use information and communication applications; selection of a special set of information and communication applications for increasing cognitive activity among higher education applicants; organisation of subject-subject interaction and its influence on students' cognitive activity.

RESULTS AND DISCUSSION

The obtained results of the empirical stage indicate that the introduction of organisational and pedagogical conditions makes it possible to increase the cognitive activity among higher education applicants by implementing information and communication applications.

In the process of providing organisational and pedagogical conditions, the following *criteria* were selected: motivational, cognitive, activity, and reflexive. The first criterion was aimed at motivating people to obtain knowledge, skills, and abilities; achieving success in using information and communication applications. Thus, the cognitive criterion considers the system of knowledge about the cognitive activity among higher education applicants and the specific features of information and communication applications. The activity criterion provides for the application of professional and pedagogical skills; the practical use of information and communication applications. Whereas, the reflexive criterion is self-image, self-evaluation, self-interpretation, self-analysis, self-development skills within students' cognitive activity during the implementation of information and communication applications.

Notably, the characteristics of organisational and pedagogical conditions and criteria contributed to the identification of *three levels of the studied issue*: high, medium, and low. The low cognitive activity level among applicants for higher education is characterised by the reproduction of a small part of the main theoretical provisions, individual concepts without a sufficient understanding of the role of information and communication applications in the pedagogical process effectiveness; the ability to apply some elements of information and communication technologies in the educational process; interest in information and communication applications is only emerging. The medium level implies underdeveloped purposes and motives for using information and communication applications; the student obtains a common set of conventional methods, techniques, and teaching tools that are insufficient for the implementation of information and communication applications. Furthermore, this level is characterised by the acquisition of primitive skills such as copying, incomplete actions that applicants for higher education perform according to examples. A high level implies students' interest in an independent search for effective ways to use information and communication applications, in self-determination and awareness on the effectiveness of information and communication technologies, taking into account specific organisational and pedagogical conditions, implementation of practical actions in non-standard pedagogical situations.

According to the authors, to increase cognitive activity among higher education applicants during the introduction of information and communication applications the previously mentioned organisational and pedagogical conditions are required. Based on the considered criteria (motivational, cognitive, activity, reflexive), the levels and means of developing cognitive activity in using information and communication applications were identified. The information and communication applications were used during lectures and practical classes from a complex of selective and main educational components of academic disciplines: "pedagogy", "history of pedagogy", "inclusive pedagogy", "training technologies in preschool and inclusive education", "practical work with methods of preschool education".

The experimental work included the following empirical research methods: questionnaires, conversations, interviews, observations, and expert evaluation. Students of the experimental and control groups considered the main and selective educational components, as well as information and communication applications during the learning process:

1) the platform Kahoot! helps to test knowledge with game quizzes and tests;

2) the Quizlet app is a base for creating flashcards, training modules, and a service for developing interesting tests and flashcards. It should be emphasised that this application makes it possible to: prepare for exams and tests in memorisation mode; test memory; set records in the games; share cards with friends, teachers, or other students; listen to the correct pronunciation of texts in 18 languages; improve learning with images and audio;

3) learning.ua is an accessible database of exercises and tests of various fields;

4) the Quizizz is an English-language service for developing games, quizzes, tests, and surveys. The app is unique as it allows checking knowledge in a form of a test or questionnaire. The site has a lot of ready-made Ukrainian-language tests in various subjects;

5) the platform LearningApps.org is a constructor for interactive tasks and exercises in various fields, which provides an opportunity to prepare for external independent evaluation;

6) the Rebus is a system for creating useful puzzles, logic games, and interesting exercises.

Upon processing and studying the above applications, they were implemented in the educational process. Thereafter, a survey was conducted, in which applicants for higher education chose exactly the applications that they were most interested in, the results of the survey are presented in Table 1.

Table 1. Survey results on interest in information and communication applications among higher education applicants

No.	App name	Number of votes
1.	Kahoot!	20
2.	Learning.apps	19
3.	Rebus	14
4.	Learning.ua	11
5.	Quizizz	8
6.	Quizlet	6

Upon analysing this table, it is evident that the multimedia application Kahoot! takes the first place and is quite relevant among students, it fully develops the cognitive activity of applicants for higher education. Notably, in studying the effectiveness of ICTs, information and communication applications were selected that can be used during classes of higher education applicants both in the classroom and remotely, and their benefits were analysed. Applicants for higher education were asked to choose the most effective application among all the proposed ones (there were 6 applications in total). These applications were used by higher education applicants in lectures, practical and seminar classes. The most popular ones are: "Kahoot!", "Learning.apps", "Rebus". Practical experience indicates that in the modern world there are quite common ICTs, as every teacher and higher education applicant has a phone which allows using information and communication applications at any time, both at home and in the classroom during training and teaching. It should be noted that

information and communication applications, as a unique form of ICTs, contribute to creative cooperation between teachers and applicants for higher education during distance learning.

In the course of the research, the criteria and levels of processing the studied issue were diagnosed in the experimental and control groups (Table 2). The results of the experimental and control groups differ considerably after the empirical experiment stage. Based on the survey results, the authors discovered that students at the beginning of the research had an insufficient level of criteria for cognitive activity when using information and communication applications. For that reason, the effective resolution of the studied issue is possible only if certain interrelated organisational and pedagogical conditions are created. It should be noted that in implementing organisational and pedagogical conditions, the cognitive activity level among higher education applicants in the experimental group considerably increased.

Table 2. Manifestation levels of criteria on the students' cognitive activity level before the introduction of information and communication technologies to EG and CG (at the beginning and end of the experiment)

Criteria	Levels, %	Before the experiment		After the experiment	
		EG 40 people	CG 38 people	EG 40 people	CG 38 people
Motivational	High	18	19	54	26
	Medium	30	32	32	47
	Low	52	49	14	27
Cognitive	High	20	18	48	23
	Medium	33	36	35	49
	Low	47	46	17	28
Activity	High	11	12	54	14
	Medium	29	30	35	47
	Low	60	58	11	39
Reflexive	High	11	10	45	26
	Medium	31	28	44	59
	Low	58	62	11	15

The experiment results on increasing cognitive activity of higher education applicants allowed presenting the general criteria levels of the experimental and control groups (Table 3). Upon comparing the results on the studied

issue at the beginning and end of the experiment, quantitative and qualitative changes in both the experimental and control groups were indicated.

Table 3. The cognitive activity level of students before the introduction of ICTs to EG and CG (at the beginning and end of the experiment)

Levels, %	Students			
	Before the experiment		After the experiment	
	EG 40 people	CG 38 people	EG 40 people	CG 38 people
High	15	15	50	22
Medium	31	32	37	51
Low	54	53	13	27

Comparative analysis shows that the cognitive activity level of higher education applicants before the introduction of information and communication applications according to four criteria in the experimental group increased from low (54%) to high (50%); in the control group, the indicator increased from low (53%) to average (51%).

Thus, information and communication applications enhance students' logical thinking, cognitive activity, creativity, and contribute to the comprehensive personality development of a future specialist in the pedagogical field. As a result of the introduction of these applications, the higher education applicant learns new educational material more easily and with interest, which promotes creativity when completing tasks of selective and main components of disciplines.

CONCLUSIONS

Summarising the above, the use of information and communication applications in the educational process of higher education institutions considerably increases the efficiency of material assimilation by higher education applicants and motivates them to create research and project works with multimedia presentations. Thus, the use of ICTs reflects the teachers' skills, whereas their individual methods, techniques, and forms of training and mentoring influence the personal development level of higher education applicants. The analysis of ICTs as effective training forms for higher education applicants at the present stage allowed asserting that their introduction is a complex, dynamic, continuous process, and requires considering requirements for informatisation of education and society. Therefore, the

fulfilment of research tasks made it possible to achieve its purpose – theoretically justify and experimentally test the impact of information and communication technologies on improving the education quality of higher education applicants.

The authors emphasise that in the course of the study, organisational and pedagogical conditions for the cognitive activity growth among higher education applicants in the conditions of introducing information and communication applications were developed. The study determined the organisational and pedagogical conditions that interact, organically complement each other, and are aimed at establishing the main components of the studied process. These conditions consist in the targeted influence on the criteria (motivational, cognitive, activity, and reflexive) and provide for the use of various information and communication applications. The effectiveness of the proposed methodology is proved by a considerable increase in the cognitive activity levels among students before the introduction of information and communication applications. In the experimental group, the generalised indicator of the students' cognitive activity in the conditions of ICTs introduction increased from low to high, and in the control group – from low to medium.

The conducted research does not cover all aspects of introducing information and communication applications in higher education institutions. Promising areas of research include the impact of information and communication applications on the interaction between teachers and applicants for higher education.

REFERENCES

- [1] Voronkin, O.S. (2016). Information and communication technologies as a key factor of innovative development of higher education: Global dimension. *Information Technologies and Learning Tools*, 55(5), 12-30.
- [2] Kolhatin, O.H., & Kolhatina, L.S. (2019). Information and communication technologies in education as a part of Ukraine pedagogical science in the field of theory of pedagogics in the 90th years of the 20th century. *Information Technologies and Learning Tools*, 72(4), 41-54.
- [3] Mykhailichenko, M.V., & Rudyk, Ya.M. (2016). *Educational technologies*. Kyiv: Komprynt.
- [4] Tsys, O.O. (2018). *Didactic conditions of application of information and communication technologies in the organization of independent educational activity of students of technological and pedagogical specialties* (Candidate thesis, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ternopil, Ukraine).
- [5] Shrol, T.S. (2020). Blended learning as a basis for the formation of ICT competence of future mathematics teachers. In I.S. Voitovych (Ed.), *Preparation of future teachers for the use of information and communication technologies in professional activities* (pp. 136-160). Lutsk: Volynpolihraf.
- [6] Kukhareno, V.M., & Bondarenko, V.V. (Eds.). (2020). *Emergency distance learning in Ukraine*. Kharkiv: "Miska drukarnia".
- [7] Kremen, V.H. (Ed.). (2008). *Encyclopedia of education*. Kyiv: Yurinkom Inter.
- [8] Navolokova, N.P. (Ed.). (2012). *Encyclopedia of pedagogical technologies and education*. Kharkiv: Publishing Group "Osнова".
- [9] Busel, V.T. (Ed.). (2001). *Great explanatory dictionary of modern Ukrainian language*. Kyiv, Irpin: Perun.
- [10] Kiiashko, O.O. (2001). *Innovative pedagogical technologies for training junior specialists in higher educational institutions of I-II levels of accreditation*. (Candidate dissertation, Luhansk Taras Shevchenko National University, Luhansk, Ukraine).
- [11] Danylenko, L.I. (2004). *Management of innovation activity in secondary schools*. Kyiv: Milenium.
- [12] Dychkivska, I.M. (2004). *Innovative pedagogical technologies*. Kyiv: Akademvydav.
- [13] Hurevych, R.S. (Ed.). (2012). *Information technologies in learning: Innovative approach*. Vinnytsia: "Planer".
- [14] Kovach, V.O. (2019). *Information and communication technologies in education*. Kyiv: Komprynt.

- [15] Spirin, O.M., & Vakaliuk, T.A. (2019). Formation of information and communication competence of bachelors of informatics on the use of cloud-oriented learning environment. *Information Technologies and Learning Tools*, 72(4), 226-245.
- [16] Vakaliuk, T.A., Antoniuk, D.S., & Soloviev, V.N. (2019). The state of ICT implementation in institutions of general secondary education: A case of Ukraine. *Proceedings of the 7th Workshop on Cloud Technologies in Education*, 2643, 119-133.
- [17] Pochtovyuk, S.I., Chernenko, V.P., & Valaliuk, T.A. (2020). Information and communication technologies in the study of mathematical methods in psychology. *Proceedings of the 16th International Conference on ICT in Education, Research and Industrial Applications*, 2732, 1249-1259.

**Алла Власівна Кожевникова, Наталя Володимирівна Меркулова,
Юлія Іванівна Попелешко, Наталія Євгенівна Рибка**

Мелітопольський державний педагогічний університет імені Богдана Хмельницького
72300, вул. Гетьманська, 20, м. Мелітополь, Україна

Інформаційно-комунікаційні технології як складові ефективних форм навчання здобувачів вищої освіти

Анотація. Актуальність проблеми інформаційно-комунікаційних технологій як складових ефективних форм навчання здобувачів вищої освіти визначається потребою у впровадженні в навчальний процес інформаційно-комунікаційних додатків. Відповідно, метою статті є теоретичне обґрунтування та експериментальна перевірка впливу інформаційно-комунікаційних технологій на підвищення якості навчання здобувачів вищої освіти. Для реалізації мети було використано комплекс сучасних загальнонаукових методів: теоретичні методи (аналіз, синтез, узагальнення, зіставлення); емпіричні методи (анкетування, бесіда, інтерв'ювання, спостереження, експертне оцінювання); статистичні методи дослідження, що послуговували вивченню наукових джерел щодо інформаційно-комунікаційних технологій. На основі теоретико-методологічного аналізу досліджуваної проблеми визначено, що інформаційно-комунікаційна технологія є способом спільної діяльності викладача та здобувача вищої освіти, для якого притаманні, передусім, послідовність у реалізації дій (алгоритмічність), постійне і систематичне вимірювання рівня навчальних досягнень і сформованості виховних якостей (діагностичність), взаємозв'язок основних елементів технології, якими є мета, зміст, форми, методи, засоби взаємодії та результат (системність) учасників освітнього процесу. З'ясовано, що для того, щоб цікавіше подати матеріал та мотивувати здобувачів вищої освіти, необхідно використовувати інноваційні форми та методи навчання, одними з яких є інформаційно-комунікаційні додатки, які сприяють розвитку логічного мислення, пізнавальної активності, креативності в студентів та всебічному розвитку особистості майбутнього педагогічного фахівця. Обґрунтовано, що використання цих додатків сприяє полегшенню засвоєнню нового навчального матеріалу, креативному виконанню практичних завдань й плідній співпраці викладача та здобувачів вищої освіти. Практичне значення роботи полягає в тому, що отримані результати можуть бути використані у подальших дослідженнях впливу інформаційно-комунікаційних технологій на процес комунікації суб'єктів освітнього процесу

Ключові слова: технологія, інформаційні технології, педагогічні технології, інформаційно-комунікаційні додатки

UDC 373.211.24

DOI: 10.52534/msu-pp.7(3).2021.62-70

Abram Burnell¹, Vera Pozsgay², Iryna S. Kravets^{3*}

¹Hanoi University of Science and Technology
1 Dai Co Viet Road, Hanoi, Vietnam

²University of Kragujevac
34000, 66 Јована Цвијића, Kragujevac, Serbia

³Taras Shevchenko National University of Kyiv
01033, 64 Volodymyrska Str., Kyiv, Ukraine

Corporate Culture in Preschool Organisation Administration: European and Asian Context

Article's History:

Received: 20.06.2021

Revised: 10.07.2021

Accepted: 31.08.2021

Suggested Citation:

Burnell, A., Pozsgay, V., & Kravets, I.S. (2021). Corporate culture in preschool organisation administration: European and Asian context. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 62-70.

Abstract. The relevance of the study lies in the need to introduce corporate culture in the field of preschool education to improve the managerial level and pedagogical compliance of employees who influence the development of preschool children as individual members of society. The purpose of the study is to analyse organisational culture in the administration of preschool institutions, based on a comparison of Asian and European cultural paradigms. The research consisted of two stages, namely theoretical and empirical, and involved the use of general scientific research methods, including analysis, synthesis, comparison, systematisation, questionnaires, surveys, and statistical data processing. In the course of the study, foreign scientific literature was analysed in order to determine the phenomena of preschool institution administration and its corporate culture. An empirical study was conducted, the essence of which was an online survey among kindergarten administrators in Germany and Kazakhstan. It is determined that both the German and Kazakh corporate administration cultures have weaknesses, common to which is the lack of full-fledged freedom in decision-making and conducting activities. It was discovered that the two countries have a common view on the development of administrator's corporate competencies, including strategic importance, change management, leadership, performance management, learning orientation, responsibility, focus on results, activity, and social intelligence. It is confirmed that German kindergarten heads are distinguished by their productivity and focus on learning, while Kazakh ones attempt to pay attention to responsibility and thoroughness. The practical value of the research is to compare two views on the corporate administration culture in preschool organisations in the context of European and Asian paradigms

Keywords: preschool educational institution, organisational culture, teacher training, administration in education, questionnaires

*Corresponding author

INTRODUCTION

Modern professional conditions impose new requirements for the functioning of any organisation, in particular, educational. Those requirements promote the idea that administration and education go beyond the two-dimensional vertical model, as a result, the teachers cease to be just "carriers of knowledge" or "subordinates", they are perceived as part of the team and the organisation. Such a horizontal

model of interaction is created in the conditions of certain values, views inherent in a particular team, which generally establishes "corporate" or "organisational" culture. The existence of such a culture in educational institutions is essential since it contributes to the development of a positive psychological and value environment both in the team and in a teacher-student relationship. It is especially worth noting

the importance of organisational culture in preschool education, which is associated with the age of its participants and their personality establishment in modern society. From this standpoint, it is also important to factor in the impact of the Internet and social networks on the corporate culture of an educational institution, which are used to communicate with pupils/students [1; 2].

Such a change in socio-cultural views and the accelerated development of corporate culture within the field of education have necessitated research on the given subject. Thus, E. Addai in the study compared the corporate culture and involvement of teachers in professional activities [3]. The results of the survey conducted by the author confirmed the existence of four types of organisational culture, namely involvement, adaptability, continuity, and mission. Moreover, it was established that the improvement of these types of corporate culture contributes to the growth of teachers' interest in their work [3]. Regarding the issue of organisational culture in preschool institutions, it is appropriate to pay attention to the conditions of its development identified by D. Bersteneva [4]. The researcher asserts the need for an information environment, a positive reputation of the organisation and its administration, a promising view on the personal growth of each employee, proper working conditions, both material and psychological, as well as general customs of the educational organisation [4]. L. Naumova, when studying the functioning of kindergartens, considered the elements of their corporate culture, including the mission, logo, service etiquette, organisational style and events, dress code [5]. Notably, this list of components is not exhaustive, since each educational organisation has the right to highlight or add its own elements of corporate culture in accordance with its customs and priorities. The results of the experiment by J. Park and J. Lee are of particular interest within this study [6]. The researchers conducted a survey of teachers, which showed the relationship between corporate culture and burnout, as well as the desire of teachers to change jobs. Moreover, a special influence of a clan or "family" culture on the burnout of educators was disclosed [6]. H. Kim and H. Hwang studied corporate culture in a holistic system, which included organisational culture, the development of leadership skills of the administrator, the establishment of the creative skills of teachers, and the educational process as a whole [7]. Upon using a survey, Korean researchers confirmed the correlation between these components of the system, the positive impact of their improvement on the educational process of kindergarten and the development of each child [7].

The analysis of scientific literature allows drawing a conclusion about the relevance of studying corporate culture in preschool educational organisations solely in the general context of certain geographical and cultural boundaries. Therefore, *the research purpose* is an analysis of the corporate culture in the administration of preschool institutions based on the comparison of Asian and European cultural paradigms. To achieve this purpose, *the following tasks* were completed: analysis of the specific features

inherent to the administration model of preschool educational organisation and the development of corporate culture within kindergartens; identification of the corporate culture features in the administration of preschool educational organisations in the Asian and European educational space upon comparing the practices of kindergartens in Germany and Kazakhstan.

MATERIALS AND METHODS

The study of corporate culture in the administration of a preschool educational organisation was conducted in two stages. The first stage provided for the analysis of theoretical scientific literature to identify the features of "preschool organisation administration" and "corporate culture of a preschool organisation" and their functioning in practice. The second stage is designed to conduct an empirical study, the essence of which was an online survey among administrators of German and Kazakh preschool educational institutions to compare their functionality in the field of the corporate culture.

During the first stage, methods of analysis, synthesis, systematisation, and comparison were used. The analysis was used to process foreign scientific and methodological literature to describe the administration model of a preschool educational institution and to determine the organisational culture of a kindergarten. The synthesis was applied for a holistic study of corporate culture in the administration of a preschool organisation, based on combining its components, that is, the administration system and organisational culture. The systematisation allowed representing tasks for improving the level of corporate culture, the system of corporate communication in kindergarten, methods of supporting and stimulating teachers of preschool educational institutions, developing corporate culture, in particular its characteristics and sources. The comparison method collated the practices of introducing corporate culture in the administration of German and Kazakh preschool organisations.

During the second stage of the study, that is, empirical, questionnaires, surveys, and data processing were used. At this stage, electronic invitations to participate in the study of corporate culture in the administration of a preschool organisation among 200 kindergartens in Germany and Kazakhstan were sent, which were accepted by representatives of 50 preschool educational institutions with an equal number from each country. The total number of respondents was 150 people. After compiling the sample, an online questionnaire was generated using the Google Forms service in Russian and German. The questionnaire contained 30 questions, including 22 closed-type questions and 8 open-type questions. The survey was focused on identifying the weaknesses of corporate culture in the administration of preschool institutions in these countries, key corporate competencies, their level, including strategy, change management, leadership, service management, the level of interest in training and improving qualifications, ability to mentoring, responsibility, diligence, focus on results,

effective communication, and command service, energy, initiative, and social intelligence. After being compiled, the application form was sent to the provided email addresses of representatives of kindergartens in Germany and Kazakhstan. The survey data was received by e-mail, and the responses of the administration of German and Kazakh preschool educational institutions were processed. Statistics of the study results for the purpose of cross-cultural exchange were sent to all survey participants.

RESULTS AND DISCUSSION

The theoretical basis of corporate culture and administration of preschool organisations

The study of corporate culture in the administration of a preschool organisation requires consideration of the specific features inherent to each of its elements, in accordance with which the possibility of comparing practices in different cultural contexts will be presented in the future. To begin with, the administration model has its own characteristics in the paradigm of preschool education. The main requirements for the administration model of a preschool educational institution are adaptability to rapidly changing socio-economic and pedagogical conditions, its openness, which allows administration subjects to integrate new structures and content into the system timely; excluding the imitations in the administration of preschool educational institutions, encouraging creativity, eliminating strict regulations. The staff of an educational institution should be focused on constant transformations to ensure its development [8]. The organisation of the pedagogical process is considered a complex system consisting of certain inter-related elements. Such elements are the goals, tasks, means, forms, methods, the subject and object of administration, the principles and functions that determine its activities. Notably, the goals that determine the activities of administration subjects should comply with the purposes and tasks of the pedagogical process: the development of the children's personalities, meeting their need to discover the world and themselves, therefore, all members of the team

in a preschool educational institution should recognise the uniqueness of the child's personality. The personality development of a preschool child is most successfully fulfilled when the administrative actions at a preschool educational institution are combined with the desire of teachers to provide the child with pedagogical support in its development and establishment, improve teaching methods, and implement their own administration concept for educational institution. The implementation of such a concept largely depends on the set of administration principles [9]. The administration principles are the main provisions that guide the administration subject in its activities, implementing it in certain socio-economic conditions: goal setting, complexity, democratisation, psychologisation of educational models. In this context, it is worth considering the corporate culture in a preschool organisation since the subject of administration is both its creator and carrier. The corporate culture features of the preschool institutions allow identifying the distinctive essence of the provided educational organisation, its current differences from others; discovering the limitations of administrative actions within the provided organisational culture; anticipating the response of the pedagogical team to certain innovations and the level of counteraction to changes; determining the actual cause of almost all conflicts; acquiring aspects of the applicability of the experiment of other organisations to the provided team [10].

The corporate culture in a preschool educational institution can be developed in two areas: external and internal. External administration is the use of a complex of measures to withstand the growing competition of kindergartens, that is, company actualisation. Internal area – introduction of corporate pedagogical values, standards of pedagogical relationships, an impactful educational culture that provides a suitable moral and mental environment, a creative atmosphere among the employees of a preschool educational organisation that promotes professional pride, provides positive conditions in the kindergarten and the team [11]. To achieve a high level of corporate culture, several tasks need to be set and completed, such as (Fig. 1):



Figure 1. Tasks for improving the level of the corporate culture

The areas indicated in Figure 1 are implemented through the following events: training of democratic behaviour, social entertainment, conflict management training. These events also include the database of mottos, scenarios of corporate holidays of preschool educational institutions,

paraphernalia, symbols, and logos. Therewith, a system of corporate communications is necessary for the full development and maintenance of corporate culture, as well as for holding such events (Fig. 2).

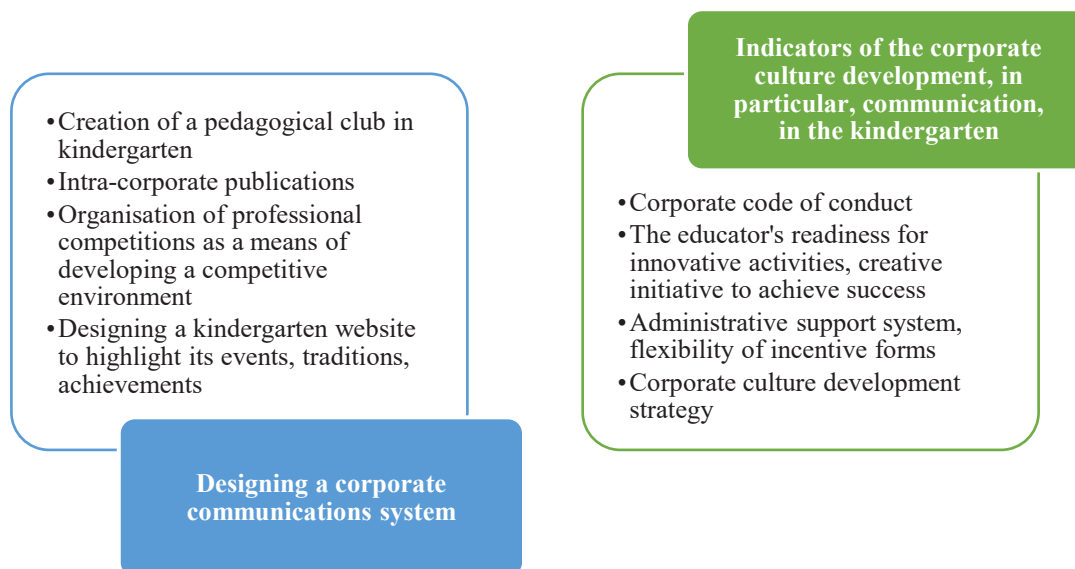


Figure 2. Kindergarten corporate communication system

According to Figure 2, one of the key indicators of the development level of organisational culture is the system of administration support and the presence of stimulation

forms, which, in particular, are related to both administration and education subjects. The methods of stimulating the teachers' needs should include (Fig. 3):

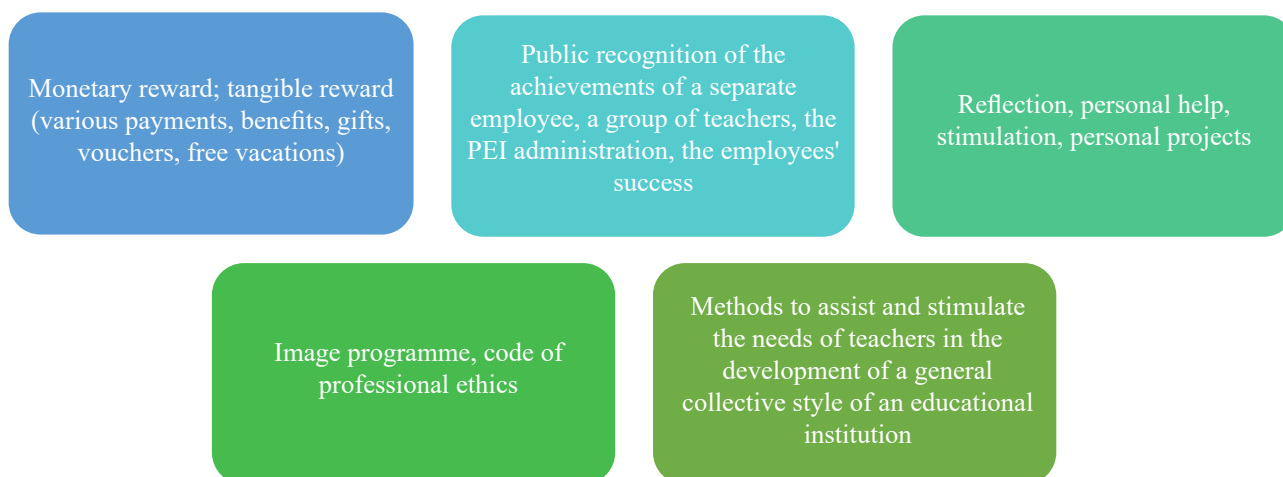


Figure 3. Methods of supporting and stimulating the needs of teachers

E. Gubaydullina stated that gifted teachers are the most functional and creative ones, which is the consequence of following and shaping the customs, considerable standards of the educational and pedagogical environment [12]. Methods of promoting and stimulating the needs of educators are especially necessary if one wishes to express a personal style in professional activity and establish a corporate collective style for a preschool educational institution,

which is especially urgent in the conditions of a monetary crisis, finding innovative trends in kindergarten activities, and in the achievement of competitiveness. The basis of style covers all the purposes of the preschool educational organisation, the ideas of its activities, distinctive features from other preschool institutions. Such a view on the corporate style as a part of corporate culture allows determining the main sources of its development, which include (Fig. 4):

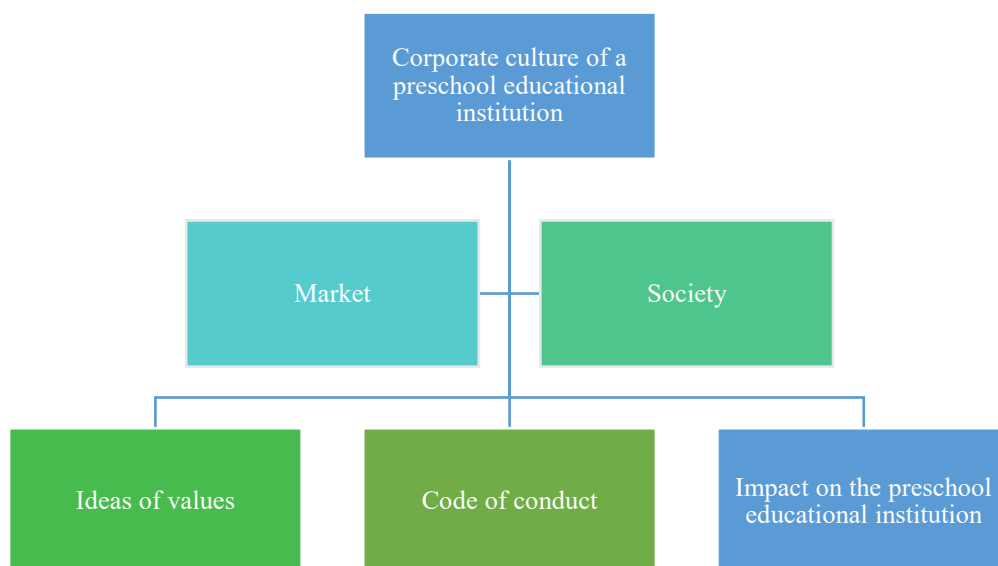


Figure 4. Scheme of corporate culture development of preschool educational institutions

The methodology shown above indicates that the main external causes include: the market (certain economic events) and society (certain political events, national traditions, customs, civilisation, business environment in the field of education, differences of PEI subjects by class and ethnic composition). Internal causes include judgments about the values on which the criteria of workers' behaviour and the activity of the organisation are based (task, strategic development, purposes, administration civilisation, organisational and individual goals). The corporate civilisation

of any institution in the education system is considered a well-thought-out strategy for a long period, which allows targeting all employees to complete collective tasks, directing their initiative, and performing productive cooperation at various levels. It ensures the alliance and integrity of the team based on general utility, which helps to maintain what is valuable in the company, in this case, a preschool educational organisation [13]. Therewith, the features of the corporate civilisation development can be determined using the main elements (Fig. 5):

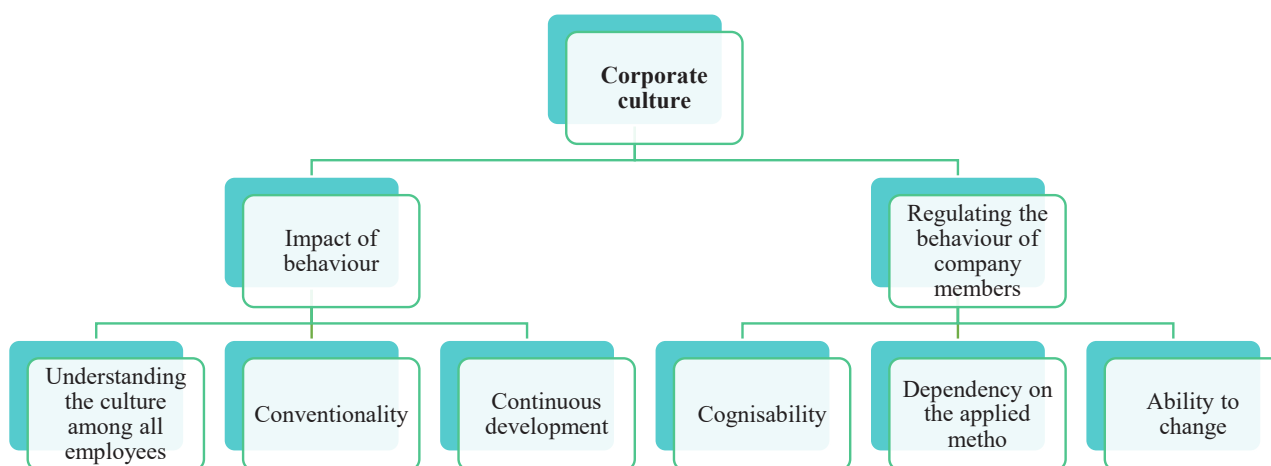


Figure 5. Elements of corporate culture development

From the above, it is possible to draw a conclusion: if the head of a preschool educational institution does not pay direct interest and attention to developing corporate culture, the organisation will not perform well, since only a company with a competent corporate atmosphere will be capable of withstanding today's economic circumstances [14]. In this case, the use of three organisational and pedagogical criteria, namely integrity, cultural conformity, and humanism, is necessary to achieve the highest results in the development of the corporate culture of preschool educational institutions.

The conducted abstract analysis of the administration of a preschool educational institution showed that today the kindergarten is being transferred to the scientific foundations of design, and the development of corporate culture is given less attention than to the issues of structuring and planning. Nevertheless, in the environment of pedagogical education, civilisation is gaining more credence, since a personality-oriented educational environment is impossible without the growth of the culture of the institution, which connects the system of creative methods and universal values

of pedagogical activity for the development and education of preschoolers.

Specific features of corporate culture development in preschool organisation administration: Asian and European context

Based on the analysis of scientific literature on the development and functioning of corporate culture in the administration

of preschool educational organisations, a theoretical research base was obtained, which contributed to the conduct of empirical research. Thus, the first stage of the experiment was an online survey of administrators of Kazakh and German kindergartens aimed at determining the quality and components of the corporate administration culture. The results of the study are presented in Figure 6.

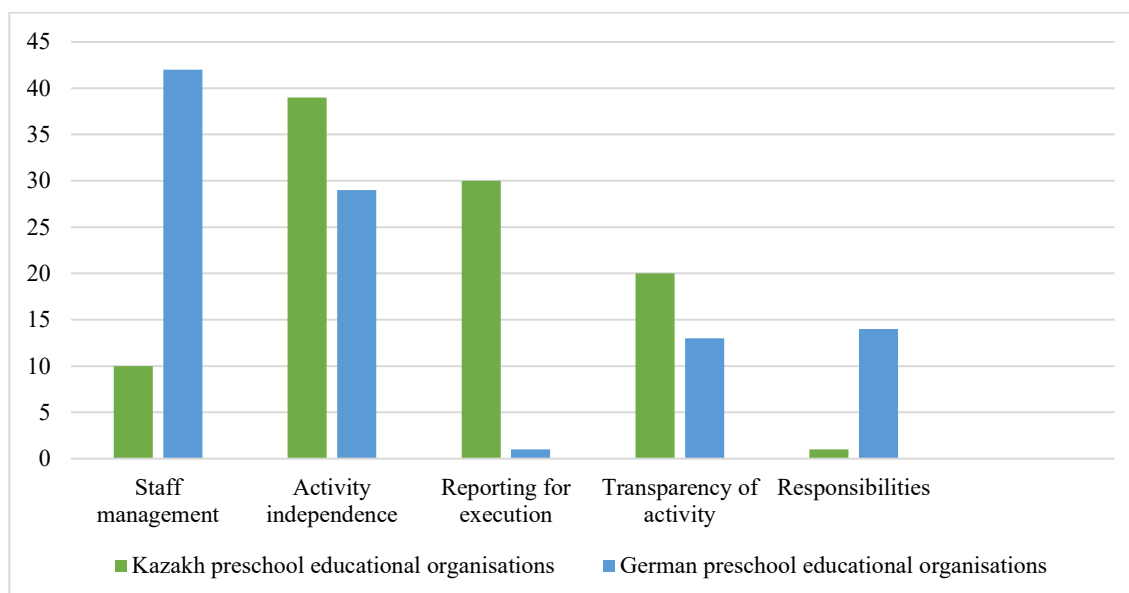


Figure 6. Results of a survey among administrators of preschool educational institutions

According to the survey results, it is worth noting that the administration of Kazakh kindergartens considers independence in the implementation of activities the weakest principle, it was noted by 39% of respondents as a poorly implemented principle of staff administration in the education system of Kazakhstan, that is, there is a control that interferes with independent decision-making. According to German administrators, the principle of collegiality in administration is the weakest (42%), and the leading principle is reporting on the results of activities (1%) in comparison with the Kazakh system of preschool education, where there are a huge number of reporting documents. Then the administrators were asked to list the key competencies of individuals responsible for the corporate culture control and functioning, which are presented hereafter. First, the respondents noted the importance of the strategic activity of the company's and, in particular, from the administrator's part, who should perceive the events from a three-dimensional perspective, anticipate subsequent events based on the analysis of previous ones, develop a strategy in accordance with the activities of a preschool institution, and correlate organisation goals and external circumstances. Similar principles can be traced in foreign research, for example, the one by N. Chen [15] and P. Hallinger [16]. Second, the heads of Kazakh and German kindergartens noted the importance of the administrator's ability in the conditions of corporate culture to manage changes with the lowest probability of negative consequences from external factors, which were

considered in research by A. Kusainov [14]. The third competence of the administrator of a preschool educational institution is leadership, which is especially important in the context of the development of corporate culture since a team leader should be able to implement and maintain corporate values, be responsible for educational activities, and preserve a balance in an environment of increased competition. For example, S. Ayuso approved the leadership qualities of the administrator as the primary basis for the successful functioning of the entire organisation [17]. Another component of the corporate culture competence is performance management, which implies the ability to perfectly organise the work of divisions, to assign roles based on the capabilities, knowledge, and skills of subordinates, to set tasks for subordinates, to raise employees' awareness of goals, deadlines, and methods of work. According to R. Nagovitsyn, a proficient leader must possess different administration styles, which, as a result, contributes to understanding employees and establishing appropriate attitudes towards them [18].

In addition, the administrators of kindergartens emphasised the need for leaders to inspire, train their employees, focus on regular improvement of their activities, which is essential in the conditions of a changing culture and the demand to comply with modern standards of education. In this context, it is important for the administrator to be open to dialogue with employees and applicants of preschool education. Then, such competencies as responsibility,

diligence, focus on the result, activity, initiative, and social intelligence were noted. Responsibility and diligence imply mastery of the highest performing science; truthfulness and decency, the ability to recognise and correct personal mistakes, the desire to do not only the direct responsibilities but also, if necessary, to participate in solving the fundamental tasks of the other divisions. Focus on the result is the probability of setting fundamental, complex purposes and objectives; the willingness to take responsibility for the work outcomes and properties (both successful and not), the ability to measure one's own success by the result, and

not by the amount of effort. Activity and initiative include the possession of internal energy and drive, dynamism, and the desire to constantly raise the standards. Social intelligence assumes social resilience and foresight, the ability to perceive reality and predict the behaviour of subordinates. Thus, after conducting a survey among heads of Kazakh and German preschool educational organisations about the key corporate competencies of a preschool institution administrators and the main competencies in the conditions of corporate culture, the listed competencies were compared and presented hereafter (Table 1).

Table 1. Comparative analysis of the corporate competency development among administrators of Kazakh and German kindergartens

No.	Corporate competencies	Kazakh PEI administrators	German PEI administrators
1	Strategic importance	41%	50%
2	Change management	63%	73%
3	Administration	51%	60%
4	Performance management	60%	75%
5	Focus on learning and development, ability to mentor	54%	87%
6	Responsibility, diligence	64%	75%
7	Focus on results and high quality	63%	96%
8	Activity, initiative	50%	63%
9	Social intelligence	17%	30%

Table 1 shows that 41% of Kazakh administrators of preschool educational organisations have a high competence level and only 17% of respondents have a high competence level in the social sphere; 96% of German PEI administrators have a high competence level, are focused on results and high quality, and 30% of all German respondents have a high competence level in the field of social intelligence. The lowest percentage among Kazakh and German administrators were obtained by social intelligence competence, i.e., most of the respondents have underdeveloped skills that determine the success of social interaction, including understanding the behaviour of other people, one's own behaviour, the ability to act in accordance with the situation. Thus, the survey results clarify that the readiness of German PEI administrators to implement corporate governance is higher than that of Kazakh ones, the difference is 10-15%. The mission of a preschool educational institution should take into account the range of interests of children, their families, PEI teachers and professionals, the public, suppliers, and partners since this mission reflects the reason for the existence of a kindergarten and consists: in relations with pupils – the implementation of a personality-oriented approach to any preschooler, in the development of certain criteria that are necessary for the child's personality development, the awareness growth, with the obligatory consideration of their individual abilities and potentials; in relationships with family and parents; in relations with society – increasing the competitiveness of the kindergarten

by improving the properties of the educational process, expanding the scope of additional services.

Thus, it is impossible to improve the performance of a preschool institution without positive corporate culture, which requires to be developed in a special way along with the proper work of the administrator. Research in the field of preschool administration allows concluding that the interaction between teachers and administrators ensures the congruence of individual and corporate goals.

CONCLUSIONS

Thus, this study examined the corporate culture in the administration of a preschool educational organisation in two stages. To perform the empirical part of the study, the foreign scientific literature was analysed to determine the specific features inherent to the administration of preschool institutions and the existence of corporate culture within the framework of this organisation. The obtained theoretical base contributed to an online survey among administration representatives of German and Kazakh kindergartens to compare the functioning of organisational culture. The experiment revealed that the weak aspects of the corporate administration culture in Kazakh preschool educational institutions are the actual lack of independence in taking desired measures and high reporting requirements. As for the German kindergartens, the weaknesses of their corporate culture are the low level of staff administration and the lack of complete independence in functioning. In addition,

a survey was conducted to identify key corporate competencies of administrators of preschool educational institutions, including strategic importance, change management, leadership, performance management, learning orientation, responsibility, focus on results, activity, and social intelligence. Therefore, the distinctive features of Kazakh

kindergarten heads are change management, responsibility, and diligence, while German ones are mainly focused on results and learning oriented. Further research will focus on the comparison of corporate culture in the administration of American and European kindergartens.

REFERENCES

- [1] Kisiołek, A., Karyy, O., & Halkiv, L. (2021). The utilization of Internet marketing communication tools by higher education institutions (on the example of Poland and Ukraine). *International Journal of Educational Management*, 35(4), 754-767. doi: 10.1108/IJEM-07-2020-0345.
- [2] Kisiołek, A., Karyy, O., & Halkiv, L. (2020). Comparative analysis of the practice of internet use in the marketing activities of higher education institutions in Poland and Ukraine. *Comparative Economic Research. Central and Eastern Europe*, 23(2), 87-102.
- [3] Addai, E. (2020). The effect of organisational culture on teachers' engagement at selected senior high schools in Kumasi Metropolitan. *Academia Journal of Educational Research*, 8(4), 138-153.
- [4] Bersteneva, D.P. (2019). Formation of corporate culture in preschool educational institutions. Retrieved from <http://elar.uspu.ru/bitstream/uspu/11141/2/2019bersteneva.pdf>.
- [5] Naumova, L.A. (2015). Corporate culture as an indicator of development preschool educational institutions. *In Situ*, 5, 70-75.
- [6] Park, J., & Lee, J. (2016). Measuring the impact of organizational culture on burnout and turnover intention among early childhood teachers. *International Information Institute*, 19(4), 1077-1082.
- [7] Kim, H., & Hwang, H. (2016). The effects of kindergartens' organizational culture, directors' transformational leadership and teachers' creative personality on kindergarten teachers' teaching flow. *Journal of Fisheries and Marine Sciences Education*, 28(1), 150-161.
- [8] Shamov, T.I., Tyulyu, G.M., & Litvinenko, E.V. (2017). *Assessment of management activities by the head of the preschool educational institution*. Moscow: Logos.
- [9] Beksary, Zh. (2019). *Corporate culture in the organization as a factor improve management efficiency*. Wien: Premier Publishing.
- [10] Floyd, A. (2016). Supporting academic middle managers in higher education: Do we care? *Higher Education Policy*, 29(2), 167-183.
- [11] Kolesnikov, A.V. (2019). *Corporate culture*. Moscow: Yurayt.
- [12] Gubaydullina, E.V. (2016). Corporate culture of a preschool educational institution. *Young Scientist*, 9, 538-541.
- [13] Atamanchuk, G.V. (2017). *General management theory*. Moscow: Logos.
- [14] Kusainov, A.K. (2013). *Quality of education in the world and in Kazakhstan*. Almaty: Kursiv.
- [15] Chen, N., & Yang, T.C. (2017). Democracy, rule of law, and corporate governance – a liquidity perspective. *Economics of Governance*, 18(1), 35-70.
- [16] Hallinger, P., & Chen, Ju. (2015). Review of research on educational leadership and management in Asia. *Educational Management Administration & Leadership*, 43(1), 5-27.
- [17] Ayuso, S., Rodríguez, M.A., García-Castro, R., & Ariño, M.A. (2017). An empirical analysis of the stakeholder approach to corporate governance. *Business & Society*, 53(3), 414-439.
- [18] Nagovitsyn, R.S., Maksimov, Yu.G., Miroshnichenko, A.A., & Senator, S.Yu. (2017). Implementation of the didactic model of preparing students for innovative practice within the framework of continuing teacher education. *Novosibirsk State Pedagogical University Bulletin*, 7(5), 7-24.

Абрам Бернелл¹, Віра Позсгай², Ірина Сергіївна Кравець³

¹Ханойський університет науки і технологій
1 Дай Ко Вет Роуд, м. Ханой, В'єтнам

²Університет у Крагуєваці
34000, 66 Йована Цвіїча, м. Крагуєвац, Сербія

³Київський національний університет імені Тараса Шевченка
01033, вул. Володимирська, 64, м. Київ, Україна

Корпоративна культура в управлінні дошкільної організації: європейський та азійський контекст

Анотація. Актуальність дослідження полягає в необхідності впровадження корпоративної культури у сферу дошкільної освіти з метою подальшого розвитку управлінського рівня та педагогічної відповідності працівників, що здійснюють вплив на становлення дошкільників як окремих членів суспільства. Метою роботи є аналіз організаційної культури в управлінні дошкільного закладу, виходячи з порівняння практик азійської та європейської культурних парадигм. Наукова робота складалась з двох етапів, а саме теоретичного та емпіричного, і передбачала застосування загальнонаукових методів дослідження, серед яких аналіз, синтез, порівняння, систематизація, анкетування, опитування, а також статистична обробка даних. Під час дослідження проаналізовано зарубіжну наукову літературу з метою визначення феноменів управління дошкільного закладу та його корпоративної культури. Проведено емпіричне дослідження, суть якого полягала в опитуванні в онлайн-режимі керівників дитячих садків Німеччини та Казахстану. Визначено, що і в німецькій, і в казахській корпоративній культурі управління є слабкі сторони, спільною для яких є відсутність повноцінної свободи в прийнятті рішень і веденні діяльності. З'ясовано, що двом країнам властивий спільний погляд на формування корпоративних компетенцій керівників, серед яких стратегічна важливість, управління змінами, лідерство, управління виконанням, орієнтація на навчання, відповідальність, зосередженість на результаті, діяльність і соціальний інтелект. Підтверджено, що німецькі керівники дитячих садків вирізняються результативністю й орієнтацією на навчання, водночас казахські керівники намагаються приділяти увагу відповідальності та ретельності. Практична значимість роботи полягає в наданні порівняння двох поглядів на корпоративну культуру управління в дошкільній організації в контексті європейської і азійської парадигм

Ключові слова: дошкільний навчальний заклад, організаційна культура, підготовка педагогів, менеджмент в освіті, анкетування

Tetiana D. Shcherban*, Iryna I. Bretsko, Victoriya S. Varha

Mukachevo State University
89600, 26 Uzhhorodska Str., Mukachevo, Ukraine

Psychological and Pedagogical Features of Training Future Psychologists

Article's History:

Received: 19.03.2021

Revised: 15.05.2021

Accepted: 22.07.2021

Suggested Citation:

Shcherban, T.D., Bretsko, I.I., & Varha, V.S. (2021). Psychological and pedagogical features of training future psychologists. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 71-77.

Abstract. The relevance of the topic submitted for consideration in the framework of this scientific research is determined by the need for a deep study of various aspects of training future specialists in the field of psychology in higher pedagogical educational institutions, in the context of the wide demand for the specialty of a psychologist in society and the need to improve the quality of training specialists in this field. The main purpose of this research work is to study the key features of psychological and pedagogical training of future psychology specialists at the stage of training in an educational institution, from the point of view of forming their competencies necessary for conducting further professional activities. The leading approach in this research work is a combination of methods of systematic analysis of the currently available methods of training specialists in the field of psychology with an analytical study of the features of teaching in modern educational institutions, from a pedagogical and psychological point of view, in order to form the most complete and objective picture of scientific research. The results obtained in the course of this research reflect the existing problems of the modern education system in the context of the training system of future psychologists, both professional and from a purely pedagogical point of view, and serve as a qualitative basis for formulating final conclusions based on them. The results and conclusions of this research work are of significant practical importance for improving the training systems of future psychologists in modern educational institutions in terms of forming their competencies necessary for high-quality further professional activity

Keywords: pedagogy and psychology, training of psychologists, features of training of psychologists, professional self-determination

*Corresponding author

INTRODUCTION

In recent years, the dynamics of the development of modern society determines the choice of social development tasks related to decision-making by representatives of the younger generation regarding their own professional orientation. In this context, the profession of a psychologist is gaining popularity, which is applicable in all spheres of life of modern society. This profession is also in demand in the activities of various structures and public organizations [1]. All this determines the importance of building a high-quality level of training of modern psychologists that corresponds to the realities and tasks that representatives of this profession face during their professional activity.

Even at the stage of training in the higher education system, future specialists in the field of psychology are faced with the need to form special competencies, both pedagogical and highly specialized, necessary for high-quality further performance of their professional duties [2]. The

main features of training future specialists in the psychological field at the stage of training in the higher education system today are determined both by the social needs for the services of specialists in this field, and by the realities of the current system of training specialists in this field as a whole. The system of training future psychologists within the realities of modern higher education largely leaves much to be desired due to a large number of issues, such as: issues of financing higher educational institutions, as a result of which leading specialists in the field of psychology from among the teaching staff are forced to start a private practice and stop teaching, the weakness of the scientific and methodological base in some cases, and so on.

It is worth noting that today the problem of personal readiness of future psychologists for university training, as well as their further self-realization, is very acute, already taking into account the passage of a training program with

an emphasis on the development of pedagogical skills (if we are talking about teachers-psychologists), as well as personal psychological resistance to the implementation of their direct professional activities. At the same time, the problem of professional self-determination of future psychologists also lies in the fact that in recent years, among young people studying at universities, there is a clear tendency to complicate the socio-psychological personal characteristics of students within a specific direction of university training [3]. In particular, this is reflected in the emergence of so-called "risk groups" among young students, with a low level of socialization and significant interpersonal problems. This state of affairs is largely due to the primitive interests of students, lack of skills in independent analysis and practical decision-making, as well as general psychological immaturity. Often, such problems remain unresolved for a significant period of time, complicating the already difficult work of specialists in the field of psychology already at the stage of professional activity after graduation.

Psychological and pedagogical features of training future psychologists at the stage of higher education consist of the formation of such a learning environment that could contribute to the highest quality disclosure of individual features of students, to arouse their interest in learning, obtaining new knowledge and actively implementing it in professional activities in the future [4]. At the same time, the peculiarities of the professional activity of a psychologist require special psychological stability and the ability to find the right recommendations in each specific case, which can be practically achieved only with the help of long-term individual practical classes, taking into account the individual characteristics of each student.

MATERIALS AND METHODS

Psychological and highly specialized training of future psychologists is an inseparable process, the final quality of which is largely determined both by the personal qualities of students and university teachers, and by the desire of students themselves to be realized in the future profession, gain new knowledge and successfully apply it in practice [5]. Relationship psychology is inherently dynamic and the timely and high-quality implementation of the principles of development of future specialists in the field of psychology, even at the stage of studying at the university, depends on the quality of their professional activities and the level of solving practical problems of providing psychological assistance.

This scientific study used a combination of methods of systematic analysis of the currently available methods of training specialists in the field of psychology with an analytical study of the features of teaching in modern educational institutions, which were considered from a pedagogical and psychological point of view. The chosen combination of methods provides for the implementation of a systematic study of the methods of training psychologists developed and implemented in the program of educational institutions, in combination with the analysis of the features of the implementation of the curriculum for teaching psychology

in educational institutions, as well as the consistent formation of future psychologists of pedagogical and highly specialized knowledge which is necessary for high-quality professional activities within the chosen speciality. In addition, a qualitative assessment of the features of both pedagogical and psychological training of future teachers-psychologists who plan to carry out professional activities in the modern education system is formed.

The theoretical basis of this educational and research work was numerous theoretical studies of Ukrainian and mainly foreign authors who studied the issues of psychological and pedagogical training of future psychologists to conduct professional activities, the development of their necessary competencies, both pedagogical and psychological properties necessary for the qualitative performance of their professional duties in the future.

In order to ensure objective and complete disclosure of the stated topic of scientific research, as well as to facilitate the perception of the submitted material, all information taken from the works of foreign authors and submitted in the order of citation in this scientific study has been translated into Ukrainian.

This research was carried out in several stages.

1. At the first stage of this research work, a systematic study of the current methods of training specialists in the field of psychology was carried out, with the identification of their main patterns that are important from the point of view of forming future specialists in the field of psychology necessary for conducting their professional activities competencies, both pedagogical and highly specialized properties.

2. At the second stage of this research work, an analytical study of the features of teaching in modern educational institutions, from a pedagogical and psychological point of view, was carried out as a method for determining the features of the formation of professional competencies of future psychologists. At the same time, at this stage of scientific research, a comparative analysis of the results obtained with the results and conclusions obtained by foreign researchers on the issues included in the topic of this scientific work was carried out, which made it possible to compare the methods used in this scientific study with the final results and compare them with the methods and results obtained by other researchers submitted for consideration.

3. At the concluding stage of this scientific study, its final conclusions were formed, based on the results obtained. In general, the results and conclusions of this scientific work actually complete the entire complex of scientific research aimed at determining the main psychological and pedagogical features of training future specialists in the field of psychology to conduct professional activities. In addition, the conclusions are a practical reflection of the main results of this scientific work.

RESULTS AND DISCUSSION

The conscious choice of profession by future psychologists does not occur immediately upon admission to an educational institution, but only some time after completing

training. At the same time, to make a final decision on the choice of this profession, it is necessary to meet a number of conditions that determine both the selection criteria and the general direction of further professional activity.

Numerous scientific studies show that in recent years there has been a certain gap between the training of future psychologists in higher education institutions and real practical requirements for their competence and the actual level of training. This explains the small number of university graduates of psychological specialties who got a job in their specialty after training. At the same time, graduates' dissatisfaction with their profession is growing, and novice psychologists themselves do not fully meet the requirements of modern employers. The reasons for this situation also lie in the low level of professional and pedagogical competence of future psychologists even at the stage of mastering the chosen profession in an educational institution.

In this context, an important factor should be considered the correct setting of priorities for highly specialized and pedagogical training of future specialists in the psychological field even at the stage of their training in an educational institution. It is worth highlighting several main features in the development of highly specialized competencies of future psychologists at this stage, taking into account their personal characteristics:

- ability to implement a creative approach in professional activities related to the ability to find non-standard solutions to typical professional situations;
- ability to self-educate, search for new learning opportunities and improve professional skills and competencies;
- ability to managerial reflection, based on the principles of self-discovery and self-realization in professional activities.

The development of psychological competence related to the ability to make non-standard decisions in situations related to the professional activities of psychologists involves conducting special training sessions, both in groups and individually. The main task of training aimed in this way is the consistent formation of students who have chosen the profession of a psychologist, the ability to find new solutions to typical situations that will constantly occur in their professional activities. It is worth noting that this competence will be essential not only in the process of implementing tasks related to the professional activity of a psychologist, but also in everyday situations of the future psychologist's life.

Self-education is a mandatory element of the professional activity of a future psychologist. That is why even at the stage of training in an educational institution, during the training of psychologists, a mandatory emphasis is placed on developing the ability to find the necessary information and correctly apply it in everyday practice, both professional and personal. In addition, the development of needs for professional self-development of the psychologist's personality should also be carried out taking into account the individual and personal characteristics of students, according to which the stages of university training in this direction are built.

Any psychologist acts to a certain extent as a manager of his client's emotions, so the reflexive-managerial approach in training future psychologists is extremely important from the point of view of forming their appropriate professional competencies. The desire for self-discovery and self-organization of the future psychologist play a significant role in this context, since knowledge and understanding of their own reflections, the ability to keep them under control and direct them in the right direction during the performance of their professional duties are mandatory competencies of a competent specialist in the field of practical psychology.

Psychological training of future psychology specialists at the stage of training in an educational institution must necessarily include exercises to develop the ability to withstand stressful loads for a long time [6]. Current changes in the modern education system dictate the need to find and implement new opportunities to improve the professional skills of future psychologists at the stage of their preparation for active work. In this context, individual classes with students of psychological specialties of higher education institutions are of particular importance, conducted taking into account their personal qualities and aimed at developing their competencies necessary in the future for successful psychological practice.

In particular, as such classes can be distinguished game training sessions, the task of which is to model various situations that arise in the real practice of a psychologist directly in working with clients. Situations may involve modelling conflicts or certain elements of everyday professional communication, during which participants in simulation games consistently express empathy or rejection of certain situations that may take place in reality. It is necessary to identify the following main aspects that you should pay attention to in the process of performing game simulation of situations that are as close as possible to the real practice of psychologists:

- speed of the student's response to a change in the game situation, which leads to its complication;
- ability to find arguments that can direct the conversation in the right direction for the implementation of psychological reception tasks;
- the ability to remain calm in any, even the most difficult situations that arise during the reproduction of the simulation game.

A characteristic feature of such classes, which contribute to the formation of a high level of psychological stability of future psychologists and their professional competencies, is high dynamism, because it is in the conditions of artificially created need for rapid decision-making that contribute to redirecting the client's attention to individual, nodal elements of communication during a psychological reception, psychological stability and the ability to constantly retain the client's attention are formed [7].

Modern methods of training psychologists within the framework of training programs of higher and secondary specialized educational institutions do not fully meet the

requirements of today, for this reason, the use of non-traditional methods for developing professional skills of future psychologists is better in terms of improving the quality of professional training and more accurately meeting the requirements of the modern market for providing psychological assistance. Non-traditional training methods developed using simulation games that are as close as possible to the realities of the present time are the most effective in terms of obtaining real psychological skills of conducting reception of clients and work with client requests. It is logical to conclude that the effectiveness of practical activities of graduates of psychology departments of modern higher educational institutions is largely determined by the level of development of their socio-cultural competence, which is expressed in the ability to process client requests and quickly respond to changes in the client's mood and situation during session. In addition, pedagogical skills, expressed in the ability to persuade the visitor to their point of view and conduct a dialogue in the right direction, are of great importance [8].

The main stages of psychological and pedagogical training of future psychologists in the process of mastering the profession in an educational institution are:

- 1) theoretical acquaintance with the basics of the profession, the study of the basic elements of further activities of a practicing psychologist;
- 2) conducting practical training sessions that are as close as possible to the conditions of real reception of clients;
- 3) practice with real clients under the guidance of an experienced teacher with considerable practical experience in psychological counseling [8].

At the stage of studying the basics of the profession of a psychologist, the student must improve the level of their own social competence, which is expressed in high sociability, the ability to listen and hear the client, knowledge and ability to apply basic techniques of psychological influence, etc. [9]. Features of training future psychologists in terms of developing their psychological stability and high professional competencies also consist in the ability of teachers of future specialists to find the right approach to each student, which in the future will contribute to the qualitative development of all the above competencies and successful conduct of professional activities in the future.

Intensive socio-economic changes taking place in modern society determine the needs for mobility and competitiveness of the individual. Students of psychological specialties of higher education institutions who complete their studies and enter professional activities are required to have a high level of psychological literacy and the ability to meet the requirements of the time, both in personal and professional relationships.

Assessment of the current trends in the system of training future teachers-psychologists makes it possible to conclude that it is necessary to improve the quality of training of specialists in the field of psychology, both from a purely pedagogical point of view and in terms of developing their professional skills that are important in further

practical activities. The analysis of teaching quality and the training level of graduates of psychological specialties reveals the presence of numerous training problems related to both scientific and methodological equipment and connected to the peculiarities of the labor market, where there is a tendency of non-compliance of employers' requirements with the real level of professional competence of graduates of modern higher education institutions [10].

Today, the problems of professional orientation of future psychologists are extremely acute in the system of educational institutions that offer applicants the opportunity to receive psychological education. Qualitative orientation of specialists in the psychological field is impossible without the full development of a set of competencies necessary for the effective performance of their professional duties in the future. In this context, the teaching staff of a modern educational institution is required to develop and implement effective methods for developing professional competencies, proven by real practical experience. The problem is all the more significant because, as social monitoring data show, most graduates of psychology departments of modern educational institutions do not have a clear idea of their own professional future. They have rather unclear professional orientations, in addition, directly in the course of training, they receive rather vague skills that do not meet the current requirements of employers. That is why such specialists become uncompetitive in modern conditions. For this reason, it is necessary to recognize as justified the common requirements for having at least three years of work experience as a psychologist after graduation, voiced by employers during admission for the relevant position. In conditions of limited opportunities for professional and career development, many graduates of psychology departments of modern educational institutions do not start independent professional activity, remaining at the level of competencies acquired at the time of graduation [11].

The problem of professional self-determination of future psychologists is closely intertwined with the problems of their quality training, both pedagogical and highly specialized. Teachers-psychologists, who are in demand in the system of modern secondary schools, undergo professional training at the stage of training in a pedagogical university, where they receive the basics of pedagogical literacy and develop the ability to assess the situation in the school, pedagogical environment, taking into account its difficulties and characteristic features. In this context, the issues of training future specialists, combining the competencies of a teacher and a psychologist, require detailed consideration already at the stage of forming a university training program, taking into account the realities of their further professional activity [12].

In the process of considering the specifics of professional training of future psychologists, it is necessary to take into account not only socio-psychological, but also personal aspects. Taking into account all the stages of formation and professional self-determination of future specialists, as well as all possible connections with the personal

sphere, it is worth noting the possibilities for building psychologically justified and appropriate from the point of view of pedagogy tactics for training future psychologists and strategies for conducting classes within the training program aimed at developing students' professional competencies necessary for further professional activity in the psychological sphere [13]. It is clear that the main aspect in the process of forming high standards of pedagogical and professional training should be to accept the real needs for the competence of future specialists, their ability to solve specific tasks and steadily improve the overall level of their own psychological literacy.

In the conditions of the modern education system, the training of future psychologists is often aimed at developing their practical skills of effective interaction with the environment, which can also be expressed in the ability to get the necessary information at the right time and apply it usefully to solve specific situations that take place in their professional activities. The competencies of a teacher and psychologist identified in modern standards of the education system are not always sufficient in practice, and therefore sometimes require rethinking and modifying the system of training future specialists in this field and developing these skills.

The modern educational psychologist is a creative individual, capable of independently rethinking the various features of training at the stage of higher education in terms of realities of the present and independently make the necessary adjustments to the current situation. However, such an ability to make independent decisions and actions in a certain direction should be nurtured throughout the entire period of study within the chosen speciality. This suggests a conclusion about the need to develop special psychological and pedagogical training programs within the educational system, aimed primarily at educating students' capability for critical thinking and independent analysis of the current situation, with the ability to find optimal solutions to existing problems and effectively apply them in practice.

Today, one of the priority areas of training teachers-psychologists is the consistent improvement of their professional competencies to such a level that could allow them in the conditions of independent professional activity to make timely and independent decisions on the implementation of specific measures for the development of children and adolescents, with mandatory consideration of their age characteristics, individual characteristics, which, in general, will provide teachers with significant assistance in the development and practical use of measures for comprehensive improvement of educational work in the conditions of the teaching staff [14].

At the same time, among the main issues of graduates of higher and secondary educational institutions that solve the issues of training psychologists, there are:

- low level of professional and personal training;
- low level of theoretical and practical knowledge and skills;
- inability at the beginning of their professional activity

to effectively apply the obtained theoretical developments in practice.

Low self-esteem of graduates, isolation of their knowledge from the realities of the surrounding life, lack of understanding of the rules of existence in the modern labour collective often leads to the fact that graduates of psychological and pedagogical specialties of modern universities are disappointed in the profession, not being objectively ready to perform their professional duties efficiently [12]. The greater becomes the importance of the correct construction of the training system for future psychologists at the stage of higher education, the qualitative development of their pedagogical and psychological competencies.

The level of academic and professional competence of graduates of psychological specialties of modern higher and secondary educational institutions should be correlated with general competencies related to the specific environments in which the graduate of the educational institution enters after receiving a diploma. Moreover, it is the so-called general competencies that determine ability to self-study, communication within a particular society, mobility in a changing environment. With regard to the analysis of the competencies of teachers-psychologists, it is worth noting that the qualification characteristics of employees of the modern education system also determine the general competencies of former students and subject-related competencies directly related to a certain subject included in the training program in the educational institution where the psychologist conducts their professional activity [15]. As for highly specialized competencies, these include certain skills acquired in the process of obtaining higher education during specific industrial or pre-graduate internships. These also include counselling practices, correctional and diagnostic practices, as well as practical activities of a purely pedagogical orientation related to establishing and maintaining close contact with children and their parents.

The psychodiagnostic competence of the future teacher-psychologist deserves a separate detailed consideration. Knowledge of specific research methods in certain issues is mandatory in order to avoid unprofessional judgments about certain issues that are studied within the framework of the professional activity of a teacher-psychologist in the future [16]. Psychodiagnostic competence is associated with the use of special tests that correspond to the specific level of qualification of the teacher-psychologist who uses them. It is clear that the skills of using such tests are "instilled" at the stage of training in a pedagogical university as a part of the process of obtaining a psychologist's speciality. In addition, if the proposed testing methodology provides for a higher level of qualification, it can be replaced with a simpler and more understandable one in order to facilitate the perception of the information provided. Such techniques should be demonstrated to students at the stage of training in the speciality of a psychologist in an educational institution. Issues of psychological counselling are solved in a similar way. Obtaining specific results in this context depends on the level of training of the specialist

received at the training stage, as well as on personal skills and abilities in the practical application of these methods of work [17].

Training of future psychologists should include explaining the essence of various theoretical approaches currently used in consulting practice. A specialist with a high level of professional competence uses the principles of eclecticism in their practical activities, which distinguishes them favourably as a professional capable of timely implementation of effective consulting techniques under non-standard conditions to achieve optimal results. The level of competence of a modern psychologist is determined precisely by the amount of practical knowledge and the ability to apply it in daily activities.

Training of a psychologist involves the formation of a complete system of knowledge and skills within the limits of professional competencies, which will subsequently provide them with a high level of not only professional suitability, but also demand as a specialist of a certain orientation. It also provides for the preparation of a psychological plan that takes into account the high level of development of skills to manage one's own psychological state in any situation. Such competence is of great importance from the point of view of the level of psychological stability of the specialist and the ability to abstract directly from what happens during the reception or provision of consulting services, which positively affects the overall quality of services provided by the specialist [18].

The psychological competence of a modern graduate of a psychological speciality of an educational institution, regardless of the level of accreditation, is also determined by the graduate's general professional competence and the ability to effectively solve the most difficult situations that may occur in practice. The psychological competence of a psychologist presupposes a multilevel personality formation, which is based on the main motives of professional choice, the total set of knowledge and skills acquired at the stage of training the profession and consistently mastered in further activities [19]. Among the main factors that determine the psychological competence of a specialist in the field of pedagogy and psychology, it is worth highlighting:

- the ability to correctly diagnose and apply the material obtained in the diagnostic process in determining the direction of personal development;
- ability to provide high-quality psychological assistance to all individuals in difficult periods of their life;
- ability to correctly apply pedagogical communication skills;
- the desire to develop steadily from a professional point of view.

Special features of training psychologists at the stage of training in the profession involve the development of these and other competencies, which should subsequently

ensure a high level of services provided by them and correspond to the level of their professional skills to the realities of today.

CONCLUSIONS

A scientific study of the features of psychological and pedagogical training of future psychologists in the modern education system has led to such conclusions. The work of a modern psychologist is associated with constant stress, so training for a high level of stress resistance should be considered the most important area of training for future specialists in the psychological field in the system of modern higher education. This result can be achieved by conducting special training exercises, both collective and individual, aimed at developing the future psychologist's appropriate level of culture of communication with clients and rapid response to changing customer requests. Such training sessions are a special simulation of situations that are as close as possible to the conditions of real session, which should be managed by a teacher who has real experience in psychological practice.

At the moment, there are significant differences between the level of employers' requirements for the qualifications, professional skills and competence of psychologists and the real competencies that graduates of psychology departments of modern educational institutions have after completing their studies. This situation can be corrected by applying non-traditional methods in the system of university training of future psychologists based solely on real, practical experience of psychological activity, which, at the same time, does not contradict the requirements of the student training program in a particular educational institution. At the same time, a mandatory element of training future graduates, both in pedagogical and highly specialized terms, should be considered conducting practical classes that involve their direct participation in working with client requests, independently and also under the guidance of an experienced mentor. This will contribute to honing psychological skills and developing the competencies needed in the future for fully independent practical activities. In addition, at the first stages, monitoring the future psychologist's performance of their professional duties will help to identify existing mistakes and eliminate them in a timely, quality manner.

The study of the peculiarities of training future psychologists at the stage of professional training makes it possible to identify the main inconsistencies of training programs in modern realities in a timely manner and find ways to resolve the situation. Improving the training of future psychologists from both pedagogical, professional and psychological points of view, in the future will promote the education of high-quality staff who can effectively solve any task in the field of psychological care in any situation.

REFERENCES

- [1] Bensadon, B. (2016). *Psychology and geriatrics* (1st ed.). London: Academic Press.
- [2] Bradley, S., & Green, C. (2020). *The economics of education* (2nd ed.). London: Academic Press.
- [3] Huang, X., & Wang, C. (2021). Factors affecting teachers' informal workplace learning: The effects of school climate and psychological capital. *Teaching and Teacher Education*, 103, article number 103363.

- [4] Liu, P.P., Savitz-Romer, M., Perella, J., Hill, N.E., & Liang, B. (2018). Student representations of dyadic and global teacher-student relationships: Perceived caring, negativity, affinity, and differences across gender and race/ethnicity. *Contemporary Educational Psychology*, 54, 281-296.
- [5] Chaharbashloo, H., Gholami, K., Aliasgari, M., Talebzadeh, H., & Mousapour, N. (2020). Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context. *Teaching and Teacher Education*, 87, article number 102931.
- [6] Newton, K.J., Sperling, R.A., & Martin, A.J. (2017). Learning disabilities, attention-deficit hyperactivity disorder, and executive functioning: Contributions from educational psychology in progressing theory, measurement, and practice. *Contemporary Educational Psychology*, 50, 1-3.
- [7] Dent, J., Harden, R., & Hunt, D. (2021). *A practical guide for medical teachers* (5th ed.). Oxford: Elsevier.
- [8] Wigfield, A., & Koenka, A.C. (2020). Where do we go from here in academic motivation theory and research? Some reflections and recommendations for future work. *Contemporary Educational Psychology*, 61, article number 101872.
- [9] Zavrzhnov, V.V., & Shchelina, T.T. (2010). Professional self-determination of future pedagogues-psychologists: Psychological and pedagogical aspect. *World of Science, Culture, Education*, 2(21), 175-177.
- [10] Zhazhaeva, D.D., & Khapacheva, S.M. (2018). Modern approaches to training future educational psychologists to work in the system of inclusive education. *Problems of Modern Pedagogical Education*, 60(2), 146-150.
- [11] Schultz, P. (2020). Race focusing and reimagining research: Where do we go from here? *Contemporary Educational Psychology*, 61(4), article number 101871.
- [12] Nolen, S.B. (2020). A situative turn in the conversation on motivation theories. *Contemporary Educational Psychology*, 61, article number 101866.
- [13] Van Valkengoed, A.M., Steg, L., Perlaviciute, G., Schultz, P.W., Brosch, T., Gatersleben, B., Nordlund, A., Pahl, S., & Whitmarsh, L. (2021). Theory enhances impact. Reply to: "The case for impact-focused environmental psychology". *Journal of Environmental Psychology*, 75(3), article number 101597.
- [14] Ryan, R.M., & Deci, E.L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, article number 101860.
- [15] Urban, T., & Kaplan, A. (2020). The origins, evolution, and future directions of achievement goal theory. *Contemporary Educational Psychology*, 61, article number 101862.
- [16] McCrudden, M.T., Marchand, G., & Schultz, P. (2019). Mixed methods in educational psychology inquiry. *Contemporary Educational Psychology*, 57, 1-8.
- [17] Kaufmann, E. (2020). How accurately do teachers' judge students? Re-analysis of Hoge and Coladarci (1989) meta-analysis. *Contemporary Educational Psychology*, 63, article number 101902.
- [18] Richard, D., & Huprich, S. (2008). *Clinical psychology* (1st ed.). London: Academic Press.
- [19] Tam, K.P., & Milfont, T.L. (2020). Towards cross-cultural environmental psychology: A state-of-the-art review and recommendations. *Journal of Environmental Psychology*, 71, article number 101474.

Тетяна Дмитрівна Щербан, Ірина Іванівна Брецько, Вікторія Степанівна Варга

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево, Україна

Психолого-педагогічні особливості підготовки майбутніх психологів

Анотація. Актуальність тематики, винесеної на розгляд у межах цього наукового дослідження, визначається необхідністю глибокого вивчення різних аспектів підготовки майбутніх фахівців сфери психології у вищих педагогічних навчальних закладах, в контексті широкої затребуваності спеціальності психолога в суспільстві і необхідності вдосконалення якості підготовки фахівців цього напрямку. Основною метою цієї науково-дослідної роботи є вивчення ключових особливостей психологічної та педагогічної підготовки майбутніх фахівців психології на етапі навчання в навчальному закладі, з точки зору формування у них компетенцій, необхідних для ведення подальшої професійної діяльності. Провідним підходом у цій науково-дослідній роботі вибрано поєднання методів системного аналізу наявних на сьогодні методик підготовки фахівців у галузі психології з аналітичним дослідженням особливостей викладання в сучасних навчальних закладах, з педагогічної та психологічної точок зору, з метою формування найбільш повної та об'єктивної картини наукового дослідження. Отримані в процесі цього наукового дослідження результати відображають наявні проблеми сучасної системи освіти в контексті особливостей системи підготовки майбутніх психологів, як професійного характеру, так і з виключно педагогічної точки зору, а також виступають якісною основою для формулювання підсумкових висновків на їхній основі. Результати та висновки цієї науково-дослідної роботи мають істотне практичне значення для удосконалення систем підготовки майбутніх психологів у сучасних навчальних закладах з точки зору формування у них компетенцій, необхідних для якісного надалі ведення професійної діяльності

Ключові слова: педагогіка і психологія, підготовка психологів, особливості навчання психологів, професійне самовизначення

UDC 371.32:159.922

DOI: 10.52534/msu-pp.7(3).2021.78-86

Olga O. Hreilikh*, Natalia O. Vydolob

Hryhorii Skovoroda University in Pereiaslav
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

Psychological Features of Pedagogical Interaction in the “Teacher-Student” System

Article's History:

Received: 28.04.2021

Revised: 15.07.2021

Accepted: 20.08.2021

Suggested Citation:

Hreilikh, O.O., & Vydolob, N.O. (2021). Psychological features of pedagogical interaction in the “teacher-student” system. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 7(3), 78-86.

Abstract. The relevance of the chosen topic is determined by the importance of interaction between teachers and students in modern higher education, as well as the need to cover the psychological features of such interaction from the point of view of developing a qualitative assessment of their role and place in the educational process of a higher educational institution. The purpose of the study is to formulate psychological aspects of “teacher-student” communication within the educational space to identify methods of its regulation. The leading approach of the research is a combination of theoretical analysis of the main aspects of pedagogical interaction between teachers and students in an educational institution taking into account the main functions and tasks of each of the groups under consideration and structural synthesis of the features of this type of interaction based on psychological factors of communication on the scale of a higher educational institution. The research considers issues related to the psychological features of pedagogical interaction between teachers and students in modern higher education. Qualitative indicators of communicative relations of subjects of the educational process, in particular teachers and students, are determined. The key psychological features of pedagogical interaction in the “teacher-student” system are highlighted, including the development of trust in the authority of the teacher, taking into account students' individual factors in the process of studying subjects within the programme, maintaining a positive psychological climate in subject-subject relations. The necessity of developing a qualitative assessment of the level of communication between teachers and students as an objective factor for further assessment of the overall level of their pedagogical interaction effectiveness and the psychological characteristics of each of the groups under consideration is emphasised. The results and conclusions of the research are of practical value both for modern applicants for higher education and for representatives of the teaching staff of modern higher educational institutions concerned with the problems of building high-quality communication among each other, taking into account the individual characteristics and qualities of each group

Keywords: higher education, the educational process of higher educational institutions, communication, perception, interaction

*Corresponding author

INTRODUCTION

The system of modern higher education requires highly professional personnel who are able to qualitatively solve the problems of building relationships with students of higher educational institutions to fully reveal their personal and professional potential, which is necessary for training competent specialists in various fields of activity. In this context, the psychology of interaction between students and teachers plays an important role since it is high-quality

communication between university teachers and students of these educational institutions that can provide solutions to a full range of issues related to the acquisition of the training programme and the development of professional competencies of future specialists [1].

Recently, among the applicants of higher educational institutions, more people do not have clear and formed ideas about the features of their future specialisation and

proper motivation for the acquisition of the educational institution's programme [2]. As a rule, among the main reasons for entering a particular educational institution, young people call the prestige of certain specialisations, the need for higher education purely for future career growth, as well as the need for a diploma of the higher educational institution to maintain an existing job in the future. In such cases, close and high-quality pedagogical interaction of students with teachers within the framework of the educational process contributes to the timely development of students' understanding of the essence and prospects of their chosen specialisation, not only from the point of view of the prospects for obtaining a university diploma as such but from the point of view of the possibility of personal growth in a given area, obtaining fundamental knowledge that can qualitatively change the student's personality, help them to become aware of their choice and become a specialist in the future [3]. Evidently, communication in the "teacher-student" system is inevitably associated with certain difficulties dictated both by the characteristic features of representatives' personal perception and their roles in this system. However, overcoming difficulties of this type is necessary for high-quality building of communication processes between teachers and students to improve the quality of their pedagogical interaction.

Timely establishment of subject-subject relations between students and teachers of higher educational institutions has its own psychological features concerning the individual characteristics of the personality of representatives of these groups [4]. At the same time, an important aspect is the difference in the vectors of subjects' activity, which is determined by specific stages of personal and psychological development. In this context, modern employees of the educational system have a great responsibility for the purposeful and successful development of modern students' personality, both in the professional and personal aspects. Modern university students have great ambitions to gain recognition both in the social plane and in the field of their future profession, which implies the need to form subjective communication with them in a purely professional plane, as well as establish contacts in the field of interpersonal relationships with peers. At the same time, applicants for higher education are not always fully prepared for high-quality implementation of educational activities directly in the higher school system due to the large amount of independent work offered for practical training. The activity of professionally trained teachers contributes to the disclosure of students' personal potential, even if they do not yet have a clearly expressed motivation for obtaining a certain specialisation [5]. Psychological features of pedagogical interaction in the system of relations between teachers and students in the process of studying in a single educational institution are essential both from the point of view of forming future graduates' competencies and taking into account the prospects for improving teachers' pedagogical skills. The process of pedagogical interaction is mutual

and its success is determined by the quality of joint efforts of all parties involved in it.

The purpose of the research is a definition of the psychological basis of "teacher-student" interaction in the context of the educational process followed by the formulation of the structure of pedagogical methods of its regulation. To achieve this purpose, the following tasks were defined:

1. To analyse the features of "teacher-student" interaction in the system of a higher educational institution;
2. To identify key psychological aspects of communication between teachers and students both in the context of the educational process and outside it.

MATERIALS AND METHODS

The foundation of the methodology of this paper is a combination of theoretical research of the main aspects of psychological interaction between teachers and students within the educational institution taking into account the main functions and tasks of each of the groups under consideration with a structural analysis of the features of this type of interaction, which are purely psychological in nature and determine the role and place of each of the groups under consideration in this communication system and on the scale of the entire educational institution. The combination of theoretical research with structural analysis makes it possible to achieve a qualitative ratio of theoretical and practical research methods, which generally determines the preservation of a given sequence of scientific research and obtaining objective results that reflect the essence of existing research within the declared topic.

The theoretical basis of this paper consists of studies of Ukrainian and mainly foreign researchers of issues related to the psychological features of pedagogical interaction between students and teachers of modern higher educational institutions. To facilitate the perception of information and to create the most objective and high-quality picture of the research in this study, all the works of Ukrainian authors considered in the research process and given in the order of citation in this study were translated into English.

This research was conducted in three stages:

1. At the first stage, a theoretical analysis of the main aspects of psychological interaction between teachers and students within the educational institution was performed, taking into account the main functions and tasks of each of the groups under consideration, which includes the study of information within the framework of the topic in the developments of other researchers. Theoretical research contributes to the development of a clear methodological base, on which practical developments are subsequently built, with the ultimate goal of obtaining actual research results and building final results based on them.

2. At the second stage, a structural analysis of the interaction features was performed, which are purely psychological in nature and determine the role and place of each of the groups under consideration in this communication system and on the scale of the entire educational institution.

At the same time, at this stage of research, a comparative analysis of the previously obtained results is performed with the results and conclusions that were obtained by other researchers in the process of reviewing papers on related topics in a given research area.

3. At the final stage, the conclusions are formulated, summing up the results of research and reflecting the essence of psychological features of pedagogical interaction in the system of relations between teachers and students in modern higher educational institutions. The results and conclusions of this study reflect the entire complex of studies conducted in a given area and sum up its objective and qualitative results.

RESULTS AND DISCUSSION

Psychological features of pedagogical interaction in the "teacher-student" system are considered by numerous researchers, primarily from the point of view of evaluating the effectiveness of such interaction and developing measures to improve it. At the same time, an important aspect is the identification of the main factors that directly influence the effectiveness of interaction between students and teachers in the educational process and contribute to the overall improvement of the educational process of a modern university [6]. The stated topic of research can be considered from several positions, which in general will contribute to more effective and high-quality final conclusions based on the results obtained. One of these positions is the assessment of the features of psychological interaction of the groups under consideration from the point of view of the quality of modern educational process and it is also possible to consider the quality of relations between teachers

and students. Among the main features of psychological interaction between teachers and students of the higher educational institution, which are important from the point of view of improving the quality of the educational process and contribute to the development of students' competencies necessary for their further effective professional activity, it is worth noting:

1. Development of students' high degree of trust in teachers in general and in their level of psychological and professional competence necessary for the success of their further interaction in general.

2. Building the process of interaction within the framework of teaching programme disciplines, taking into account students' personal perception, as well as not taking into account personal sympathies that arise in the process of building relationships within the programme study of individual disciplines.

3. Teachers take into account the individual characteristics of students studying programme disciplines, which is necessary to create a more effective model for acquiring the knowledge necessary for the further development of competencies that a future specialist will need in specific types of activities.

4. Teachers' attention to the needs of students, especially in those areas that may be important from the point of view of the effectiveness of mastering programme disciplines.

5. Development of mutual respect and a healthy psychological climate when interacting within the educational process.

Psychological interaction between teachers and students within the educational process can take place in different planes (Fig. 1):



Figure 1. The structure of the planes of psychological interaction between teachers and students

The main feature of pedagogical interaction of the groups considered in Figure 1, which is particularly relevant from a purely pedagogical point of view, is the observance of a certain distance between the teacher and the student, which emphasises the role and place of the parties in the communication process and contributes to the development of mutual respect. Clearly, teachers are usually older than students and therefore have a broader life and professional experience and communication between these two categories. This is the reason why one should not allow any forms of familiarity that pollute relationships and do not contribute to the creation of a high-quality, healthy microclimate in higher educational institutions. In addition, excessive convergence of the two groups under consideration will contribute to the deterioration of academic discipline,

which in general will affect the quality of students' education in higher educational institutions.

Pedagogical interaction of teachers and students of a modern higher educational institution from the point of view of assessing the quality of their relations should be considered from the following positions:

1. Teachers' knowledge of the features of student psychology that are important regarding the effectiveness of building the educational process in higher education institutions within the framework of individual programme disciplines and the effectiveness of influencing modern students' consciousness as an incentive factor to achieve high academic results.

2. Students' desire to study within a particular specialisation with specific teachers, taking into account their

individual characteristics and views on the order of teaching a given discipline.

3. Students' respect for the pedagogical and scientific achievements of teachers, their personal and professional competencies, which is expressed in the qualitative study of programme disciplines, taking into account the features of their teaching by individual teachers.

Mutual respect of the two groups under consideration is of fundamental importance both for developing a high-quality microclimate in the educational environment and mutual understanding and trust between teachers and

students, which is extremely important from a pedagogical point of view. No matter how qualitative the presentation of educational material by the teacher of a particular programme discipline is, if there is no sufficient level of mutual respect between them and the student and students' recognition of the teacher's professionalism, students will not be able to achieve high-quality acquisition of this programme discipline. Psychological features of pedagogical interaction in the "teacher-student" system can generally be expressed in the form of the scheme shown in Figure 2.

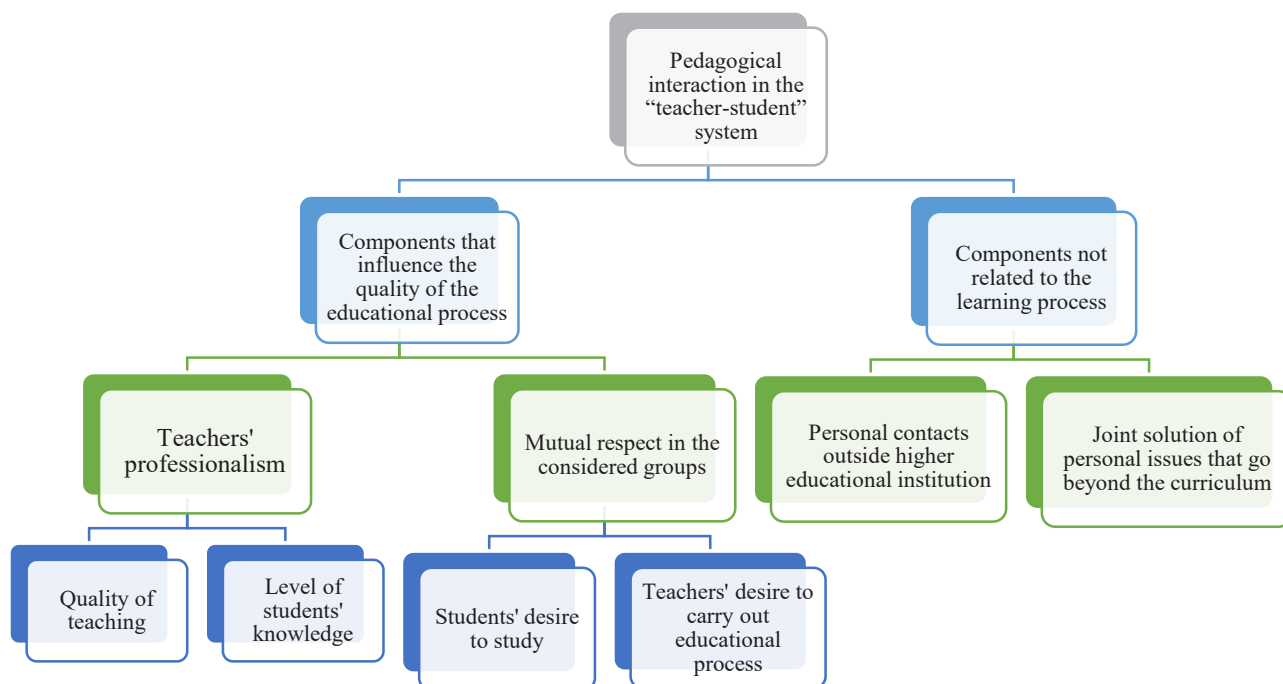


Figure 2. Structure of psychological features of pedagogical interaction in the "teacher-student" system

As follows from the data presented in Figure 2, the pedagogical interaction of teachers and students within the educational process of a modern higher educational institution is a complex process that includes many components, both related to the field of study in an educational institution, and those that should be considered separately from it. Regarding the quality of the educational process, the main features are the professionalism of the teaching staff combined with a high level of mutual respect of teachers and students, which is the key to success of various stages of their interaction. At the same time, it is worth noting that achieving a high-quality microclimate in the educational space is impossible without a proper level of motivation of both teachers and students, which is expressed in the desire of teachers to achieve high-quality presentation of programme material, as well as in the desire of students to assimilate it qualitatively. It is the motivation of teachers and students that is the decisive factor in the development of an educational institution microclimate and the development of graduates' appropriate level of competencies necessary for the effective performance of their professional duties in the future [7].

The realities of the modern educational system, both at the level of the higher educational institution and in relation to other areas of the educational space, provide for the need to form qualitative criteria for assessing the effectiveness of pedagogical interaction between teachers and students, both in the higher educational institution and outside of it. Psychological characteristics of the categories under consideration play a decisive role in this context. The study of psychological characteristics of modern students and teachers in the context of their pedagogical interaction in the educational space contributes both to increasing the level of understanding of the processes taking place in the modern educational system and to the development of a coherent system for evaluating the effectiveness of teaching in modern conditions, from the point of view of building high-quality communication between teachers and students [8]. Definitely, it is the communication components that underlie all the processes of interaction between teachers and students, and understanding these factors is extremely important for assessing the quality of teaching in an educational institution. Pedagogical interaction between students and teachers is possible both in the learning

process and in an informal setting, and an in-depth understanding of the psychology of both groups will help to achieve clarity in determining the psychological features of such interaction and understanding the role of each of the parties in this process.

Modern higher education in particular and the entire educational system in general need professionals who can qualitatively influence the disclosure of modern students' personal and professional potential and form a reliable foundation for training high-quality specialists. This task can be performed only by the teacher who is endowed

not just with high-quality professional knowledge but also can effectively convey it to the minds of modern students, knows the difficulties and specifics of university training, and is able to build effective communication with students in a timely manner at all stages of the educational process without exception [9]. Modern pedagogy as a field of human studies is increasingly manifested in integration links with philosophy, psychology, physiology, sociology, and other social and natural sciences. In the realities of the modern higher education, there are three generally recognised concepts in the views of scientists on pedagogy (Fig. 3):

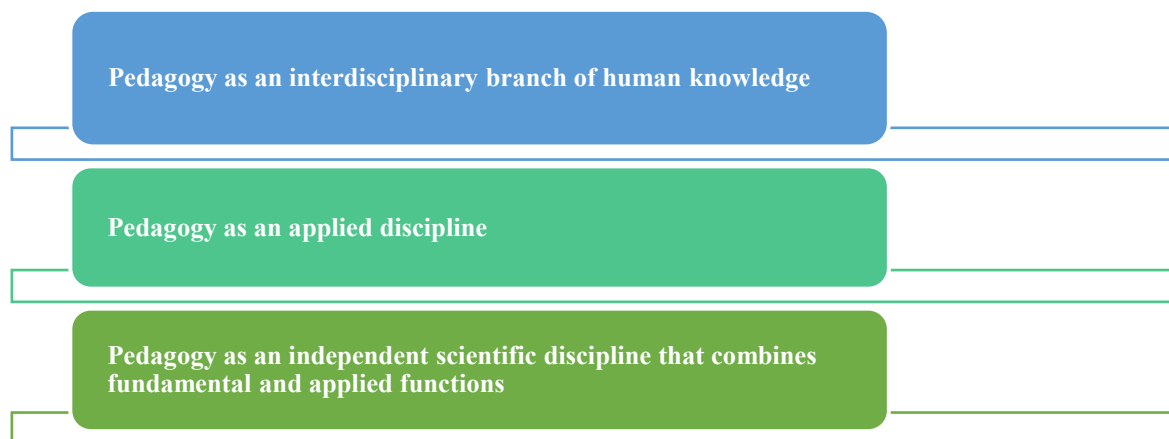


Figure 3. Generally recognised concepts of interpretation of the term “pedagogy”

Source: developed based on [10]

Achieving partnerships between teachers and students within modern education is its main task, the effective solution of which will lead to the creation of conditions necessary for maintaining a high level of teaching in modern educational institutions. When choosing teaching methods, a modern teacher should also choose ways to organise effective interaction with students and be responsible for achieving a certain level of professional competencies within a specific discipline of the educational institution's programme [11]. At the same time, the ability of the teacher to form students' interest in learning and acquiring programme disciplines is also of great importance, which should contribute to the development of students' competencies that they need in the future when conducting professional activities.

An integral element of the relationship between teachers and students in the educational process is communication between them. This is both a way of training future specialists in certain fields of activity and a method of developing their necessary competencies during the educational process [12]. The quality of communication directly influences the level of graduates' professional training, as well as the integrity of their perception of the teacher as an authoritative specialist in a given field. Initiative in the process of communication, as well as methods of conducting such communication directly depend on the teacher and the level of his competence, both professional and universal.

Their ability to choose the right tone of communication with students, without familiarity but with a demonstration of respect for them and their life needs, with the manifestation of care for them and their needs, form the authority of the teacher in the eyes of students and directly influence the quality of the educational process and the ability of modern students to acquire the programme of higher educational institution. In addition, the professional competence of a teacher is directly determined by their ability to correctly choose the manner of presentation of educational material, making it understandable for perception and accessible for acquisition. This can be achieved by the teacher with the long-term experience gained during repetition of typical classes in the course of educational activities. Clearly, the desire of the teacher to find proper contact with students and effectively solve the issues of forming the necessary competencies among students at all levels is also of great importance [13].

Pedagogy of cooperation within the modern educational system provides for the development of such categories as “interaction” and “cooperation” concerning various aspects of the educational process and to the system of relations “teacher-student” in particular. These definitions find their practical reflection in the system of values formed by an integral pedagogical process, which provides for mandatory consideration of the individual features of its participants and characteristics that determine the degree of their

involvement in this process [14]. The activity of teachers and students in the educational process is determined by

a combination of many factors, of which the determining ones can be considered (Fig. 4):

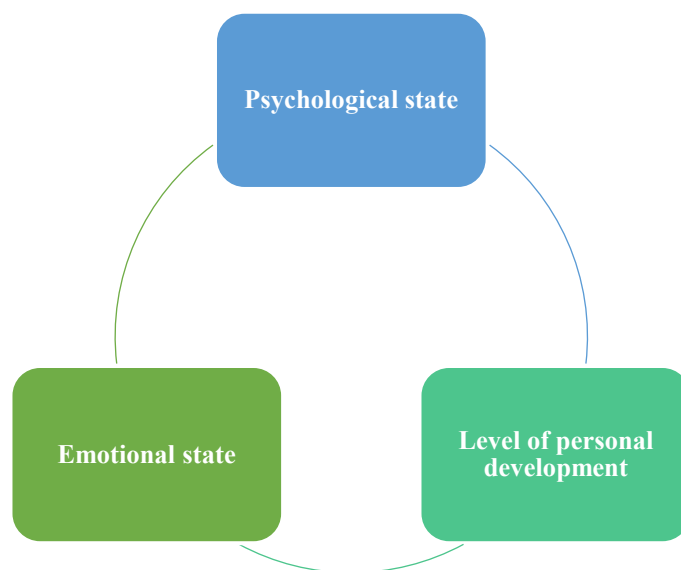


Figure 4. Structure of determining factors of interaction between teachers and students in the educational process

In this context, all employees of the modern educational system and the teaching staff of educational institutions in particular have a great responsibility for the quality of future specialists' training in certain types of activities. The psychology of pedagogical interaction between teachers and students within the framework of the curriculum provides for the need to search and establish effective methods of practical interaction of the groups under consideration to develop an optimal model for building relationships between them. The determining factor in this context will be the success of interaction between the student and the teacher, which is expressed in the acquisition by applicants of higher and other degrees of education of a full set of competencies necessary for them in the future for the high-quality performance of their professional duties [15].

The practical skills of modern teachers to properly build communication with students in the realities of the current educational system are extremely important for forming a high degree of trust in teachers among young people, as well as the desire to continue mastering the chosen specialisations under the guidance of certain teachers. Without a desire and a high degree of motivation, it is almost impossible to achieve noticeable success in any field, and studying at an educational institution is no exception to this rule. Students' progress in learning is facilitated by respect for teachers and the desire to adopt their knowledge and practical skills efficiently, which largely determines the practical essence of the learning process in the educational institution. In this context, it is the factors of respect and mutual respect that determine the psychology of pedagogical interaction between teachers and students in the learning process.

Nowadays, the practical activity of teachers of modern educational institutions is directly related to the need to form and declare targeted pedagogical attitudes to students, which largely determine the overall direction of their educational activities. The ultimate task of such educational practice is the development of a person who is competent both in matters of highly specialised knowledge and in knowledge that is the foundation of universal culture as a whole. Targeted pedagogical attitudes formed in the process of interpersonal communication between teachers and students during the entire time of their communication as part of the programme of the educational institution by the latter must meet both current requirements in terms of the competencies of future specialists and the norms of universal culture and morality. Clearly, from the point of view of professional competence of modern teachers, their ability to present high-quality educational material is of primary importance in this aspect [16].

Modern pedagogy sets teachers of higher and secondary educational institutions the task of forming students' skills in working with large information volumes and the ability to find in a large and constantly changing flow of diverse information exactly what is crucial from the point of view of the development of students' professional competence and the overall development of their personality. It is the ability to work with various types of information that is the basis of an individual's professional competence in the context of global informatisation of space, which occurs against the background of comprehensive penetration of the Internet into almost all spheres of modern life. The development of the ability to freely orient requires both endurance and pedagogical skills from teachers, as well as

literacy in the issues under consideration since, for example, the skill of working with a computer is mastered purely practically, and without it, it is impossible to talk about the possibility of orientation in the information space in modern realities [17]. In this context, the principles of pedagogy in the educational system assume the need for a modern teacher to develop the skills to explain to students certain

principles of finding information and working with it by personal example.

Extremely important from the point of view of assessing the role of properly built communication between teachers and students in the framework of the modern educational system are the principles of cooperation, including (Fig. 5):

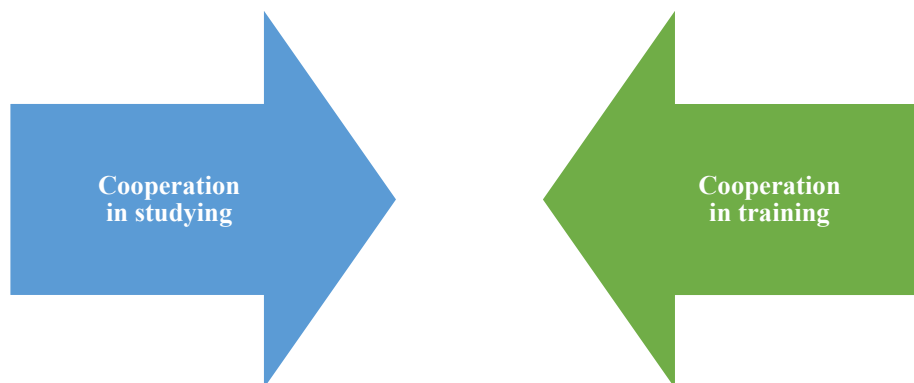


Figure 5. Key principles of communication between teachers and applicants for higher education

As can be seen, the process of obtaining education in a modern educational institution is simultaneously a process of training and educating future specialists, and also, as a rule, coincides in time with the main stages of the development of their personality, vital values, and a system of views on events and phenomena of the surrounding life. Communication with the teacher can be essential from the point of view of direct development of the student's life values and their views on the events of the surrounding life, and this is one of the most important features of the psychology of pedagogical interaction between teachers and students [18]. The teacher sometimes needs a lot of patience and a fair amount of life experience in various situations to qualitatively convey to the student their own view on the value scale, which is important for interrelation with different stages of obtaining a specialisation in an educational institution and further integration into the chosen profession.

In modern conditions, the pace of the surrounding life is constantly accelerating and communication between teachers and students also goes through successive stages of structural transformations, which characterise both certain stages of passing the programme of an educational institution concerning specific academic disciplines and the stages of obtaining by both students and teachers of various levels of professional competencies that are important for their further professional activity [19]. It is no coincidence that many modern teachers, as well as teachers of prior years, note that in the process of teaching specific disciplines for many years, they themselves constantly learn, steadily improve both in terms of developing teaching skills and from the point of view of understanding the needs of the audience and various options for its satisfaction. Thus, the learning process in an educational institution is mutually important both for students and for the teachers of

academic disciplines, just the subjects of knowledge, its methods, and classrooms differ. This is another important pedagogical aspect of the interaction of teachers and students, which indicates the multidimensional nature of the educational process and the involvement of various, often opposite, directed quantities in it at the same time.

Teachers and students of modern educational institutions jointly work out numerous aspects of personal and narrow professional interaction, which is of great importance in their future life, both within a particular educational institution and from the point of view of the tasks of professional and personal development facing them. Participation in such interaction is mutual and implies an active position of the parties to obtain results that reflect the effectiveness of achieving the final results of the educational process, pursued by both the teaching staff of any educational institution and its students [20]. Pedagogical interaction of this type is characterised by a wide variety of psychological features, further study of which can be of great practical significance both for expanding understanding of the importance of interaction processes between teachers and students in general and from the point of view of understanding the significance of these processes in the development of future specialists' high professional and personal competencies in various fields of activity.

CONCLUSIONS

Based on the results of the studies performed in this paper on assessing the psychological features of pedagogical interaction in the “teacher-student” system, the following conclusions were formulated.

In the system of modern education, the issues of high-quality communication between teachers and students are of particular importance as a factor that largely

determines the features of pedagogical interaction of these groups. High-quality communication during the educational process is possible only on the basis of compliance with the principles of mutual respect and mutual trust between teachers and students, which can be expressed in students' recognition of their teachers' levels of competence and active expression of the desire to acquire new knowledge and professional competencies under their guidance. At the same time, an important feature of interaction in this context should be considered the real compliance of teachers' training in modern educational institutions with the level of students' expectations, and the presence of such compliance is extremely important both from the point of view of achieving high efficiency of the educational process in modern conditions and from the point of view of maintaining the proper level of quality of modern students' training.

The realities of the modern educational system are such that without a proper level of motivation, it is impossible to achieve high results, both in the field of teaching skills and in the field of high-quality acquisition of elements of the educational programme by modern students. Therefore,

the development and support at the proper qualitative level of teachers' motivation, which is expressed in the creation for them of high-quality conditions for conducting scientific and teaching activities in modern realities and for students whose motivation is expressed in the development of prospects for personal and career growth when mastering a specific specialisation chosen in the course of training in the higher educational institution, is an indispensable factor in the effectiveness of pedagogical interaction in the "teacher-student" system. At the same time, the development of modern students' desire to study under the guidance of a specific teacher or group of such is an objective expression of the high quality of the teaching process in an educational institution and is the highest degree of students' trust in teachers, which for its part should be considered the main feature and an indispensable characteristic of a properly built system of pedagogical interaction in the "teacher-student" system. The desire to achieve such results should be decisive in the final assessment of the psychological features of pedagogical interaction.

REFERENCES

- [1] Billings, D., & Halstead, J. (2019). *Teaching in nursing*. Oxford: Elsevier.
- [2] Harden, R., & Laidlaw, J. (2020). *Essential skills for a medical teacher*. Oxford: Elsevier.
- [3] Oberg, D., & Ingvaldsen, S. (2016). *Media and information literacy in higher education*. Hull: Chandos Publishing.
- [4] Fong, C.J., Alejandro, A.J., Krou, M.R., Segovia, J., & Johnston-Ashton, K. (2019). Ya'a'eeh: Race-reimagined belongingness factors, academic outcomes, and goal pursuits among Indigenous community college students. *Contemporary Educational Psychology*, 59, article number 101805.
- [5] Anderson, A., & Johnston, B. (2016). *From information literacy to social epistemology*. Hull: Chandos Publishing.
- [6] Brame, C. (2019). *Science teaching essentials*. London: Academic Press.
- [7] Lokse, M., Lag, T., Solberg, M., Andreassen, H.N., & Stenersen, M. (2017). *Teaching information literacy in higher education*. Hull: Chandos Publishing.
- [8] Bradley, S., & Green, C. (2020). *The economics of education*. London: Academic Press.
- [9] Larionova, M.A. (2009). Professional and pedagogical communication of a teacher of a modern higher school. *Psychopedagogy in Law Enforcement Agencies*, 3(38), 55-58.
- [10] Kopylova, N.A. (2017). Modern pedagogy of cooperation as a scientific basis for interaction and joint activities of teachers and students of higher education. *Scientific Result. Pedagogy and Psychology of Education*, 3(2), 21-29.
- [11] Wilder, H., & Ferris, S.P. (2017). *Unplugging the classroom*. Hull: Chandos Publishing.
- [12] Schmidt, J.A., Kafkas, S.S., Maier, K.S., Shurnow, L., & Kackar-Cam, H.Z. (2019). Why are we learning this? Using mixed methods to understand teachers' relevance statements and how they shape middle school students' perceptions of science utility. *Contemporary Educational Psychology*, 57, 9-31.
- [13] Palermo, C., & Thomson, M.M. (2018). Teacher implementation of self-regulated strategy development with an automated writing evaluation system: Effects on the argumentative writing performance of middle school students. *Contemporary Educational Psychology*, 54, 255-270.
- [14] Gray, D.L., McElveen, T.L., Green, B.P., & Bryant, L.H. (2020). Engaging Black and Latinx students through communal learning opportunities: A relevance intervention for middle schoolers in STEM elective classrooms. *Contemporary Educational Psychology*, 60, article number 101833.
- [15] Rutherford, T., Long, J.J., & Farkas, G. (2017). Teacher value for professional development, self-efficacy, and student outcomes within a digital mathematics intervention. *Contemporary Educational Psychology*, 51, 22-36.
- [16] Matthews, J.S., & Lopez, F. (2019). Speaking their language: The role of cultural content integration and heritage language for academic achievement among Latino children. *Contemporary Educational Psychology*, 57, 72-86.
- [17] Roose, I., Vantieghem, W., Vanderlinde, R., & Van Avermaet, P. (2019). Beliefs as filters for comparing inclusive classroom situations. Connecting teachers' beliefs about teaching diverse learners to their noticing of inclusive classroom characteristics in video clips. *Contemporary Educational Psychology*, 56, 140-151.

- [18] Lachner, A., Weinhuber, M., & Nuckles, M. (2019). To teach or not to teach the conceptual structure of mathematics? Teachers undervalue the potential of Principle-Oriented explanations. *Contemporary Educational Psychology*, 58, 175-185.
- [19] Liu, P.P., Savitz-Romer, M., Perela, J., Hill, N.E., & Liang, B. (2018). Student representations of dyadic and global teacher-student relationships: Perceived caring, negativity, affinity, and differences across gender and race/ethnicity. *Contemporary Educational Psychology*, 54, 281-296.
- [20] Janssen, E.M., Mainhard, T., Buisman, R.S.M., Verkoeijen, P.P.J.L., Heijltjes, A.E.G., van Pappen, L.M., & van Gog, T. (2019). Training higher education teachers' critical thinking and attitudes towards teaching it. *Contemporary Educational Psychology*, 58, 310-322.

Ольга Олексіївна Грейліх, Наталія Олексіївна Видолоб

Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

Психологічні особливості педагогічної взаємодії у системі «викладач-студент»

Анотація. Актуальність обраної тематики наукового дослідження визначається важливістю питань взаємодії викладачів і студентів у системі сучасної вищої освіти, а також необхідністю розкриття психологічних особливостей такої взаємодії, з точки зору формування якісної оцінки їхньої ролі і місця в навчальному процесі закладу вищої освіти. Мета роботи полягає у формулюванні психологічних аспектів комунікації «викладач-студент» у межах освітнього простору для виокремлення методів її регулювання. Провідним підходом наукового дослідження визначено поєднання теоретичного аналізу основних аспектів педагогічної взаємодії викладачів і студентів у навчальному закладі з урахуванням основних функцій і завдань кожної з розглянутих груп, та структурного синтезу особливостей зазначеного типу взаємодії на основі психологічних чинників спілкування в масштабах вищого навчального закладу. У науково-дослідній роботі розглянуто питання, пов'язані з психологічними особливостями педагогічної взаємодії викладачів і студентів у сучасній системі вищої освіти. Визначено якісні показники комунікативних зв'язків суб'єктів освітнього процесу, педагогів та студентів зокрема. Виокремлено ключові психологічні особливості педагогічної взаємодії в системі «викладач-студент», серед яких формування довіри до авторитету педагога, урахування індивідуальних чинників здобувачів освіти у процесі вивчення програмних дисциплін, підтримання позитивного психологічного клімату в суб'єкт-суб'єктних відносинах. Підкреслено необхідність формування якісної оцінки рівня комунікації між викладачами та студентами як об'єктивного чинника подальшого оцінювання загального рівня ефективності їхньої педагогічної взаємодії і психологічних характеристик кожної з розглянутих груп. Результати та висновки проведеної науково-дослідної роботи мають практичну цінність як для сучасних здобувачів вищої освіти, так і для представників викладацького корпусу сучасних закладів вищої освіти, стурбованих проблемами вибудовування якісної комунікації між собою, з урахуванням індивідуальних особливостей, якостей і характеристик кожної окремої групи

Ключові слова: система вищої освіти, освітній процес ЗВО, комунікація, перцепція, інтеракція

Liudmyla I. Moroz*, Aleksandr D. Safin, Olena O. Andrusik

Pavlo Tychyna Uman State Pedagogical University
20300, 2 Sadova Str., Uman, Ukraine

Influence of Emotions on the Effectiveness of the Creative Process

Article's History:

Received: 03.06.2021

Revised: 27.07.2021

Accepted: 15.08.2021

Suggested Citation:

Moroz, L.I., Safin, A.D., & Andrusik, O.O.
(2021). Influence of emotions on the effectiveness of the creative process. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 87-93.

Abstract. The relevance of this study is determined by the importance of issues of interrelation of the emotional component of activity with the final results obtained in the course of creative research in different areas, as well as the practical significance of studying the problems of the influence of a wide range of emotional experiences on the overall effectiveness of the creative process. The purpose of this study is to determine the extent to which the emotional component of creativity influences the effectiveness of the creative process, regardless of the field of activity. The leading approach in this study was a combination of theoretical study of various aspects of creative activity in general, with a structural analysis of the features of the influence of the emotional component on the overall effectiveness of the creative process in various areas of activity. The results obtained in the course of this study demonstrate the wide range of possibilities for the rational use of personal emotional displays on the specific issues of applying creative activity in general and in terms of assessing the effectiveness of the creative process in particular. The results and conclusions of this paper have significant practical value for representatives of creative professions, researchers of psycho-emotional manifestations of personality in the conduct of creative activity, and will be useful for the next generations of researchers of various aspects of the influence of emotional experiences on the effectiveness of the creative process. The results will be useful as a scientific basis for the author to conduct further full-fledged research into the wide range of issues presented in this paper, thereby contributing to further objective and qualitative coverage of the subject matter

Keywords: creative process, emotional sphere, creative abilities, effectiveness of creative activity, emotions in creativity

*Corresponding author

INTRODUCTION

The influence of the emotional component on the overall performance of creative activity is significant regardless of the scope of the individual's creativity. Emotions can both provide an additional impetus to creative inspiration and take away the strength and energy needed to realise the various tasks of the creative process. Maintaining control over emotional displays should be considered an important condition for the effectiveness of any creative activity, as excessive emotionality can have a negative impact on the realisation of creative intentions and prevent the creative individual from effectively addressing the challenges he or she faces.

There is no consensus among modern researchers on the quality of the impact of the emotional component of human activity on the overall effectiveness of the creative process. The realisation of creative ideas, itself associated

with a high emotional high, which is usually followed by an emotional low, together represents the emotional palette characteristic of the creative profession [1]. Furthermore, it is not always possible to measure the real impact of emotions on the effectiveness of the creative process, as emotional experiences cannot be accurately measured. In the same way, it is impossible to fully understand and measure the depth and level of increase in creative activity under the influence of emotions of one kind or another.

At the same time, the influence of various emotional experiences is reflected in the work of composers and poets, writers and artists, and representatives of almost all creative professions, who are in one way or another associated with the need for artistic expression of emotion in works of various kinds of art. The methods used for artistic expression vary depending on the art form and the manner of each

particular author, but what remains constant are the key principles of artistic reflection of emotional experience, based on maintaining the sincerity of the feelings, sensations and emotions conveyed [2].

The analysis of artworks of various genres and types of modern art and art of past centuries allows us to conclude that the revealed dominant personal subtexts and the meaning of the emotional component which dominates in a particular work of fiction allow us to reconstruct to a certain extent both separate fragments of the conceptual scheme of the author of the artwork and the entire work in its completed form. Thus, it becomes possible not only to describe the ideological orientation and motifs of each artistic work, but also to identify the specific personality traits of its author, with his characteristic emotional background and the role of the emotional components of his personality in the effectiveness of the creative process.

The imagery in any work of fiction is a reflection of the author's ideas, influenced by various emotions that are characteristic of certain periods of the creative process. The artistic thinking of each participant, at its core, contains a high level of perception of artistic values, reflected in the artwork they create, is in one way or another a reflection of surrounding reality [3]. In this context, his emotional experience plays an essential role, as it affects both the quality of the images depicted in the work and the perception of them by generations of future admirers of the author's work.

The emotional palette of any artistic work is a qualitative reflection of the author's perception of reality through the means of self-expression available to the artist. It could be the notes of a piece of music or the colours of a painting. The various ways of conveying emotional moods in music, painting or dance cultures of different nations help to enrich the national cultural heritage of any nation and create conditions for the full creative development of cultural and artistic figures, regardless of their affiliation to a particular occupation [4]. The influence of emotions on the effectiveness of creative activity plays a defining role in this context [5].

MATERIALS AND METHODS

The methodology of this study is based on a combination of theoretical research into various aspects of creative activity in general, with a structural analysis of the features of the influence of the emotional component on the overall effectiveness of the creative process in various fields of activity. Theoretical investigation of different aspects of creativity from the standpoint of assessing the influence of author's emotions on the quality of creative process development contributes to a better understanding of its essence, which, combined with the analysis of the influence of emotions on the quality of creative activity in specific types contributes to a holistic picture of scientific research, based on the statement of the problems of creativity and research into the relationship between the emotional component and the quality of creative expression in general. The stated research methods in the above combination contribute to the

qualitative disclosure of the essence of the issues of the influence of the emotional component on the effectiveness of conducting creative activity.

The basis for this study was the numerous theoretical and practical developments of Ukrainian and foreign researchers on the relationship and mutual influence of the emotional component of creativity and effectiveness of creative endeavours, regardless of the particular branch of creative activity. The theoretical basis of this paper has been selected in strict accordance with the subject matter to be considered and contributes to the highest possible quality of disclosure within the broad range of stated issues. In order to form the most qualitative and objective picture of scientific research and to facilitate the perception of the information presented, all materials borrowed from foreign sources and presented in this study were translated into English [5].

This study was performed in several stages:

1. The first stage of this study involved a theoretical analysis of Ukrainian and foreign publications on the influence of emotions on the effectiveness of creative activity, in relation to different types of contemporary art and art of past years, in order to identify the situation, to date the system of theoretical views of the researchers on the issues brought for consideration in this research paper.

2. The second stage of the study included a structural analysis of the influence of the emotional factor on the effectiveness of the creative process, both in general and in the context of various types of creative activity in particular. At the same time, a comparative analysis was made of the results obtained with similar results by other authors.

3. At the end of this study, the final conclusions of the research study were provided, based on the theoretical and practical results obtained. Overall, the findings and conclusions of this research act as a qualitative reflection of some of the range of work aimed at identifying the impact of emotions on the effectiveness of creative activity in its various sectors.

RESULTS AND DISCUSSION

The influence of emotions on the effectiveness of the creative process in various fields of activity manifests itself in various forms and variations, and in general the focus of such influence is determined both by the psychotype of the individual and by the scope of application of the creative abilities inherent in it by nature. The conditions that influence the individual's emotional attitude towards the situation in the creative activity process are also important, taking into account their individual characteristics and abilities for creative fulfilment in specific activities.

There are good reasons to argue that emotion can lead to significant creative breakthroughs and achievements in different, absolutely mutually related creative activities. The diagram in Figure 1 reflects the main aspects of emotions in creativity in terms of enhancing the effectiveness of the creative process and opening up additional possibilities in creative activity.

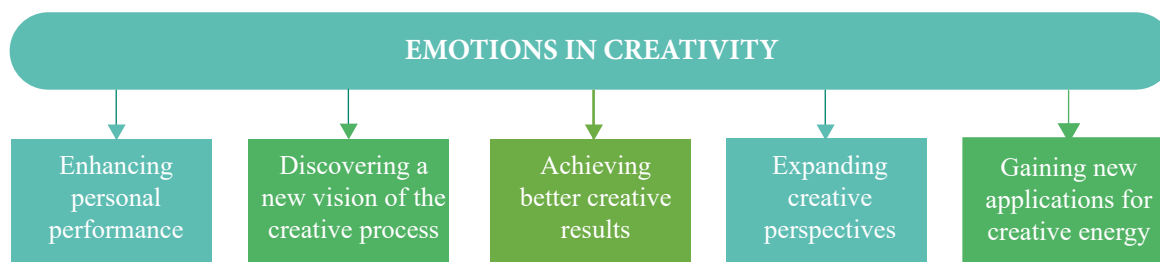


Figure 1. Main aspects of the use of emotions in creativity, in terms of enhancing the effectiveness of the creative process and opening up additional possibilities in creative activity

The positive impact of emotional elation on the end results of creative activity can be manifested both in the individual receiving additional energy for creative endeavours and in the individual's empowerment in a particular activity, as well as in the discovery of abilities previously unknown to him or her. There have been many cases of so-called "creative ecstasy" in which members of various creative professions, influenced by an increase in the general emotional background, have virtually lost their sense of time and reality and created masterpieces of painting, music, literature and other applications of creative energy.

At the same time, negative emotions can be destructive and negatively reproduced in various manifestations of the creative activity of the individual, causing a loss of faith in themselves and their abilities, a decline of spirit and further creative and social degradation [5]. Creative people

are prone to emotional swings, ranging from the height of creativity to a complete inability to make any decisions or carry out any activity at all. Moreover, negative emotions can affect health in general and the nervous system in particular, leading to illness and an inability to be creative.

The influence of emotions on the effectiveness of the creative process can be determined both by the quality of the emotional experiences and by their frequency. In addition, as mentioned above, personality psychotype and occupation also play a significant role in assessing the level of influence of emotions of different qualities on the creative process. Figure 2 presents a diagram of the relationship between the quality of a person's emotional expressions and various aspects of creative activity. The proposed scheme can be successfully applied to all creative activities without exception.

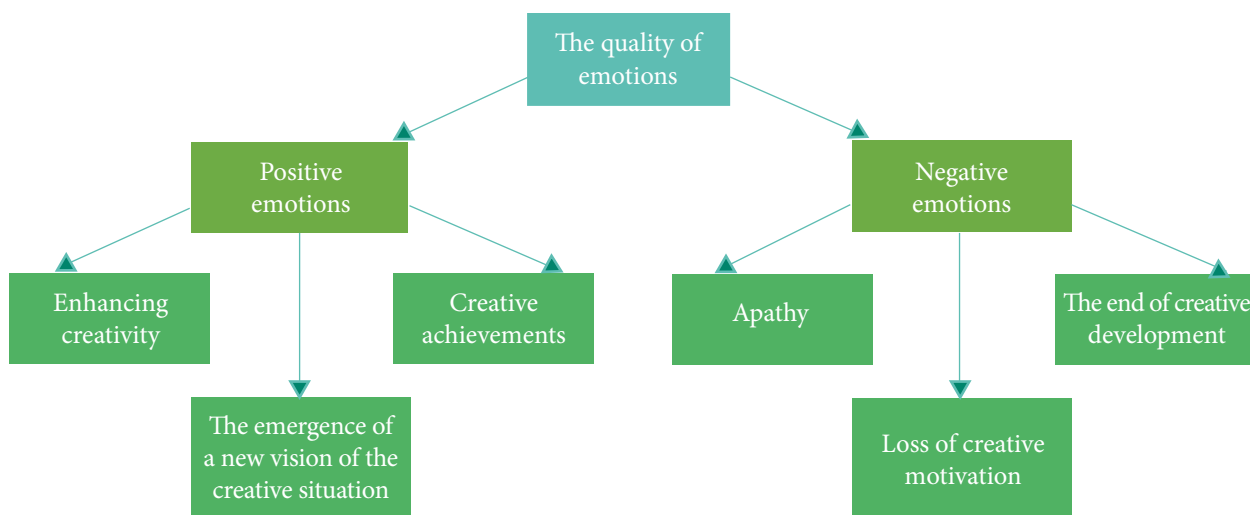


Figure 2. The relationship between the quality of personal emotional expression and various aspects of creative activity

At the same time, we all know of numerous counterexamples that prove the positive influence of tragic emotions in a person's life on their creativity, which has led to the creation of outstanding works of art. A striking example is the poetry of A. Akhmatova and S. Yesenin, as many of their famous poems ("In Memory of Mikhail Bulgakov", "Gray-eyed King", "Maple You are my fallen ..." and others) were written during difficult periods of life, which did not contribute to positive emotions.

The emotional colouring of a work of fiction affects the quality of perception, with the level of readiness of the reader or viewer playing a minor role in this context. The emotions that the author puts into his own work create a certain background through which the viewer, reader or listener perceives the features of the storyline and the artistic techniques used in the work, which contribute to creating a coherent picture of the artwork. The main criteria for assessing the impact of the emotional background of a work

of fiction on perception should be highlighted:

- the mood when getting acquainted with a work of fiction;
- emotions that the work evokes in the subject who gets acquainted with it;
- the emergence of a desire to discuss the features of the work of fiction or the complete absence of such;
- the level of stability of the emotional state, which arises after acquaintance with the work, after some time;
- empathy for the characters in a work of fiction or the characters represented in it.

At the same time, the influence of emotions on the effectiveness of the creative work can be seen in the creation of a set of dominant emotions in a work of fiction, an example of which are the ambivalent emotions of disgust, suffering, despair, longing, fear, horror and happiness, joy and pleasure in the novel *The Gift* by V.V. Nabokov. In particular, the ambivalent emotions of "happiness – unhappiness" are used by the author to artistically portray the emotional component of the concept of "creativity as a game". The dominant emotion of this concept is represented by the emotion of happiness, which conceptually includes "crime", "fear", "madness" and "illness" [6]. In this example, we can trace the diversity of the emotional palette of the concept of a work of fiction, which includes the complex expression of a whole range of different, often contradictory emotions. The diversity of the emotional palette of a work of fiction makes it particularly perceptive in terms of the possibilities of conveying the theme and idea of a work of fiction through a set of artistic images.

The emotions that are conveyed in a work of fiction through the means of artistic representation form the characteristic handwriting of a particular author of a work of fiction. They can be expressed in certain word forms or the colour palette of a painting - the essence does not change. It should be noted the uniqueness of the author's reflection of certain emotions or their combination, in specific techniques inherent in a particular author of the work of fiction. This is the uniqueness of the artist's creative handwriting, his identity and ability to express themselves through only his own artistic techniques [7].

Thus, the influence of emotions on the effectiveness of the creative process is a complex concept, further study of which will enrich the current understanding of the various aspects of creativity in general. The emotional sphere is of great importance in all spheres of creative activity without exception. Under the influence of emotions and orientation, creative individuals create works that occupy a worthy place in the treasury of World Art Culture. The influence of the emotional component on the creative process is inextricably linked to the inner world of the individual, his desire to create artistic works, through the display of his own vision of the world using the principles of expressiveness of artistic images [9].

The influence of emotions on the effectiveness of the creative process is not fully understood, as it is impossible to fully ascertain the level of emotional expression of an

individual and to trace all of his or her emotional attitudes and experiences. In addition, much depends on the propensity of a particular individual to emotions of a certain kind, which is inherent in his experience and mood swings [10]. All of the above factors make it very difficult to determine the depth of influence of the emotional component on the effectiveness of the creative process in the specific characteristics of an activity and suggests opportunities for creative expression. Moreover, the ability to be creative in solving problems is not present in everyone.

At the same time, a creative approach to problem-solving requires a certain emotional state, facilitating both the successful resolution of the situation and the qualitative search for answers to all the questions posed. The history of world culture is replete with cases in which outstanding works in various genres and types of art have been created directly in periods of unprecedented emotional highs or lows for the author, manifesting the need to find an expression of his feelings in creative activity [11]. Examples of such works are the picture of I.K. Aivazovsky's "The Ninth Wave", a poem by M.Yu. Lermontov's "Death of a Poet", Mozart's famous "Requiem" and many other works of world culture. In this case, it is very difficult to determine exactly what kind and quality of emotion motivated a particular author to create a particular work – it all depends directly on his tendency to experience different kinds of emotions and psychological state directly at the time of the creation of the artistic work [12].

Emotions in art accompany the process of evaluating and understanding aesthetic values, both in specific works of world art and in the events of everyday life. This is very important from the point of view of forming values and reference points in art for future generations of artists who are able to perceive the emotions of everyday reality and display them qualitatively in their works [13]. At the same time, the ability of research and teaching staff of educational institutions where future representatives of creative professions are trained to develop their students' ability to properly perceive everyday emotions and channel them in a constructive way. This promotes the development of creative abilities of students and the education of their qualities necessary for effective creative activity in the future.

At the same time, great attention should be paid to enhancing the emotional expression of members of the creative professions while they are still in training at educational institutions. Unfortunately, at this stage in the modern education system, little attention has been paid to this really important aspect of the current education system. The development of creative skills in the learning phase should include the development of the ability to display emotions qualitatively in creative work, then creating an artwork, or conducting an art school class [14]. The ability to convey emotion in creativity is shaped in the individual through practical exercises and is already polished during the stage of his or her independent professional activity [15]. Such tasks can be successfully solved by involving students of creative specialties of educational institutions in creative

activities that involve creating their works of art in painting, sculpture, music, decorative and applied arts.

The emotional component imposes a significant imprint on, and is in no way independent of, the various areas of activity associated with the creative processes. The influence of emotions of different kind can be manifested both in the creative rise, at which the activity and desire to “move mountains” increase, and in the emotional decline that leads to apathy and unwillingness to do anything at all. Various emotional manifestations at different stages of human activity have a significant impact on the effectiveness of the creative process, either pushing the individual to new achievements, or completely “draining” the individual. Consequently, it is not possible to unambiguously identify all the parameters and values of the influence of emotions on the effectiveness of the creative process, as this relationship is complex and ambiguous [16].

Self-fulfilment in the creative process is one of the most important aspects of personal development, with the emotional sphere playing a crucial role in this aspect. Achieving great results in various fields of creativity is impossible without living with different emotions. The individual's ability to manage his or her emotions and to channel them appropriately when the need arises is of great importance. This means that issues related to the realisation of the individual in creativity are interdisciplinary in nature and complex enough to analyse and make specific definitions [17]. Obviously, analysing the level of influence of emotional displays on the effectiveness of various creative endeavours requires knowledge of both the psychological and emotional characteristics of the individual as well as their aspirations within a particular creative activity.

Emotions in creativity can be expressed in a variety of ways, from a particular combination of colours in the palette of an artwork in the field of painting, to the emotional bursts, reflected in the musical states. In any case, the quality and completeness of the emotional impact is determined both by the artistic, aesthetic endowment of the author of a work of art and by his capacity for emotional experience and its reflection in the work of art. An important aspect is also the ability of the individual to transform a certain emotional background into images of a work of art, manifested in the formation of a certain mood, which is subsequently transmitted to the reader, viewer or listener of a work of art. The so-called emotional palette of a work of art is the main dominant feature that determines its artistic orientation and influence on connoisseurs of true art.

Emotions in creativity affect both the effectiveness of the creative process and the level of comprehension of works [18]. The author does not always manage to achieve harmony in the transfer of the emotional aspect of their work, which is expressed in a lack of understanding of some of its aspects and artistic techniques that have been used. In such cases, it must be stated that it was not possible to achieve harmony in artistic imagery, especially with regard to the transfer of the emotional component of the work of art.

Poetry, for example, offers great opportunities for personal fulfilment. Poetry, according to Brodsky, “... Poetry is the highest form of literature”, and the opportunities for emotional expression in it are extremely broad. Every language of the world has great capacities to convey the emotional state of the author at the time of the creation of a poetic work, and allows the reader to fully appreciate the emotional experience of the characters, their inner world and the development of their characters. It is important to note, however, that poetry has great capacities for the emotional development of the individual, since the study of poetry contributes to the development of sensuality, which is directly linked to the emotional sphere as one of its reflections. So, poetic creativity is a wide field of activity in terms of the possibilities of emotional expression, which contributes to the development of the emotional component of an individual's life and his or her ability to perceive the environment emotionally.

Music has the same capacities for emotional expression. Musical works of different genres carry a powerful emotional charge which, depending on the vector of its application, is capable both to increase the tone, to induce active actions and achievements, and to calm, relax, inspire peace and modesty [19]. Classical musical works have different emotional connotations, providing a vivid way of conveying the emotional experiences of both the author of a piece of music and the specific characters in the case of operatic works. Classical opera music can, within the context of a single work, enable the listener to experience a wide range of emotional experiences, from the vivid to the tragic. Without a qualitative portrayal of the emotional component, no musical work can be created that can leave its mark on the treasury of world culture.

Painting is also a great way to convey the most emotional experiences. Virtually all painting styles known today contain enormous possibilities for conveying emotions of various kinds, generally determining the general thrust of this kind of art and its expressive possibilities [20]. The tones the artist chooses for his work, the combination of colours, the colour palette of the painting create a certain mood in the viewer, which is superimposed on his features of perception. It is clear that the viewer's perception of a painting is determined by his personal characteristics and aesthetic training, but the artist's ability to convey specific moods and emotional feelings through the colour scheme of the painting and a particular combination of colours is crucial in this context. The influence of the artist's emotions and his skill in conveying them in painting on visual perception is enormous and impossible to quantify and qualify [21].

The influence of emotion on the effectiveness of the creative process cannot be accurately measured, nor can it be measured by any currently available method. At the same time, the role of the emotional component in all types of artistic creativity is enormous, since without a quality display of emotion any work of art will be sluggish and will not “present” anything to an art connoisseur for his own development. Therefore, the study of the influence of emotions

in creativity on the quality and effectiveness of the creative process will greatly enrich the existing understanding of the expressive possibilities of art, as well as any form of creative activity in general, which is important in terms of the prospects of further research on this topic.

CONCLUSIONS

A study of a wide range of issues affecting emotions on the effectiveness of the creative process has led to the following conclusions. The influence of emotion on the effectiveness of the creative process depends on a variety of factors, both those that are interrelated and those that are not. Among the main factors that matter in terms of the influence of emotions on the effectiveness of the creative process are the quality of the emotional experience of the author of the work at the time of its creation, the genre of the work, and the artistic techniques used by a particular author to convey different emotional moods in order to create the overall background of the artwork. However, the quality of the author's emotional experience does not always determine the

level of the artistic work and constitutes a measure of its artistic value, since in this context the particular psychological organisation of the artist and his ability to exteriorise his emotional experience are important.

Different emotions can both motivate a creative person to produce high quality work and deprive him or her of creative expression, depending on his or her personality, self-organisation and a number of other parameters. The gradation of the influence of emotions of a certain quality on the overall effectiveness of the creative process cannot be clearly outlined, since in different situations emotions of different colours can both act as a catalyst for the creative energy process and offset creative efforts. In any case, the issue of assessing the influence of emotions of a certain quality on the effectiveness of the flow of creative processes in various fields of activity is largely debatable and requires additional research and the formation of more in-depth assessments taking into account modern concepts of assessing the quality of creative activity under the influence of emotions of various kinds.

REFERENCES

- [1] Karwowski, M., & Kaufman, J.C. (Eds.). (2017). *The creative self: Effect of beliefs, self-efficacy, mindset, and identity*. London: Academic Press.
- [2] Jeon, M. (2017). *Emotions and affect in human factors and human-computer interaction* (1st ed.). London: Academic Press.
- [3] Luria, S., Baer, J., & Kaufman, J. (2018). *Creativity and humor* (1st ed.). London: Academic Press.
- [4] Preiss, D., Cosmelli, D., & Kaufman, J. (Eds.). (2020). *Creativity and the wandering mind* (1st ed.). London: Academic Press.
- [5] Thomson, P., & Jaque, S. (2016). *Creativity and the performing artist* (1st ed.). London: Academic Press.
- [6] Holikova, T.A. (1999). Dynamics of emotions of happiness and unhappiness in the work of Nabokov V.V. *Culture and Text*, 5, 308-312.
- [7] Safin, O.D., & Maliy, N.Yu. (2009). *Psychosemantic analysis of the phenomenon of creativity in the context of creativity in professional activity*. Khmelnytskyi: NADPSU.
- [8] Chesnokova, N.V. (2012). The figurative characteristic of emotions of the person in S.N. Sergeyev-Tsensky's creativity. *Social-Economic Phenomena and Processes*, 12(046), 423-430.
- [9] Runko, M., & Pritzker, S. (2020). *Encyclopedia of creativity* (3rd ed.). London: Academic Press.
- [10] Christensen, J., & Gomila, A. (Eds.). (2018). *The arts and the brain* (1st ed.). London: Academic Press.
- [11] Gupta, N., Simms, E.-M., & Dougherty, A. (2019). Eyes on the street: Photovoice, liberation psychotherapy, and the emotional landscapes of urban children. *Emotion, Space and Society*, 33, article number 100627.
- [12] Caballe, S., & Clariso, R. (2016). *Formative assessment, learning data analytics and gamification* (1st ed.). London: Academic Press.
- [13] Sydykova, R., Kakimova, L., Ospanov, B., Tobogabylova, A., & Kuletova, U. (2018). A conceptual approach to developing the creativity of a music teacher in modern educational conditions. *Thinking Skills and Creativity*, 27(3), 160-166.
- [14] Khessina, O.M., Gonsalo, J.A., & Krause, V. (2018). It's time to sober up: The direct costs, side effects and long-term consequences of creativity and innovation. *Research in Organizational Behavior*, 38, 107-135.
- [15] Pagel, J., & Kirshtein, P. (2017). *Machine dreaming and consciousness* (1st ed.). London: Academic Press.
- [16] Thompson, K.C., Oberle, E., Gaderman, A.M., Guhn, M., Rowdiffe, P., & Schonert-Reichl, K.A. (2018). Measuring social-emotional development in middle childhood: The middle years development instrument. *Journal of Applied Developmental Psychology*, 55(3-4), 107-118.
- [17] Quaglia, R., Longobardi, C., Lotti, N.O., & Prino, L.E. (2016). A new theory on children's drawings: Analyzing the role of emotion and movement in graphical development. *Infant Behavior and Development*, 39(5), 81-91.
- [18] Tyler, C.P., Olsen, S.G., Geldhof, G.J., & Bowers, E.P. (2020). Critical consciousness in late adolescence: Understanding if, how, and why youth act. *Journal of Applied Developmental Psychology*, 70, article number 101165.

- [19] Vasquez, G.W., Ocampo, M.T.P., Brown, M.D., & Tucker, K. (2020). Non-verbal communication, emotions, and tensions in co-production of memory: New perspectives from Peru and Colombia. *Emotion, Space and Society*, 37, article number 100717.
- [20] Brinks, V. (2020). Fun or frustration? How emotions shape user innovation processes. *Emotion, Space and Society*, 34, article number 100651.
- [21] Gilhooly, K., & Gilhooly, M.M. (2021). *Aging and creativity* (1st ed.). London: Academic Press.

Людмила Іванівна Мороз, Олександр Джамільович Сафін,
Олена Олександрівна Андрусик

Уманський державний педагогічний університет імені Павла Тичини
20300, вул. Садова, 2, м. Умань, Україна

Вплив емоцій на ефективність творчого процесу

Анотація. Актуальність заявленої тематики наукового дослідження визначається важливістю питань взаємозв'язку емоційної складової творчої діяльності з кінцевими результатами, отриманими в ході творчих пошуків різного спрямування, а також практичною значущістю дослідження проблем впливу широкого спектра емоційних переживань на загальну ефективність творчого процесу. Метою даної науково-дослідної роботи є визначення ступеня впливу емоційної складової творчої активності на ефективність творчого процесу, незалежно від сфери діяльності. Провідним підходом у даній науково-дослідній роботі було обрано поєднання теоретичного дослідження різних аспектів творчої діяльності в цілому, зі структурним аналізом особливостей впливу емоційної складової на загальну ефективність творчого процесу стосовно різних сфер діяльності. Результати, отримані у процесі даного наукового дослідження, свідчать про широкі можливості раціонального використання емоційних проявів особистості стосовно певних питань застосування творчої активності в цілому і з точки зору оцінки ефективності здійснення творчого процесу, зокрема. Результати та висновки даного наукового дослідження мають істотне практичне значення для представників творчих професій, дослідників психоемоційних проявів особистості при веденні творчої діяльності, а також будуть корисні наступним поколінням дослідників різних аспектів впливу емоційних переживань на ефективність ведення творчого процесу. Результати будуть корисні як наукова база для проведення автором подальших повноцінних досліджень широкого спектру питань, винесених на розгляд в межах даної наукової роботи, що сприятиме подальшому об'єктивному і якісному висвітленню тематики наукового дослідження

Ключові слова: творчий процес, емоційна сфера, творчі здібності, ефективність творчої діяльності, емоції у творчості

UDC 378.14:004

DOI: 10.52534/msu-pp.7(3).2021.94-101

Iryna A. Gavran^{1*}, Rosina S. Hutsal², Svitlana M. Tsaruk²

¹Kyiv National University of Culture and Arts
01601, 36 Ye. Konovalets Str., Kyiv, Ukraine

²Khmelnyskyi Humanitarian and Pedagogical Academy
29013, 139 Proskurivskogo Pidpilly Str., Khmelnytskyi, Ukraine

Motivation as a Core Aspect of the Development of Professional Skills and Abilities in the Period of Distance Learning of Art Students

Article's History:

Received: 10.05.2021

Revised: 20.06.2021

Accepted: 25.08.2021

Suggested Citation:

Gavran, I.A., Hutsal, R.S., & Tsaruk, S.M. (2021). Motivation as a core aspect of the development of professional skills and abilities in the period of distance learning of art students. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 94-101.

Abstract. The relevance of the study is that distance learning completely changes the relationship between teacher and student, offering modern opportunities for independent development. However, this type of knowledge acquisition requires self-discipline and high motivation, since the interaction of subjects is gradually changing and involves the overall development of the individual and the shift of emphasis to independent cognitive activity. Unfortunately, a large number of students are not ready to study the material in remote conditions, which is confirmed by a lack of self-discipline and a tendency to disobedient actions. The inappropriate organisation of distance learning for subjects of art disciplines, in particular vocal lessons, makes the educational material uninteresting and contributes to the loss of motivation. For effective work it is important to set tasks correctly and clearly, to cover them with characteristic significance, which should become internally accepted by the student in the future. The purpose of the study is to cover and review the core aspects that are part of the motivation of students of art disciplines, particularly during vocal lessons in distance learning. Learning motivation in the remote form is a prerequisite for productive learning activities. The need for access to quality education with the use of information and electronic means is a basic requirement of the modern educational system. With the rapid change of environment and requirements for distance learning, the lack of information on the impact of motivational elements is becoming an urgent issue. An important area of the innovative integration structure of educational institutions is the information support of students aimed at obtaining quality results. The practical value lies in the search for mechanisms to develop the motivation of art students in distance learning, highlighting the main practical recommendations for increasing motivation in this format of information reproduction, which can be used in further activities

Keywords: motivational factors, vocal lesson, distance learning, art disciplines, competence

*Corresponding author

INTRODUCTION

Distance learning in higher education institutions has been used for quite a long time, yet the growth of its relevance is caused by certain conditions related to the pandemic. At the present stage, training is conducted mainly in remote mode, limiting it to minimal face-to-face actions. The decision to use this mode led to a reorganisation of the educational process, rapid integration of students into the new regime and rhythm of work, which offers new ways to conduct

vocal classes and gradually accustom to the conditions in which direct contact is replaced by indirect communication. This method of teaching requires modification in terms of the approach to organising classes, transferring knowledge, and verifying learning outcomes. The application of didactic methods contributes to the active use of various online platforms, which allows discussing the need for the operation model characteristic of the electronic study. Motivation for

learning is a factor that encourages the student's confidence in their own abilities and is one of the main competencies of the teacher [1].

Motivation is one of the most commonly used and analysed terms to describe all the mechanisms responsible for developing, aiming, supporting, and stopping certain actions. Motivation for distance learning includes orientation of the student's behaviour, which leads to obtaining specific achievements and performing professional tasks. Chat meetings have become the only way to communicate in real-time, so all the theoretical knowledge and practical experience of the teacher in the field of motivation should be used in these specific conditions of teaching and communication. Even when the student is generally highly motivated, the curriculum is at times weakly related to the field of study. Communication is limited to conversations in chats and messages. Thus, language communication becomes the main interaction with another person, mostly without the ability to capture non-linguistic messages, such as voice tone, speech rate, eye contact. In a nonverbal relationship between a teacher and a student, a sense of anonymity develops, setting new challenges for the teacher. Therefore, it is essential to acquire new competencies to effectively teach and motivate [2; 3]. Student motivation is one of the key elements of the didactic process, which largely determines the effectiveness of learning. The issue is that the motivation changes over time as it is associated with the emotional state of a person – so it is characterised by high variability and dependence on many factors: individual features, characteristics of the teacher, the teaching method, the scope of material, professional features. Internal motivation is influenced by such elements as evaluation of remote learning benefits, autonomy, order and verification of lessons. Although distance learning is associated with access to innovative technologies, with which most modern students are familiar, habits acquired as a result of previous education encourage procrastination, shifting most of the responsibility for the course of mastering knowledge to the teacher, and the lack of self-discipline makes it difficult to effectively follow this path [4].

Evaluation of remote learning begins at the stage of determining the needs of the target audience. The actual needs of students can solely be discovered at the beginning of the lesson and thus verify the assumptions made. This evaluation should include the adaptation of artistic learning activities to the expectations stated by the subjects. The productivity of activities depends on the achievement of goals in terms of acquired knowledge and skills. When investigating this effectiveness, it is necessary to take into account not only the variety and adequacy of methodological solutions used but also the method and style of conducting classes and the involvement of teachers and students. The teacher should undoubtedly be willing to help, but provide assistance only on request or on a specific instance. Its role is to facilitate joint learning, encourage participants to cooperate and share their experiences. The ability to communicate properly with students is especially important

through the use of clear, concise, accurate, and understandable messages, as well as through proficient listening and perception of needs [5; 6].

The purpose of the study is to cover and review the core aspects of motivation among students of art disciplines, particularly during vocal lessons in distance learning.

MATERIALS AND METHODS

The theoretical and methodological basis of the research consists of the following methods: cognitive, comparative, didactic. The cognitive approach consists in setting the issue of correlation between motivational consciousness and external environmental factors. Motivation within cognitive functions was considered as a means of organising, transmitting, and processing educational information. The student's incentive property was considered as the individual's conscious infrastructure during self-study. This method connects the characteristic role of the individual in the cognition of artistic activity with one's own motivation and other processes that reveal the undoubted effectiveness of the method used. In the cognitive aspect, students' motivation is characterised by empirical resources and a complex of various theoretical experimental concepts. The need for cooperation with the actual empirical mechanisms is due to word usages that motivate to a particular action. The studied method represents a certain contextual property of the student, which is limited to specific cultural and social opportunities and indicates the inclusion of quantitative methods that predominate in the sociological consideration.

The comparative approach characterised the differences in motivation between distance learning students and students in higher specialised educational institutions. The results showed that during the remote study, students are no less intrinsically motivated if different teaching incentive methods and programmes are involved. By comparing certain social phenomena and processes, similarities and differences in the motivation orientation in the case of discrepancies in the specific features of phenomena and their uniqueness were identified. The substantiated content determined the social and individual homogeneities and the general orientation of the group of students in vocal classes. Issues of student's encouragement and support are discussed and studied in the academic sphere of Ukrainian and foreign science. The study outlines the ways to increase the motivation of art students during remote training. The research covers core aspects and features of the operation with information technologies along with the positive and negative aspects of such educational activities.

The didactic paradigm is to study the motivation, the vector of which is determined by the kind of information and scope and number of internal factors. With the help of this paradigm, there is a tendency to adopt a motivational view, limited by complex and dynamic tools that interact with each other and directly affect the learning process. This method constructs specific motivational environments for the effective development of art students' stable personal characteristics focusing on the selection of their successful

competencies. Didactics, in this case, is based on teaching vocal subjects, analyses, studies, and comprehends their general points during distance learning, developing scientific elements of the organisation of pedagogical practice. Having defined the content of concepts, didactics updates the forms of educational work and uses its own patterns to improve the structure of professional skills enrichment. However, the research on increasing motivation in distance learning requires more attention in the Ukrainian academic community. Moreover, the existing planning and programme materials and documents, reporting elements based on the results of managerial educational activities within higher educational institutions were used as the basis for the study.

RESULTS AND DISCUSSION

Students are an essential resource for any educational institution. Participation in classes gives them the opportunity to obtain a good professional education, be able to mobilise and constantly improve. Engaging students in vocal classes and improving their skills contribute to the expansion of skills and abilities that can be used in later life. The psychological mechanism of motivation consists in initiating the process of choosing between different behaviours and forms of activity that can satisfy perceived needs and aspirations. Therefore, it is important that during distance learning, the institution motivates students to acquire professional skills, allows them to participate in various conferences and industry-specific additional classes. A low level of stress is associated with a low level of readiness to complete tasks, which leads to negative results. However, the same unsatisfactory result can also be an indicator of high levels of stress that interfere with proper learning. It is worth noting that each student is unique, some of them learn quickly, while others take longer to master their skills. Despite different opportunities, they have to overcome failures in their learning process. This creates interests, hobbies, and passions that force people to study first and then work which becomes a pleasure rather than an unpleasant duty [7].

Motivation is widely discussed in the academic community, various theories attempt to explain the motivational mechanisms that underlie students' activities to achieve their goals, guided by different motives. Motivation responds to different situations, is internal and external, conscious or unconscious, may result from certain motives. Art students show a predominantly professional attitude, approach learning pragmatically and expect that the educational institution will help them plan and continue their professional career, preparing them for entering the labour market. They perceive the learning process through the prism of an intermediary between the field of formal education and the labour market. The discrepancy between knowledge and new information coming from the external space encourages people to explain this contradiction and understand a specific issue. To reduce the unpleasant feeling of dissonance, they search for an answer to a troubling issue guided by their

own cognitive interest, naturally expanding their structures of knowledge, skills, and competencies. Based on motives and expectations, interests, passions, and hobbies arise. Otherwise, there may be a tendency to avoid tasks, which indicates a number of behaviours to which externally motivated subjects of educational activities are prone [8; 9].

The modern art student is facing rapid development and socio-cultural transformation, which leads to changes in various spheres of life and functioning. Such conditions modify and develop competence in the intellectual, emotional, and social aspects. To be able to act actively and effectively, the subject needs external and internal stimuli that give a sense of desire to perform tasks, freedom of will, and satisfaction from achieving the goal. Distance learning is a response to the difficulties in accessing conventional education and the possibility of flexible and attractive enrichment with modern artistic skills and abilities. Teaching is commonly combined with e-learning, which means distance learning using electronic tools that are aimed at supporting the learning process, mainly with the use of innovative resources. It involves shifting from existing teaching methods, combining online forms and computer-mediated communication. The use of information technologies, systems, portals, and platforms contributes to better assimilation of the material and communication in the learning process. The above-mentioned issues, the solution of which depends on the generally accepted quality of education, become views that coincide with the state policy on the structure of the education system and its access.

Students who have very low motivation to learn are a major issue of distance learning. Since the lack of direct contact is a big obstacle to the establishment of an organised and interested group. In addition to the use of effective methods that have a direct impact mainly on the internal motivation of distant students of art disciplines, it is also necessary to strengthen their external motivation. If external motivation is affected, the reward method and clear requirements should be involved. However, this phenomenon is largely determined by an individual's characteristic features and emotional factors, is difficult to influence from the outside, and in any case, there is never any certainty about its effectiveness. However, it seems that those students who were initially highly motivated are most likely to be fully involved in distance learning. Therefore, such classes should be conducted taking into account the criterion of motivation, as it makes the teachers' actions more productive. Student involvement is one of the key issues of distance learning didactics. The motivation to study is influenced by administrative and technical aspects, the programme of classes and their organisation.

To correctly select and effectively use strategies to motivate art students to learn, it is first required to identify their needs and expectations. They have many different needs and expectations, in terms of subjects and distance learning. These motives can be divided into four categories: professional, social, personal, and cognitive (Fig. 1).

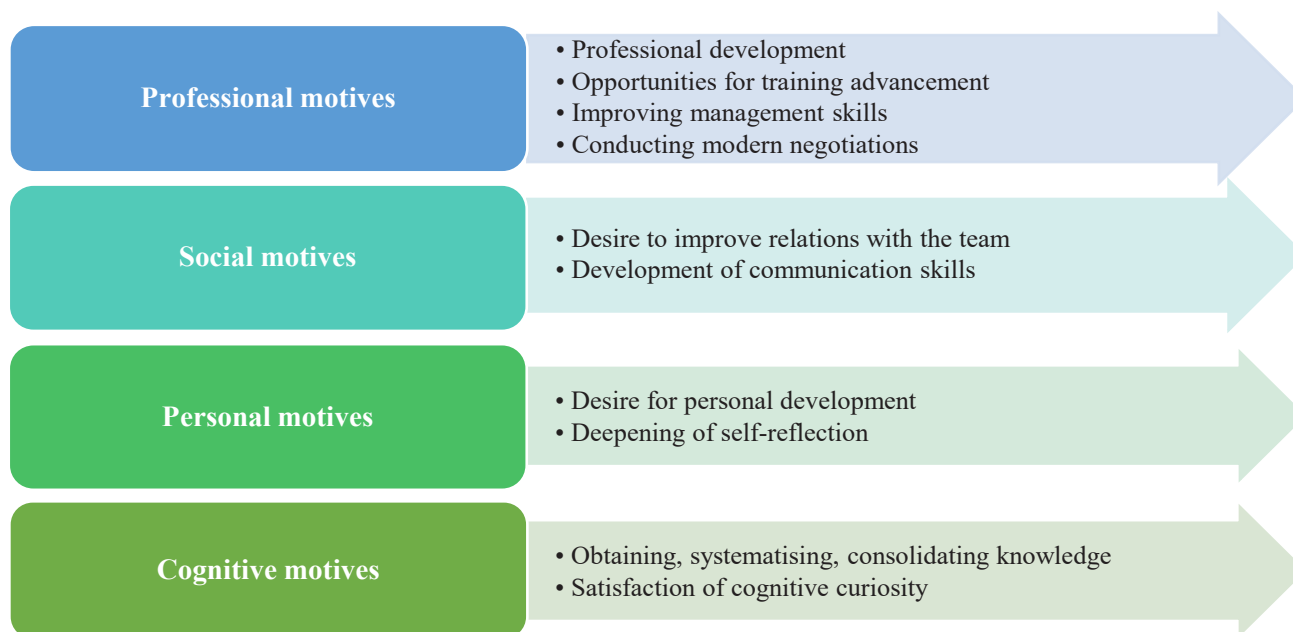


Figure 1. Categories of motives of higher education applicants for studying art disciplines

According to Figure 1, the first category includes the expected consequences of education: professional development, greater opportunities for academic advancement, improved management skills, and modern negotiation. Social motives concern, first of all, the desire to improve relations with the team, for example, through the development of the ability to listen, understand, cooperate, or solve complex situations [10]. Personal motives include the desire for an individual's improvement, for example, increasing openness, deepening self-reflection, reducing shyness in contacts with people, and developing personality. On the other hand, cognitive motives are those that arise from statements directly related to the intellectual sphere, that is, the acquisition, consolidation, systematisation, or expansion of knowledge, the satisfaction of cognitive curiosity, and subsequent education. Professional and social motives are especially important for art students, in particular vocal lessons, since training should provide them with basic tools, develop social skills, which, in addition to the theoretical aspect, will also have a considerable practical dimension.

Acquiring professional skills and knowledge is not as important as being able to use them in professional life. Therefore, the obvious method of motivating subjects – putting skills into practice – is not easy to introduce. During distance learning, the greatest difficulty lies mainly in maintaining contact with students and constantly ensuring its smooth improvement rather than establishing it. In the case of in-person classes, this is facilitated by friendly non-verbal communication and the fact that classes are mandatory and cyclical. Therefore, most of the work with distant students is a conversation on the main topics, at times delegating tasks to be performed. Tasks should be specific and open to testing knowledge, encouraging independent reflection. Skilful application of rewards and punishments is also especially important in this format of learning. Both groundless

praise and overly critical comments do not contribute to the student's desire to delve into a professional topic. It is crucial to take statements carefully, comment in such a way that the student feels appreciated and intrigued. It is worth encouraging them to share their own experience, inspire them to combine theoretical knowledge with practical one, which facilitates deep understanding and increases interest in the topic [11].

Regardless of the implementation form of the didactic process, students' interest is an integral condition for its achievements and progress, since art students with a high level of motivation are more persistent and, certainly, less prone to unpredictable and irresponsible actions. A key condition for motivation is contact between the teacher and students. Impaired communication, a limited number of nonverbal messages, and a lack of physical presence notably limit a proportion of individual work that requires autonomy and self-control, causing feelings of isolation or loneliness in action. To maintain motivation, it is essential to receive feedback on a particular action. Such information can be the result of independent reflection, and in the case of a didactic process, its source is the teacher. The content of the most relevant information in the field of motivation with the specific features of the educational artistic process using distance learning methods indicates the following major problem areas: lack of physical contact between the teacher and students, limited access to feedback, and possible difficulties in communication. From the standpoint of the aspects discussed, the form of the didactic process is of great importance, taking into account the specificity and features of the educational environment [12; 13].

Distance learning differs from conventional teaching by limiting direct contact between the student and the teacher, oral communication is replaced by written communication. The teacher acts as the organiser of the educational

process, increasing the independent readiness of the group to perceive professional materials. On the other hand, the student must demonstrate self-control and intrinsic motivation, which must be properly initiated and controlled by the teacher. Some students are motivated at first, then their commitment weakens, while others, on the contrary, slowly engage in the matters, but perform them persistently. Parents also have a considerable influence on this process, their presence commonly supports student's activities and helps in setting the goals correctly. Factors that support motivation include a good and friendly atmosphere during interactive classes, clarity of work and communication rules, adequacy of the proposed methods for organising education, the appropriate pace of learning, and the pleasure of participating in remote classes. Therefore, it follows that distance education should be flexible, which will allow adapting activities to the needs of students of art disciplines. Such education requires the transformation and adaptation of existing tools and methods to the new learning environment and certain changes in one's own habits [14].

A high interactivity level makes it possible to increase the likelihood of attracting students to various types of art classes, in particular vocals, and involve them in a full course of remote learning in general. To maximise results and maintain interest and motivation, it is necessary to suggest using basic information in a unique way, using minimal computer skills. The navigation elements should be clear, and the materials should contain specific instructions, ensuring intuitive use of information. With virtual meetings, students can still feel part of the lesson. When developing materials, the teacher should encourage and strengthen their motivation to learn. The choice of distance learning methods is quite wide and consists in adapting the method to the situation, taking into account the activity of the group. It is essential to develop the habit of completing tasks in the learning process. Distance learning facilitates the postponement of work, so this should be prevented. The development of new habits takes time, so it's important to rely on outcomes. It is recommended to suspend the assessment process for the period of remote training, as the threat of poor grades does not motivate. It is better to focus on what interests students than to force the programme.

Distance learning should be conducted in such a way that the main motivational curriculum can be implemented, taking into account the limitations caused by the format of the work. The motivational program stimulates the activity of the individual and directs it to achieve the planned results. During distance learning, students' motivation may weaken since the teachers, as its main source on a daily basis, are not physically present. The main signs of reduced motivation among students are truancy, being late, passively participating, and not completing tasks. Actions to increase motivation depend on cognitive or emotional factors. In the first case, difficulties in mastering the material are caused by insufficient knowledge, not understanding the content of teaching, or inability to perform tasks. In such a situation, the teacher continues the assistance provided

earlier in the educational institution. Emotional factors are caused by adversities that students have encountered before – low self-esteem, lack of confidence in their own freedom of activity. However, the need for distance learning can deepen those factors. Emotional factors combined with the lack of parental support most negatively affect the motivation of art students [15].

The digital tools, especially those related to distance learning, including the most intelligent ones, should support the main goals of art education. These issues are inter-related, so the decisions should take into account various pedagogical, psychological, and methodological aspects related to the adaptation of education to the variety of professional characteristics and abilities of students. To develop student's professional skills in the context of distance learning, the teacher should timely identify the difficulties that arise due to the need to obtain skills at home and lack of support. Teachers can share their experiences and thoughts since it is important for students to understand that they are not the only ones going through tough emotions and bad days. This makes their communication more reliable and links the mental activity, the practice of previously learned material, and preparation for vocal skills [16]. The teacher must choose words carefully since in digital space they have more power than in real life, where nonverbal communication neutralises and weakens potentially negative messages. The teacher assists in fulfilling and strengthening the potential of students, perceiving their weaknesses, developing resilience to failure.

At the present stage of education development, vocal classes in higher education institutions are undergoing changes and restructuring, which notably affect their further improvement and perception. However, the specific features of art education and student operational behaviour are extremely important for the future of society. Those factors are the basis for effective innovative development of education, which confirms the level of their professional readiness to perform tasks. Therefore, to be properly prepared for operating in the new reality, the students, in addition to performing basic activities within the framework of special education, are forced to participate creatively in their own acquisition of knowledge and professional skills in a certain way. Motivation, as a core aspect of the development of professional skills, plays an integral role in the art community. It determines the state of readiness for action and regulates distance learning. Its conscious part is only a fragment of a multifaceted impact on students of higher education institutions based on professional analysis. This phenomenon is so important that understanding and cognition of its determinants can directly affect the implementation of the students' professional goal, the essence of which is established by the functioning of the subject within the induction of the desired effect, which manifests itself in certain forms of behaviour and activity [17; 18].

Internal motives do not always underlie the educational process. Most frequently, this phenomenon occurs in a more formal social environment. Students who are required

to complete a specific set of art subjects are commonly guided by external motives, participating in distance learning due to fear of negative consequences. The same applies to professional development, which can be diverse and affect the pace and quality of attitude to the work performed. Behaviours resulting from intrinsic motivation are performed effortlessly and generally with high emotional or cognitive involvement, while behaviours motivated by external factors require specific effort and additional reinforcement, mainly from the social environment. Lack of positive or negative reinforcement from the environment makes one stop in its affairs. Students mostly expect teachers to constantly motivate them since independent learning without external control in this case seems impossible. Therefore, it is essential that the initial motivation accompanied by the learning process develops interests that allow finding passions. Such factors will provide the student with satisfaction from the content of education, which will facilitate overcoming difficult moments and tolerating failures.

The conducted research confirms that the higher the motivation, the higher the purpose and personal abilities of the student, as well as their emotional involvement, which occurs during the action. Goals accompany the learning process in a distance format. They can develop in the process of learning and be inconsiderable, however, over time they can become priorities related to the needs experienced by participants in the educational process. Therefore, it is important to set goals and think about how to achieve them to make the most of learning period. Students' motivation and expectations for distance learning play a major role in their priority goals. For example, if they are focused on acquiring the specific practical skills needed to perform an artistic profession, they are more likely to focus not only on theoretical but also on practical knowledge. The task is to balance and understand the motivations, goals, and needs that determine learning choices to effectively and optimally manage personal development and plan related activities. Thus, in the coming years, students' educational awareness of the success factors in the labour market should grow steadily, marking the acquisition of professional skills and abilities [19; 20].

Through specific experience, exchange of opinions and observation of phenomena occurring in artistic activities, students actualise their own beliefs about the importance of higher education and their own activities in their professional careers. Mostly, internally motivated students are aware of their own aspirations, reflecting personal motives for choosing higher education. Motivation promotes broader and more professional development, becoming a particularly interesting issue for art teachers and future employers. This subject matter is extremely relevant, especially in the context of recent changes in the labour market and higher education. One of the main tasks of higher education institutions is to teach students to acquire and supplement the knowledge and skills necessary for professional work. Conducting other additional forms of teaching should contribute to the acquisition of new skills necessary in the labour market, in the education system, and throughout

life. In combination with these tasks, the teacher should monitor students' professional careers to better adapt their areas of study and curricula to the distance learning process. Constant changes in the structure of education substantially affect the analysis of the integrated educational process of the state. Art students expect the institution to support them by consciously planning and implementing their professional careers [21].

CONCLUSIONS

The motivation of art students to study is one of the main components of the educational process and the acquisition of professional skills and abilities, especially during distance learning. The teacher's role remains important since they tirelessly make every effort to achieve the overall desired result. Optimal communication between students and teachers allows supporting information technologies that directly affect teaching practices and provide a remote mode of skill acquisition by social constructivism. The core aspects of external and internal motivations are focused on a conceptual basis and consider these phenomena from the modern prism of real innovative education, which includes a wide range of contextual and social aspects of influence. Those aspects are the systemic components of the motivation structure of subjects in remote vocal classes.

Motivation is a means and method of encouraging students to work effectively and actively develop professional skills and abilities. This methodology adapts and transforms pedagogical goals into student goals. Their essence establishes an appropriate attitude to vocal discipline by spreading awareness on its importance for the individual and intellectual development in general. Motivation is a perpetual phenomenon since the study of professional material lays a certain foundation for the implementation and strengthening of further training. The priority requirements of educational motivation during distance learning are the organisation of practical activities, creation of conditions for the development of motives, maintenance of students' desire for self-education and self-development, mastering knowledge for future activities, provision of interesting educational materials.

In the modern world, student's independent work is becoming essential and is an integral element of the educational process along with classroom work. Distance learning increases the effectiveness of independent work, provides educational applicants with access to non-conventional information sources, offers new opportunities for consolidating professional skills and creative expression, as for teachers, it allows them to implement modern methods and forms of learning using conceptual modelling of processes. With the improvement of distance learning elements, constant changes in external factors, and the advancement of information technologies, it is planned to develop such a format of information assimilation. The improvement of self-development skills is especially necessary for every student of art disciplines in professional activities since those skills allow choosing the optimal solution to issues in complex situations and facilitate making responsible decisions.

REFERENCES

- [1] Zimmerman, B.J., & Schunk, D.H. (Eds.). (2008). Motivation: An essential dimension of self-regulated learning. In *Motivation and self-regulated learning: Theory, research, and applications* (pp. 1-30). Mahwah: Lawrence Erlbaum Associates Publishers.
- [2] Schopieray, S. (2020). Motivation to learn in adult computer-based distance education: A Review of Literature. *Proceedings of MWERA Conference*, 32, 36-44.
- [3] Ryan, R.M., & Deci, E.L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-67.
- [4] Palloff, R.M., & Pratt, K. (2019). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco: Jossey-Bass Publishers.
- [5] Martens, R.L., Gulikers, J., & Bastiaens, T. (2004). The impact of intrinsic motivation on e-learning in authentic computer tasks. *Journal of Computer Assisted Learning*, 20(5), 368-374.
- [6] Ley, K. (2019). Motivating the distant learner to be a self-directed learner. *21th Annual Conference on Distance Learning and Teaching*, 2019, 33-41.
- [7] Hurd, S., Beaven, T., & Ortega, A. (2001). Developing autonomy in a distance learning context: Issues and dilemmas for course writers. *System*, 29(3), 341-355.
- [8] Dennen, V.P., & Bonk, C.J. (2007). We will leave the light on for you: Keeping learners, flexible learning in an information society. In B.H. Khan (Ed.), *Flexible learning in an information society* (pp. 64-76). Hershey: IGI Global.
- [9] Chamot, A.U., & O'Malley, J.M. (2019). *The CALLA handbook: Implementing the cognitive academic language learning approach*. New York: Addison-Wesley Publishing Company.
- [10] Abdullah, M.M.B., Parasuraman, B., Muniapan, B., Kore, S., & Jones, M. (2008). Motivating factors associated with adult participation in distance learning program. *International Education Studies*, 1(4), 104-109.
- [11] Plummer, D.C. (2018). *Cloud computing confusion leads to opportunity*. Washington: Gartner Group.
- [12] Dewey, J. (2018). Experience and education. *Australian Journal of Adult Learning*, 58(2), 292-296.
- [13] Anderson, T., Rourke, L., Garrison, D.R., & Archer, W. (2001). Assessing teaching presence in a computer conference context. *Online Learning*, 5(2). Retrieved from <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1875>.
- [14] Gaspar, H. (2019). *Five ways to boost conversions with dynamic content*. Retrieved from <https://neilpatel.com/blog/boost-conversions-with-dynamic-content/>.
- [15] Quendler, E., & Lamb, M. (2016). Learning as a lifelong process meeting the challenges of the changing employability landscape: Competences, skills and knowledge for sustainable development. *International Journal of Continuing Engineering Education and Life Long Learning*, 26(3), article number 273.
- [16] Sanchez-Franco, M.J., Peral-Peral, B., & Villarejo-Ramos, A. (2014). User intrinsic and extrinsic drivers to use a web-based educational environment. *Computers & Education*, 74, 81-97.
- [17] Artino, A. (2018). Motivational beliefs and perceptions of instructional quality: Predicting satisfaction with online training. *Journal of Computer Assisted Learning*, 24(3), 260-270.
- [18] Hara, N., & Kling, R. (2000). Student distress in a web-based distance education course. *Information, Communication & Society*, 4, 557-579.
- [19] Paulus, T., & Scherff, L. (2008). Can anyone offer any words of encouragement? Online dialogue as a support mechanism for pre-service teachers. *Journal of Technology and Teacher Education*, 16(1), 156-161.
- [20] Bekele, T. (2010). Motivation and satisfaction in internet supported learning environment. *Educational Technology and Society*, 13(2), 116-127.
- [21] Keller, J. (2010). *Motivational design for learning and performance*. New York: Springer.

Ірина Анатоліївна Гавран¹, Росіна Сергіївна Гуцал²,
Світлана Миколаївна Царук²

¹Київський національний університет культури і мистецтв
01601, вул. Євгена Коновальця, 36, м. Київ, Україна

²Хмельницька гуманітарно-педагогічна академія
29013, вул. Проскурівського Підпілля, 139, м. Хмельницький, Україна

Мотивація як стрижневий аспект формування фахових умінь та навичок у період дистанційного навчання студентів мистецьких дисциплін

Анотація. Актуальність дослідження полягає в тому, що дистанційне навчання абсолютно повністю змінює характер взаємовідносин між викладачем і студентом, відкриваючи водночас сучасні можливості для самостійного розвитку. Однак такий тип засвоєння знань вимагає самодисципліни й високої мотивації, адже процес взаємодії суб'єктів поступово видозмінюється та передбачає загальний розвиток індивіда й переміщення акценту на самостійну пізнавальну діяльність. Велика кількість студентів не готова до вивчення навчального матеріалу у віддалених умовах, що підтверджується недостатнім рівнем самодисципліни та схильністю до непередбачуваних дій. За неналежних умов організації дистанційного навчання суб'єктів мистецьких дисциплін, зокрема уроків вокалу, навчальний матеріал набуває нецікавого характеру й сприяє втраті мотивації. Для ефективної роботи важливо правильно та зрозуміло сформулювати завдання, охопити їх характерною значимістю, що має стати в перспективі внутрішньо прийнятою студентом. Мета дослідження – розкрити та здійснити огляд стрижневих аспектів, що становлять складову мотивації в студентів мистецьких дисциплін, а саме під час уроків вокалу в процесі дистанційного навчання. Навчальна мотивація в межах віддаленої форми виступає обов'язковою передумовою продуктивної навчально-пізнавальної діяльності. Необхідність доступу до якісної освіти із застосуванням інформаційних та електронних засобів є основною вимогою сучасної освітньої системи. Зі швидкою зміною середовища і вимог до дистанційного навчання широкого значення набуває проблема нестачі інформації щодо впливу мотиваційних елементів. Важливим напрямом інноваційної інтеграційної структури навчальних закладів є інформаційне забезпечення студентів з метою подальшого отримання якісних результатів. Практична значимість полягає в пошуку механізмів розвитку мотивації суб'єктів віддаленої освіти мистецьких дисциплін у вищих навчальних закладах, висвітленні основних практичних рекомендацій для підвищення мотивації в цьому форматі відтворення інформації, котрі можливо використовувати в подальшій діяльності

Ключові слова: мотиваційні фактори, урок вокалу, дистанційне навчання, мистецькі дисципліни, компетентність

UDC 378:373.011.3-051:140.8]:37.014.3
DOI: 10.52534/msu-pp.7(3).2021.102-109

Nataliia V. Olkhova*

Lesya Ukrainka Volyn National University
43025, 13 Voli Ave., Lutsk, Ukraine

Development of the Ideological Culture of the Future Primary School Teacher in the Conditions of the New Ukrainian School

Article's History:

Received: 20.05.2021

Revised: 15.07.2021

Accepted: 26.08.2021

Suggested Citation:

Olkhova, N.V. (2021). Development of the ideological culture of the future primary school teacher in the conditions of the new Ukrainian school. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 102-109.

Abstract. The value system of the Organisation of the New Ukrainian School (NUS) aims to adapt the education system in Ukraine to progressive international standards in terms of prospects for Sustainable Development and lifelong education, while preserving the best traditions of national pedagogy. In the vector of such ambitious plans and positive prospects for qualitative transformations in education and other social existence areas, the NUS teacher's personality acquires central significance. The problem of developing a worldview culture become central. We propose to define it as a "positive worldview culture of the teacher". The study aims to mutually integrate the concepts of the worldview culture of primary school teachers and the ideological, axiological and practical aspects of the NUS implementation. In preparing the study, the authors used observation, description, complex analysis, analysis of the regulatory framework for the implementation of the NUS and the updated standard of education, functional method, comparison method, System Analysis, generalisation and abstraction. As a result, the study analysed the concept of the worldview culture of primary school teachers, defined the directions and sources of developing worldview culture of future primary school teachers, and structured the main desirable features of the worldview culture of the future teacher of NUS formed during studying at HEI. The study found out that ideological culture is associated not only with the intellectual development and assimilation of universal knowledge in a ready-made form (uncritically, without rethinking), but also with the interpretation of this knowledge in the light of personal experience, personality-oriented values and attitudes. The article substantiates the importance of organising professional training of future primary school teachers to achieve a high academic indicator of mastering knowledge, practical skills, and a generalised higher level of competence readiness, which is a professionally determined worldview culture. The study actualises the necessity to pay increased attention to the part of organising the training of future NUS teachers to the fundamentally important concept of a positive worldview culture

Keywords: worldview, worldview culture, primary school, school reform, educational reform, teacher training

*Corresponding author

INTRODUCTION

The new Ukrainian school (NUS) is conceptualised as a critical educational reform in all years of Ukraine's independence. It provides for drastic changes in the educational mechanism that meet the education system in Ukraine with advanced international standards and allow learning the best world experience. In general, modernising approaches to reforming the educational vertical go along with such relevant concepts as sustainable development and lifelong

learning for the world community. At the same time, they preserve and embody the best traditions of national pedagogy. The fundamental importance of the NUS is that it is the starting point for consistent reform of the entire educational vertical. High-quality implementation of the NUS principles can catalyse qualitative educational changes and guarantee qualitative transformations of the entire social mechanism. At the same time, this process is still yielding

results. Thus, the new Law of Ukraine, "On Education" [1], which regulates fundamental concepts and outlines the paradigm of the NUS, was adopted in September 2017. Accordingly, in February 2018, the Cabinet of Ministers of Ukraine approved a new state standard of primary education [2]. On January 16, 2020, the Law "On Full General Secondary Education" was adopted [3], which continues to develop the achievements of the NUS, updating them at a new level – in accordance with the educational needs and features of the psychophysical development of Secondary School students. Gradually, reforms in line with the values that form the axiological basis of the NUS will cover the entire education system. The system of Organisation of the transformation environment of the educational system primarily provides for the ideological transformation of participants in the educational space, where its two integrated poles (teacher, on the one hand, and student, on the other) are mutually dependent. An integral personality of the teacher, or rather those worldview attitudes that determine professional activity and manifest a common worldview culture, is a prerequisite for educating socialised, competent young people adapted to the conditions of the modern world from the lowest levels of the educational pyramid. If the teacher's worldview does not correspond to the ideological foundations underlying the NUS philosophy, the cognitive-praxeological dissonance will completely devalue the innovative values prescribed by the charters of the reformed primary school. That is why developing a teacher's ideological culture is a matter of significant relevance and the key to a successful and consistently implemented axiological component of the NUS [4, p. 15].

Developing the ideological culture of future teachers in the process of their professional development and acquisition of professional competencies deserve special attention as well [5, p. 31]. This question has become relevant not only in Ukrainian but also in foreign scientific writings. Thus, B. Parydinova and K. Kaldybay [6, pp. 211-218] note the need to pay attention to the development of the spiritual outlook of teachers. Yet, there were some accents or specifications. That the qualities that characterise the spiritual worldview of teachers change depending on the social structure of the state and the prevailing ideology, religious and secular views, as well as the level of development of pedagogical science. The spiritual worldview of teachers is one of the essential characteristics of the pedagogical training of the individual. The development of a spiritual worldview is mutually related to the individual's moral ideal and humanistic attitudes. Seeing the issue from such a perspective is an integral part of the overall problem of developing the ideological culture of the future teacher. If to consider worldview culture as a configuration of the behaviour learned by a person and the ontological results of this configuration, the spiritual component is the driving element of the development of worldview culture. A. Senchenko and A. Borodai [7, p. 239-241] share the same opinion. Thus, the thesis about the manifestation of the ideological culture of the individual is of fundamental importance for the

study not only in the function of promoting the realisation of individual spirituality, but also in the very ability of a person to spiritually transform reality. At the same time, a developed ideological culture also initiates the process of progressive, systematic spiritual improvement of the individual, expanding the boundaries of spiritual power. Ideological culture, in general, is also closely connected with the processes of self-knowledge and self-improvement, which are inherently spiritually deterministic. In the paradigm of the teaching profession, it is a catalyst for professional improvement with a life perspective (in terms of lifelong learning). The idea of future teachers about the ideological culture, its essence and functions in the structure of personal development is the basis for the personal and professional development of applicants for the profession of primary school teachers. Yet, in the future, it can be decisive for the development of the ideological culture of students. This is especially topical in line with the concept of "worldview education", which is actively developed in the studies of foreign researchers [8, p. 242-254; 9, p. 1-16].

According to the author, teachers' professional success and the educational achievements of their pupils do not depend solely on the qualities of shaping the outlook of future primary school teachers. Since young teachers with professional consciousness and already formed orientation in the direction of the NUS can assimilate better and broadcast the innovative program of primary schools and qualitatively and comprehensively influence the professional activities of their senior colleagues, the latter ones have to retrain to carry out professional activities within the NUS, which is a complex and ambiguous process. Consequently, young primary school teachers who are professionally formed in the axiological plane of the NUS can become effective facilitators in adapting to the new requirements of the professional activity of older teachers.

Now there is a clear need for a qualitative methodological generalisation: regarding the mutual integration of the concepts of the worldview culture of primary school teachers and the ideological-axiological and practical aspects of the implementation of the NUS, which constitute *research objectives*. This goal provides for the implementation of the spectrum *research tasks*: (1) to analyse the concept of the worldview culture of primary school teachers; (2) to determine the directions and sources of developing the worldview culture of future primary school teachers; (3) to structure the main desired features of the worldview culture of the future NUS teacher formed during studying at HEI; (4) to outline the prospects for further research on the topic.

LITERATURE REVIEW

The updated standard of Primary Education provides for changes concerning the educational process of younger schoolchildren and documents the need for teachers to apply innovative approaches to the organisation of pedagogical activities [2]. This stimulated large-scale retraining of primary school teachers during 2018-2019. The purpose

of such events was to help teachers: a) in mastering the necessary knowledge and skills to work effectively in the NUS paradigm; b) in acquiring relevant competencies; c) in overcoming the stereotypical vision of the primary education system laid down by professional, ideological values that today do not meet the needs of the time and direct the task of Modern School as an important social institution that drives the entire process of qualitative social transformation [2]. The learning was conducted as distance (online) learning, localised on the EdEra platform. However, there are also more practical face-to-face sessions accompanied by specially trained coaches. Consequently, the algorithm for reforming primary schools in the direction of the NUS appropriately predicted that the first step in this direction is to adapt teachers to the new education system. However, three years of experience in implementing the NUS has shown that the ideological stereotyping of NUS teachers is one of the significant obstacles to the full implementation of the reformed educational model [2]. The ideological culture is the fundamental element of the teacher's professional personality, which, on the one hand, is essential for new standards, and on the other, is much more challenging to adapt. However, despite the importance and relevance of forming ideological foundations for the further professional success of future NUS teachers, official regulatory documents say very little about their worldview. There are isolated references to the worldview in the context of pedagogical influence on the student of the NUS, which do not concern the teacher's personality itself. In modern scientific literature, the situation with the development of the ideological culture of the future NUS teacher is not much better. Thus, there are only incidental mentions concerning philosophical origins of the development of the intellectual culture of the future NUS primary school teacher in the studies of O.A. Golyuk, N.A. Pakhalchuk [10]; A.S. Drokina [11], L.O. Dubrovskaya, V.L. Dubrovsky [12]; N.O. Kushnir and V.V. Shakotko [13], Z.S. Galko [14], K.S. Ovsienko [15], etc. However, the issue of the ideological culture of NUS teachers is not conceptual here. The discourse on changes and content of primary school teacher training primarily focuses on pragmatic issues of adaptation to the NUS system of the list of academic disciplines in educational and professional programs of applicants for "013 Primary education" speciality and updating the structural part of pedagogical practices [5]. There are also general issues of advanced training of pedagogy and psychology teachers. The authors pay special attention to the methods of teaching primary school subjects on cooperation pedagogy, the use of innovative pedagogical technologies, the requirements of new educational standards for learning outcomes, and primary school teachers' role in the modern educational process. Some authors also consider ensuring the right of primary school teachers to observe the autonomy of pedagogical activity [5].

Though without a particular scientific focus on the NUS system, I.A. Kovalchuk [16], Y.A. Khairullina [17], Z.M. Khitra [18] discuss the ideological foundations of the

professional activity of primary school teachers in their studies. Thus, the analysis of the literature suggests that even though these authors consider the issues of developing worldview culture of the future primary school teacher, adapting the entire system of schooling, and professional training of primary school teachers to the conditions of the NUS in parallel (meaning the adaptation of the teaching system in the HEI to prepare applicants for the updated environment of education and professional activity), very little attention is paid specifically to the features of developing worldview culture of NUS primary school teachers [16-18]. The closest to the author's understanding of the basics of developing the ideological culture of future NUS teachers is the studies of O.F. Galko "The Teacher's Role in the Modern Ukrainian School" [14, p. 172], arguing that the role of the NUS teacher was not to carry information, but rather to provide individual teaching support for the students. This mission is much more challenging. The author also agrees with L.C. Ovsienko's opinion on the system of values, forming the core of the teacher's personality and constituting the world-view basis of all spheres and aspects of teacher's activity, including professional one. It applies to the value and normative sphere of the teacher's personality [15, p. 124]. In general, the study highlights the vital significance of the philosophical markers of the teacher's personality and interconnection of work in the educational sphere (i.e., pedagogical activity) with the individual's life stance [15, p. 32]. These issues are relevant, and they appear in the paradigm of the problematic tasks of the philosophy of education.

MATERIALS AND METHODS

In the course of the study, the author applied the following methods:

- method of monitoring (the process of implementing the NUS reform, corresponding changes and adaptations of the educational process in the structure of pedagogical higher education institutions that train future primary school specialists, etc.);
- description (reflection of changes taking place in the field of primary education and training of future primary school teachers; preparation of a literature review on the research topic);
- system analysis (based on a systematic approach – to study the concept of worldview culture in a set of factors influencing its development in the structure of training applicants for pedagogical specialities);
- functional method (to characterise the functional aspects of the concept of worldview culture and to analyse the structural elements of worldview culture and factors influencing its development);
- comparison (in particular, in the process of preparing a literature review on the topic, analysing the current regulatory framework for NUS and comparing it with previous primary school standards);
- generalisation and abstraction (when drawing conclusions from the study).

The study also includes the method of analysing

the regulatory framework for the implementation of NUS. Within this framework, the authors analysed such official policy documents for the NUS implementation process as:

- Law of Ukraine “On Education” [1];
- Resolution of the Cabinet of Ministers of Ukraine “On Approval of the State Standard of Primary Education” [2];
- Law of Ukraine “On Secondary Education” [3];
- document initiated by the Ministry of Education and Science of Ukraine “The New Ukrainian School. Conceptual Principles of Secondary School Reform” [4].

The current research has an integrative character and lies at the intersection of the disciplines of “Philosophy” (worldview is one of the most fundamental concepts of philosophical knowledge) and “Pedagogy” (in particular, the problems in higher education and primary school). It corresponds to modern interdisciplinary accents and is a current requirement to solve urgent problems of pedagogy in higher education. This is especially relevant when introducing the worldview principles of NUS with a focus on the personality of the primary school teacher as the leading promoter and the driver of qualitative reformist changes in the educational vertical. On the other hand, in a broad sense, NUS aims to help the future and present generations of primary-school-age children (in the future – all who are involved in the educational process in Ukraine) in adopting fundamental attitudinal changes, which characterise ontological realities of the 21st century. In this process, it is the teacher who has to become a facilitator. In this case, L.S. Tarasyuk's opinion on the importance of awareness of the crisis of the modern educational system [19, p. 32] is crucial for the study. According to the author, the solution depends not only on the education policy reform documents, but also on the teacher's personality. It is especially relevant for primary school teachers due to the sensitivity of the students of this age to the teacher's role as a vital translator of ideas and values about the world, and their dominants. In the light of this, it is essential to update the human and personal attitude values and rationalise the already existing ones, since they determine the content of the NUS teacher's profession. Achieving the far-sighted goal of increasing attention to the personality of the NUS teacher implies developing a new type of student personality, the core of which is the ability to think in categories of global

scales. Thus, interest in the philosophical side of educational activity is primarily due to the objective and perceived role of education in solving problems on a global scale.

RESULTS AND DISCUSSION

The conceptual content of NUS teacher's ideological culture

The conceptual definition of ideological culture is not yet a thoroughly researched issue. It is part of individual culture. The philosophical culture of the individual is an element of spirituality. Through decades of discussions, researchers of the concept of ideological culture agree that ideological culture is the highest achievement of the individual. It is the spiritual and practical foundation of behaviour and an individual's integral and universal quality [16, p. 42]. An individual's worldview culture is the intellectual foundation of the relationships, dependencies and connections that a person creates in the process of developing, transmitting, and applying philosophical beliefs [20, p. 24]. According to the author, this definition is the most accurate one, and it, therefore, constitutes the basis of the study. According to this, worldview culture is an integral phenomenon, a combination of human existence and individual projection – culture and worldview. Individual projection necessarily attracts a proactive component of a person. Consequently, it manifests itself via a professional paradigm of values and practices. Most modern researchers [16; 18; 19] interpret the concept of worldview culture as the result of the individual's acquisition of social experience, certain ways of thinking, behaviour, and the development of activity modes (especially professional ones) so that a person can participate in the general multicultural society, transforming it into an individual deterministic variant. The process involves developing the individual's own beliefs, internal qualities and prospects for practical realisation in the context of professional activity. Culture defines the organisation of a person's professional (pedagogical) life and daily behaviour. It becomes the norm of life and determines a person's actions and inner world [16, p. 25-26]. The concept of morphology defines the construction of an individual's worldview culture. For its part, the morphology of worldview culture has three main elements-levels (Fig. 1).

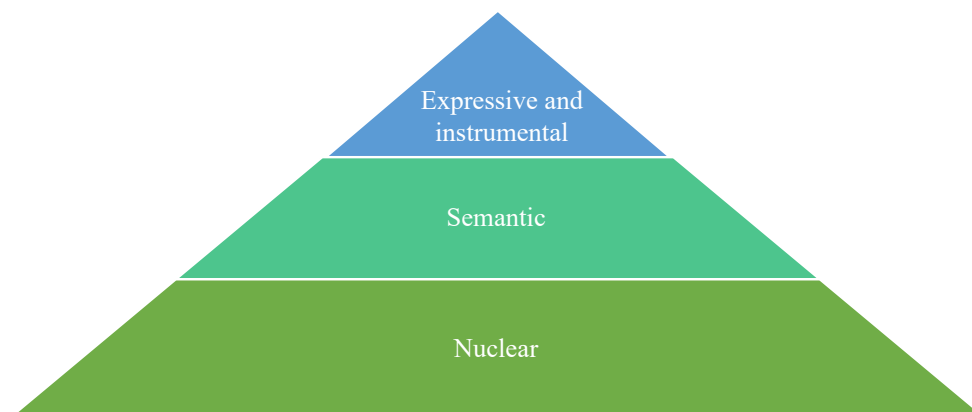


Figure 1. Morphology of worldview culture

Source: developed based on [17, p. 77-79]

The nuclear and semantic levels cover the psycho-physiological features of personality development (from neural clusters and functional constructions – knowledge and value orientations; the worldview substrate develops at this level). In terms of morphology, the expressive and instrumental level is the most important. Here the functions of worldview accumulate. They constitute the functional content of cultural origin – understanding of the world (an individual's knowledge of the surrounding world, self-awareness, acceptance, and integration into this world).

The authors will outline the concept of the worldview culture of the future NUS teacher in a professional aspect under the goals and objectives of the current study. The following markers define the degree of maturity of an individual's worldview culture, adapted to the pedagogical paradigm: a) the integrity of the teacher's personality (in particular its value and action component) b) universality, broadness of spectrum and plasticity (it is an individual's ability to deviate from programmed, instinctive forms of behaviour that determine the level of worldview culture) of pedagogical skills [17, p. 79].

The content analysis of worldview culture concepts of primary school teachers allows determining the main areas of its development, namely:

- critical and conscious attitude towards professional “Self”;
- defining the paradigm of learning throughout life (given the learning process continuity and self-improvement in personal and professional aspects);
- pedagogical creativity: orientation not purely on reproductive pedagogical practices, but a clear awareness by primary school teachers of the value of their theoretical and practical search for effective models of the pedagogical activity, understanding of their self-sufficiency, the importance of themselves as a link in a single process of qualitative social transformations, where everyone creates a context for spiritual and aesthetic self-enrichment and self-growth and the corresponding enrichment of others; in particular, through the generalisation of their own teaching experience in the NUS paradigm and the publication of the results of their pedagogical search to create a high-quality constructive discussion in the pedagogical world and Ukrainian community;
- social activity – a conscious patriotic position and building a social network of relations based on the principles of democracy and tolerance.

Certain directions are determined by the Conceptual principles of secondary school reform [4] and the requirements related to the desired image of a modern school graduate, namely: 1) fully developed and multifaceted personalities, who can and used to think critically; 2) patriotically educated individuals, making responsible civil, socially significant decisions, and respecting the dignity and rights of people regardless of social and psycho-physical qualities; (3) innovative students, who can qualitatively change, transform the world around them, develop

the economy according to the principles of sustainable development, competitiveness in the labour market and enjoying lifelong learning [14, p. 6]. The correspondence of the teacher's own and the desired personal qualities and values that the teacher transmits to primary school students will create the prerequisites for the development of pedagogy of partnership, which can enrich each other in the pedagogical process [16, p. 2].

The process and factors of developing the NUS teacher's worldview culture

The concept of teacher-creator occupies a prominent place among all above-mentioned, particularly in the theoretical and practical aspects. Worldview culture develops not only through intellectual growth and assimilation of universal knowledge, but also through their interpretation in light of their personal experience and personality-oriented values and attitudes. Creative rethinking and the abandonment of standards where this can become a source of enrichment of the educational process and the personal development of a primary school student are the key elements in advancing Ukrainian pedagogy. The teachers with a high level of worldview culture must most obviously convey the same values of manifestation of their own “Selves” in pedagogy. Therefore, the creative worldview culture of the NUS teacher will also stimulate the creativity and non-standard thinking of the students.

It is worth noting that the ideological culture develops via worldview consciousness of the future NUS teacher's personality. Worldview consciousness manifests itself in the ability of a person to make independent decisions and be responsible for them, the ability to think theoretically and see the near and distant prospects of the pedagogical activity, mastering scientific principles, methods of logical analysis and interpretation of information, the ability and natural desire for independent search for truth. Practical manifestations of worldview consciousness are the skills of resolving contradictions in the individual inner world, ideological choice, and purposeful activity to implement worldview ideas and principles in practice, particularly in a professional direction. All the listed components of worldview culture and its substructures are transitional and are formed as stable and fixed (they manifest themselves as features of professional and personal orientation) at the HEI studying stage. Consequently, in the organisation of work aimed at developing the worldview culture of the applicant of the speciality “Primary Education”, it is essential to consistently focus on the axiological and operational paradigm of NUS, which regulates the identity of primary-level teachers. They must be competent in developing desired life worldview culture of school-children, starting from the earliest stages of their socialisation, which inevitably occurs through the institution of the school and the teacher as the promoter of the acquisition of the necessary competencies by the student. At the same time, a teacher relays values regulated by the highest State and international institutions as essential to the modern globalised and closely integrated social paradigm.

Professional training of a future primary school teacher in the environment HEI can become the basis for developing desired models of worldview culture (we suggest using the definition of “positive worldview culture of a teacher” to determine the semantics of the desired model of worldview culture) through the appropriate organisation of the educational process. In particular, it refers primarily to its substantive and procedural aspects. After all, there is a certain dissonance, on the one hand, linked to the impossibility of simultaneously transforming the entire educational system from the top, and, on the other, to the inevitability of the need for such a transformation. This is due to the fact that it is impossible to train a future NUS primary school teacher according to stereotypical, retrograde models of higher education. Thus, it becomes clear how fundamental the changes catalysed by the NUS launch are. According to the pedagogical HEI, the goal of education in value vectors of NUS itself creates the request and forces to search for effective ways of immediate reform of approaches to prepare candidates for 013 “Primary Education” speciality. Difficulties in forming the worldview culture of a future primary school teacher are associated with the diversity of factors and sources of information that determine the applicant's worldview. However, in line with this, the HEI must assume life stance management, balancing and filtering all possible influences. General socio-cultural changes and the spontaneous influence of the media sphere on the personality of the future teacher complicate the process of building desired models of the world worldview culture [18, p. 4-5]. They can shift constructive attitudes towards devaluation of values (for example, under the influence of sexual permissiveness and eroticism, patterns of which are already being internalised by junior schoolchildren, not only by students at HEI, advertisements of uncontrolled consumption, etc).

To fully understand the concept of the worldview culture of a NUS teacher and implement the best humanistic ideas in the structure of training future primary school teachers, it is important to understand the resource base for training primary school teachers with a well-formed cultural worldview. Thus, the sources of developing the worldview of future primary school teachers are: well-prepared and NUS-oriented educational and professional programmes, thoughtful organisation of the individual, and independent work of the student; emphasis on creative, research work; personal examples of HEI teachers, their willingness to adapt to new educational requirements and their transmission of confidence in the potential of education to provoke qualitative social change; attempts to organise or train students to manage all information flows in a constructive manner (NUS strategies, for example, explicitly state that there is a shortage of modern teachers' skills in handling large amounts of information, and therefore a need to overcome this) [4, p. 2] by carefully filtering them. Other effective sources are the development of a positive worldview culture, the creation of a stable attitude to improvement and constant expansion of personal and professional qualities, which will allow the teacher to feel

more comfortable in the NUS environment, and achieve better results of educational activities for young schoolchildren. Critical thinking, comparability and responsibility for action and accountable decision-making in an open non-linear system (social, political, educational, cultural, etc.) should be a central education component for future primary school teachers [21, p. 257]. The deep awareness that the basis for the training of teachers for professional activities in the New Ukrainian School is the heritage of national pedagogy contributes to the effective development of a positive outlook culture of the future teacher.

CONCLUSIONS

Thus, this study generalises and offers new valuable insights for understanding the problems of developing the worldview culture of the future primary school teacher in the conditions of the New Ukrainian School. The relevant concepts were analysed based on careful work with primary sources and the latest scientific papers, which allowed obtaining significant research results and make a contribution to filling in the gaps that currently exist in general in the development of the teacher's ideological culture. In particular, the current study contains a concept analysis of the worldview culture of primary school teachers. It defines the directions and sources of developing the worldview culture of future primary school teachers and structures the main desired features of the worldview culture of the future NUS teacher, formed within the framework of the training qualification of “Primary school teacher” at HEI.

In the study, the authors substantiate that the image of the motivated (this is how NUS defines this concept), creative and responsible teachers should be preferable in the organisation of work on developing worldview culture of the future primary teacher at the higher education institution. They are constantly working on their personal and professional development in an atmosphere of partnership between all the participants of the pedagogical process and rely on the foundations of academic freedom and unbiased attitude. In this case, teachers can manifest their worldview culture via curriculum content, textbooks, methods and strategies, innovative teaching tools and technologies, etc. The State, for its part, must guarantee freedom from undue interference in the professional activities of teachers by regulating the issue of accountability and control. Promoting innovation and diversity in the organisation of NUS teachers' professional activities will help meet the NUS conceptual principles of educating an innovative personality.

The organisation of empirical studies of diagnostics and corrective-modelling influences on the developing worldview of a future primary school teacher in the NUS environment and finding effective ways to overcome professional dissonance about desired and actual levels of NUS teachers' attitudes of different age groups are promising areas for further research on the topic. Due to the deep educational reform, they would accelerate the results of qualitative changes.

REFERENCES

- [1] Law of Ukraine No. 2145-VIII "On Education". (2017, September). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19/ed20170905#Text>.
- [2] Law of Ukraine No. 463-IX "About Complete General Secondary Education". (2020, January). Retrieved from <https://zakon.rada.gov.ua/laws/show/463-20/ed20200116#Text>.
- [3] Resolution of the Cabinet of Ministers of Ukraine No. 87 "On Approval of the State Standard of Primary Education". (2018, February). Retrieved from <https://www.kmu.gov.ua/npas/pro-zatverdzhennya-derzhavnogo-standartu-pochatkovoyi-osviti>.
- [4] The New Ukrainian school. Conceptual principles of secondary school reform. (2017). Retrieved from <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>.
- [5] Bibik, N.M. (Ed.). (2017). *New Ukrainian school*. Kyiv: TOV "Vydavnychi dim "Pleiady".
- [6] Paridinova, B., & Kaldybay, K. (2020). Importance of spiritual worldview for future teachers. *Bulletin of National Academy of Sciences of the Republic of Kazakhstan*, 3(385), 211-218.
- [7] Senchenko, A., & Borodai, A. (2013). The meaning and purpose of ideological culture in social and cultural existence of man: The existential dimension. *Gileya: Scientific Bulletin*, 73, 239-241.
- [8] Gardner, R.S., Soules, K., & Valk, J. (2017). The urgent need for teacher preparation in religious and secular worldview education. *Religious Education*, 112(3), 242-254.
- [9] Lemettinen, J., Hirvonen, E., & Ubani, M. (2021). Is worldview education achieved in schools? A study of Finnish teachers' perceptions of worldview education as a component of basic education. *Journal of Beliefs & Values*, 1, 1-16.
- [10] Holiuk, O.A., & Pakhalchuk, N.O. (2019). Features of pedagogical interaction between teacher and students in modern primary school. In L.V. Zadorozhna-Kniahnytska (Ed.), *The new Ukrainian school in the conditions of modern challenges: materials of the scientific and practical conference* (pp. 14-17). Mariupol: MNU.
- [11] Drokina, A.S. (2020). *Formation of information competence of future primary school teachers in the process of professional training* (Candidate dissertation, Ukrainian Engineering Pedagogics Academy, Kharkiv, Ukraine).
- [12] Dubrovskaya, L.O., & Dubrovskiy, V.L. (2019). To the issue of future primary school teacher's preparation in higher education establishments. *Young Scientist*, 5.2(69.2), 52-55.
- [13] Kushnir, N.O., & Shakotko, V.V. (2019). Training teachers of primary education and challenges of New Ukrainian school. *Bulletin of Oleksandr Dovzhenko Hlukhiv National Pedagogical University. Pedagogical Sciences*, 39, 92-99.
- [14] Halko, O.F. (2020). The role of a teacher of the modern Ukrainian school. In *Philosophical and worldview and cultural contexts continuing education: Materials of the scientific and practical conference with international participation* (pp. 171-173). Dnipro: SPD "Okhotnik" V.S.
- [15] Ovsienko, K.S. (2020). Philosophical reflection of the phenomenon of education management. In *Philosophical and worldview and cultural contexts continuing education: Materials of the scientific and practical conference with international participation* (pp. 28-30). Dnipro: SPD "Okhotnik" V.S.
- [16] Kovalchuk, I.A. (2014). Ideological culture of future primary school teachers: Criteria analysis. *Updating the Content, Forms and Methods of Teaching and Education in Educational Institutions*, 10(53), 124-127.
- [17] Khairullina, Yu.O. (2014). Indicators of the degree of formation of the worldview culture of the individual. *Politology Bulletin*, 72, 77-84.
- [18] Khytra, Z.M. (2010). The problem of formation of worldviews of a modern primary school teacher. In *Professional adaptation of a young teacher in the conditions of changes in the value paradigm of society: Materials of the scientific and practical conference* (pp. 93-96). Kyiv: Borys Grinchenko Kyiv University.
- [19] Tarasiuk, L.S. (2020). Philosophical reflection of the phenomenon of education management. In *Philosophical and worldview and cultural contexts continuing education: Materials of the scientific and practical conference with international participation* (pp. 31-34). Dnipro: SPD "Okhotnik" V.S.
- [20] Balsis, A.B. (1981). *Alignment of human life and society: Features of the becoming, formation and development of the scientific materialist world outlook of workers in a mature socialist society*. Vilnius: Mintis.
- [21] Dovbnya, V.M. (2018). New Ukrainian school: An attempt of philosophical and anthropological comprehension. *Philosophy of Education*, 22(1), 240-258.

Наталія Володимирівна Ольхова

Волинський національний університет імені Лесі Українки
43025, просп. Волі, 13, м. Луцьк, Україна

Формування світоглядної культури майбутнього вчителя початкових класів в умовах Нової української школи

Анотація. Ціннісна система організації Нової української школи (НУШ) покликана адаптувати систему освіти в Україні до прогресивних світових стандартів у річці перспектив сталого розвитку та освіти впродовж життя з одночасним збереженням найкращих традицій національної педагогіки. У векторі таких амбітних планів і позитивних перспектив якісних перетворень в освіті та інших галузях соціального буття особистість педагога НУШ набуває центрального значення й концептуалізується довкола проблеми формування світоглядної культури, яку пропонуємо конкретизувати означенням «позитивної світоглядної культури педагога». Метою дослідження є взаємна інтеграція концептів світоглядної культури вчителя початкових класів та ідейно-аксіологічної й практичної сторін імплементації НУШ. У процесі підготовки дослідження було використано методи спостереження, опису, комплексного аналізу, аналізу нормативно-регулятивної бази щодо імплементації НУШ та оновленого стандарту освіти, функціональний метод, метод порівняння, системного аналізу, узагальнення та абстракції. У результаті проаналізовано поняття світоглядної культури вчителя початкових класів, визначено напрями та джерела формування світоглядної культури майбутніх учителів початкової школи, структуровано основні бажані риси світоглядної культури майбутнього вчителя НУШ, що формуються під час навчання в ЗВО. З'ясовано, що світоглядна культура пов'язана не лише з інтелектуальним освоєнням та засвоєнням загальнолюдських знань у готовому вигляді (некритично, без переосмислення), а й інтерпретацією цих знань у світлі свого особистого досвіду та особистісно орієнтованих цінностей і установок. Обґрунтовано важливість організації професійної підготовки майбутніх учителів початкових класів у такий спосіб, щоб не лише досягати високого академічного показника засвоєння знань і практичних навичок, але й узагальненого вищого рівня компетентнісної готовності, яким є фахово детермінована світоглядна культура. Проведена робота актуалізує висновок про необхідність посиленої уваги з боку системи організації підготовки майбутніх учителів НУШ до принципово важливого поняття позитивної світоглядної культури

Ключові слова: світогляд, культура світогляду, початкова школа, реформа шкільництва, освітня реформа, професійна підготовка вчителів

UDC 159.9.019.43
DOI: 10.52534/msu-pp.7(3).2021.110-117

Olena F. Yatsyna*

Uzhhorod National University
88000, 3 Narodna Sq., Uzhhorod, Ukraine

Mobbing Syndrome as a Personality Disorder: The Consequences of Complicated Socialisation in the Symptoms of Occupational Destruction

Article's History:

Received: 22.05.2021

Revised: 27.06.2021

Accepted: 20.08.2021

Suggested Citation:

Yatsyna, O.F. (2021). Mobbing syndrome as a personality disorder: The consequences of complicated socialisation in the symptoms of occupational destruction. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 110-117.

Abstract. The relevance of this study is conditioned by the need to identify the key preconditions and causes of increased violence in the workplace to find new methods of combating mobbing at both international and national levels. The purpose of this study is to analyse mobbing as a psychosocial and medical phenomenon, which is logical to consider with the symptoms of professional destruction. The study of mobbing syndrome took place in two stages based on synergetic methodology using such general scientific research methods as analysis, synthesis, comparison, and systematisation. The study identified the specific features of mobbing at the Ukrainian and world level. The authors considered the main causes of mobbing behaviour as a social issue, as a social phenomenon of the organisation, and as a form of collective violence. The study provides reasoning regarding the necessity of studying the mobbing syndrome from the standpoint of psychosocial and medical aspects. The authors analysed fractal dynamics of mobbing formation, presented in somatogenesis, psychogenesis, and sociogenesis. The study presents the main predictors of professional destruction, which include individual-personal, i.e., total control, manipulation, and conflict, etc., and clinical, which include emotional instability, narcissism, steroidism, and more. It is determined that the types of individual's socialisation develop in accordance with the defensive mechanisms that prevail upon restoring one's security. The study considered the specific features of the clinical aspect of personality disorder. The authors provided a general description of the narcissistic type of personality disorder as a structure of mobster. The practical value of this study lies in the interdisciplinary investigation of mobbing syndrome based on psychosocial and methodological factors

Keywords: psychological predictor, bullying, stress, group dynamics, destructive interaction

*Corresponding author

INTRODUCTION

At present, the issue of employment transcends the exclusively economic space. The relationship between an employer and an employee is established on the principle of "supply and demand", but in the context of a certain psychological environment, which implies compliance with personal boundaries. Violation of employees' boundaries stimulates mobbing in the team. As statistics show, mobbing in the modern labour sphere is not uncommon. According to a survey conducted in 2020 by the British company SME Loans, among 2,000 employees, 23% were bullied in the workplace, 25% of respondents feel violated at work, and 12% of respondents struggle to find friends at work [1]. From the standpoint of age gradation, according

to the results of the study, employees aged 18 to 24 years are most frequently victims of psychological pressure at work [1]. The percentage of mobbing changes in proportion to the age of employees [1]. Statistics from the American Workplace Bullying Institute for 2021 show that 30% of all American adults experienced office bullying, which is 76.3 million employees [2].

This increase in the number of mobbing victims necessitates new research aimed at studying the prerequisites, causes, and consequences of mobbing as a form of psychological pressure. Among the researchers who have studied mobbing within the framework of Ukrainian science, it is advisable to mention L.V. Shchetinina, S.G. Rudakova,

K.O. Drobynska [3], O.T. Smuk [4], and V.V. Honcharuk [5]. L.V. Shchetinina, S.G. Rudakova, and K.O. Drobynska considered the experience of combating mobbing on the example of Norway, Germany, Belgium, and Italy [3]. The authors believe that only proper regulation of countering psychological pressure at work can reduce the percentage of mobbing victims [3]. According to O.T. Smuk, mobbing is a global and massive consequence of malignant aggression caused by psychological and ethical factors [4]. V.V. Honcharuk considers mobbing “a form of discrimination that is used as a psychological terror on the part of the entire team or its member in relation to an individual employee” [5].

In the context of the global spread of mobbing, it is worth paying attention to the results of foreign research. Thus, D. Maran, S. Bernardeli, and A. Varetto, based on numerous court decisions, considered the types, motives, and consequences of mobbing [6]. The authors discovered that, for the most part, mobbing occurs in private companies, the victims of which are women under the age of 45 [6]. Features of mobbing in each individual case depend on the psychological types of the victim and mobber [6]. Researchers B. Erdemir, S. Demir, and Yu. Osal considered mobbing from the standpoint of academic leadership [7]. The authors are certain that mobbing behaviour is much less common in companies with positive management [7]. Ch. Prevost and Ye. Khant analysed cases of mobbing in the professional team of the university [8]. According to scientists, mobbing is associated with gender, sexual orientation, ethnicity, and race, etc. [8].

Taking into account the above, mobbing is considered from the standpoint of various aspects, however, mobbing as a consequence of complicated socialisation in the symptoms of professional destructions is understudied. Therefore, *the purpose of the article* is an analytical review of mobbing as a psychosocial and medical issue, which is logical to consider in relation to the symptoms of professional destructions.

As an interdisciplinary issue, this research subject is insufficiently covered and requires in-depth study in the future. Considering the fact that it is not possible to cover all the stated tasks within the framework of an article, the authors pay attention to certain provisions and scientific reflection of published studies for further research on the psychological operationalisation and verification of mobbing.

LITERATURE REVIEW

Analysis of the latest research of foreign and Ukrainian specialists on the manifestations and consequences of mobbing as a form of psychological violence in the workplace allows them to be grouped according to the subject of research: the history of emergence, features and key characteristics, psychological types of victims and mobbers, the main stages of mobbing behaviour, etc. Thus, for example, H. Leshchuk analyses mobbing as a social issue, the external causes of which are shaped at the level of society or group in the context of the life cycle, morality, principles, and laws of functioning

of an individual collective [9]. Among the external causes of mobbing, the author identifies a status hierarchy, herd instinct, primitive communicative reactions, age-related individual development characteristics, and a low cultural and ethical level [9]. Internal reasons are laid down at the level of each individual, so they provide for taking into account individual experience, views, psychological state, and so on. According to H. Leshchuk, the prerequisites for mobbing are based precisely on internal factors, since external ones only stimulate the process [9]. However, the researcher mistakenly claims that these causes do not depend on individual personality traits, which contradicts the principles of the philosophical and psychological level (the principle of consistency, determinism, unity of the psyche and activity).

The causes of mobbing are also investigated by N. Larchenko [10]. The author focuses on the following: mobber's desire for retribution, personal anger, envy, boredom, family issues, mobber's self-confidence and desire to assert themselves with the help of others, positive achievements of the victim (new position or housing, birth of a child), crises in the company, fear, uneven distribution of responsibilities, etc. [10]. These causes determine the focus of mobbing on humiliating the dignity of the employee, underestimating/devaluing professional achievements, success/recognition, which may result in the actual inability/unwillingness to effectively perform professional functions and/or subordination to the mobber, deprives the desire to show any initiative. In this regard, it should be considered that a person is subjected to psychological trauma due to a stressful situation, it is a condition that, due to the pronounced severity of the reaction, duration, and repeatability, is negatively experienced and can cause certain pathologies.

A separate area of research is mobbing of personnel as a social phenomenon of the organisation. Its causes and consequences are studied by L. Chervinska [11]. The author rightly notes that staff mobbing is becoming more common and explains it by saying that “in modern conditions, due to limited jobs and attractive vacancies, there is increased competition, when a great part of employees are afraid of losing their jobs, and some want to make a career by any means” [11]. The results of a sociological study by Yu. Patlasov and I. Kalmykov in the form of a pilot Internet survey using the Google Form service are of particular interest [12]. 108 people were selected as participants in this survey. On the grounds of the results obtained, 43.9% of respondents experienced psychological harassment in the workplace. Therewith, 26.2% stated that they quit their jobs precisely because of mobbing [12]. From the authors' point of view, the hostile relations in the team lead to staff turnover and an increase in the number and duration of sick leave, family vacations, etc. [12]. According to O. Serdiuk and I. Shupt, mobbing in a team occurs for the purpose of psychological pressure and harassment of the most talented and promising employee [13]. The authors consider such situations to be destructive phenomena that notably hinder the innovative development of the enterprise [13].

O. Kachmar considers mobbing as a form of collective

psychological violence [14]. The researcher is certain that mobbing causes egocentricity and aggressiveness of modern society. However, the elimination of mobbing behaviour occurs only in the case of regular recurrence of negative actions, otherwise – psychological pressure is simply ignored [14]. K. Hirniak studied the characteristic features of mobbers [15]. Thus, the author identifies narcissism, the need for the presence of a victim, an “idealistic” self-image, etc. [15].

Notably, Ukrainian researchers actively consider mobbing as a factor in the destruction of occupational health. T.M. Dziuba suggests that as a result of mobbing, “signs of various professional health issues, and, most importantly, the destruction of a sense of the employee's professional existence occur, which directly and indirectly determine the value content of the subjective picture of the individual's life path from the standpoint of its division into life “before and after” the destructive impact” [16]. Therewith, the results of T.M. Dziuba's scientific research allow establishing a correlation using the Pearson rank correlation method between “mobbing” and individual occupational health risk factors [16]. Regarding mobbing that occurs in teaching activities, S. Druzhylov introduces “institutional mobbing”, which means “moral persecution of employees using such institutions as personnel certification, qualification exams, consideration of official disputes, etc.” [17]. Having studied the features of mobbing in scientific and pedagogical collectives, S. Druzhylov noted that, as a rule, a highly qualified teacher appears as an object of mobbing, showing independence and subjectivity. However, the independence of the subject of labour is manifested in the creative way of performing activities, in the active manifestation of the individual's professional competence. The author argues that an independent person in the team is *self-sufficient*, but such people have more issues and it is more difficult for them to work successfully and live in the context of environmental *expectations*. Such a specialist is the first to be mobbed, the first to be fired as an inconvenient, undesirable employee. Such people have their flaws, but unlike the “adapters”, they are constantly evolving and self-improving, they are extraordinary, different from the “mediocre” majority [17].

Researchers I. Bukhtiarov ta M. Rubtsov analysed cases in which aspects of general and clinical pathology are described by means of diagnostics of mobbing victims suffering from psychological/psychosomatic diseases [18]. It was discovered that mobbing and bullying as stressful factors can cause poor performance and lead to serious health and mental disorders of employees, the symptoms of which are similar to post-traumatic stress disorder (PTSD). In extreme cases, mobbing and bullying can cause serious illnesses, professional unfitness, and early disability, social isolation, and even suicide. It was found that even in a relatively short period of mobbing, PTSD is diagnosed. Later (about a year or two), a general neurosis (anxiety) may develop. In the future, severe depressive and/or obsessive syndromes may regularly occur. At this stage, the sufferer's personality undergoes profound and irreversible

changes [18]. According to the results of special studies, psychological terrorism leads the “target/victim” of mobbing to stress. Therefore, the key psychological predictor of mobbing should be considered stress in the workplace. In this context, there is a linear relationship between stress as a non-specific (consisting in adaptation) response of the body to any action which overloads the adaptive capabilities of a person and causes diseases of the body: the musculoskeletal system, cardiovascular, and digestive systems. At the level of the psyche, there is an unwillingness to go to work, decreased performance, nervous breakdowns, depression, and so on.

Therefore, the analytical review of mobbing as a psychosocial and medical issue conducted based on the analysis of Ukrainian and foreign publications allows considering the phenomenon under study as a system: *mobbing* – a professional environment in which there are dysfunctional factors that lead to professional destruction and personality disorder.

METHODOLOGY

The outlined tasks of theoretical research are implemented within the framework of the post-non-classical paradigm using a synergistic methodology. As a methodological basis for research, synergetics allows describing and interpreting the results of research on “mobbing” in social reality at an interdisciplinary level, substantiate the need for a systemic psychosocial and medical approach in the study of mobbing syndrome as a personality disorder, and identify the symptoms of professional destructions. Thus, the synergistic methodology creates a unified field of interdisciplinary communication.

The transfer of obtained data to dialogues of various disciplines: social psychology, personality psychology, clinical psychology, medicine, sociology, pedagogy contributes to interdisciplinary knowledge exchanges and orient researchers in the course of cognitive activity to identify general patterns, mechanisms of the establishment of the studied phenomenon, and its impact on the individual. The chosen method outlines new aspects of studying and evaluating the relationship of personality traits of mobbing “target/victim”, the actual personal causes of mobbing, the symptoms of professional destructions in the mobbing – a professional environment, and presents a synergistic model of mobbing, covering a multidisciplinary and integral approach to the issue of psychological violence/terrorism.

Furthermore, in the context of synergetic methodology, the author used such general research methods as analysis, synthesis, comparison, and systematisation. The analysis made it possible to study the scientific developments of Ukrainian and foreign authors on the definition and characteristics of mobbing syndrome. The synthesis method was applied to examine the individual components of destructive professionogenesis and the development of mobbing, respectively, in integrity and unity. To organise the components of psychosomatosocial disorders, reproduce the fractal dynamics of mobbing development, consider

professional destructions in the context of mobbing syndrome and personality types based on the dominant defensive reaction, the systematisation method was used. The comparison allowed correlating different approaches to the analysis of mobbing in the context of psychological science research.

Based on this methodology, the study of mobbing syndrome as a personality disorder was conducted in two stages. The first stage provided for the examination of the theoretical basis of research in the form of scientific and methodological literature on the selected issues of Ukrainian and foreign specialists. During the first stage, it was discovered that mobbing syndrome should be divided into separate components, which become the subject of research around the world. The second stage of the study is aimed at identifying and analysing specific components of mobbing syndrome in accordance with the chosen subject,

namely the symptoms of professional destructions. In the course of the second stage, the dynamics of mobbing development in conditions of psychosomatosocial disorders were described and the features of complicated socialisation of agents were considered.

RESULTS AND DISCUSSION

Mobbing syndrome as a personality disorder: Symptoms of professional destructions

Upon studying mobbing, researchers P. Sidorov, I. Novikova, in "Mental medicine: methodology and practice", concluded that it is one of the syndromes of destructive professionogenesis [19]. The authors cover the destructive professionogenesis, that is, psychosomatosocial disorders caused by the negative impact of work. Based on the provisions, researchers distinguish the following components (Fig. 1) [19].

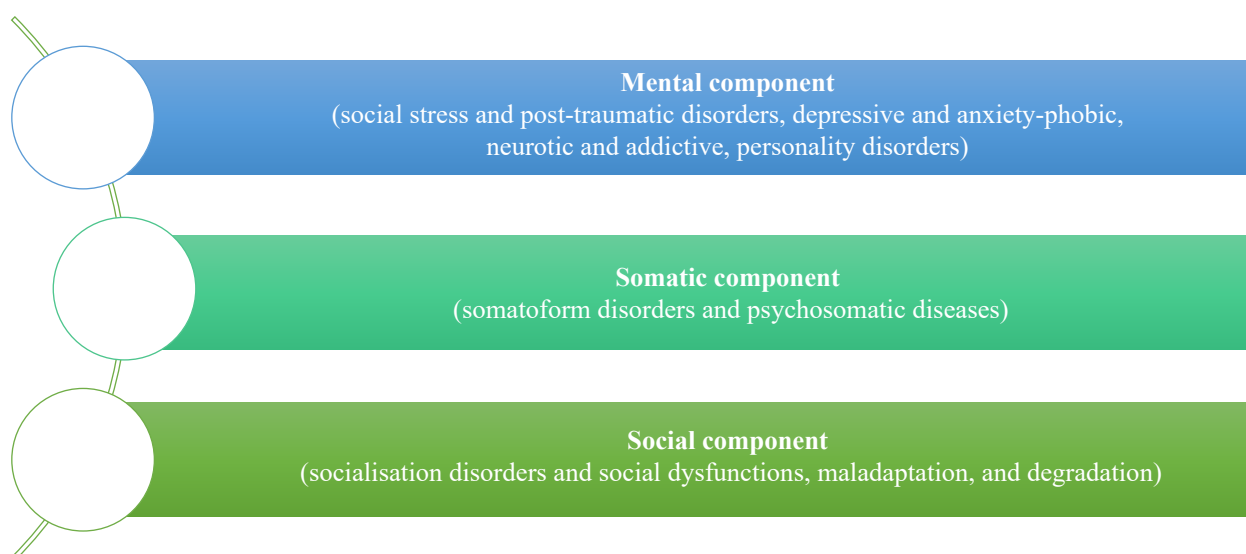


Figure 1. Components of destructive professionogenesis

According to the authors, mobbing as a destructive professionogenesis characterises the area of obtaining a harmful result from the standpoint of society, since, when people are focused on destructive professional values and results, they set socially unacceptable goals and use means

that are destructive for the team. Therewith, the study considers the fractal dynamics of mobbing development compiled by the authors, which is a considerable contribution to the study, presented in three vectors (Table 1) [20].

Table 1. Fractal dynamics of mobbing development

Ontogenesis vectors	Precondition fractal: familial dyontogenesis	Latent: diathesis	Initial: functional disorders	Detailed clinical picture	Chronisation: forms and types of the progression	Result
Somatogenesis	Hereditary burden	Violation of neuro processes	Somatoform dysfunctions	Somatised disorder	Psychosomatic illness	Somatoneurological complications
Psychogenesis	Neurogenic family	Accentuations of personality	Psychopathisation of the individual	Personality disorder	Neurotic (paranoid) development	Mental defect
Sociogenesis	Disharmony of family relations	Socialisation disorders	Reduced frustration tolerance	Professional deformity	Social decompensation and isolation	Social maladaptation

Considering the vector of psychogenesis, it is conditioned by disorders in the family system. Since people undergo socialisation in the family from the moment of birth, the existing disharmonious relationships between its members become a trigger for psychological self-defence, under the influence of which personality accentuations are shaped and manifest themselves in adolescence. In the future, accentuated traits are involved in the construction of false behavioural patterns, which manifest psychopathisation of the individual with pronounced clinical manifestations indicating a personality disorder with subsequent neuroticism. At the level of sociogenesis, there is a violation of socialisation with subsequent professional deformation, mobbing and, as a result, social maladaptation. Therewith, in the future, even with the reduction/disappearance of adverse socio-psychological factors, a trauma in the family, school or institute, pathocharacterological changes in personality increase. Personality disorders manifest themselves in internal conflicts, interpersonal ones, in particular, in professional activities.

In the context of the research issues, this is illustrated by data on the main personal causes of bossing identified by S. Druzhyllov [17]. The researcher describes bossing as:

- “lifestyle”, where the managers sacrifice not only valuable employees but also the interests of the organisation or structural division of a particular institution to please their ambitions. Such a boss demonstrates excellence, provokes, manipulates, arranges intrigues, conflicts, confronts the interests of subordinates;
- “compensation of one’s own insecurities”, which conceals uncertainty, pathological suspicion, and distrust, the desire for self-affirmation at the expense of others;
- “incompetence in the management sphere”, which manifests itself in violation of communication with employees, inability to resolve conflicts, conduct professional discussions, total control, the envy of the success of colleagues.

These characteristics indicate a competing position of the mobber/bosser in relation to the employee who is considered an actual or potential rival. Obviously, such a person is destructive, with professional deformities

manifested in permissiveness syndrome, violation of rules, professional and ethical standards, and the dominance of a manipulative interaction. Abraham H. Maslow called similar deformations of the personal and semantic sphere metapatology, which “decreases humanity” [21].

Expectedly, professional destruction involves other members who, in a mobbing situation, support the boss: “like attracts like”. As a rule, other employees receive certain preferences from the manager and are included in horizontal mobbing, excusing their biased behaviour by the will to “survive”: to preserve the place of work, not to spoil relations with the boss, and so on. In this way, they become a weapon against mobbing’s “target/victim” and an ally with the boss. While attempting to create the illusion of their own safety, they discredit their colleague together and in various ways and do not think about the immorality of their actions to please the manager. They are not able to accept the success of their colleagues, they are jealous, and do not develop themselves. Those are the symptoms of a destructive attitude to work and the beginning of de-professionalisation. To define such cases, S. Pakulina uses “professional destruction by the management”, which is not capable of reflection and the actions of which cause various somatoprofessional diseases of all participants [22]. In this context, it is also appropriate to mention the overcoming adaptation by S. Pakulina [22], according to which the success of overcoming adaptation is determined not so much by adaptive abilities, but the level of productivity and activity of the individual as a subject of work and life in general. The above can be correlated with the idea of S. Druzhyllov on the individual resource of professional development [23]. According to the researcher, there is a transition to a new level of adaptability, which contributes to further personal and professional development. In the opinion of the authors of this study, regardless of mobbing actions, people can maintain their personal integrity if it is distinguished by professionalism. The immorality of mobbing actions indicates the symptoms of professional destruction caused by personality disorder and leads to professional deformity (Fig. 2).

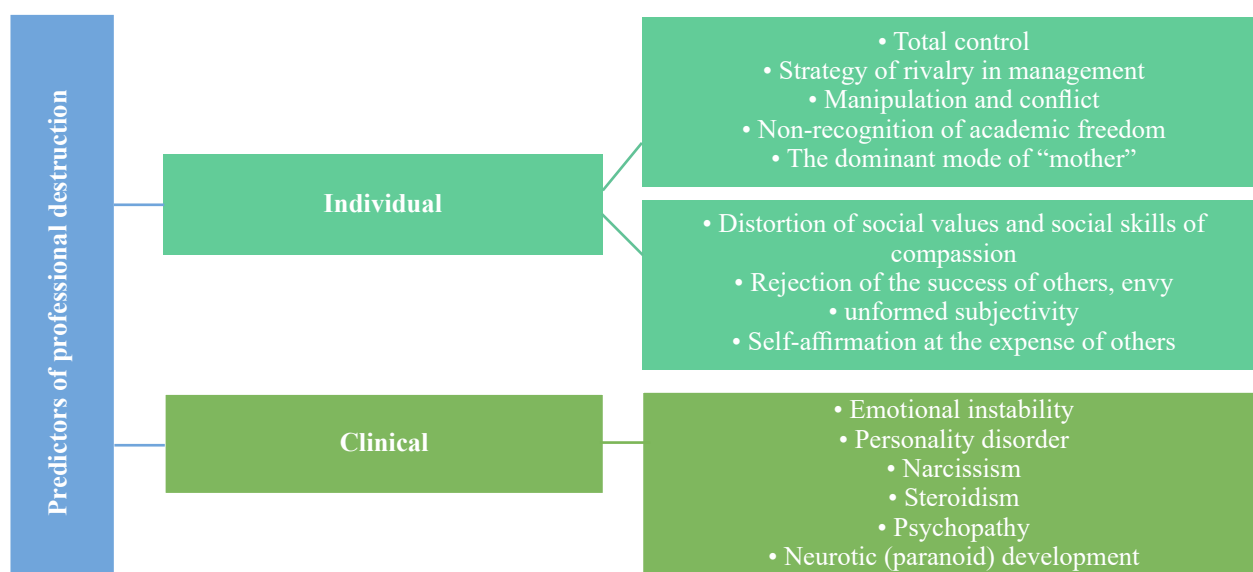


Figure 2. Professional destructions of mobbing syndrome

Thus, professional destructions are distorted individual-personal and professional qualities, manifested in mobbing syndrome as a negative factor of the professional environment.

Mobbing syndrome as a personality disorder due to complicated socialisation of the agent

In the context of the above, it is advisable to consider the features of complicated socialisation of agents that stimulate mobbing syndrome as a personality disorder. Numerous studies have been devoted to socialisation as a basic process in sociology and psychology. This process is a determinant of human behaviour, in particular, deviant behaviour. Since socialisation reflects the result of an individual's interaction with the environment, it becomes the subject of new research. Eventually, the social environment is mobile, it is transformed, acquiring new characteristics that also make changes in the internalisation of the individual. In addition to the well-known classical concepts of socialisation (symbolic interactionism, role behaviour, consolidation theory), according to the research subject, it is worth focusing on the theory of J. Arnett [24], in which the author proposes a new classification of socialisation: narrow and broad. Broad socialisation encourages independence, individuality, and self-expression. Its essence is manifested in the fact that the individual is given the opportunity to generate any social practices and choose any path of their own development. Narrow socialisation is aimed at ensuring obedience and consistency, and its actions are aimed at curbing social deviations.

As can be observed, the individual independently chooses the trajectories of his own development. It is important that socialisation type is determined by a certain cultural environment in which it is carried out as assimilation, adaptation, interiorisation, interaction, and transition. Consequently, the individual constructs various personal experiences and learns different patterns of behaviour, respectively, the emphasis will be placed on the mechanisms of this assimilation and the actual content of what is learned. It follows that the activity of the subject is manifested in a selective attitude to the possible role repertoire and in ways of resolving role conflicts; in choosing a particular strategy of behaviour; in ways of self-affirmation and in the attachment/denial of a certain system of values in relation to various spheres of life (family, study, work, recreation).

In this regard, the theory of Karen Horney, devoted to the influence of the environment on personality development, is of particular importance [25]. The individual's motivation, according to the author, is at the heart of anxiety, which leads to the desire for security and the need for self-fulfilment. Any negative experiences are accompanied by a violation of the calm state. Thus, the desire for security is caused by the so-called "basic anxiety" [25]. Attempts to reduce the level of anxiety lead to the development of certain protective mechanisms, as a result of which the following types of protective reactions are established: helplessness, isolation, aggressiveness. In case of excessive use of one of these protective mechanisms by a person, its hypertrophy develops. This dominant defensive reaction later becomes the basis for determining the type of character to which they belong (Fig. 3):

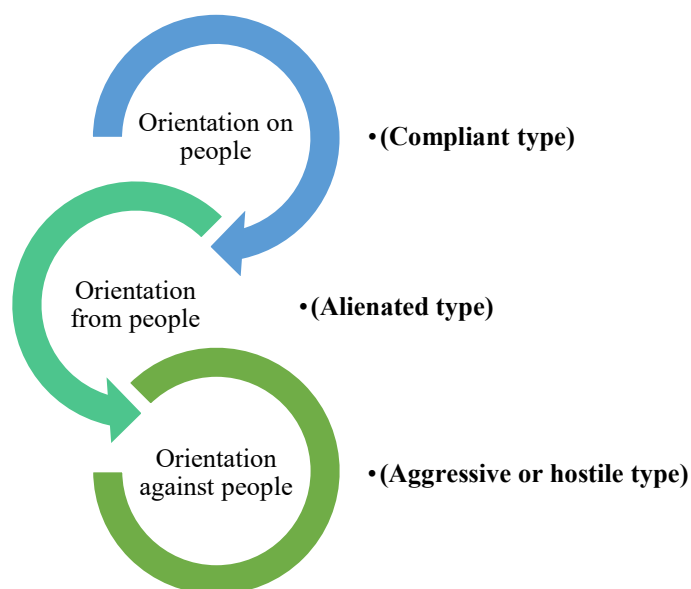


Figure 3. Personality types based on the dominant defensive response

In the context of the studied issues, the orientation against people, which is manifested in a hostile, aggressive, and cruel attitude is considered. The logic of orientation against people is based on the principle "if people are cruel, it is necessary to fight against them or learn how to manage them". Aggressive or hostile individuals are characterised by pragmatism and excessive self-interest without the ability to sympathise, as well as criticism of their environment. They

have a huge desire for success, losing becomes a personal disaster. People of the aggressive type are quite moderate and prone to analytics. Moreover, they avoid showing love, compassion, and pity, since they perceive these feelings as a manifestation of weakness and menace. Individuals who are oriented against people live on the principle of power and build activity strategies based on neurotic psychological defenses. Notably, a healthy personality also has all these

strategies, but a healthy person is able to change them and choose the optimal one in each specific case. Instead, the neurotic person focuses exclusively on one strategy, regardless of the circumstances and necessity [25]. In many cases, neurotic symptoms carry a specific expression of internal moral conflict.

This study considers the above in the clinical aspect. It is well known that personality disorder is characterised by a clear identification of certain traits that, in the future, cause suffering, conflicts, and disability. Nevertheless, deviations from a healthy psyche are directly associated with the level of expressiveness and dominance of a certain trait rather than its presence. The disorder is especially relevant in older childhood and adolescence and continues throughout life. In contrast to neurotic disorders, a personality disorder is accompanied by a lack of criticism and the ability to control one's behaviour.

The above allows proceeding to the characterisation of the personality structure of the mobber. In a particular case, it is worth paying attention to the characteristics of narcissistic personality disorder. Although it is not classified as a separate category in the International classification of diseases, signs of the disorder are inherent in 0.8% of the total population [26]. According to the American classification of mental illness DSM-IV, people with narcissistic personality disorder are unable to empathise, need recognition of their own greatness on the part of others. The presence of this disease is indicated by high self-esteem, a tendency to fantasise, perception of oneself as a representative of a higher status, the need for worship, a tendency to exploit the environment, envy and arrogance [26]. In this case, the lack of empathy and envy of the achievements of the other, a grandiose sense of self-importance, focusing on one's own uniqueness, superiority, disregard for moral standards, manipulative communication strategy – are inherent in people who have inadequate self-esteem, inauthentic ideas about themselves as a person who meets the criteria of diffuse identity.

To determine individual aspects of a person's character or the extreme limit of exacerbation, pathology, in psychological and clinical classifications, the continuum of emotional, personal, and behavioural phenomena is used.

Therefore, in narcissistic personality disorder, difficulties in social adaptation become permanent, which, as noted above, is expressed by a pattern of stable characteristics: a sense of grandiosity, a need for admiration, and a lack of empathy [27]. Thus, these characteristics can be considered the basis of abnormalities in social adaptation, which is a sign of complicated socialisation of the agent, and if they are considerably expressed, they cause personality disorder. Thus, it can be assumed that dysfunctional interpersonal relationships of mobbers are a marker of personality disorder, in particular, narcissistic personality. The core of the psychological defect of the narcissistic personality, according to Heinz Kohut, is “the inability of the psyche to regulate self-esteem and maintain it at a normal level” [27], which is perceived as a symptom of mobbing syndrome.

CONCLUSIONS

Therefore, in the course of the study, mobbing syndrome was considered as a personality disorder and the consequence of complicated socialisation in the symptoms of professional destruction. The analysis of scientific and methodological literature of Ukrainian and foreign authors allowed confirming globality of mobbing in the modern cultural and professional space, as well as the relevance of considering mobbing in the context of psychosomatosocial disorders. The author substantiated the definition of mobbing as a manifestation of destructive professionogenesis in the context of psychosomatosocial disorders and considered the fractal dynamics of its development, which contributed to the further identification of the characteristic causes of bossing. The paper analysed the influence of the environment on personality development, which is based on the desire for a sense of security. It is noted that focusing on a sense of security and excessive use of the defence mechanisms lead to the development of a certain type of character. The author paid special attention to the aggressive or hostile type and described the key features that contribute to the occurrence of mobbing. The importance and uniqueness of research lie in determining the clinical aspect of mobbing in accordance with the narcissistic personality disorder and highlighting the specific features of its exacerbation.

REFERENCES

- [1] Rosling, L. (2020). *1/4 of UK Employees bullied at work*. Retrieved from <https://www.smeloans.co.uk/blog/bullying-in-the-workplace-statistics-uk/>.
- [2] Workplace bullying survey. (2021). Retrieved from <https://workplacebullying.org/>.
- [3] Shchetinina, L.V., Rudakova, S.G., & Drobynska, K.O. (2018). Mobbing: The essence and the institutional framework for protection of workers. *The Problems of Economy*, 1(35), 315-320.
- [4] Smuk, O.T. (2018). Mobbing as a sequence of malignant aggression. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social Work"*, 2(43), 260-264.
- [5] Honcharuk, V.V. (2020). Counteracting mobbing in labor legal relations. *Bulletin of KhNUA*, 3(90), 70-77.
- [6] Maran, D., Bernardelli, S., & Varetto, A. (2018). Mobbing (bullying at work) in Italy: Characteristics of successful court cases. *Journal of Injury and Violence Research*, 10(1), 17-24.
- [7] Erdemir, B., Demir, C., Ocal, J., & Kondakci, Ya. (2020). Academic mobbing in relation to leadership practices: A new perspective on an old issue. *The Educational Forum*, 84(2), 126-139.
- [8] Prevost, C., & Hunt, E. (2018). Bullying and mobbing in academe: A literature review. *European Scientific Journal*, 14(8). Retrieved from <https://ejournal.org/index.php/esj/article/view/10620>.
- [9] Leshchuk, H. (2016). Social aspects of mobbing in professional environment. *Scientific Bulletin of Uzhhorod University. Series: "Pedagogy. Social Work"*, 1(38), 165-167.

- [10] Larchenko, N.A. (2015). *Mobbing, or psychological abuse in the work collective*. Volgograd: Volgogradskiy oblastnoy tsentr meditsinskoy profilaktiki.
- [11] Chervinska, L.P. (2018). Mobbing personnel as a social phenomenon of the organization. *Social and Labour Relations: Theory and Practice*, 1, 130-136.
- [12] Patlasov, O.Yu., & Kalmaykov, I.S. (2016). Workplace anti-mobbing technologies. *The Science of Person: Humanitarian Researches*, 1(23), 237-245.
- [13] Serdiuk, O.I., & Shupta, I.M. (2013). Mobbing as a destructive phenomenon in the creative team that inhibits the innovative development of the enterprise. *Naukovi Pratsi Poltavskoi Derzhavnoi Ahrarnoi Akademii*, 2(1/6), 264-279.
- [14] Kachmar, O.V. (2016). Mobbing as a form of psychological violence in labor collective. *Current Problems of Philosophy and Sociology*, 14, 58-61.
- [15] Hirniak, K.M. (2016). Influence of mobbing on the creation of employees management. *Scientific Messenger of LNU of Veterinary Medicine and Biotechnologies. Series: Food Technology*, 18(1/4), 167-174.
- [16] Dziuba, T.M. (2016). *Mobbing as a factor in the destruction of a teacher's professional health*. Retrieved from https://kipt.sumdu.edu.ua/pdf/buling/Dzuba_T_Mobbing.pdf.
- [17] Druzhilov, S.A. (2011). Psychological terror (mobbing) at a higher education institution department as a form of professional destruction. *Psikhologicheskie Issledovaniya*, 3(17). Retrieved from <https://inlnk.ru/oeRmw>.
- [18] Bukhtiyarov, I.V., & Rubtsov, M.Yu. (2014). Mobbing and bullying as occupational stress factors. *Safety in Technosphere*, 6, 64-74.
- [19] Sidorov, P.I., & Novikova, I.A. (2012). *Mental medicine: Methodology and practice*. Chişinău: Academic Publishing.
- [20] Sidorov, P.I. (2013). Mobbing syndrome: Mental ecology of destructive proffessiogenesis. *Human Ecology*, 6, 33-41.
- [21] Maslow, A.H. (1999). *Motivation and personality*. St. Petersburg: Evraziya.
- [22] Pakulina, S.A. (2010). *Overcoming adaptation in the conditions of mobbing in the teaching staff*. Retrieved from http://www.edit.muh.ru/content/mag/trudy/03_2010/07.pdf.
- [23] Druzhilov, S.A. (2006). Individual resources for human professional development. *Man and Education*, 6, 56-60.
- [24] Arnett, J.J. (1995). Broad and narrow socialization: The family in the context of a cultural theory. *Journal of Marriage and the Family*, 57(3), 617-628.
- [25] Horney, K. (1997). *The neurotic personality of our time*. Moscow: Smysl.
- [26] Kokun, O.M., Ahaiev, N.A., Pishko, I.O., & Lozinska, N.S. (2018). *Fundamentals of psychological knowledge about mental disorders for a military psychologist*. Kyiv: NDTs HP ZSU.
- [27] Kohut, H. (2017). *Analysis of the self. A systematic approach to the treatment of narcissistic personality disorders*. Moscow: Kogito-Tsentr.

Олена Федорівна Яцина

Ужгородський національний університет
88000, пл. Народна, 3, м. Ужгород, Україна

Синдром мобінгу як розлад особистості: наслідки ускладненої соціалізації в симптоматиці професійних деструкцій

Анотація. Актуальність дослідження зумовлена потребою у визначенні ключових передумов і причин активізації насильства на робочому місці з метою пошуку нових методів боротьби з мобінгом як на міжнародному, так і державному рівні. Метою роботи є аналіз мобінгу як психосоціального та медичного явища, що логічно розглядати в поєднанні з симптоматикою професійних деструкцій. Дослідження синдрому мобінгу відбувалося у два етапи на основі синергетичної методології з використанням таких загальнонаукових методів дослідження як аналіз, синтез, порівняння та систематизація. У процесі наукової розвідки було виявлено особливості дослідження явища мобінгу на українському та світовому рівні. Розглянуто основні причини мобінгової поведінки як соціальної проблеми, як соціального явища організації та як форми колективного насилля. Обґрунтовано необхідність вивчення синдрому мобінгу з погляду на психосоціальний та медичний аспекти. Проаналізовано фрактальну динаміку становлення мобінгу, представлену в соматогенезі, психогенезі та соціогенезі. У дослідженні представлено основні предиктори професійних деструкцій, серед яких знаходимо індивідуально-особистісні, тобто тотальний контроль, маніпуляції та конфліктність тощо, та клінічні, до яких належать емоційна нестабільність, нарцисизм, істероїдність тощо. Визначено, що типи характеру соціалізації особистості формуються відповідно до захисних механізмів, що переважають у процесі відновлення стану безпеки. Розглянуто особливості клінічного аспекту розладу особистості. Надано загальну характеристику нарцисичному типу розладу особистості як структури мобра. Практична цінність наукової роботи полягає в міждисциплінарному дослідженні синдрому мобінгу на основі психосоціальних і методичних чинників

Ключові слова: психологічний предиктор, психотерор, стрес, групова динаміка, деструктивна взаємодія

UDC 378.016:378.22(07)
DOI: 10.52534/msu-pp.7(3).2021.118-125

Lesia V. Kravchenko*

Pavlo Tychyna Uman State Pedagogical University
20300, 2 Sadova Str., Uman, Ukraine

Combination of Conventional and Innovative Methods of Teaching Healthcare Disciplines in the Training of Future Teachers

Article's History:

Received: 20.05.2021

Revised: 25.06.2021

Accepted: 15.08.2021

Suggested Citation:

Kravchenko, L.V. (2021). Combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 118-125.

Abstract. The relevance of the study is explained by the need to develop a modern system of teaching healthcare disciplines in the training of future teachers, using a combination of conventional and innovative teaching methods. In this regard, this study aims to identify the main factors influencing the quality of education of future teachers, to cover the methods of modernisation and control of curricula in healthcare disciplines, to describe the main aspects of professional teacher development, to predict and substantiate the possible consequences of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers for the education system and society in general. The leading method to study this issue was the systems analysis, which can be used to investigate the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. In addition, this study involved the following research methods: the method of logical analysis, comparative method, methods of synthesis and deduction, the method of classification. The study included the analysis results, identified the main factors influencing the quality of education of future teachers and methods of modernisation and control of curricula in healthcare disciplines, described the main aspects of professional and successful teacher's development, predicted, and substantiated the possible consequences of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. The results are presented in the form of tables and figures. The materials of the study are of practical value for teachers and students of pedagogical higher educational institutions, employees of the Ministry of Science and Education of Ukraine, public activists

*Corresponding author

Keywords: schooling, teacher training, teaching quality, mentoring

INTRODUCTION

Given that there is no consensus in the world on the content and structure of teacher training, there is a necessity to discuss in detail the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and the need to introduce innovative training programmes from the point of view of students. Thus, this discussion is intended to evoke a new discourse and help reevaluate existing discourse in the training of future educators. The main focus of the analysis is aimed at determining the prospects for using combined innovative and conventional methods of mastering the future profession during the educational process of students of pedagogical specialities. This can provide solutions to the issues associated with the shortage of teachers and the

growing distance between the world of teachers and their students [1].

Over the years, changes in the teaching style are becoming increasingly noticeable. Unlike memorising information and the same old recitation practice, interactive teaching methods have now been introduced, and positive results can be observed. Such education reform implies a completely different approach to teaching and learning, as modern teaching methods encourage teachers not to treat all students equally, understand their needs and respond to them. Instead of focusing on conventional lectures, modern teaching methods focus more on surveys, demonstration, explanation, practical methods, collaboration methods, and are more dependent on practical activities (Eduvoice).

A culture of combining conventional and innovative teaching methods is established among teachers and students.

Changes in the field of education require new approaches to the educational process. These requirements relate to the development of teachers by acquiring skills that will facilitate teaching new generations more effectively. Modern education provides for the existence of well-trained teachers from a professional standpoint, in a specialised discipline and in the psychological and pedagogical, methodological spheres of knowledge. A modern teacher, starting from the initial phase of training, should also be endowed with such competencies that will comprehensively assist during educational activities. Currently, a growing number of educational programmes involve the integration of specialised teacher training based on the statement that a good specialist is also a good teacher. The role of universities in teacher training is constantly increasing due to the provision of programmes by faculties supported by mentoring in the field of teaching [2]. Ensuring the quality of education is quite an important goal and has a strong political impact on society; labour force training has long been defined as a means to achieve this goal [3].

With the advent of the new millennium, interest in the continuous professional development of teachers is deepening all over the world, and society is beginning to recognise that teachers are the key agents in educational reforms. There is a need for professional teachers and effective professional development programmes, so these aspects of the educational process should be improved qualitatively to enhance the students' learning outcomes, which will correspond to the modern world, the greatest value in which is knowledge [4]. Over the past two decades, education in the field of pedagogy has made a huge leap, providing previously unattainable quality. Education is one of the most powerful means of human development; the environment or culture in which a person receives education determines their future achievements and career path. Favourable circumstances, the atmosphere of science and modern methods of educating future teachers will contribute to the training of professional and inspired teachers who will reformulate the term "school", since it is currently very broad and its meaning is not limited to physical boundaries, on the contrary, it is rather a notion. This term generally represents an organisational culture, the quality of which is the basis for its evaluation [5].

It is important to note that teachers play a crucial role in student behaviour. The success of each student mainly depends on the teachers' abilities, since they teach children not only one specialised subject but also act as a moral compass and ethical guide [6].

MATERIALS AND METHODS

The primary method in this study is a systems analysis, which was applied to examine the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. Moreover, in the course of the

research, such methods were used as logical analysis, comparative, synthesis, deduction, classification.

Systems analysis was used for a detailed consideration of the object of research as a system with many interrelated and interacting elements. The result of the systems analysis in this study was presented as a scheme of elements that affect the quality of teacher training. The logical analysis allowed reproducing the development of a complex system or object by means of theoretical analysis. It was used for a deeper understanding of the essence of the modern educational system, its establishment and development. A comparison is a method by which two or more objects are collated. The objects for comparison can be phenomena, ideas, and results of the research. The comparative method allows identifying common and different aspects for further classification and typology. In this article, the comparative method was used to compare conventional and innovative methods of educating future teachers of healthcare disciplines to identify the most effective one.

The synthesis method is a way of assembling the whole from the functional parts, providing insights into the relationships between the components of the subject matter. This method organised information about the impact of different teaching methods of future students on each other. The deduction is a research method that transforms knowledge of processes and phenomena from general provisions to private and individual judgements. In this study, the deduction is characterised by an ascent from the abstract to the specific. It was applied to describe the establishment and development of future teachers of healthcare disciplines using conventional and innovative teaching methods. The classification is a general scientific method for knowledge systematisation, which is aimed at organising a certain set of studied objects of various fields, knowledge, and activities into a system of subordinate groups, according to which these objects are distributed based on their similarity in certain essential properties. Such a method was applied to distinguish in the category the structure of ensuring the quality of education, theoretical and practical parameters for evaluating the quality of education, the components of ensuring the proper number and quality of teachers of healthcare specialties in Ukraine.

In the course of the research, a theoretical analysis of recent scientific publications was also conducted. Researchers in the field of pedagogy frequently consider and study issues related to the combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers. In recent years, foreign and Ukrainian researchers have been exploring the issues and ways of improving their studies on the development and support of modern combined teaching methods for future teachers. The value of this study is determined by a positive estimation of content validity. Due to the fact that the level of conformity of the methodology meets expectations, the study has an obvious validity.

RESULTS AND DISCUSSION

Conventional teaching methods include lectures, various evaluation methods (practical and laboratory works, examination), seminars, and colloquiums. Innovative teaching methods include more interactive activities in the classroom (working in groups, role-playing games, discussions), involving information technologies in the learning process, and practical exercises.

To ensure a balance between conventional and innovative teaching methods, it is necessary to involve a

system for evaluating the quality of education at the level of an educational institution that practices a combination of conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and at the state level (Table 1). In this way, it will be possible to achieve a balance between the initiative of teachers in implementing innovative teaching methods and the students' outcomes, as well as to identify the most effective teaching structure.

Table 1. Structure of the quality assurance system of higher education at the state level and at the level of an educational institution

	Administration	Evaluation	Management
At the state level	Government	External agencies for evaluating the quality of education	Colleges and universities
At the level of an educational institution	Departments of educational affairs	Quality assurance departments	Academic administrations

A comprehensive evaluation of the quality of educating future teachers should include not only testing theoretical knowledge (monitoring and certification) but also practical tasks (interview, practice, internship) (Table 2) [7].

The quality of training a teacher of healthcare disciplines consists of following the standards of the speciality, the corresponding curriculum, the exam, and compliance of the future teacher with professional standards (Fig. 1).

Table 2. Parameters for evaluating the quality of training future teachers of healthcare disciplines

Evaluation	Required qualifications	Theoretical task	Practical task
High	Certification that the quality of training exceeds the standards	Training in professional courses	Educational internships
Average	Certification that the quality of training meets the standards	Written test to confirm the teacher's qualifications	Educational practice
Low	Monitoring of the main conditions of activity in an educational institution	Written test to confirm the teacher's qualifications	Interview to confirm the teacher's qualifications

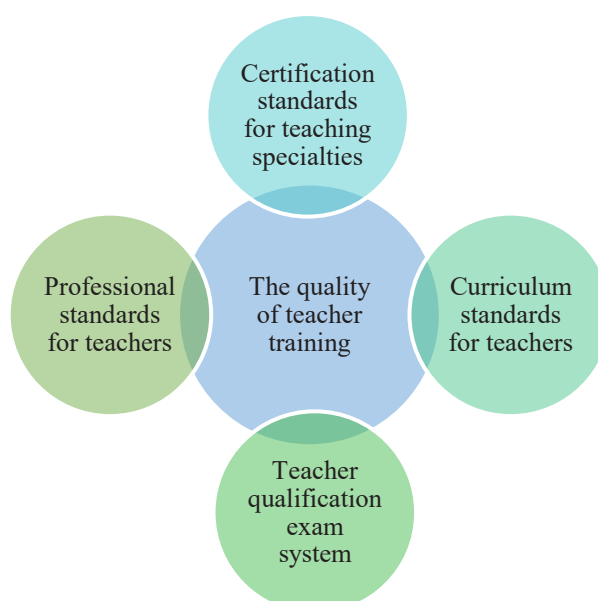


Figure 1. Factors affecting the quality of training future teachers of healthcare disciplines

Hence, the combination of conventional and innovative methods of training future teachers will impact only one component in the development of a successful teacher, namely the standards of the curriculum for teachers. Since the main motive of the educational system should be to improve the quality of education in Ukraine, it is necessary to pay attention to the development of other factors influencing the quality of teacher training.

Improving the certification standards of teaching-related specialities should include continuous analysis and advancement of standards according to the methods for monitoring teachers' performance. The system of the teacher's qualification exam should also be changed in accordance with the currently accepted teaching methodology and up-to-date information on the subject of teaching. Exams for teachers should not include outdated and irrelevant questions. Professional standards for teachers should be regularly reviewed and upgraded in accordance with current data on pedagogy and child psychology.

In addition, the regulation of supply and demand in the labour market in the field of education works in the same way as in other fields. The level of supply of teachers is regulated by the state through the state order and private investors; the training of specialists is offered by state and private higher educational institutions; it is possible to evaluate the result of the performed work by monitoring the demand for specialists in the labour market. Thus, by improving the quality of training for future teachers, demand for young specialists will grow. This will help to increase the prestige of the profession, and, in perspective, the level of remuneration.

The most effective way to build the educational process of future teachers is to ensure that educational technologies are presented in a variety of ways during training. Illustrative material is notably better than the classic, conventional one. Using visual techniques (whiteboards, projector videos, slides) will be considerably more effective, and will also help students achieve academic success. When analysing the course outcomes, the validity of the knowledge acquired by students is monitored or determined based on the information collected. The knowledge gained by a future teacher of healthcare disciplines is managed through monitoring and analysis. The provision of information in the organisation of creative activities involves a certain level of a management system. In the learning process, system and logic should be preserved, complementing and enriching the training sessions with innovative teaching methods. Pedagogical technology provides more effective opportunities for future teachers to collect information and use it effectively in the educational process while developing research and creative abilities [8].

Teacher training programmes, among other things, should focus on reflection as an important aspect of teacher's development. Moreover, teachers should have the skills to critically analyse not only their own experience but also the experience of others; have the skill of observation, adopt pedagogical knowledge through conversations with

experienced teachers. Taking time to think carefully about their own actions and critically examine the impact of their own behaviour encourages teachers to be wary of the consequences of their actions for students, and therefore these critical reflections can be seen as a sign of professional competence. Thinking about the teaching experience can improve the learning process and encourage teachers to make the most rational decisions, strengthen the teacher's self-efficacy and identity, and create more qualified, skilled, and generally better teachers. Previous studies of teacher effectiveness have shown that there is a strong link between critical reflection and effective teaching [9].

The experience of becoming a teacher involves working with internal self-esteem, self-observation, and external evaluation by others. Reducing the discrepancy between these indicators is desirable, as it brings the teacher closer to the behavioural targets and makes the learning process easier and more enjoyable for all participants. The process by which these discrepancies are reduced should include the following aspects:

- evaluation – an expert that evaluates and diagnoses indicators is required;
- awareness – to provide feedback;
- philosophical position, model of views on education;
- interest – to raise awareness of the teacher [7].

In order to stimulate student's activity and creativity, the teacher must be a creative and active person as well, demonstrate positive behaviour and attitude to the environment. Interactive and creative methods of educating future teachers of healthcare disciplines change teacher's roles and image. A new generation teacher should be:

- a teacher who does not impose scientific information, but creates educational devices, practising differentiated and individualised pedagogy;
- a designer, presenter, supervisor, moderator, organiser, manager of educational content, activities, and experience;
- an intermediary in teaching students in a heuristic framework;
- training and self-training facilitator;
- an advisor that supports students during their studies;
- a partner of students in interactive educational processes;
- student work coordinator;
- a facilitator, activator, and catalyst of learning, communication, interaction, and interpersonal interactions;
- a set designer who shapes the development of effective learning;
- an author of instructional and educational approaches;
- a strategist-thinker to help students develop knowledge through continuous restructuring;
- reflexive before and after the learning action, promoting reflexive thinking and reflexive learning;
- an evaluator of the educational process and product in interaction with students.

In the context of an ever-changing society, teacher education is a constant concern for researchers and education policymakers. The European education policy aimed to revise and change the form of training for novice teachers,

attempting to promote and provide quality education in all countries of the continent. Any discussion about the teaching and learning process should relate to two main periods, namely the periods before and after the implementation of the Bologna reform in the education system. In other words, the Bologna Process, which was named after the Bologna declaration signed by 29 countries on June 19, 1999, lasted until 2010 and had the main purpose of creating a European Higher Education Area and increasing its international competitiveness by promoting common organisational and educational principles and values. It was also noted that the main purpose of the agreements is to coordinate and harmonise various European higher education systems, preserving their diversity and individual characteristics, thereby making European Higher Education even more attractive for students and researchers from all over the world.

Thus, national systems had to adopt a two-cycle curriculum consisting of Bachelor's (Bachelor's degree) and postgraduate (Master's degree) levels and use the credit system (ECTS) designed to promote the employment of European citizens and the international competitiveness of the European Higher Education System. Universities were invited to reaffirm their autonomy and independence within the overall framework of values, which is to encourage free movement and mobility of students and teachers, as well as to strengthen cooperation in terms of quality assurance through the development of comparative criteria and methodologies. According to the same declaration, all countries should build their policies on promoting the necessary European standards in higher education, especially in relation to the development of curricula, inter-institutional cooperation, mobility schemes, and integrated training and research programmes [10].

The 21st century is an age of cataclysmic changes and the development of the creative potential of humanity. The world needs a huge number of educated people. The conventional teaching methodology is outdated, and researchers are required to identify the best methods to improve the necessary skills of teachers and students. There is an urgent need to change teaching methods from conventional fact-based lectures to interactive teaching methods to develop sustainable skills and employment skills among students. To overcome this issue, innovations in learning have become important and relevant [11]. Education is an integral part of the teacher training programme in any country. In addition, advanced training programmes are an important aspect of the continuous development of teachers in the desired area. The current education system used in progressive countries has undergone many changes over the past few decades. Accordingly, the knowledge that teachers received in the past no longer meets the needs of modern students. The success of professional development programmes is generally determined based on their impact on the professional activities of teachers [12].

Researchers who study the field of primary teacher training are certain that reflectivity is the core of professionalism in the sense that it underlies the regulation of

pedagogical practice and thus contributes to teachers' professional development. Reflectivity plays an integral role in the competence framework for future teachers. Being reflective means being able to observe matters from different perspectives to understand what happened and ultimately identify the positive aspects or make decisions and actions to resolve the issue. In the field of teacher training, the promotion of reflectivity is a key element in many educational activities, especially those related to practical situations arising from alternative forms of education: internships, field interviews, co-evaluation, etc. Moreover, the development of a reflexive attitude on the part of future teachers is essential, as it is a means to solve the main issue of initial teacher training: the gap between theory (knowledge gained as a result of teacher training) and practice in the classroom. Several studies have shown that future teachers do not actually find what they are taught useful in practice, tend to perceive what is described in theoretical training as excellent practice; this distances them too far from the actual state of affairs in the future workplace. Thus, one of the problems of initial teacher training is to support future teachers in developing high-level reflective practices and, consequently, creating learning strategies dedicated to this [13].

The emotional aspect of teacher training is still understudied, and a limited amount of research directly examines the experience of teachers in the context of professional development. Emotions are a constant critical mediator of the consequences of cognition and teachers' motivational beliefs, based on student's learning outcomes and regulation of negative emotions that affect cognition, attention, motivation, and involvement. In addition, the opportunities for learning and improvement associated with teacher development may be attractive to some of them (for example, those who have the goal of mastering a profession or achieving high self-efficacy); however, during advanced learning, there are unexpected emotional obstacles that may prevent participation in professional development activities (for example, teacher discourse, critical collaboration). Accordingly, it is important for researchers to consider the emotional experiences of teachers and students during professional development activities to ensure the constant participation of these people in important pedagogical activities and encourage their effectiveness [14].

As part of the education of students in healthcare disciplines, field experience is crucial in the training of future teachers. During the field experience, students generally engage individually with a mentor. They begin by observing their mentor and then temporarily take on the responsibility for the class. As collaboration in schools gains relevance and is considered valuable for professional development, teacher education institutions are showing interest in field experiences inspired by collaborative learning. By collaborating with peers, teachers and students can achieve a higher level of efficiency. Furthermore, it can prepare students for actual classroom work. Pair placement, in which two student teachers share one mentor, can become an available alternative to individual work. During pair

interaction, opportunities for team learning arise. Collective learning means having two or more teachers at some level of collaboration in planning, teaching, and/or evaluating a course [15].

In educational organisations such as public schools, it is important to improve the practice of sharing knowledge and skills among teachers. Many leading practices for knowledge sharing support the role of the school as an institution where knowledge is developed and disseminated. There are many common strategies or suggestions for improving the practice of sharing professional knowledge among teachers. First, an enabling environment, such as a knowledge management system, must be created to facilitate collaboration and support knowledge sharing. Then, conditions should be created in which it will become easier for teachers to perceive innovative tools and technologies, and use appropriate systems. Finally, a school or organisation should develop and encourage the use of cultural standards, practices, and processes that build trust, collective collaboration, and positive social interaction among employees. As for organisational support, the school should encourage sharing knowledge and skills among the teaching staff. A supportive organisational culture and management's commitment to knowledge sharing contributes to this process. There are several ways to provide support, for example, by managing factors that affect employees, so that they share knowledge and recognise their contribution to improving the average level of professionalism of the teaching staff and contribute to improving their professional reputation. The organisation should structure knowledge-sharing initiatives and highlight improved organisational performance as a result of knowledge-sharing. These initiatives can encourage teachers to participate in knowledge sharing. In addition, knowledge sharing among teachers can be improved through the development of a working group and active dialogue. This can encourage employees to communicate and share knowledge effectively. There are various knowledge management practices based on the method of using knowledge, such as practice communities, knowledge networks, and retrospectives [16].

Teacher professionalism can be interpreted as the desire of teachers to improve their professional abilities and constantly develop strategies used in the performance of teaching work. Professional teachers are people who have special abilities and experience in training students so that they can perform their future duties and functions. It is expected that every teacher will be able to achieve the highest professional criteria, namely pedagogical, personal, social, and professional competence. Teachers who are characterised by high professionalism reflect this in their mental attitude towards students and their commitment to creating and improving the professional quality of learning through various means and strategies. Teachers, as professional employees, should always develop themselves in accordance with the requirements of the time to provide educational services of the highest quality [17].

Teachers and educators are the pillars of modern society. Without education, today's humanity cannot be imagined, and teachers are the providers of education. The importance of teachers is evident from the fact that all of the most developed societies in the world consist of highly educated people. Not everyone can teach others. Transferring knowledge proficiently and efficiently is not of everyone's competence. Teaching is a profession in which people are passionate about serving the community and contributing to its improvement. Along with this, several skills affect the authority of the educator. Students at a young age need qualified guidance that ensures their understanding of basic concepts. Finding a professional teacher of health-care disciplines can occasionally be a difficult task [18]. Teacher motivation is a new area of research in the field of psychology, where the complex and variable essence of a teacher's activity is increasingly important for the learning process [19].

The teaching profession is one of the best in the world. A newborn person is a clean sheet, and teachers are the ones who shape and create a person, contribute to personal development. They understand the needs and interests of their students. Commonly, people choose this profession not for the sake of earning money, but for the sake of student's well-being. Teachers should not be selfish. They must be well trained academically and in other fields [20]. They need to know how to treat their students well, and therewith, identify student's skills and encourage them throughout the learning process. Nowadays, there is a huge gap between nature and man. The teacher must overcome this distance and attempt to teach the student to interact with nature. In a modern school, it is possible to start natural classes. A good teacher should not limit the student's thinking process and should encourage them to think outside of textbooks since there are many interesting things to learn in the world. Textbooks only provide knowledge on a specific topic, not knowledge about society and people. The teachers should not solely educate or instruct the student, they should pave the way for learning all the information available in the world. The childhood stage of every person is the age of innocence, selfishness, and this is the stage at which the child seeks to help others [21]. A successful teacher is an individual who knows how to encourage the student, as well as a person who has the ability to interest the student in various activities. The real success of teachers is the victories of their students. Every teachers' desire is for their students to achieve high results in their careers and enjoy the work they do. This is an actual success for all teachers [22]. The high quality of teacher training is one of the key factors in the development of a student's personality, since the teacher, as a moral compass, shows children an ethical model of behaviour, conducts explanatory work, and focuses their attention on the good, correct, and useful. Moreover, the quality of teacher training directly affects the academic results of schoolchildren, which undoubtedly influences the person's professional success in the future.

CONCLUSIONS

The success of future generations and, as a result, society depends quite strongly on the educational practices used. It is necessary to evaluate the effectiveness of any educational methodology based not only on monitoring theoretical knowledge but also on the successful completion of practical tasks, such as internships. In this case, it is possible to evaluate all the advantages of combining conventional and innovative methods of teaching healthcare disciplines in the training of future teachers and to identify the most effective combination of various methods.

The variability of methods for teaching students is currently limitless. The use of innovative methods of teaching future teachers along with conventional ones has a number of advantages: the student - future teacher masters the so-called "soft" skills, namely, learns in practical work with children to show signs of empathy, reflect, work in a group, and adopt and transfer knowledge; the student learns to conduct a discussion; develops analytical and critical thinking, freethinking; the combination of various teaching methods develops the worldview of future teachers. All the above will assist in achieving the main goal – education and training of the next generations.

However, it is necessary to evaluate the quality of teacher training not only for the purpose of monitoring

future teachers but also for constant monitoring and further modernisation of educational programmes for students of pedagogical universities. Such an evaluation throughout the entire learning process will help to adjust training methods and allow making reasonable changes to the established learning processes: reform lectures and seminars, start new practices, introduce more innovative methods into the learning process and change their number and configuration according to the results. A gradual change in the format of the educational process will irreversibly change the teaching paradigm of future teachers – modernising and liberalising students' education will make it possible to transfer the acquired experience to schools, conveying it to children and other teachers. Thus, by receiving education not only by theoretical but also by practical methods, children will learn interaction, initiative, teamwork, and individualism – all these qualities are indispensable in modern society.

Future specialists should be trained by teachers who can be characterised by the following qualities: progressive and open-minded, empathic, intelligent, and well-educated professionals. Only if this and other factors are met, a combination of innovative and conventional teaching methods for future teachers will bring maximum benefit to society.

REFERENCES

- [1] Proyer, M., Pellech, C., Obermayr, T., Kremsner, G., & Schmolz, A. (2021). First and foremost, we are teachers, not refugees: Requalification measures for internationally trained teachers affected by forced migration. *European Educational Research Journal*. doi: 10.1177/1474904121989473.
- [2] Torkos, H., & Cosarba, E. (2020). The professional values of primary school teachers. *Agora Psycho-Pragmatica*, 14(1). Retrieved from https://www.researchgate.net/publication/351301691_THE_PROFESSIONAL_VALUES_OF_PRIMARY_SCHOOL_TEACHERS.
- [3] Ludecke, M., Rutherford, S., Sawatzki, C., Rady, D., Gindidis, M., Marangio, K., & Tour, K. (2021). Paradoxes of in-school teacher coaching by outsiders. *Australian Educational Researcher*, 1-23. doi: 10.1007/s13384-021-00444-w.
- [4] Taddese, E., & Rao, C. (2021). School-based continuous professional development of teachers: A case study of primary school teachers in Ethiopia. *Education*, 3-13. doi: 10.1080/03004279.2021.1929382.
- [5] Jothi, I., & Kanmani, M. (2020). Organizational climate of school teachers. *International Journal of Research and Analytical Reviews*, 6(4), 994-999.
- [6] Roy, R., & Halder, U. (2018). Teacher adjustment of secondary school teachers. *International Journal of Innovative Research Explorer*, 5(3), 222-227.
- [7] Sudhesh, N., & Baby Shari, P. (2012). Training need analysis of school teachers. *International Journal of Education and Management Studies*, 2(2), 135-138.
- [8] Rahmatova, F. (2021). The formation of research competencies of future primary school teachers. *The American Journal of Social Science and Education Innovations*, 3(2), 456-459.
- [9] Murphy, F., Marron, S., & Coulter, M. (2021). Primary field experiences: Critical for primary generalist physical education teachers? *European Physical Education Review*. doi: 10.1177/1356336X21991188.
- [10] Presada, D., & Badea, M. (2019). Language students' training as future teachers: A case study. In *Handbook of research on educator preparation and professional learning* (pp. 169-187). Hershey: IGI Global. doi: 10.4018/978-1-5225-8583-1.ch010.
- [11] Puranik, S. (2020). Innovative teaching methods in higher education. *BSSS Journal of Education*, 9(1), 67-75.
- [12] Copur-Gencturk, Y., & Thacker, I. (2021). A comparison of perceived and observed learning from professional development: Relationships among self-reports, direct assessments, and teacher characteristics. *Journal of Teacher Education*, 72(2), 138-151.
- [13] Colognesi, A., Deprit, A., Coppe, T., Nieuwenhoven, C., Marz, V., & Hanin, V. (2021). Developing Student teachers' reflexivity toward their course planning: Implementation of a training program focused on writing and reflective skills. *SAGE Open*, 11(2). doi: 10.1177/21582440211016897.

- [14] Chang, C., Groschner, A., Hall, N., Alles, M., & Seidel, T. (2018). Exploring teachers' emotions via nonverbal behavior during video-based teacher professional development. *AERA Open*, 4(4). doi: 10.1177/2332858418819851.
- [15] Simons, M., Baeten, M., & Vanhees, C. (2020). Team teaching during field experiences in teacher education: Investigating student teachers' experiences with parallel and sequential teaching. *Journal of Teacher Education*, 71(1), 24-40.
- [16] Abdullah, M. (2020). Knowledge sharing among school teachers. *International Research Journal of Education and Sciences*, 4(1).
- [17] Kurniawan, W. (2021). Determinant factors of extraordinary elementary school teacher professionalism. *Journal of Physics*, 1823(1), article number 012087.
- [18] Dabral, N. (2020). *Anatomy of a primary school teacher*. Retrieved from <https://www.ecoleglobale.com/blog/characteristics-of-a-good-primary-school-teacher/>.
- [19] Garrett, B. (2019). Confronting the challenge: The impact of whole-school primary music on generalist teachers' motivation and engagement. *Research Studies in Music Education*, 41(2), 219-235.
- [20] Mehta, S. (2020). *Modern teaching methods – It's time for the change*. Retrieved from <https://eduvoice.in/modern-teaching-methods/>.
- [21] Song, H., & Xu, M. (2019). From external accountability to potential-oriented development: Quality assurance system building for teacher preparation in China. *ECNU Review of Education*, 2(2), 137-165.
- [22] Sivakumar, A., & Moorthy, G. (2021). Perception of teaching profession and success among school teachers. *JAC: A Journal of Composition Theory*, 13(1), 485-493.

Леся Василівна Кравченко

Уманський державний педагогічний університет імені Павла Тичини
20300, вул. Садова, 2, м. Умань, Україна

Поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів

Анотація. Актуальність дослідження зумовлена необхідністю розробки сучасної системи навчання здоров'язберігаючих дисциплін у підготовці майбутніх вчителів із використанням поєднання традиційних та інноваційних методів навчання. У зв'язку з цим, дана стаття спрямована на виявлення основних факторів впливу на якість освіти майбутніх вчителів, розкриття методів модернізації та контролю навчальних програм у здоров'язберігаючих дисциплінах, опис головних аспектів формування фахового вчителя, спрогнозувати та обґрунтувати можливі наслідки поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів для системи освіти та суспільства в цілому. Провідним методом до дослідження даної проблеми є системний аналіз, який було застосовано з метою вивчення поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів. Також у процесі написання цієї статті були використані такі методи дослідження, як-от: метод логічного аналізу, порівняльний метод, методи синтезу і дедукції, метод класифікації. У статті представлені результати проведеного аналізу, розкриті основні фактори впливу на якість освіти майбутніх вчителів, виявлені методи модернізації та контролю навчальних програм у здоров'язберігаючих дисциплінах, описано головні аспекти формування професійного та успішного педагога, було прогнозовано та обґрунтовано можливі наслідки поєднання традиційних та інноваційних методів навчання здоров'язберігаючих дисциплін у підготовці майбутніх педагогів; результати представлені у вигляді таблиць і рисунків. Матеріали статті становлять практичну цінність для викладачів і студентів педагогічних вищих навчальних закладів, працівників Міністерства Науки і Освіти України, громадських активістів

Ключові слова: навчання в школі, підготовка педагогів, якість викладання, наставництво

UDC 159.923–159.98
DOI: 10.52534/msu-pp.7(3).2021.126-133

Olena A. Miroshnychenko*

Ivan Franko Zhytomyr State University
10008, 40 Velyka Berdychivska Str., Zhytomyr, Ukraine

Psychological Background of Age Differences in the Adaptation of Ukrainian Winterers to Living Conditions in Antarctica

Article's History:

Received: 10.04.2021

Revised: 23.06.2021

Accepted: 07.07.2021

Suggested Citation:

Miroshnychenko, O.A. (2021). Psychological background of age differences in the adaptation of Ukrainian winterers to living conditions in Antarctica. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 126-133.

Abstract. The relevance of the article stems from the fact that every year for 26 years, the expedition of winterers goes to the Ukrainian Antarctic Station "Vernadsky Research Base" to carry out scientific research. Their effective adaptation to extreme conditions of life provides qualitative psychological diagnostics and psychological recommendations. The purpose of this article is to provide a theoretical justification and empirical evidence of the specific features of Ukrainian winterers' age in the process of adaptation to the Antarctica conditions. To achieve the results of the study, the article uses the method of sociometric measurement J. Moreno, method of distributing topics by rank, questionnaire. The authors of the article analysed scientific works on the research problem, clarified the concept of "adaptation" and "adaptability" and age limits of the groups of winterers, described methodological tools and conducted empirical research on the specific features of the age of winterers groups during the adaptation. The article justifies the distribution and identifies groups of high, medium and low adaptability to life under extreme conditions in Antarctica. The authors analysed both the data from the empirical study and the interviews with the surveyed winterers. The study's conclusions are: senior winterers have more experience adapting to extreme conditions than younger generations. They can build better interpersonal relationships in a closed community and easily carry distance from home and homesickness. The study revealed that senior persons (especially representatives of the "Generation of winners' children") motivate wintering in Antarctica with a desire for self-fulfilment, being worthy representatives of Ukraine on a distant continent, and feeling responsible for discharging their duties. After all, they are governed by more professional and social motivations that help to better adapt to extreme conditions. The practical value of the work is to develop tools for psychological diagnosis and to provide guidance on the selection of winterers among candidates for wintering

Keywords: personality, adaptability, age groups, modern generations, extreme living conditions

*Corresponding author

INTRODUCTION

The relevance of the chosen subject stems from the fact that Ukraine is one of the 19 countries in the world that have permanently active Antarctic stations on the sixth continent, Antarctica. Members of the Ukrainian Antarctic Expeditions carry out scientific research in such fields as biology, hydro-meteorology, geophysics, geology, engineering, psychology and psychophysiology. Until 1991, Ukrainian scientists explored the sixth continent as part of Soviet expeditions. After gaining independence, Ukraine joined the international "Antarctic Treaty", and in 1996 in Antarctica, the Ukrainian

flag was raised above the station "Vernadsky Research Base". Such an essential international mission poses significant challenges for Ukrainian scientists. The development of Ukrainian science and international cooperation is more dependent on the psychological training of Ukrainian winterers, who work in the Antarctic conditions. Winterers have to work in extreme conditions due to exposure to low temperatures, time and climate zones changes, sensory deprivation, psychological specific features of work, having rest in a limited team, etc.

Both Ukrainian and foreign scientists research the problem of adaptation to Antarctic conditions through the lens of various aspects. E. Moiseyenko and G. Pyshnov investigate the physiological features of the adaptation of winterers [1; 2]. For example, scientists have found that both members of Ukrainian Antarctic expeditions and members of such professions as air traffic controllers, electronics engineers, and fire-fighters experience chronic fatigue depending on the level of work tension. At the same time, the authors have developed approaches for determining and preventing burnout, taking into account different mechanisms for the development of chronic fatigue of specialists. For his part, A. Gordieiev develops information technologies of professional selection of winterers taking into account the psychophysiological state of organism [3]. For professional selection, the author created a computer software system and accumulated a specialised database. The developed technology was experimentally implemented based on the Department of Biocybernetics and Aerospace Medicine of the National Aviation University (Kyiv).

For example, O. Kokun and L. Bakhmutova investigate psychological features of interaction of Ukrainian expeditions members in limited collective conditions [4; 5]. The authors identified three areas of winterers' interaction during wintering (professional, personal, leisure) and provided psychological recommendations to optimise interpersonal relations in a limited community. At the same time, foreign researchers M. Mehta and G. Chugh are investigating the psychological aspect of motivation to the activities of winterers of Indian Antarctic stations [6]. Researchers have found that an essential role in adapting to extreme conditions has features from the individual's social sphere that help adjust to unusual activity, namely: responsibility for personal actions, vivacity, positive outlook on the future, courage, patience, and kindness comrades. The studies of O. Miroshnychenko and I. Pasichnyk concern age aspects of preparedness and individual typological features of Ukrainian winterers [7-9].

The purpose of this article is to provide a theoretical justification and empirical evidence of the age peculiarities of the adaptation of Ukrainian winterers to extreme conditions in Antarctica. *The objectives of the study* are: to analyse scientific works on the given problem, clarify the concept of "adaptation" and "adaptability", justify age boundaries of investigated winterers' groups, describe methodological tools and conduct empirical research on the adaptation of winterers' age groups, identify groups of high, medium and low adaptability to life under extreme conditions in Antarctica.

LITERATURE REVIEW

The concept of "adaptation" and "adaptability" is one of the main concepts in the study, which requires detailed analysis. First of all, adaptation is a process of adapting individuals to changing conditions, in the case of the study, to extreme conditions in Antarctica. The human being has to adapt both physiological mechanisms of the organism

(cold, sensory deprivation, meteorological-climatic complications, magnetic effects), psychological processes ("detachment" from the home and relatives, need to communicate with a limited number of expedition members, psycho-emotional overloads during the daily shift, etc.). A. Nalchajyan has a similar view on the concept of adaptation [10]. The researcher believes that the process of adaptation is a complex and multi-layered phenomenon of the adaptation of an individual in both micro-environment and macro-environment. The author argues that a well-adapted person has a balance between productivity, the ability to enjoy life and mental processes [10].

Reflecting on the concept of adaptability, we believe that it is a natural (at the physiological level) and acquired (at the psychological level) capacity of a person to adapt, that is, to adapt various manifestations of life to changed conditions. J. Piaget made a fundamental contribution to the development of adaptability [11]. He considers the process of adaptation in both biology and psychology as a unity of oppositely directed processes of accommodation and assimilation. The author considers accommodation as an adaptation to an environment that ensures the organism's functioning under environmental conditions. In contrast, assimilation is the process of changing the very components of the environment, processing them according to the organism's needs. These processes are closely interlinked and mutually reinforcing, but only one of them plays a leading role in a particular case.

The researcher N. Danilenko, following V. Garbuzov, attributes to the possibilities of human adaptation such elements as instincts, temperament, constitutional peculiarities, emotional-voluntary sphere, properties of intellect, abilities, physical condition and even features of appearance. A high level of adaptability means good psychophysical qualities, high working ability, stamina, stress tolerance, mental and physical harmony, the harmony of innate and developed personal attributes. The authors believe that the level of a person's adaptability may increase or decrease due to the influence of upbringing, education, environment and lifestyle [12]. After all, we believe that adaptation, in particular in extreme conditions, can be more effective if a specialist has a positive motivation to act. A person's level of adaptability can also increase due to personal orientation, a system of values, goals and needs, etc.

It should be noted that A. Maklakov identifies the concept of personal adaptive capacity as an essential component of adaptive capacity – the development level of psychological characteristics determines the range of environmental factors to which a person has to adapt [13]. For his part, E. Larssen argues that the realisation of a dream comes when a person can work in extreme conditions, even when pushing beyond proper limits. The author developed a methodology to become stronger and more resilient for living in extreme conditions, and gave such training the name "Hell Week". It helps in training paratroopers and athletes in extreme sports in Norway. The conclusion of this method is as follows: to achieve success (and, therefore, to

adapt to extreme living conditions), a person must be highly motivated and train a lot. It is also quite relevant to the winterers during Ukrainian Antarctic expeditions.

MATERIALS AND METHODS

To determine the psychological background of age differences in the adaptation of Ukrainian winterers to living conditions in Antarctica, the authors relied on the technical and psychological tasks programme of the National Antarctic Scientific Centre of Ukraine (NANC), approved by the Scientific and Technical Council of the Centre in the spring of each year, before the start of the next Ukrainian Antarctic expedition. The author conducted empirical research between 2011 and 2020. Members of Ukrainian Antarctic Expeditions took part in the research and performed professional duties at the “Vernadsky Research Base” station for 12-13 months. The total number of people surveyed was 71 (69 male, 2 female); respondents were between 23 and 63.

The scientific work consisted of several stages. The first stage is data collection. In order to determine the age characteristics of adaptation to extreme conditions in Antarctica, the subjects were divided according to three criteria: 1) number of winterings; 2) social status of the expedition member; 3) presence of personal traits. The logic of the reasoning was as follows. The number of winterings indicates whether a person has adapted to extreme conditions, whether it seems acceptable, and whether an expedition member wants to return to it. The largest number of wintering among the subjects was 8, the smallest – 1. In this way, based on the amount of land, the authors built a rating of winterers.

As for social status, the higher it is, the better the expedition member has adapted to the team and specific features of relations in socio-psychological and naturally extreme conditions. To determine the sociometric status of expedition members, the authors used J. Moreno's method of sociometric measurement with modifications: sociometric preferences were measured in three spheres – work, personal relationships, leisure activities. The subjects were to answer 3 questions: “Which of the expedition members would you rather work with on the station?”, “Which member of the expedition will you tell of your problems?” and “Who do you like to spend your free time with when you are off duty?”. It was necessary to select 3 people for each question. The psychologist conducted the study while

maintaining the confidentiality of the results. After processing the questionnaires, the authors compiled the rating of winterers separately in each expedition. The first person in the rating had the highest number of points – 12 (by the number of winterers in the expedition), the last person in the group – the lowest – 1 point.

The third indicator is certain personality traits defined by the entrusted expert group, including the Head and Senior Scientific Associate of the Medical and Psychological department of National Antarctic Scientific Centre of Ukraine and the Heads of Ukrainian expeditions during ten studied years. Thus, during the years of the study, the Head and the Senior Scientific Associate carried out psychological examinations of the winterers during their selection, preparation for wintering, and psychological support from the mainland via telephone and internet connection with the station. For their part, expedition heads directly supervised, took care of subordinates, and were responsible for them to the NANC, MES and their close relatives. As a result, they can objectively and impartially characterise the adaptation of winterers to Antarctic conditions. In total, the expert group included 17 people. A preliminary survey was conducted with a team of winterers from the three previous expeditions (36 persons in total) to objectively present the personality characteristics required for living in the Antarctic environment who wintered in different years during the study period. They answered the question: “What are the 10 personality traits that are most important, in your opinion, for a winterer who works during a year at the Ukrainian Antarctic Station?”. The authors created a questionnaire for the expert group, representing the first ten essential personality traits mentioned by the winterers and their names in alphabetical order. The experts were given the following instructions:

“DEAR MEMBER OF THE EXPERT GROUP,

We ask you to participate in the scientific research of the “Personality type of Ukrainian winterer in Antarctica”. To do this, please answer the questions of our questionnaire: What qualities do you think every Ukrainian winterer has in the proposed list?” (these ten basic qualities were given by Ukrainian winterers and presented in alphabetical order). Mark clearly expressed qualities with the number 3, moderately expressed – 2, weakly expressed – 1, not expressed – 0. The questionnaire is anonymous”.

Table 1 gives an example of how expert group participants completed the questionnaire.

Table 1. Example of filling in the questionnaire by expert group participants

No.	Winterer's last name	Responsibility	Humanism	Kindness	Vivacity	Collectivism	Creativity	Hard work	Restraint	Tolerance	Honesty
1	A	3	3	2	3	3	1	2	3	1	2
2	B	2	2	3	3	3	2	1	1	2	2

Table 1, Continued

No.	Winterer's last name	Responsibility	Humanism	Kindness	Vivacity	Collectivism	Creativity	Hard work	Restraint	Tolerance	Honesty
3	C	3	2	2	3	3	2	3	1	1	3
4	D	3	3	2	2	1	2	3	3	1	2
5	E	3	3	3	3	2	3	2	2	2	3
6	F	2	3	1	2	2	2	3	3	1	3
7	G	3	0	2	1	3	0	1	1	1	1
8	H	3	2	2	3	3	3	3	2	2	1
9	I	2	2	2	1	3	3	3	3	2	1
10	J	3	2	3	3	2	2	3	3	3	3

The next stage of the study was the processing of the received data. The results of all three studies (wintering rating, sociometric rating, and personality rating) led to a single measurement. As 12 was the highest number in the sociometric ranking, other studies were also included, in particular: since the largest number of winterings was 8, it was multiplied by coefficient of 1.5; personality indicators were added and divided by coefficient of 2.5. Thus, all the selected criteria were measured in the same calculation system.

Quantitative analysis was also used from the group of data processing methods: mathematical statistics; comparison of average values by parametric and non-parametric methods. In distributing subjects by adaptive level, the authors used the method of distributing the features of psychological phenomena by rank [15]. At the same time, the authors used qualitative analysis of the obtained data: differentiation of the material by subject types. From the group of interpretive methods, the study included structural and qualitative interpretation of the results.

RESULTS AND DISCUSSION

First of all, the study aims at defining the age specific features of the winterers' adaptability. The authors based their age categories on the opinion of K. Krutii and L. Zdanevic, known for providing a social and psychological basis for identifying age periods in modern adult life [16]. The proposed periodisation derives from the theory of generations, according to which modern adults are divided into age groups depending on the year of birth: 1947-1967 CE – generation "Children of the winners", born after the Second

World War (in the study – winterers of the senior age group 46-63); 1968-1987 CE – generation "X" (in the study – winterers of the average age group 35-45); 1988-2000 CE – generation "Y" (in the study – winterers of the junior age group 22-34).

All age categories of the study had to answer the questionnaire concerning the basic personality traits of the winterers. According to the author, an interesting result is that it demonstrated which qualities are the most significant for people who work in extreme conditions for more than a year in a row. During the survey, the winterers had to answer which personal traits were most important for the life in Antarctica. The following data were obtained. In general, winterers named 42 qualities, combined into synonymous "nests" and built into the rating system basing on their repetitions. The authors have thus identified 25 qualities necessary for life in Antarctica in the view of the winterers. Consequently, they are presented in descending order of necessity: honesty; collectivism, sociability; creativity, ingenuity; responsibility; kindness; restraint, balance; hard work; humanity, humanism; toleration, tolerance; vivacity, sense of humour; sincerity, openness; intelligence, erudition; willpower, perseverance; activity, energy; sportiness, physical force and stamina; decency, justness; loyalty, reliability; professionalism; courage; sociability; artistry, musicality; patriotism; discipline; daydream; modesty.

After completing and processing all the questionnaires (converting to a single measurement system with coefficients), the series of indicators of each winterer have been compiled into one table (Table 2).

Table 2. Distribution of winterers by number of winterings, sociological status and assessment of winterers' traits by expert team

No.	Initials	Age group	Points for winterings	Sociometric score	General score	Final score	Average score for 3 indicators
1	S. M.	Senior	12	11	9.8	32.8	10.9
2	G. B.	Average	12	10	9.6	31.6	10.4

Table 2, Continued

No.	Initials	Age group	Points for winterings	Sociometric score	General score	Final score	Average score for 3 indicators
3	O. V.	Junior	7.5	8.5	11.9	27.9	9.3
4	M. P.	Average	4.5	12	11.	27.8	9.3
5	R. A.	Senior	4.5	11.5	11.5	27.5	9.2
6	D. I.	Average	4.5	11	11.	26.8	8.9
7	D. K.	Average	6	9.5	10.2	25.7	8.6
8	O. Yu.	Junior	9	7.4	9.3	25.7	8.6
9	Z. O.	Junior	7.5	8	9.9	25.4	8.5
10	L. D.	Average	6	7.75	11.6	25.4	8.5
11	B. O.	Average	10.5	6.1	8.0	24.6	8.2
12	N. S.	Senior	6	8	10.5	24.5	8.2
13	V. M.	Average	4.5	8.5	11.48	24.5	8.2
14	S. V.	Senior	6	8	10.5	24.5	8.2
15	A. O.	Junior	3	10.25	11.0	24.2	8.2
16	S. P.	Average	7.5	4.8	10.8	23.1	7.8
17	L. V.	Senior	9	6.7	6.8	22.5	7.3
18	V. P.	Average	1.5	9	11.32	21.8	7.3
19	D. A.	Junior	3	7.6	11.2	21.8	7.2
20	G. O.	Average	1.5	9.5	10.6	21.6	7.2
21	M. O.	Junior	1.5	9	11.0	21.5	7.2
22	P. O.	Junior	6	5.4	10.1	21.5	7.2
23	G. A.	Junior	3	8.5	10.0	21.5	7.2
24	H. V.	Senior	3	8	10.4	21.4	7.1
25	S. O.	Junior	3	7.1	11.2	21.3	7.1
26	F. Yu.	Senior	1.5	10	9.6	21.1	7.0
27	N. I.	Senior	6	4	10.84	20.8	6.8
28	K. E.	Average	4.5	5	10.92	20.4	6.8
29	S. V.	Average	3	7	10.4	20.4	6.7
30	O. A.	Junior	3	5.75	11.2	20.0	6.6
31	P. B.	Junior	3	6	10.6	19.6	6.5
32	N. O.	Average	3	6	10.4	19.4	6.5
33	B. M.	Average	1.5	6.5	11.2	19.2	6.4
34	L. Yu.	Average	4.5	5.8	8.4	18.7	6.2
35	B. B.	Junior	1.5	6.5	10.4	18.4	6.1
36	D. I.	Average	1.5	8	8.4	17.9	6.0
37	S. O.	Senior	1.5	4.5	11.32	17.3	5.8
38	A. I.	Average	1.5	5	10.8	17.3	5.8
39	M. V.	Average	1.5	6	9.2	16.7	5.6
40	K. P.	Junior	1.5	3.5	6.6	16.6	5.5
41	P. D.	Average	3	3	10.52	16.5	5.5
42	M. V.	Junior	1.5	3	11.6	16.1	5.5
43	G. P.	Average	1.5	5	9.6	16.1	5.5
44	G. Yu.	Average	3	4	9.0	16.0	5.4

Table 2, Continued

No.	Initials	Age group	Points for winterings	Sociometric score	General score	Final score	Average score for 3 indicators
45	S. V.	Senior	4.5	1	10.28	15.8	5.3
46	H. P.	Senior	3	2.25	10.3	15.6	5.2
47	M. M.	Senior	1.5	5.5	8.4	15.4	5.1
48	B. N.	Average	1.5	4	9.8	15.3	5.1
49	N. A.	Junior	1.5	3	10.8	15.3	5.1
50	L. D.	Average	1.5	3	10.52	15.0	5.0
51	S. A.	Average	1.5	3	10.0	14.5	4.8
52	S. A.	Junior	3	3.75	7.6	14.4	4.8
53	B. T.	Average	1.5	1	11.2	13.7	4.6
54	K. O.	Junior	1.5	1	10.6	13.1	4.4
55	P. V.	Junior	1.5	2	9.4	12.9	4.3
56	B. E.	Junior	3	2.5	7.2	12.7	4.2
57	D. O.	Junior	1.5	6.5	4.68	12.7	4.2
58	P. D.	Junior	1.5	1	10.0	12.5	4.2
59	K. V.	Average	1.5	8	2.8	12.3	4.1
60	R. A.	Junior	3	1.25	7.72	12.0	4.0
61	P. E.	Average	1.5	1.5	8.8	11.8	3.9
62	Ch. A.	Junior	1.5	3	6.6	11.1	3.7
63	K. O.	Junior	1.5	2	7.4	10.9	3.6
64	M. O.	Junior	1.5	4	5.32	10.8	3.6
65	Z. A.	Junior	1.5	1	8.2	10.7	3.6
66	Zh. G.	Junior	1.5	1	8.0	10.5	3.5
67	M. O.	Average	1.5	1	7.6	10.1	3.4
68	Sh. R.	Junior	1.5	1	6.8	9.3	3.1
69	L. O.	Junior	1.5	2	5.6	9.1	3.0
70	Zh. V.	Average	1.5	1.5	5.2	8.2	2.7
71	O. P.	Average	1.5	1	4.52	7.0	2.3

The average score of the overall rating presented in Table 2 is 6.1, almost the same as the median. It equals 6.0. To differentiate between groups with high, medium and low adaptability, the principle of dividing the sample by groups with the criterion of standard deviation from the mean value by $\frac{1}{2}$ was used. The calculations were carried out using estimates of the distribution of the values of psychological phenomena [14; p. 20-23]. The group with average adaptability includes winterers with an average overall

rating of 7.0-5.2 points, which is a deviation of values from the average value (6.1 points) of $\frac{1}{2}$ standard deviation (the standard deviation is 1.88 points, respectively, $\frac{1}{2}$ standard deviation is 0.94). So, the average group includes 21 wintering grounds, which is 29.6% of the study sample. The group with high and low levels of adaptability includes 25 people each (35.2% each). Table 3 clearly shows their distribution by age groups.

Table 3. Distribution of age groups of winterers by adaptive levels

Age groups of winterers	Adaptability levels		
	High	Medium	Low
Senior (12 people)	6 (50.0%)	5 (41.7%)	1 (8.3%)
Average (30 people)	10 (33.3%)	11 (36.7%)	9 (30.0%)
Junior (29 people)	9 (31.0%)	5 (17.2%)	15 (51.7%)

As you can see, among the representatives of the senior age group "Generation of winners' children", 91.7% are people with a high and medium level of adaptability; among the representatives of the middle age group "Generation X", 70% of people have a high and medium level of adaptability; among the representatives of the junior age group "Generation Y", there are only 48.2% winterers of high and medium level of adaptability.

Based on an analysis of empirical evidence, the conclusions on age-specific adaptability of winterers are as follows. In the author's study, the senior generation appeared to be the most adapted group. The study found that they have more experience adjusting to challenging conditions, higher ranking in social relations and a higher degree of personality qualities needed to function in extreme conditions. As for motivation to live in Antarctic conditions, members of the junior age group are often moved by romanticism, admire the beauty of an unusual nature and want to "test themselves". They are also more likely than members of the middle and senior groups to be attracted by the possibility of material reward for working in extreme conditions.

For representatives of middle and senior age (especially representatives of "Generation of winners' children"), the motives of self-fulfilment, desire to be worthy citizens of Ukraine, even away from the Motherland, are the most significant. They also have a sense of responsibility for the performance of their professional duties. Hence, they have professional and social motivations that contribute to better adaptation to extreme conditions.

Similar data can be observed in other authors. Thus, O. Sannikov notes in his works that personality's proactive stance and autonomy in decision-making helps in dealing with negative influences of stress situations [17]. As for members of other segments of the population who occasionally find themselves in stressful situations, they are also trying to adapt to extreme conditions by various means. Thus, G. Pirog examined the means and techniques used by students to relieve stress, especially after the examination session, which is a seriously stressful situation in the author's opinion. Such techniques are: walking in the fresh air (used by about 80% of respondents); sleeping and communicating

with loved ones (75%); delicious food and physical activity (50% of students each) [18, p. 195].

Winterers at the Antarctic station resort to similar techniques: they organise various competitions in the open air during periods with favourable temperatures; they have a full sleep; the station's doctor takes care of their health. It is worth adding that there are conditions for winterers to practice sports on the Antarctic station "Vernadsky Research Base": there is a sports hall, a billiard room, and sports games when the weather is favourable. There is also a time and a place for leisure activities – library, coffee bar, break room. Since 2020, there is an Internet connection for better communication with relatives. All this contributes to better adaptation of Ukrainian winterers to life in Antarctic conditions.

CONCLUSIONS

The article presents an analysis of scientific works of Ukrainian and foreign authors on the adaptation of the person to extreme conditions, provides the interpretation of "adaptation" and "adaptability" concepts. Based on the socio-psychological theory of generations, the work justifies the distribution of participants in Ukrainian Antarctic expeditions by age groups. Thus, the authors have defined 3 age groups of winterers: the senior group ("Children of winners"), the middle age group (generation "X") and the lower age group (generation "Y"). In the course of the research, empirical research on adaptation in certain age groups was carried out.

As a result of the study, the authors determined the criteria for dividing winterers into groups for the effectiveness of adaptation to Antarctic conditions: number of winters, sociometric status, personal qualities of winterers. Based on empirical research, the authors have identified groups of high, medium and low adaptability to life under extreme conditions. It was proved that the senior generation appeared to be the most adapted group in the author's study. In conducting conversations with representatives of this group, it turned out that the most significant motivation for them in their desire to spend the winter in Antarctica is professional and social motivation.

REFERENCES

- [1] Moiseyenko, Ye.V., Sukhorukov, V.I., Pyshnov, G.Yu., Mankovska, I.M., Rozova, K.V., Kovalevska, O.E., Madjar, S.A., Bubnov, R.V., Gorbach, A.O., Danylenko, K.M., Moiseyenko, O.I., & Miroshnichenko, O. (2016). Antarctica challenges the new horizons in predictive, preventive, personalized medicine: Preliminary results and attractive hypothesis for multidisciplinary prospective studies in the Ukrainian "Akademik Vernadsky" station. *EPMA Journal*, 7(1), article number 11.
- [2] Pyshnov, H.Yu. (2011). Approaches to assess the degree of burnout in individuals with tense work with the help of logistic models. *Ukrainian Medical Journal*, 3, 101-105.
- [3] Gordieiev, A.D. (2016). Development of information technology of the process of professional selection of operators of extreme activities. *Technology Audit and Production Reserves*, 5/1(31), 11-16.
- [4] Kokun, O., & Bakhmutova, L. (2020). Dynamics of indicators of expeditioners' psychological states during long Antarctic stay. *International Journal of Psychology and Psychological Therapy*, 20(1), 5-12.
- [5] Kokun, O., & Bakhmutova, L. (2021). The impact of expeditioners' personality traits on their interpersonal interactions during long-term Antarctic expeditions. *Polish Polar Research*, 42(1), 59-76.

- [6] Mehta, M., & Chugh, G. (2011). Achievement motivation and adjustment in members of Indian scientific expedition to Antarctica. *Psychological Studies*, 56(4), article number 404.
- [7] Miroshnychenko, O.A. (2016). Role winterer's temperament in the process of adaptation to the living conditions in Antarctica. *Science and Education*, 7, 126-132.
- [8] Miroshnychenko, O., Pasichnyk, I., Voznyuk, A., Kubitskyi, S., Roganova, M., Tsvietkova, H., Shorobura, I., & Bloshchynskyi, I. (2020). Study of Ukrainian Polar Explorers' psychological readiness for extreme environments at the Antarctic station. *International Journal of Human Movement and Sports Sciences*, 8(6), 455-461.
- [9] Miroshnychenko, O.A., & Pasichnyk, I.D. (2020). The readiness of Ukrainian winterers to life in an Antarctic station. *Scientific Journal of National Pedagogical Dragomanov University. Series 12. Psychological Sciences*, 10(55), 58-67.
- [10] Nalchadzhian, A.A. (2010). *Psychological adaptation: Mechanisms and strategies*. Moscow: Eksmo.
- [11] Fress, P., & Piazzhi, J. (Eds.). (1975). *Experimental psychology*. Moscow: "Progress".
- [12] Danylenko, N.V. (2019). Theory of instincts V.I. Horbuzov as a person's life. In *Kharkiv autumn marathon psychotechnology: Materials of the III Interregional scientific and practical conference* (pp. 99-102). Kharkiv: Disa plus.
- [13] Maklakov, A.G. (2017). *General psychology*. St. Petersburg: Peter.
- [14] Larsen, E.B. (2016). *On proved. Needlessly without tolerate to himself*. Moscow: Mann, Ivanov and Ferber.
- [15] Sidorenko, E.V. (2007). *Methods of mathematical care in psychology*. St. Petersburg: OOO "Rech".
- [16] Krutii, K.L., & Zdanevych, L.V. (2017). Review of empirical research on the stratification of modern preschool childhood. In *Development and modernization of social sciences: Experience of Poland and prospects of Ukraine* (Vol. 2). (pp. 56-71). Lublin: Baltija Publishing.
- [17] Sannikov, O. (2016). Information system operator: The structure and components of personal choice. *Science and Education*, 7, 133-143.
- [18] Pyroh, H.V. (2020). Psychological features and problems of professional development of psychologists. In *Personal growth in the conditions of transformation of modern society* (pp. 192-200). Zhytomyr: Vydavnytstvo O.O. Yevenka.

Олена Анатоліївна Мірошніченко

Житомирський державний університет імені Івана Франка
10008, вул. Велика Бердичівська, 40, м. Житомир, Україна

Психологічні передумови вікових відмінностей адаптації українських зимівників до умов життєдіяльності в Антарктиці

Анотація. Актуальність статті ґрунтується на тому, що кожного року протягом 26 років на українську антарктичну станцію «Академік Вернадський» з метою проведення наукових досліджень відправляється експедиція зимівників, ефективна адаптація яких до екстремальних умов життєдіяльності передбачає якісну психологічну діагностику та рекомендації психолога. Метою цієї статті є теоретичне обґрунтування та емпіричне доведення вікових особливостей адаптації українських зимівників до умов Антарктики. Для досягнення результатів дослідження у статті використано метод соціометричних вимірів Дж. Морено, метод розподілу ознак за рангом, анкетування. Проведено аналіз наукових робіт з проблеми дослідження, уточнено поняття «адаптація» та «адаптивність», обґрунтовано вікові межі груп досліджуваних зимівників, описано методологічний інструментарій та проведено емпіричне дослідження особливостей адаптації вікових груп зимівників. Обґрунтовано розподіл та виділено групи високої, середньої та низької адаптивності до життєдіяльності в екстремальних умовах Антарктики. Проаналізовано дані, отримані в результаті проведеного емпіричного дослідження, а також дані, отримані в процесі проведення бесід з досліджуваними зимівниками. Зроблено такі висновки: зимівники більш старшого віку мають більше досвіду адаптації до екстремальних умов, краще, ніж представники молодого покоління, вміють будувати міжособистісні стосунки в замкнутому колективі, краще переносять віддаленість від домівки й тугу за близькими. З'ясовано, що особи більш старшого віку (особливо представники «Покоління дітей переможців») мотивами зимувати в Антарктиці називають бажання самореалізації, бути гідними представниками України на далекому континенті, відчути відповідальність за виконання своїх обов'язків. Зрештою, ними керують більше професійні та соціальні мотиви, які допомагають краще адаптуватися до екстремальних умов. Практична цінність роботи полягає у розробці інструментарію для проведення психологічної діагностики та наданні рекомендацій щодо відбору зимівників серед кандидатів на зимівлю.

Ключові слова: особистість, адаптивність, вікові групи, покоління сучасності, екстремальні умови життєдіяльності

UDC 796/799
DOI: 10.52534/msu-pp.7(3).2021.134-140

Denys V. Neus*, Dmytro S. Shalamov

Specialised Olympic Reserve Children's and Youth Sports School named after Litvak Borys Davydovych
65012, 49 Pushkinska Str., Odesa, Ukraine

Theoretical Aspects of the Correlation of Education and Professional Sports in the Development of Information Technology

Article's History:

Received: 05.04.2021

Revised: 17.06.2021

Accepted: 04.08.2021

Suggested Citation:

Neus, D.V., & Shalamov, D.S. (2021). Theoretical aspects of the correlation of education and professional sports in the development of information technology. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(3), 134-140.

Abstract. The rapid development of modern science and technology has had an unprecedented impact on professional sports, resulting in the need to update the methodology of teaching physical education. The purpose of the study is to analyse the correlations between education and professional sports in the context of the active introduction of information technology. The methodology of theoretical research was used in conducting study. It is determined that the new mode of education does not depend entirely on the advantages of media education, but on the reform of physical education regime. It was discovered that the use of media education technology created conditions for the reform of teaching physical education and sports and led to its recessive function due to the new teaching regime. The necessity of comprehensive analysis in evaluating the model of sports education is substantiated. The study established that the informatisation of sports in educational institutions plays an important role in promoting physical education among students. The semantic importance of school sports modernisation is considered, which includes revising views and ideas on physical education, improving the content and methods of teaching, changing the team composition and management of school sports, and updating school sports and sports evaluation system. The study includes statistical data on the student's attitude to physical activity and their participation in the physical education. The features of the use of media technologies for the purpose of introducing sports among young people have been established, which consist in positive and negative effects on the personality. The practical value of the study lies in the theoretical substantiation of the correlation features of the educational process and professional sports for their further application in practice

Keywords: education system, education modernisation, physical education, physical activity, media technologies, Olympic sports

*Corresponding author

INTRODUCTION

The modern level of education requires qualitative improvement that involves the latest educational equipment, as a result of which the use of media technologies to optimise the educational process becomes one of the most important conditions for the long-term functioning of educational methods. Promotion and implementation of network and computer education contribute to the creation of a diverse interactive learning mode and provide a new space for the development of innovative forms and methods [1]. Since conventional teaching methods are influenced by many factors, effectively addressing their impact within actual learning is essential for physical education reform. For example, a sports teacher can reproduce the details and method

of performing a physical element using a movie, video, television, computer demonstration, etc., which will help to deepen students' understanding of the action and master the acceleration action. As a modern means of obtaining education, multimedia learning is a vivid and visualised learning, the advantages of which are much greater than the role of visual aids. Due to the high material level, modern teaching methods have become simple and easy.

Physical education is a set of various components that includes objects and subjects of the learning process. To teach people physical education, it is necessary to ensure interaction between all components [2]. As an advanced learning tool, multimedia technologies can contribute to

the development of physical education in higher education if they are applied to all aspects of physical education. At present, as the analysis of modern research has shown, interactive education technologies in junior, middle, high schools, as well as in higher educational institutions are mainly focused not on teaching sports theory, but on studying the technologies of physical education, management in sports activities, coaching, obtaining media education, which is versatile and superficial [3]. The positive development and application of media technologies in education play an important role in promoting the reform of PE in higher education.

With the education development, school sports have gradually become a crucial component and method of teaching that develops students' physical and mental health. The rich and advanced culture and conventional cultural development of school sports have become an important way to foster the humanistic spirit of students, which gives an increasingly visible and important status to education. Moreover, school physical education is also an impactful link for students to learn in accordance with the requirements of the modern lifestyle, which unites students and nature, school, and society. School physical education is an important link in the development of international cooperation and exchange. The development of the world community forces sports and sports education to carry out constant modernisation, and modernisation in sports and education, for their part, require changes in school physical education and physical activity [4].

To create appropriate areas for the development of physical education, it is necessary to apply methods, techniques, and means of media education to manage the curriculum, academic disciplines, and their teaching [5]. The use of media technologies can improve the efficiency of sports, improve the teaching and research levels in higher education sports, improve the quality of administration. After the 1990s, the quality and advancement of computer technology, multimedia technology, and network communication technology led to an unprecedented development of education. Foreign researchers are certain that the popularisation of modern educational technologies in physical education is an inevitable result of the rapid development of modern science, technology, and education [6]. The use of modern educational technologies plays an integral role in improving the quality of physical education and the level of training. Physical education teachers are required to use modern educational technologies. The physical education training department should gradually improve the hardware and software environment of modern educational technologies, use multimedia and network technologies to create a high-quality learning environment for students, and help improve students' ability to understand and analyse issues. Multimedia and network technologies are strong assistants in the development of modern sports education.

The purpose of the study is an analysis of the correlation between education and professional sports in the context of active introduction of information technologies.

MATERIALS AND METHODS

In the course of the study, the methodology of theoretical research was used. A theoretical basis is a structure that can contain or support a research theory. In the case of research, the theoretical basis introduces and describes PE in the educational aspect, as well as covers the issues of informatisation of the educational space on sports issues. The theoretical basis of the article consists of the introduction of information technologies in physical education, definitions of media technologies in professional sports, and references to the scientific literature on the correlations between education and professional sports in modern conditions. The theoretical basis of the research provides related theories and concepts in the context of physical education that are relevant to the studied subject, and involve broader areas of knowledge, in particular psychology and pedagogy. For a qualitative description of the research problem area, the foreign studies on the given issue were reviewed in an interdisciplinary context. The choice of theory depended on its relevance, ease of application, and explanatory ability. The theoretical basis of the study was strengthened as follows:

- 1) a comprehensive presentation of theoretical assumptions was compiled in the context of pedagogy, psychology, physiology, and sociology;
- 2) the theoretical basis is related to the modern available research over the past 3-5 years on the chosen issue, based on which a hypothesis was proposed, and a free choice of methods was used, including analysis, synthesis, and comparison;
- 3) The theoretical prerequisites for the study are focused on the questions "why?" and "how?". This made it possible to shift from a simple description of physical education consistently and logically, which has become the subject of study, to generalising its various aspects in the educational space in the context of informatisation;
- 4) the existence of a theory has become an auxiliary factor in determining the boundaries of these generalisations. The theoretical framework helped to identify which key variables influence the ideas about sports among students, and to emphasise the need to study how these key variables can differ in higher education settings, if media technologies are used or not used.

The qualitative theoretical basis of the research is applicative. The value of such a feature lies in the fact that it allows achieving the main purpose of the study – to explain the meaning, essence, and issues of correlation between education and professional sports in the context of IT development. This is necessary so that the knowledge obtained in the research can be used for further conscious and effective practice. An increasingly important trend in the social and behavioural sciences is reasoning and attempting to understand research issues from an interdisciplinary perspective. One of the most effective ways to do this qualitatively is not to rely solely on theories developed within a particular discipline, but to think about justifying questions using theories developed in other areas.

RESULTS AND DISCUSSION

Pedagogical and psychological components of physical education training

Experimental data suggest that regular participation in physical activity provides all people, regardless of their abilities, with a wide range of physical, social, and mental health benefits. Such participation can prevent or limit the effects of numerous non-communicable diseases. Holding sports events and inviting sports favourites to them provide considerable opportunities for the development of society oriented at observing the standards of a healthy lifestyle, physical activity, physical education in families and educational institutions [7]. Sports affect the life and development of young children. Physical activity is essential for the holistic development of youth, as it contributes to their physical, social, and emotional health. The benefits of sports are not limited by their impact on physical well-being. The value of sports also lies in its notable educational benefits. Sports affect the establishment and development of children and young people. Physical activities and sports have educational importance. Changes can be observed in the development of motor skills, productivity, and educational potential. This proves a positive relationship between physical activity and psychosocial development.

Sports and physical education are of great importance for children and young people, as the skills acquired during games, physical education, and sports contribute to holistic personal development. Through sports and physical education, people learn the value of such key characteristics as honesty, teamwork, respect for themselves and others, compliance with the rules, and so on. Physical education and sports continue physical activity. Studies that standardised life expectancy estimates for mixed factors calculated the gain in life expectancy due to physical activity. However, the actual increase in life expectancy should be much higher due to the beneficial effects of physical activity on other risk factors, such as hypertension, glucose and lipid metabolism, coronary heart disease, stroke, or malignancies [5]. Physically healthy non-smokers live an average of 12 years (95% confidence interval, 8.6 to 14.6 years) longer than overweight smokers. Subjects who have never smoked, follow a healthy diet, are physically active enough, and consume only moderate amounts of alcohol have an average life expectancy of 11.1 years longer than those who do not follow any of these types of healthy lifestyles [5].

The few available data on the life expectancy of athletes who were physically more active than the average person is inconclusive. All studies have shown an increase in life expectancy in athletes in the range from 2.8 to 8.0 additional years [8]. This advantage is probably greater than that of people performing high physical activity in cohort studies. In team sports and other sports disciplines, life expectancy may be lower or higher than in the control groups. However, data on these athletes' health behaviours other than their physical activity during their athletic careers, such as smoking, eating, and drinking alcohol, are not available.

Thus, the impact of sports on life expectancy requires further study. Therewith, it is advisable to pay attention to the impact of sports on the development of self-discipline, motivation, and leadership qualities necessary for students to build a purposeful life. Skipping a practical lesson at school or being late for it leads to severe consequences which negatively affect the sense of responsibility in the student [8]. Daily theoretical classes can get boring, and children can lose concentration, especially after two consecutive classroom lessons. Thus, outdoor games can prevent boredom and refresh students' minds, which means improving their concentration.

Working out in the gym helps students cope with stress and raise their spirits. Children who are engaged in physical education have adequate self-esteem as a result of successful sports. Gym teachers frequently divide students into teams to practice sports such as volleyball and baseball. Playing in a team, students learn to alternate actions, become leaders, and support others. They also comprehend the basics of conflict management. Students experience fair victories and losses, treating their peers adequately, regardless of their results [9]. The sociability of physical education promotes communication between different groups of students. Students who are not inherently athletic can still enjoy the psychological benefits of physical education as they learn to expand their abilities. Young people learn to overcome issues by playing sports. Students mould their character when they set goals and strive for improvement [10]. Due to the numerous advantages of sports and physical activity, there is a desire to make changes in physical education in educational institutions. For example, target schools are encouraged to attract physical educators and use sports materials that will help students improve their holistic development, strengthening their physical, social, and emotional health.

Physical education curriculum activities should be designed to promote physical fitness, develop motor skills, instil knowledge and understanding of rules, concepts, and strategies, and teach students to work in a team or individually. Playing sports in schools can help develop an interest in specific sports. For children who intend to go to a primary sports school, this is a good way to decide which sport to choose. Over time, children can attend after-school clubs, which the school can hold to further improve their abilities. All types of mass media should combine available resources and promote the popularisation and development of physical education in educational institutions. In the context of the active spread of modern information technologies, the high-priority thing is the use of media technologies and their advantages to popularise sports knowledge among teachers and college students and to support sports development. A short-term effect of education and physical education in schools is an increase in the level of participation in football and other sports. If the school offers a large selection of sports, children will be able to test their abilities in different areas. In such a case, they are more likely to gain interest in a particular sport. For example, if a child likes

football, they will want to play it more, and then continue to play football for their local teams. This is an example of an active and healthy hobby. If children don't like football, they can play for local teams from other sports [11]. As an instance, students of a higher educational institution can receive any necessary sports information through a media platform, continue to deepen their understanding of sports, which raises awareness of its essence. The above changes one's old ideas and strengthens sports development.

The visibility of sports state in higher education institutions, broadcast by the mass media, will inevitably concern the whole society and contribute to the development of sports among students of higher educational institutions. All types of media can increase the social value of sports and make students a major part of the sports population. Sports are not only outdoor activities, but also a free exchange of experience and mutual communication. Moreover, regular media reports will ensure the introspection of the entire society regarding the targeted development of sports in higher education. Children will be able to develop sports with their physical and psychological qualities [12]. The broad influence of the media platform can contribute to the rapid development of sports in higher education. Using media platforms, the social impact of sports education in higher education can be expanded. Media sports can not only affect the audience's attitude to sports but also affect the audience's passion for it. In particular, young people easily accept new things. Upon using the information platform, university sports can be rapidly developed among students of higher educational institutions.

Informatisation of the educational process in the context of professional sports

The actualisation and popularisation of the Olympic Games change views on the educational aspect of physical education classes. Physical education plays a unique role in the individual's further self-improvement. Such an education is the basis of the modern human. According to research, regular exercise can increase blood supply to bones, promote bone growth, and increase muscle strength, flexibility, endurance, and agility. Exercise plays a crucial role in strengthening the nervous and digestive systems [13]. Sports can foster a sense of competition in people. Modern society is inseparable from the competition, regardless of subjects within it: the state, the enterprise, personnel, or the average employee. Competition is the soul of sports. The introduction of sports competitions in the learning process is one of the best forms of physical education. Participants in competitions dip into its atmosphere fully [14].

Sports develop intelligence and increase the effectiveness of learning. Physiology shows that frequent participation in sports activities can improve the functioning of the human central nervous system and the excitatory and inhibitory role of the cerebral cortex, enhance the alternation of excitatory and inhibitory processes of the nervous

system, develop human perception abilities, increase the flexibility of thinking, coordination, and reaction speed. A considerable amount of mass media devoted to the state of the sports increases students' sense of identity in sports. It is worth adding that today the popularity of sports knowledge among college students is generally low, which, consequently, lowers participation in sports among students of higher educational institutions. The media can cover information about sports more widely to increase the relevance of such knowledge and promote the development of physical education in higher education. When the worldview, views on the life and values of students of educational institutions are unstable, it is the essence of information that will have a high impact on them [15]. Propaganda in the mass media popularises sports and provides a sense of identity in sports among students.

Media attention to sports in higher education can increase the interest of people from all spheres of society in its status. Taking into account the current activities related to sports among students of educational institutions at different levels, the future development of professional sports in general education and higher schools is not optimistic [16]. To improve this, it is necessary to use influential mass media to publicise the issues of sports development in a large information market. As a result of such activities, not only teachers and students at schools, universities, and colleges are engaged in a protracted struggle for the quality development of sports, but also the public, which will inevitably contribute to the introduction and high-quality functioning of PE [17]. Primary and secondary school students are not prepared to participate in sports, especially when combined with the lack of appropriate support from the state. School sports facilities and the level of education are limited, and these factors seriously hinder the students' enthusiasm for participating in sports. Therewith, parents pay attention solely to the learning outcomes of their children. After all, "sport" is vaguely interpreted by students. The various media is necessary to conduct promotions that allow students to realise the importance of exercise for their stable development. Proper use of media resources can influence the way citizens think, aim their opinion at determining their personal attitude to sports, and popularise sports theory and practice [18]. Mass media broadcast sports events and news that can raise students' interest in sports.

Media education has a certain negative impact on students' health. Sports media resources distribute fascinating content. There is a large amount of timely and accurate sports information, many popular sports reviews, images, and videos about events. Such materials meet the needs of students who are fond of sports in everyday life. Nevertheless, such a "fast media culture" creates a number of physically weak "pseudo-sports people". Such students show great interest in sports, yet they do not engage in it personally. In addition, these students are characterised by certain psychological disorders, including (Fig. 1):

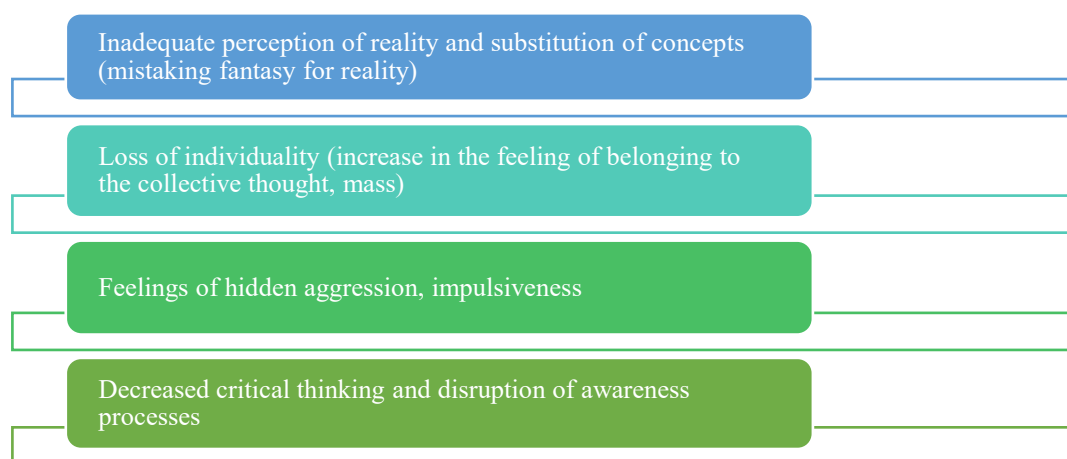


Figure 1. Consequences of the psychological impact of sports media platforms on the student's personality

The innovative mode of physical education depends rather on the reform of its system than on the advantages of media education [19]. The use of media education technologies has created conditions for the reform of physical education teaching and led to the implementation of a recessive function. Notably, the evaluation of sports teaching in the media environment is not comprehensive enough. There may still be a lack of scientific data, so this area requires further study [20]. The most important task of physical education is to offer students the opportunity to master sports skills, to educate students in comprehensive qualities. The use of new media for sports in junior high school can provide the visual representation required by teachers, increase the effectiveness and quality of physical education, and help students master sports skills and learn more physical movements. This is the advantage of modern technology for physical education.

Interest and enthusiasm are key factors in the learning process. Under the influence of spontaneous interest, students can learn and deeply assimilate physical knowledge and skills. The introduction of new education forms allows teachers to use a meaningful and vivid collection of educational materials and presentations to increase student's level of attention [21]. In conventional sports education, due to the complexity of most actions, the explanation of the technical basics and demonstration of the action must be performed separately. New forms of media learning are useful for improving students' comprehensive ability to analyse issues and solve them [22]. Through using new media, teachers can repeatedly show students actions and parts of them that are different from others, enabling students to gain deeper experience, discuss problem situations, and correct mistakes. The content of PE is related to the effect and quality of physical activity in an educational institution [23].

At the present stage, the advanced concept of physical education is gradually being practiced [24; 25]. Unbalanced working conditions for schools and teachers require due attention. Competitive sports require a large number of sports resources. The development of compulsory and

non-compulsory education is not balanced, and the school sports environment and the supportive legal system are imperfect. Therewith, studies show that the physical activity of young people decreases over time. Thus, the experiment "Health Behaviour in School-aged Children", conducted in 40 countries, showed that only 16-26% of children aged 11 to 15 years have a level of physical activity that corresponds to the recommendation of daily classes for 60 minutes [26]. Evidently, the educational aspect of physical education, in particular, the level of young people's awareness is mediocre, which necessitates activating and applying information technologies to spread knowledge and use it in practice.

CONCLUSIONS

The research considered the modernisation of the content of physical education in educational institutions under informatisation as the core concept of improving youth. It was discovered that the value system of physical education in schools can assist in objectively understanding judgments about achievements and losses, generalise the experience of the improvement of school sports, establish standards of the school system of physical education, which help to adapt to social development and lay a solid foundation for further reform of school sports. Moreover, the study established that the coordinated internal and external modernisation of student sports is mainly aimed at the harmonised development of student sports with a sporty lifestyle, public sports, and competitive sports. Student sports provide guidance, counselling, planning, and study of public sports. Physical education in educational institutions shapes the basis for raising the sports level. The crucial role of the educational institution in increasing the daily activity of young people is substantiated. The paper suggests applying a school-wide approach that includes prioritising regular highly active physical education lessons, providing an appropriate physical environment and resources to support structured and unstructured physical education throughout the day, supporting walking and cycling programmes to school, implementing all these actions through supportive school policies, and engaging staff, students, parents, and so on.

REFERENCES

- [1] Belli, T., Misuta, M.S., Moura, P.P.R., Tavares, Th.S., Ribeiro, R.A., Santos, Y.Y.S., Sarro, K.J., & Gallati, L.R. (2019). Reproducibility and validity of a stroke effectiveness test in table tennis based on the temporal game structure. *Frontiers Psychology*, 10, article number 427.
- [2] Fletcher, T., & Chroinin, D.N. (2021). *Pedagogical principles that support the prioritisation of meaningful experiences in physical education: Conceptual and practical considerations. Physical Education and Sport Pedagogy*. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/17408989.2021.1884672>.
- [3] Hartigh, R.J.R.D., Niessen, A.S.M., Frencken, W.G.P., & Meijer, R.R. (2018). Selection procedures in sports: Improving predictions of athletes' future performance. *European Journal of Sport Science*, 18(9), 1191-1198.
- [4] Smith, K.A., Bishop, F.L., Dambha-Miller, H., Ratnapalan, M., Lyness, E., Vennik, J., Hughes, S., Bostock, J., Morrison, L., Mallen, Ch., Yardley, L., Everitt, H., Little, P., & Howick, J. (2020). Improving empathy in healthcare consultations – a secondary analysis of interventions. *Journal of General Internal Medicine*, 35, 3007-3014.
- [5] Page, M.J., McKenzie, J.E., Bossuyt, P.M., Boutron, I., Hoffmann, T.C., Mulrow, C.D., Shamseer, L., Tetzlaff, J.M., Akl, E.A., Brennan, S.E., Chou, R., Glanville, J., Grimshaw, J.M., Hrobjartsson, A., Lalu, M.M., Li, T., Loder, E.W., Mayo-Wilson, E., McDonald, S., McGuinness, L.A., Stewart, L.A., Thomas, J., Tricco, A.C., Welch, V.A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *Journal of Clinical Epidemiology*, 134, 178-189.
- [6] Shearer, C., Goss, H.R., Boddy, L.M., Knowles, Z.R., Durden-Myers, E.J., & Fowweather, L. (2021). Assessments related to the physical, affective and cognitive domains of physical literacy amongst children aged 7-11.9 years: A systematic review. *Sports Medicine – Open*, 7, article number 37.
- [7] Faber, I.R., Koopmann, T., Büsch, D., & Schorer, J. (2021). Developing a tool to assess technical skills in talented youth table tennis players – a multi-method approach combining professional and scientific literature and coaches' perspectives. *Sports Medicine – Open*, 7, article number 42.
- [8] Kolman, N.S., Kramer, T., Elferink-Gemser, M.T., Huijgen, B.C.H., & Visscher, C. (2019). Technical and tactical skills related to performance levels in tennis: A systematic review. *Journal of Sports Sciences*, 37(1), 108-121.
- [9] Sieghartsleitner, R., Zuber, C., Zibung, M., & Conzelmann, A. (2019). Science or coaches' eye? – Both! Beneficial collaboration of multidimensional measurements and coach assessments for efficient talent selection in elite youth football. *Journal of Sports Science & Medicine*, 18(1), 32-43.
- [10] Baker, J., Wilson, S., Johnston, K., Dehghansai, N., Koenigsberg, A., Vegt, S., & Wattie, N. (2020). Talent research in sport 1990-2018: A scoping review. *Frontiers Psychology*, 11, article number 607710.
- [11] Mocanu, M. (2018). The assessment of the attack finalized with topspin-retopspin in female junior table tennis. *Annals of the University Dunarea de Jos Galati, Fascicle XV: Physical Education and Sport Management*, 1, 32-37.
- [12] Wilson, R.S., Smith, N.M.A., Ramos, S.P., Caetano, F.G., Rinaldo, M.A., Santiago, P.R.P., Cunha, S.A., & Moura, F.A. (2019). Dribbling speed along curved paths predicts attacking performance in match-realistic one vs. one soccer games. *Journal of Sports Sciences*, 37(9), 1072-1079.
- [13] Yu, C., Shao, S., Baker, J.S., Awrejcewicz, J., & Gu, Y. (2019). A comparative biomechanical analysis of the performance level on chasse step in table tennis. *International Journal of Sports Science & Coaching*, 14(3), 372-382.
- [14] Fuchs, M., Liu, R., Lanzoni, I.M., Munivrana, G., Straub, G., Tamaki, S., Yoshida, K., Zhang, H., & Lames, M. (2018). Table tennis match analysis: A review. *Journal of Sports Sciences*, 36(23), 2653-2662.
- [15] Lanzoni, I.M., Bartolomei, S., Di Michele, R., & Fantozzi, S. (2018). A kinematic comparison between long-line and cross-court top spin forehand in competitive table tennis players. *Journal of Sports Sciences*, 36(23), 2637-2643.
- [16] Roberts, A.H., Greenwood, D.A., Stanley, M., Humberstone, C., Iredale, F., & Raynor, A. (2019). Coach knowledge in talent identification: A systematic review and meta-synthesis. *Journal of Science and Medicine in Sport*, 22(10), 1163-1172.
- [17] Koopmann, T., Faber, I., Baker, J., & Schorer, J. (2020). Assessing technical skills in talented youth athletes: A systematic review. *Sports Medicine*, 50, 1593-1611.
- [18] Oppici, L., Frith, E., & Rudd, J. (2020). A perspective on implementing movement sonification to influence movement (and eventually cognitive) creativity. *Frontiers Psychology*, 11, article number 2233.
- [19] Elferink-Gemser, M.T., te Wierike, S.C.M., & Visscher, C. (2018). Multidisciplinary longitudinal studies: A perspective from the field of sports. In K.A. Ericsson, R.R. Hoffman, A. Kozbelt, & A.M. Williams (Eds.), *The Cambridge handbook of expertise and expert performance* (pp. 271-290). Cambridge: Cambridge University Press.
- [20] Bankosz, Z., & Winiarski, S. (2020). Kinematic parameters of topspin forehand in table tennis and their inter- and intra-individual variability. *Journal of Sports Science and Medicine*, 19(1), 138-148.
- [21] Johnston, K., Wattie, N., Schorer, J., & Baker, J. (2018). Talent identification in sport: A systematic review. *Sports Medicine*, 48(1), 97-109.

- [22] Wang, M., Fu, L., Gu, Y., Mei, Q., Fu, F., & Fernandez, J. (2018). Comparative study of kinematics and muscle activity between elite and amateur table tennis players during topspin loop against backspin movements. *Journal of Human Kinetics*, 64(1), 25-33.
- [23] Sung, Ch.-Y. (2019). A smart analysis of technical skills of top male table tennis players. *Smart Science*, 7(4), 231-238.
- [24] Tolgfors, B. (2018). Different versions of assessment for learning in the subject of physical education. *Physical Education and Sport Pedagogy*, 23(3), 311-327.
- [25] Tolgfors, B. (2018). Transformative assessment in physical education. *European Physical Education Review*, 25(4), 1211-1225.
- [26] Braun, V., Clarke, V., & Hayfield, N. (2019). "A starting point for your journey, not a map": Nikki Hayfield in conversation with Virginia Braun and Victoria Clarke about thematic analysis. *Qualitative Research in Psychology*. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/14780887.2019.1670765>.

Денис Володимирович Неус, Дмитро Сергійович Шаламов

Спеціалізована дитячо-юнацька спортивна школа олімпійського резерву імені Літвача Бориса Давидовича 65012, вул. Пушкінська, 49, м. Одеса, Україна

Теоретичні аспекти кореляції освіти та професійного спорту в умовах розвитку інформаційних технологій

Анотація. Швидкий розвиток сучасної науки і технологій зробив безпрецедентний вплив на професійний спорт, унаслідок чого виникла потреба оновлення методології навчання фізичному вихованню. Метою дослідження є аналіз кореляційних зв'язків освіти та професійного спорту в умовах активного впровадження інформаційних технологій. У процесі проведення наукової розвідки була використана методологія теоретичного дослідження. Визначено, що новий режим навчання повністю залежить не від переваг медіанавчання, а від реформи режиму фізичного виховання. З'ясовано, що застосування технології медіаосвіти створило умови для реформи викладання фізичного виховання і спорту, а також призвело до його рецесивної функції завдяки новому режиму навчання. Обґрунтовано необхідність різноспрямованого аналізу в процесі оцінювання моделі навчання спорту. Виявлено, що інформатизація спорту в навчальних закладах відіграє важливу роль в просуванні фізичного виховання серед студентів. Розглянуто смислове значення модернізації шкільного спорту, що включає оновлення шкільної думки та ідеї фізичного виховання, вдосконалення змісту і методів навчання, зміну командного складу та управління шкільним спортом, а також оновлення шкільного спортивного стану і системи спортивного оцінювання школярів. Наведено статистичні дані щодо ставлення здобувачів освіти до фізичної активності та їхньої участі в освітньому процесі фізичного виховання. Визначено особливості застосування медіатехнологій з метою впровадження спорту серед молоді, які полягають як в позитивному, так і негативному впливі на особистість. Практична цінність наукової роботи полягає в теоретичному формулюванні особливостей кореляції освітнього процесу та професійного спорту з метою подальшого їхнього застосування на практиці

Ключові слова: система освіти, модернізація освіти, фізичне виховання, фізична активність, медіатехнології, олімпійський спорт

**SCIENTIFIC BULLETIN
OF MUKACHEVO STATE UNIVERSITY
SERIES “PEDAGOGY AND PSYCHOLOGY”**

Scientific Journal

Vol. 7, No. 3. 2021

Founded in 2015. Published four times a year

The original layout of the publication is made
in the publishing department of Mukachevo State University

Literary editor:

I. Kravets

Editing English-language texts:

K. Kasianov, S. Vorovsky

Ye. Zavorotko, A. Kravchenko

Desktop publishing:

K. Sosiedko

Signed for print 09.09.2021. Format 60*84/8

Conventional printed pages 16.6

Circulation 300 copies

Publishing Address:

Mukachevo State University

89600, 26 Uzhhorodska Str., Mukachevo

Transcarpathian region, Ukraine

tel./fax: (03131) 2-11-09, (03131) 2-11-09

E-mail: info@pp-msu.com.ua

www: <https://pp-msu.com.ua/en>

**НАУКОВИЙ ВІСНИК
МУКАЧІВСЬКОГО ДЕРЖАВНОГО УНІВЕРСИТЕТУ
СЕРІЯ «ПЕДАГОГІКА ТА ПСИХОЛОГІЯ»**

Науковий журнал

Том 7, № 3. 2021

Заснований у 2015 р. Виходить чотири рази на рік

Оригінал-макет видання виготовлено
у редакційно-видавничому відділі Мукачівського державного університету

Літературний редактор:

І. Кравець

Редагування англomовних текстів:

К. Касьянов, С. Воровський
Є. Заворотько, А. Кравченко

Комп'ютерна верстка:

К. Сосєдко

Підписано до друку 09.09.2021 р. Формат 60*84/8

Умовн. друк. арк. 16,6

Наклад 300 примірників

Адреса видавництва:

Мукачівський державний університет
89600, вул. Ужгородська, 26, м. Мукачево
Закарпатська область, Україна
тел./факс: (03131) 2-11-09, (03131) 2-11-09
E-mail: info@pp-msu.com.ua
www: <https://pp-msu.com.ua>