

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



НАУКОВИЙ ВІСНИК

МУКАЧІВСЬКОГО ДЕРЖАВНОГО
УНІВЕРСИТЕТУ

СЕРІЯ
«ПЕДАГОГІКА ТА ПСИХОЛОГІЯ»

Науковий журнал

ТОМ 7, № 4
2021

МУКАЧЕВО
2021

*Рекомендовано до друку та поширення
через мережу Інтернет Вченою радою
Мукачівського державного університету
(протокол № 13 від 24 січня 2022 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, № 4. – 105 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. 4
2021**

MUKACHEVO
2021

*Recommended for printing and distribution via the Internet
by the Academic Council of Mukachevo State University
(Minutes No. 13 of January 24, 2022)*

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. 4. – 105 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 Ohienko 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

О. А. Вовченко

Вплив особливостей родинного виховання на формування самооцінки підлітків з порушеннями психофізичного розвитку 9

Л. В. Гузар

Ефективність самостійної роботи студентів: проблема та шляхи покращення.....20

Л. В. Омельченко

Дидактичні можливості стратегій критичного мислення як інструмента реалізації медіаосвітньої технології для розвитку ключових умінь здобувачів освіти.....30

Л. І. Демчина

Інноваційні тенденції формування змісту підготовки магістрів спеціальності 029 «Інформаційна, бібліотечна та архівна справа».....37

І. В. Михед

Робота з дітьми групи ризику в умовах сучасного освітнього простору43

О. В. Пономаренко, Є. В. Костик, Т. М. Петрова

Сучасні інструменти креативного вивчення англійської мови в умовах змішаного навчання: досвід українських ЗВО50

І. Ю. Мосякова

Теоретичні основи управління багатoproфільним закладом позашкільної освіти в умовах автономії.....58

Л. А. Варава, О. В. Кочетова, В. Орест

Структурні компоненти переживання власного благополуччя осіб з функціональними порушеннями зору66

ОГЛЯДОВІ СТАТТІ

А. В. Коллі-Шамне, О. Патапас

Дискримінація за віком, геронтостереотипи та геронтологічний ейджизм: крос-культурний аспект.....76

Л. В. П'янківська, Т. Б. Кодлубовська

Особливості сприйняття смерті тяжкохворою дитиною.....86

К. М. Пилипюк

Засоби оптимізації формування критичного мислення студентів в університетах Німеччини.....96

CONTENTS

O. A. Vovchenko

The Influence of Family Upbringing on the Formation of Self-Esteem of Adolescents with Developmental Disabilities 9

L. V. Huzar

Efficiency of Students' Independent Work: The Problem and Ways to Improve20

L. V. Omelchenko

Didactic Possibilities of Critical Thinking Strategies as a Tool for Implementing Media Education Technology for Developing Key Skills of Students.....30

L. I. Demchyna

Innovative Trends in the Formation of the Content of Master's Training in Speciality 029 "Information, Library and Archival Affairs"37

I. V. Mykhed

Work with Children at Risk in a Modern Educational Space.....43

O. V. Ponomarenko, Ye. V. Kostyk, T. M. Petrova

Modern Tools for Creative Learning of English in a Blended Learning Environment: Practices of Ukrainian Universities50

I. Yu. Mosiakova

Theoretical Foundations for the Management of Multidisciplinary Institution of Out-of-School Education in the Conditions of Autonomy.....58

L. A. Varava, O. V. Kochetova, V. Orest

Structural Components of Personal Well-Being Experience of Persons with Functional Visual Disorders.....66

REVIEW ARTICLES

A. V. Kolly-Shamne, A. Patapas

Age Discrimination, Gerontostereotypes, and Gerontological Ageism: Cross-Cultural Aspect.....76

L. V. Piankivska, T. B. Kodlubovska

Features of Perception of Death by a Seriously Ill Child86

K. M. Pylypiuk

Means of Optimising the Development of Critical Thinking of Students in German Universities.....96

Olha A. Vovchenko*

Mykola Yarmachenko Institute of Special Pedagogy and Psychology
of the National Academy of Pedagogical Sciences of Ukraine
04060, 9 M. Berlinskyi Str., Kyiv, Ukraine

The Influence of Family Upbringing on the Formation of Self-Esteem of Adolescents with Developmental Disabilities

Article's History:

Received: 18.08.2021

Revised: 19.09.2021

Accepted: 20.10.2021

Suggested Citation:

Vovchenko, O.A. (2021). The influence of family upbringing on the formation of self-esteem of adolescents with developmental disabilities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 9-19.

Abstract. The influence of family upbringing, in particular in particular family archetypes, has an impact on the formation of personality, especially during puberty, affecting various aspects of the mental life, health and behaviour of a teenager, including self-esteem, worldview, vision of one's own "self-concept" in the world. Consequently, the main purpose of the study is to determine special features of the influence of family upbringing on the formation of adolescents with developmental disabilities. In the course of the study, the "KPQAA" method and Dembo-Rubinstein Method of Self-esteem Measurement were used. According to the results of research, it is determined that the leading archetypes of Animus (male aspect of education) are "Warrior", "King", which translate in education not only samples of masculinity (strength, honesty, justice, courage), but also a number of negative aspects, such as rudeness, moral pressure on family members, aggression (physical, verbal, indirect), etc. It is found that the embodiment of the female Anima occurs mainly through archetypal images of "Helen" and "Eve", which indicates the high emotionality of the parenting process, submission as a model for children raised, honesty. It is confirmed that such female archetypes in the process of educating adolescents with developmental disabilities also translate instability of self-esteem, low self-esteem, rapid changes in desires, interests, a tendency to immorality (deception, flattery, betrayal), etc. It is established that the studied adolescents are mainly characterised by inadequately inflated and underestimated indicators of self-esteem, which is a consequence of the influence of leading archetypal images of upbringing in families. The article describes the influence of the style of family upbringing, interaction of parents with children with developmental disabilities on the formation of personality in general and such components as emotional, behavioural, motivational spheres, "self-concept", "self-image", self-esteem, worldview and interaction with modern society. The practical value of scientific work lies in the possibility of further development of effective psychological support for adolescents with developmental disabilities who have problems with the formation of self-esteem

Keywords: an individual with special educational needs, an individual with developmental disabilities, intellectual disability, combined personality development disorders, family upbringing, adolescence, "self-concept"

*Corresponding author

INTRODUCTION

Communication is a complex and multi-level process of establishing and developing contacts and connections between people. Quite often, it is included in the practical interaction of the individual. The interest of sociologists,

psychologists, philosophers, teachers in the scientific definition of "communication" and its practical comprehension is extremely relevant, since it is closely related to a number of processes that occur with the personality of a child/teenager,

in particular with special educational needs. The intensity of communication, the variety of its content, goals, and means are the most important factors determining the development of the younger generation: children and adolescents. Only in contact with adults is it possible for children to assimilate the socio-historical experience of humanity and realise their innate opportunity to become representatives of a certain society. This aspect is extremely important for children with special educational needs, who, depending on the characteristics of their psychophysical development, have, firstly, an increased need for communication, openness, perception of their personality by others; secondly, they often need help in establishing the process of communication with the world around them for a number of reasons (physiological features, psychological barriers, psychophysical features, etc.). Analysis of the mental development of a child with special educational needs shows that in the process of complication and development of mental processes, there are naturally different levels of communication between a child and an adult, which replace each other and differ qualitatively from each other. Thus, the development of communication with adults in children and adolescents from birth to adolescence occurs under the conditions of changing several forms of communication.

The most important in the emergence and development of communication is the interaction of an adult, whose proactive initiative is constantly "supporting" the growing personality of adolescents, helping to rise to a new, higher level, based on the principle of "zones of immediate development". Family education should be based on the principles of mutual understanding and mutual respect. For parents, the child or the more mature person (adolescent) is not only an object of upbringing and education, precepts, orders and prohibitions, but above all a separate subject with their own rights and duties, desires, dreams, principles, world view, etc. The family environment combines the personal characteristics of parents, the conditions in which the family lives, the style of upbringing, attitudes and archetypes of upbringing that were passed down from generation to generation. The lifestyle and upbringing of a family has a great impact on the development of a growing person with special educational needs. As T. Kostyrykina once noted, family upbringing is carried out in all directions [1]. These are physical, aesthetic, occupational, mental and moral education, which may change as they grow up, but the leading basic principles will remain the same. Such basic principles were defined by K. Yung as "archetypes" [2]. The subconscious, collective knowledge that is transmitted to each of us through everyday habits, stories, traditions, behaviour in everyday life, even through gestures and facial expressions [2]. Therefore, it is obvious that a particular style of family upbringing is based on a certain belief, behaviour style, habits, archetypes and stereotypes of attitudes to the child's personality, in particular to a child/teenager with special educational needs. It is the family attitude and upbringing that shapes adolescents with special educational needs

in many ways. Some grow confident, despite their disabilities or certain needs related to health. Others, on the contrary, grow up with low self-esteem, isolate themselves, find it difficult to make contact even with professional psychologists and rehabilitation specialists, withdrawing from the social world of peers and the older generation. Self-esteem is a leading component of the formation of self-awareness of a person with special educational needs. It determines its orientation, the reality of the environment, and determines its mutual influence with other psychological structures of the individual. The family is a social institution that has a large-scale impact on the formation of a person with atypical development and the level of self-esteem formation. Self-esteem from early childhood is formed by the style of family education (archetypes and stereotypes of the family). Low self-esteem does not allow the child's abilities to develop, while too high self-esteem can be dangerous: the child will attribute non-existent advantages and unrealistic prospects to themselves, and then, in the future, may suffer when they encounter a stronger personality or a child with a truly formed self-esteem, or when expectations do not coincide with reality, and so on.

Often, parents have the idea of what an "ideal model" of a child should be, and when it does not meet their dreams, they rebuke their child for it, not noticing the benefits that were simply not included, accounted for in their parenting plans. Therefore, in order for a child not to develop low self-esteem and a sense of inferiority, it is not necessary to place any great hopes on them, so as not to come to disappointment later. Conversely, it is necessary to constantly and carefully notice the benefits, to reveal in the child its inherent features (both positive and negative). Praise and criticism should have a reasonable ratio: everything that a child with special educational needs does cannot be praised unconditionally, but it is also not worth shouting about everything.

If the criticism exceeds the praise, the child/teenager will begin to avoid communicating with their parents or a family representative who does this. And when criticizing a child (if necessary), it is necessary to find what they can be praised for, for example, for independence, for intelligence, the strength of will. In addition, at the end of the conversation, it is necessary to express the sincere hope that the child understands the criticism and will quickly correct everything. Children should be treated especially delicately if there are two or more of them in the family. Because there are parents who openly compare children, put one as an example to the other. Especially if one child does not have any developmental disabilities, and the other is characterised by atypical development. Naturally, this has its mark on the self-esteem of the child's personality, causes feelings of envy, doubts about parental love and outright hostility to the one who is constantly praised. Self-esteem is the difference between real and ideal, and children, especially teenagers, like to create ideals for themselves. Sometimes they want to be like the heroes of books, or now, mostly, the heroes of famous movies, but the problem is that this is often

unattainable. As a result, the gap between the ideal and the child/teenager is so large that self-esteem falls quite low. This feature is typical mainly for smart, intelligent, knowledgeable and inquisitive teenagers. They are the ones who are most often dissatisfied with themselves and have low self-esteem. Light-hearted teenagers who live in the present day and do not think about the future and do not focus on ideals, mostly do not have problems with self-esteem. Naturally, it is necessary to support the child's desire to move towards the ideal, otherwise, they will grow up to be a self-satisfied and not very educated person. However, first of all, parents need to be able to explain to the child that it is possible to approach the ideal only gradually, through hard work. Explain to the child that if ideals seem unattainable, but they cannot change the real self, then it is necessary to be able to change the attitude in themselves – to the ideal. And, most importantly, it is necessary to convince the child/teenager to love themselves for who they are. Raising a child's self-esteem is one of the most important tasks for their future life and a difficult task in family upbringing. As was already noted, family upbringing style, family values, principles, life priorities, etc. are of great importance in the development of self-esteem.

Therefore, in order to maximise the positive effects and minimise the negative roles of family upbringing and the impact on the child's self-esteem, it is necessary to remember intrafamily psychological factors that are of significant importance:

- two parents to be actively involved in family life;
- always find time to talk to the child (about difficulties in their life, new skills and discoveries, talents);
- not to show any pressure on the child, thus helping to make decisions independently;
- understand or consult with teachers/psychologists about age-related crises in childhood (adolescence);
- respect the child's right to own opinion;
- learn to restrain their own instincts and treat the child as an equal partner who simply has less life experience.

This complex psychological educational process of family education is formed under the influence of many determinants. According to the research of special psychology by V. Zasenkov [3], T. Kostyrykina [1], L. Marchuk [4], L. Prokhorenko, O. Romanenko [5], I. Chernoshtan [6], researchers' interest in the features and problems of family upbringing styles is growing annually. The number of dissertation studies related to these topics is growing, as is the demand from teachers and parents regarding the particularities of self-esteem formation, especially in younger and older adolescents, are increasing. In practice, psychologists, in particular, often encounter some kind of problem with family upbringing. L. Marchuk notes that now it is quite often possible to notice the lack of educational influence of parents and the style of upbringing on the development of the personality of a child, later a teenager [4]. The author claims that the predominant influence on the growing generation, including adolescents with special educational needs,

is carried out by teachers and society, that is, the formation of personality takes place outside of "home conditions" [4]. A similar position is held by I. Chernoshtan, who believes that interpersonal relations in the family, in fact, child-parent, have the main influence on the formation of personality behaviour of adolescents outside the family [6]. Therefore, parents do not know what kind of person lives next to them. This often causes family conflicts, misunderstandings, suicides, running away from home and disrupting the adequate mental health of the individual, deforming the psychological structure of the child/teenager, in particular such important aspects as self-esteem and "self-concept". Thus, the purpose of scientific research there is a study of styles, archetypes of family education and their impact on the self-esteem of adolescents with special educational needs (*adolescents with special needs are defined as persons with certain psychophysical disorders, in particular intellectual disability and combined disorders (vision, hearing)*).

LITERATURE REVIEW

In modern special psychology, the topic of "family upbringing" is most revealed in the research of teachers and psychologists, in particular, it is worth highlighting philosophical and psychological theoretical concepts revealed in the works of such researchers as: A. Leontiev [7], who studied the genetic and structural aspects of the personal content of information transmission; B. Bratus, who proposed the classification of content formations [8]; L. Vygotskiy, who studied the patterns of development of the child's psyche [9]; A. Bodalev [10], V. Lukianenko [11], S. Rubinstein [12], I. Chernoshtan [6], who characterised the ontological relationship between individual and society; A. Petrovskiy [13], who described the structure of personality with special educational needs (developmental disabilities). Also it is advisable to pay attention to the works of psychologists who have studied the features of psychology and the phenomenon of the "archetype" as a well-established image of the vision of the world in particular, the scientific achievements of O. Vovchenko [14], R. Ryan [15], S. Saarni [16], H. Sokolova [17] and others. The study of archetypes as a collective unconscious of a certain group of people, which affects the formation of its structural components, was carried out by such researchers as O. Vovchenko [18], J. Zins and M. Elias [19], V. Kozlov [20]. Special attention in scientific research should be paid to the achievements of the founder of archetypal psychology – K. Jung [2]. In addition, the works of modern classics of the archetypal approach in science to personality and its existence in society – O. Donchenko [21], O. Potebnia [22] and O. Romanenko [5] – are important for scientific work. Within the framework of the research topic, it is also necessary to consider the scientific positions of V. Lukianenko, which indicates the genetic features of the transmission of archetypal information to a child/teenager, in connection with which the formation of self-esteem is a genetically determined parenting style passed down from generation to generation [11].

Styles of parental education should be studied through the context of Ukrainian researchers G.K. Belgibaeva [23], V. Harbuzov [24], T. Kostyrykina [1] and many others. So, for example, H. Sokolova believes that parents, as equal partners in the educational process of a child, choosing and implementing a particular style of the upbringing of a teenager (child), acquire certain “psychological benefits”, and the scientist, using the example of the mother, considers two possible options for the relationship of “mother with child” [17]. If the relationship is dominated by the mother, she can accept or reject offers and wishes of the child/teenager, and the child, in response, can support or discuss possible options in a calm tone, make suggestions, justify them, and so on. At the same time, the child will demonstrate “reasonable” submission and act under the protection of the mother, obeying her rules. The benefit of the mother is that she is in charge, the leader, her will is undeniable. If the relationship is dominated by the child, the mother obeys the child's desires, follows the whims of the child/teenager, thus also benefiting by choosing to be a “victim” and relinquishing authority over mistakes made by the child in society (theft, deviant behaviour, etc.). In general, the mother in such relations with the child adheres to the position of non-interference in the problems of upbringing and formation of the future adult personality [17]. V. Harbuzov, emphasising the decisive role of educational influences in the formation of characterological characteristics of a teenager, in particular the formation of self-esteem and “self-concept”, identified three types of improper upbringing in the family [24]:

1. Raising rejection, emotional denial – rejection of the child's characteristics or special educational needs related to psychophysical development. Often, parents demonstrate strict control over everyday affairs, in the circle of communication, in addition, it is characteristic to impose their own rules, norms, not listening to the needs or desires, skills or talents of the child.

2. Hypersocialising parenting manifests itself through high expectations of parents from a child with special educational needs. Often, parents show an increased level of anxiety, emotionality, and neuroticism in communicating with families who do not have a child with atypical development. In communication with psychologists, there is complete distrust and rejection of advice and recommendations. Trust exclusively in doctors and rehabilitation therapists. Constant pressure on the child, especially in the field of education, extracurricular activities (additional classes).

3. Egocentric upbringing is characterised by the fact that a child with special educational needs becomes an inviolable personality, a certain type of idol. Any desires are satisfied, indulgence is the norm. Everything is explained by “after all, they are different”, “they are unlucky enough as it is”, “who will pamper them, if not us/me” and so on.

- *Hypoprotection*, which is characterised by a lack of guardianship and control. Parents leave such a child/teenager without special supervision or control. There is no special attention paid to the individual, no requirements

are put forward, there is no strict control, interest in plans and daily actions. Often such children can be unkempt, untidy, neglected not only on a moral and psychological level, but also on a physical one. Mostly care and control can be described by formal actions of parents, “because it is necessary”, rather than by actual desire. Such a family, in particular parents, is not involved in the life, interests, needs, or hobbies of the child/teenager. Consequently, such children/adolescents are often characterised by antisocial behaviour (delinquent or deviant), as a way to attract the attention of an adult, as an unrealised need for family love.

- *Dominant hyperprotection* manifests itself through increased, heightened attention, care, excessive guardianship, control in small everyday actions, monitoring the everyday affairs of a teenager, imposing a large number of prohibitions (on communication, buying things in stores on their own, etc.). Parents want to see a teenager mostly busy with academic affairs or just at home, “under control”. Such children are not taught from a young age to take independent actions (eat by themselves or undress/dress without the help of others) and take responsibility for their own actions and their consequences. At a more mature age, this contributes to the formation of low self-esteem, lack of initiative, inability to defend oneself and one's interests.

- *Indulgent hyperprotection* is explained through the creation, indulgence in the process of raising an “idol of worship in the family”. In such a family, the child is released from any responsibilities, difficulties, their desires are in the first place, hyper-godliness and overprotection are also characteristic, parents admire minimal success and demand similar attitudes from others. As a consequence, the child develops a high level of ambition, a desire to be the first, to be the leader among others, with a lack of actual strength, skills, knowledge and abilities necessary for this.

- *Emotional denial* is characterised by the fact that a child/teenager, especially with special needs, is a burden. Therefore, needs are ignored, sometimes abuse is observed, manifestations of general dissatisfaction with the teenager. Often there is a hidden emotional denial: parents tend to hide the real attitude towards the child/teenager with increased care and attention to them. This parenting style has the most negative impact on the development of a child with special educational needs and the formation of personality structures.

- *Violent relationships* can manifest themselves openly, when the teenager is openly shown negative experiences by all members of the family, sometimes using violence; or be hidden, when there is a certain “wall” of emotional coldness, detachment and hostility between parents and the child.

- *Increased moral responsibility* is revealed in those aspects when a teenager is required to be honest, decent, and have a sense of duty that does not correspond to their age, psychophysical capabilities (health characteristics, intellectual development). Ignoring the interests and capabilities of the adolescent, put them responsible for the well-being of loved ones [4; 6; 18].

G.K. Belgibaeva and V. Stadnik distinguish four types of parental attitude, which forms the self-esteem of a person with psychophysical health disorders:

- *acceptable-authoritarian* – subjective well-being of parents: a warm attitude and acceptance of a teenager with demands for social success and achievements with control in these areas;
- *rejection with aspects of infantilisation and social disability* – emotional rejection of a teenager, low value of their individual-characterological characteristics, treatment as to a younger despite their real age, attribution of different types of negative inclinations;
- *symbiotic* – the desire to establish close, intense emotional contact with a teenager, to participate in all, even fairly small aspects of their life.
- *symbiotic-authoritarian* – hyperprotection and total control of the behaviour of a teenager's mental life, blocking the realisation of children's dreams, desires, and needs for psychosocial identification [23].

The world practice of psychological assistance to adolescents with special needs and their parents (families, guardians, etc.) shows that even complex problems of upbringing can be solved if it is possible to establish a favourable style of communication and upbringing in the family, identify the leading communication styles, the dominant archetypes of the father and mother. Usually, teenagers learn the patterns of behaviour of their parents and gain confidence in their effectiveness, correctness and the need to apply in life exactly such styles that they remember from childhood. Therefore, the style of family upbringing is imprinted in the psyche of a child, then a teenager as a collective unconscious knowledge and affects the formation of personality in society, in particular, the formation of self-esteem, "self-image". It can also be used as a style of raising one's own children in the future. So, from generation to generation, there is a social inheritance of the parenting style. What K. Yung called the collective unconscious – the "archetype" – is deposited in the child's psyche as the norm [2]. This happens unconsciously and when a person grows up, they reproduce this style as natural.

MATERIALS AND METHODS

Adolescents with special educational needs were considered in this study as those with intellectual disabilities and combined disabilities (sight, hearing). The study included 183 adolescents with intellectual disabilities (according to ICD-10: F70 and combined visual and hearing impairments). Teenagers study in special general education boarding schools of Ukraine: special boarding school No. 26. in Kyiv; special general education school No. 17 in Kyiv (now Educational and Rehabilitation Centre No. 17 in Kyiv); special general education school No. 12 in Kyiv; Centre for Social and Psychological Rehabilitation of Children and Youth with Functional Disabilities of Darnytskyi District of Kyiv; Medical centre "Galchenko Clinic" In Kyiv; Chernivtsi regional educational and Rehabilitation Centre No. 1; Zhytomyr Special School No. 2; Specialised school No. 15 in Kyiv; School of

I-III stages No. 119 in Kyiv; Bila Tserkva comprehensive school of I-III degrees No. 20. Adolescence in the study refers to 11-12 to 16-17-year-olds who were in the institutions in question and whose parents consented to the study. At the same time, parents who agreed to participate in the test were included in the experiment, in particular full and single-parent families, families where grandmothers were in charge of upbringing, or combined families (where there is a mother and grandmother), or families with guardians. The study involved 284 people among families (some parents refused, some parents did not participate – for ethical reasons, we cannot disclose the reasons for refusal). Among the respondents were: 122 – mothers, 109 – parents, 31 – grandmothers, 11 – grandparents, 11 – guardians.

The study was conducted in three stages: the first consisted of testing parents, the second stage – testing and psychological diagnosis of children/adolescents, and the third was of a comparative nature (the results of parents and children), recommendations and the formulation of conclusions. It should be noted that recommendations on the style of family upbringing, its change or correction were provided exclusively at the request of the family, and not by force. The study was characterised by a fairly long period of time, as the authors used the rule of "full" demographic sampling, and, as noted, presented different regions of Ukraine, where families and children live.

For the study, the influence of the male and female archetypes on the formation of self-esteem and "self-representation" of a teenager with special educational needs in modern society is important. It should be noted that 161 females and 123 males were covered in this study. The study was conducted using the "KPQAA" method (Kozlov's Personal Questionnaire AnimaAnimus) – a method of studying the deep unconscious "archetype". The "KPQAA" method is a method of studying the transmission of the collective unconscious. Tests for women and men have the same number of questions, but, as mentioned above, they have different questions in content. The test identifies four main archetypes (four female and four male). Each of the four archetypes has a refinement and addition of characteristics in three aspects, so it can be noted that we have 12 archetypal images in detail. The basis for this division is the basic provisions of K. Yung's theory regarding the principles of male and female behaviour, functioning as "... eternal opposites" [2]. The identified archetypes are abstract patterns of personality behaviour and are currently personified in female (Aphrodite, Virgin Mary, etc.) and male (Apollo, Christ, etc.) images. The activation of certain archetypes requires certain historical and ethnic conditions. The individual only represents them in their activities (in particular, the upbringing of children and the transfer of basic values and principles of life to them). Detailed analysis (in the process of communication, analysis of the behaviour of certain individuals) makes it possible to identify the leading, dominant archetypes and archetypal features that men and women unconsciously choose as a means of their own identification and transmit to the younger generation that they bring up [20]. The adapted

method of V. Kozlov is a questionnaire that determines the unconscious attitudes that characterise the types of identification of men and women with different archetypal qualities and roles. The female Anima is revealed through images of Maria, Sophia, Helen and Eva. The male Animus is characterised by the following images: King, Warrior, Lover, and Magician.

The influence on the archetypes and formation of the “self-image of adolescents”, in particular on the level of self-esteem, was studied using statistical methods. In fact, adolescent self-esteem was diagnosed and studied by the method of “Dembo-Rubinstein Method of Self-esteem Measurement (modified by A. Prikhodzhan)”, which helped to characterise the general level of adolescent self-esteem and self-assessment of their own qualities such as intelligence, character and sociability, confidence. The results were evaluated in categories such as inadequately high self-esteem, inadequately low self-esteem, and realistic adequate self-esteem, which included indicators of moderate and high self-esteem. The methodology for adolescents was standardised as a test, so it had the same number of questions and did not differ by gender criterion.

RESULTS AND DISCUSSION

In the process of diagnosis, using the adapted questionnaire of V. Kozlov, results were obtained that made it possible to

determine the unconscious attitudes that characterise the types of identification of men and women with different archetypal qualities and roles, their behaviour in relation to each other, to the process of education and the style of behavioural reactions in society. The female Anima is revealed through images of Maria, Sophia, Helen and Eva. The male Animus is characterised by the following images: King, Warrior, Lover, and Magician. The content and features of the leading archetypes of Anima and Animus according to V. Kozlov [20] can be considered in more detail on the example of the results of the study.

First of all, it is worth noting that according to the results of surveys of women raising adolescents with psychophysical development disorders, it was found that the archetype of Eva and Helen prevails (Table 1). In adolescent boys, the predominant female archetype is Eva (43%) and Helen (27%). In adolescent girls - the archetypes of Eve (32%) and Helen (30%). This indicates the formation of self-esteem and “self-image” through increased emotionality, empathy, submission, honesty, but at the same time instability of the emotional sphere (short duration of emotional manifestations, rapid changes in desires, interests), a tendency to immorality, if it concerns the achievement of certain desires, goals, the absence of restrictions in their achievements, and so on.

Table 1. Features of the formation of an unconscious Anima archetype in adults* raising adolescents with intellectual disability and combined disorders (in %)

Leading archetypes	Female representatives raising adolescent boys	Female representatives raising adolescent girls
Maria	21	26
Sophia	9	12
Helen	27	30
Eve	43	32

Notes: * Family, the closest adult environment (mother, father, guardians, grandparents), as described above – those who participate in the upbringing of an adolescent

Based on the data given in Table 1, it is advisable to consider the features of each individual archetype. Consequently, the archetype “Maria” characterises the behavioural attitudes of women who, according to the results of testing, received the predominant characteristics of this image associated with the idealisation of the role of the mother, who is an educational centre for children, family, protects the genus, family, acts as a centre of order, learning, produces rules in the household. Representatives of the female archetype “Maria” are characterised by centrism on family responsibilities, child care and unconditional love for the child (or for the very idea of a child). The unconscious attitude of women who embody this archetype is sincere, honest service to traditions, submission to the male image, and preservation of traditions. The negative aspect of this archetypal image is the destructive mother’s love for the child, firstly, due to the fact that only she (the mother)

knows what to do and how to do it; secondly, “all-forgiving”, “blind” love for her descendants (“the child is always on top”, “they slander them”, “my child is the best”, “it’s not the child’s fault, it’s...”, etc.). Behaviour based on such beliefs often makes a woman a domineering mother (who conquers her husband, but if not, she remains alone and raises children independently, with relatives) or, conversely, a very inert representative in a family where the man is the head of the family, and the woman obeys his rules. The peculiarities of the manifestation of the archetype depend on social traditions, family attitudes (for example, in which archetypes a woman was brought up), the temperament of the man and woman who created a new family.

Turning to the second archetype, namely the archetype of “Sophia”, it is necessary to point out that it manifests itself through unconscious attitudes of intellectuality, prudence, feminine wisdom, restraint, morality, and the like.

Depending on social conditions, these signs have a number of features. Women of this archetype believe that the most important thing for socialisation in modern life is the ability to adapt to the conditions of reality. They are carriers of conservative social and cultural experience, translating moral values, ideals of social behaviour, and so on. Even in the absence of higher education, women with a pronounced archetype of “Sophia”, characterised by wisdom, always strive to protect and multiply (for example, to save their family at all costs, always take the side of morality and honesty). As for the attitude to the child, women who embody the archetype of “Sophia” can condemn, scold, punish the child if their act does not meet the norms of morality. The negative aspect of the archetype of “Sophia” is a hyperbolised confidence in the correctness of one’s own actions, in how to adhere to traditions, morals, what is right and what is not. So, a woman characterised by such an archetype often restricts other personalities (both adults and children), can slow down the child’s development with prohibitions, restrictions, for example, in the process of obtaining the child’s own experience/mistakes. Quite often, a woman who is dominated by the archetype of “Sophia” becomes self-serving (financially and socially), self-centred, and ambitious with age.

At the same time, the archetype “Helen” is characterised by such qualities as emotionality and empathy. A woman who has the dominant archetype of “Helen” tends to support, understand, regardless of age, status, material benefits of another person; often encourages, always emotionally empathises with everyone who turns to her, or even just tells about her experiences, problems, and stories from life experience. The destructive characteristics of such a female archetype are emotionality and at the same time – instability of the emotional sphere, short duration and variability of the manifestation of emotions, rapid changes in desires, interests that are transmitted and brought up in the younger generation, which a woman with such a dominant archetype translates into the family. It is worth noting that women with the archetype “Helen” are characterised by hyperbolised perseverance, but negative signs are a tendency to immorality, if it concerns the achievement of certain desired goals, the absence of restrictions in their achievements (treachery,

flattery, cunning, slander, betrayal, lies, deception, etc.).

The last female archetype “Eve” is mainly manifested through impulsivity and hypersensitivity. The archetype of the woman “Eve” conveys the belief that “a woman is a man’s helper in everything”. Women with such dominant archetypes are very submissive to the older members of the family (mothers, fathers, fathers-in-law, mothers-in-law). A woman who translates the archetype of “Eve” into society believes that there must necessarily be a connection, frankness, honesty, trust between a man and a woman, and the main goal is the birth of children. Despite the positive aspects of the archetype, it is important to note that statistically, according to the research of the author of this technique of V. Kozlov, women with this dominant archetype often become persons against whom violence is manifested and carried out [20]. The destructive feature of the Eve archetype is lust, the desire to obtain material goods at any cost, the hyperbolisation of respect for material values in life and status, the need for men’s attention, the inability to create security, but still a strong desire for security and stability. The unconscious attitude of the “Eve” archetype is based on desires that must be achieved by any means, while the female body for this archetype is an instrument for achieving material and other types of well-being.

According to the data obtained, after a survey of male representatives involved in the upbringing of adolescents with developmental disabilities, the archetype of Warrior and King prevails. Comparing with the research of representatives of the female group, it is important to note that the clearly dominant male archetypes were quite difficult to identify. Relatively all archetypal images are represented in approximately equal percentage data. In adolescent boys, the predominant male archetype is Warrior (32%) and King (29%). Adolescent girls have the archetypes of Warrior (29%) and King (26%) (Table 2). This indicates that those archetypes dominate, indicating men characterised by a desire to rule in the family, strongly masculine traits (bravery, strength, confidence), but still translating traits of cruelty, self-confidence, high self-esteem. The lack of self-realisation in representatives of these archetypes outside the family leads to conflicts in the family, the manifestation of abuse toward family members.

Table 2. Features of the formation of the unconscious Animus archetype in adults* raising adolescents with intellectual disabilities (in %)

Leading archetypes	Male representatives raising adolescent boys	Male representatives raising adolescent girls
King	29	26
Warrior	32	29
Lover	17	21
Magician	22	24

Notes: * Family, the closest adult environment (mother, father, guardians, grandparents), as described above – those who participate in the upbringing of an adolescent

In accordance with the results presented in Table 2, it is advisable to consider in more detail the characterisation of Animus archetypes according to V. Kozlov [20]. First of all, it is worth noting that men who represent the archetype of the “King” are characterised by unconscious psychological attitudes aimed at implementing managerial and organisational inclinations at various levels of manifestation, ranging from domestic to social. Men of this archetype are characterised by such qualities as leadership, the desire for power and managerial positions. Individuals with the dominant archetype of the “King” have a rather flexible character, but are able to show cruelty (in decisions, in behaviour). The negative aspect of representatives of the “King” archetype is excessive self-confidence, high self-esteem, and the belief that power should belong to representatives of the designated archetype, even if the person does not have the necessary qualities (wisdom, strength, leadership abilities, etc.). Such a person will maintain his authority by various means: unjustified cruelty, force (moral pressure, physical means), intimidation, and so on.

At the same time, representatives of the “Warrior” archetype represent unconscious attitudes to struggle, overcoming obstacles, have great strength, honesty, justice, and the desire to fight and defend ideals. The main advantage of the archetypal image is courage, dedication, morality, which representatives of this image consider and translate as the main virtues of a man, as the main necessary qualities of a man. Such men are constantly in a state of confrontation, winning even in small things is important for them. Such a struggle takes place at the domestic level, in the family in relation to the wife or children. The negative aspect of the archetypal image of the “Warrior” is “fighting for the sake of fighting.” A person may not have physical or intellectual strength, have many fears, but have high self-esteem. If ambition is not embodied in the professional sphere, then a person who has the features of the “Warrior” archetype will embody their ambitions in the family, punishing family members for their own unrealisation with cruelty, verbal insults, and the like. For the social environment, such individuals will create an ideal image (stories of non-existent exploits, achievements, and family ideality are examples of this).

“Lover” is an archetypal image of a man who seeks to realize life through creativity, the need for love, through the emotional sphere. This direction of feeling often has no objectification (i.e. persona, personality), it can usually be embodied in favourite activities, hobbies, professional activities. Individuals with the dominant “Lover” archetype embody a harmonious combination of strength and compassion, are very passionate, and tend to fall in love with the opposite sex (they prefer to “hunt in relationships”, that is, that the object of interest – professional or emotional, was difficult to achieve). The negative aspects of men who embody the archetypal image of the “Lover” are, firstly, inactivity in domestic aspects, a constant state of being in love, daydreaming. Secondly, in choosing a female partner

who will embody the image of a mother and take care of such a man, will take care, allowing an adult man to remain in the image of a child, teenager, etc. Third, in the inflated self-esteem of a man and the confidence that a man is the main, weighty, important for society more than a woman, given the fact that he was born a man.

The last male archetype studied is the “Magician” archetype. A man who embodies the image of the “Magician” strives for constant knowledge, search for interesting ideas. Because of the desire to learn about the world and its laws, they are often separated from the real world. They are characterised by detachment, coldness to events occurring in the family, in friendly communication (provided that they are present in the life of a person with the dominant archetype of the “Magician”). In addition, these are people who are prone to manipulation, strive not only for knowledge, but also for obtaining statuses, material benefits, strive to be in the status of the chosen (popular) mainly, not by means of constant creative activity, fruitful work, but by means of cunning, using other persons for their own purposes.

In conclusion, it should be emphasised that the influence of the archetype that prevails in the family in the process of raising a teenager is carried out on a number of factors, including the formation of emotional sphere, self-esteem, self-control, aggressive behaviour, formation of “self-concept”. According to the results of the study, it was found that the leading archetypes of male parenting style and representation of norms, rules, behaviour in general are “Warrior” and “King”, which demonstrate to the child/teenager both images of masculinity (strength, honesty, justice, courage), and such negative aspects of education as aggression (physical, verbal, indirect), moral pressure on family members, despotism, pedantry, and the like. Female archetypes are represented through the images of “Helen” and “Eve”. These archetypes characterise an increased level of emotionality in a woman’s behaviour, in the processes of raising her children/adolescents, but also indicate elements of submission and honesty in behavioural reactions towards the male persona and the family as a whole. It should be emphasised that these feminine images are broadcast in the process of educating adolescents with psychophysical development disorders and thus educate: instability of self-esteem, low self-esteem, rapid changes in desires, interests, a tendency to immorality (deception, flattery, betrayal), etc.

A study of adolescents’ self-esteem was also conducted. As a result of the study, it was found that adolescents in the transition age period are characterised by inadequately overestimated and underestimated self-esteem indicators. This is a sign, consequence and result of the influence of leading archetypal images of upbringing in the families of the studied: adolescent boys with developmental disabilities characterise themselves mainly by overestimating their self-esteem (47%), and adolescent girls, on the contrary, underestimate their own importance of self-perception and their self-esteem (46%) (Table 3). In general, the percentage with realistic self-esteem among adolescents with

developmental disabilities is not high enough. The average percentage of adolescents with developmental disabilities

is 19% of the total number of respondents with adequate self-esteem.

Table 3. Gender aspect of the state of self-esteem formation of adolescents with developmental disabilities (intellectual disability and combined disorders) according to the methodology “Dembo-Rubinstein Method of Self-esteem Measurement (modified by A. Prikhodzhan)” (in %)

Adolescent self-esteem levels	Boys	Girls
Inadequately inflated	47	32
Realistic adequate	17	22
Inadequately low	36	46

Five main components were also considered separately, which was proposed to be evaluated by adolescents, according to the instructions for the method. Thus, it was found that adolescents with developmental disabilities (intellectual disability and combined disorders) inadequately

overestimate themselves in terms of indicators: “intelligence” (46%), “character” (45%), “sociability” (63%) and “popularity” (54%) (Table 4). Only one of the indicators, in particular “self-confidence”, had inadequately underestimated high indicators – 39%.

Table 4. Levels of formation of the main components of self-esteem of adolescents with developmental disabilities (intellectual disability and combined disorders) according to the methodology “Dembo-Rubinstein Method of Self-esteem Measurement (modified by A. Prikhodzhan)” (in %)

Adolescent self-esteem levels	Mind	Character	Sociability	Popularity	Self-confidence
Inadequately inflated	46	45	63	54	36
Realistic adequate	35	23	6	9	25
Inadequately low	19	32	31	37	39

Note that teenagers realise that they are studying in special educational institutions, they do not consider themselves stupid, unwise. When asked: Why are there so many low grades on the transcript? or Why are there remarks in the diary about not completing homework? – adolescents answer that this is due to teacher bias, being busy with household chores or helping their elders at home (with younger siblings), or that “I am not the teacher’s favourite”, etc.

Most diagnosed teenagers consider themselves extremely sociable and popular among their peers, other social circles, their acquaintances, and so on. Teenagers note during

conversations and interviews that they have a fairly positive, easy-going, affectionate character. In response to comments about fights, quarrels, insults, the use of obscene language against peers or older persons, teenagers, for example, with intellectual disabilities, quite predictably note that this is a provocation, and on their part, it is only a defence of themselves, their boundaries, their neighbours and so on.

According to the results of the experimental study, the interaction and interdependence of the features of the archetypes of education with the level of self-esteem of adolescents with intellectual disabilities was established (Table 5).

Table 5. Summary values of correlations between indicators of emotional, cognitive, behavioural, and motivational components of emotional intelligence (based on the results of an empirical study)

Self-esteem levels Types of Anima/Animus archetypes	Inadequately inflated	Realistic adequate	Inadequately low
The archetype of Mary	324	774*	554*
The archetype of Sophia	594**	546*	554*
The archetype of Helen	582*	394	594**
The archetype of Eva	551*	280	744**
The archetype of King	598**	340	768*
The archetype of Warrior	774*	768**	774*
The archetype of Lover	290	551*	341
The archetype of Magician	394	598**	290

Notes: ** Significance level $p < 0.01$; * significance level $p < 0.05$

Summarising the results obtained, it should be noted that no matter how rigid, strange in content, form, style, upbringing in a family environment, collective unconscious experience (collective memory or “archetype”) shapes the personality according to collective unconscious ideas. Adolescent accepts them equally and transform them for themselves according to the level of their own development of consciousness, needs, values, formation of abilities, character, etc.

CONCLUSIONS

The influence of the style of family upbringing, interaction of parents with children with developmental disabilities has significant consequences for the formation of personality in general and such components as emotional, behavioural, motivational spheres, “self-concept”, “self-image”, self-esteem, worldview and interaction with modern society. The study found that in the process of living in the family, the attitude of family members and general principles of education, which is observed daily by the child, their evaluative judgments are formed about others and oneself. Thus, it is established that mothers of children with special needs mainly raise children based on the attitudes of the two leading archetypes (Eva and Helen), which forms mainly low self-esteem in female children/adolescents, which can manifest itself in self-ignorance, change of desires, obedience, empathy for all, lack of motivation to achieve the goal. In male children/adolescents, such archetypes form

inadequately inflated self-esteem and the belief that strength, determination, self-confidence, and arrogance are the best male traits. At the same time, it was found that the leading archetypes among male parents are images of the King and the Warrior. This parenting style indicates a strong, guiding, authoritarian management style in one’s own family, where strength is the main proof. Consequently, it is confirmed that in female and male children, such an archetypal parenting style forms inadequate self-esteem. Often, such parents create conflicts in the family, which further distorts the formation of self-esteem in people with developmental disabilities. In addition, it was found that self-esteem is an integral part of the “self-concept”. Self-esteem is the knowledge of a child/teenager of themselves and their attitude to themselves, that is, the unity of these two components. It was found that the main factors influencing the formation of self-esteem of children with special needs are the style of upbringing in the family, the evaluative attitude of parents, communication styles and their attitude to the life and activities of the child.

The prospect of further research is to study the influence of archetypes of the Ukrainian ethnic group on the formation of personality, its upbringing, features of psychological assistance or support, etc., including children/adolescents with special educational needs, since the collective unconscious affects the formation of an adult personality and the process of its socialisation in modern society.

REFERENCES

- [1] Kostrykina, T. (2016). *Formation of the “I-concept” of adolescents with intellectual disabilities*. Chernihiv: Krytsia.
- [2] Jung, K. (1991). *Archetype and symbol*. Moscow: Izdat.
- [3] Lytvynenko, O., Zlatova, L., Zasenkov, V., Prokhorenko, L., & Lunov, V. (2020). Adaptive potential of young people as a factor of mental health-preserving. *Journal of History Culture and Art Research*, 9(3), 374-385.
- [4] Marchuk, L. (2011). *Development of the teenager’s personality in the conditions of a special general educational institution*. Kyiv: Znak.
- [5] Prokhorenko, L., & Romanenko, O. (2019). Features of the classification of objects of the information field of children with delay of psychical development. *Information Technologies and Learning Tools*, 74(6), 266-277.
- [6] Chernoshtan, I. (2015). *Family and child: The psychological aspect of child education*. Kyiv: Liha.
- [7] Leontiev, A. (1959). *Problems of mental development*. Moscow: Mysl.
- [8] Bratus, B., & Pavlenko, V. (1986). The ratio of the structure of self-esteem and targeted regulation of activity in normal and abnormal development. *Voprosy Psichologii*, 4, 146-156.
- [9] Vygotskiy, L. (1984). *Child psychology*. Moscow: Pedagogika.
- [10] Bodalev, A. (1983). *Personality and communication*. Moscow: Pedagogika.
- [11] Lukianenko, V. (2007). *Modern technologies of rehabilitation and training of adolescents with psychophysical disorders*. Kyiv: Vydavnytstvo “A&R”.
- [12] Rubinstein, S. (1976). *Problems of general psychology*. Moscow: Pedagogika.
- [13] Petrovskiy, A. (1997). *Inappropriate personality activity*. Moscow: Gorbunok.
- [14] Vovchenko, O. (2019). Social (archetypal) component in the formation of emotional intelligence of children with special needs. *American Journal of Fundamental, Applied & Experimental Research*, 2(13), 178-186.
- [15] Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. *American Psychologist*, 55(1), 68-78.
- [16] Saarni, C. (1992). Children’s emotional-expressive behaviors as regulators of others’ happy and sad states. *New Directions for Child Development*, 55, 91-106.
- [17] Sokolova, H. (2018). *Puberty in normal and pathology: Empirical studies*. Kyiv: VV Smart.
- [18] Vovchenko, O. (2019). The role and importance of archetypalism in the education and upbringing of persons with special needs in Ukraine. *Danish Scientific Journal*, 30(2), 53-59.

- [19] Zins, J., & Elias, M. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological Consultation*, 17(2-3), 233-255.
- [20] Kozlov, V. (2010). *New archetypes*. Rostov-on-Don: Vitok.
- [21] Donchenko, O. (2011). Archetypes – common in our lives (recognition of archetypes as a way to uniqueness). *Psychology of Personality*, 1, 170-181.
- [22] Potebnia, O. (2005). National culture and the process of personality formation. *Philosophical Problems of the Humanities*, 6, 98-102.
- [23] Belgibaeva, G.K., Kenesbeva, S.A., & Aitzhanova, R.M. (2016). Features of children education styles. *International Journal of Experimental Education*, 8, 53-56.
- [24] Harbuzov, V. (2019). *Psychological correction of the relationship between parents and children*. Kharkiv: LD DTT.

Ольга Анатоліївна Вовченко

Інститут спеціальної педагогіки і психології ім. М. Ярмаченка
Національної академії педагогічних наук України
04060, вул. М. Берлінського, 9, м. Київ, Україна

Вплив особливостей родинного виховання на формування самооцінки підлітків з порушеннями психофізичного розвитку

Анотація. Вплив сімейного виховання, зокрема родинних архетипів, сильно позначається на становленні особистості, особливо в пубертатний період, торкаючись різноманітних аспектів психічного життя, здоров'я та поведінки підлітка, серед яких самооцінка, світобачення, бачення власного «Я-образу» у світі. Відтак, основною метою дослідження є визначення особливостей впливу родинного виховання на формування підлітків із порушеннями психофізичного розвитку. У процесі дослідження використовувались методика «Тест Лока» та методика «Дослідження самооцінки Дембо-Рубінштейн». Згідно з результатами досліджень визначено, що провідними архетипами Анімуса (чоловічий аспект виховання) є «Воїн», «Цар», які транслюють у вихованні не лише зразки маскулітності (сили, чесності, справедливості, хоробрості), а й низку негативних аспектів, як-то грубість, моральний тиск на членів родини, агресія (фізична, вербальна, непряма) тощо. З'ясовано, що втілення жіночої Аніми відбувається переважно через архетипові образи «Єлени» та «Єви», що свідчить про високу емоційність процесу виховання, покірність як зразок для дітей, які виховуються, чесність. Підтверджено, що такі жіночі архетипи в процесі виховання підлітків з порушеннями психофізичного розвитку транслюють також нестійкість самооцінки, занижену самооцінку, швидкі зміни бажань, інтересів, схильність до аморальності (обман, лестощі, зрада) тощо. Встановлено, що досліджуваним підліткам, переважно, властиві неадекватно завищені та занижені показники самооцінки, що є наслідком впливу провідних архетипових образів виховання в родині. Охарактеризовано вплив стилю родинного виховання, взаємодії батьків із дітьми з порушеннями психофізичного розвитку на формування особистості загалом і таких її складових як емоційна, поведінкова, мотиваційна сфери, «Я-концепція», «Я-образ», самооцінка, світогляд і взаємодія із сучасним соціумом. Практична цінність наукової роботи полягає у можливості подальшого розроблення ефективного психологічного супроводу підлітків з порушеннями психофізичного розвитку, які мають проблеми з формуванням самооцінки

Ключові слова: особистість з особливими освітніми потребами, особа з порушеннями психофізичного розвитку, порушення інтелектуального розвитку, комбіновані порушення розвитку особистості, сімейне виховання, підлітковий вік, «Я-концепція»

UDC 378.14

DOI: 10.52534/msu-pp.7(4).2021.20-29

Liliia V. Huzar*

Taras Shevchenko National University of Kyiv
01033, 60 Volodymyrska Str., Kyiv, Ukraine

Efficiency of Students' Independent Work: The Problem and Ways to Improve

Article's History:

Received: 28.09.2021

Revised: 29.10.2021

Accepted: 01.11.2021

Suggested Citation:

Huzar, L.V. (2021). Efficiency of students' independent work: The problem and ways to improve. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 20-29.

Abstract. The relevance of the study is due to the importance of the problem of educating professionals and specialists who can think critically and independently becomes in modern society. The amount of information and knowledge increase that a student should learn. In higher education institutions, there is an objective need to pay more attention to the independent work of students to contribute to their effective and effective professional development. To preserve and improve the effectiveness of learning, educational institutions should strive to find new ways to use the educational process to organize independent work of students. In this regard, the author's article is aimed at determining the essence and features of independent work of students, ways to implement it and principles for improving performance in higher educational institutions. The leading methods of research of this problem are methods of analysis, synthesis, deduction, generalization and comparison, which helped to determine the main essence of independent work of students and the problems of this component of learning. The article presents various approaches to the study and interpretation of the process of independent work of students; analyzed the work of teachers, researchers who deal with the problem of motivation and improving the effectiveness of this type of activity; focused on the difficulties and features of its organization; proposed various methods and methods to optimize this process; described the aspects of successful implementation of this stage of training; diagnosed the problems that the student faces during the performance of independent work; determined the levels of this activity (reproductive (training), reconstructive and creative search); demonstrated the latest information technology approaches to the organization of independent educational activities of students; diagnosed the effectiveness of independent work in the learning process based on the assimilation of educational material, monitoring of educational and cognitive activity of students; recommendations and requirements for improving the effectiveness of independent work are revealed. The materials of the article are of practical and theoretical value for students, as they contribute to the development of their initiative and professional independence. In addition, the information may be relevant for future teachers, scientists, and teachers who will be able to adjust tasks according to the individual characteristics of students and systematically monitor the educational process

Keywords: professional development, initiative, extracurricular independent work, creative independent work, independence

*Corresponding author

INTRODUCTION

Nowadays, the interest of teachers and scientists in the activities of higher educational institutions and in the problems of organizing independent work of students in

particular has been increasing. This can be justified by the fact that the amount of knowledge that students need to learn is growing and constantly updated [1]. Special attention is paid to the independence of students, which is due

to the development of an innovative strategy for organizing training.

The problem of organizing independent learning activities has become important in the context of changing educational paradigms, where knowledge is obtained once, before education through life, that is, systematic and continuous development [2]. Most educational institutions believe that the priority in training future specialists is the development of a creative, active and independent personality who will have an interest in knowledge. This will contribute to professionally-oriented motives for educational activities. Today, quite often students are passive about classes, and their cognitive activity is at a low level. They listen to lecturers, write down educational material, but do not even want to try to understand it on their own. However, it is important that students move to the position of independence in time and activate the process of perception of knowledge during the organization of the educational process.

In the modern world, it is quite common to hear the opinion that a future professional should think outside the box. This is honed in the process of independent work. Such a trait as independence becomes professionally necessary for any specialist. It is in institutions of higher education that the mandatory process of mastering the methods of independent acquisition of knowledge and their further creative use should take place. As a result, the individual will become open to everything new and will have a progressive intelligence [3]. Independence is the most important professional and mental trait that describes the ability to systematize, design and regulate one's activities without the direct influence of guidance and practical help. Having mastered the experience of independent activity, the student will be able to form their knowledge, develop creative skills not only in the university, but also in further work. The ability to work independently, process information and apply their knowledge become a fundamental prerequisite for the effective formation of students' professional independence and effective learning [4].

The relevance of the study resides in a wide range of requirements, which the education system applies to university graduates. Student training has its own specific character, where teachers do not provide ready-made knowledge, but contribute to the formation of students' independent search for it. A modern teacher only directs the learning process and the stage of assimilation of knowledge [5]. Scientists note that higher education institutions strive to create an independent creative personality of students [6]. Since the amount of data and information is constantly increasing, and students need to process a large amount of content, ways can be used to make this process more interesting and intensive. The latest technologies require young professionals to be active, educated, independent and confident. They must adapt well to new living conditions and be socially oriented. This is what makes the problem of independent work of students so important.

The purpose of the article is about revealing the essence of independent work and possible ways to conduct it.

The author reveals various approaches to the study and interpretation of the problem of independent work of students; shows the results of an analysis of researchers' work; focuses on the problems of organizing this activity; suggests various forms of work to improve this process; describes aspects of successful implementation of this stage of training; diagnoses the levels of independence of students; reveals the requirements for improving independent work.

MATERIALS AND METHODS

In the process of research, the following methods were used: theoretical methods (study and analysis of pedagogical, psychological, methodological literature on the research topic; analysis of features and problems of students' independence; generalization of theoretical material on the studied issue; deduction during the comparison and allocation of the main principles and ways to improve the effectiveness of independent work of students; classification of methods and conditions of independent work; method of comparison of approaches to the theoretical understanding of this problem in the aspect of learning in higher educational institutions (universities); comparison and systematization of research of the chosen problem; description and verbal fixation of research material and results obtained); diagnostic (study independent classroom and extracurricular activities of students, a conversation with future specialists, which indicates the level of development of independence and initiative); empirical (studying the results of the level of independence of students at the University; pedagogical observation in natural conditions of the learning process); experimental (natural experiment); methods of graphic representation of results (histogram or diagram). Borys Grinchenko Kyiv University and National Pedagogical University after M.P. Dragomanov were the experimental base of the study.

The problem was studied in three stages:

1. At the first stage, a theoretical collection and analysis of existing approaches in pedagogy and the education system on the issue of independent work of students, its specifics and problems was carried out; the works of scientists devoted to this problem, its features, approaches to explanation were studied; information data from books, articles, monographs, conferences were considered, in which the features, aspects and ways to increase the effectiveness of individual work were deeply and comprehensively revealed; the principles and levels of this activity were shown (reproductive (training), reconstructive and creative, search); the latest information technology approaches to organizing independent educational work of students were demonstrated various methods and methods for optimizing this process are identified; aspects of successful implementation of this stage of training are presented; conclusions are drawn from the research of scientists; the problem, purpose, forms and methods (methods) of research of the chosen problem are highlighted; a plan for conducting an experimental study is drawn up.

2. At the second stage, research and experimental work were carried out to observe university students in natural

learning conditions; the importance of developing independence and implementing individual work was considered; the problems that students faced while performing independent work were analyzed; the objective and subjective conditions for organizing independent work were described; the level of development of independent activity in the higher pedagogical education system was diagnosed; the results were revealed based on the conversation and experiment, which helped to identify the features and characteristics of this process; the methods and methods for successful development and conducting independent work were justified; the conclusions obtained during the experimental work were systematized.

3. At the third stage, there was a systematization and classification of the material obtained during the analysis of independent work, Ways and methods of its effective implementation; theoretical, practical conclusions and research results are justified; a comparative analysis of research and approaches to the study of the chosen problem, experiments of scientists who were engaged in considering the issue of students' independence and features of its development was presented; the results of a natural experiment and conversation were generalized and logically presented; the results obtained were classified and graphically presented. In addition, the requirements are presented to increase the creative activity of students and the efficiency of their work, as well as the quality of training.

RESULTS

Theoretical aspects of the problem of independent work of students

Independent work of students is an integral part of the educational process. For its successful implementation, it is necessary to adjust and control by teachers, as well as determine the scope of independent work by specialized departments and methodological services of universities. This activity is the planned work of students, which is performed according to certain tasks and under the methodological guidance of the teacher, but without his direct participation.

Self-education should be formed based on modern online technologies, Internet resources, and foreign language proficiency, which will affect the development of motivation, creative skills, and readiness for independent activity [7]. During the educational process, it is important to solve such global tasks as training a motivated specialist; providing students with theoretical knowledge, practical skills; developing information literacy and professional and cognitive skills. To solve these problems successfully, the teacher should change the course of the educational process from the primary transfer of knowledge by the teacher to the teaching methodology, which is based on the analysis of the acquired knowledge and skills through independent work [8]. That is why important attention is paid to optimizing technologies, forms and methods of this activity.

To overcome problems in independent work, students should be more resilient and persistent. In addition,

the help of teachers is important. A significant amount of knowledge, skills and abilities of critical perception and analysis are acquired primarily in the process of extracurricular activities, which is an equal form of training [4]. It is worth noting that the effectiveness of such work largely depends on the skillful Organization of the educational process, when students have all the opportunities to realize their own creativity and cognitive activity.

Independent work consists of reproductive and creative processes. There are three main levels of this activity among students: reproductive (training); reconstructive; creative search [9]. The first level contains independent training work that can be performed according to the sample (solving problems, filling out tables). Cognitive activity is manifested in analysis, comprehension, and memorization. The purpose of such tasks is to consolidate knowledge, skills and form new skills. During the second stage (reconstructive independent work), there is an independent change of decisions, drawing up a plan, theses. Reports and abstracts can be used here. Creative independent work represents the third level, which is based on the analysis of the problem situation, obtaining new information. The student must independently choose the forms, means and methods of solving the problem. Types of work are educational and research tasks, term papers and theses.

Scientists note that independent work of students is an important form of the educational process, which is guided by the teacher, and in the process of which creative activity is carried out to consolidate knowledge [10]. Students form new knowledge skills and deepen their scientific worldview, personal beliefs regarding the application of the acquired skills and knowledge in practice. That is why we should not underestimate the importance of individual work of students during the educational process (at lectures, seminars, during practical classes, during extracurricular hours, while performing problem tasks). The main forms of work are preparation and defense of research papers, test papers, course and diploma design, and so on. For effective independent work of students, it is necessary to provide an integrated approach to the organization based on the use of all forms of classroom work; combine all levels of this activity; ensure control over the quality of tasks (consultations).

In the modern interpretation, independent work represents active teaching methods, the unity of Educational, Research, research and practical activities, which are built on close cooperation between the student and the Teacher [1]. Independent work can be classroom and performed during training sessions and extracurricular, which has an individualized and systematic character, which is justified by the process of comprehensive development of the main educational programs and areas of Professional Training [11]. All these types of activities require students to work hard independently, which will contribute to the formation of students' personal ways of organizing professional self-education in the future.

Conditions and methods of organizing independent work of students

Independent work should be as individualized as possible and have a continuous character that will correspond to a certain stage of mastering one of the main educational programs. It should be included in all processes of educational activities, where the quality and level of self-training of students will help determine the effectiveness of their classroom classes. The increased share of this activity, while strengthening the function of classroom classes, will be one of the areas for improving the educational process. The use of such types of work as scientific research; research papers; scientific reviews in general professional and other disciplines becomes important. Improving the efficiency of organizing independent work of students can be provided using accumulated experience of individual creative activity; a systematic approach to solving the problem in conditions of limited time; a business game; a model of organizing independent work of students [12].

Material and technical support for students' independent work should include the following aspects:

- availability of the required number of classrooms (laboratories, offices with a sufficient number of workplaces, computer classes, places in reading rooms);
- sufficient equipment of classrooms and scientific laboratories with instruments and equipment;
- the existence of documentation that is necessary for individual work.

Educational-methodical and informational support should be responsible for educational literature (textbooks, teaching and visual aids, lecture texts); educational-methodical documentation (data on the organization and planning of independent work of students); examples of tasks and recommendations for their implementation; certain scientific and popular periodicals [13].

The level of Personnel Support must correspond to the University's accreditation. With an increase in the volume of extracurricular activities and independent work of students, the requirements for the professionalism of teachers also increase. As a rule, teachers' value orientations are updated, which are aimed at active participation in educational innovation, self-control and systematic professional development are improved, and so on. The subjective conditions for organizing independent work include the teacher's understanding of the relevance of this type of educational work as a way of forming a person with a high level of social competencies; the teacher's possession of methods and techniques for organizing this process, which should be expressed through high pedagogical skills and personal character traits; the level of general training of students; their awareness of the motives and tasks of independent work, its importance for educational and practical activities.

Research stages and results

Conducting a scientific experiment provided for the following stages:

- study of literature and research devoted to the problem

of independent activity of students; justification of conceptual ideas and methodological principles of its implementation;

– diagnostics of students' level of independence and initiative; demonstration of graphical processing of research results;

– presentation of possible forms and methods of conducting independent work of students.

The study made it possible to identify and analyze the problem of independent work of students, which is quite actively implemented in the educational process of higher educational institutions. The author notes that independence is the ability to see, set and solve a new problem using one's own strength, organizational skills, the ability to plan and anticipate the consequences, the ability to defend one's opinion. In addition, the experiment was based on the observation of future specialists in training and practice. Conversations were also held with teachers regarding the motivation of students to work individually. In total, the study covered 134 students, but the direct participants of the experiment were 94 people who took part in the conversation and study, which helped to identify the level of independence and initiative of students.

Based on the analysis, it can be distinguished that a low level of independence is characterized by the fact that students can perform work only according to the sample. Only 10% of students had such results. They need to transfer a known method of solving the issue to a similar or remotely similar situation. They do everything based on the example that was previously demonstrated by the teacher. Here, all actions are subordinated to mastering a set of methods of independent activity. In addition, the organization of self-educational activities is random and is generated by the learning process.

The threshold level of independence is typical for students who can perform reconstructive-variable work (31%). They can transfer knowledge to typical situations, analyze events and facts. Often their self-education activities are not purposeful, but they strive to set goals for themselves. In addition, their motivation is not stable enough, so their individual work is not stable, purposeful and systematic. This group of subjects can independently study educational and scientific literature; prepare abstracts, messages on the topic; take notes; make tables and diagrams; work with regulatory documents using the internet; 46% of students had an advanced level of independence and were able to write heuristic independent works that contribute to the formation of a creative personality. This group of subjects is characterized by a constant search for new solutions, generalization and systematization of the acquired knowledge, transferring it to completely non-standard situations. These students could easily conduct analytical text processing (writing an abstract, content analysis, compiling a resume, etc.); search for literature and information sources; prepare analytical reviews; model various types of professional activities.

Some students (13%) had experience writing intra-subject and intersubject research independent works, which

indicates a high level of independence. To successfully perform this activity, they need to be able to transform and transfer knowledge into practice, develop new ways to solve problems, determine the content, purpose, and develop a plan for solving an educational problem. The main features of these students are that they take an active part in the study of the problem put forward; skillfully use their knowledge,

life experience to establish new connections; quickly analyze new connections between objects and phenomena of reality; often seek to formulate a law, instantly identify shortcomings; when solving problems, they offer reasonable ways. They tend to write scientific articles, participate in research work, conferences, competitions, complete term papers and theses, etc. (Fig. 1).

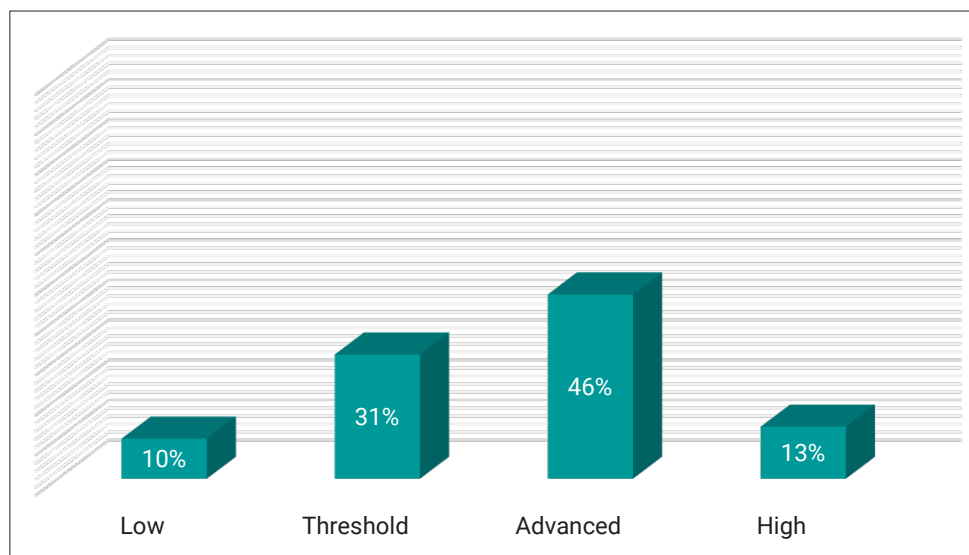


Figure 1. Level of Students' Independence

That is, it can be determined that the majority of students have advanced and threshold levels of independence, which indicates a high-quality educational process and extracurricular activities that affect the effectiveness of students' work and the development of their creative skills.

Forms of Organization of independent learning are manifested at every stage of the educational process, so it is necessary to scientifically justify the forms of independent learning at the University and outside the classroom (Table 1).

Table 1. Forms of independent work of students

Form	Main features
Case task	A problem task where students must understand real professionally-oriented questions. Students should analyze a large amount of disordered information in a short time. They need to make decisions when there is a lack of material
Summary	The product of independent work of the student, which represents a written summary of the results of theoretical analysis of a certain scientific (educational and research) topic, where the author must reveal the content of the problem under study, give various points of view, arguments and his own view on this issue
Creative task	This regulated task has an original solution and helps you identify skills, integrate knowledge from different industries, and argue your own point of view. It can be performed individually or in a group
Report	A product of independent work of a student who presents a public speech based on the results of solving a certain educational or research problem
Project work	This type of activity can be grouped or individual. The project itself is created because of planning and performing a set of educational and research tasks. Based on it, you can assess the level of formation of analytical, research skills, logical and creative thinking skills
Presentation	Presentation of the content of educational material, educational problems using multimedia and information technologies

Table 1, Continued

Form	Main features
Essay	This method allows you to assess the ability of students to present the essence of the problem in writing, independently analyze it based on deduction and induction. In addition, it is important to use the concepts and analytical tools of the relevant discipline, which will help to summarize the material and draw conclusions
Information search	It can be represented by: 1) a bibliographic search for the necessary information about the sources of information and establishing its presence in the Data System; 2) a search for the information materials themselves (documents and publications); 3) a search for facts and data in the literature. This form will help you develop the ability to design and transform learning activities
Graph diagram	Graphical display of logical and analytical relationships between text subjects

Note: the table shows the main forms and methods of individual work of students during educational activities

Source: developed based on the source [14]

The content of extracurricular independent work is formed in accordance with the recommended types of tasks based on the program of the academic discipline. The distribution of time for individual work during the student's day is not regulated by the schedule. Types of tasks for this activity, their content and characteristics can be variable and differentiated, which depends on the specifics of the specialty, discipline and individual characteristics of the student. To increase the creative activity of students and the effectiveness of their work, the quality of training is recommended:

- invite students to study some sections of the course individually;
- give lectures sequentially (by sections and topics) to gradually show new and promising achievements;
- conduct practical classes with elements of a research nature, which will be aimed at solving current, scientific, and technical problems;
- provide students with individual creative tasks;
- create creative groups to solve current production problems with the protection of their proposed developments in production, equate them with course projects and works;
- conduct one final exam for the entire course;
- individual teachers plan to increase the amount of time spent checking their performance;
- from among successful students, create a reserve for completing postgraduate studies [15].

DISCUSSION

Increasing the requirements for the quality of education is becoming an urgent problem of the modern world and one of the conditions for its development. This is what contributes to the development of an incentive to update its content based on the principles of fundamentality, integrativity and practical orientation. The main task of modern education is further progressive development, which will contribute to the formation of professional competence of a specialist, make him a socially active and creative person. The enormous success of the information education system is based on an increase in the amount of information and, accordingly, the duration of training. The transition

to new teaching methods and technologies (computer technologies, trainings, distance learning) will contribute to the qualitative renewal of Education. A negative aspect of university education is the lack of active and individual activity of the student, who is often a passive observer. In the information society, it is important to involve students in independent work. This is what will help to achieve the level of high-quality training of specialists in the context of modernization of education and training technologies, optimization of self-education, self-organization and self-control processes.

Independent learning activity can be described as a process of self-education of students, which is mediated by teachers [2]. A number of criteria can evaluate the effectiveness of organizing independent training. Personal impulses (motivation and guidance) are the main factors of effectiveness. Starting to learn something on their own, students go beyond their needs and set a specific goal. It is then that their cognitive interests are activated, their creative initiative and desire to perform the proposed educational tasks efficiently improves. In addition, it is important to create a semantic and instrumental basis for teaching (formation of students' educational and methodological knowledge; use of methods and techniques for solving a set of educational tasks). No less relevant are educational, cognitive and personality-oriented products of independent learning of students. The criteria for effective organization of independent work are motivational, meaningful, organizational and productive.

To study the impact of independent work on the effectiveness of students' academic work, a study was conducted based on the performance of tests that were supposed to show the level of knowledge acquisition, their consolidation and systematization [16]. Students had to work with the text of textbooks, take notes on lectures, independently study some topics, get acquainted with additional literature, and so on. Then they had to take tests to self-test their knowledge and systematize their skills. Thus, writing tests is a complex individual work. In addition, the quality of the compiled tests was evaluated according to objective criteria. The results showed that students who performed independently performed statistically better on the exam compared

to the control group. It is also worth noting that the group that successfully wrote the test in the relevant discipline passed the exam better than the students who did not pass the test very well. It is worth noting that, according to the subjective impressions of teachers, the results were excellent. Independent work has become a means of forming general cultural and professional competencies. It has been proven that passing tests is an effective form of their independent work, which improves academic performance and contributes to the formation of general and professional competencies.

Independent work can be divided into classroom and extracurricular activities. Various types of control, creative and practical tasks during a seminar or practical lesson belong to the first type of work. The second type of activity should include performing written homework, analyzing previously listened lecture material in practical classes, preparing a report, performing projects, presentations, and so on. There are five levels of independent work: 1) verbatim and reformation reproduction of Information; 2) performing tasks according to the model; 3) reconstructive work; 4) heuristic tasks; 5) Creative (Research) independent work [17]. The main components of effective individual work are its content, the object of training and the process of educational activity of the teacher. In order for independent work to be effective, you should rely on the specific features of studying the subject. It is important to ensure high motivation of students.

The basis for effective management of independent learning of students in higher educational institutions is to study the didactic conditions of the educational process. Scientists and teachers note that the main difficulties were unclear requirements, lack of special literature, and inconsistency of tasks with the subject of the course. The results of a survey of students on the use of information technologies in performing individual tasks showed that they mainly used lecture notes and electronic resources, rather than textbooks or other educational materials when preparing for classes [18]. They faced such problems as lack of material in books, lack of time, problems with finding information, too much information, which makes it difficult to study. Independent work management should be aimed at improving the efficiency of using Internet resources. That is why the requirements for extracurricular independent work of students were formulated:

- availability of high-quality information and communication learning environment;
- formation of experience in self-education during systematic activities, which gradually turns from direct management of the teacher to self-management;
- the presence of creative elements in the education system;
- cooperation of students during independent work, which increases their motivation, helps them stick to the plan and successfully overcome problems;
- availability of an automated system of pedagogical diagnostics that will help in the design of training;
- careful creation of individual plans and tasks.

Independent work can be carried out in the classroom, where tasks are performed to analyze and consolidate the mentioned topic. Students can also independently master some subjects of the curriculum, complete tasks at home, and prepare for practical classes. Those who study should develop skills that consist in planning independent work, its effective organization, and self-control. If the student can cope with difficulties in the process of acquiring knowledge, as well as at the stage of their application, then creative independence can be developed. It is worth noting that independent work can motivate and become an important stage for Independent Education. Individual activity contributes to the development of one's point of view and attitude to modern realities; it will form a deeper understanding of Educational Sciences, based on which personal life plans and interest are built; it will help to reveal creativity and one's creative talent. Independent education is the main principle of personal development, which characterizes its ability to work independently in future activities. To organize independent training, it is necessary not only to be aware of the importance of a particular profession or field of activity, but also to have certain achievements in this type of activity [19].

Increasing the role of independent work of students in conducting various types of training involves: optimization of teaching methods, introduction of innovations in the educational process, increasing the productivity of the teacher, active use of Information Technologies; introduction of computerized knowledge testing; improvement of research work of students; improvement of the educational institution, the system of course and diploma design, which should improve critical thinking and contribute to the search for ways to solve research problems. An important point is that the organization of independent educational activities through the use of Information Technologies is considered the most effective, but if there is knowledge at the appropriate general scientific and professional levels. Analysis of diagnostic results confirmed the fact that the active use of the electronic information and educational environment affects the skills of independent work [20].

In the pedagogical literature, independent work of students can be considered as a type of educational activity that is carried out without direct intervention of the teacher. In addition, this activity can be defined as a means of attracting students to master the methods of self-education, cognitive activity, and the like. Most scientists analyze the concept of independent work and note that it is a form of educational process in higher educational institutions, which is carried out without outside help [21]. This individual activity can be interpreted as an integral part of the specialist training process, which should include various types of individual and collective educational activities, and can be carried out personally by students in classroom and extracurricular classes.

The organization of independent work is associated with certain pedagogical problems. The research revealed positive aspects and difficulties of independent assimilation

of knowledge. The following are difficult moments during independent work: lack of balance between the load at the University and independent work; lack of time for a deeper and more meaningful study of the material; inability to organize the daily routine and distribute things; difficult level of tasks; problem in finding suitable materials and sources. On the other hand, the positive aspects are deeper assimilation of the material; meaningful study of literature; formation of an individual approach; development of one's own point of view; obtaining additional information; critical consideration of data, compilation of theses, etc. [21].

In addition, it is worth paying attention to the process of organizing independent work of students using active and interactive technologies using distance educational teaching methods. To solve this issue, a critical analysis of scientific literature, practical experience in organizing training, as well as an analysis of the use of distance educational technologies in the educational process was carried out. The conducted research made it possible to identify three main areas of educational and informational interaction during independent work, namely cloud technologies, social networks and distance educational technologies. The strengths and weaknesses of each direction were identified. At the same time, it was diagnosed that using Distance Education Technologies had many advantages. A survey of 216 first- and fifth-year students of the Stavropol State Pedagogical Institute allowed us to determine the attitude and readiness of students to use distance educational technologies in individual work [22]. The implementation of the project method made it possible to organize a systematic process of project work of students who showed their initiative in planning, organizing and controlling their educational and cognitive activities. It was summarized that the technologies of distance learning systems are sufficient to ensure full-fledged extracurricular work of students and assess the effectiveness of this work. The choice of a particular method or their integration depends on the goals and objectives of training facing the teacher.

A pedagogical study was conducted, and it was determined that 62% of students do not have the skills to plan and organize independent work; 71% of them need educational materials for effective activities; 43% of the subjects do not have enough time for independent work; 6% are inclined to believe that they can successfully study without daily individual work [23].

To test the effectiveness of independent work, a study was conducted at the Nizhny Novgorod construction technical school during the intermediate certification [24]. Based on the results obtained in the two groups, it was determined that 40% of students in the first group received an "excellent" grade, 45% of students received a "good" grade, and 15% of students received a "satisfactory" grade. The indicators of the second group are more positive. The percentage of students who received an "excellent" grade increased (60%), which indicates the effectiveness of the developed tasks of independent work. Because of independent work, students

developed the following professional competencies: the ability to select building structures and develop details of structural elements; skills in developing architectural and construction drawings using technologies; knowledge of how to perform simple calculations and design building structures.

It can be concluded that independent learning activities develop aspirations, interests; helps students better understand the world, form spiritual needs; promotes their rational and moral-practical activities, which actively affects the aspects of motivation; improves communication skills with others by considering specific conditions and individual characteristics of the team; has a positive impact on the quality and effectiveness of Education.

CONCLUSIONS

Therefore, it is worth summing up that independent work and ways of its development are an urgent problem of the modern educational process and an integral part of learning. An important goal of independent work is determined by the growing needs of society, which puts forward the need to train a "new type" specialist. This person must be competitive, motivated and ready for continuous development. That is why the training of future professionals is possible only if independent work methods are used in the training process, which will be combined with innovative forms. This process is a cognitive activity, a means of developing such personal and professional traits as: Independence, activity, critical thinking, creative attitude to the perception of information.

The author's words prove that independence is not a static character trait, but refers to the stage of self-realization of the individual, his active activity, which occurs without compulsion. To improve the preparation of students for independent work, it is necessary to conduct an intensification stage, which provides for strengthening the teacher's activity and increasing the activity of students. The article determined that the constant accumulation of experience in independent management of their own educational activities, the development of elements for creativity, the presence of cooperation and communication of students, the use of pedagogical diagnostics, and the design of a system of educational tasks will create high-quality conditions and optimize this stage of training.

The materials of the author's article can be useful for students who want to improve their knowledge, initiative and develop creative independence. In addition, the theoretical data of the article will become relevant for teachers, teachers, and figures of the education system who are trying to optimize the process of independent work and make it more effective. During the research, new questions and problems have emerged that need to be solved. It is worth continuing the research and deepening it, paying attention to studying the requirements for preparing students for self-education, revealing aspects and methods of forming independence, and teaching students forms of professional self-development and self-improvement. The conducted

research does not claim to be a comprehensive solution to the problem of individual work and its features, so it is planned to continue scientific research in the following areas: improving the content, methods, methods and

technologies of introducing independent work into the educational process; attracting teachers and scientists to the development of technologies for independent activity.

REFERENCES

- [1] Samoilenko, I.H., Polesova, T.R., Kryvosheieva, V.V., Chernyshova, O.Ye., Herasymenko, V.V., & Dolinskyi, V.V. (2021). Independent work of students in the development of professional competence in higher medical educational institutions in the conditions of distance learning. *InterConf*, 48, 323-332.
- [2] Lavrentieva, O.O., Rybalko, L., Tsys, O., & Uchitel, A. (2019). Theoretical and methodical aspects of the organization of students' independent study activities together with the use of ICT and tools. *Educational Dimension*, 1(53), 27-59.
- [3] Tsyupryk, A. (2004). The results of independent work of students in the study of social sciences. *Pedagogic and Psychology of Professional Education*, 1, 69-77.
- [4] Kartel, T.M. (2006). Independent work of students as a condition of their professional development. *Scientific Works*, 50(37), 76-81.
- [5] Ilyashenko, L.K., Gladkova, M.N., Kutepov, M.M., Vaganova, O.I., & Smirnova, Z.V. (2019). Development of communicative competencies of students in the context of blended learning. *Amazonia Investiga*, 8(18), 313-322.
- [6] Vaganova, O.I., Konovalova, E.Yu., Abramova, N.S., Lapshova, A.V., & Smirnova, Z.V. (2019). Increasing the level of teachers' readiness for pedagogical project. *Amazonia Investiga*, 8(22), 286-294.
- [7] Brammer, S., & Clark, T. (2020). COVID-19 and management education: Reflections on challenges, opportunities, and potential futures. *British Journal of Management*, 31(3), 453-456.
- [8] Bataev, A.V. (2015). Analysis of the global distance education market. *Young Scientist*, 20(100), 205-208.
- [9] Rubanik, A., Bolshakova, G., & Telnykh, N. (2005). Independent work of students. *Higher Education in Russia*, 6, 120-124.
- [10] Alkhanov, A. (2005). Independent work of students. *Higher Education in Russia*, 11, 86-89.
- [11] Balychevtseva, I.V., Samoilenko, I.H., Chernyshova, O.Ye., Konyushevska, A.A., Kryvosheieva, V.V., Herasymenko, V.V., Polesova, T.R., Pavlov, E.M., & Dolynskyi, V.V. (2019). Prospects for implementing distance education at the faculty of postgraduate education. *Trauma*, 20(4), 131-134.
- [12] Slipenka, O.P., & Kots, I.V. (2006). Improving the quality of independent work of students. Retrieved from <http://conf.vntu.edu.ua/humed/2006/txt/06sopsrs.pdf>.
- [13] Senashenko, V., & Zhalnina, N. (2006). Independent work of students: Actual problems. *Higher Education in Russia*, 7, 103-109.
- [14] Merenkov, A.V., Kunshchikov, S.V., Hrechukhina, T.I., Usacheva, A.V., & Vorotkova, I.Yu. (2016). *Independent work of students: Types, forms, evaluation criteria*. Ekaterinburg: Central Ural Publishing House.
- [15] Aleksashin, O.V., & Honcharuk, H.A. (2018). Independent work of students in the system of educational process. In *Quality assurance of higher education: materials of the scientific conference* (pp. 252-253). Odesa: ONAFT.
- [16] Dyatlova, K.D., & Kolpakov, I.A. (2012). The experience of forming competences by means of students' individual work. *Vestnik of Lobachevsky University of Nizhni Novgorod*, 1(1), 25-29.
- [17] Abilkhamitkyzy, R., Aimukhambet, Zh.A., & Sarekenova, K.K. (2014). Organization of independent work of students on credit technology. *Procedia – Social and Behavioral Sciences*, 143, 274-278.
- [18] Kolgatin, O.H., Kolgatina, L.S., Ponomareva, N.S., & Shmeltser, E. (2019). Systematicity of students' independent work in the cloud learning environment. *CEUR Workshop Proceedings*, 2433, 184-196.
- [19] Muratov, Kh.H. (2019). Implementation of independent educational activities of students. *European Journal of Research and Reflection in Educational Sciences*, 7(12), 25-28.
- [20] Zhestkova, E., & Fomina, N. (2019). Electronic information and educational environment of the university as a means of organizing independent work of students. *Environment. Technologies. Resources*, 2, 247-252.
- [21] Kolisnyk, Ya., & Tsybulyak, B. (2009). Organizing students' individual work in credit-module system of education. *Visnyk of the Lviv University. Series Pedagogics*, 25(2), 332-341.
- [22] Maliataki, V.V., Kirichek, K.A., & Vendina, A.A. (2020). Distance learning technologies as a modern resource of implementing active and interactive methods of education for the organizing of independent work of students. *Open Education*, 24(3), 56-66.
- [23] Sikorskyi, P., & Horina, O. (2008). Psychological and pedagogical issues of improving the efficiency of students' individual work. *Visnyk of the Lviv University. Series Pedagogics*, 23, 46-54.
- [24] Vaganova, O., Odarich, I., Popkova, A., Smirnova, Zh., & Lebedeva, A. (2019). Independent work of students in professional educational institutions. *Amazonia Investiga*, 8(22), 295-304.

Лілія Василівна Гузар

Київський національний університет імені Тараса Шевченка
01033, вул. Володимирська, 60, м. Київ, Україна

Ефективність самостійної роботи студентів: проблема та шляхи покращення

Анотація. Актуальність дослідження зумовлена тим, що в сучасному суспільстві важливою постає проблема виховання професіоналів і спеціалістів, які володіють здатністю мислити критично та самостійно. Кількість інформації та знань, які має засвоїти студент, збільшується. У вищих навчальних закладах виникає об'єктивна потреба приділяти більше уваги самостійній роботі студентів, щоб сприяти їхньому ефективному та результативному професійному становленню. Щоб зберегти та підвищити ефективність навчання, освітні установи мають прагнути до пошуку нових способів використання навчального процесу для організації самостійної роботи студентів. У зв'язку з цим стаття автора спрямована на визначення сутності та особливостей самостійної роботи студентів, шляхів її впровадження та принципів підвищення результативності у вищих навчальних закладах. Провідними методами дослідження цієї проблеми є методи аналізу, синтезу, дедукції, узагальнення та зіставлення, що допомогли визначити основну суть самостійної роботи студентів і проблеми цієї складової навчання. У статті наведено різноманітні підходи до вивчення та тлумачення процесу самостійної роботи студентів; проведено аналіз робіт викладачів, дослідників, які займаються проблемою мотивації та підвищення ефективності цього виду діяльності; акцентовано увагу на труднощах та особливостях її організації; запропоновано різноманітні методи та способи оптимізації цього процесу; описано аспекти вдалого здійснення цього етапу навчання; діагностовано проблеми, з якими студент стикається під час виконання самостійної роботи; визначено рівні цієї діяльності (репродуктивний (тренувальний), реконструктивний та творчо-пошуковий); продемонстровані новітні інформаційно-технологічні підходи до організації самостійної навчальної діяльності студентів; діагностовано ефективність самостійної роботи у процесі навчання на основі засвоєння навчального матеріалу, моніторингу навчальної та пізнавальної діяльності студентів; розкрито рекомендації та вимоги щодо підвищення ефективності самостійної роботи. Матеріали статті представляють практичну та теоретичну цінність для студентів, оскільки сприяють розвитку їхньої ініціативності та професійної самостійності. Крім того, інформація може бути актуальною для майбутніх педагогів, науковців, викладачів, які зможуть регулювати завдання відповідно до індивідуальних особливостей тих, хто навчається, та систематично контролювати освітній процес

Ключові слова: професійний розвиток, ініціативність, позааудиторна самостійна робота, творча самостійна робота, самостійність

UDC 37.032

DOI: 10.52534/msu-pp.7(4).2021.30-36

Liliia V. Omelchenko*

Zaporizhzhia Regional Institute of Continuing Pedagogical Education of Zaporizhzhia Regional Council
69035, 57A Nezalezhnoi Ukrainy Str., Zaporizhzhia, Ukraine

Didactic Possibilities of Critical Thinking Strategies as a Tool for Implementing Media Education Technology for Developing Key Skills of Students

Article's History:

Received: 20.09.2021

Revised: 21.10.2021

Accepted: 22.11.2021

Suggested Citation:

Omelchenko, L.V. (2021). Didactic possibilities of critical thinking strategies as a tool for implementing media education technology for developing key skills of students. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 30-36.

Abstract. The relevance of the study lies in the fact that intense social changes are transforming not only society, but also affect the main reference points in education, which prompts the teaching community to consider current trends in the development of the European school. The purpose of the study is to generalize and systematize scientific, methodological, pedagogical and psychological aspects of the learning process and the development of key skills of students through the use of didactic capabilities of media education technologies. The theoretical and methodological basis of the research consists of methodologies of the following approaches: didactic, general scientific, comparative. In the process of research it was determined that in a changing environment, only individuals who are able to adapt to constant rapid change, solve complex problems, think critically about the circumstances, compare alternative points of view and make balanced decisions can navigate and act actively. It is confirmed that the main goal of modern education is not to provide students with important information, but to develop a critical view of the perception and research of information. Media education technologies were found to help prepare an applicant of education for life in an information society, choose the main thing among the incessant flow of information, critically examine the information received, and cooperate with others. In scientific research, media education is considered as one of the tools that helps teachers replace passive listening of a student or primitive retelling with active participation in the educational process, and thereby increase the effectiveness of classes. The introduction of media-educational technologies in practice was proved to solve this issue by applying strategies for the development of critical and systematic thinking. The practical significance lies in the implementation and systematization of critical thinking mechanisms as a tool for introducing media education technology for the development of key skills of students

Keywords: information, digital literacy, educational process, educational institution, media competence

*Corresponding author

INTRODUCTION

New humanitarian technologies, namely media education, have great didactic capabilities for solving topical educational tasks that provide preparation for activities in the modern information society. The implementation of media education technologies contributes to the development of critical thinking as a means of forming key competencies, and the introduction of strategies for the development of critical and systematic thinking ensures the transition from learning focused mainly on memorization to learning aimed at developing independent conscious thinking

of students. The specifics of the goals, objectives, and content of media education correspond to teaching methods, among which the main role is played by active teaching methods, including the requirements for the results of media education, which define the criteria for the formation of critical media competence [1]. The need to study the possibilities of media education technologies in the development of critical and systematic thinking in school-age children and its popularization among teachers remains urgent. The didactic possibilities of media education consist in the

systematic and purposeful use of several technologies aim at developing key skills of a creative personality of the student: these are information technologies and strategies for critical and systematic thinking. New technologies and digital media provide not only universal access to information, but also related communication processes. Meeting with them requires, first of all, the development of awareness and competence of all participants in the educational process [2].

Media education technologies are useful in characterizing the advantages and limitations of the use of didactic opportunities of education for actualizing the linguistic consciousness of students through the development of creative and associative thinking by means of critical thinking strategies; systematize strategies of critical thinking as a tool for implementing media education technology to organize project-based, creative, active participation of students in the process of learning language and literature; outline the features of interactive communication by using the didactic capabilities of media education technologies and intensifying the learning process through the use of the Internet in the process of distance learning. The dominant mentality in the system of education and preparation of young generations for modern life still does not pay enough attention to the formation of media, information and digital competencies [3]. This is particularly evident in a critical understanding of the media environment, the cultural, economic, and technological factors affecting media use and a critical understanding of the rules governing the new media world, using the digital nature of information competencies. Digital technologies are able to adapt to the variety of critical thinking skills not only by reports or media sources, but also by modern mechanisms of general provisions of the main educational program [4].

Media education opportunities encourage informed and responsible choice through the use of available resources on the Internet, critical analysis of information, safe movement in the digital space, in particular, the establishment and maintenance of mutually respectful relationships with other network users. However, teachers do not receive enough didactic support to be able to conduct this type of training in schools, which makes the implementation of the intended program a real challenge. The social and cultural contexts in the educational program should be taken into account to the fullest extent possible, including the reality built on the innovative principle of learning [5]. Difficulties in implementing media, information and digital education in schools are the result of the fact that this area has many definitions and concepts that partially work and coincide in content. One of the issues of the school and society as a whole is that various useful and legitimate initiatives in the field of new media and technologies are not sufficiently interrelated and are not responsible for certain learning mechanisms, which are based on the goal of creating complementary prospects for the development of key skills of students, which are an indispensable and crucial element of the comprehensive development of media, information and digital competencies both in the education of children and youth, as well as teachers and educators [6; 7].

The purpose of the study is to generalize and systematize scientific, methodological, pedagogical and psychological aspects of the learning process and the development of key skills of students through the use of didactic capabilities of media education technologies.

MATERIALS AND METHODS

The theoretical and methodological basis of scientific work consists of didactic, general scientific and comparative research methods. The didactic approach was used to study the types of interactions between students and consider the influence of the situational context on the capabilities of the critical thinking strategy. At the same time, through the didactic approach, the learning processes were analyzed, which characterize the totality of interdependent activities of teachers and students, which are subordinated to the realization of a common goal, that is, they cause predictable, relatively permanent changes within the individual. In the context of didactics, the learning process was considered together with the factors that cause it, the conditions in which it takes place, and its results, by achieving certain goals, organizational forms and means in particular. The main task of the methodology is to determine and detail activities related to didactics, both on the part of the teacher and on the part of the student, which is reduced to carefully thought-out forecasting of the course and results of events in the didactic process, which must be performed within the established time frame with the help of appropriate conditions. The structure of the didactic approach is determined by the stages of a complete act of thinking in order to formulate problems and put forward hypotheses for solving problems.

The general scientific approach determines theoretical criteria for the quality of knowledge that merge with practical ones. According to this approach, it was found that not only pedagogy has issues with its own conceptual apparatus, which is created on the basis of scientific language. This scientific method comes from various philosophical, psychological, sociological theories and even economic sciences that are based on colloquial language, so it determines the versatility and ambiguity of scientific understanding and content of basic concepts. The meanings of the basic concepts are heterogeneous and are the result of different assumptions of pedagogy. A significant role is played by various assumptions, paradigms and methods of synthesis that help to generalize the correctness of educational processes in a constant and changing context due to the richness of theories, in particular personality, prospects for knowledge accumulation and their interpretation. The methodology of the general scientific approach considers the student's personality as a system of information, habits, and values that determine the capabilities of the critical thinking strategy as a tool for implementing media education technology to develop key skills of educational applicants, their creative capabilities, and focus on acquiring competencies.

Materials of scientists who considered the phenomenon of media influence on the younger generation in science were used as the basis of the comparative method under

study. Conducting an analysis of the main curriculum of general education, from the point of view of development among students, requires an explanation of the concept of media literacy. Therefore, on the basis of the comparative method, this concept was defined as the process of formation and dissemination of skills of conscious and critical use of social means in all social and age groups. The process of media education consists of actions that must last a lifetime, as the forms and technologies of communication are constantly changing. The comparative paradigm made it possible to identify the essence of media competence in the process of media education, characterizing a conscious and active recipient of media messages, who, understanding the mechanisms used to create and select information, can not only effectively and safely use the media, but also critically evaluate the received content, including advertising and other messages.

RESULTS AND DISCUSSION

Modern educational technology for the development of critical thinking in language and literature classes solves the problems of educational motivation, information literacy, writing culture and social competence, namely: increasing interest in the learning process and active perception of educational material; developing the ability to independently analyze information of any complexity; forming skills in writing texts of various genres; forming communication skills and responsibility for knowledge. Critical thinking strategies and activity within the framework of this technology offers the opportunity to awaken and develop, improve and practice the skills of students, servants to carefully perceive the ideas of other students and adults, plan and think distinctly, express your thoughts explicitly; rationally use their own and others' mistakes for further experience, with the ability to correct them; the desire to engage in self-study, search and design different projects, actions. The practical application of this idea is working on remote platforms with various applications on the Internet [8]. Content of the activity – lesson notes, works containing texts of literary pieces, their analysis, answers to questions, comments, exchange of views, notes. Having compared the characteristic features of critical and creative thinking, it can be concluded that both types of thinking interact in a holistic spontaneous thought process, there is an inverse relationship between them since their unity is complex higher order thinking.

The traditional school is reluctant to adopt new technologies. In a traditional classroom, knowledge is still transmitted in a linear form. As the world and society become more interactive, the school looks like an uninteresting creature that eventually moves the student away from the educational environment outside the school. There is a need to reform schools, which will bring the institution closer to modern solutions in the organization of teachers and education applicants using a wider range and scope of information and media technologies. Students will stop being passive recipients of knowledge and become active

researchers. Teachers will try to promote and support the creation of knowledge by students in a distinctive culture of thinking in the classroom. The essence of didactic strategies is to connect learning with life, rather than focusing on memorizing facts and collecting experience. In the modern educational process, the teacher no longer teaches, but contributes to the process of forming key skills and facilitates access to relevant sources, creating organizational structures within which students work. It must be recognized that in the new civilization, the most important culture-forming factor is information transformed into graphs and images presented in various innovative devices. The teacher should be able to use a computer and know its capabilities, as well as the methods of teaching. The new organizational quality of the school depends on the possibilities and ways of using media education technologies in the educational process.

New skills become a chance to modernize and organize the daily functioning of each school. They primarily refer to the organization of the didactic and educational work of teachers in the effective and methodical use of media tools. The effectiveness of their application depends not only on equipping schools with devices and materials, but also on the knowledge and methodological and technical skills of teachers [9]. Increasingly, they are called information and media competencies, putting these concepts to the necessary qualification requirements of this profession in the process of academic education and advanced training. Knowledge and training in computer methods and techniques are insufficient to understand the role and importance of information technologies in educational life. The complexity of the professional role of didactic strategies in the formation and development of information skills is the basis for building key knowledge and skills, which consist in the productive possession of social functioning skills in the existing reality. The information revolution and the rapid development of media technologies affect the didactic aspects of the educational role in the teaching process. Traditional didactics interprets knowledge as a set of content, during which the teacher informs students about certain school activities. This tradition negatively affects the structure and organization of the educational process, assigning the teacher to the function of providing information and testing it in practice. In the pedagogical literature, the term information competence is often used to refer to technical skills, the use of new information technologies in order to meet personal needs.

The influence of media on the younger generation is a major issue in science both abroad and in Ukraine. The development of critical thinking is one of the main functions of media education, which consists in students' understanding of media texts. In other words, media literacy based on critical thinking makes it possible to understand the internal mechanisms of media functioning, critically evaluate the reality they create and how it affects the audience. Proponents of developing critical thinking about the media consider it necessary to encourage critical perception of media texts in order to resist manipulative influence on their part.

Critical autonomy, as the primary goal of media education, can be viewed as a set of skills that allow one to remain consciously independent of the monotonous benefits of the media [10]. In media education of other countries, critical thinking is considered as the most important result of media education, which, in addition to purely educational, has an important social significance. Media education should prepare for active citizenship in a wide range of social spheres. Psychologists interpret critical thinking primarily as related to logic and argumentation, rationality and awareness [11; 12].

The idea of developing critical thinking originated in the United States of America (USA), it appears in the work of the famous American Psychologist of the last century, J. Dewey [13], from where it began to spread actively in America and Europe. The development of critical thinking begins from the moment when students start to actively take an interest in a particular problem. According to well-known experts on this issue, critical thinking is skillfully responsible thinking, which allows the student to formulate reliable judgments. The key elements of critical thinking include the ability to think, which involves the possession of certain strategies that together create a proven effective information processing technology. Critical thinking is based on a number of specific procedures and strategies that increase the likelihood of overcoming problematic situations. With the help of assessment, selection and argumentation in the process of working with a problem situation, a deliberate choice of the optimal direction of its solution is provided. Such a process is a set of special techniques and strategies, the use of which allows one to build an educational mechanism so as to ensure independent and conscious activity of students to achieve their educational goals. Thinking is an activity aimed at cognition, comprehension of all things [14].

Working with various services of the network makes it possible not only to apply strategies of critical thinking: analysis and synthesis of the studied material from language and literature, work according to a certain plan, algorithms, schemes, but also creative and divergent expression of the personality of the applicant of Education, which provides for the development of such competencies: social – stimulating cognitive activity; communicative – commenting on solved problem situations, evaluating completed creative works or projects; informational – stimulating students to use additional information, using tables as sources of information and drawing up schemes and plans as a result of working with information. When working with network applications, for example, with Padlet or Jamboard, it is possible to change the design, fill it with visual material, presentations – various media products, the ability to create a single community of like-minded people, friends, classmates, free communication, the ability to comment and, most importantly, the ability to control copying and cheating, the ability to work with software material not only in literature or language classes, but also at any time convenient for teachers and students. This allows each student to express their thoughts, which, due to lack of time, no lesson can predict [15]. Through the app, students can formalize

their thoughts using various media tools: videos, photos, illustrate pages, exchange opinions live, reread the notes of their classmates, and give them a rating in the form of comments. In online classes, this makes it possible to optimize time, helps students use their notes, visualize lesson materials, and use notes as a notebook and textbook at the same time.

The nature of lessons using media education technologies is changing radically. An atmosphere of mutual assistance and cooperation flourishes on them. In such an atmosphere, the student is calm and confident, which means that they feel comfortable. A wide variety of techniques and strategies gives a wide field of activity, and classes become even more diverse, emotional, active and creative, which is a requirement of the time. Media education technologies are based on a basic model, when the student gets the opportunity to think about the nature of the object under study as old and new information correlates, learns to formulate questions, determines their own position on the problem of the lesson, which consists of three stages: the challenge stage, the comprehension stage, the reflection stage. The basic model sets not only a certain logic for constructing a training session, but also a sequence and ways to combine specific methodological techniques. The first stage is focused on updating existing knowledge, forming a personal interest in obtaining new information and a value attitude to the subject. The main tasks of the second stage are to actively obtain information, correlate the new with the already known, and track one's own understanding. It is very important that at this stage, with the help of a number of strategies, the teacher helps to track the process of cognition and understanding. The third stage is aimed at summing up and systematizing new information, developing one's own attitude to the material being studied, and formulating questions for further promotion in the information field. The analysis of one's own mental operations can be considered the core of this phase [16].

Combining strategies helps to achieve the ultimate goal of applying critical thinking technology – to teach students to apply this technology independently so that they can obtain the necessary information from any text, and become independent and competent thinkers. This technology is universal and open to dialogue with other pedagogical approaches and technologies. It is designed not only to embellish classes, to give pleasure from using professional game techniques, group forms of work, and frequent changes of activities, but also has a very clear structure based on developing strategies. Naturally, the computer should not replace the living word, but it can make a language or literature lesson with the use of critical thinking strategies much more effective. Often, the lack of learning effectiveness is explained by the fact that the teacher constructs the learning process based on the tasks set by them, bearing in mind that the goals will be accepted by students as their own. So, the first strategy of critical thinking – forecasting, is used at the challenge stage. Giving students the opportunity to analyze what they already know about the

topic being studied will create an additional incentive for them to articulate their motives. This task is solved at the challenge stage. During the implementation of the anticipation strategy at the challenge stage, it is important to give them the opportunity to express their point of view on the topic, without fear of making a mistake; to record all statements, because each one will be important. At this stage, there are no correct or incorrect statements [17].

It is absolutely necessary to return to forecasts during the lesson and check them, combining individual and group work. Individual will allow each student to update their knowledge and experience, group – to hear other opinions, express their point of view. During the challenge phase, it is important to get students interested by “brainstorming”. Sometimes there may be a situation when the stated topic is unfamiliar to students, when they do not have sufficient knowledge and experience to develop appropriate judgments. In this case, a teacher might ask them to make an assumption or forecast about a possible subject and object of study. Consequently, the successful implementation of the challenge phase in the classroom creates a powerful incentive to work on the next phase – the phase of acquiring new information. At this stage, the following strategies are used: “paired brainstorming”, “group brainstorming”, “key terms”, “mixed up logical chains”, “creating thought clouds”, “prediction tree”. The important point is to obtain new information. The organization of work at this stage can be different: interactive lecture, individual, pair or group reading, viewing video material. In any case, it will be an individual perception and tracking of information. At the stage of comprehension, students actively work independently. Here they use such strategies as: reading text using the insert method, metaphorical maps, double and triple diaries, creating a knowledge map, infographics. At this stage, the process of using a critical thinking strategy contributes to the development of the ability to see the general and most importantly, the ability to understand the issue, see the perspective, see a familiar object from a completely new perspective, in a new context, the ability to deviate from the algorithm, template, the ability to combine personal creativity with the creativity of others, predict the result of activities.

Media education of the modern generation is of particular importance. It is necessary to develop the competence of students to correctly and consciously use media education tools that support the process of achieving goals in the didactic process. Media education includes providing access to all mass media, training and ability to analyze the content of media messages, communication capabilities in modern media [18]. An effective applied strategy of critical thinking in working with a new topic is The Socratic questioning technique, which involves clarifying and elucidating ideas, studying semantic information – theoretical and practical, exploring the context, defining assumptions and formulating one's own opinion. Reflexive analysis is aimed at understanding the content of new material. Many of the techniques used in the first two stages transition into the re-

flexive stage. “Paired brainstorming”, returning to key terms, creating essays, mini-essays, “web discussions”, “heartfelt hopes”, confessions, intergroup assessment – all this allows students to self-actualize within the studied topic. Methods and techniques used in classes that employ critical thinking strategies allow for independent conclusions, presentations of comparative and informational content. Media education can be interpreted as the implementation of various types of activities planned and carried out by the teacher, aimed at arming students with media competence.

This is not only an opportunity to prepare students of educational institutions for the rational use of mass media, but also to set them up for a critical, conscious and evaluative perception of media content, the main goals of which are the formation of media skills based on the correct recognition of mechanisms. There is a clear need for continuous media education, the habits of which will develop mainly during the school period, and deepen in the subsequent stages of acquiring knowledge and skills. Didactic and educational activities are a combination, continuation or supplement of media education activities in the social environment, which interprets the rules for the correct use of information and communication technologies, organizes situations in which students will have the opportunity to test their knowledge and skills [19]. The educational institution should create conditions for the acquisition of knowledge and skills necessary for solving problems using methods and techniques obtained from computer science, including logical and algorithmic thinking, programming, the use of computer applications, the search and use of information from various sources, the use of a computer and basic digital devices, the use of these skills in classes in various subjects, in particular for working on text, performing calculations, processing information and its presentation in various forms.

The acquired key knowledge and skills based on a certain value system contribute to the creation of appropriate measures carried out within a competent and conscious recipient who effectively uses the media in their critical attitude, focused on selective reception in media studies that maintain ethical and aesthetic dissonance that fall under evaluation of media reports. Such a process should prepare students for informed and responsible choices in the use of resources available on the Internet, critical analysis of information, safe movement in the digital space, including establishing and maintaining relationships based on mutual respect with other users of the network. It is necessary to create optimal conditions for the use and ordering of information from various sources, taking into account the correct composition of the text and the rules of its organization using information and communication techniques, since media play an increasingly important role, both in the social and individual life of each subject of the educational process. Media education technologies acquire a special character in everyday life. Using the available tools explains the importance of using them correctly. The faster media competence develops, the better young people will be prepared for conscious and creative reception in the media [20].

The world of media leads to inevitable, rather fundamental changes in the work of schools and teachers. Unlimited access of a student to many sources of information contributes to significant changes in the learning process, where traditional methods cease to be an indispensable source of information, and become a potential intermediary between other sources and the student. Media competence becomes a domain in educational work, based on thoughtful and meaningful use in pedagogical work. The competencies assist in the proper mastery of the method to analyze the media, to evaluate them in terms of their usefulness in learning. They should take the form of digital literacy, empowerment in a knowledge society, and a new media culture based on electronic media. These are conscious skills in receiving messages, creating them, and using media devices to perform various cognitive tasks. When performing didactic tasks, student can adequately select, create and adapt to a variety of needs, materials and resources, in particular in the field of information and communication. They are able to select effective educational resources, in particular the use of online resources that support the modern educational process. In the practice of media education, there is a need for a transformation of activities aimed at the continuous improvement of media competencies – informational or digital, in response to the challenges of modern media civilization [21; 22].

CONCLUSIONS

Prospects for the study of the chosen topic consist in the fact that media education technologies at the present stage are an integral part of language and literature class, as they increase the practical interest of students, develop a divergent and creative vision. During the scientific research it was determined that society imposes serious requirements on the student's competencies, which concern the development

of critical and systematic thinking in order to acquire knowledge, apply them in practice to solve various problems, work with different information, analyze, summarize, argue; look for rational ways to solve problems; be communicative, cooperative in different social groups, flexible in changing life situations. It is confirmed that these competencies provide skills of activity in working with information that is available in academic subjects, educational areas, as well as in the world around us. Media education competencies form the basis of the digital educational process, without which it is impossible to apply information and communication skills and have knowledge about existing media threats and tools to prevent them at the educational level.

Analysis of the theoretical basis of the study confirmed the special role of computers in managing high-quality education. In particular, it was found that modern information technologies, various network applications give students access to a huge array of Information, quick access to the necessary resources, access to libraries, archives, from which one can learn something useful on the desired topics, and with which one can prepare for classes. Therefore, the introduction of media education technologies during classes, and especially when the option of attending classes physically is unavailable – distance learning, has its advantages: provides direct feedback in the learning process, makes it possible to individualize learning for the maximum number of children with different learning styles and different perception capabilities, promotes the development of independence and creative abilities of students, changes for the better relationships with students “far” from the subject of language or literature, especially those who are fond of computer science. It is proved that through modern information technologies and critical thinking strategies, the ability to independently find, analyze and select the necessary information, store and transmit it is formed.

REFERENCES

- [1] Zhang, W., Sun, S.L., Jiang, Y., & Zhang, W.Y. (2019). Openness to experience and team creativity: Effects of knowledge sharing and transformational leadership. *Creativity Research Journal*, 31(1), 62-73.
- [2] Tejedor, G., Segalas, J., Barron, A., Fernandez-Morilla, M., Fuertes, M.T., Ruiz-Morales, J., Gutierrez, I., Garcia-Gonzalez, E., Aramburuzabala, P., & Hernandez, A. (2019). Didactic strategies to promote competencies in sustainability. *Sustainability*, 11(7), article number 2086.
- [3] Pilcher, K. (2018). Politicising the “personal”: The resistant potential of creative pedagogies in teaching and learning “sensitive” issues. *Teaching in Higher Education*, 22(8), 975-990.
- [4] Goldenberg, O., & Wiley, J. (2019). Individual and group brainstorming: Does the question matter? *Creativity Research Journal*, 31(3), 261-271.
- [5] Gajda, A., Karwowski, M., & Beghetto, R.A. (2020). Creativity and academic achievement: A meta-analysis. *Journal of Educational Psychology*, 109(2), 269-299.
- [6] Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education: A systematic literature review. *Thinking Skills and Creativity*, 8, 80-91.
- [7] Daly, S.R., Mosykowski, E.A., & Seifert, C.M. (2019). Teaching creative process across disciplines. *Journal of Creative Behavior*, 53(1), 5-17.
- [8] Cheung, R.H.P. (2012). Teaching for creativity: Examining the beliefs of early childhood teachers and their influence on teaching practices. *Australasian Journal of Early Childhood*, 37(3), 43-52.
- [9] Carson, S.H., Peterson, J.B., & Higgins, D.M. (2005). Reliability, validity, and factor structure of the creative achievement questionnaire. *Creativity Research Journal*, 17(1), 37-50.
- [10] Masterman, L. (1990). *Teaching the media*. London: Routledge.

- [11] Buckingham, D. (2003). *Media education: Literacy, learning and contemporary culture*. Oxford: Polity Press.
- [12] James, W. (1950). *The principles of psychology*. New York: Dover Publications.
- [13] Dewey, J. (1997). *Experience and education*. Washington: Free Press.
- [14] Buckingham, D. (1998). Media education in the UK: Moving beyond protectionism. *Journal of Communication*, 48(1), 33-43.
- [15] Christ, W.G., & Potter, W.J. (1998). Media literacy, media education, and the academy. *Journal of Communication*, 48(1), 5-15.
- [16] Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review*, 7(1), 3-14.
- [17] Stix, D.C., & Jolls, T. (2020). Promoting media literacy learning – a comparison of various media literacy models. *Media Education*, 11(1), 15-23.
- [18] Warnick, B. (2002). *Critical literacy in a digital era: Technology, rhetoric, and the public interest*. London: Routledge.
- [19] Bailin, S. (2002). Critical thinking and science education. *Science and Education*, 11(4), 361-375.
- [20] Polly, D., Mims, C., Shepherd, C., & Inan, F. (2010). Evidence of impact: Transforming teacher education with preparing tomorrow's teachers to teach with technology (PT3) grants. *Teaching and Teacher Education*, 26(4), 863-870.
- [21] Sardone, N. (2019). Developing engaging learning experience in preservice education. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 92(6), 235-245.
- [22] Lund, A., Furberg, A., Bakken, J., & Engelen, K. (2014). What does professional digital competence mean in teacher education? *Nordic Journal of Digital Literacy*, 9(4), 280-298.

Лілія Володимирівна Омельченко

Запорізький обласний інститут післядипломної педагогічної освіти Запорізької обласної ради
69035, вул. Незалежної України, 57А, м. Запоріжжя, Україна

Дидактичні можливості стратегій критичного мислення як інструмента реалізації медіаосвітньої технології для розвитку ключових умінь здобувачів освіти

Анотація. Актуальність дослідження полягає в тому, що інтенсивні соціальні зміни трансформують не тільки суспільство, а й впливають на основні орієнтири в освіті, що спонукає педагогічну спільноту враховувати актуальні тенденції розвитку європейської школи. Метою дослідження є узагальнення та систематизація науково-методичних, педагогічних і психологічних аспектів процесу навчання й розвитку ключових умінь здобувачів освіти шляхом використання дидактичних можливостей медіаосвітніх технологій. Теоретичну і методичну основи дослідження становлять методології таких підходів: дидактичний, загальнонауковий, порівняльний. У процесі дослідження визначено, що в мінливому середовищі здатні орієнтуватися та активно діяти лише ті особи, котрі вміють адаптуватися до постійних швидких змін, вирішувати складні проблеми, критично ставитися до обставин, порівнювати альтернативні точки зору і приймати зважені рішення. Підтверджено, що основна ціль сучасної освіти полягає не в наданні учням важливої інформації, а в тому, щоб розвивати у них критичний погляд на сприйняття і дослідження інформації. З'ясовано, що медіаосвітні технології допомагають готувати здобувача освіти до життя в інформаційному суспільстві, вибирати серед невпинного потоку інформації головне, критично перевіряти отриману інформацію, співпрацювати з іншими. У науковому дослідженні медіаосвіту розглянуто як один із інструментів, що допомагає викладачеві замінити пасивне слухання здобувача освіти чи примітивний переказ на активну участь в освітньому процесі, і тим самим підвищити ефективність занять. Обґрунтовано, що впровадження медіаосвітніх технологій в практику дає змогу вирішити зазначену проблему шляхом застосування стратегій розвитку критичного та системного мислення. Практична значимість полягає у реалізації та систематизації механізмів критичного мислення як інструмента впровадження медіаосвітньої технології для розвитку ключових умінь здобувачів освіти

Ключові слова: інформація, цифрова грамотність, освітній процес, навчальний заклад, медіакомпетентності

Liubov I. Demchyna*

Ivano-Frankivsk National Technical University of Oil and Gas
76019, 15 Karpatska Str., Ivano-Frankivsk, Ukraine

Innovative Trends in the Formation of the Content of Master's Training in Speciality 029 "Information, Library and Archival Affairs"

Article's History:

Received: 16.08.2021

Revised: 17.09.2021

Accepted: 20.10.2021

Suggested Citation:

Demchyna, L.I. (2021). Innovative trends in the formation of the content of master's training in speciality 029 "Information, library and archival affairs". *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 37-42.

Abstract. The relevance of the study is due to the need of modernisation of the information sphere of activity in accordance with European standards and the proper level of training of specialists in this field for further professional development. The aim of the work is to create an innovative model of the content of the training of masters majoring in 029 "Information, Library and Archival Affairs" based on a comparison of the current state of the Ukrainian, American, and European educational systems. To achieve this goal, the author used the following general scientific research methods during three stages of scientific research: structural and comparative analysis, synthesis, generalisation, and systematisation, as well as modelling. The theoretical basis in the form of scientific and journalistic literature on the training of Master's in library and archival affairs in Ukraine and abroad has been developed. The experience of Ukrainian higher educational institutions, American and European institutions of higher education is compared in order to identify the focus of training specialists in speciality 029 "Information, Library and Archival Affairs". The theoretical orientation of the Ukrainian educational system for the formation of masters of this speciality and at the same time the practical orientation of universities in the USA, France, Australia, Spain and Sweden are determined. An innovative structural and functional model of forming the content of training masters of information and library science based on comparative analysis and theoretical and practical components is developed. The practical value of scientific work lies in the creation of the author's model of promising functional training of masters of speciality 029 "Information, Library and Archival Affairs" in accordance with the requirements of modernity, with its subsequent possible implementation in the activities of higher educational institutions

Keywords: digital competence, educational and training program, higher education applicant, structural and functional model, professional development

*Corresponding author

INTRODUCTION

Modern processes of digitalisation are qualitatively changing the format of the information space, which makes it necessary to update the methods of training qualified specialists. In this context, in particular, this is in reference to future masters of the speciality "Information, Library and Archival Affairs", whose activities are aimed at searching, processing, storing and reproducing information. The issue of training library and archival specialists in the Ukrainian educational space is under the influence of powerful cultural stereotyping, which significantly slows down European integration development, but actualises the search for innovative methods for improving the curriculum. Thus, in her research, A. Solianyk noted the establishment of

a correspondence between the training of masters of speciality 029 "Information, Library and Archival Affairs" and Dublin descriptors, which indicate the importance of active application of knowledge in practice rather than the mere acquisition of knowledge [1]. Thus, the author claims the possibility of modernising the master's programmes of future specialists in library and archival affairs. T. Novalska and V. Kasian offer to diversify the traditional methods of training masters majoring in "Information, Library and Archival Affairs" by developing an innovative Internet marketer programme [2]. The new educational specialisation will not only meet modern technological conditions for information dissemination, but also meet the needs of the labour market.

It is advisable to pay special attention to the state of training of masters of the speciality "Information, Library and Archival Affairs" within the world educational space. Thus, in their works, M. Maceli describes the American experience of combining digital technologies and training masters in library and archival Affairs [3]. The author claims that physical calculations and solving problem aspects outside of Makerspace alone will form a competent specialist in accordance with modern requirements. Indian scientists S. Nath and R. Chutia conducted empirical studies of the quality of training and success of masters of the speciality "Information, Library and Archival Affairs" based on cultural intelligence and demographic indicators, such as gender, work experience, and place of residence [4]. Scientists have shown that various correlations between the components of cultural intelligence and individual demographic indicators can positively influence the success of master's training. At the same time, M. Hudon studied the effectiveness of training library and archival specialists based on the analysis of individual disciplines of the educational programme [5]. According to the researcher, in some educational institutions in Canada, the academic discipline "organisation of knowledge", aimed at familiarising with the principles of systematisation, cataloguing and classification, has lost its relevance due to the development of the latest technologies, which indicates intentions to improve the quality of master's training in accordance with the conditions of today. Thus, it is seen that the world methods of training masters of the specialty "Information, Library and Archival Affairs" are significantly distinguished by progressiveness and modernisation processes, which determines the relevance of the study of world experience and its extrapolation to the Ukrainian educational space. Therefore, the purpose of the study there is a formation of an innovative structural and functional model of the content of training masters in the speciality 029 "Information, Library and Archival Affairs" based on positive world experience. To achieve this goal, the author identified the following tasks:

1. Consider the state and features of training library and archival specialists in Ukrainian higher educational institutions;
2. Analyse the world educational curriculums of the speciality "Information, Library and Archival Affairs" and the best practices of authors to determine the specifics of training specialists of this specialisation abroad;
3. To form an innovative structural and functional model for the training information, library and archival specialists on the basis of the developed theoretical material.

MATERIALS AND METHODS

The study of innovative trends in the formation of the content of training masters of speciality 029 "Information, Library and Archival Affairs" took place in three stages. The first stage provided for the analysis of the current state of professional training of information and archival specialists based on the development of educational plans and

programmes. The second stage included a review of scientific and methodological literature and official websites of world higher educational institutions, in particular the USA, France, Australia, Sweden and Spain, on the training of specialists in the speciality "Information, Library and Archival Affairs". The third stage of scientific research was aimed at creating an innovative structural and functional model for forming the content of training future masters in this speciality. In the course of the study, the authors relied on a number of general scientific research methods, in particular structural and comparative analysis, synthesis, systematisation, generalisation and modelling. Thus, the method of structural analysis was used to study the scientific and methodological literature of Ukrainian and world authors on the training of library and archival specialists in the context of the global educational space. The method of comparative analysis provided for comparing the functioning, in particular, master's training of specialists in speciality 029 "Information, Library and Archival Affairs" of Ukrainian higher educational institutions, including Odesa National Polytechnic University, Borys Hrinchenko Kyiv University and the Ukrainian Academy of Printing and world higher education institutions on the example of American and European universities.

The synthesis method was aimed at studying individual aspects of training masters of this speciality in the aggregate and in accordance with the programme points of the educational system. The generalisation method was used to determine the general level of professional training of masters of the speciality "Information, Library and Archival Affairs" and search for possible ways to improve it. The method of systematisation was used to reproduce the scheme of educational elements of the educational programme of master's training on the example of the activities of the University of Franche-Comté and reflect the innovative model of the content of educational programmes for training applicants of the second level of higher education in the speciality 029 "Information, Library and Archival Affairs". The modelling method helped to recreate the components of the combined modernised content of training masters of this speciality. Scientific research of the chosen topic was carried out on the basis of a structural and functional approach, due to which a structural and functional model of forming the content of training masters of information and library science was identified, consisting of theoretical and practical components, which, in turn, contain narrowly directed blocks of academic disciplines. The theoretical basis of the study were the works of leading Ukrainian and world scientists in the field of library science and archival science, as well as educational programmes and information content of official websites of universities in the United States, Spain, France, Sweden and Australia. At the same time, legislative and normative acts of Ukraine were used, in particular the Order of the Ministry of Education and Science of Ukraine "On Approval of the Standard of Higher Education in speciality 029 "Information, Library and Archival Affairs"

for the second (master's) level of higher education" [6], which regulates the semantic load of educational programmes for training masters of library and archival affairs within the Ukrainian higher education system.

RESULTS AND DISCUSSION

Today, the training of masters of speciality 029 "Information, Library and Archival Affairs" in Ukrainian higher educational institutions is based on the Order of the Ministry of Education and Science of Ukraine "On Approval of Higher Education Standards of Speciality 029 "Information, Library and Archival Affairs" for the second (master's) level of higher education" [6]. The specified legislative and regulatory document defines the content of educational programmes and the competence component of future specialists in Information, Library and Archival Affairs. Thus, according to the standard, the training of masters of the chosen speciality is aimed at familiarising themselves with the institutional system and infrastructure of information support, the formation of practical skills in solving challenging situations and problems within the professional sphere using the methods of information and project management, as well as innovation management [6]. At the same time, after completing the educational programme, a higher education applicant is expected to have abstract and creative thinking, the ability to use technological services and computer innovations, and organisational and work management skills. This standard of higher education establishes the general principles of master's degree training, according to which it is important to consider individual training programmes on the example of such higher educational institutions as Odesa National Polytechnic University, Ukrainian Academy of Printing and Borys Hrinchenko Kyiv University. The experience of professional training of masters majoring in 029 "Information, Library and Archival Affairs" at Odesa National Polytechnic University should be described by such key concepts as information activities, information management and information resources [7]. Despite this, the higher educational institution is distinguished by its focus on theoretical training of specialists in information, library and archival affairs. Thus, applicants for higher education are tasked with mastering document and information resources, information management, international information management and information support.

A similar subject orientation is found in the educational programmes of the Borys Hrinchenko Kyiv University [8]. The speciality "Information, Library and Archival Affairs" involves students mastering the skills of using information and information technologies, teamwork and interpersonal interaction skills, as well as purposeful effective search, processing and storage of information. University education in the chosen speciality is mastered by students both through lectures and seminars, as well as through the performance of creative and individual work. Especially among the Ukrainian educational space stands out the Ukrainian Academy of Printing, which is most characterised by European interdisciplinary

integration. Training of masters of speciality 029 "Information, Library and Archival Affairs" at the university takes place in accordance with modernised standards [9]. Thus, future specialists of the chosen speciality master the basics of computer science and library science. Thus, the training of masters is aimed at having the appropriate theoretical and practical bases for electronic document management, e-commerce, telecommunications, information wars, information service and public information policy [9]. The future professional activity of graduates of this institution in specialty 029 goes beyond the narrow focus on employment in libraries, archives, etc. and provides for further career development at the state and global levels. As can be seen, the methods of training masters of speciality 029 "Information, Library and Archival Affairs" in Ukrainian higher educational institutions have both common and distinctive features, but in this context, it is especially advisable to pay attention to the experience of world higher educational institutions, among which should be highlighted universities in Australia, France, Sweden, Spain and the USA.

The first step is to start with the experience of training information and library study specialists at the Charles Sturt University of Australia [10]. A special feature of the master's degree programme is the combination of teaching activities and librarianship in an online training format. In this way, students of higher education are provided with an opportunity to study and work in the speciality at the same time. At the same time, after graduating from the educational institution, students of information and library science are offered a choice of either passing a two-week professional employment, or a four-day visit to agencies with the possibility of their own choice of work. This work-oriented approach can be traced throughout the entire process of obtaining education. Thus, studying four subjects per session is equivalent to a full-time working day, since a student must spend from 10 to 12 hours per week on one subject [10]. It is worth adding that similar freedom of choice and focus on employment for students of the speciality "Information, Library and Archival Affairs" is offered by the American University of California in San Jose [11]. For example, an institution of higher education provides master's students with an innovative internship programme in Silicon Valley companies. At the same time, students are left to choose the time limits of training, since the content of courses is submitted asynchronously with free access [11]. The ethical and legal orientation of training masters of the specialty "Information, Library and Archival Affairs" can be traced at the Spanish university. The Complutense University of Madrid offers masters of their chosen specialty to study public law, digital rights and licenses, information ethics and the cultural and historical aspect of the formation of the information sphere [12]. In this way, the higher education institution prepares professionals to deal practically with the problems of copyright and information wars in the context of the digital society. At the same time, it is advisable to consider the European experience of training masters in "Information,

Library and Archival Affairs” on the example of French and Swedish universities. Thus, the speciality “Information, Library and Archival Affairs” of the University of Franche-Comté

in France is focused on interaction with rare books [13]. The educational component of students of this institution provides for the following elements indicated in Figure 1.

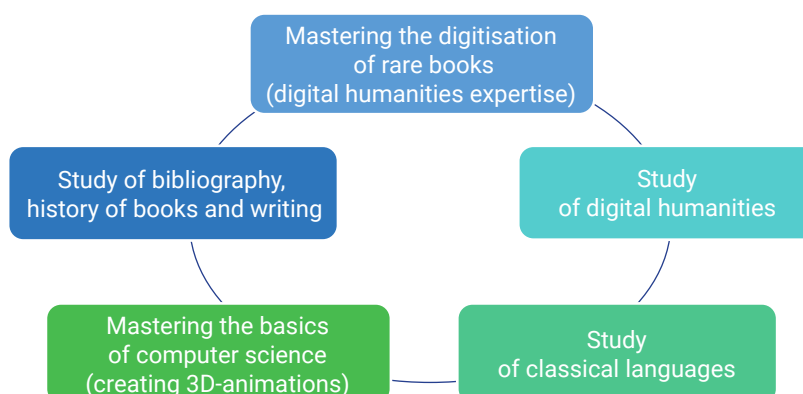


Figure 1. Scheme of educational elements of the master's degree programme at the University of Franche-Comté

A similar method of training specialists in Library and Information Science is found at the University of Borås in Sweden [14]. The focus of this educational programme is determined by the need to create digital libraries, conduct digital library management and search skills in the digital space. Training in the speciality “Library and Information Science” takes place in an online format, which teaches students to continue working in the field of electronic publishing [14]. Finally, one way or another, the correlation analysis of Ukrainian and international methods of training masters in “Information, Library and Archival Affairs” allowed to confirm significant differences between practices and levels of effectiveness of preparing students for further professional activities within the chosen speciality. It is also worth adding that such comparative studies remain relevant among many scientists. For example, D. Kacunguzi compared master's degree programmes in Information and Library Science in the United States and Uganda [15]. The author focused special attention on the prospects for improving educational programmes in order to further possible employment in a changing market. Scientists C. Chu and F. Oguz established correlative relationships between educational methods of training masters of the speciality “Information, Library and Archival Affairs” in the USA and Canada [16]. The researchers conducted an empirical study to identify the advantages and disadvantages of the selected programmes depending on demographic variables, as well as to find the appropriate

effective teaching format. At the same time, the international collaboration described in the work of E. Corradini became interesting for scientific research [17]. The author analyses the master's programme for the speciality “Information, Library and Archival Affairs”, created by four higher educational institutions of the European Union, for the purpose of teaching at universities of the former USSR and Central Asian countries. Thus, the researcher described an example of extrapolation of the European experience of professional training in countries of a stereotyped type of training. For their part, scientists M. Koelen and J. Quayé-Ballard considered a separate aspect of the curriculum of the speciality “Information, Library and Archival Affairs”, in particular the importance of using digital libraries on the example of the universities of Ghana and the Netherlands [18]. With their best practices, the authors sought to show the need for cooperation between developed and less technically developed countries, which can significantly facilitate the educational process at the universities of the latter. Thus, based on the analysis of the current state of the Ukrainian system of training masters of speciality 029 “Information, Library and Archival Affairs” and the features of training specialists of the chosen field abroad, as well as a review of related comparative studies of world scientists, an innovative structural and functional model of forming the content of training masters of speciality 029 “Information, Library and Archival Affairs”, consisting of two components (Fig. 2).

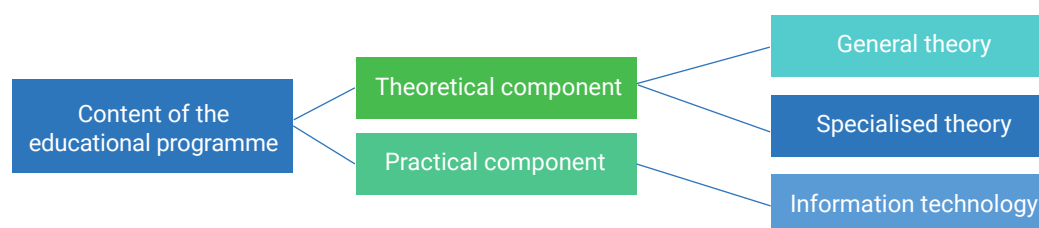


Figure 2. Innovative structural and functional model of forming the content of training masters of speciality 029 “Information, Library and Archival Affairs”

As can be seen from Figure 2, the innovative structural and functional model of forming the content of training masters of speciality 029 "Information, Library and Archival Affairs" provides for two components, theoretical and practical in particular, each of which is focused on studying and mastering the relevant disciplines. Thus, the block "General Theory" of the theoretical component provides knowledge in such disciplines as "Innovative Management in Professional Information Activities", "International Information", "Information and Documentation Support of the Industry", "Information Business Analytics". The block "Specialised Theory" provides for the study of "Information Ethics", "Legal Basis of Information Activity", "Digital Law and Licenses", as well as "Information and Psychological Security". The block "Information Technologies" of the practical component is aimed at developing skills in digitising archival material, creating 3D animations, and digital library management. Thus, the innovative model will meet the needs and requirements of the modern information space and prepare the future master of the speciality "Information, Library and Archival Affairs" for the challenges of professional activity.

A proper combination of theoretical and practical courses will teach students how to use their knowledge fluently and navigate the digital world. The experience of world universities shows that the activities of specialists in "Information, Library and Archival Affairs" go beyond work in libraries or archives [19]. At the same time, even library and archival work involves updating practical skills, as evidenced by the actualisation of the phenomenon of digital libraries and archives. Thus, the research made it possible to form innovative methods of training future masters of speciality 029 "Information, Library and Archival Affairs" of Ukrainian higher educational institutions in accordance with the issues of the current state of educational programmes based on positive world teaching experience. Such a practical approach, focused on the formation of digital and information competencies, will help solve not only the problems of employment of qualified specialists of this speciality, but also cultural state problems related to the need to digitise rare sources, restore cultural written monuments [20]. However, it is worth noting that such a method of training specialists requires special technical support and equipment, which lengthens the period of its implementation and experimental testing directly in practice.

CONCLUSIONS

Thus, the study described the main innovative trends in the formation of the content of training for master's degree specialisation 029 "Information, Library and Archive Affairs". The authors analysed a number of scientific works of world and Ukrainian researchers in order to identify the current state of educational programmes for training information and library specialists. To conduct a comparative analysis of the teaching methods of future masters of speciality 029 "Information, Library and Archival Affairs", three higher educational institutions of Ukraine were selected, in particular Odesa National Polytechnic University, Borys Grinchenko Kyiv University and the Ukrainian Academy of Printing, and 5 world higher educational institutions in the USA, Spain, France, Australia and Sweden respectively. It is found that the Ukrainian educational system of training information and library specialists is aimed at mastering the theoretical foundations of students and is based on outdated stereotyped principles, while the professional training of students of this specialty of world educational institutions is determined by modernising digital processes and is focused on the practical application of the acquired knowledge. The necessity of introducing innovative models for training future masters of speciality 029 "Information, Library and Archival Affairs" within the framework of the functioning of Ukrainian universities is confirmed.

On the basis of the developed theoretical material, an innovative structural and functional model of forming the content of training masters of this specialty is formed, which includes theoretical and practical components. The key blocks of structural and functional model components are described, including general theory, specialised theory, and information technology. The features of implementing each individual component of the structural and functional model of forming the content of training masters of speciality 029 "Information, Library and Archival Affairs" based on the list of key academic disciplines are determined. It is concluded that the practical use of the author's model will provide solutions to professional and cultural issues. Prospects for further research are seen in the practical application of the author's innovative structural and functional model of forming the content of training specialists in information and library science, as well as experimental research of its effectiveness.

REFERENCES

- [1] Solianyk, A. (2018). Innovative criteria of results of student preparation of professionals with specialties 029 "Information, library and archive studies". *Ukrainian Journal on Library and Information Science*, 1, 64-75.
- [2] Novalska, T., & Kasian, V. (2021). Theoretical and methodological fundamentals of Internet marketing training in specialty 029 "Information, library and archival affairs". *Ukrainian Journal on Library and Information Science*, 7, 71-82.
- [3] Maceli, M.G. (2020). Physical computing in library and information science master's program curriculum: A pilot course offering and future possibilities. *Lecture Notes in Computer Science*, 12051, 545-552.
- [4] Nath, S., & Chutia, R. (2021). Cultural intelligence as a correlate of academic performance among the students of masters in library and information science. *Library Philosophy and Practice*, 2021, article number 5381.
- [5] Hudon, M. (2021). The status of knowledge organization in library and information science master's programs. *Cataloging & Classification Quarterly*, 59(6), 576-596.
- [6] Order of the Ministry of Education and Science of Ukraine No. 728 "On Approval of the Standard of Higher Education in the Specialty 029 "Information, Library and Archival Affairs" for the Second (Master's) Level of Higher Education". (2019). Retrieved from <https://cutt.ly/UIilv9s>.

- [7] Project of educational-professional program "Information activity". Information, library and archival affairs. (2021). Retrieved from https://op.edu.ua/sites/default/files/files/opscans/proj/029-1_2021_magistr_informaciyna_diyalnist.pdf.
- [8] Expert conclusions of the accreditation examination of the educational-professional program "Information, library and archival affairs" specialty 029 Information, library and archival affairs at the second (master's) level of higher education at the Borys Hrinchenko Kyiv University. (2018). Retrieved from <https://cutt.ly/yliOym9>.
- [9] Curriculum of specialty 029 "Information, library and archival affairs". Ukrainian Academy of Printing. (2020). Retrieved from <https://cutt.ly/gliOoOe>.
- [10] Official website of the Charles Sturt University. (2021). Retrieved from https://study.csu.edu.au/courses/teaching-education/master-education-teacher-librarianship?utm_source=Keystone&utm_campaign=Keystone&utm_medium=KeystoneListing.
- [11] Master of library and information science. (2021). Retrieved from <https://www.onlinestudies.com/Master-of-Library-and-Information-Science/USA/San-Jose-State-University-School-of-Information/>.
- [12] Official website of the Universidad Complutense de Madrid. (2021). Retrieved from <https://www.ucm.es/gdba>.
- [13] MA in rare books and digital humanities. (2021). Retrieved from <https://cutt.ly/TliOksn>.
- [14] Master programme in library & information science, digital library & information services. (2021). Retrieved from <https://www.masterstudies.com/Master-Programme-in-Library-and-Information-Science-Digital-Library-and-Information-Services/Sweden/HB/>.
- [15] Kacunguzi, D.T. (2016). A comparative analysis of library and information science master's degree programmes in Uganda and USA. *African Journal of Library Archives and Information Science*, 26(1), 85-92.
- [16] Chu, C.M., & Oguz, F. (2016). Preferences for course delivery in library and information science programs: A study of master's students in Canada and the United States. *BiD*, 37. Retrieved from <https://bid.ub.edu/en/37/chu.htm>.
- [17] Corradini, E. (2013). International collaboration for a master's degree program in library and information science. *Advances in Librarianship*, 36, 139-184.
- [18] Koelen, M., & Quayle-Ballard, J.A. (2009). The importance of digital libraries in joint educational programmes: A case study of a master of science programme involving organizations in Ghana and the Netherlands. *D-Lib Magazine*, 15(11-12). Retrieved from <http://www.dlib.org/dlib/november09/koelen/11koelen.html>.
- [19] Arias-Coello, A., Simo'n-Blas, C., & Simo'n-Martí'n, J. (2014). Professional competencies of graduates of the Master's in library and information sciences from the perspective of employers, professors and students. *Revista Española de Documentación Científica*, 37(3), article number e059.
- [20] Willard, P., & Wilson, C.S. (2016). Australian professional library and information studies education programs: Changing structure and content. *Australian Academic & Research Libraries*, 47(4), 245-260.

Любов Іванівна Демчина

Івано-Франківський національний технічний університет нафти і газу
76019, вул. Карпатська, 15, м. Івано-Франківськ, Україна

ІННОВАЦІЙНІ ТЕНДЕНЦІЇ ФОРМУВАННЯ ЗМІСТУ ПІДГОТОВКИ МАГІСТРІВ СПЕЦІАЛЬНОСТІ 029 «ІНФОРМАЦІЙНА, БІБЛІОТЕЧНА ТА АРХІВНА СПРАВА»

Анотація. Актуальність дослідження зумовлена потребою в модернізації інформаційної сфери діяльності відповідно до європейських стандартів та належному рівні підготовки фахівців вказаного напрямку для подальшого професійного становлення. Метою роботи є створення інноваційної моделі змістового наповнення підготовки магістрів спеціальності 029 «Інформаційна, бібліотечна та архівна справа» на основі порівняння сучасного стану української, американської та європейської освітніх систем. Для досягнення поставленої мети автором було використано такі загальнонаукові методи дослідження протягом трьох етапів наукової розвідки: структурний і компаративний аналіз, синтез, узагальнення та систематизація, а також моделювання. Опрацьовано теоретичну базу у вигляді наукової та публіцистичної літератури щодо питань підготовки магістрів спеціальності бібліотечної та архівної справи в Україні та за кордоном. Здійснено порівняння досвіду українських вищих навчальних закладів, американських та європейських закладів вищої освіти з метою виокремлення спрямованості підготовки фахівців за спеціальністю 029 «Інформаційна, бібліотечна та архівна справа». Визначено теоретичну спрямованість української освітньої системи формування магістрів зазначеної спеціальності та водночас практичну орієнтованість університетів США, Франції, Австралії, Іспанії та Швеції. Розроблено інноваційну структурно-функціональну модель формування змісту підготовки магістрів інформаційної та бібліотечної справи на основі компаративного аналізу та теоретичного й практичного компонентів. Практична цінність наукової роботи полягає в створенні авторської моделі перспективної функціональної підготовки магістрів спеціальності 029 «Інформаційна, бібліотечна та архівна справа» відповідно до вимог сучасності з подальшим її можливим впровадженням у діяльність вищих навчальних закладів

Ключові слова: цифрова компетентність, освітньо-навчальна програма, здобувач вищої освіти, структурно-функціональна модель, професійне становлення

Inna V. Mykhed*

Kozelets Institution of General Secondary Education of I-III Degrees No. 3 of Kozelets Village Council
17000, 32a Sviato-Preobrazhenska Str., Kozelets, Ukraine

Work with Children at Risk in a Modern Educational Space

Article's History:

Received: 17.09.2021

Revised: 18.10.2021

Accepted: 21.11.2021

Suggested Citation:

Mykhed, I.V. (2021). Work with children at risk in a modern educational space. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 43-49.

Abstract. The relevance of studying the methods of working with children at risk is extremely high, both for ordinary teachers and school psychologists. The number of children at risk is constantly growing, resulting in the need to analyse the mechanism of their upbringing within educational institutions. In addition, consideration of this issue is extremely important for society, because by choosing the right approach of the teacher to such students, there is an opportunity to re-educate them and build their respect for the norms of society and promote their personality as a law-abiding citizen. Thus, the purpose of the study is to analyse the theoretical concept of risk group, to establish its features, to investigate the criteria by which students get to them, and to consider current methodological measures for organising educational work with such children and compare them with modern educational space. To achieve this goal, a set of methods was used, including both general and pedagogical, namely: logical analysis, synthesis, comparative analysis, deduction, pedagogical observation, morphological method, and analysis scientific literature. The results obtained during the study can be divided into two components, namely theoretical and practical. According to the first, it is necessary to establish the essence of the concept of children at risk, to reveal its features and factors that affect it. The practical component is the analysis of current tools and approaches used in working with students at risk, including establishing their effectiveness and determining the appropriateness of their use in modern educational space and, accordingly, making recommendations for their improvement. The practical significance of the study lies in the fact that, when teachers or social psychologists use the methods developed in it, the process of changing students' attitudes and consolidating in them the values that will help them to become full members of society who will respect the rights and freedoms of other citizens and, accordingly, the social norms that have been established

Keywords: education, educational process, pedagogy, deviant behaviour, teachers

*Corresponding author

INTRODUCTION

Methodological approaches and materials used by teachers during the educational process require constant updating and development. Admittedly, this is conditioned by the fact that the modern educational space is quite dynamic and, accordingly, it is constantly changing, which directly affects all its subjects. Therefore, consideration of this issue, namely working with children at risk in the modern educational process, is a priority in pedagogy. Accordingly, its importance is explained by the presence of a special subject of education, namely students who are characterised by a certain maladaptation and deviant behaviour, which

is certainly different from the normal social behaviour of citizens [1]. In this context, it is appropriate to define the concept of children at risk, in particular, it can be described as a separate group of students who, due to certain life circumstances, are exposed to negative external influences from the family or even society with its criminal elements directly causing maladaptation and deviation from the established social and legal norms in society. After all, it is the term risk that accurately describes the characteristics of this category of students. It can be revealed in several aspects, in particular, as a danger to the community, respectively,

created by the subjects of this group, or as a direct danger to the child conditioned by the risk to their life, health, and living conditions for unhindered social development [2].

The analysis of statistical data shows that in almost every educational institution out of the total number of students there are 7-20 children belonging to the above category [3]. Accordingly, about 430 thousand children are registered with law enforcement agencies, in particular in units aimed at preventing juvenile delinquency. Moreover, approximately 100,000 juveniles commit crimes each year. Accordingly, this situation requires its resolution as soon as possible, in particular by changing the current methodological tools used to raise such children. However, to form recommendations or algorithms for the development of the mechanism of raising children at risk, it is necessary to explore its main elements and features expressed in the daily activities of the teacher and based on this, to identify deficiencies and gaps that negatively reflect in the learning process [3].

Nowadays, common types of work of teachers with students at risk include: keeping records of children at risk, forming and consolidating general curricula for the above category of students by class teachers or school psychologists, combining group and individual work with such children, proper control over social and economic conditions in which the child is and develops in extracurricular activities. Accordingly, such approaches, which are reflected in a large number of educational materials and recommendations, are extremely common, but quite general and to some extent even theoretical in nature [4].

Given the above, it can be argued that the effectiveness of the described measures is low, this is directly related to the fact that most of this issue is rather underinvestigated, it is usually considered superficially, without analysing the necessary features and important elements. Accordingly, the development of established types of work with children at risk is possible only if they are individualised and concentrated directly on the student [5]. Thus, *the purpose of the study* is to establish an algorithm for developing a system of methodological measures to work with students at risk, and increase their impact on the minds of children and, accordingly, promote their re-education and normal social development. To achieve this goal it is necessary to perform the *following tasks*: to consider the concept of children at risk, to identify the main factors influencing the separation of a particular category of children, to establish the dependence of this concept with other social factors, to investigate modern methods, identify their shortcomings, and suggest ways to address them.

MATERIALS AND METHODS

The issue under investigation necessitated the systematic use of a number of methods, as it is quite broad in scope, and therefore requires in-depth study of each of its elements. In addition, the field of scientific work is pedagogical, so it used not only general theoretical research methods, but also pedagogical, which allowed considering the features

of the issue in this context. The paper uses the method of logical analysis, which is paramount, because it is based on the differentiation of one concept of risk group into its individual structural and substantive components. Using this method, the theoretical concept of children at risk is revealed, and several dimensions are established in which it is expedient to consider it to fully understand its significance. Based on the method of synthesis, separate parts of the mentioned subject were cooperated, which allowed considering all issues as a whole object and identify gaps and shortcomings that are reflected in the work of teachers. Using the method of synthesis, logical results were identified, which carry a certain scientific originality and are important for further research on this topic. At the same time, the method of comparative analysis played an important role in the work process, because it was compared with the methods and exercises used in the educational process by teachers when working with children at risk, with the conditions of modern educational space. Accordingly, on its basis, recommendations were developed to improve the effectiveness of existing measures and new practices were formed that will certainly be useful in the process of their implementation.

As for the structure of the study, its content and essence, all these elements directly depend on the method of deduction, which is one of the main approaches. Thus, the course of research is formed in this way, namely from general to specific, according to the theoretical general concept of risk group and persons belonging to it, to the directly pedagogical tools and approaches used in working with them. Moreover, to use statistics on the number of children at risk and the factors influencing their size, the method of pedagogical observation was used, which allowed considering the data generated by teachers on the behaviour and actions of such students. In addition, a special method used in the research is the morphological method, based on which a number of analytical actions were implemented, in particular, analysis of the number of persons belonging to risk groups. It provides an opportunity to monitor the quality of tools used by educators to work with students at risk, and to identify their consequences and effective ways to solve this problem.

The study was carried out in three stages. At the first stage, the theoretical basis of the specified subject was considered, the basic concepts, in particular risk groups, were revealed, their elements and signs, the factors influencing their occurrence and change were defined. In addition, the work plan, the purpose, and the basic tasks were developed. At the second stage, the methods of practical implementation of the stated issue were analysed, in particular by studying the current exercises and methods that affect the level of effectiveness of their implementation. At the third stage, the obtained results were cooperated into conclusions, and also recommendations were formed for development of the mechanism of work of teachers with students of risk group, according to modern conditions of educational environment.

RESULTS

In today's world, addressing the health of children and adolescents is indeed one of the highest priorities for community. Considering that health consists of several components, namely: physical, mental, social, and moral, it should be emphasised that for a minor to develop fully, each of these elements must be at a high level of development and, accordingly, they must all be interrelated. However, if one of these components is ignored or violated, it is possible to change the child's behaviour, which will be contrary to generally accepted social norms and principles, in particular, it may manifest itself in the form of immoral or illegal acts. In addition, the deformation of the child's consciousness and, accordingly, their attitude to society and the norms enshrined in it, is possible in the process of social, political, or economic crisis. That is why, assessing the current conditions, it can be established that this problem is global and widespread not only in Ukraine but also abroad. Thus, the common features of communities characterised by political or socio-economic stability are the spread of phenomena such as social exclusion of children, the development of tendencies among minors to immoral behaviour, which increases crime, prostitution, drug addiction, beggary, homelessness.

Moreover, in some cases, the family does not provide the child with the necessary conditions for its normal social development, but on the contrary creates an environment that is dangerous for the life and upbringing of children. As a result, a large number of minors, due to the negligent attitude of their parents to their responsibilities, receive problems of a physical, mental and social nature. In addition, this factor usually affects the child in cooperation with deteriorating environmental conditions, wars, internal and external migration and other factors that, respectively, in the future put the child at risk.

Therefore, having established the nature of the establishment and emergence of this category of minors belonging to risk groups, it is advisable to reveal the essence of this concept and to establish certain features and characteristics. Children at risk are a category of children who, due to certain circumstances in their lives, are more prone than other categories to negative external social influences, which cause their maladaptation. This category of children requires special attention from teachers, educators, social educators, social workers, and other professionals. Problem children without conventional forms of developmental anomalies experience learning difficulties are at increased risk of social maladaptation, are potential violators of public peace, which causes social and legal problems [6].

Given the above, it is possible to form a list of categories of minors who are directly at risk. This is especially true for children with developmental problems that are not conditioned by clinical and pathological characteristics, respectively, such as persons brought up in isolation from society, and those whose level of knowledge and abilities do not meet the basic for their age. In addition, the described group includes persons who have a pronounced deviation

in character, and who are characterised by psychopath-like behaviour, thus, their uncontrolled activities can be dangerous to society. Furthermore, this category of children includes those who are characterised by manifestations of social, psychological, and pedagogical maladaptation, as they have difficulty establishing communication with others and, accordingly, cannot fully develop in the social space [7]. Minors who have been left without parental care due to certain life circumstances should be considered separately as children at risk, since this category of persons is extremely vulnerable in a psychological context and requires an individual approach in the process of upbringing and education. Absolutely opposite to the previous category of children are those from disadvantaged, conflicting, antisocial families in need of socio-economic and psychological assistance. The difference between these groups is quite clear, as in fact some have parents and others do not, but despite this, both categories belong to at-risk groups and are therefore to some extent dangerous to society [8].

To investigate the mechanism of educational work with children at risk, it is necessary to identify and disclose the factors that lead to the attribution of persons to such groups. This step is extremely important, because by correctly identifying the reasons for children to fall into such categories, the teacher will have the opportunity to understand the psychological characteristics of a particular person and, accordingly, to choose an effective approach. Thus, the most common are socio-economic factors, as they affect the child from birth and in the process of development. Such factors include: financial problems of the family; aggressive psychological situation in the family; immoral lifestyle followed by parents; asociality and maladaptation of individual family members to community life; deviant environment of the minor. The influence of these factors on the child is direct, because the child is constantly exposed to such conditions, and consequently their world view is deformed to a certain extent, since the model of a family and a normal citizen is distorted in their mind, and therefore in the future the child will adhere to these very foundations and lead an immoral way of life [9]. No less common factor is psychological, which certainly affects the psychological state of the child, causes certain obstacles to their development. In particular, it is characterised by the following properties: the child has problems with self-perception, has neurotic reactions, characterised by emotional instability and difficulties in communication, contact, and interaction with both peers and adults. The prevalence of this factor today is conditioned by the high level of use of social networks by children, because there they are often subject to bullying and, consequently, unconstructive criticism, which is reflected in their minds [10]. In addition, it is important to pay attention to the pedagogical factor, which over time is becoming less common in Ukrainian society. Its essence is that the child is not provided with sufficient education; the content of educational and methodical programmes used in educational institutions is not correlated with the psychophysiological characteristics of children;

low level of motivation to learn in children, unwillingness to develop in various ways, revealing their own creative abilities. This factor has been dominant among others in the last ten years in Ukrainian society, which was largely conditioned by the implementation of post-Soviet approaches in schools, which were rather ineffective. However, in recent years this trend has changed somewhat, as a large number of educational reforms are implemented, which require bringing curricula in line with the conditions of modern educational space, which at an early stage can be traced to positive results [11].

Given the above, it is possible to form signs that are inherent in the concept of "children at risk". In particular, this refers to certain deviations from normal social behaviour in minors. The severity of re-education should also be included to attributes of a risk group; in most cases, this attribute is decisive among others, because if a child is in breach of the norms of established behaviour, they are not placed in the above-mentioned category of students, but if it is impossible to correct or change their behaviour, the placing of a person in a risk group is inevitable. It is extremely important to realise that these children are not bad by nature, which is why this idea is revealed in the sign of individual approach, which is the obligation of teachers working with such children to pay special attention to them and take care to shape their normal, social future [12].

DISCUSSION

As a rule, when talking about children at risk, the attention is focused on them in the context of pedagogical problems. Accordingly, quite often only one aspect of the phenomenon is taken as the basic component, i.e., the level of difficulty of working with such students. At the same time, the other side of the phenomenon is no less important, namely the difficulties and obstacles that exist in the lives of children themselves, the difficulty of establishing their relationships with family, teachers, friends, peers, and adults. Thus, they are quite often not so much unwilling as unable to learn at a high level and therefore have to behave because, as a rule, this is conditioned by the lack of a behavioural pattern among their close environment [13]. Difficulties and shortcomings in children's behaviour are completely different, respectively, in some they are more pronounced, and in others less. This largely depends on the fact that the period of accumulation and establishment of negative experiences in adolescents is much longer than in younger students, and even more so in preschoolers. This is why such behaviour of adolescents, namely those that are complicated and characterised by persistent deviations from established social and cultural norms in society, due to constant repetition becomes quite stable, so it becomes increasingly difficult to overcome. Therefore, the practical basis of the study is to investigate measures that will not only help identify children with complex behaviour, but also help to re-educate them and, accordingly, exclude them from risk groups so that they can continue to develop fully in society and not be dangerous for others [14].

Thus, the first category of people to analyse is preschoolers. Nowadays, a fairly common tool for working with children at risk in preschool is the development of programmes of individualised work, which to some extent aims to create psychological and pedagogical conditions for the harmonious development of each pupil. In general, the programme is complex in nature; in addition, its prerequisite is to consider the age characteristics of children, including older preschoolers of 5-7 years old, in the process of its development and consolidation. The main task of such a programme is correction, i.e., re-education of students, development of their cognitive, emotional and personal sphere, work on emotional state, and in particular such emotions as: aggression, hyperactivity, anxiety. In most cases, the programme of individual work consists of three or four blocks, respectively, its implementation is carried out in stages [15].

It is worth noting that the use of such programmes can be traced not only in preschools, but also in schools, so it is advisable to consider their structure in a certain relationship. Therefore, at the first stage, as a rule, preliminary information about the child is collected and analysed, this process is necessary to identify children at risk. At this stage, certain diagnostic mechanisms are often used, which are to study the problems of cognitive and emotional and personal development of children, including both preschoolers and schoolchildren. Such mechanisms are quite broad in nature, so it is advisable to disclose their content. Thus, these include individually designed diagnostic approaches for in-depth analysis of different types of memory, attention, thinking, and imagination; moreover, various types of questionnaires, surveys, observation schemes, projective techniques such as storytelling are important in their implementation, and as a result help to establish the level of anxiety, aggressiveness, and hyperactivity of the child. In addition, this mechanism includes diagnostic research maps and individual development maps, which can be used to structure the information and data about the child, so that the teacher can analyse its features and form an individual work plan [16]. At the second stage, individually formed correctional and developmental classes and exercises aimed at the development of control of mental processes and the correction of psychosocial conditions of the child. Examples of such activities are those based on health technologies, namely: psychological tasks and games for the development of cognitive processes, including logic tasks, puzzles, didactic and verbal games, energy games, finger games, creative exercises and relaxation [17].

Given the above, the study suggests that the programme should include practical work of children, such as work in notebooks or creative activities, as this will allow in the context of one lesson to solve several problems, and thus combine into a single system of mental disorders, which will allow facilitate the development of children of all ages. Therefore, it is proposed to use sets of exercises to develop perception, attention, memory, thinking, and imagination,

which in turn can be used not only by rehabilitators but also teachers or even parents. Such exercises include: psychogymnastics, art-therapy, fairy-tale therapy, dance therapy, therapy with the use of kinetic or ordinary sand, game therapy, puppet therapy, and methods of auto-relaxation, self-regulation, and self-massage. An important condition in the implementation of such measures is their use, if possible, in cooperation with modern technologies, as it will speed up the process of re-education, and will be more effective because it will be more interesting for preschoolers and students, and thus increase their interest in participation in the proposed games [18].

The third stage of implementation of individual educational programmes for children at risk is most pronounced in schools, because the interaction between teachers and parents is closer and more serious, in contrast to preschool educational institutions. In the end, a corner of the teacher-psychologist is formed in every classroom or special room, which houses various stands, screens, or folders, informing parents and teachers about existing disorders in children's development and ways to correct them. In addition, this stage is characterised by the fact that, as a rule, the class teacher visits the students' homes regularly, so that the teacher can monitor their socio-economic and psychological conditions for development, and accordingly respond in a timely manner to the dangers that may arise. Furthermore, at this stage, the interaction between the school and parents is established, which is extremely important, because with their joint cooperation, the child is usually re-educated faster and gets out of risk groups.

The fourth stage is final in the process of education and training of children at risk, as it consists in the re-diagnosis of children and, accordingly, the identification of positive dynamics in their development. This stage is crucial because it is not only about excluding the student from the risk group, but also about rethinking their own behaviour, its social danger and inadequacy. Accordingly, the child should strive not only to get out of the risk group, but also to fully realise the importance of compliance with social norms established in society. In addition, after being excluded from this category of persons, the student is supervised for a certain period of time to monitor the process of their socialisation and adaptation, with timely assistance if the student has certain problems and obstacles [14].

Thus, it is reasonable to assume that the determinants in the development and consolidation of an individual programme of re-education of children with complex behaviour are: involvement in this process of all participants in educational activities; use of correctional and developmental classes for children; consolidation of poster information for parents; exchange of experience and development of recommendations from teachers to parents and vice versa. In addition, it is proposed to expand the game base, which should include more than 200 verbal, didactic, moving games, and about 300 exercises of various kinds, including: breathing, cognitive, communicative, relaxation, physical. Moreover, there is a need for systematic training for educators working with students at risk so that they can develop

their own games. In addition, this condition requires from teachers not only high professional knowledge, but also high competence in the modern educational space, including skills in computer technology and programmes specifically designed for educational institutions [19].

Notably, teachers and parents can also use different collections of visual play material, which is aimed primarily at developing attention, memory, thinking, and imagination, which are of great practical value for students, because during these exercises, they not only learn new skills, but also consolidate the acquired knowledge. Accordingly, the originality and innovation of the proposed changes to the programmes of individual education and re-education of minors belonging to at-risk groups is that its availability is extremely high compared to conventional programmes enshrined in educational materials of educational institutions. That is why this condition allows them to be used by both beginning teachers, beginning psychologists, and even parents, because it offers a large number of technologies, in particular: diagnostic, correctional, and developmental, educational.

According to the author, the application of the proposed individual programme for the education of children with complex behaviour will provide the following results: increase the overall level of cognitive activity of preschoolers and schoolchildren; reduce the level of anxiety and emotional tension in the environment in which the child develops, improve the quality and effectiveness of interpersonal communication in children and educational staff, reduce aggression among students, provide minors with constructive communication skills, facilitate some extremely important process of social adaptation of children, facilitate adequate self-esteem, and establish the appropriate level of self-confidence [20].

Thus, work based on the programme allows children at risk to be fully involved in the educational and social life of kindergarten, school, or the usual social environment, which for its part enables them to excel in their personal development and to feel safe and valued among their peers or adults. Admittedly, it should be understood that the list of tasks and exercises for re-education of children at risk is not exhaustive, as there are many such exercises, especially today. However, it is important for a teacher to be able to choose quality tools for teaching children with complex behaviour, because the future of the minor depends on the correctness of the chosen approach and appropriate methods. It is important in the process of re-education to treat children at risk correctly, because if the teacher disrespects them or has negative attitude towards this category of people, there is no point in hoping for their reformation, because the psycho-emotional environment will provoke the development of deviant and immoral behaviour.

CONCLUSIONS

As a result of the study, it was found that the problem of implementing educational work with children at risk in modern educational space is extremely common. It was found that this is due to the fact that the number of children belonging to the category of complex behaviour is growing every year,

which indicates the low effectiveness of current educational activities. Thus, it was found that most educational materials are quite general and vague; they are implemented in the vast majority of educational institutions in the same form, which means that pedagogical work in this aspect is not developing. The concept of risk group was defined; in particular, it describes the category of children for whom there is a deviation from the norm in physical, psychological, and social development, accompanied by impaired adaptive functions and emotional and personal sphere. In addition, its main features were highlighted, in particular: a clear reflection of certain deviations in the behaviour and actions of the child from other children, correction of behaviour and re-education is quite complex and time-consuming, individual approach is required. Nevertheless, the paper analysed

the factors that affect the inclusion of certain minors in risk groups and identified factors that affect this process. The priority of this stage lies in the fact that when teachers, psychologists and parents study possible causes and phenomena that have a significant impact, including negative, on the child, they are able to understand the nature of the child's deviations and, accordingly, determine the necessary approach and means for re-educating the child in the future, based directly on the cause of the child's risk group.

Since the paper considered several tools used by teachers in re-education of children at risk, and based on the identified shortcomings, proposals for the use of individual curricula was developed. Notably, future research on this topic should also consider other tools that are common in the process of educating children with challenging behaviour.

REFERENCES

- [1] Yurkiv, Ya.I. (2020). Social street work as a means of forming a healthy lifestyle of adolescents in the community. *Bulletin of Luhansk Taras Shevchenko National University. Pedagogical Sciences*, 2(333.2), 294-304.
- [2] Sushkova, S.S. (2020). Children of the "risk group" as a socio-pedagogical problem. *Horizons and Risks of Education Development in the Context of Systemic Changes and Digitalization*, 1, 532-537.
- [3] Graponova, D.G. (2020). The role of emotional and personal communication in the development of children at risk of infancy. *Special Pedagogy and Psychology: Traditions and Innovations*, 1, 280-285.
- [4] Pranis, Yu.N. (2021). Features of social work with students from the risk group in remote mode. In *Intersectoral cooperation in the framework of the transformation of industries and spheres of professional activity: materials of the international scientific and practical conference* (pp. 13-17). St. Petersburg: Eurasian Scientific and Methodological Center "Multidisciplinary Research".
- [5] Gun, G.E., Zotov, I.V., & Shavarinskiy, B.M. (2020). Aggression of adolescents and the rules of interaction with children of the "risk group". *Obrazovanie: Resursy i Razvitiya. Vestnik Loiro*, 1, 68-71.
- [6] Bartosz, O.P. (2021). Separate approaches to the definition of the concept of "children at risk". *InterConf*, 43, 200-204.
- [7] Safonov, A.A. (2020). Directions for prevention of asocial behavior of students in the risk group. *The World of Science, Culture and Education*, 6(85), 236-238.
- [8] Semyhina, T.V. & Skliar, T.M. (2020). The response of social work to the challenges of the covid pandemic. *ΛΟΓΟΣ*, 1, 154-156.
- [9] Kind, N., Bürgin, D., Fegert, J., & Schmid, M. (2020). What protects youth residential caregivers from burning out? A longitudinal analysis of individual resilience. *International Journal of Environmental Research and Public Health*, 17(7), article number 2212.
- [10] Volik, N. (2020). Individual aspects of dealing with the development of emotional intelligence of preschool children with special educational needs. *Bulletin of the T.H. Shevchenko National University "Chernihiv Colehium"*, 6(162), 13-17.
- [11] Balashova, T.N., & Vlasenko, M.S. (2020). Forms of interdepartmental interaction of bodies carrying out the prevention and protection of the rights of minors living in families at risk and families in a socially dangerous situation. *Zakon i Pravo*, 3, 32-35.
- [12] Zafirah, N., Dyer, A., & Hamshaw, R. (2020). The impact of compassion fatigue on mental health sign language interpreters working with children: A thematic analysis. *Journal of Interpretation*, 28(2), article number 7.
- [13] Volkov, A., Volkova, V., & Fedorova, O. (2020). The areas of social work with pedagogically neglected teenagers. *Collection of Scientific Papers of Uman State Pedagogical University*, 2(1), 23-29.
- [14] Kozubovsky, M. (2021). Social and pedagogical work with vulnerable children in the USA. *Deutsche Internationale Zeitschrift Für Zeitgenössische Wissenschaft*, 14, 42-46.
- [15] Kozubovska, I., & Kozubovsky, M. (2021). Role of non-formal education in social adaptation of children and youth. *Norwegian Journal of Development of the International Science*, 53(3), 35-38.
- [16] Boleyev, T., Zharkinbaeva, D., & Abdilakim, Zh. (2020). Psychological profiling in work with the risk group teenagers. *Colloquium-Journal*, 3(55), 116-122.
- [17] Atroshenko, T., & Frunza, V. (2021). Social and preventive work with adolescents at risk in secondary education. In *Ways of science development in modern crisis conditions: Materials of the 2nd international scientific and practical internet conference* (pp. 149-151). Dnipro: WayScience.

- [18] Reznikovskiy-Kuras, A., & Gerasimenko, A. (2020). Identifying best-practice strategies for managing residential caregivers working with children at risk. *International Journal of Child, Youth & Family Studies*, 11(4.2), 96-114.
- [19] Peshkicheva, I. (2020). Activities of a school psychologist to overcome deviations in adolescents at risk. *Forum of Young Scientists*, 12(52), 425-428.
- [20] Kozubovska, I., & Shelever, O. (2020). Prevention of deviations in the early childhood. *The Scientific Heritage*, 45(7), 47-50.

Інна Василівна Михед

Козелецький заклад загальної середньої освіти І–ІІІ ступенів № 3 Козелецької селищної ради
17000, вул. Свято-Преображенська, 32а, смт Козелець, Україна

Робота з дітьми групи ризику в умовах сучасного освітнього простору

Анотація. Актуальність вивчення методики роботи з дітьми групи ризику є надзвичайно високою, як для звичайних педагогів, так і шкільних психологів, що зумовлено зростанням кількості дітей, віднесених до групи ризику, внаслідок чого формується необхідність щодо дослідження механізму їхнього виховання і відповідно здобуття освіти в межах навчальних закладів. Метою роботи є здійснення аналізу теоретичного поняття групи ризику з подальшим виокремленням його особливостей і критеріїв приналежності дітей до зазначеної групи, а також виявлення поточних методичних заходів організації процесу навчання з такими дітьми і визначення їхньої кореляції з умовами сучасного простору. Для досягнення поставленої мети в роботі було застосовано низку методів для наукових досліджень, зокрема як загальних, так і педагогічних, а саме: метод логічного аналізу, метод синтезу, метод порівняльного аналізу, метод дедукції, метод педагогічного спостереження, морфологічний метод, а також метод аналізу наукової літератури. З'ясовано, що проблема роботи з дітьми групи ризику є надзвичайно важливою й для суспільства зокрема, оскільки завдяки вибору правильного підходу викладача до таких учнів, з'являється можливість їхнього перевиховання та відповідно формування в них поваги до норм, закріплених у соціумі, а також сприяння розвитку їхньої особистості, як законослухняного громадянина. У процесі дослідження було отримано результати теоретичної та практичної спрямованості. Зокрема встановлено сутність поняття «дітей групи ризику», розкрито його ознаки й чинники, що впливають на нього. Проаналізовано поточні засоби й підходи, що використовуються у роботі з учнями групи ризику, зокрема визначено їхню ефективність і доцільність їхнього використання в умовах сучасного освітнього простору, після чого сформовано рекомендації щодо їхнього покращення. Практична цінність роботи полягає в тому, що за умови використання розроблених у ній методик, викладачами чи соціальними психологами, передбачається процес зміни світогляду учнів і закріплення в них цінностей, що допоможуть їм стати повноцінними членами суспільства, які поважатимуть права і свободи інших громадян та відповідно загальноновстановлені соціальні норми

Ключові слова: освіта, освітній процес, педагогіка, девіантна поведінка, педагоги

UDC 378.147.34

DOI: 10.52534/msu-pp.7(4).2021.50-57

Olena V. Ponomarenko^{1*}, Yevheniia V. Kostyk², Tetiana M. Petrova³

¹Oles Honchar Dnipro National University
49010, 72 Haharin Ave., Dnipro, Ukraine

²Hryhorii Skovoroda University in Pereiaslav
08401, 30 Sukhomlynskyi Str., Pereiaslav, Ukraine

³Kamianets-Podilskyi Ivan Ohienko National University
32302, 61 Ohienko Str., Kamianets-Podilskyi, Ukraine

Modern Tools for Creative Learning of English in a Blended Learning Environment: Practices of Ukrainian Universities

Article's History:

Received: 13.09.2021

Revised: 14.10.2021

Accepted: 15.11.2021

Suggested Citation:

Ponomarenko, O.V., Kostyk, Ye.V., & Petrova, T.M. (2021). Modern tools for creative learning of English in a blended learning environment: Practices of Ukrainian universities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 50-57.

Abstract. The practice of teaching English in higher education institutions confirms the efficiency and the popularity of using the blended learning methodology. The purpose of this study is to identify the tools of creative learning of English in a blended learning environment and establish their impact on the level of English language proficiency. To cover the purpose of this study, the authors employed theoretical and empirical methods, namely abstraction, theoretical analysis, synthesis, induction and deduction, observation, questionnaire survey, description, comparison, and generalisation. It is established that blended learning, as a new method of learning English, involves the use of modern interactive and innovative technologies in the educational process, so that the conventional educational process transforms into a creative process with an innovative approach to obtaining professional competencies by students. It is determined that the use of information and communication technologies in a blended learning environment opens up opportunities for students to independently investigate educational material, but this process should take place under the guidance of a teacher. It is proved that online platforms are equally important for creative learning of English, the advantages of which are mobility, systematicity, interactivity, and controllability of knowledge. It is established that teachers of the Departments of English and foreign languages of the Olesya Gonchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, and Kamianets-Podilskyi Ivan Ohienko National University offer students to use such online platforms as Quizlet, Freerice, Learn English from the British Council Vocabulary.com, Microsoft Teams and the Flipgrid application for creative learning of English the effectiveness of which has been confirmed by a survey of students. The practical significance of the results obtained in this study indicates that the approach, according to which it is planned to survey students using a questionnaire method to identify the influence of information and communication technologies and creative learning tools on the academic achievements of students in learning English in Ukrainian higher education institutions, is of universal importance

Keywords: blended learning methodology, innovative and interactive tools, online platform, educational process

*Corresponding author

INTRODUCTION

Blended learning is an educational process strategy that combines conventional and distance learning. The trend towards the introduction of blended learning in higher education institutions is growing every year. This is associated with the perception of blended learning as a promising area of education, covering a variety of teaching methods, for example, teaching methodology, educational technologies, online teaching and teaching with the introduction of tools for creative study of educational material in this process. At the same time, blended learning is one of the ways to teach and learn English in foreign and Ukrainian institutions of higher education. Studies have indicated that the use of blended learning instead of conventional teaching methods or only approaches to online teaching has many advantages not only for teaching students, but also for the learning environment, namely for teachers of institutions of higher education [1]. Some of these benefits include improving the English learning process and developing language skills, which is conditioned upon the impact of blended learning on each of the integrated English language skills, namely writing, speaking, and listening [1].

Blended learning is a set of pedagogical strategies and practices that are closely related to the emergence of new technology in society and in institutions of higher education. This teaching methodology is used in all academic and professional fields and, accordingly, has a positive impact on the motivation and efficiency of students' learning [2], and in particular when students are learning English. Notably, blended learning allows not only improving the proficiency in a foreign language (for example, English), but also contributing to easier integration of foreign students into the educational process of institutions of higher education [3].

Teaching English in higher education institutions demonstrates a high level of effectiveness of the acquired knowledge by students, in particular, provided that the method of blended learning is used in the educational process, which allows combining both internet opportunities and classical (conventional) approaches to the implementation of the educational process towards better assimilation of educational material by students. Under the influence of academic, technological, and innovative development, higher education institutions are increasingly using this methodology in the educational process, and especially now – during the period of pandemic restrictions. Thanks to special interactive tools, blended learning, on the one hand, allows for live communication, and on the other hand – creates opportunities for students to learn the language better, without requiring the student to be present in the classroom, because learning can take place online, that is, students can read books, watch videos, learn new words visually.

Thanks to the use of innovative technologies, teachers of institutions of higher education feel more confident in their ability to teach English, so they are increasingly moving from didactic to more interactive forms of presenting educational

material to students [4]. To improve the efficiency of using information and communication technologies (ICT) in students' learning of English, it is advisable to increase the level of digital competence of teachers to improve the educational process in the future [5]. Information and communication, and creative technologies open up new methods of learning English for students. Efficient introduction and use of ICT in the process of learning English allows improving the level of knowledge, competence, and practical skills of students increases. ICT provides unhindered access to communication directly with native English speakers. However, the efficiency of implementing and using ICT to improve the English language proficiency substantially depends on the skills of using such technologies both among teachers who use ICT in the educational process, and students who use ICT to elevate their knowledge, skills, and communicative competence in English.

Thus, proceeding from the relevance of the subject of blended learning in learning English, *the purpose of this study* is a selection of tools for creative learning of English according to the blended learning methodology and establishing their impact on the level of English language proficiency.

LITERATURE REVIEW

Many well-known foreign and Ukrainian authors have worked and continue to work on the study of the specific features of learning English in a blended learning environment and solving related problems. The team of researchers led by O. Bezliudnyi adheres to the position that the use of blended learning methods in English language classes in institutions of higher education is one of the promising areas of training specialists with knowledge of English [6]. Thus, learning English in a blended learning environment allows improving your speech skills in English by watching a variety of videos online, where information can be obtained directly from native speakers. Researchers note that it is possible to learn English in a blended learning environment using various personal devices at the same time, for example, mobile phones, MP3 players, and modern software [6]. Blended learning provides students with a new opportunity to learn additional material in English. M. Prokopchuk claims that the main functions of blended learning in the context of learning English by students of institutions of higher education are as follows [7]:

1) a cognitive function that can be used to obtain information using computer technologies and internet resources;

2) developing function, according to which students activate the knowledge and ability to read and write in English, form and develop photo-visual competencies, non-linear thinking competencies, information hygiene competencies, as well as socio-emotional communication competencies between members of an English-speaking society;

3) training function, according to which students learn how to perform tasks independently, check their personal level of English proficiency thanks to not only a teacher who

evaluates their knowledge, but also using various online platforms and applications;

4) diagnostic function, according to which English language teachers can monitor the knowledge and professional competencies acquired by students.

Upon studying the practices of using creative English language learning tools in foreign institutions of higher education, a team of researchers led by H. Andriianova identifies such models of English language learning that are used in foreign institutions of higher education in blended learning conditions as follows [8]:

1) *Face-to-Face Driver* model (according to this model, the educational process takes place in conditions of live communication between students and teachers, during which students study the basic part of the educational material);

2) *Rotation* model (the use of this educational model allows dividing students' learning of educational material in English into two parts – students study one part of the educational material in full-time learning, being in classrooms, and the other – in distance learning);

3) *Flex* model (according to this educational model, students learn most of the volume of educational material independently, while using the information provided on online resources; teachers conduct consultations for students to study complex topics);

4) *Online lab* model (according to this educational model, students learn English within the framework of the institutions of higher education, but the educational process is based on the use of an electronic type of training in classrooms with computer equipment);

5) *Self-blend* model (this training model offers students to take additional training courses to elevate the basic knowledge gained in the learning process);

6) *Online Driver* model (according to this model, the educational process is built based online platforms, using which students learn new knowledge of English and acquire professional and communicative competencies; however, the teacher's participation in training is not excluded because they must also conduct full-time classes and consultations).

Thus, focusing on the problems of learning English in a blended learning environment, the questions of the specific features of using creative English language learning tools in a blended learning environment are not fully covered.

MATERIALS AND METHODS

The methodological framework of this study is the academic achievements of foreign and Ukrainian researchers towards determining the features of learning English in a blended learning environment. The study is based on the coverage of the idiosyncrasy of the introduction of blended learning methods for learning English by students of the institutions of higher education, concurrently focusing on the practice of using this approach by teachers of the Department of English and foreign languages of the Oles Honchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, Kamianets-Podilskyi Ivan Ohienko National University. To achieve the purpose of the study used: 1) methods

of abstraction, theoretical analysis, synthesis, induction, and deduction – to present the research-to-practice foundations of the influence of tools of creative learning of English on the academic achievements of students in learning English as exemplified by Oles Honchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, Kamianets-Podilskyi Ivan Ohienko National University.

The information basis of the study comprises the results of a questionnaire survey conducted on the example of institutions of higher education, wherein the authors of the study engage in teaching activities. The survey was attended by 34 students of the 3rd year of non-philosophical specialties studying at the Oles Honchar Dnipro National University, 57 students of the 2nd year of the specialty “secondary education (English language and literature; specialty: German/French/Russian)”, studying at the Hryhorii Skovoroda University in Pereiaslav, and 48 students of the 3rd year of the specialty “Secondary Education (language and literature (English))”, receiving higher education at the Kamianets-Podilskyi Ivan Ohienko National University. Students learning English at the Olesya Honchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, and Kamianets-Podilskyi Ivan Ohienko National University had to answer 5 questions of the questionnaire, namely:

Question 1. Why do you think you need to learn English?

- a) this is the main requirement of the future profession;
- b) for family communication;
- c) for personal pleasure;
- d) for superiority over others in different areas of life.

Question 2. How do you feel about the introduction of ICT and creative learning tools in the educational process?

- a) positive;
- b) neutral;
- c) negative;
- d) difficult to answer.

Question 3. Do you learn English using ICT and creative learning tools?

- a) yes;
- b) not always;
- c) no;
- d) difficult to answer.

Question 4. First of all, what ICT and creative learning tools do you think can improve your English proficiency?

- a) electronic reference books and dictionaries;
- b) multimedia technologies;
- c) project work on the Internet;
- d) online platforms;
- e) social networks;
- f) blogs;
- g) online resources for communication;
- h) mobile apps;
- i) all answers are correct.

Question 5. In your opinion, has your level of English proficiency increased due to the introduction of ICT and the use of creative learning tools in the process of learning English?

- a) yes;

- b) it would be fair to say it has improved;
- c) no;
- d) difficult to answer.

The obtained results of the questionnaire survey were processed using the data processing method and presented in the main section based on the method of plotting graphs and diagrams.

RESULTS AND DISCUSSION

General characteristics of the method of creative learning of English in a blended learning environment

The practice of institutions of higher education towards conducting training sessions in English demonstrates that today the educational process mainly takes place in a blended learning environment. Thanks to this method of organising the educational process, the classic conventional approach to learning is combined with the distance learning regime, which is especially effective in modern conditions that have developed both in Ukraine and in the world in the light of pandemic restrictions.

Blended learning, being a new method of learning English, allows using modern interactive and innovative technologies in the process of learning English, so that the conventional educational process becomes a more creative process, which is based on an innovative approach to students' acquisition of communicative competencies in English. Blended learning allows using the accumulated positive practices of classical learning, complementing it with modern technological innovations [2]. Practice demonstrates that the modern model of blended learning is described by the following facts [9]:

1) students get access to all the materials necessary for performing practical tasks, students can also use these materials for self-study because all educational materials are presented not only in printed form, but usually most of

them are available in electronic format;

2) the teacher of such a learning model should make a resource map wherein they should indicate where students should get the educational material from, that is, indicate which of the educational material is available in printed form, which can be used with computer tools, since this material is in electronic form, and which is available on the Internet;

3) classes can take place online, where communication between the teacher and students takes place in chats, forums, and blogs;

4) a special feature of blended learning is that it allows conducting lectures in the form of audio and video presentation of educational material to students.

Independent work of students using information and communication technologies contributes to the development of creative potential among students, as well as encourages them to acquire additional knowledge. Focusing on the tools of creative learning of English in a blended learning environment, an important role in this process is played by various interactive tools that also expand their functions and opportunities for use under the influence of the development of science and technology. Thanks to the use of information and communication technologies in the process of learning English, students have the opportunity to assess their knowledge of the language through passing online tests. Teachers, for their part, can also evaluate the student's knowledge that they have mastered while learning English online. Online platforms are equally important for creative learning of English. Each of the presented online platforms on the Internet is aimed at improving the level of English proficiency of its users. Such platforms are designed specifically for different levels of students' English proficiency. As for the features of learning English in a blended learning environment, this method, compared with other educational methods, has numerous advantages (Fig. 1).

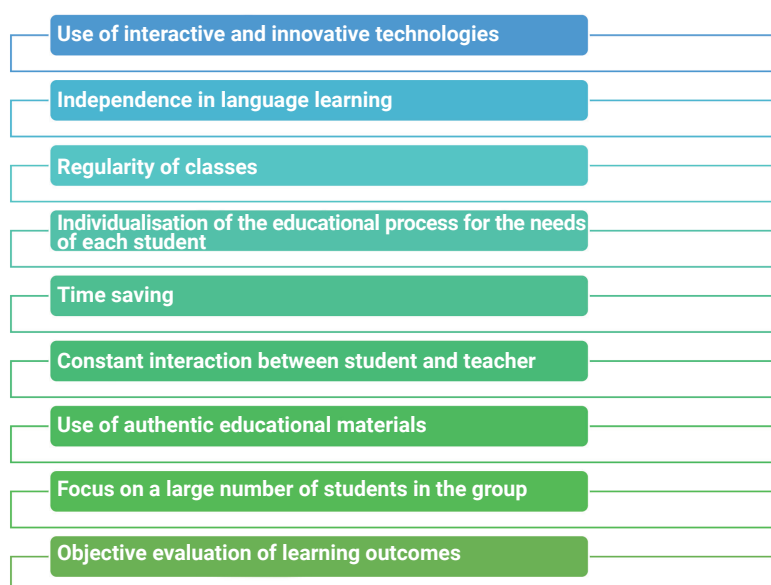


Figure 1. Advantages of using the blended learning methodology in the process of learning English

Source: developed by the authors based on [10; 11; 12]

The advantages of online platforms in learning English by students of institutions of higher education are as follows:

1) mobility, which is expressed in the availability of educational material for each student and its processing, regardless of the place of residence and time (but a special basis for this should be the presence of an internet connection);

2) Systematic, which indicates that the assimilation of educational material by students is gradual, since the curriculum provided by the platform is specially designed for the needs and level of knowledge of each student; students must gradually assimilate the educational material provided by the platform programme;

3) interactivity, since the educational process developed based on interactive platforms requires the use of modern innovative technologies;

4) controllability of knowledge, that is, the teacher, even without communicating with the student live, has the opportunity to evaluate the level of knowledge acquired by the student and the acquired competencies.

Based on the information provided in [13-15], it is determined that teaching English in a blended learning environment takes place through the use of modern information and interactive technologies. For creative learning of English in modern conditions, the following modern online tools are used [16]:

1) online dictionaries, including Cambridge online dictionary, Oxford online dictionary, ABBYY, Reverso Context online dictionary, and Lingvo Live dictionary, which are quite effective (with this interactive tool, students get information about the pronunciation of a word in the British and American versions of English pronunciation. These dictionaries also provide information about how each word is interpreted and what context it is used in; interpreting the meaning of a word in English considerably expands the vocabulary, so students learn even more words);

2) online news, viewing which the student gets the opportunity to develop listening skills and substantially expand their vocabulary;

3) chat, where the teacher and students participate (the main focus of this tool is aimed at developing students' writing skills);

4) conduct conversations and conferences using various interactive applications, such as Skype or Viber, or interactive platforms, such as Zoom and Google Meet;

5) social networks, among which the use of Facebook, Instagram and Twitter, etc. is especially popular; for example, when learning English, the posts of famous people in English become interesting to students and students try to understand their meaning, sometimes commenting on these posts also in the language of the author of such posts;

6) mobile applications, the use of which allows students to learn additional practical material, which eventually becomes an essential tool for consolidating the acquired knowledge.

Practices of creative learning of English in the context of Ukrainian higher education

In accordance with the above, it is advisable to consider the practices of implementing creative foreign language learning in blended learning of Ukrainian higher education institutions. Thus, teachers of the Departments of English and foreign languages of the Olesya Gonchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, and Kamianets-Podilskyi Ivan Ohienko National University offer students to use the following online platforms:

1) online platform Quizlet, based on there are specially designed modules for testing students' knowledge of English (apart from standard modules, the platform also allows developing individual modules for individual specialities of students; based on the platform, one can also listen to the correct pronunciation of words that are new to students, this, for its part, is a good tool for correcting mistakes that students make when learning English);

2) online platform Freerice, based on which in the process of learning English, users, that is, both students and teachers, have the opportunity to learn about the meaning of words that they do not understand (this substantially increases the level of vocabulary because, learning the meaning of words, students and teachers also remember synonyms of unknown words; students can use this platform with any level of English proficiency);

3) online platform Learn English from the British Council, based on which there are a numerous developed flash exercises that can be performed by a student who speaks any level of English, since these exercises are specially grouped by the English proficiency level;

4) online platform Vocabulary.com which provides students with the opportunity to learn new words in their speciality, since the process of learning words is based on associations and illustrations.

Among other online tools that also have positive teacher recommendations and are used quite efficiently in a blended learning environment is the Microsoft Teams online platform. At the same time, to facilitate the process of mastering the English language, it is advisable to use the Flipgrid application. The use of this application for the user, especially for students, is free of charge. The main purpose of using the app is to develop communication skills because students can create short video responses and take part in video conversations according to the topic of the lesson. The popularity of using this application has increased especially now, when all institutions of higher education, considering the conditions of pandemic restrictions, provide training for students in distance learning mode.

Thanks to modern interactive tools, teachers get the opportunity to remotely monitor the educational and cognitive activities of students because this does not require face-to-face contact with each student to determine what level of knowledge they have gained while learning English.

The use of interactive tools by teachers in learning English contributes to more intensive interaction of students with each other, because tasks usually take place in groups, develop critical thinking, and improve focus on learning. Educational practice demonstrates that by communicating online, students are more actively involved in discussions and vividly discuss educational problems. Notably, communication with native speakers plays an essential role in improving the level of English proficiency. Considering that full-time communication of students with native speakers is quite limited, but the practice of remote communication with native speakers through the use of modern tools is quite common in Ukrainian institutions of higher education, in particular, it is actively implemented by teachers of the Departments of English and foreign languages of the Oles Honchar Dnipro National University, Hryhorii Skovoroda

University in Pereiaslav, Kamianets-Podilskyi Ivan Ohienko National University. In this context, the authors of this study can also state the importance of analysing the practices of foreign institutions of higher education in improving the educational and cognitive process of learning English and studying modern tools that are efficiently used for creative learning of English by students in the process of online communication with native speakers of a foreign language.

Furthermore, the authors conducted a survey based on the study of the impact of creative English language learning tools on students' academic achievements in learning English. The results of the survey demonstrated that the majority of students, which is 46% of respondents, study English, since this is the main requirement of their future profession (Fig. 2).

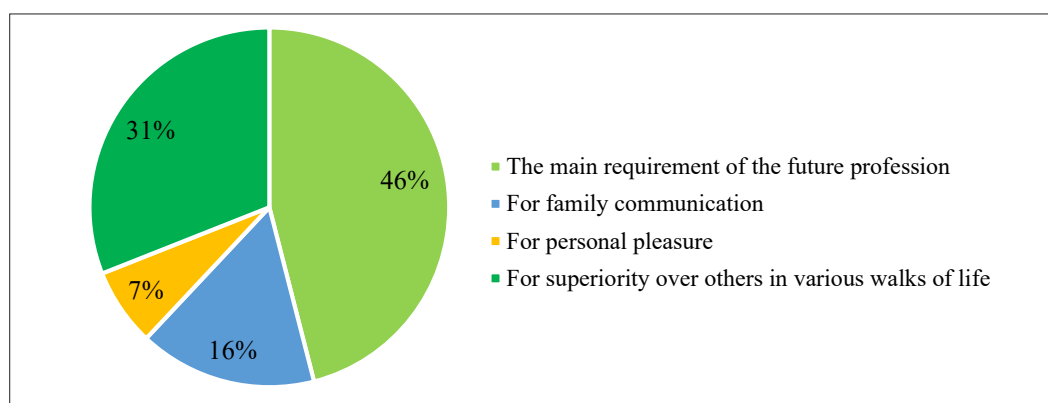


Figure 2. Statistics of students' responses to the question "Why do you think you need to learn English?"

At the same time, the answers to the second question demonstrate that 84% of the surveyed students indicated their "positive" attitude towards the introduction of ICT

and creative learning tools in the process of mastering the English language (Fig. 3).

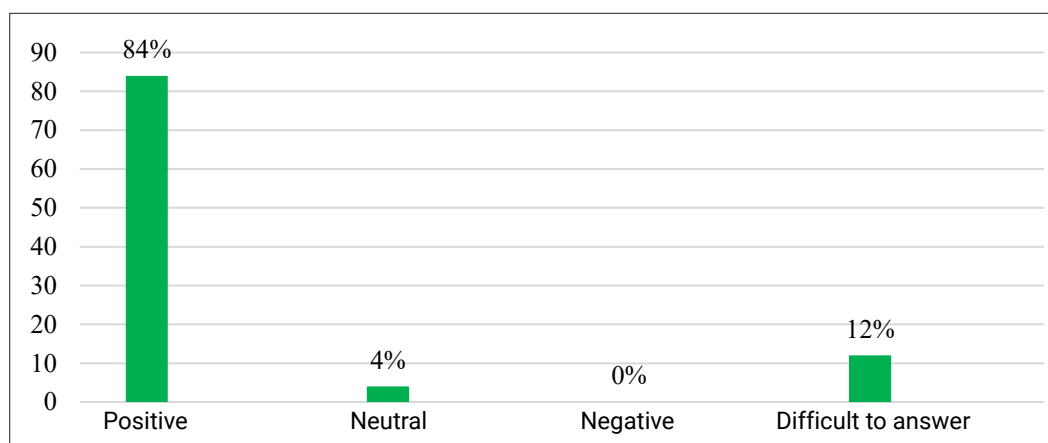


Figure 3. Statistics of students' responses to the question "How do you feel about the introduction of ICT and creative learning tools in the educational process?"

As for the use of information and communication technologies and creative tools when learning English, 92% of respondents prefer such practices, while 3% of students surveyed do not always express a desire to learn English using ICT, and 5% of students find it difficult to answer this question. At the same time, to the question "What ICTs and

creative tools can improve the English language proficiency level?", 95% of the surveyed students noted the importance of electronic reference books and dictionaries, multimedia technologies, project work on the Internet, online platforms, social networks, blogs, online resources for communication and mobile applications in improving their personal level

of English language proficiency. 1% of the surveyed students preferred multimedia technologies, and 4% – online resources for communication. 89% of the surveyed students

expressed their opinion on improving the level of English language proficiency due to the introduction of ICT and creative learning tools in the process of learning English (Fig. 4).

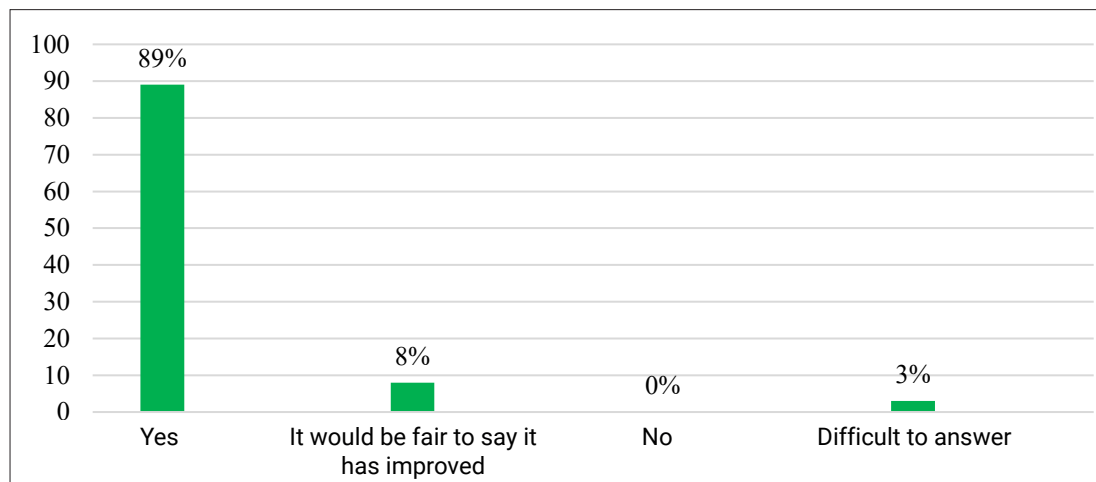


Figure 4. Statistics of students' responses to the question "In your opinion, has your level of English proficiency increased due to the introduction of ICT and the use of creative learning tools in the process of learning English?"

Thus, the results of the survey demonstrated an increase in students' academic performance in learning English. In particular, it is established that students learn English because knowledge of English is one of the requirements for future employment, as well as from the standpoint that English creates advantages over different spheres of life. The majority of students surveyed noted their positive attitude towards the introduction of ICT and creative learning tools in the educational process of teaching English. At the same time, students noted the importance of using such ICT in learning English as electronic reference books and dictionaries, multimedia technologies, project work on the Internet, online platforms, social networks, blogs, online resources for communication, mobile applications, multimedia technologies, and online resources for communication. Almost 9 of the students who took part in the survey noted the importance and positive impact of ICT and creative learning tools on the results of improving the English language proficiency level.

CONCLUSIONS

Thus, in the course of this study, it was found that the use of interactive and innovative tools in learning English increases the level of students' language acquisition. The

presence of a high level of efficiency from the use of such tools in a blended learning environment is confirmed. The study covered the practices of using modern information and communication technologies in the conditions of blended learning in Ukrainian institutions of higher education, in particular, using the example of the Oles Honchar Dnipro National University, Hryhorii Skovoroda University in Pereiaslav, and Kamianets-Podilskyi Ivan Ohienko National University. The most common creative tools for learning English have been identified, including such online platforms as Quizlet, Freerice, Learn English from the British Council, Vocabulary.com, Microsoft Teams, online dictionaries, interactive tools, mobile apps, etc.

In this paper, the study of the influence of ICT and creative English language learning tools on students' academic achievements in learning English was conducted using a questionnaire method on the example of the Oles Honchar Dnipro National University, the Hryhorii Skovoroda University in Pereiaslav, and the Kamianets-Podilskyi Ivan Ohienko National University. The results of the survey demonstrated that students actively use ICT and creative English language learning tools to master English at a high level, which is the basis for further research on the practical vector of the chosen problem.

REFERENCES

- [1] Hashemi, A., & Si Na, K. (2020). The effects of using blended learning in teaching and learning English: A review of literature. *The Eurasia Proceedings of Educational & Social Sciences*, 18, 173-179.
- [2] Castro-Rodríguez, M.M., Marín-Suelves, D., López-Gómez, S., & Rodríguez-Rodríguez, J. (2021). Mapping of scientific production on blended learning in higher education. *Education Sciences*, 11(9), article number 494.
- [3] Kuzmina, N., Kochkina, D., & Kuzmin, M. (2021). Blended learning as a means of foreign students' integration into a university educational process. *International Journal of Emerging Technologies in Learning*, 16(06), 259-274.
- [4] The impact of the English for universities project on ESP and EMI in Ukrainian higher education. (2019). Retrieved from https://www.britishcouncil.org.ua/sites/default/files/efu_impact_report_.pdf.
- [5] Guillén-Gámez, F.D., Lugones, A., Mayorga-Fernández, M.J., & Wang, S. (2019). ICT use by pre-service foreign language teachers according to gender, age and motivation. *Cogent Education*, 6(1), article number 1574693.
- [6] Bezliudnyi, O.I., Bezliudna, V.V., Shcherban, I.Yu., & Komar, O.S. (2019). Experience of blended learning using at English lessons in pedagogical higher education institutions. *Information Technologies and Learning Tools*, 73(5), 86-100.

- [7] Prokopchuk, M.M. (2020). Blended learning approach to English for specific purpose: Practical experience. *World Science*, 3(4/56), 28-32.
- [8] Andriianova, H., Krutin, O., Skora, N., & Shulha, I. (2021). The concept of blended learning. Introduction of a blended learning model for learning English. *SCIENTIA*, 4, 51-56.
- [9] Muraviova, O.M., & Kravtsova, T.A. (2016). Features of mixed English language teaching in higher education in Ukraine. In *Distance learning – a start from the present to the future: materials of the scientific and practical conference with international participation* (pp. 30-34). Kharkiv: V.N. Karazin Kharkiv National University.
- [10] Albiladi, W.S., & Alshareef, K.K. (2019). Blended learning in English teaching and learning: A review of the current literature. *Journal of Language Teaching and Research*, 10(2), 232-238.
- [11] Kokhan, O. (2021). Technology of blended learning in the study of a foreign language. In *Current issues of foreign language teaching in distance education: materials of the scientific and practical conference* (pp. 32-36). Izmail: Izmail State University of Humanities.
- [12] Blended learning: Combine tools and prepare effectively for IELTS. (2021). Retrieved from <https://cutt.ly/wIsWHiO>.
- [13] Kharchenko, T.I., & Hostishcheva, N.O. (2020). Online resources as tools for implementing blended learning technology in English teaching. *Herald Pedagogiki. Nauka i Praktyka*, 61(11), 1114.
- [14] Chung, C.-C., Lou, S.-J., Chao, L.-C., Tseng, K.-H., & Shih, R.-C. (2012). Construction of a blended TRIZ creative learning platform. *International Journal of Engineering Education*, 28(1), 3747.
- [15] Blazhevych, Yu. (2020). *Online platforms for learning English*. Retrieved from <https://cutt.ly/sIsWKC1>.
- [16] Borova, T.A., & Maslova, N.I. (2018). Some aspects of the process of students' English learning managing within e-learning technologies scope. *Adaptive Management: Theory and Practice. Series Pedagogics*, 5(9). Retrieved from <https://amtp.org.ua/index.php/journal/article/view/48/32>.

Олена Вікторівна Пономаренко¹, Євгенія Володимирівна Костик², Тетяна Михайлівна Петрова³

¹Дніпровський національний університет імені Олеся Гончара
49010, просп. Гагаріна, 72, м. Дніпро, Україна

²Університет Григорія Сковороди в Переяславі
08401, вул. Сухомлинського, 30, м. Переяслав, Україна

³Кам'янець-Подільський національний університет імені Івана Огієнка
32302, вул. Огієнка, 61, м. Кам'янець-Подільський, Україна

Сучасні інструменти креативного вивчення англійської мови в умовах змішаного навчання: досвід українських ЗВО

Анотація. Практика викладання англійської мови в закладах вищої освіти засвідчує ефективність та водночас популярність застосування методики змішаного навчання. Метою наукової статті є визначення інструментів креативного вивчення англійської мови в умовах змішаного навчання та встановлення їхнього впливу на рівень оволодіння англійською мовою. Для розкриття мети дослідження використано методи теоретичного та емпіричного спрямування, зокрема абстрагування, теоретичного аналізу, синтезу, індукції та дедукції, спостереження, анкетного опитування, опису, порівняння і узагальнення. Встановлено, що змішане навчання, як нова методика вивчення англійської мови, передбачає використання в освітньому процесі сучасних інтерактивних та інноваційних технологій, завдяки чому традиційний освітній процес перетворюється на креативний процес із інноваційним підходом до здобуття студентами професійних компетентностей. Визначено, що використання інформаційно-комунікативних технологій в умовах змішаного навчання розкриває перед студентами можливості до самостійного вивчення навчального матеріалу, однак такий процес має проходити під керівництвом викладача. Доведено, що не менш важливого значення для креативного вивчення англійської мови відіграють онлайн-платформи, перевагами яких є мобільність, систематичність, інтерактивність та контрольованість знань. Встановлено, що викладачі кафедр англійської та іноземної мови Дніпровського національного університету імені Олеся Гончара, Університету Григорія Сковороди в Переяславі та Кам'янець-Подільського національного університету імені Івана Огієнка для креативного вивчення англійської мови студентам пропонують використовувати такі онлайн-платформи як Quizlet, Freerice, Learn English from British Council, Vocabulary.com, Microsoft Teams та додаток Flipgrid, ефективність застосування яких підтверджено проведеним анкетуванням студентів. Практичне значення отриманих у дослідженні результатів, вказує на те, що підхід, відповідно до якого передбачено проведення опитування студентів методом анкетування з ціллю виявлення впливу інформаційно-комунікаційних технологій та інструментів креативного вивчення на навчальні досягнення студентів у вивченні англійської мови в українських закладах вищої освіти, має універсальне значення

Ключові слова: методика змішаного навчання, інноваційні та інтерактивні інструменти, онлайн-платформа, освітній процес

UDC 371.11:373.2

DOI: 10.52534/msu-pp.7(4).2021.58-65

Iryna Yu. Mosiakova *

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

Theoretical Foundations for the Management of Multidisciplinary Institution of Out-of-School Education in the Conditions of Autonomy

Article's History:

Received: 05.10.2021

Revised: 06.11.2021

Accepted: 10.12.2021

Suggested Citation:

Mosiakova, I.Yu. (2021). Theoretical foundations for the management of multidisciplinary institution of out-of-school education in the conditions of autonomy. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 58-65.

Abstract. A topical issue in the system of Ukrainian and foreign education is the rethinking of the methodology for the management of out-of-school educational institutions. The purpose of the study is to reveal the content of scientific approaches and scientific disciplines for the development of educational management in multidisciplinary out-of-school education institutions. The study uses systemic, procedural and synergistic methodological approaches using methods of analysis and synthesis, systematisation, comparison, analogy. The study presents the results of the analysis of the research papers on theoretical approaches to management, reveals the essence of the concepts related to educational management as a new area in science and practice. The range of sciences that would contribute to the development of a new management paradigm for multidisciplinary out-of-school education institutions (philosophy of education, social philosophy, social psychology, sociology, etc.) is outlined, emphasis is placed on the principle of institution autonomy. The study reveals the regularities of the theoretical model of management of a multidisciplinary institution of out-of-school education (mapping the individual trajectory of professional development of teachers, which contributes to a deeper understanding of their needs and, consequently, potentially improving the quality of educational services; and, accordingly, the adjustment of management actions; management of phased processes of development and implementation of author's educational programmes that should guarantee the quality of educational services, assess the feasibility of their implementation in accordance with the interests of applicants, analyse after their experimental implementation). The practical significance of the study is conditioned by the possibility of using materials in higher education institutions within the educational programmes "Educational, pedagogical sciences". Materials can be useful for improving the skills of heads of multidisciplinary institutions of out-of-school education for adults (both formal and non-formal education), in postgraduate education institutions to improve the professional competence of administrative staff of multidisciplinary out-of-school education

Keywords: reform of the out-of-school education system, systemic, procedural and synergetic approach, adult education, educational management

*Corresponding author

INTRODUCTION

Trends in the development of management in education, which are inherent in modern society, require new approaches to ensure the development of a modernised paradigm of educational management. The head of the educational institution, teachers, and students are at the centre of reforms, and that is why new knowledge is needed in this area, updating best management practices, analysis of rational areas

of work with teaching staff, creating new models, introducing new educational programmes, etc. The problem of governance in education is conditioned by ideological and socio-economic changes in society, the desire to build democratic foundations of coexistence.

Creating a theoretical basis for effective educational management is not possible without the use of the best

developments and ideas that are accumulated today in foreign and Ukrainian literature. The key issue of educational management remains the consolidation of business and interpersonal relationships between educational entities (F. Díez, A. Villa, A. López, I. Iraurgi [1]), improvement of the quality of educational services for applicants (M. Matsuo, T. Tsukube [2]), and in the system of out-of-school education (G. Pustovit, V. Verbytskyi, R. Pavelkiv [3]) – management in the line of building various profiles (artistic and aesthetic, scientific technical, ecological and naturalistic, tourist and local lore, physical culture and sports, research and experimental, humanities).

The demands of the time, including digitalisation and informatisation of education, the need to organise educational management based on democratic principles of governance, the transition to a new paradigm of education, the introduction of quality education systems, etc., encourage representatives of multidisciplinary outreach institutions levels – both personal and institutional. For the educational management of multidisciplinary out-of-school education institutions the scientific basis is the work of Ukrainian and foreign researchers on updating the content of educational management (V. Antonov [4], N. Nychkalo, A. Molchanova, and N. Klokhar, etc. [5], I. Zastrozhnikova [6]). In particular, I. Zastrozhnikova, drawing attention to the development of education, reveals the regularity of the dependence of human development on the state as an institution that has real opportunities for knowledge management in Ukraine. The researcher emphasises the importance of the main resource for state educational policy – regional educational policy, which implements the processes of human development [6, p. 147-148].

The issues of democratisation of relations in the system “student/parent/public self-government bodies – director / head – pedagogical worker – students” are revealed by such scholars as D. Challenger [7], R. Laursen [8] et al. In particular, R. Laursen’s study emphasises the disclosure of the issue of professional leadership in educational institutions in Denmark, and points to the emergence of a tendency to “forget the role of educational institutions as key democratic institutions” [8]. The scientist rightly notes that it is in educational institutions that such management methods should be spread, which would generally lead teachers to instrumental and harmonised education of students. The researcher argues for the need for democratic governance and emphasises that “... principals are accountable to municipalities to ensure such an approach in the educational institution” [8, p. 361-362], and therefore they are responsible for what happens inside the institution. Thus, it can be considered natural that the development of educational management depends on the management decisions made by the representatives of the regional educational policy, to which the directors of educational institutions are accountable.

Recent studies also emphasise the saturation of educational management with quality information data (A. Kolesnikov, L. Bilovus and O. Oliynychuk [9]), the

importance of scientific management of pedagogical systems in crisis conditions (G. Alonso-Yanez, S. Friesen, A. Preciado-Babb and B. Brown [10], R. Khanal [11] et al.). Thus, it is possible to highlight another pattern – the dependence of regional educational policy on the scientific training of heads of educational institutions operating in different regions, their digital competence, and directly on the infrastructure available in the region. In particular, R. Khanal’s study highlighted the crisis in the management of pedagogical systems in which the heads of educational institutions found themselves during the quarantine caused by COVID-19: “... developed countries have an advantage because they already have a well-established infrastructure to support remote access to e-learning” [11]. The researcher highlights the importance of the procedural approach to management in the crisis period conditioned by the temporary economic and social requirements. At the same time, the researcher emphasises the unprecedented situation for many educators and focuses on tools that could be used to facilitate management in education.

The purpose of the study is to reveal the content of scientific approaches and scientific disciplines for the development of educational management in multidisciplinary out-of-school education institutions.

MATERIALS AND METHODS

The study draws conclusions based on theoretical analysis of legislative documents, dissertation research, materials of papers and monographs of both foreign and Ukrainian researchers. The study results are summarised based on qualitative data (theoretical design that provides an opportunity to highlight the main approaches and theories to the management of multidisciplinary autonomous out-of-school education). The study results could be summarised to describe the recommendations for the development of educational management, but such generalisation is not the purpose of the study, as this paper analyses broad social phenomena that are transforming and acquiring new characteristics in accordance with the development of a culture of autonomy of a democratic society, causing changes in the education system.

The study used the following methods:

- analysis to determine trends in the development of out-of-school education during the establishment of a democratic society, where one of the principles of cooperation in educational institutions at the institutional and interpersonal level is the spread of autonomy;
- analysis to identify meanings in research papers, real practice, revealing issues of educational management in the process of implementing reforms by out-of-school subjects, their adaptation to the management structure of multidisciplinary out-of-school educational institutions in the gradual development of autonomy;
- description of the positions of researchers on the use of scientific approaches in the management of social systems and consideration of their relationship in the real space of out-of-school (reflecting the features of scientific

approaches taking into account existing changes in multidisciplinary out-of-school education);

- introduction of the concept of “management of a multidisciplinary institution of out-of-school education”, a description of its features;

- synthesis of multidisciplinary knowledge to create a theoretical construction of new knowledge about the management of multidisciplinary out-of-school education institutions in the conditions of autonomy;

- comparison (information on educational management, modern management paradigm and its comparison with the previous paradigm);

- generalisation to formulate ideas for theoretical understanding of real practices of management of multidisciplinary institutions of out-of-school education in the conditions of autonomy.

The study used the method of analysis in the process of elaboration: 1) Strategy for the development of out-of-school education, in which one of the key vectors is the management vector [12]; 2) Law of Ukraine “On Education” to identify a fragment of changes in social reality – the right of autonomy to self-government [13].

The research has an interdisciplinary nature, which uses not only knowledge of pedagogy, nonscholastic pedagogy, but also such disciplines as “Philosophy of Education”, “Social Philosophy”, “Sociology”, “Sociology of Education”. Such interdisciplinary emphases help to fill gaps in the structure of new scientific knowledge about educational management in multidisciplinary out-of-school education institutions and create a theoretical construct to ensure the organisation of basic concepts and categories as accepted for extracurricular activities. This is relevant for the further design of disciplinary knowledge into a single system, which has laws, substantive characteristics, general and specific principles, taking into account the personal and professional traits of the director and leaders of educational reforms as drivers of quality out-of-school education.

Thus, the analysis of the theoretical foundations focuses on the study of how the management system of multidisciplinary institutions of out-of-school education is possible to influence the social reality.

RESULTS AND DISCUSSION

Characteristics of the content of scientific approaches to the management of multidisciplinary out-of-school education institutions in the conditions of autonomy

The intensity of transformations in the educational sphere, in particular, with the introduction of the key principle – the autonomy of educational institutions, puts forward new requirements for the management of multidisciplinary out-of-school educational institutions. It not only includes renewing the relationship between out-of-school activities, but also modernising the entire content of educational management, which requires theoretical generalisation and further understanding to predict the process of providing educational services.

In the Strategy for the development of out-of-school education, one of the vectors of development is management, which, in turn, is characterised by three strategic goals, namely: “1) staffing, creating appropriate conditions for professional development and work; 2) development of out-of-school education management; 3) expansion of cooperation” [12, p. 64]. In other words, the need for theoretical understanding of the management vector of out-of-school education is largely determined by the level of training of management staff, their willingness to manage in the autonomous conditions.

The more complex and larger the structure of a multidisciplinary out-of-school education institution, the larger the tasks facing the head, and hence the issues of their practical implementation, given the rapid deployment of educational and cultural space. I. Kushnir gives the right opinion in this regard: “In recent years, educational institutions of Ukraine have come a long way from monotony, unitarity to variability, diversity. The idea of subordinating the educational process to the task of educating the individual is gaining momentum, many innovative educational institutions have appeared, the content of education is being updated and improved, forms and methods of teaching and educational work are being modified, educational space is based on democratic principles” [14, p. 28].

In addition, the development of out-of-school pedagogy, leisure pedagogy as separate areas in the field of pedagogy is one of the reasons for increasing attention to the management of teachers in out-of-school institutions, which is extremely limited to date in scientific and methodological sources. In addition, the social and managerial concept of leisure activity, which was presented as a product of command and administrative activity, is being replaced today by another that is devoid of rigid management, because the idea of democratisation of management and, in particular, culture of out-of-school autonomy, without violating individual spiritual features, is a valuable basis for working with teachers and applicants for educational services. The dominance of autonomy at all levels (personal, interpersonal, institutional, and interinstitutional) is the basis for the development of educational management, organisation of out-of-school education, organisation of the head in accordance with the basic functions of management (planning, organisation, motivation, control, etc.), social protection – educational process. The autonomy is consolidated in the Law of Ukraine “On Education” and is interpreted as follows: “autonomy is the right of the subject of educational activity to self-government, which consists in its independence and responsibility in making decisions about academic (educational), organisational, financial, personnel, and other issues of activities carried out in the manner and within the limits prescribed by law” [13]. Thus, the issue of observance of this right is connected not only with the existence of legal requirements, but also with the needs of the individual to manifest himself in the behaviour of independence and, accordingly, responsibility for decision-making. The study suggests that in the case of the use

of such rights by the subjects of out-of-school education, it becomes possible to realise their own need for creativity, which best develops human potential.

Modern researchers need to enrich both out-of-school and leisure pedagogy with new concepts, ideas, and methodological approaches to management. They are aware of the need to close the gaps in this area. The fundamental point for solving the issue of managing a multidisciplinary institution of out-of-school education is the establishment of an appropriate terminology and the construction of a holistic scientific view of the culture of autonomy in educational management, which is possible considering philosophy (social), psychology (social), sociology and educational methodology in an organic combination will objectively reflect the diversity of the phenomenon under consideration and its individual elements.

The unification of the scientific concept of "autonomy in the management of out-of-school institutions" took into account that this concept is formed not only through theoretical considerations but also through professional understanding of the best democratic management practices, so the defining feature of this concept is its interdisciplinarity. The study of the management of multidisciplinary out-of-school education institutions also took into account the existence of different profiles that affect the activities of out-of-school education entities in different ways. In reality, the issue of educational management of out-of-school institutions is determined by the positions of improving the organisation of pedagogical work, efficiency of educational process, making managerial decisions based on values, minimising conflicts between representatives of the institution and so on. All this would help improve the quality of human resources, improve the vertical and horizontal management, improve cooperation and more.

One of the important approaches to the management of a multidisciplinary institution of out-of-school education is systemic. According to researchers, this approach helps to look at management as a dynamic and at the same time static phenomenon, helps to assess the institution from the standpoint of its development, will allow consideration of its internal organisation. Thus, D. Dzvinchuk, V. Malimon, V. Petrenko point out: "A systematic approach to management emerged in the 1960s, based on the so-called theory of general systems, according to which management is considered not as a series of functionally conditioned elements arising from each other, not as a "one-dimensional" phenomenon, but as a multifaceted set of management actions to ensure interconnection its external environment" [15, p. 21-22]. The authors point out three differences between the procedural approach and the systems approach to management. Thus, the first difference is "the recognition of the organisation as a complex, multidimensional system with appropriate management requirements, which should take into account the influence and interaction of many external and internal factors that have a direct and indirect impact on the organisation" [15, p. 22]. The second difference is the consideration of the synergetic effect, because "the whole

is always qualitatively different from the simple sum of its constituent parts" [15, p. 22]. The third difference is the consideration of changes in each element of management with the assessment of necessary and appropriate changes in all other elements, and, ultimately, the entire organisation, which requires extremely comprehensive solutions to any problems of the organisation: large and small, simple and complex, current and future" [15, p. 22]. That is why a systematic approach to the management of a multidisciplinary institution of out-of-school education characterises the institution as a complex and multidimensional system in which it is possible to explore its optimal functioning taking into account external and internal factors that affect the dynamics of its development and the very image of both the head and the teaching staff and graduates.

However, the director of a multidisciplinary institution of out-of-school education cannot reject the procedural scientific approach to management, because it is the procedural approach that embraces the reality in the activities of teachers and students of out-of-school education. These are relationships, peculiarities of behaviour, and the practice of becoming a person as a free person – experiential, active, which is sometimes more complex than the idealised construct. It is the procedural approach that helps maintain the balance of the constructed management system in motion, the dynamics of each day, week, month, etc. At the same time, it is important for the movement of educational management to work not only to acquire cognitive skills, but also skills for later life, i.e., those skills that are considered key to human life in the 21st century. To this end, the activities of administrative staff should be directed to the development of management education of both the younger generation and adult members of the management elite in combination with coaching, tutoring, psychological support, and more. In this context, the concept of "management of a multidisciplinary institution of out-of-school education" involves the process of formalising existing information about the object and subject of research, requires generalisation of new ideas, best practices that will be system-forming factors.

It was taken into account that the educational management of a multidisciplinary out-of-school educational institution determines not only the issues of planning and control of educational services, but also the development of new management models, which should be based on the principles of legality goals, etc. There are three patterns that underlie this model. Thus, the first of them is: improving the quality of educational services depends on mapping the individual trajectory of professional development of teachers. Notably, pedagogical workers who work with out-of-school students every day have certain needs. A deep understanding of these needs by the director and administration of the institution should be the basis for developing a plan-map for the professional development of each teacher. Secondly, the development of educational management of the institution largely depends on the information provided by stakeholders as person interested in the quality of out-of-school education. Accordingly, such information is influential for

the adjustment procedures of the principal and administrative staff of a multidisciplinary out-of-school educational institution. Third, the interests of out-of-school education seekers should be the focus of educators who develop author's educational programmes. The quality of educational services can be guaranteed if the authors implement their thoughts through the understanding of real practice, and the tested programmes are introduced in stages, after a series of experimental work with students of out-of-school education.

A wide range of available data helps to organise a synergetic approach, in particular, in the educational environment (S. Lovely, A. Baffum, R. Barth [16]), which focuses on the processes of self-organisation, self-improvement in the interaction of different generations, studying internal and external relationships, connections, processes of integration in amateur performance, self-management. In this sense, it is also appropriate to refer to the work of V. Budanov "Methodology of synergetics in post-classical science and education" where, given a synergistic understanding of the position of educational institution management: which, in fact, should become a reflective control loop, in addition to the administrative vertical. They must perform holistic management: from the creation of an innovative environment and exchange of experience, to the creation of recommendation methods, regulations, and inspections" [17, p. 210]. Thus, through management practices based on self-government, self-organisation, taking into

account the ideas and thoughts of different generations, etc., it becomes possible to expand the educational space of out-of-school education in autonomy. This would allow building a variety of areas that, in combination, will help to develop educational management at the present stage.

That is why the methodological foundations in the management of a multidisciplinary institution of out-of-school education are: 1) knowledge of educational management, taking into account the real processes taking place in the field of out-of-school education; 2) awareness of pedagogical workers of the right to autonomy, expression of pedagogical creativity, the need to develop human resources, taking into account the goals and objectives, laws, principles, forms, methods of out-of-school pedagogy and leisure pedagogy; 3) ensuring the adaptability of management activities in accordance with the changes to create and maintain the success of the institution.

With this in mind, the management of a multidisciplinary institution of out-of-school education is designed to ensure systematic activities that will consider the influence of external and internal factors, comprehensive solutions to problems arising in the realities of human activities, synergies, etc. Thus, knowledge of the process of managing a multidisciplinary institution of out-of-school education involves systematisation of scientific approaches, highlighting their benefits, respectively, real and ideal, where non-experiential concepts are human freedom, freedom of teaching staff, autonomy of the institution (Fig. 1).

System approach	Procedural approach	Synergetic approach
• Obtaining a holistic view of the optimal functioning of management, considering external and internal factors in all profiles • The possibility of theoretical construction of a multifaceted set of management actions according to each profile in terms of autonomy	• Maintaining the balance of the constructed control system in motion • Consideration of regularities in new conditions, correction of administrative actions • The possibility of real adaptation of best management practices in the institution • Consideration of the gradual development of the culture of autonomy of the institution	• Reflection of the received data for creation of an innovative environment • Generalisation of experience of self-management, self-organisation, self-improvement • Expanding the educational space for innovations in the field of extracurricular activities

Figure 1. Scientific approaches to the management of multidisciplinary out-of-school education institutions and their advantages

The importance of humanities for the development of educational management of multidisciplinary out-of-school education institutions

Knowledge of the management process is conditioned upon the desire of the head to achieve self-efficacy, a new level of professional competence, which arises from the emergence of a new view of the content of extracurricular education.

However, at the same time, managers are concerned about the following questions: How to help increase the effectiveness of management technologies in the educational context of extracurricular activities? How to cope with the pressure of socio-economic and organisational conditions?

Fundamental to the management of a multidisciplinary institution of out-of-school education are the ideas that are developing in the direction of the philosophy of

education. Cognitive categories of philosophy of education provide an opportunity to characterise the content of management and, accordingly, to express its essence through such positions as structure and its elements, individual and collective, considering the autonomy of the organisation of extracurricular education. For management, the philosophy of education plays a constructive role, because it distinguishes the gap between the ideas of management as the absolutisation of forms of norm control and the ideas of organising the work of the institution with autonomy as an active beginning of society. It is the philosophy of education that helps educational management to see the extreme points that are consolidated in the management process, to understand the existing barriers that hinder development. That is, the management of a multidisciplinary institution of extracurricular education has a unique philosophical basis that enriches the understanding of educational management, develops the terminology within the categories directly related to research, namely: "management", "leadership", "monitoring", "control", which are saturated with new content, because they cover the new reality.

In addition, for the compilation of research methodology should take into account theories that develop within the framework of social philosophy. In this regard, the study considers the fundamental work of Yu. Bekh's "Philosophical Mode of General Management Theory", which emphasises that today is an active search for a modern management paradigm: changes and processes of globalisation, with the spiritual revival of society and the individual, with power and political stabilisation, with the problems of achieving economic efficiency and social justice" [18, p. 11]. One of the important sciences related to the management of a multidisciplinary institution of out-of-school education is psychology, in particular, social psychology. The dialectic of the relationship between social philosophy and social psychology is considered by P. Gnatenko, S. Shevtsov [19]. The researchers point out the main differences: "if social psychology is aimed at classes of individual and supra-individual phenomena, social philosophy – on the universal principles of civilisational existence and development of society as a whole system through the prism of man and the value of humanistic priorities" [19, p. 87]. In the framework of scientific research, with the help of ideas engraved in social philosophy, for the management of multidisciplinary extracurricular institutions it is possible to consider the existence of the institution in society to implement humanistic values, discuss and implement desirable forms of human development. In leisure time, while within the framework of social psychology, the development of individuality, establishing joint interaction between individuals, patterns of individual and group behaviour, the principle of social influence of the reference group on the individual, the concept of "leadership", "responsibility", "comfort", etc. That is why social philosophy and social psychology is one of the basic foundations in the management of education, and, in particular, in the management of multidisciplinary institutions of extracurricular education.

To acquire systematic knowledge in management, it is necessary to apply the laws and patterns studied by sociology. Given that the management of a multidisciplinary institution of out-of-school education should be aimed at maintaining stability, improving efficiency, achieving sustainable development, it is within sociological knowledge that various factors influencing the decision-making process can be found, and problems related to levels, forms, and methods of management. The study suggests that it would be a big mistake to abandon the knowledge provided by sociology, because it works for the progressive development of society in general and the education sector in particular. The following issues are considered in the sociology of education management: the system of social action and social interaction, social relations between institutions and social communities, and, importantly for research, – extracurricular social communities. At the same time, educational management does not yet have certain standards and is just beginning to develop. In this regard, it is appropriate to define the concept of educational management, which is given in the book "Sociology of Education": "Educational management is considered as a branch of management that regulates the transformation of the content of educational activities; it covers the content, forms of implementation of principles, methods, approaches, technology, functions and techniques of managing the interaction of educational processes" [20, p. 260]. That is, agreeing with this view, the study takes into account that the management system appears as part of the management of social reality and is a dynamic phenomenon. The role of the head and pedagogical workers, their positions in the educational sphere can suffer from changes, because every day all subjects of out-of-school education gain new experience, acquire new knowledge, get acquainted with existing managerial and pedagogical practices.

CONCLUSIONS

Considering various ideas in the field of education management, there is an opportunity to reveal the importance of scientific approaches (systemic, procedural, synergetic) and scientific disciplines (philosophy of education, social philosophy, social psychology, sociology, etc.) to reflect the boundaries of educational management of multidisciplinary extracurricular institutions. It was found that skilful use of knowledge about scientific approaches, awareness of their advantages, characterisation of the importance of scientific disciplines for educational management will help the management elite to see resources and, accordingly, justify new ideas for building management models in the context of autonomy – as a human right in a democratic society. The need to improve the knowledge potential for directors/future areas of multidisciplinary out-of-school education institutions, to develop their ability to search for management decisions based on interdisciplinarity, which plays an important role in their orientation in a complex world of knowledge is constantly saturated with new information. Thus, it is confirmed that the disclosure of methodological

approaches in the management of multidisciplinary out-of-school education institutions is appropriate for finding new, effective management solutions on the one hand, and on the other – the emergence of new issues for further research. For further research it is important to consider the relationship between the adoption and implementation of “smart” management decisions for multidisciplinary extracurricular institutions, substantiation of categories related to the culture of autonomy of extracurricular institutions, harmonisation in the development of extracurricular education, which would

eventually contribute to new ideas, introduction of effective management practices, establishment of a new paradigm of educational management, etc. The issues of developing a scale for measuring the effectiveness of pedagogical activities in out-of-school institutions, a scale of satisfaction of applicants for out-of-school education institutions with services provided, quality characteristics of business and interpersonal communication in out-of-school education institutions, etc., remain open.

REFERENCES

- [1] Díez, F., Villa, A., López, A.L., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: Educational policies and management processes. *Heliyon*, 6(4), article number e03824.
- [2] Matsuo, M., & Tsukube, T. (2020). A review on cognitive apprenticeship in educational research: Application for management education. *The International Journal of Management Education*, 18(3), article number 100417.
- [3] Pustovit, H.P., Verbytskyi, V.V., Pavelkiv, R.V., Petrenko, O.B., Cherniy, A.L., Balika, L.M., Herevych, O.V., Drahomeretska, O.A., Zavalievskiy, Yu.I., Klymchuk, V.V., Lytovchenko, O.V., Machuskyi, V.V., Pervushevska, I.O., Sukhomlynska, O.V., Sushchenko, T.I., & Tykhenko, L.V. (Eds.). (2017). *Encyclopedia of extracurricular education*. Rivne: Zen O.
- [4] Antonov, V.M. (2018). *Innovative acmeological pedagogy: Cyber-acmeological aspect of education quality management*. Odesa: Kupriienko S.V.
- [5] Kyrychenko, M.O., & Serheieva, L.M. (Eds.). (2018). *Open education: Innovative technologies and management*. Kyiv: Institute of Gifted Child of NAES of Ukraine.
- [6] Zastrozhnikova, I.V. (2020). State management of education at the regional level. *Theory and Practice of Public Administration*, 3(70), 147-153.
- [7] Challenger, D.F. (2021). *Why civic education is key to protecting democracy*. Retrieved from <https://nebhe.org/journal/why-civic-education-is-key-to-protecting-democracy/>.
- [8] Laursen, R. (2020). Does the combination of professional leadership and learning management systems signal the end of democratic schooling? *Research in Educational Administration & Leadership*, 5(2), 342-374.
- [9] Kolesnikov, A., Bilovus, L., & Oliynychuk, O. (2021). Information management: Certain practical aspects in education. *Investytsiyi: Praktyka ta Dosvid*, 15, 25-30.
- [10] Alonso-Yanez, G., Friesen, S., Preciado-Babb, A., & Brown, B. (2021). Emergence in school systems: Lessons from complexity and pedagogical leadership. *Canadian Journal of Educational Administration and Policy*, 196, 65-82.
- [11] Khanal, R. (2021). Crisis pedagogy: Student perceptions of pedagogical transition amidst the COVID-19. *Pedagogical Research*, 6(2), article number em0094.
- [12] Bykovska, O.V. (Ed.). (2018). *Strategy for the development of extracurricular education*. Kyiv: IVTS ALKON.
- [13] Law of Ukraine No. 2145-VIII “On Education”. (2017, September). Retrieved from <https://zakon.rada.gov.ua/laws/show/2145-19/ed20170905#Text>.
- [14] Kushnir, I.I. (2020). Modern view of educational management. *Scientific Bulletin of Mukachevo State University. Series “Pedagogy and Psychology”*, 1(11), 28-30.
- [15] Dzvinchuk, D.I., Malimon, V.I., & Petrenko, V.P. (2007). *Management of organizations*. Ivano-Frankivsk: BV.
- [16] Lovely, S., Buffum, A., & Barth, R. (2007). *Generations at school: Building an age-friendly learning community*. Thousand Oaks: Corwin Press.
- [17] Budanov, V.G. (2009). *Methodology of synergetics in post-classical science and education* (3rd ed.). Moscow: LKI Publishing House.
- [18] Bekh, Yu.V. (2013). *Philosophical mode of general management theory*. Kyiv: National Pedagogical Dragomanov University.
- [19] Gnatenko, P., & Shevtsov, S. (2020). Social philosophy and social psychology: Dialectic of interaction. *GRANI*, 23(5), 87-95.
- [20] Kupriy, T.H. (2014). *Sociology of education*. Kyiv: Logos Ukraine Publishing House.

Ірина Юліївна Мосякова

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

Теоретичні основи управління багатoproфільним закладом позашкільної освіти в умовах автономії

Анотація. Актуальним питанням у системі української та зарубіжної освіти є переосмислення методології для управління позашкільними закладами освіти. Метою статті є розкриття змісту наукових підходів і наукових дисциплін для розвитку освітнього менеджменту в багатoproфільних закладах позашкільної освіти. У дослідженні використано системний, процесуальний і синергетичний методологічні підходи до вивчення управління освітою з використанням методів аналізу та синтезу, систематизації, порівняння, аналогії. У статті наведено результати аналізу наукової літератури стосовно теоретичних підходів до управління, розкрито сутність понять, пов'язаних з освітнім менеджментом як новим напрямом у науці та практиці. Окреслено діапазон наук, що сприятимуть розбудові нової парадигми управління для багатoproфільних закладів позашкільної освіти (філософія освіти, соціальна філософія, соціальна психологія, соціологія тощо), зроблено акцент на дотриманні принципу автономізації закладу. Автором виявлено закономірності теоретичної моделі управління багатoproфільним закладом позашкільної освіти (картування індивідуальної траєкторії професійного розвитку педагогічних працівників, що сприяє глибшому розумінню їхніх потреб та, відповідно, потенційному покращенню якості надання освітніх послуг; управління взаємодією зі стейкхолдерами, що сприяє отриманню інформації стосовно інтересів зацікавлених осіб, і, відповідно, коригуванню управлінських дій; управління поетапними процесами розробки і впровадження авторських освітніх програм, які мають гарантувати якість освітніх послуг, оцінювати обґрунтованість їхнього запровадження відповідно до інтересів здобувачів, аналізувати після їхньої експериментальної реалізації). Практична цінність роботи полягає у можливості використання матеріалів у закладах вищої освіти у межах освітніх програм «Освітні, педагогічні науки». Матеріали можуть стати у нагоді для підвищення кваліфікації керівників багатoproфільних закладів позашкільної освіти у сфері освіти дорослих (як формальна, так і неформальна освіта), у закладах післядипломної освіти для підвищення професійної компетентності адміністративних працівників багатoproфільних закладів позашкільної освіти

Ключові слова: реформування системи позашкільної освіти, системний, процесуальний і синергетичний підхід, освіта дорослих, освітній менеджмент

UDC 159.942.5-056.262

DOI: 10.52534/msu-pp.7(4).2021.66-75

Liudmyla A. Varava¹, Olena V. Kochetova^{1*}, Victor Orest²

¹Mariupol State University

87500, 129a Budivelnykiv Ave., Mariupol, Ukraine

²National Taipei University

10478, 67 Sec. 3, Ming Shen East Road, Taipei, Taiwan

Structural Components of Personal Well-Being Experience of Persons with Functional Visual Disorders

Article's History:

Received: 21.09.2021

Revised: 20.10.2021

Accepted: 22.11.2021

Suggested Citation:

Varava, L.A., Kochetova, O.V., & Orest, V. (2021). Structural components of personal well-being experience of persons with functional visual disorders. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 66-75.

Abstract. The problem of experiencing personal well-being as a question of positive functioning of the individual in the actualised areas of life is relevant for modern psychological science and practice. The purpose of the study was to determine the supporting components of the experience of personal well-being of persons with functional visual impairments, the level of severity of which mediates such experiences. The study is based on determining the leading role of internal determinants in the experience of personal well-being in the conditions of functional visual impairment. As a result of the research, a structural model of experiencing well-being of persons with functional impairments is outlined, which includes such components as self-attitude (positive or negative) and experiences of personal capabilities or limitations in actualised ego identities. The study determined that the low degree of expressiveness of the modalities of self-assessment and the negative colour of personal experiences of functional disorders prevent the realisation of person's resourcefulness, the actualisation of its capabilities. Empirical research has shown that distorted self-perception of people with functional visual impairments is mediated by rigidity of self-image, its closedness, and personal experiences of limitations in relation to their own functional disorders in actualised spheres of life. The identified features of the structural components of experiencing their own well-being can be used to develop and implement a correctional programme aimed at forming an adequate level of self-esteem in persons with functional impairments, which confirms the practical significance of the study

Keywords: well-being of the individual, experience of well-being, self-attitude, self-concept, ego-identity, personal capabilities, functional and personal limitations

*Corresponding author

INTRODUCTION

The issue of a well-being of individual is currently relevant not only for modern psychological science and practice, but also for the further comprehensive development of the state. Experiencing personal well-being and happiness is one of the leading conditions for the full functioning of the individual in society, it acts as a condition and consequence of meeting one of the basic human needs – the need for self-realisation, a sense of subjectivity. The definition and investigation of certain components of experiences allow the study to come closer to understanding those aspects of the existence of the individual that ensure its successful

existence in specific conditions and circumstances. In conditions of functional impairment, in particular visual impairment, the mechanism of experiencing personal well-being is based on general patterns, but it may acquire certain features conditioned by the specifics of internal factors that determine the experience of personal well-being.

Thus, O.V. Huliaieva found that the experience of well-being by persons with functional disorders is characterised by internal contradictions: a positive emotional background (emotional well-being) is combined with low life satisfaction and low level of positive functioning (psychological

well-being) [1]. According to the study by Yu.M. Shvalb and L.V. Tishchenko, it was determined that most of the investigated persons with functional disorders have a low level of awareness of life, perceive their own life as uninteresting and emotionally insatiable, unfilled with meaning [2]. They experience their own life as unrealised, pointing out the absurdity of its previous stage. These components determine the content of the existence of the subject, the internal measure, the criterion and regulator of which, in fact, is the experience of well-being of the individual. At the same time O.V. Huliaieva identified a specific source of experiencing subjective (emotional) distress by students with functional disorders [1]. It is an assessment of their own health: emotional colouring, the meaning of life is perceived by people with functional disorders through their own functional state, through their own functional disorders, conditioned by limitations. The importance of an adequate attitude to their own functional impairment is noted by K.K. Sotnikova, who considered the self-acceptance of people with functional visual impairments in the context of psychological, social and professional adaptation [3]. The researcher emphasises the difficulties that arise in the process of establishing social ties and relationships. Substantiating the main methods and stages of work on psycho-social adaptation of persons with functional visual impairments, K.K. Sotnikova notes that the result of such adaptation is a sense of personal ego-identity, achievement and experience of psychological satisfaction in a new cultural environment, etc. [3].

Thus, despite the fact that the problem of prosperous "I" existence of people with disabilities is identified by Ukrainian researchers, the peculiarities of experiencing personal well-being of people with disabilities are rather underinvestigated. At the same time, in today's world there is a need: currently one of the strategic goals of the National Strategy for Creating a Barrier-Free Space until 2030 in Ukraine is to create the necessary conditions for self-realisation of people with limited mobility, including people with visual impairments [4]. The practical implementation of programmes and projects aimed at creating psychological conditions for self-realisation of persons with functional visual impairments in specific living conditions and circumstances, requires appropriate scientific and theoretical framework and methodological tools. Therefore, it is necessary to determine which internal determinants and certain conditions contribute to or prevent a person with visual impairments to adapt and lead a full life, to experience their own existence as prosperous. Functional disorders, in particular, disorders of the visual analyser, limitations in life, created by this disorder, are contained not in the disorder itself, but in the consequences, those secondary deviations that are caused by the disorder. However, in case of vision loss, a person is still able to adequately perceive and imagine the surrounding reality and themselves in it by activating compensatory reserves.

The purpose of the study is to identify and describe the structural components of experiencing personal well-being of persons with visual impairments. Therefore, it can be noted

that the objectives of the study are: to clarify the peculiarities of experiencing well-being of persons with visual impairments; identification of the main structural components, the degree of severity of which affects the experience of well-being of persons with functional impairments.

LITERATURE REVIEW

There is no single common definition of psychological well-being in modern psychology. As noted by N.V. Volynets [5], this phenomenon is considered by researchers as a multi-level multifactorial psychological construct that covers all aspects of positive personal experiences in the process of assessing quality of life, inner satisfaction with life in general. Thus, L.V. Karapetyan, G.A. Glotova proposed a concept "emotional and personal well-being", which allows integrating the idea of subjective (emotional, hedonistic) and personal (psychological, eudemonistic) well-being, understood by researchers as a holistic existential experience of harmony between the inner and outer world. It occurs in the process of life, activity, and communication of a person. Thus, according to the authors, personal (psychological) well-being is an integral part of a more voluminous construct – emotional and personal well-being. Researchers N.A. Baturin, S.A. Bashkatov, N.V. Gafarova consider it necessary to introduce the term "personal well-being" to denote a phenomenon of a more general nature than psychological and subjective well-being [7]. The researchers define personal well-being as a systemic formation of the human psyche, based on positive functioning, which allows being positive in various areas of life, and on the other hand, the presence of positive subjective assessments of external factors of well-being. Subjective well-being is a generalised reflection of factors at all levels in the form of emotions, evaluations, and judgments that allow a person to feel satisfied with life.

At the same time O.V. Huliaieva in her study applied a comprehensive approach, i.e., an integrated model that combines hedonistic and eudemonistic views on the psychological well-being of person [1]. This approach identifies three components of psychological well-being: emotional, cognitive, and behavioural. The emotional component of psychological well-being reflects the positive or negative attitude of the individual that arises during the implementation of goals. Cognitive component of psychological well-being involves the assessment of the person's life and life satisfaction in general. Behavioural component of psychological well-being consists of resources that ensure the positive functioning of the individual and their self-realisation. A.V. Voronina [8] also suggested her own approach to the problem of experiencing psychological well-being. This approach is based on the idea that genetic factors may also explain individual differences in the experience of psychological well-being.

A.V. Voronina proved that different levels of psychological well-being can be explained by quantitative and qualitative differences in individual and personal characteristics [8]. The researcher defines psychological well-being as the inner intentions of man (unconscious and conscious

resource guidelines for viability, self-development, self-expression, and self-realisation), which are implemented in the process of activities that are resources of psychological well-being. N.V. Volynets substantiates the system-holistic approach to the study of personal well-being, which allows establishing a connection between the characteristics of the individual and the peculiarities of experiencing the space of life [9]. According to the definition, psychological well-being is considered as a generalised, integral, reflected indicator of a person's experience of quality of life in all actualised spheres of life, and an assessment of personal quality of life in general. Its main feature is subjectivity, it is productive, holistic, and comprehensive.

According to S.O. Minyurova and I.V. Zausenko, the achievement of psychological well-being requires certain efforts from a person: active systematic work on themselves, development of such personal qualities that allow maintaining the stability of positive functioning in relevant areas of life [10]. Psychological well-being of the individual, according to the researchers, is the experience of satisfaction with own life as a result of positive functioning, which was achieved through self-development. Personal qualities are determinants of personal well-being. The researchers consider personal qualities in the continuum of motivating and stabilising [10]. At the same time, low indicators of psychological well-being are associated with the fixation of the individuals on their own weaknesses.

On the level of implementation of environmentally-oriented human activities, Yu.M. Shvalb [11] points to the close connection between environmental values (as a kind of values that cover the sphere of interaction in the system "human-nature") and the emotional sphere of man. Since the values of the individual as meaning-making units of consciousness are assimilated and developed based on positive emotions, environmental values are included in the emotional and value sphere of personality and determine the intensity and course of human behaviour in relevant areas of life. According to the researcher, it is the emotional assessment of a person's own life as a whole reflects the general level of their psychological well-being and probably determines the ecological orientation of human life [11]. Thus, ecological orientation of human life, reflected in the emotional and value attitude of a person to themselves, to the social and natural environment, reflects the general level of their psychological well-being and determines the successful functioning of the individual and their life in general.

Considering the phenomenon of experience, M.V. Papucha [12] points to its important role. According to the researcher, it contributes to the awareness of the attitude of the individual to the events of their own life, i.e. "aimed at establishing a semantic correspondence between human consciousness and its existence" [12]. At the same time, if according to N.V. Volynets, the experience of psychological well-being by a person is an internal reflection of a prosperous self-existence [13], a persistent emotional experience of the futility of own existence can be defined as social deprivation and stigmatisation, and may indicate

personal distress. This can occur in conditions of functional visual impairment. Then the negative experience is a consequence of the destruction of hopes for the realisation of their own capabilities, reduced motivation to succeed and achieve goals, loss of life prospects, etc. N.V. Volynets emphasises the productive essence of experiencing psychological well-being, as it can change perceptions, views, attitudes, values, and the products of experiencing psychological well-being are mental balance, new values, meaningfulness, completeness, integrity of life [13].

Modern psychological studies of self-esteem are based on different approaches to determining the phenomenon of human attitude to themselves. A.M. Kolyishko identifies three independent approaches to understanding the phenomenon of personality self-attitude: self-attitude in the personality structure (as a trait), self-attitude as a component of self-regulation, and self-attitude as a structural component of self-awareness (emotional and value, affective component) [14]. The most promising in modern psychology is the approach according to which self-attitude is a direct presentation in the human mind of the personal meaning of the self, i.e. the approach according to which self-attitude is considered as a component of self-consciousness [15]. The basic in this case is the idea of V.V. Stolin that the foundation of self-assessment is the assessment of the individual's own self, own traits and properties in relation to their own motives, which express the need for self-realisation [16]. The personal meaning of the Self is manifested in the fact that the individual considers their own self, their own characteristics, opportunities, properties as a condition for self-realisation, that is, a person comprehends themselves as a condition for achieving their own goals. V.V. Stolin notes that personality traits can be conditions that either contribute to the achievement of the goal, or are an obstacle to the implementation of their own motives [16]. Then, in the first case, the personal meaning of the Self will be positive (I-condition that promotes self-realisation), and in the second case – negative (I-condition that prevents self-realisation). Self-assessment of personality as a component of self-awareness that performs the function of human acceptance of self, awareness of their own characteristics, capabilities and limitations, is studied in conjunction with the self-concept of personality, its cognitive descriptive component. The self-image of the individual meaningfully characterises the role repertoire of the individual, their ego-identity in certain areas of their life, i.e. is a role identity (due to the social roles of the individual).

Due to the systematisation of scientific approaches, O.O. Podzhynska defines personal identity as a person's self-determination in terms of physical, intellectual, and moral traits, where the key is the value and volitional aspect, which is expressed in the choice of goals, values that a person follows throughout life [17]. The researcher emphasises the importance of forming a value component of personal self-consciousness, because it is values that serve as life landmarks that guide the choice of leading activities, determine the hierarchy, subordination of motives, give personal meaning,

i.e. guide and shape the personality. They are the basis of personality, which ensures the integrity of its development, its identity. Yu.M. Shvalb notes that the individual's solution to the problem of self-identity allows them to choose their own life motives, to gain independence from the challenges of life circumstances [11]. The researcher considers the process of identity establishment in the context of the development of psychological abilities of the individual, which allow them to be the subject of activities and their own life relationships, allow not only engaging in specific activities, but creating and organising them. The development of these abilities is carried out as a result of solving a special type of tasks in such spheres of life as social relations (socialisation process), the sphere of cultural values and meanings (personalisation process), and the sphere of individual existence (individualisation process).

MATERIALS AND METHODS

An empirical study aimed at determining the structural components of experiencing the well-being of people with visual impairments involved 60 respondents aged 35 to 50, with the first and second disability groups, who are members of the Mariupol Territorial Primary Organisation of the Ukrainian Society of the Blind. Criteria for selection of respondents were: mature age (35-50 years) and disability group (first and second). Given the predominantly low social activity of people with visual impairments, secrecy and isolation of such people, personal readiness for self-disclosure is also a criterion for selecting respondents.

The selection of tools and the procedure of empirical research was carried out taking into account the characteristics and capabilities of respondents: test questions were voiced (if necessary) by the researcher to the respondent; This procedure of empirical research acquires a certain specificity, as it loses anonymity and, compared to the standard procedure, requires much more time and certain skills of the experimenter. At the same time, such a procedure allowed the participation in the study of persons with profound functional visual impairments who do not have the skills of non-visual work on the PC, which increased the representativeness of the sample.

To determine the characteristics of experiencing their own well-being of persons with functional visual impairments at the first stage was used standardised method "Scales of psychological well-being by K. Ryff" in the version of T.D. Shevelenkova and T.P. Fesenko [18], which determined the level of integrated indicator of psychological well-being of respondents and the degree of expression of its main components, namely: self-acceptance – a component that reflects a positive assessment of themselves and their lives in general, awareness and acceptance of their positive qualities and shortcomings; positive relationships with others as the ability to empathise, and openness to communication, as the ability to establish and maintain contacts with other people, to be flexible, to be able to compromise; autonomy testifies to a person's ability to have their own opinion, to be independent of the opinion of others,

to act and evaluate themselves based on their own preferences; environmental management indicates the presence of qualities that determine the successful mastery of various human activities: the ability to achieve the desired goal, overcome difficulties, etc. The presence of life goals gives a sense of meaningful existence, the value of the past, present, future prospects; personal growth includes the desire for development, the focus on learning and perception of the new, the presence of a sense of progress. High, medium, and low levels of expression of components and the degree of expression of the integrated indicator of psychological well-being of respondents are determined according to the instructions: raw scores are translated into the scores, which, according to the figure, correspond to a certain level of expression, etc.

The second stage of the study included the method "Test-questionnaire to determine the self-assessment of personality (V.V. Stolin, S.R. Pantileev)" [19] to investigate the peculiarities of self-assessment of persons with functional visual impairments. According to the authors, self-attitude as a stable feeling towards own self contains a number of specific modalities or dimensions: inner honesty, self-confidence, self-management, self-worth, self-acceptance, self-attachment, inner conflict, and self-blame, which differ emotionally, experience, and the semantic content of the corresponding attitude to themselves.

The phenomenon of the experience of persons with functional visual impairments about their own capabilities and limitations in current ego-identities was studied using the projective methodology by M. Kuhn, T. McParkland "Who I am" [20], which aims to investigate the substantive characteristics of identity. The answer to the question "Who am I?" directly related to the self-perception of the person, with the definition of their own social roles and psychological characteristics, i.e., awareness of their own self-image, which is an indicator of the actualised spheres of life of the individual. Since the authors determined that the number of answers should be at least twenty, the inability of the respondent to determine their own ego-identities in the required number of answers may indicate a lack of personal reflection or impoverished role repertoire, narrowing of spheres of life and work. Content-processing of answers also allows analysing the presence in the structure of the self-image of the subjects of the fact of defects and limitations, as evidenced by answers such as "I am disabled" or "I am inferior", etc. The methodology consists of two stages. In the first, the respondent gives a number of answers to the question "Who am I?", which are recorded independently or by the researcher (if necessary). In the second stage, personal experiences of opportunities or limitations in relation to each ego-identity indicated by the respondent are actualised in the respondents by choosing the answer to the researcher's question: "How do you experience your own functional visual impairment?": a) full restriction; b) partial restriction; c) I do not know; d) partial opportunities; e) full opportunities. Determination of the percentage comparison of each respondent's personal experiences in relation to opportunities and limitations in the ego-identity

allows finding out whether the respondent's self-actualisation predominantly occurs through opportunities or limitations, how positive or negative is the personal meaning of the self (according to V.V. Stolin [16]) in this case. This tool can also be used to determine those ego-identities in which personal experiences are on the continuum "partly possible, quite possible" to use them as basic ones in further remedial work with the self-image of a person.

RESULTS AND DISCUSSION

Features of experiencing personal well-being by people with functional impairments

Theoretical analysis of modern approaches to the study of the experience of personal well-being and self-assessment of the individual as an emotional and value component of self-awareness allowed outlining a plan of empirical research [21; 22]. Therefore, according to the results of the first stage, it can be stated that most subjects (85%) showed a medium level of psychological well-being, 5% – high, and

10% – low levels of the integrated indicator of psychological well-being. 95% of respondents demonstrate an average level of meaningfulness of life, the presence of interactions that give meaning to life. Among the participants in the survey, 75% are open to gaining new experience, tend to use opportunities to develop their own potential. On the other hand, 20% acknowledge the lack of their own development, do not feel improvement or self-realisation, as evidenced by the low level on the scale of personal growth. It is noteworthy that some of the subjects have differences between the level of expression of the integrated indicator of psychological well-being (average) and the low level of expression of components that have personally significant assessments. This is ambiguous. Thus, against the background of the average level of satisfaction with the quality of own life (85% of respondents), 45% of respondents show a low level of self-acceptance, which indicates a persistent negative experience of dissatisfaction with themselves, their situation, frustration with their past, etc. A more detailed description of the survey results is shown in Figure 1.

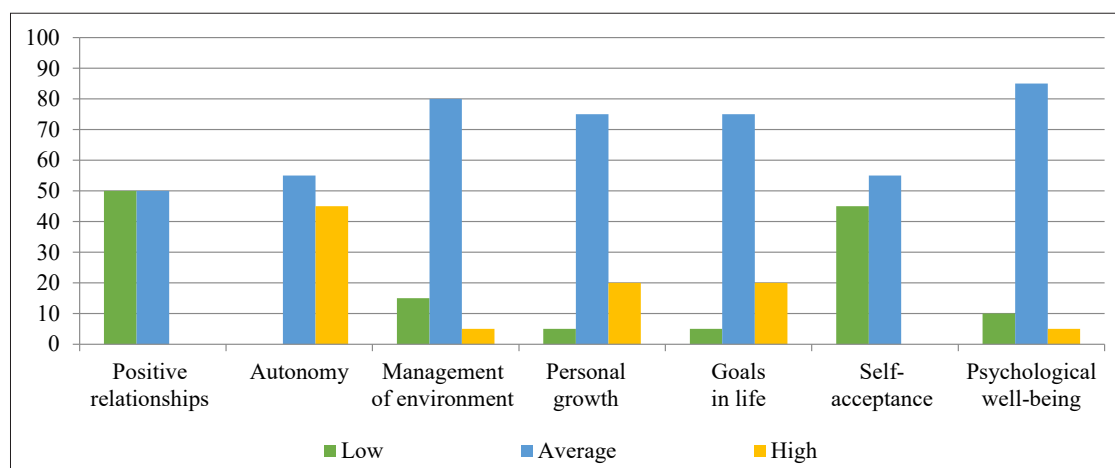


Figure 1. Level of expression of the integrated indicator of psychological well-being and its components in the subjects (%)

Negative tendencies in self-acceptance are based, first of all, on insecurity in own strengths and abilities, which leads to high emotional anxiety. Without a positive understanding of the possibilities of their own lives, the experience of positive functioning, people with functional impairments get used to their own maladaptive thoughts, learn to live with negative feelings about their own functional limitations and lack of opportunities [23]. There is an establishment of a sense of learned helplessness, which is characterised by difficulties with self-identification and, as a consequence, with self-acceptance. Thoughts about the future are confronted with negative perceptions of themselves and, in turn, determine the nature of perceptions of their own capabilities. There is a kind of vicious circle. Distorted self-perception, based on awareness of their own limitations and accepting such awareness as a constant affects the increased sensitivity to environmental assessments, leads to distortions in the communicative sphere, violations of

interpersonal relationships, isolation from the environment. This is confirmed by the results: a sufficient level of positive, every second respondent has warm relationships with people, while 50% have only a limited number of trusting relationships, they find it difficult to be open, they are isolated and frustrated, in interpersonal relationships tend to take the position of a bystander.

The primary reason for the lack of behavioural skills in society, the loss of initiative in communication may be the lack of non-verbal communication, which occurs due to functional impairment of the visual analyser. Vague perception of the expression of the interlocutor's face or the impossibility of such perception, leads to misunderstandings and communication barriers, does not allow a person to obtain reliable information about the attitude of others. Against the background of habitual thoughts about own limitations, the situation of lack of positive relationships with other people may no longer cause acute negative feelings, it

also becomes habitual and ordinary and only confirms for a person the fact of their limitations, increasing the state of forced helplessness. The average level of expression of the component on the scale of autonomy is currently 55% of people with visual impairments, among those who participated in the survey, indicating the advantage of their independence and independence, the ability to assess themselves based on their own standards. Respondents with a high level of autonomy (45%) demonstrate independence from the assessment and opinion of others, focusing on their own goals and desires. However, against the background of low and medium indicators of self-acceptance and positive relationships with others, such a distribution of high and medium scores on the scale of autonomy may confirm the tendency of some respondents to isolate themselves from fear of rejection. It can also be a sign of loneliness of some respondents, their social isolation, etc.

High indicators of expressiveness on the scale of autonomy can be interpreted as a sign of a positive trend that has recently been observed in society. The state's focus on inclusion in communities expands the interactive capabilities of people with visual impairments, gradually generates thoughts and actions towards self-development, stimulates a person to personal growth, encourages them to find ways of their own independence. This opinion is confirmed by the average score indicators on the scale of meaningfulness of life and personal growth.

The mental development of a person with visual impairment in conditions of reduced activity caused by functional disorders of the perceptual sphere is closely related to social adaptation, which requires special patterns of adaptation to the world. The isolation of a person with functional visual impairments relative to generalised others against the background of increasing external opportunities for self-realisation turns into a shift of man towards forced independence in the usual "safe" micro-society, consisting of people with functional impairments. Creating a family and having children, caring for elderly relatives encourages independence, personal growth, a sense of subjectivity, and the progress in person's life. Successful mastery of a person's various activities, the ability to overcome the difficulties that arise, cause positive functioning and provide a sense of experiencing their own life as a prosperous one. However, against the background of the unformed ability to integrate the experience gained in the micro-society into relevant areas of life, there is a fragmentary, unrealistic perception of various manifestations of life, so personal experience of well-being acquires certain features.

Thus, at the first stage of study it was found that in the structure of experiencing well-being of persons with functional impairments there are components that prevent the establishment of resourcefulness of the individual and the actualisation of its capabilities. Respondents have a positive experience of their own life as a prosperous life in the case of fixation on those components of life that are experienced in the context of personal capabilities.

Features of self-assessment of persons with functional visual impairments

The second stage of the study was aimed at determining the dimensions and modalities that give respondents a certain specificity. Admittedly, the mechanisms of forming an individual's attitude to themselves are based on a system of ideas about their own characteristics, capabilities, and limitations. In conditions of functional visual impairment, the pattern of adaptation to the surrounding reality may be based on protective mechanisms such as displacement or denial. According to the survey, 60% of respondents showed high scores on the scale of internal honesty. They are mostly not open with other people, have difficulty understanding important aspects of self-attitude, behaviour, etc. Indicators on the openness scale correlate with indicators on the measurement of internal conflict, namely: 55% of low-score participants show a tendency to deny problems, superficiality in assessing their self-esteem, which may indicate rigidity of self-image and projected into socially desirable in their answers. So far, none of the subjects has shown the result of dissatisfaction with their own capabilities, poor self-regulation, blurred locus of self, etc. High and medium (20% and 80%, respectively) scores on the scale of self-confidence, determined from the answers of the respondents, indicate the desire of respondents to demonstrate themselves as independent, strong-willed, and reliable individuals.

Emphasis on their own subjectivity, on the understanding that they themselves create their own reality, was made by 40% of people with functional visual impairments among the subjects. At the same time, 60% of other respondents showed that in most cases they also see themselves as the main source of activity, such that they are able to take responsibility for the results of their own activities if necessary. In this context, functional visual impairments cause disorders in the processes of identification and self-actualisation. This is conditioned by inadequate attitude to own functional impairment, tendency to ignore the fact of visual impairment and its consequences or its hyperbolisation: the person's assessment of the world around them, social relationships, and themselves reflects the internal inconsistency of the individual. Since the experience of emotional and value attitude of the individual to himself does not depend on the comparison of successes and failures, auto-sympathy is not associated with the desire for a socially desirable image of person. The vast majority of respondents (80%) showed average scores of emotional evaluation of themselves on the inner intimate criteria of love, spirituality, wealth of the inner world. They are also friendly to themselves, which is manifested in the overwhelming approval of their own plans and desires, which is a sign of adaptability. High scores on the scale of self-worth indicate the experience of feeling the emotional value of the subjects in relation to their own personality and at the same time express the idea of the value of their own self for others. Indicators such as 20% of respondents with high scores and 65% with medium scores on the scale of self-reflection (ego-alter) correspond

to respondents' perceptions that their appearance, character, and activities can evoke sympathy, respect, and understanding of the generalised other. However, according to the results of the first phase of the study, such expectations may be the result of lack of sufficient experience of interpersonal relationships or the result of communication mostly only with people in a micro-society consisting of people with functional impairments. The expectation of a positive attitude

towards oneself from the generalised other can also be an indicator of a change in the tendency to isolate oneself from society, as a manifestation of the expectation of recognising the fact that the world and society are able to positively perceive a person with functional disabilities and believe in their possibilities [24]. The results of the second stage of the survey are shown in Figure 2.

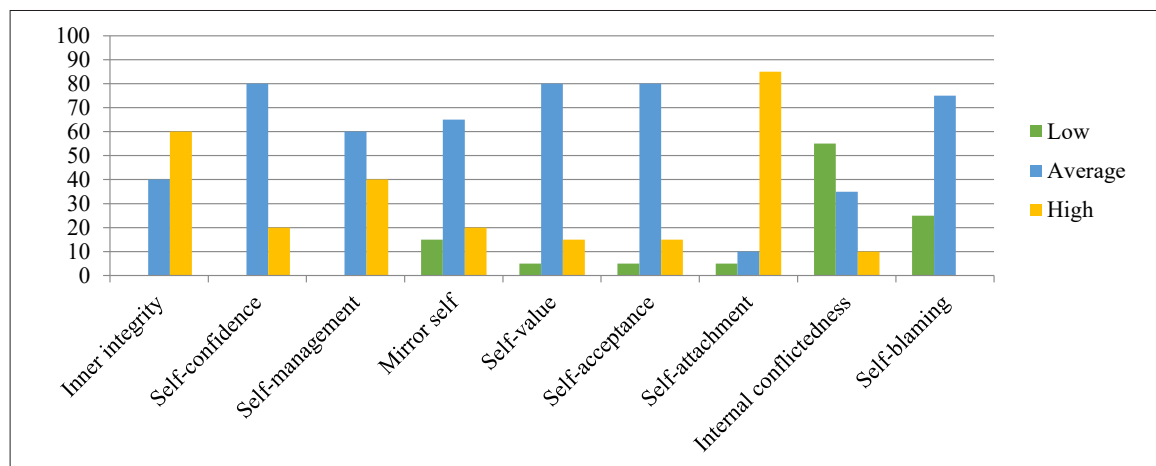


Figure 2. Level of expression of self-assessment modalities in the subjects (%)

Thus, according to the results of the second stage of the survey, it was determined that difficulties in understanding important aspects of behaviour and self, closedness, tendency to deny problems significantly distorts the self-esteem of the individual; personal image turns into a closed rigid system of ideas about the individual. A high degree of autosympathy in the absence of sufficient experience of interpersonal relationships and protective mechanisms determine the specifics of self-identification of persons with functional impairment.

Peculiarities of experiencing capabilities and limitations of persons with functional visual impairments

The third stage of the study allowed analysing the presence of the fact of defects and limitations in the non-standardised self-description of the respondents. Determining the percentage comparison in each respondent's self-description

of personal experiences in the actualised ego-identities in relation to opportunities and limitations in the study allows recording that in the case of experiences of physical limitations (fractional or complete), the person's centring on this fact results in the state of experience of psychological limitations as well [25]. Thus, when asked about their own experience of opportunities or limitations in ego-identities defined by respondents in the context of their own functional visual impairments, 90% of respondents identified their own experiences of most actualised social roles as "partially possible" or "completely possible". In the subjects with functional visual impairments, the feelings about the limitations (both partial and complete) in the structure of the self-image regarding the actualisation of certain ego-identities defined by the respondent are also actualised to varying degrees. They are available to each respondent in different percentages. The results are shown in Figure 3.

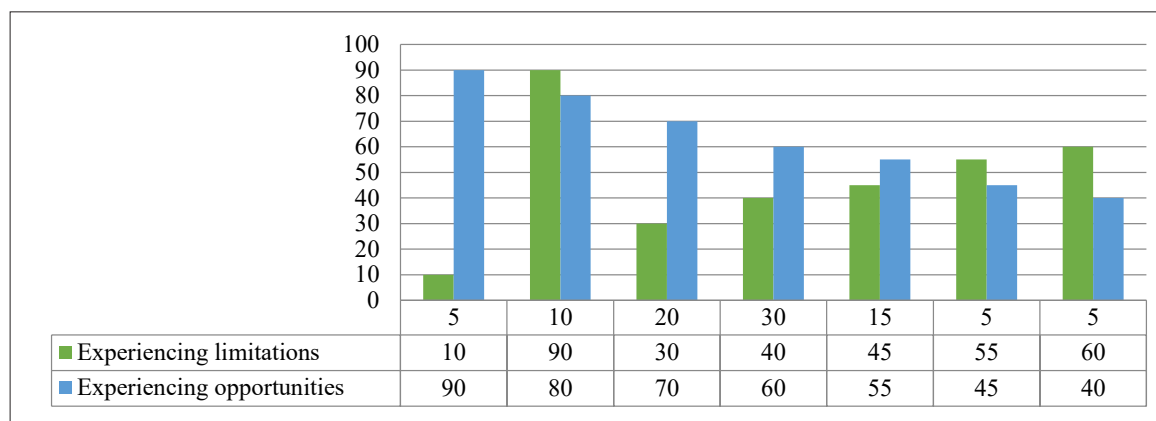


Figure 3. Comparison of personal experiences of opportunities and limitations explored in actualised ego-identities (%)

Thus, actualised ego-identities of persons with functional visual impairments may be experienced in the context of their own capabilities. The presence of the fact of limitation in the structure of the self-image provokes negative personal experiences, which hinders the proper functioning.

Thus, the study identified the structural components of experiencing personal well-being of individuals

with functional impairments. Such structural components are self-attitude of the individual (positive or negative) and personal experiences of their own capabilities or limitations in the actualised ego-identities. This allowed creating a structural model of experiencing the well-being of people with functional impairments, which is shown in Figure 4.

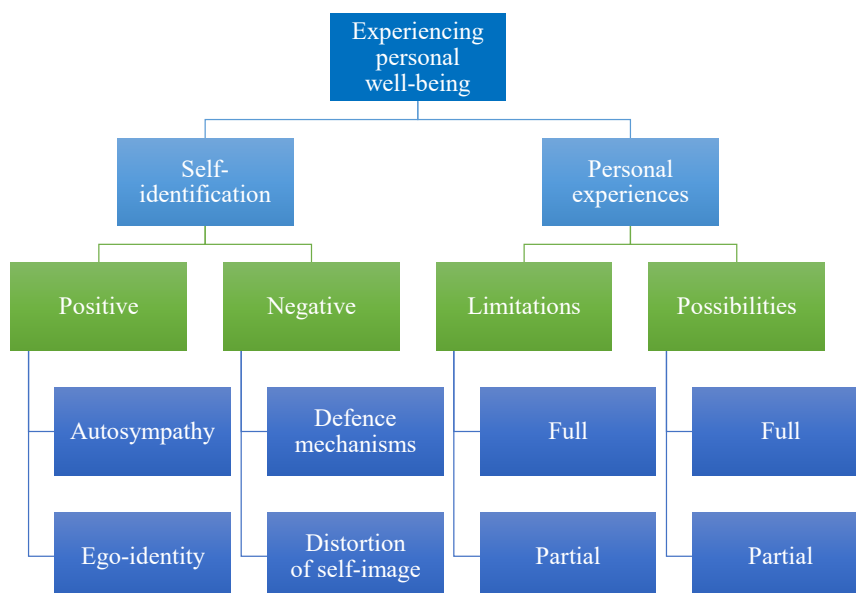


Figure 4. Structural components of experiencing personal well-being of individuals with functional impairments

The presented model clearly demonstrates which components are leading and supporting in the experience of personal well-being of persons with functional visual impairments. The structure outlined by the researchers can be the basis for the creation and implementation of a correctional training programme, which would provide for the establishment of positive self-esteem of persons with visual impairments. In the case of positive self-attitude (condition that promotes self-realisation), there is a mental state in the form of personal experiences of their own capabilities, which, in turn, reinforces the positive attitude of the person to himself.

CONCLUSIONS

Thus, the study found that the peculiarities of experiencing their own well-being of persons with visual impairments indicate differences between the level of expression of the integrated indicator of psychological well-being and the level of expression of components with personality-relevant assessments. It is confirmed that positive experiences of own life as a prosperous person with functional visual impairments occur due to the fixation of respondents on those

factors and components of life that are experienced in the context of opportunities. It is determined that the structural components of experiencing their own well-being of persons with functional impairments are self-esteem (positive or negative) and personal feelings about their own capabilities and limitations in actualised spheres of life, realised through ego-identity. It was found that the influence of protective mechanisms, lack of sufficient experience of interpersonal relationships and a high level of autosympathy determine the specifics of self-identification of persons with functional visual impairments. It was found that the inclusion of the fact of limitation in the structure of the self-image leads to its distortion, complicating or slowing down the process of self-identification. At the same time, as a result of a person's focus on the fact of their own physical limitations (complete or partial) and experiencing such limitations, there is a state of psychological experience of complete or partial inability to function in actualised spheres of life.

Selected features that prevent people with visual impairments from experiencing full well-being need further development of a correctional programme and work to eliminate psychological barriers.

REFERENCES

- [1] Huliaieva, O.V. (2018). *Factors of psychological well-being in students with disabilities health opportunities* (Candidate thesis, V.N. Karazin Kharkiv National University, Kharkiv, Ukraine).
- [2] Shvalb, Yu.M., & Tishchenko, L.V. (2015). *The future and present of students with disabilities: Psychological aspects*. Kyiv: Osnova.

- [3] Sotnikova, K., & Fedorova, O. (2019). Problem of psychosocial adaptation of people with wide of view in modern Ukraine. *Theoretical and Applied Problems of Psychology*, 2, 311-320.
- [4] Order of the Cabinet of Ministers of Ukraine No. 366-p "On Approval of the National Strategy for Creating a Barrier-Free Space in Ukraine until 2030". (2021, April). Retrieved from <https://zakon.rada.gov.ua/laws/show/366-2021-%D1%80#Text>.
- [5] Volynets, N.V. (2017). Theoretical analysis of the category "psychological well-being of the personality" in modern psychological science. *Theory and Practice of Modern Psychology*, 1, 4-17.
- [6] Karapetyan, L.V., & Glotova, G.A. (2018). Structural model of emotional and personal well-being. *National Psychological Journal*, 11(2), 46-56.
- [7] Baturin, N.A., Bashkatov, S.A., & Gafarova, N.V. (2013). The theoretical model of personal welfare. *Bulletin of the South Ural State University. Series "Psychology"*, 6(4), 4-14.
- [8] Voronina, A.V. (2005). The problem of mental health and human wellbeing: Concept overview and experience of level-structure analysis. *Siberian Journal of Psychology*, 21, 142-147.
- [9] Volynets, N.V. (2020). *Psychology of personal well-being of the personnel of the State Border Guard Service of Ukraine* (Doctoral thesis, G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine).
- [10] Minuyrova, S.O., & Zausenko, I.V. (2013). Personal determinants of the teacher's psychological well-being. *Pedagogical Education in Russia*, 1, 94-101.
- [11] Shvalb, Yu.M., Vernik, O.L., Kyrpenko, T.M., Rudomino-Dusiatska, O.V., Vovchyk-Blakytina, O.O., & Matvienko, O.V. (2018). *Personality determinants of ecologically oriented life activity*. Kyiv: G.S. Kostiuk Institute of Psychology of the NAES of Ukraine.
- [12] Papucha, M.V. (2011). *The inner world of man and his formation*. Nizhyn: Lysenko M.M.
- [13] Volynets, N.V. (2018). Psychological analysis of experiencing psychological well-being. *Psychological Prospect Journal*, 31, 22-44.
- [14] Kolyishko, A.M. (2004). *Psychology of self-attitude*. Grodno: State University of Grodno.
- [15] Tishchenko, L.V. (2012). Phenomenology of self-assignment in psychological science. *Scientific Bulletin of V.O. Sukhomlynskyi Mykolaiv National University. Psychological Sciences*, 2(9), 230-233.
- [16] Stolin, V.V. (1983). *Self-awareness of personality*. Moscow: Moscow University Press.
- [17] Podzhynska, O.O. (2015). *Psychological features of students' formation of the value component of personal identity* (Candidate thesis, G.S. Kostiuk Institute of Psychology of the National Academy of Educational Sciences of Ukraine, Kyiv, Ukraine).
- [18] Shevelenkova, T.D., & Fesenko, T.P. (2005). Psychological well-being of the individual. *Psichologicheskaya Diagnostika*, 3, 95-121.
- [19] Pantileev, S.R. (2009). *Self-attitude research methods*. Moscow: Smysl.
- [20] Romanova, E.S. (2008). *Psychodiagnosics* (2nd ed.). St. Petersburg: Piter.
- [21] Shvalb, Yu.M., & Volynets, N.V. (2018). Problems of the methodology of the research of psychological well-being of working person (employee). *East European Scientific Journal*, 5(33), 57-64.
- [22] Budd, J.W., & Spencer, D.A. (2015). Worker well-being and the importance of work: Bridging the gap. *European Journal of Industrial Relations*, 21(2), 181-196.
- [23] Burke, R.J. (2010). Flow, work satisfactions and psychological well-being at the workplace. *The IUP Journal of Soft Skills*, 4(1/2), 37-48.
- [24] Ryff, C., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1-28.
- [25] Gómez-Baya, D., Lucia-Casademunt, A.M., & Salinas-Pérez, J.A. (2018). Gender differences in psychological well-being and health problems among European health professionals: Analysis of psychological basic needs and job satisfaction. *International Journal of Environmental Research and Public Health*, 15(7), article number 1474.

Людмила Анатоліївна Варава¹, Олена Володимирівна Кочетова¹, Віктор Орест²

¹Маріупольський державний університет
87500, просп. Будівельників, 129а, м. Маріуполь, Україна

²Національний університет Тайбея
10478, 67 Сек. 3, Східна дорога Мін Шен, м. Тайбей, Тайвань

Структурні компоненти переживання власного благополуччя осіб з функціональними порушеннями зору

Анотація. Проблема переживання власного благополуччя як питання позитивного функціонування особистості в актуалізованих сферах життєдіяльності є актуальним для сучасної психологічної науки та практики. Метою дослідження стало визначення опорних компонентів переживання власного благополуччя осіб з функціональними порушеннями зору, рівень виразності яких опосередковує такі переживання. Методологія дослідження ґрунтується на визначенні провідної ролі саме внутрішніх детермінантів у переживанні власного благополуччя особистістю в умовах функціонального порушення зору. Внаслідок дослідження окреслено структурну модель переживання власного благополуччя осіб з функціональними порушеннями зору, до якої включені такі компоненти, як самоставлення (позитивне або негативне) та особистісні переживання власних можливостей або обмежень в актуалізованих его-ідентичностях. Авторами було визначено, що низький ступінь виразності модальностей самоставлення та негативний окрас особистісних переживань щодо функціональних порушень перешкоджають усвідомленню власної ресурсності особистістю, актуалізації її можливостей. У процесі емпіричного дослідження з'ясовано, що викривлене самоставлення осіб з функціональними порушеннями зору опосередковується ригідністю Я-образу, його закритістю, а також особистісними переживаннями обмеженості щодо власних функціональних порушень в актуалізованих сферах життєдіяльності. Визначені особливості структурних компонентів переживання власного благополуччя можуть бути використані для розробки та впровадження корекційної програми, спрямованої на формування адекватного рівня самоставлення осіб з функціональними порушеннями зору, що й підтверджує практичну цінність наукової роботи

Ключові слова: благополуччя особистості, переживання благополуччя, самоставлення, Я-образ, его-ідентичність, особистісні можливості, функціональні та особистісні обмеження

UDC 159.922.4

DOI: 10.52534/msu-pp.7(4).2021.76-85

Anzhelika V. Kolly-Shamne^{1*}, Aleksandras Patapas²

¹Kyryvi Rih State Pedagogical University
50086, 54 Haharin Ave., Kyryvi Rih, Ukraine

²Mykolas Romeris University
LT-08303, 20 Ateities Str., Vilnius, Lithuania

Age Discrimination, Gerontostereotypes, and Gerontological Ageism: Cross-Cultural Aspect

Article's History:

Received: 15.09.2021

Revised: 14.10.2021

Accepted: 18.11.2021

Suggested Citation:

Kolly-Shamne, A.V., & Patapas, A. (2021). Age discrimination, gerontostereotypes, and gerontological ageism: Cross-cultural aspect. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 76-85.

Abstract. The intensive ageing of the population in all countries of the world creates problems of ageism, age discrimination, and biased attitude towards older people, which provoke considerable negative consequences both for representatives of this age and for society in general. The study of cross-cultural aspects of these phenomena largely enriches their understanding and is directly related to the search for ways to prevent them in various cultural and socio-economic conditions. The purpose of the study was to theoretically analyse the problem of ageism as a form of age discrimination against older people, in particular its cross-cultural factors, features, and consequences. Methods of theoretical and meta-theoretical level (dialectical method and system analysis method) were used. The study identified key trends related to the ageing process of the entire population. The concept of "ageism" and its content were clarified, the specific features of the concept of "gerontological ageism", its components, factors and forms of manifestation were determined. Cross-cultural features of ageism manifestations as a form of age discrimination against older people in western and eastern, individualistic and collectivist cultures were considered. For this purpose, international theoretical and empirical models and programmes were analysed, as well as cross-cultural studies of ageism implemented in various cultural contexts (in the USA, Western and Eastern Europe, East Asia, Asia-Pacific region, etc.). The results obtained in the study are of practical importance since they indicate the possibilities of preventing gerontoageism in different countries and at different levels of social life, and above all the prospects for changing negative perceptions and stigmatising ageing in Ukrainian society

Keywords: gerontopsychology, cross-cultural psychology, stereotypes, ageism, old age, age discrimination, model of stereotype content, causes of gerontoageism

*Corresponding author

INTRODUCTION

The demographic phenomenon of intense population ageing and an increase in the proportion of older people is becoming a new historical experience of mankind. This creates new challenges, including the perception of old age and ageing and the expectations of older people. This new experience can cause negative attitudes towards older people, and stereotypes and biases associated with old age can lead to age discrimination (gerontological ageism). Old age in gerontopsychology is usually analysed in the aspect of problems of ontogenesis but increasingly attention is

drawn to its cross-cultural and socio-psychological aspects, primarily in the context of the analysis of old age as the most important social marker that plays an important role in the processes of interaction of people and, in particular, acts as the basis for one of the types of social discrimination – age discrimination against the elderly [1].

Discriminatory practices against the elderly as a social phenomenon have emerged in most countries of the world as a result of powerful social and technological transformations that have considerably changed the role

and place of older people in society [2]. In modern Western countries, old age is often perceived as a period of negative age-related transformations, diseases, dependence, finiteness of life, uselessness, isolation [3-4], loss of autonomy and various types of deficits [5]. As noted by the French sociologist A. Langevin, old age as the age of life has a certain profile from one social class to another and from one gender to another but an *ability to discriminate* remains constant [6, p. 50]. The image of an elderly (and even more old) person is associated with particularly aggravating stereotypes and prejudice [7]. Therewith, it is often referred not to a clear violation of the rights of older people but an insult to their self-esteem (jokes about age, compliments about good appearance, surprise when voicing the actual age of the interlocutor, obsessive questions about health, pretentious congratulations on anniversaries, etc.) [8]. Even in the context of modern normative models of ageing (for example, the theory of successful/active ageing), the problem of discrimination against older people arises [9] since these models often do not consider the different reality of ageing, its heterochrony and heterogeneity [10]. They often tend to reduce ageing to a person's "individual responsibility", denying various social living conditions of older people related to gender, ethnicity, social class, sexual orientation [9; 10].

According to the results of modern Russian [11-13] and Ukrainian [14-16] studies, it can be stated that in post-Soviet societies, and Ukraine in particular, mostly negative images of old age and ageing predominate. In the eyes of young, older people are often associated with poor health, helplessness and social isolation, are perceived as unnecessary ballast, as a burden, as infirm and unnecessary members of society, there is a negative stereotyping of difficulties associated with old age as a period of loneliness, poverty, low social mobility, insolvency, and the need for care and support from state institutions. Distorted ideas, negative emotions, and beliefs of young people concerning elderly gradually develop into discriminatory actions [17]. For example, in a study by O.O. Berezina, 94.5% of respondents of pre-retirement and retirement age answered positively to the question about the signs of ageism on the part of society, of which more than 40% admitted that they often experience a negative attitude from the environment [14]. According to the study of N.M. Pecheritsa, gerontoageism of Ukrainian students can manifest itself in direct and indirect images of elderly people, in personal aversion to them, ridicule, hostility, biased attitude, disrespect, negative judgments, unwillingness to listen and cooperate, intolerance, indifference, avoidance of contacts (visual, tactile), in an aggressive attitude towards them [17]. As M.O. Ekimova notes, age discrimination "...permeates our lives more tightly than it seems at first glance" [18, p. 217]. A person may not get a chance to acquire a certain status and fulfill their role because their biological age is considered "inappropriate" in society. It is precisely this absolutisation of age stereotypes that is a social problem since it causes infringement of people's rights, increasing inequality, dysfunctions of social

organisations and institutions [18, p. 223]. Notably, age and gender are the most frequently mentioned causes of discrimination in the EU [19].

In view of the above, the problem of cultural and historical manifestations and cross-cultural features of discriminatory practices against older people is extremely relevant both in terms of studying their causes and consequences. Ignoring the cross-cultural perspective in this issue leads to the fact that the scientific discussion of the problems of age discrimination against older people is limited to local research problems and does not form a logically consistent and internally structured scientific field. Scientific discussions and searches related to either societal or personal aspects of ageism problems do not contribute to an integrated generalisation of existing research. Accordingly, there are complications associated with systemic prevention of ageism in different countries and at different levels of social life. This raises the problem of determining the specific features of discriminatory attitudes towards old age, the ageing process, and the elderly as representatives of the age group in different cultural and socio-economic conditions.

The purpose of the study is a theoretical analysis of the problem of gerontostereotypes and gerontological ageism as forms of age discrimination of older people, in particular its cross-cultural factors, features, and consequences. The study sets out the following *objectives*: to identify the main trends associated with the ageing of the population around the world; to analyse the terminological field of the concept of ageism and gerontological ageism; to consider the problem of age discrimination based on old age in different cultures as a key issue, as well as the main international theoretical models of ageism research; to carry out a comparative analysis of the cross-cultural features of gerontological ageism in eastern and western, collectivist and individualistic countries, as well as to determine the causes of its occurrence and forms of its manifestation in different cultures

GERONTOLOGICAL AGEISM AS A FORM OF AGE DISCRIMINATION, ITS MANIFESTATIONS AND CAUSES

Ageism as a phenomenon of age discrimination and an interdisciplinary concept attracted attention only in the mid-1960s, when age discrimination became the object of scientific interest of sociologists and psychologists of the 20th century. Prior to this, the main focus was on racism (mainly in the United States) and sexism [2; 20]. By analogy with racism and sexism in 1969, the American sociologist R.N. Butler suggested using the concept of ageism to denote age discrimination [21]. They defined the content of ageism as a combination of three interrelated elements: negative stereotypes of old age and ageing, discriminatory practices against the elderly in interpersonal interaction of people, as well as at the level of functioning of various public institutions [21, p. 243]. Later, A.J. Traxler considered ageism as any attitude, behaviour, or social institution that subordinates people based on age, as well as the process of assigning

certain social roles to a person based on their age [22]. In the study of A.J.C. Cuddy and S.T. Fiske, this term refers to stereotypes and prejudices associated with representatives of a certain age group, leading to its discrimination [23]. Thus, ageism is stereotypes and discrimination against individuals or groups because of their age aimed at such age groups as adolescents, young people, and the elderly [1]. Ageism includes two main components: firstly, the ageist ideology of stereotypes and views, and secondly, age discrimination or behaviour that puts people at a disadvantage when compared with others, depending on their age [24; 27].

Modern authors analyse ageism as a phenomenon that is represented at the interpersonal, intergroup, institutional, and cultural levels [22; 25; 27]. However, the key problem in the framework of socio-psychological studies of ageism was the study of age-related stereotypes that function in human interaction. At the same time, it is emphasised that modern studies of ageism are characterised by vague definitions of the concept of "ageism". In a considerable number of studies devoted to the study of the causes and consequences of ageism, there is no clear definition of this phenomenon. As a result, this area of research is characterised by extremely contradictory results that are difficult to verify and compare. Therefore, according to T.N. Iversen et al, it is extremely important to formulate a clear conceptual framework for studying this phenomenon [28].

"Ageism, like sexism and racism, is a biased behaviour of society towards older people or negative stereotypes about them" [29, p. 39]. Unlike race and gender, which are fixed at birth and are constant throughout life, old age is part of the life cycle of every person and everyone, sooner or later entering this last stage of life, can become an object of age discrimination. Thus, ageism as a form of discriminatory attitude towards old age is unique among "isms" because everyone ages over time, as a result of which most people experience ageism [20].

R.N. Butler described those *main factors* which lead to the emergence of gerontological ageism and contribute to the transformation of ageing from a natural process into a social problem that has harmful and destructive consequences for the elderly [30]. They noted that "there are three different but interrelated aspects of the problem of ageing":

- 1) biased attitudes towards older people, old age, and the ageing process, including the attitudes of older people themselves;
- 2) discriminatory practices against older persons, especially in employment or other social roles;
- 3) institutional practices and policies, which often

without malicious intent perpetuate stereotypical ideas about older people, reduce their opportunities for a satisfactory life and undermine their personal dignity" [30].

Gradually, various methodologies and scales were used to study gerontoageism. Some of the most common are semantic differential scales that contain bipolar personality traits. They usually require the participant to indicate a trait that is more representative of the elderly person [31; 32]. However, the authors of the analytical review note the variability and inconsistency of the results obtained using this method [33]. Finally, in modern research, gerontological ageism is defined as discrimination, neglect, or the practice of humiliating human dignity, implemented based on negative age stereotyping, as well as negative age stereotypes themselves [34].

Manifestations of gerontoageism are diverse. Most often, ageism in society occurs in the form of negative personal interactions between representatives of other age groups and elderly people (lack of respect for old people, abusive behaviour towards them, manifestations of ill-will and aggression); in the form of disparaging statements about old age and old people (proverbs, sayings) and existing beliefs in society, based on outdated concepts of the period of late adulthood exclusively as a time of regression and decline (stereotyping, perception of people of post-retirement age as public ballast, etc.); in the indifferent attitude of medical personnel in polyclinics, sanatoriums, and hospitals for the elderly [35]. The older a person looks, the more manifestations of negative attitude on the part of others he has to meet. A manifestation of gerontoageism is also a type of discrimination such as social isolation, which often affects older people [36; 37]. A manifestation of a discriminatory attitude towards old age is also the lack of a tolerant attitude towards old age, the existence of stereotypes of old age, through the prism of which older people are perceived. Ageism aimed at the elderly is based on the belief that people older than a certain age have a lower status and role in society [38, p. 4].

At the same time, it is noted that simultaneously with negative stereotypes, old age is endowed with positive traits [35; 39; 40]. In other words, the phenomenon of ageism can represent not only a negative but also a positive view of the problem of old age. The concept of positive and negative ageism was first introduced by E. Palmore in 1999 [20]. The author identified nine main stereotypes that reflect negative biases towards older people and eight main positive stereotypes that, in their opinion, are much less common [20] (Fig. 1).

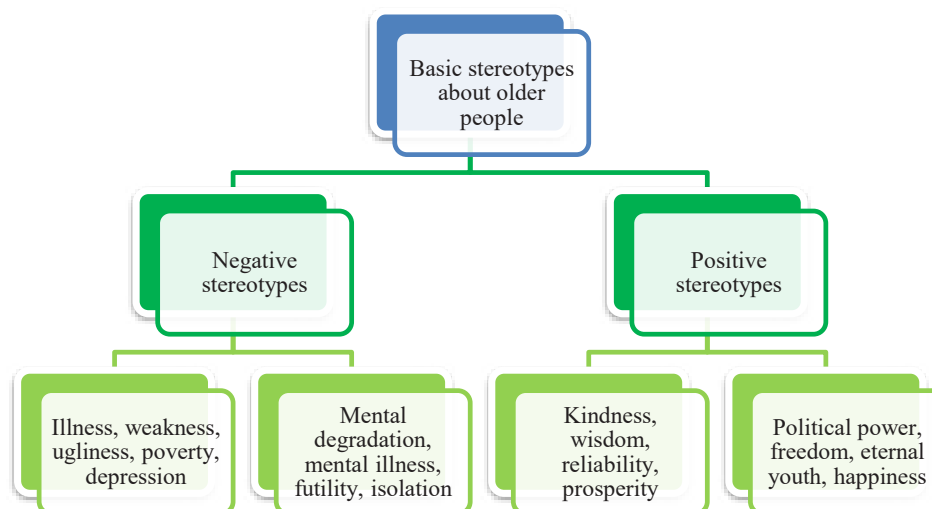


Figure 1. The main negative and positive stereotypes as a manifestation of positive and negative ageism according to E. Palmore

Cross-cultural studies of ageism are also aimed at identifying factors and causes of stereotyping and ageism among young people and adults in different countries. It is assumed that young people in all countries of the world acquire ageist habits and distance themselves from older people due to the fact that they associate old age with death and incompetence. Age, for example, is the biggest risk factor for the onset and development of dementia, so a large number of young people may be “afraid” of ADRD (*Alzheimer’s Disease and Related Dementias*) because ageing is inevitable and older people are often associated with negativity and reduced cognitive function. In a study conducted in Ireland, P. McParland et al [41] identified negative attitudes towards people with dementia among adults of all ages. There was also a considerable likelihood of exacerbation of DRA (dementia-related anxiety), which can occur based on strong latent negative biases against older people [26], age-related cultural stereotypes [36], and dementia-related stigma [42; 43]. According to the micro-level theory of Terror Management Theory (TMT), older people serve young people as a reminder of their own vulnerability and mortality, respectively, in this way young people try to create a buffer that will mitigate and reduce their anxiety associated with death [2]. Thus, a large part of the negative attitude of young people to old age in many Western countries is associated with the cognitive abilities of older people, although this negative attitude can occur even with no signs of cognitive decline [26; 36; 44].

Another reason for age discrimination is that contacts between people over the age of 65 and young people or children in all countries of the world are becoming less frequent and less intense compared to the past [45]. The spatial and cultural distribution between these age groups leads to the emergence of intergroup negative emotions or ignoring, which contributes to the development of stereotypes and bias. Ageism aimed at the elderly also reinforces the belief that people over a certain age cause a higher economic burden on society, especially the working population, due

to their increased consumption of medical and social services [38; 46; 47]. Based on cross-national surveys, L. Jurek traced the dynamics of ageism and negative attitudes towards older people in different European countries due to an increase in public spending on their maintenance (medical services, pension payments, long-term care,) [47]. In particular, the author identified that an increase in the number of hospital beds occupied by older people and medical consultations provided to them positively correlates with ageism [47]. The implementation of various pension programmes aimed at economic protection and improving the standard of older people’s living increases the perception of older people as inappropriate, outdated, unnecessary, and unimportant [46].

CROSS-CULTURAL FEATURES OF AGEISM IN WESTERN AND EASTERN, INDIVIDUALISTIC AND COLLECTIVIST CULTURES

Studies have shown that persistent age stereotypes are common among different groups of people [26] and that ageism is characteristic of different countries and cultures [48-50]. Xue Bai states that when compared with older people, young and middle-aged people in all countries of the world, for the most part, have simpler, vague, and more negative stereotypes about older people [50]. However, their intensity in different countries (with some exceptions, for example, [51; 52]) remains uncertain [48; 53]. There are separate empirical studies of narrow issues, for example, cross-cultural comparison of views, attitudes, and preferences regarding elderly care among Australian and Chinese nursing students [54]. However, as the authors note, there are practically no systematic empirical comparisons between countries, which explains certain discrepancies in the obtained empirical results [49].

Studies of different age groups have documented conflicting results regarding differences in the level of ageism in different countries [49; 53; 55]. For example, most studies have reported that attitudes towards older people

in individualistic countries (for example, the United States, Australia), as a rule, were more negative than in collectivist countries (for example, China, Malaysia, India) [48; 54]. This discovery was consistent with the idea that individualistic societies care less about older people, which can lead to neglect of them. Moreover, individualistic societies pay special attention to productivity in the workplace, which is less likely to be inherent in older people and can cause negative attitudes towards them [55]. However, a number of other studies have not found considerable differences in the level of ageism between individualistic and collectivist cultures [53].

Ageism has been studied in various cultural contexts, particularly in the United States [56], Europe [2; 49], and East Asia [36; 57]. These studies have shown that contrary to expectations, age-related stereotypes and discrimination spread not only outside the United States but also outside individualistic cultures in general, and are also widespread in collectivist countries in East Asia [36]. In the last quarter of the 20th century, separate comparative studies were conducted in which respondents from the countries of the Asia-Pacific region showed an even more negative attitude towards older people than their American counterparts, in particular, this refers to studies conducted in China [58], Thailand [59], Japan [60], etc.

The study [39] analysed cultural differences in the age stereotypes of young and older people in American and Chinese cultures in two areas: socio-emotional and mental-physical. Both young and elderly Chinese and American participants described "typical" young and "typical" older people. Then all responses were encoded by valency (positive-negative-neutral) and content (mental-physical, social-emotional, etc.). It occurred that in both cultures, stereotypes reflected a dynamic from more positive to more negative views on mental and physical qualities as a function of ageing. In the social and emotional spheres, stereotypes about older people were relatively neutral. The results showed that age perceptions of typical older adults are similar in East Asian and Western cultures, and that there is no global positive bias towards old age in East Asia. However, some differences were also found between Asian countries. The study [61] examined the differences between Japanese and Korean students' perceptions of older people (Japan and South Korea are the oldest societies in the world but Japan has a more developed social security system for older people than Korea). The five most common images among Korean students were mostly negative, while the most common images of Japanese participants were mostly neutral or positive. The results have also shown that young people's living with grandparents can lead to the development of a negative image of older people. According to the researchers, stereotypes of older people seem to be very stable, as well as cross-cultural, with equally negative views of older people in both individualistic and collectivist societies [36]. Therefore, the authors of some studies claim that stereotypes about older people are universal [36; 50].

Among the largest European projects to study cross-cultural aspects of ageism, the results of the fourth round of the European Social Study (ESS) (2008-2009), which aimed to study ageism, the experience of age discrimination and attitudes towards different age groups in 29 European countries, were indicative [49]. The authors concluded that ageism is a phenomenon that is present in both more and less individualistic societies and in different European countries. Age discrimination was highest in Eastern European countries (for example, the Czech Republic, Romania, Russia, discrimination was recorded in the countries of Southern, Northern, and Central Europe (for example, Portugal, Cyprus, Denmark, Norway, and Switzerland) [49].

Another study of ageism in older people in 25 EU countries was implemented based on data from the Special Eurobarometer N 437 survey conducted in 2015 as part of the European Eurobarometer programme (*Eurobarometer* – the most up-to-date international database that includes information about ageism, as well as attitudes to sexism, racism, LGBT, etc. [62]). Ageism is considered by a Polish researcher who analysed the results of the Special Eurobarometer N 437 survey from three standpoints: a) perception of discrimination in general; b) age discrimination in difficult economic times; c) bias against high-level elderly officials [63]. Two-level regression allowed the author to simultaneously model the impact at both the individual and country levels to understand to what extent the variability of ageist statements is conditioned upon the socio-cultural characteristics of the country, and to what extent it can be explained by individual differences. As a conclusion, personal characteristics influence ageism more than the context of the country. Women perceive ageism much more strongly than men. Most of all, people experience manifestations of ageism in pre-retirement age and in situations that reflect stereotypes about lower labour productivity of older people [63]. In terms of cross-cultural characteristics, the increase in age discrimination, according to Special Eurobarometer N 437, is most noticeable in all former socialist countries (Lithuania, Latvia, Romania, Bulgaria, Czech Republic and Slovakia, Slovenia), except Poland. Among Western countries, the highest level of ageism was recorded in France, Great Britain, and the Netherlands [63].

Most social psychologists recognise the primacy of social stereotypes regarding prejudice and discriminatory behaviour [64; 65], so age stereotypes are often analysed as the psychological core of age discrimination. In particular, many studies are based on the SCM (Stereotype content Model) [56; 66; 67] as a means of studying ageism. This stereotypical content model (SCM), proposed in 2002 [36; 66], presents a combination of negative and positive stereotypes. It is based on two parameters: warmth and competence. In a stratified society, competence as a personal trait (property) is usually attributed to people with a higher social position to justify their dominant status; the parameter "warmth" reflects such personal characteristics as softness,

cordiality, sincerity. The SCM suggests that stereotypes can not only be classified into two dimensions (warmth and competence) but also analyse the combination of these dimensions, which creates four modalities: a) pity: high

warmth + low competence; b) envy: high competence + low warmth; c) admiration: high warmth + high competence; d) contempt: low warmth + low competence (Fig. 2).

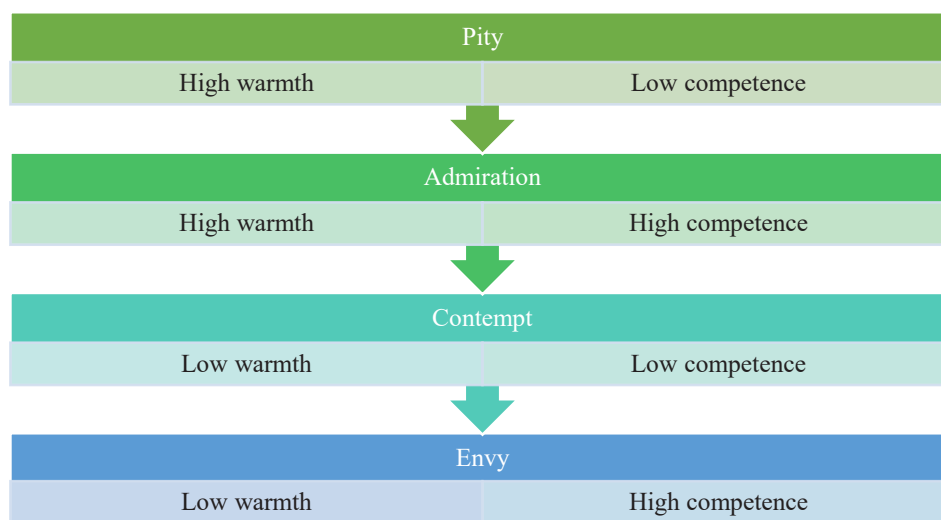


Figure 2. Basic parameters and modalities of the Stereotype Content Model (SCM)

Proponents of the Stereotype Content Model (SCM) [36; 66] position these parameters (warmth and competence) as precursors of attitude and behavioural responses to members of an external group [68]. Any group can be stereotyped “positively” by one parameter, “negatively” (unfavourably) – by another [66]. Based on this Stereotype Content Model (SCM), several cross-cultural studies have been implemented to study cultural stereotypes of older people’s perception in modern societies [36; 49; 66]. For Example, A.J. Cuddy et al [23] diagnosed older people and other age and social groups by measuring warmth and competence, status, and competition in six countries (Belgium, Costa Rica, Hong Kong, Japan, Israel, and South Korea). They found that in all samples, including East Asians, older people were considered low-status and uncompetitive. Israelis had a lower ageist attitude compared to respondents from other Western European cultures but their attitudes were similar to those found in Northern Europe. Another American study also showed the prevalence and generality of ageism in different cultures [53]. Young Americans stereotype older people as warm and incompetent, perceiving them as uncompetitive and low-status people [36]. Numerous cross-cultural data show that older people are perceived in the warmth-competence spectrum as people with a high level of warmth (i.e. socially sensitive and moral) but with a low level of competence [56; 67; 69]. Classical meta-analysis by Kite et al. has shown that when compared with younger people, older people are considered not only less competent but also cause more negative behavioural intentions and assessments [65]. The Stereotype Content Model (SCM) was also one of the two methodological concepts of the mentioned fourth round of European

Social Research (ESS) (2008-2009) [49]. This study measured two indicators: (1) competence and cordiality; (2) experience of age discrimination. The authors generally confirmed that older people are perceived as lower in status [49].

Based on a theoretical and empirical analysis of the most common cross-cultural stereotypes about older people, which contains a mixture of “incompetent but warm”, A.J. Cuddy and co-authors suggested that negative images of older people are a general cultural phenomenon. Based on large-scale cross-cultural data, the authors showed the cross-cultural nature of strong negative biases usually associated with older people [36]. Regarding the impact of stereotypes on older people, researchers note that the combination of low competence with high warmth (the “pity” model) corresponds to the “pseudo-positive” habits of older people [70] and, therefore, creates a paternalistic stereotype that does not allow them to take responsibility for their lives [36; 66].

CONCLUSIONS

The study has established that in global trends that are closely related to the ageing of the population, there are emerging problems of gerontological ageism, age discrimination against the elderly, the perception of old age as a period of negative age transformations, etc. It has been substantiated that since the middle of the 20th century, ageism and related phenomena (age stereotypes, discriminatory practices) have been the subject of study at the interpersonal, intergroup, institutional, cultural levels but the terminological field of the concept of “gerontoageism” is still blurred, in modern science there is no clear conceptual basis for this phenomenon, therefore, it is important to

check and compare research results. Analysis of cross-cultural studies that have been conducted in western and eastern, individualistic and collectivist cultures has shown conflicting results. On the one hand, the attitude towards older people in individualistic countries is more negative than in collectivist ones, on the other hand, there are facts of the absence of considerable differences in the level of gerontoageism between individualistic and collectivist cultures. In both Western and Eastern countries, respondents stereotype older people as “warm” and “incompetent”, perceiving them as uncompetitively capable and people of low status. According to most researchers, gerontological ageism and negative orientation towards older people are pan-cultural and

persistent. Gerontoageism as a form of age discrimination seems to be a universal phenomenon and in most countries of the world manifests itself in an intolerant attitude towards the elderly by representatives of other age groups, in discriminatory practices in interpersonal interaction, in negative age stereotypes of old age and ageing, etc. Ageism as discrimination based on age can affect social relations, health and well-being of the population of all countries of the world, and, in particular, Ukrainian society in various ways. The results and conclusions obtained in the study are designed to identify opportunities for changing negative perceptions or stigmatising ageing, which will eventually affect everyone.

REFERENCES

- [1] Miklyayeva, A.V. (2009). *Age discrimination as a socio-psychological phenomenon*. St. Petersburg: Rech.
- [2] Ayalon, L., & Tesch-Römer, C. (Eds.). (2018). *Contemporary perspectives on ageism*. Berlin: Springer.
- [3] Caradec, V. (2012). *Sociology of old age and aging. Domains and approaches* (3rd ed.). Paris: Armand Colin.
- [4] Höpflinger, F., Bayer-Oglesby, L., & Zumbunn, A. (2011). *Dependence of the elderly and long-term care. Updated scenarios for Switzerland*. Bern: Editions Hans Huber.
- [5] Tholomier, A. (2017). *Living and surviving to old age: Challenges of social and health inequalities within the generations that have crossed the 20th century* (Doctoral dissertation, University of Geneva, Geneva, Switzerland).
- [6] Langevin, A. (1996). *Feminine aging and woman's literature*. Cahiers du GEDISST, 15, 49-66.
- [7] Henrard, J.-C. (2006). Aging and old age: Ideas received, new ideas. *Santé, Société et Solidarité*, 1, 13-15.
- [8] Palmore, E.B. (2017). Auto-gerontology: A personal Odyssey. *Journal of Applied Gerontology*, 36(11), 1295-1305.
- [9] Senay, V. (2015). *Losses related to aging and recourse to abandonment* (Masters thesis, Université du Québec à Montréal, Montreal, Canada).
- [10] Baeriswyl, M. (2016). *Social participation and roles at retirement age: An analysis of developments and issues around social participation and gender relations* (Doctoral thesis, University of Geneva, Geneva, Switzerland).
- [11] Smirnova, T.V. (2008). Elderly persons: Stereotyped image and social distance. *Sociological Studies*, 8, 49-55.
- [12] Tukumtsev, B.G., & Yusupova, O.V. (2002). The attitude of young people towards the elderly. *Psikhologiya Zrelosti i Stareniya*, 3(19), 122-135.
- [13] Yadova, M.A. (2020). Russian youth on old age and older people: Spectre of opinions and assessments. *Social Sciences and Humanities. Domestic and Foreign Literature. Series 11. Sociology*, 1, 34-40.
- [14] Berezina, O. (2008). Ageism in society: Problems of late age. *Psychological Theory and Learning Technology. Current Problems of Psychology*, 8(5). Retrieved from <https://www.newlearning.org.ua/sites/default/files/praci/zbirnyk-2008/1.htm>.
- [15] Poznanska, K. (2018). The social situation of the elderly people and the relationship between old age in the Ukrainian society with the eyes of youth. *Visnyk of V.N. Karazin Kharkiv National University. Series "Sociological Studies of Contemporary Society: Methodology, Theory, Methods"*, 39, 340-345.
- [16] Shamne, A.V. (2011). Psychological characteristics of the tolerant/intolerant attitude of the young generation of Ukrainians to the elderly and old age. *Egzystencjalne Problemy Człowieka w Okresie Starzenia Się*, 1(3), 263-278.
- [17] Pecherytsia, N.M. (2018). Ageism among young students and social and pedagogical ways to overcome it. *Pedagogical Sciences*, 82(2), 216-220.
- [18] Yekimova, M.O. (2014). The problem of ageism definition in modern sociology. *Bulletin of Kharkiv National University of Internal Affairs*, 4, 217-224.
- [19] Van den Heuvel, W.J., & Van Santvoort, M.M. (2011). Experienced discrimination amongst European old citizens. *European Journal of Ageing*, 8(4), 291-299.
- [20] Palmore, E. (1999). *Ageism: Negative and positive* (2nd ed.). New York: Springer Publishing Company.
- [21] Butler, R.N. (1969). Age-ism: Another form of bigotry. *Gerontologist*, 9(4), 243-246.
- [22] Traxler, A.J. (1980). *Let's get gerontologised: Developing a sensitivity to ageing. The multipurpose senior centre concept*. Edwardsville: Southern Illinois University at Edwardsville.
- [23] Cuddy, A.J., Fiske, S.T., & Glick, P. (2004). When professionals become mothers, warmth doesn't cut the ice. *Journal of Social Issues*, 60(4), 701-718.
- [24] Raymer, M., Reed, M., Spiegel, M., & Purvanova, R.K. (2017). An examination of generational stereotypes as a path towards reverse ageism. *The Psychologist-Manager Journal*, 20(3), 148-175.
- [25] Macia, E., Chapuis-Lucciani, N., & Boëth, G. (2007). Age stereotypes, self-esteem and self-rated health. *Sciences Sociales et Santé*, 25(3), 79-106.

- [26] Nosek, B.A., Smyth, F.L., Hansen, J.J., Devos, T., Lindner, N.M., Ranganath, K.A., Smith, C.T., Olson, K.R., Chugh, D., Banaji, M.R., & Greenwald, A.G. (2007). Pervasiveness and correlates of implicit attitudes and stereotypes. *European Review of Social Psychology*, 18, 36-88.
- [27] McMullin, J.A., & Marshall, V.W. (2001). Ageism, age relations, and garment industry work in Montreal. *Gerontologist*, 41(1), 111-122.
- [28] Iversen, T.N., Larsen, L., & Solem, P.E. (2009). A conceptual analysis of ageism. *Nordic Psychology*, 61(3), 4-22. doi: 10.1027/1901-2276.61.3.4.
- [29] Hoyer, W.J., & Roodin, P. (2008). *Adult development and aging* (6th ed.). New York: McGraw-Hill.
- [30] Butler, R.N. (1980). Ageism: A foreword. *Journal of Social Issues*, 36(2), 8-11.
- [31] Aaronson, B.S. (1966). Personality stereotypes of aging. *Journal of Gerontology*, 21(3), 458-462.
- [32] Hawkins, M.J. (1996). College students' attitudes toward elderly persons. *Educational Gerontology*, 22(3), 271-279.
- [33] Linberts, J., & June, A. (2006). Ageism: Lack of implicit stereotypes across adulthood. *Oshkosh Scholar*, 1, 83-94.
- [34] Gorodova, T.V., & Kolpina, L.V. (2015). Theoretical bases of gerontological ageism research. *Modern Problems of Science and Education*, 1(1), 1439-1446.
- [35] Horetska, O. (2017). *Gerontopsychology*. Kharkiv: Vydavnytstvo Ivanchenka I.S.
- [36] Cuddy, A.J.C., Norton, M.I., & Fiske, S.T. (2005). This old stereotype: The pervasiveness and persistence of the elderly stereotype. *Journal of Social Issues*, 61(2), 267-285.
- [37] McKinnon, M.E., Gien, L., & Durst, D. (2001). Silent pain: Social isolation of the elderly Chinese in Canada. In I. Chi, N.E. Chappell, & J. Lubben (Eds.), *Elderly Chinese in Pacific Rim Countries: Social support and integration* (pp. 1-15). Hong Kong: Hong Kong University Press.
- [38] Wearing, B. (1995). *Leisure and resistance in an ageing society*. Leisure Studies, 14(4), 263-279.
- [39] Boduroglu, A., Yoon, C., Luo, T., & Park, D.C. (2006). Age-related stereotypes: A comparison of American and Chinese cultures. *Gerontology*, 52(5), 324-333.
- [40] Calo, T.J., Patterson, M.M., & Decker, W.H. (2013). Employee perceptions of older workers' motivation in business, academia, and government. *International Journal of Business and Social Science*, 4(2). Retrieved from <https://ijbssnet.com/journal/index/1784>.
- [41] Gayle, V., McParland, P., Devine, P., & Innes, A. (2012). Dementia knowledge and attitudes of the general public in Northern Ireland: An analysis of national survey data. *International Psychogeriatrics*, 24(10), 1600-1613.
- [42] Moniz-Cook, E. (2008). *Early psychosocial interventions in dementia: Evidence-based practice* (1st ed.). London: Jessica Kingsley Publishers.
- [43] Prince, M., Acosta, D., Ferri, C.P., Guerra, M., Huang, Y., Jacob, K.S., Jotheeswaran, A.T., Liu, Z., Rodriguez, J.J.L., Salas, A., Sosa, A.L., & Williams, J.D. (2011). The association between common physical impairments and dementia in low and middle income countries, and, among people with dementia, their association with cognitive function and disability. A 10/66 Dementia Research Group population-based study. *International Journal of Geriatric Psychiatry*, 26(5), 511-519.
- [44] Whitbourne, S.K., & Sneed, J.R. (2002). The paradox of well-being, identity processes, and stereotype threat: Ageism and its potential relationships to the self in later life. In T.D. Nelson (Ed.), *Ageism: Stereotyping and prejudice against older persons* (pp. 247-273). Cambridge: The MIT Press.
- [45] Hagestad, G.O., & Uhlenberg, P. (2006). Should we be concerned about age segregation? *Research on Aging*, 28(6), 638-653.
- [46] Dannefer, D., & Shura, R. (2009). Experience, social structure and later life: Meaning and old age in an aging society. In P. Uhlenberg (Ed.), *International handbook of population aging* (pp. 747-755). Berlin: Springer.
- [47] Jurek, Ł. (2018). Determinants of ageism in healthcare in European countries. In *Silver economy in Central and Eastern Europe* (pp. 21-28). Luxembourg: Publications Office of the European Union. doi: 10.2759/685036.
- [48] Löckenhoff, C.E., De Fruyt, F., Terracciano, A., McCrae, R.R., De Bolle, M., Costa, P.T., Aguilar-Vafaie, M.A., Ahn, C.-K., Ahn, H.-N., Alcalay, L., Allik, J., Avdeyeva, T.V., Barbaranelli, C., Benet-Martinez, V., Blatný, M., Bratko, D., Brunner-Sciarra, M., Cain, T.R., Crawford, J.T., Lima, M.P., Ficková, E., Gheorghiu, M., Halberstadt, J., Hřebíčková, M., Jussim, L., Klinkosz, W., Knežević, G., Leibovich de Figueroa, N., Martin, T.A., Marušić, I., Mastor, K.A., Miramontez, D.R., Nakazato, K., Nansubuga, F., Pramila, V.S., Purić, D., Realo, A., Reátegui, N., Rolland, J.-P., Rossier, J., Schmidt, V., Sekowski, A., Shakespeare-Finch, J., Shimonaka, Y., Simonetti, F., Siuta, J., Smith, P.B., Szmigielska, B., Wang, L., Yamaguchi, M., & Yik, M. (2009). Perceptions of aging across 26 cultures and their culture-level associates. *Psychology and Aging*, 24(4), 941-954.
- [49] Seddig, D., Maskileyson, D., & Davidov, E. (2020). The comparability of measures in the ageism module of the fourth round of the European Social Survey, 2008-2009. *Survey Research Methods*, 14(4), 351-364.
- [50] Xue, B. (2014). Images of ageing in society: A literature review. *Journal of Population Ageing*, 7(3), 231-253. doi: 10.1007/s12062-014-9103-x.

- [51] Bratt, C., Abrams, D., Swift, H.J., Vauclair, C.-M., & Marques, S. (2018). Perceived age discrimination across age in Europe: From an ageing society to a society for all ages. *Developmental Psychology*, 54(1), 167-180.
- [52] Rupp, D.E., Vodanovich, S.J., & Credé, M. (2005). The multidimensional nature of ageism: Construct validity and group differences. *The Journal of Social Psychology*, 145(3), 335-362.
- [53] Bodner, E., & Lazar, A. (2008). Ageism among Israeli students: Structure and demographic influences. *International Psychogeriatrics*, 20(5), 1046-1058.
- [54] Xiao, L.D., Shen, J., & Paterson, J. (2013). Cross-cultural comparison of attitudes and preferences for care of the elderly among Australian and Chinese nursing students. *Journal of Transcultural Nursing*, 24(4), 408-416.
- [55] Hofstede, G., Hofstede, G.J., & Minkov, M. (2010). *Cultures and organizations: Software of the mind* (3rd ed). New York: McGraw-Hill.
- [56] Fiske, S.T., Xu, J., Cuddy, A.C., & Glick, P. (1999). (Dis)respecting versus (dis)liking: Status and interdependence predict ambivalent stereotypes of competence and warmth. *Journal of Social Issues*, 55(3), 473-489.
- [57] Harwood, J., Giles, H., McCann, R.M., Cai, D., Somera, L.P., Ng, S.H., Gallois, C., & Noels, K. (2001). Older adults' trait ratings of three age-groups around the Pacific rim. *Journal of Cross-Cultural Gerontology*, 16(2), 157-171.
- [58] Tien-Hyatt, J.L. (1987). Self-perceptions of aging across cultures: Myth or reality? *The International Journal of Aging and Human Development*, 24(2), 129-148.
- [59] Sharps, M.J., Price-Sharps, J.L., & Hanson, J. (1998). Attitudes of young adults toward older adults: Evidence from the United States and Thailand. *Educational Gerontology*, 24(7), 655-660.
- [60] Koyano, W. (1989). Japanese attitudes toward the elderly: A review of research findings. *Journal of Cross-Cultural Gerontology*, 4(4), 335-345.
- [61] Kim, J.H., Kim, M., Hosoe, Y., & Ju, K. (2020). Images of older adults among university students: A comparison between Japan and Korea. *Journal of Cross-Cultural Gerontology*, 35(3), 273-290. doi: 10.1007/s10823-020-09402-y.
- [62] Official website of the Eurobarometer. (n.d.). Retrieved from https://data.europa.eu/data/datasets/s2077_83_4_437_eng?locale=en.
- [63] Rychtaříková, J. (2019). Perception of population ageing and age discrimination across EU countries. *Population and Economics*, 3(4), 1-29.
- [64] Arrowsmith, J. (2003). Theories and the practice of age discrimination: Evidence from personnel managers. *Review of Employment Topics*, 6(1), 1-54.
- [65] Kite, M.E., Stockdale, G.D., Whitley, B.E., & Johnson, B.T. (2005). Attitudes toward younger and older adults: An updated meta-analytic review. *Journal of Social Issues*, 61(2), 241-266.
- [66] Fiske, S.T., Cuddy, A.J.C., Glick, P., & Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competition. *Journal of Personality and Social Psychology*, 82(6), 878-902.
- [67] Heckhausen, J., Dixon, R.A., & Baltes, P.B. (1989). Gains and losses in development throughout adulthood as perceived by different adult age groups. *Developmental Psychology*, 25(1), 109-121.
- [68] Fowler, C., & Harwood, J. (2020). Does perceived normativity of intergenerational contact enhance the effects of imagined intergenerational contact? *Group Processes & Intergroup Relations*. Retrieved from <https://journals.sagepub.com/doi/10.1177/1368430220934548>.
- [69] Kite, M.E., Deaux, K., & Miele, M. (1991). Stereotypes of young and old: Does age outweigh gender? *Psychology and Aging*, 6(1), 19-27.
- [70] Nelson, T. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues*, 61(2), 207-221.

Анжеліка Володимирівна Коллі-Шамне¹, Олександр Патапас²

¹Криворізький державний педагогічний університет
50086, просп. Гагаріна, 54, м. Кривий Ріг, Україна

²Університет Миколаса Ромеріса
LT-08303, вул. Ateities, 20, м. Вільнюс, Литва

Дискримінація за віком, геронтостереотипи та геронтологічний ейджизм: крос-культурний аспект

Анотація. Інтенсивне старіння населення у всіх країнах світу породжує проблеми ейджизму, вікової дискримінації й упередженого ставлення до людей похилого віку, які провокують значні негативні наслідки як для представників цього віку, так і для суспільства загалом. Дослідження крос-культурних аспектів цих явищ суттєво збагачує їхнє розуміння та безпосередньо пов'язане з пошуком шляхів їхнього попередження в різних культурних і соціально-економічних умовах. Мета дослідження полягала в теоретичному аналізі проблеми ейджизму як форми вікової дискримінації людей похилого віку, зокрема її крос-культурних чинників, особливостей і наслідків. Використано методи теоретичного та метатеоретичного рівня (діалектичний метод і метод системного аналізу). У дослідженні визначено ключові тенденції, пов'язані з процесом старіння всього населення. З'ясовано поняття «ейджизм» і його зміст, визначено специфіку поняття «геронтологічний ейджизм», його складові, чинники та форми прояву. Розглянуто крос-культурні особливості проявів ейджизму як форми вікової дискримінації людей похилого віку в західних і східних, індивідуалістичних та колективістичних культурах. Для цього проаналізовано міжнародні теоретичні й емпіричні моделі та програми, а також міжкультурні дослідження ейджизму, реалізовані в різних культурних контекстах (у США, Західній і Східній Європі, Східній Азії, країнах Азіатсько-Тихоокеанського регіону тощо). Отримані в дослідженні результати мають практичне значення, оскільки позначають можливості превенції геронтотейджизму в різних країнах і на різних рівнях соціального життя, й насамперед перспективи зміни негативних уявлень та стигматизації старіння в українському суспільстві

Ключові слова: геронтопсихологія, крос-культурна психологія, стереотипи, ейджизм, старість, вікова дискримінація, модель змісту стереотипів, причини геронтотейджизму

UDC 159.937:128:364.2(0.45)

DOI: 10.52534/msu-pp.7(4).2021.86-95

Liudmyla V. Piankivska^{1*}, Tetiana B. Kodlubovska²

¹State Research Institute of the Ministry of Internal Affairs of Ukraine
01011, 4a Ye. Hutsalo Ln, Kyiv, Ukraine

²Shupyk National Healthcare University of Ukraine
04112, 9 Dorohozhytska Str., Kyiv, Ukraine

Features of Perception of Death by a Seriously Ill Child

Article's History:

Received: 15.08.2021

Revised: 16.09.2021

Accepted: 20.10.2021

Suggested Citation:

Piankivska, L.V., & Kodlubovska, T.V. (2021). Features of perception of death by a seriously ill child. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 86-95.

Abstract. The relevance of the study is conditioned upon insufficient coverage of the issue of experiencing and awareness of death by seriously ill children. The studied problems generally concern basic existential issues of the child's personality and parents and require certain developments regarding the specific features of communicating disappointing news to the child, talking to him about death and directly perceiving this fact, and a certain construction of family relations. The purpose of the article is to study the specific features of perception of death by a seriously ill child. To achieve this goal, the authors rely on the methodology of a systematic approach and use a set of scientific methods, including analysis, synthesis, interrelation, comparison, including systematisation and generalisation. It is established that the perception of death by a seriously ill child depends on age characteristics, the end stage of development of the disease, the level of intellectual development, and their own experience. Scientific sources are analysed and age-related features of the perception of death by a seriously ill child are demonstrated. Psychological components of awareness and understanding of the fact of the death by a child at the end stage of the development of the disease are identified, considering his age. The article describes the specific features of attitudes to the death of seriously ill children at the cognitive, emotional and behavioural levels. It is demonstrated that information about the approach of death can lead to changes in fundamental ideas about the constancy and safety of a child's life. Prospects for further research are focused on developing methodological recommendations for parents and doctors to support a seriously ill child, considering his "view of the world", personality in order to saturate life with positive moments

Keywords: sphases of death perception, age features, emotional state, behavioural and cognitive aspect, fear, anxiety, post-traumatic stress disorder

*Corresponding author

INTRODUCTION

Life and death are traditional philosophical categories. Death is a difficult concept to understand because it includes a number of psychological, biological, socio-cultural and religious components. In religion, it has always been perceived not as the end, but as a path to transition to eternity. During a terminal illness, approaching death becomes an expected reality. Its presence radically transforms all aspects of being and the quality of life in general. In the first place comes the problem – the meaning of suffering. So, turning to the question of perception of death, J. Emery, in his thorough work on palliative care for children, focuses

on the fact that in regions where child mortality is high, people have developed "immunity" and do not treat this problem really empathically, and where it is rare-adults have correspondingly little experience of communicating on the issue under study and show fear of death [1].

In many foreign countries, the specific features of reporting disappointing news to a child depend on cultural, religious characteristics and traditions. In the United States of America, previously complex diagnoses were hidden from the family and the question of the possible choice of the treatment itself was not discussed. Over the

past thirty years, approaches to this issue have changed. American doctors openly provide information to parents about the child's condition and almost always report the diagnosis to the children themselves [2]. In Japan, paediatricians traditionally avoid directly discussing the specifics of treatment with both children and their parents, so as not to break faith in the success of treatment and maintain the child's inner resilience and courage [3].

In Ukrainian culture, the issue of death, especially of a child, is quite painful and limited for discussion. In general, parents believe that young children "have not grown up" to understand the phenomenon of death. Various observations and results of research show exactly the opposite. In particular, young children have a well-formed idea of death, which is supplemented and expanded with their development [4; 5]. Children who have experienced loss between the ages of three and six show a deeper understanding of death [6]. Cancer-stricken young patients experience death from the perspective of total pain/suffering [7]. Some children at the end stage of the disease feel that they are dying, even before they are informed about it, and very young children easily talk about it. For adults (parents, doctors), the most complicated issue is how to openly tell a child about his difficult diagnosis, incurable illness, or death. Family members motivated by the fear of loss and the desire to "not harm" the child's psyche, try to protect it from reality, avoid discussing this aspect in every possible way, which leads to a loss of trust in the child's parents, loneliness, increased deep fears, and can also provoke its acute traumatising. It is worth noting that for a seriously ill child, burdensome changes at the functional, personal, socio-psychological levels are real. In the process of rehabilitation of children at the end stage of the disease, in general, all work is focused on the treatment process and it is the psychological properties of the individual that are not sufficiently considered, which can contribute to the deterioration of health.

The studied problem becomes relevant and puts forward a number of primary existential questions, the answers to which are rooted in the psychological, medical, and philosophical spheres. In the scientific literature, the issues of children's experience and awareness of death are not sufficiently covered, since adults themselves are afraid of the problem of human transition, in the face of the sacred moment of death. There is also a lack of certain developments regarding the specific features of communicating disappointing news to a child, talking about death, its attitude to death, and the necessary methodological recommendations for parents to adapt them to the process of a child's death. This indicates the need to study the specific features of perception of death by a seriously ill child in the context of a terminal illness and develop a system of socio-psychological support for seriously ill children.

The purpose of the article lies in studying the specific features of the perception of death by a seriously ill child.

LITERATURE REVIEW

Analysis of recent studies and publications shows that the problem of the peculiarities of perception of death by a seriously ill child attracts the attention of doctors, psychologists, psychotherapists, teachers, social service specialists, etc. A significant contribution to the development of theory and practice on this topic was made by foreign scientists: D. Berman [8], J. Binnebezel [7], A. Gesell [8], I. Orbach, Y. Gross, and H. Glaubman [9], F. Ilg [8], N. Klipinina [2] and others. Given the complexity of the problem, research and works on this topic are already appearing in Ukrainian psychological science. In particular, it is considered by V. Zlyvko, and S. Lukomska [10], H. Katolyk [4], O. Riha and A. Penkov [11], M. Stulkovskaya [4].

A number of researchers prove that children's awareness of this event occurs through biological cognition, which is subsequently overlaid with spiritual elements that cause a difficult understanding of the biological reality of death [12]. Individual reactions of a child to the inevitability of transition primarily depend on the nature of his disease, its dynamics and psychological characteristics. In some cases, children expect death as salvation explained by the duration of the disease and pain intolerance.

The traditional concept of death perception is considered through the prism of a number of components: irreversibility/constancy (death is perceived as a permanent and irreversible state); inevitability/universality (all living things must die); application (awareness that only living beings die); termination (awareness of the cessation of bodily processes in the body after death); causality (understanding that death is a consequence of violations of body functions) [13]. V. Oaklander points out that Lenore Terr in his work "I'm too afraid to cry" describes the dynamics of children's grief through the phases of denial, protest, despair and problem solving [14]. The author of the concept of psychological assistance to patients at death, E. Kubler-Ross, identified five phases of acceptance of death, which can occur arbitrarily or selectively in a seriously ill person [15]:

- denial (first-heard information about an incurable disease is often not initially recognised, denied, or accepted by a person);
- protest (the patient tries to find a cause-and-effect relationship with the disease and, without a rational explanation, begins to resent, blame doctors, close people);
- "bargaining" (the patient tries to act in a compromise way: he seeks to change his own life, hoping for the best, give up bad habits, improve. These experiences are changeable and often accompanied by both redemption and the search for effective solutions);
- depression (the patient retires, his activity decreases, despair, uncertainty in the future appears, interest in life is lost);
- acceptance of death (the patient begins to realise and accept death).

It can be stated that children who are informed about the fact of death go through the same stages of its

acceptance as adults. At the same time, their period of acute grief is usually shorter. Very young children experience painful feelings of discomfort, but not shock, because they generally do not understand what happened, at the same time feel and react to the family atmosphere and features of interpersonal relationships. Depending on the age characteristics, the terminal stage of development of the disease, the level of intellectual development, and their own experience, these phases of death perception can manifest themselves differently in seriously ill children. The announcement of the diagnosis to them causes the same reactions as the news of death, which are transformed over time and manifest themselves in certain emotional reactions [16].

The article reproduces an attempt to analyse the features of the child's ideas about death at the end stage of the disease development, described in scientific sources, based on research interest in accordance with the chosen topic.

MATERIALS AND METHODS

The problem of changes in the child's personality under the condition of an established diagnosis of an incurable disease is both a complex two-way aspect of psychological research both in the context of experiencing loss and a component of the psychology of child personality development. These components determined the specific features of choosing the methodological foundations of research.

In accordance with the complex nature of the topic of the article and to better understand and deepen all the key aspects of the problem, a set of such scientific theoretical methods was applied in the work: analysis and synthesis, comparison, interrelation, systematisation and generalisation of scientific sources. Using the analysis method, scientific sources of foreign and Ukrainian scientists and practitioners were studied to identify the psychological features of the perception of death by a seriously ill child and justify the significance of the problem in modern conditions for doctors, parents, and teachers. The applied synthesis method contributed to the study of such psychological aspects of awareness of death by a child at the end stage of the disease development as emotional, behavioural and cognitive components of understanding the event, as a result of which the main views on the chosen topic were outlined. Important for achieving the results of the study was the use of the comparison method, which allowed comparing the scientific views of researchers regarding the specific features of perception of death by a seriously ill child at different age stages of its development. Thanks to the generalisation method, causal relationships are established and the basic features of the child's perception of death are determined.

The methodological basis of the research consists of scientific publications on medical, age, crisis psychology, and palliative and hospice medicine. The methodological basis of the work is the concept of E. Kubler-Ross on providing psychological assistance to patients at death and the theory of I. Binnebezel on the specific features of experiencing

death in children at the end stage of the disease [7; 15]. The applied research methods contributed to a consistent and clearly structured presentation of the material, helped to comprehensively and systematically demonstrate the results of a theoretical study on the key characteristics of a child's perception of death. They also allowed conducting a comprehensive and in-depth study on the selected issues. In general, the presented study was conducted considering the principles of a systematic approach (integrity, hierarchy of construction, structuring, multiplicity) and provided for a comprehensive study of theoretical constructs.

Based on a certain methodological basis, the study of the specific features of perception of death by a seriously ill child was conducted in several stages. At the first stage, scientific and psychological sources over the past five years were processed to confirm the relevance of the chosen topic and determine the purpose of the study. At the second stage, Ukrainian and foreign scientific publications on the age-related features of the perception of death by a seriously ill child were analysed. The main focus is on the interpretation of children's ideas about death. At this stage, the specific features of attitudes to the death of seriously ill children at the cognitive, emotional and behavioural levels were studied and key characteristics were systematised in accordance with their age development. The article also described changes in fundamental ideas about the constancy and safety of a child's life at the end stage of the disease and focused on rethinking the importance of life and mobilising internal resources. At the third stage, the results of the study were summarised and conclusions were drawn. The results obtained helped to outline the prospects for further research.

RESULTS AND DISCUSSION

Age-related features of death perception by a seriously ill child

Any person always has a premonition, knows the inevitability of their own death, the approach of which is accompanied by a complex of psychological changes that have their own characteristics at the terminal stage. Children, having a variety of plans for the future, most often live the entire spectrum of intense individual internal experiences in the realities of the inevitability of transition due to illness. In the future, this crisis situation can lead to changes through reconciliation with the inevitability and avoidance of any actions to combat the disease, complete indifference and isolation from the social environment, or through the mobilisation of internal forces for struggle and self-development.

The analysis of scientific sources indicates a variety of visions of scientists and practitioners on the outlined topic, each of which reveals a number of specific problematic aspects. In general, the development of a child's idea of death occurs along with its growth: from birth to adolescence. A. Penkov and O. Riha in their "Handbook for

parents of children with incurable diseases" focus on the fact that the child is a unique and independent person who has his own thoughts and judgments and has his own understanding of death, which depends on age changes and is determined by the level of his development, culture, close environment, religious confessions and his own life experience [11]. Researcher B. Kane points out that children who have experienced death-related events between the ages of three and six have a deeper understanding of death, and this exceeds the generally accepted ideas about the phenomenon in accordance with age-related cognitive development [6]. In the article "Children's ideas about death" *Stanford Children's Health* it is noted that each child has an individual idea of death, the formation of which is most influenced by past experience, age characteristics, emotional development and close environment. Also, modern cartoons, games, and books carry information about death. They influence the perception of death by a child and the feelings of adults, and their fear of death is often transmitted to children [17]. According to the results of the research, I. Orbach, Y. Gross, H. Glaubman and D. Berman state that the age, anxiety and cognitive abilities of children affect their general ideas about the death of animals and humans [9]. Understanding and perception of death by a child is formed based on their own experience according to the theory of J. Binnebezel: through cycles of sleep and wakefulness, separation from parents and existing fears, which can be enhanced by observing animals [7].

Let's take a closer look at *age-related features of perception of death by a seriously ill child*. Scientists G. Panagiotaki, G. Nobes, A. Ashraf, and H. Aubby note that at the age of three, children understand the irreversibility of death, and the child begins to realise the causal relationship by the age of eight [18]. Foreign researchers state that seven- or eight-year-olds begin to understand the definitive nature, irreversibility, and universality of the fact of death. There is an awareness of the causality of the phenomenon by children of ten to eleven years of age, which depends on their intellectual level of development [9]. The well-known fairy-tale therapist R. Tkach, referring to German researchers G. Brown and G. Polmeier, points out that children under the age of five have not yet developed a stable attitude to the irreversibility of death. In their understanding, to die is to continue to exist in another form of being. At the age of five, the child has an idea of separation, but he reacts to death with fear and internal protest. At the same time, there are cases when they show curiosity. In general, they perceive the fact of death as a dream and begin to realise that it differs from real life [19; 20]. Children of primary school age interpret death as a punishment for evil or as a natural end to life. Older preschool children have a clear idea of death. They often personalise it. The older preschooler already has a fairly clear idea of death [19; 20]. Ukrainian psychologists V. Zlyvko, S. Lukomska also demonstrate that children perceive death differently: up to five years they understand it as a temporary phenomenon or a dream; from six to nine years

they realise it as irreversible and do not perceive it as inevitable; from nine years and older they see both in it [10]. In this context, it is worth paying attention to the research of foreign researchers O. Gesell, F. Ilg, L. Ames [8]. They identify genetically determined stages in the development of a child's perception of death in the process of its development. Scientists state that at the age of one to three years, they have an unformed idea of death. At the age of four, information about death does not cause any emotional reaction in the child, but at the same time, it connects it with pain and sadness. At the age of five, the child is able to recognise the immobilized body and the irreversibility of the event. At the age of six, they begin to show emotions about the fact of death, curiosity about its causes and the rite of burial, and concern about the likely death of family members, especially their mother. At the same time, it does not correlate this with its own probability of death. At the age of seven, they have a greater interest in the reasons for this fact and funeral rites. At the age of eight, they begin to think about what will happen after death and to realise the inevitability of what happened. From the age of nine, the fear of death decreases with the awareness of its irreversibility. At the age of ten, they realistically perceive the fact itself and are not interested in its biological component [8].

Modern explanation of the vision of children's perception of death, presented in the article "Children's perception of death", is of particular interest [17]. It states that infants generally have no understanding of death. They only respond to separation from their parents, certain treatment procedures at the end stage of the disease, and changes in their usual daily routine [17]. Preschoolers may already be aware of the fear of adult death. They perceive it as a temporary event through fantastic stories from cartoons. Children of this age do not understand the constancy and irreversibility of the fact. Their loved ones have a significant influence on their perception of death. These children may ask questions about the fact and have feelings of guilt and shame. Seriously ill preschoolers may think that death is a punishment for their actions and do not understand why their parents could not protect them from the disease. The article notes that children of primary school age have more realistic ideas about death. They are able to perceive it and recognise the fact of irreversibility. They have an interest in the physical process of death and the events that follow. Children may have fears of their own death conditioned upon ignorance of what will happen to them later. It is this fact and separation from family members that are the main causes of fear of death of a child of primary school age [17]. It also describes the perception of death by adolescents. They are strongly influenced by the idea of death. Most of these children understand its irreversibility for everyone. If they are aware of their own fact of death, they can ask for religious or cultural rituals to be observed during burial. The main topic for them conditioned upon age characteristics is the feeling of immortality or liberation from it. For them, their own self-esteem becomes important [17]. So, we

see that there is some discrepancy in the views of researchers regarding the perception of death by a child at a certain age, including a seriously ill one. Their awareness of death, in general, is formed under the influence of their own experience and individual development, culture and religious confessions of their inner circle.

Characteristics of attitudes to the death of seriously ill children at the cognitive, emotional and behavioral levels

Let's try to outline *features of attitudes to the death of seriously ill children at the cognitive, emotional and behavioral levels*. Mexican scientists prove that cultural customs influence the development of cognitive and affective processes in children that are associated with death [21]. Ukrainian researchers M. Tomchuk, M. Yatsiuk focus on the fact that a child, in the event of a collision with a situation that he is not able to realise by the level of their own development, gets into emotionally difficult circumstances and faces a number of personal and social risks [22]. Notably, the announcement of the diagnosis to the child causes a similar reaction to the announcement of death and is manifested by shock, numbness, distrust and denial. Over time, they develop emotions of fear, anxiety, feelings of helplessness and anger ("why exactly did this happen to me?"). The message received may also cause feelings of resentment towards healthy people and children. Scientist P. Nykonenko, based on the research of T. Merilova, states that in the process of treatment, a patient with cancer shows suffering and various fears, especially loneliness and death, and before illness, pain, novelty and possible changes [23]. I. Binnebezel also points out the manifestations of fear of loneliness in the stories of seriously ill children [7, p. 298].

A number of foreign and Ukrainian researchers prove that the main cause of children's suffering is the fear of pain [4; 7-9]. It is established that during a single hospitalisation, the highest indicator of spiritual suffering and fear of pain is observed in children with cancer [4, p. 213-214]. Children at the end stage of the disease develop special ideas, accompanied by the emotion of fear and their own fantasies about the features of treatment and dynamics of the disease [4; 7]. Their emotions are most often reinforced by a lack of love and understanding from their loved ones. It should be stated that such cancer-stricken adolescents may show a tendency to suicide. Notably, prolonged illness causes traumatic emotional experiences in the child and depletion of the body's adaptive reserves, which as a result lead to the appearance of apathy and indifference in him. The prolonged stay of a seriously ill child in this state affects the reduction of needs, simplification of a number of emotions, the emergence of obsessive thoughts, and also leads to levelling of interests, disappointment in life, immersion in their own world of experiences, avoiding social connections. J. Binnebezel and H. Katolyk in their work "Palliative and hospice care: extra-medical multidimensional aspects" state that cancer-stricken children experiencing daily deaths of hospitalised children are characterised by four elements

of total pain, among which are: emotional experiences, social suffering and less significant are physical pain and spiritual suffering [7, p. 292]. The authors prove that in terminally ill children, emotional and spiritual suffering are intertwined and difficult to separate. In these patients, during the "interaction" with an incurable disease, the existence of a relationship with death arises, which is caused by the fear of death and the thirst for immortality, and directly affects the reorientation of the worldview to spirituality "from suffering to immortality". The researchers note that social suffering in these children explained by value and interpersonal changes manifests itself in the family, social and hospital spheres. Spiritual and social suffering in the subjects are also interrelated in the context of relation to death [4, p. 214; 7]. O. Bayer points out that parents' anxiety is transmitted to the child, especially to adolescents, conditioned upon their avoidance of reporting the established diagnosis. This fact also affects the violation of interpersonal relationships and emotional climate in the family [16]. Open conversations about death encourage preschoolers to make more positive assessments, do not cause sadness, but contribute to the expression of existing feelings [24]. That is, it is the close environment (parents, brothers, sisters, friends) of a seriously ill child that acts as certain energy, psychological, and spiritual buffer that helps him overcome the existing chaos of difficult internal experiences. However, this process can also generate the opposite side of the situation – a sick child demonstrating his own courage, faith in recovery initiates and transforms "life on a par with death". There is a certain symbiosis of joint living of being and transition through awareness, expanding the boundaries of eternal questions. A. Bayer also notes that long-term illness conditioned upon existing mental deprivation affects the development of personality and can lead to the appearance of symptoms of post-traumatic stress disorder (PTSD). A seriously ill child has recurring dreams and worries due to the influx of heavy memories of the disease, increased sensitivity to external influences, impulsivity, conflict and misunderstandings with peers [16].

The emotions of seriously ill people are often filled with sadness, grief, and fear. In older children, sadness is accompanied by pleasant memories of the past and uncertainty about their own future. The emotion of grief causes self-pity contributes to the emergence of feelings of loneliness, and also, as a result, affects the separation of life before and after illness. A child's mental development affects the depth, duration, and immersion in feelings of grief. Researcher O. Aleksandrova focuses on the fact that a sick child, keeping his own experiences "in himself", becomes more depressed, withdrawn and this affects his physical state of health [25]. In adolescents, the fact that they realise their own death can lead to frustration explained by the inability to achieve their goals and lead to personal changes. They may have feelings of loneliness, anger, and fear that arise during treatment [17]. The famous scientist psychologist I. Yalom in his work "Existential psychotherapy"

demonstrates the protective mechanisms used by children of different ages to control their own anxiety caused by the fear of death: denial of death, which is a temporary state or sleep; belief in the invulnerability of the "I"; belief in a saviour who can restore the child's life; denial of death in children and personification of death [26]. So, based on the results of research of scientific works, it can be concluded that in seriously ill children, understanding of death is expressed by a number of emotional, cognitive and behavioural manifestations. They also have symptoms of post-traumatic stress disorder and mechanisms of psychological protection.

Key emotional, cognitive and behavioural aspects of the perception of death by seriously ill children that are characteristic of a certain age period

Let's try to describe the emotional, cognitive, and behavioural aspects in more detail *perception of death* seriously ill children, considering their age characteristics. The authors of the article "Children's idea of death" indicate that infants who begin to walk are able to feel the emotions of the environment (anxiety, fear), which have a depressed mood, manifestations of sadness, anger [17]. Researcher O. Aleksandrova also notes that children aged six to eighteen months are able to show sadness and melancholy. They are aware of the fact itself as a temporary absence or separation and are able to respond to the mood and emotions of parents associated with the state of health of a seriously ill child. In general, their behaviour is characterised by unwillingness to remain without their parents and their attention, expressed by crying, manifestations of aggression against those people who are close to them. These children strive for comfort and comfortable living conditions [25]. The emotional state of children aged eighteen months to five years is characterised by confusion and guilt and depends entirely on the attitude of parents to the situation with their state of Health. The child's awareness of the fact of transition can manifest itself in his fear of his own state of health and safety. Seriously ill children of this age are characterised by egocentricity, faith in their own "magical" thoughts, which, in their opinion, can change the "course" of events [25]. The researcher states that preschoolers aged four to five years consider themselves strong, but show fear, feelings of weakness and helplessness, which they compensate for with their own fantasies. Their

behaviour is characterised by isolation, demanding of others, some irritability, and sleep or appetite disorders and a need for soft toys [25]. Foreign researchers note that in preschoolers, sleep and eating disorders, anxiety, emotional and behavioural changes [27] can be aggravated by inadequate adult responses explained by insufficient discussion of separation and death issues [28]. They are able to show aggression in games. They may also have psychosomatic disorders of the gastrointestinal tract: stomach pain [25]. Most children between the ages of five and nine perceive death as something final for all living things but do not believe that this event will affect them personally. They are able to reassure themselves that they can avoid it thanks to their own ingenuity. Children of this age usually personify death, which can lead to sleep disorders. Having a certain life experience, they are able to freely express their feelings about the fact of loss and experience an increased sense of guilt. They are characterised by the ability to control their own feelings to a certain extent, hide tears for fear of losing self-control or upsetting their parents, and show a caring attitude towards their mother or younger family members. Among psychosomatic disorders, abdominal pain is most often observed [25]. Starting from the age of nine or ten and up to the older adolescence, children are able to overcome their fear by learning philosophical ideas about life and death, the existential meaning of life. When faced with loss, they have a sense of anxiety and may show regression in childhood fears, to Aesopian behaviour and "magical" thoughts. Psychosomatic disorders are similar to those in younger children. Seriously ill children are internally traumatised, although outwardly they show Independence, show anger and irritability [25]. A. Aleksandrova points out that children of older adolescence have an almost formed concept of understanding death. In general, their behaviour is characterised by denial of the fact of death with an emphasis on adult perception, there is an increase in fear of their own death, manifestations of depression and isolation, as well as risky behaviour and unconscious searches for physical reassurance, which can also have a sexual character [25].

So, based on the results of the analysis, we can distinguish the following main features of the perception of death by seriously ill children in accordance with cognitive, emotional and behavioural aspects (Table 1).

Table 1. Features of perception of death by seriously ill children

Child's age	Cognitive aspect	Emotional aspect	Behavioral aspect
Infants	They don't understand what death is	Fear, sadness, anger, depressed mood	They feel the emotional state of adults and react to them
6-18 months	Death is recognised as a temporary absence or separation	Fear, sadness	They respond to the mood and emotions of their parents. They want to be with their parents and need their attention. They express their demands through crying, showing aggression to other loved ones. They need comfort and comfortable conditions of stay

Table 1, Continued

Child's age	Cognitive aspect	Emotional aspect	Behavioral aspect
Infants	They don't understand what death is	Fear, sadness, anger, depressed mood	They feel the emotional state of adults and react to them
18 months – 5 y.	They are aware of the fact of transition and begin to show the ability to discuss the issue of separation and death	Guilt and various fears, including fear for their own health	They show confusion, which is a consequence of the internal state of their parents. It is characterised by egocentrism, belief in one's own "magical" thoughts. There is isolation, demanding of others, irritability, possible sleep or appetite disorders. There is a need for soft toys. With growing up, they begin to consider themselves strong, but show fear, a sense of weakness and helplessness
5-9 y.	They perceive death as something finite for all living things, but they believe that it will "bypass them". They tend to personify death. They are able to freely express their own feelings about the fact of death	They have an increased sense of guilt, fear of losing self-control	They are able to control their own feelings to a certain extent, hide emotions. show respect for significant others
9-10 y. – 13 y.	Knowledge of philosophical ideas about life and death	Fears, anxiety	They are able to overcome fear, demonstrate independence, anger, and irritability
Teenagers	They have a well-formed concept of understanding death, show frustration conditioned upon the inability to realise their own goals	Anger, fear of their own death	Behavior is characterised by denial of the fact of death. Isolation, depression, and a tendency to risky behavior are manifested

Characteristics of ideas about the constancy and safety of life of a seriously ill child

In this context, it is worth paying attention to the fact that in a child, information about the approach of death can lead to *changes in fundamental ideas about the constancy and safety of life*. A serious medical condition affects the significance of each minute and understanding its value. Conditioned upon the approach of death, a seriously ill child is able to delve more into his own inner world of experiences and more deeply realise his uniqueness and uniqueness. The proximity of this event helps to express themselves fully, to get rid of everything superfluous. The child's awareness of his own fear affects his acceptance and direction in a positive direction (self-development, creativity). That is, a meeting with their own experiences and rethinking them and their own life situation, a deeper understanding of themselves – can lead a seriously ill child to spiritual growth and personal development.

In her monograph "Psychology of life crisis", T. Titarenko also focuses on the fact that many people at the end stage of the disease are able to overcome their own suffering and find a meaning that contributes to the transformation

of the internal and external world and develops a special interpersonal microclimate. She calls it the paradox of resonance of the inner and higher, past and present [29, p. 319].

Foreign researchers J. Milam, A. Ritt-Olson, and J. Unger note that it is older adolescents who are more likely to indicate positive changes than younger children. In their opinion, late adolescence is optimal for the occurrence of post-traumatic growth [30]. Scientists V. Helgeson, K. Reynolds, P. Tomich point out that the ability to self-analyse is developed in children at the age of eleven [31].

A. Alexandrova in her book "Illness and death. Conversations with a psychologist about stress" describes the life event of a fourteen-year-old girl Marzhana, who had an oncological diagnosis. A seriously ill child, having constant intense pain and rapid fatigue, realised his own cherished dream. She, with the help of friends and volunteers, organised a personal photo exhibition of her own amazing photographs, mainly in the portrait genre, and recorded a video appeal to everyone who could hear her. The girl analysing what happened to her indicates that the experience and knowledge gained exceeded the value of her life as a whole. She advised everyone to make the most of their opportunities

through love, ethics, and happiness. The teenager emphasised that the disease teaches faith, hope and resilience through pain, despite uncertainty and fears [25].

A. Kholmogorova, A. Sergienko, and A. Gerasimova assign a special role to parents in the post-traumatic growth of seriously ill children [32]. Based on the results of their own experimental research, they state that parents who support the child's initiative and have good emotional contact with him are able to celebrate the positive moments of his life, have self-confidence and show readiness to overcome difficulties. These parents also focus less on the negative aspects of life, avoid self-blame, pessimistic attitudes about the future [32, p. 21-22]. Researchers V. Kotuna, M. Jelinek, M. Blatny, and T. Kepak believe that warm interpersonal relationships have a number of advantages in traumatic experiences and are crucial in helping children who have survived cancer [33]. H. Sharp, V. Willard, S. Barnes point out that it is parental support, reassurance and distraction from the child's health problem that acts as a mechanism that affects the appearance of post-traumatic growth of cancer-stricken adolescents [34]. That is, it can be argued that it is parental support and acceptance of a difficult crisis situation that contribute to their rethinking of complex life experiences and developing new behaviours that serve as the basis and meaning of their own life and are an example for a seriously ill child.

It can be argued that the direct perception of death by a child can affect the appearance of post-traumatic stress disorder or push him to rethink the existential meaning of life. Parental support plays a crucial role in the emergence of the post-traumatic growth of a seriously ill child.

CONCLUSIONS

So, in the process of theoretical analysis of scientific sources, the specific features of perception of death by a seriously ill

child are considered. It is established that children, like adults, go through certain stages of acceptance of death. At the same time, they have certain differences in the process of passing these stages compared to adults. Direct communication of the diagnosis to a child causes a similar reaction to the message of death. In a child, in particular, a seriously ill person, the development of an idea of death occurs along with his growth, depends on his life experience and age characteristics, and as the level of culture of the inner circle and their religious confessions affect him. It is established that the direct feelings of adults and their fear of the death of a child are often transmitted to young patients and affect their perception of this fact. Differences in the views of scientists regarding the age-related features of the perception of death by a seriously ill child are revealed. In general, researchers point to the determinism of the stages of development of perception of death by a child. The key features of the perception of death by seriously ill children in accordance with cognitive, emotional and behavioural aspects are highlighted. It is determined that prolonged illness causes traumatic emotional experiences and depletion of the body's adaptive reserves in the child. Direct mental development of children affects the depth and duration of their experiences, and their immersion in their own feelings of grief and grief. A debilitating disease can cause a child to develop symptoms of post-traumatic stress disorder. Also, information about the approach of death can cause changes in the child's own fundamental ideas about the constancy and safety of life.

The prospect of further research is to develop methodological recommendations for parents and doctors on the specifics of supporting a seriously ill child, considering his "picture of the world", personality to improve life and saturate it with meaning.

REFERENCES

- [1] Emery, J. (2017). *Truly useful guide to pediatric palliative care for doctors and nurses around the world*. Moscow: Prospect.
- [2] Klipinina, N.V., Khain, A.E., & Kudryavitskiy, A.R. (2014). Doctor-family-patient communication in pediatric oncology/hematology: Diagnosis and treatment disclosure. *Counseling Psychology and Psychotherapy*, 1, 127-155.
- [3] Parsons, S. K., Saiki-Craighill, S., Mayer, D., Sullivan, A., Jeruss, S., Terrin, N., Tighiouart, H., Nakagawa, K., Iwata, Y., Hara, J., Graie, H., & Block, S. (2007). Telling children and adolescents about their cancer diagnosis: Cross-cultural comparison between pediatric oncologist in the US and Japan. *Psycho-Oncology*, 16(1), 60-68.
- [4] Katolyk, H., & Stulkiwska, M. (2020). Children's perception of death: Age and pain aspects. *Social & Legal Studies*, 2(8), 210-217.
- [5] Speece, M.W., & Brent, S.B. (1992). The acquisition of a mature understanding of three components of the concept of death. *Death Studies*, 16(3), 211-229.
- [6] Kane, B. (1979). Children's concepts of death. *The Journal of Genetic Psychology*, 134(1), 141-153.
- [7] Binnebezel, J., & Katolyk, H. (Eds.). (2018). *Palliative and hospice care*. Lviv: Ukrainian Catholic University.
- [8] Gesell, A., Ilg, F.L., & Ames, L.B. (1977). *The child from five to ten*. New York: Harper & Row.
- [9] Orbach, I., Gross, Y., Glaubman, H., & Berman, D. (1985). Children's perception of death in humans and animals as a function of age, anxiety and cognitive ability. *Journal of Child Psychology and Psychiatry*, 26(3), 453-463.
- [10] Zlyvkov, V.L., & Lukomska, S.O. (2017). *The list of Hippocrates*. Nizhyn: PP Lysenko M.M.
- [11] Penkov, A.Yu., & Riha, O.O. (2017). *What to talk to the child*. Kharkiv: Vodnyi Spektr GMP.

- [12] Legare, C.H., Evans, E.M., Rosengren, K.S., & Harris, P.L. (2012). The coexistence of natural and supernatural explanations across cultures and development. *Child Development*, 83(3), 779-793.
- [13] Slaughter, V. (2005). Young children's understanding of death. *Australian Psychologist*, 40(3), 179-186.
- [14] Oaklander, V. (2007). *Windows to our children*. Moscow: Nezavisimaya firma "Klass".
- [15] Kubler-Ross, E. (2001). *About death and dying*. Moscow-Kyiv: Sofia.
- [16] Bayer, O.O. (2010). *Life crises of the individual*. Dnipro: Oles Honchar Dnipro National University.
- [17] A child's concept of death. Stanford children's health. (n.d.). Retrieved from <https://www.stanfordchildrens.org/en/topic/default?id=a-childs-concept-of-death-90-P03044>.
- [18] Panagiotaki, G., Nobes, G., Ashraf, A., & Aubby, H. (2015). British and Pakistani children's understanding of death: Cultural and developmental influences. *British Journal of Developmental Psychology*, 33(1), 31-44.
- [19] Vasilets, O., & Obuhov, Ya. (1998). If a child does not want to live. *Narodnoe Obrazovanie*, 9-10, 15-18.
- [20] Tkach, R.M. (2008). *Fairytale therapy of children's problems*. Saint Petersburg: Rech.
- [21] Gutiérrez, I.T., Menendez, D., Jiang, M.J., Hernandez, I.G., Miller, P., & Rosengren, K.S. (2020). Embracing death: Mexican parent and child perspectives on death. *Child Development*, 91(2), 491-511.
- [22] Tomchuk, M.I., & Yatsiuk, M.V. (2016). *Socio-psychological support for children experiencing parental loss*. Vinnytsia: PHEE "Vinnytsia Academy of Continuing Education".
- [23] Nykonenko, Yu.P. (Ed.). (2016). *Clinical psychology*. Kyiv: KNT.
- [24] Schonfeld, D.J., & Demaria, T. (2016). Supporting the grieving child and family. *Pediatrics*, 138(3), article number e20162147.
- [25] Aleksandrova, O.V. (2015). *Disease and death. Talking to a psychologist about stress*. Saint Petersburg: Mikhail Fursov Printing House.
- [26] Yalom, I.D. (1980). *Existential psychotherapy* (1st ed.). New York: Basic Books.
- [27] Bugge, K.E., Darbyshire, P., Rokholt, E.G., Haugstvedt, K.T.S., & Helseth, S. (2014). Young children's grief: Parents' understanding and coping. *Death Studies*, 38(1-5), 36-43.
- [28] Renaud, S.-J., Engarhos, P., Schleifer, M., & Talwar, V. (2015). Children's earliest experiences with death: Circumstances, conversations, explanations, and parental satisfaction. *Infant and Child Development*, 24(2), 157-174.
- [29] Titarenko, T.M. (1998). *Psychology of life crisis*. Kyiv: Agropromvydav Ukrainy.
- [30] Milam, J.E., Ritt-Olson, A., & Unger, J.B. (2004). Posttraumatic growth among adolescents. *Journal of Adolescent Research*, 19(2), 192-204. doi: 10.1177/0743558403258273.
- [31] Helgeson, V., Reynolds, K., & Tomich, P. (2006). A meta-analytic review of benefit finding and growth. *Journal of Consulting and Clinical Psychology*, 74(5), 797-816. doi: 10.1037/0022-006X.74.5.797.
- [32] Kholmogorova, A.B., Sergienko, A.I., & Gerasimova, A.A. (2020). Setting to support the child's subjective position and post-traumatic growth in parents of children with disabilities. *Cultural-Historical Psychology*, 16(1), 13-24. doi: 10.17759/chp.202016010.
- [33] Koutná, V., Jelínek, M., Blatný, M., & Kepák, T. (2017). Predictors of posttraumatic stress and posttraumatic growth in childhood cancer survivors. *Cancers (Basel)*, 9(3), 26. doi: 10.3390/cancers9030026.
- [34] Howard Sharp K.M., Willard, V.W., Barnes, S., Tillery, R., Long A., Phipps S. (2016). Emotion socialization in the context of childhood cancer: Perceptions of parental support promotes posttraumatic growth. *Journal of Pediatric Psychology*, 42(1), 95-103. doi: 10.1093/jpepsy/jsw062.

Людмила Володимирівна П'янківська¹, Тетяна Борисівна Кодлубовська²

¹Державний науково-дослідний інститут МВС України
01011, пров. Є. Гуцала, 4А, м. Київ, Україна

²Національний університет охорони здоров'я імені П.Л. Шупика
04112, вул. Дорогожицька, 9, м. Київ, Україна

Особливості сприйняття смерті тяжкохворою дитиною

Анотація. Актуальність дослідження зумовлюється недостатнім висвітленням питання переживання й усвідомлення смерті тяжкохворими дітьми. Досліджувана проблематика загалом стосується базових екзистенційних питань особистості дитини та її батьків й потребує певних напрацювань щодо особливостей повідомлення дитині невістної новини, ведення з нею розмови про смерть і безпосереднього сприйняття цього факту, а також певної побудови сімейних стосунків. Метою статті є дослідження особливостей сприйняття смерті тяжкохворою дитиною. Автори задля досягнення мети опираються на методологію системного підходу та використовують комплекс наукових методів, серед яких аналіз, синтез, взаємозв'язок, порівняння, а також систематизація і узагальнення. Установлено, що сприйняття смерті тяжкохворою дитиною залежить від вікових особливостей, термінальної стадії розвитку захворювання, рівня інтелектуального розвитку, наявного власного досвіду. Проаналізовано наукові джерела та продемонстровано вікові особливості сприйняття смерті тяжкохворою дитиною. Виокремлено психологічні складові щодо усвідомлення й розуміння факту смерті дитиною на термінальній стадії розвитку захворювання з урахуванням її віку. Охарактеризовано особливості ставлення до смерті тяжкохворих дітей на когнітивному, емоційному та поведінковому рівнях. Продemonстровано, що інформація про наближення смерті здатна призводити до змін фундаментальних уявлень про постійність і безпеку життя дитини. Перспективи подальших досліджень зосереджені на розробці методичних рекомендацій батькам і лікарям щодо підтримки тяжкохворої дитини з урахуванням її «картини світу», індивідуальності задля насичення позитивними моментами життя

Ключові слова: фази сприйняття смерті, вікові особливості, емоційний стан, поведінковий і когнітивний аспект, страх, тривожність, посттравматичний стресовий розлад

UDC 378.937

DOI: 10.52534/msu-pp.7(4).2021.96-103

Kateryna M. Pylypiuk*

Odessa National Maritime University

65029, 34 Mechnikov Str., Odesa, Ukraine

Means of Optimising the Development of Critical Thinking of Students in German Universities

Article's History:

Received: 20.09.2021

Revised: 21.10.2021

Accepted: 22.11.2021

Suggested Citation:

Pylypiuk, K.M. (2021). Means of optimising the development of critical thinking of students in German universities. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 7(4), 96-103.

Abstract. The issue of developing and optimising critical thinking among students is on the agenda when developing programmes for the improvement of higher education systems. This aspect has become particularly relevant in the European space, in particular in Germany, which is explained by the priority of educating students and the development of such important skills as rapid response to a problem, its effective solution, as well as cognitive flexibility of the individual in critical situations. The purpose of this paper is to analyse the experience of Germany in the context of using tools to optimise the development of students' critical thinking, as well as to create recommendations for the development of the higher education system in Ukraine based on the results obtained. To achieve this purpose, the following scientific methods and tools were used in the course of the research: functional and dialectical approaches, method of logical analysis, synthesis, comparative analysis, analysis of scientific literature. The paper provides an overview of the general principles and scientific positions regarding the interpretation of the concept of "critical thinking", its nature and features. A comprehensive analysis of the tools and mechanisms that are actively used at this stage in German universities for the development of critical thinking among students is provided. Positive aspects from the experience of this country are identified and a strategy for their implementation in the activities of Ukrainian universities is formed. The prospects for further research are the implementation of a comparative analysis of modern mechanisms for optimising the process of students' critical thinking development used in universities of the United States of America and France. The practical significance of the study is conditioned upon the priority of its use in higher education reform in Ukraine and is also an important element in the development of methodological materials for teachers

Keywords: students' consciousness, higher education, strategy, reflexive thinking, teamwork

*Corresponding author

INTRODUCTION

The presence of critical thinking plays an important role both in the student's learning process and directly in the implementation of their professional skills. The process of its development and consolidation in the consciousness of an individual is quite long and time-consuming since it requires the correct selection of means for its implementation. This is why it is necessary to analyse the existing and widespread mechanisms and tools used in higher educational institutions in Germany to determine their advantages and apply them in the future during the reform of Ukrainian universities [1].

To fully consider and study the issue, it is necessary first of all to identify the essence and direct content of the concept of critical thinking. Thus, this concept covers a multi-stage mental process that begins with attracting information

and ends with making a decision [2]. In addition, it can be described as a system of judgments, which primarily allows studying information in such a way as to make rational and effective decisions based on it [3; 4]. Based on the above analysis of the concept of critical thinking, it can be agreed that it is certainly one of the most important qualities of every person, regardless of their profession, age and gender. However, for the student, this personal quality is a priority, since it allows not only more thoroughly acquiring knowledge but also reproducing it more effectively [5]. Notably, in the process of critical reflection on a particular issue, the subject of thinking, namely the student, has the opportunity to come to the identification of such aspects that previously were invisible to them. Based on this, it can be stated that as

a result of this process, the primary idea of objects or processes can be confirmed, enriched, and concretised, or vice versa – change dramatically. Thus, critical thinking is characterised by the process of self-improvement, accompanied by scientific, technical and social progress [6].

As for Germany, most scientists there focus on the fact that critical thinking involves reflection and understanding of how knowledge is formed and consolidated [7]. In German universities, critical thinking skills are developed in the context of reflecting practical experience and practical projects, which are reflected in the process of developing new methodological recommendations. In addition, critical thinking in the field of higher education in this country actualises students' ability to adapt to new content and order of work, which, as a result, makes the learning process accessible for rational rethinking [8]. Notably, it makes it necessary to use such auxiliary tools and mechanisms as mathematical modelling, computer technology, mass media, heuristics, empirical testing, and project management [9].

Thus, the paper considers a still unexplored issue in scientific doctrine, namely the process of forming and consolidating critical thinking in the context of using special tools and methods, in particular in German universities. Based on this, *the main purpose* of the paper is to consider and evaluate modern mechanisms and systems underlying the educational process at German universities, as well as effectiveness of their impact on the process of forming and improving critical thinking skills among students. To achieve this purpose, the paper defines *the following tasks*: to establish the nature and features of the concept of critical thinking, to determine its features and properties, to study the features of the development and consolidation of such thinking among students, to analyse the position of German scientists on this issue, to consider the means that are actively used in German universities to develop this quality in students, as well as to form an effective strategy for introducing positive German experience in the process of reforming the higher education system in Ukraine.

MATERIALS AND METHODS

Since the issue under study is quite broad in its content and essence, a number of scientific and methodological tools and methods were used to consider it in the paper, in particular methodological approaches and methods for scientific research. Thus, to prepare and start the work, a functional approach was applied, which in turn allowed forming a purpose of the study, determining the necessary tasks, and developing a research plan. In addition, it should be noted that this approach provided the development of stages in the paper, which, accordingly, allowed considering the entire scope of the issue in depth. As for the dialectical approach, it is responsible for the logical structure of research since it is carried out from the general to the particular. That is, the beginning of the paper covers theoretical foundations of the issue, in particular the concept of critical thinking, and the end – the process of its development in the minds of German university students.

In addition, the method of logical analysis is extremely important in the paper since it helped to divide the general question into separate components, namely the concept of critical thinking, existing tools for optimising its development among students, and the use of such tools in German universities. Thus, based on this division, each element of the subject under study was analysed. Based on the synthesis method, a connection was established between the various components of this issue, namely, the properties of forming students' critical thinking in German universities were determined and modern approaches in this country to the priority of consolidating such thinking in future specialists from each industry were considered. As for the method of comparative analysis, the experience of Germany and Ukraine was compared on its basis and the common and distinctive features inherent in these countries were determined accordingly. In addition, due to its use, the role of students' critical thinking in the implementation of their professional skills was determined. As for the theoretical basis, it directly depends on the method of analysing scientific literature since it allowed studying and considering a number of relevant scientific materials and sources, which, accordingly, allowed analysing the current views of both Ukrainian and German scientists on this issue and forming the authors' own position.

The work was carried out in three stages, namely:

1. At the first stage, the structure and work plan were formed, the main issues that need to be considered were identified, and the purposes and objectives of the study were established. In addition, a theoretical component of the paper was considered, that is, the concept of critical thinking was analysed and its main features, properties and characteristics were established.
2. The second stage considered the issue from the practical standpoint, in particular, the experience of German universities was analysed and the main means for forming critical thinking among students were considered.
3. At the third stage, the results obtained were studied, based on which concise conclusions were formed, as well as recommendations for the development of the higher education system in Ukraine in the context of optimising the development of critical thinking among educational applicants.

RESULTS AND DISCUSSION

Theoretical aspects and features of the process of forming students' critical thinking

The ability to think critically has always been extremely important for every social group of people, including students, and in modern conditions it is virtually impossible to survive without critical thinking. Thus, the decisions that citizens make as individuals and as members of society relate to completely different spheres of life, in particular the economy, the conservation of natural resources, or the development of nuclear weapons, which for their part affects future generations around the world. As for students, this group of people actively applies critical thinking skills both in the course of mastering educational material and during its reproduction and control [10]. In addition, the priority of the process of forming

critical thinking among students is also conditioned upon the need to make various decisions on a number of important issues, which, for their part, are of both local (university) and private (personal) character [11].

Considering the emergence of the issue of consolidating critical thinking among students, it should be noted that teachers, politicians and the public began to pay serious attention to it only in the last few years [7; 12]. Admittedly, this process is associated with the trend of reforming and improving the higher education system, based on which research on this phenomenon began, as well as factors that influence the development of students' critical thinking [9]. Referring to the meaning and essence of the concept of students' critical thinking, it can be defined as a set of knowledge, skills and dispositions that allow rationally analysing and evaluating information for reasoned decision-making. As for the main properties of critical thinking, they should include the following skills: make logical conclusions, make reasonable and rational decisions, evaluate the positive and negative manifestations of both the information received and the thought process itself, and direct efforts to obtain maximum results [13]. Based on this list, it should be stated that the main purpose of universities, in particular German ones, in the context of the development and consolidation of critical thinking among educational applicants, is the development of such students who can analyse social principles and develop the latest ideas to improve existing scientific achievements and developments; creative thinking; the development of a new culture and new humane values among young people. Thus, it can be argued that critical thinking is to some extent associated with reflexive thinking since it is the main quality of the former.

In addition, it is necessary to pay attention to the position of German scientists who believe that critical thinking to a certain extent contributes to the implementation of reflection by the student, and also provokes the development and awareness of how knowledge is fixed and then reproduced in the course of professional activity [14; 15]. As for the higher education system, namely German universities, they are characterised by the fact that the development of critical thinking in a student occurs during the reflection of their practical experience, developed practical projects, which are translated into the development of new methodological recommendations. Moreover, critical thinking in the context of German higher education contributes to the actualisation of the ability to adapt to new content and schedule, which, accordingly, makes it convenient for effective rethinking [16]. Notably, it is quite common for this process to use various tools that allow developing student's critical thinking skills, depending on the chosen professional specialisation. Such auxiliary tools can include programmes for mathematical design, various types of modern computer equipment, mass media, empirical testing and development of research projects. Notably, in Germany, critical thinking is considered part of a social process, the development of which, in turn, requires a separate educational community,

in which various forms of thinking, attitudes and values are developed accordingly [17].

It is necessary to pay attention to the fact that German universities have established that the seminar is the main means of integrating and implementing research in the course of training [18]. Based on this, to form and improve students' critical thinking, teachers are using various online encyclopedias, discussion forums, and computerised systems at seminars. In addition, various kinds of practice-oriented activities are becoming increasingly widespread and important, which, in turn, determine the implementation of project work both in the context of student-student and student-teacher. The relevance of a tool for optimising the development of critical thinking among students is provided for by the fact that the preparation of such projects allows developing and improving the collective and creative activities of future specialists [19]. In addition, the analysis of the development of critical thinking in German universities allows stating that this concept is disclosed there mainly in the context of a multidimensional and systematic academic discipline, which, for its part, is designed to master students' skills in constructing and evaluating correct arguments. In addition, it should be noted that a critical person should certainly take care that their views and decisions are clearly formed and logically substantiated. It is why the student needs to strive to search for new hypotheses and statements, alternative explanations, sources, conclusions; to be well informed in various subjects; to consider the opinions of opponents, those that are different from their own; to expand their worldview, as well as to strive for versatile awareness. Moreover, German educational approaches are based on the fact that a person who accordingly has a developed critical thinking is fully capable of clearly projecting both their position and the position of others, namely: clearly and accurately aware of the content of what is said and written, considering the features of the situation; concentrate on a particular formed conclusion or question, strive to adhere to the main topic of conversation; seek and take initiative in the course of substantiating their own position, while considering the whole situation in general, as well as understand their own beliefs [13; 20].

Notably, an important role in the development of critical thinking among students belongs to logic, in particular in the context of a philosophical discipline, which, for its part, develops the correct train of thought. Based on this, it is advisable to consider the technology of developing critical thinking as integrating one. This is explained by the fact that it contains the best practices and methods of many philosophical technologies, namely: it forms and improves both the student's thinking and communication abilities, as well as strengthens the skills of an individual's independent work. This philosophical method is used in higher educational institutions in Germany as one of the means to optimise the development of critical thinking among students [21]. It is characteristic of this country that many seminars and lectures are held directly in the form of dialogue and discussions. Thus,

this approach allows teaching students various methods and tools for solving different problems, analysing them and using a creative approach in the course of substantiating their position and behaviour, as well as critically perceive reality [22].

Thus, at the methodological level, the technology and means for the development and consolidation of critical thinking fit into a single system of philosophical techniques and strategies, which, in turn, cooperate with the available methodological techniques depending on the chosen specialisation of the student. In addition, the main purpose of modern higher education is to form an innovative personality that can fully adapt to the conditions of a constantly changing world. This is why the use of various methods and tools for the development of critical thinking in educational applicants in the course of training is necessary for improving the higher education system since these techniques contribute not only to the assimilation of knowledge but also to the development of critical and reflexive thinking, which are necessary qualities of a competent specialist in each industry [23].

Modern means of optimising the development of critical thinking among German university students

Having considered the theoretical component of the paper, as well as having studied the features of such a process as the development of students' critical thinking, it would be advisable to study modern methods and means for its implementation used in Germany. In addition, this process will allow determining the level of effectiveness of such tools, which as a result will be useful for forming recommendations for the development of the higher education system in Ukraine, in particular, in the context of preparation of training programmes aimed at developing students' critical thinking. Therefore, one of the most common ways to develop critical thinking is to use dialogue. This is explained by the fact that when organising the educational process of various disciplines, a teacher needs to actively use dialogics since this approach contributes to the full development of student's critical thinking and even an improvement in the quality of training. In addition, when the teacher asks students certain questions aimed at understanding both new and previously studied material, these actions contribute to the systematic and effective assimilation of the entire course. Thus, the teacher to a certain extent helps students not only to master new material but also to connect it with previously studied information to comprehend and rethink the information received [24].

However, when a teacher uses such a tool to optimise the development of students' critical thinking, it should be noted that it is necessary to choose special questions for its effective result. This is conditioned upon the fact that during the dialogue it is necessary to get not just reproductive feedback but also to establish complete communication, which will help to examine and explore the educational material being studied more deeply [9; 25]. In addition, during communication between the teacher and the student, both one and the other have the opportunity, in the context of discussion and acquisition of new knowledge, to be critical of

previously studied and known, which accordingly provokes these individuals to engage in scientific and cognitive activities and explore such contradictory phenomena or objects.

Notably, the above questions should have a special form, which will encourage the student to rethink the information received, as well as concretise or practically apply it in the future. In addition, the use of such a tool as dialogue for the development of critical thinking among German university students is aimed at developing their ability to predict, find relationships between the concepts, phenomena, or objects under study [26]. Thus, based on the use of a separate system of such questions, the teacher has the opportunity to help students be critical of both new and previously learnt information, including those obtained from textbooks or online resources [27].

The above forms of questions that provoke the development of student's critical thinking can be divided into several groups. Thus, such a question as "Give an example..." is aimed at concretising the student's existing knowledge, as well as abstracting them from previously known phenomena that are similar to a particular subject of discussion. Based on the question "How can one use...", the information obtained is summarised, as well as assumptions and analysis of the future practical implementation of the obtained data and skills. Due to the question "What happens if...", the student has the opportunity to form their own assumptions, hypotheses, ideas and views, which certainly provoke their involvement in educational and cognitive activities. Due to such a question from the teacher as "What is meant by...", the student's mind analyses the information obtained, as well as concretises it, which is an extremely important process in the context of critical thinking development [28].

After analysing these examples, it is necessary to identify the distinctive feature inherent in the use of dialogue in German universities. Thus, the process of forming and asking a question is aimed at ensuring that the students can independently or with the help of a teacher get to its essence, and most importantly, provide a correct and thorough answer. In addition, they should also freely ask themselves and others questions that will help to establish stable connections in the course of solving a problem or complex issue that is interesting to them, that is, not to avoid such tasks, but to explain to themselves and others how to solve it [29]. As for the teacher, during the seminar, they mostly only choose the route of the dialogue and set ways for its development [30]. Therewith, another advantage of German universities in the development of critical thinking among students is that such dialogics does not imply uncontrolled expression of student's own position, opinion or view, that is, when they want it. Thus, this process is regulated, in particular, the teacher at their own discretion allocates a certain period of time at the seminar, during which students can freely discuss, ask questions and answer them. In addition, the advantage of using such a tool is that the teacher can rationally correctly direct students' mental activity in the classroom through the questions [31].

It is also important to focus on the fact that improving

the learning process and simultaneous development of critical thinking in student is also possible based on modification and corresponding strengthening of the significance of its components. This is conditioned upon the fact that educational activities in their improved form should certainly contain a reflexive component. As for reflexive activity, it should be understood as an activity that is implemented in the course of solving a cognitive problem by a student, which has both the course of solving the problem and the process of thinking as its subject. Thus, reflection is primarily aimed at the process of thinking and improving or optimising it, as well as at manifesting critical thinking [32]. Accordingly, if the teacher has formed such a purpose and it is accepted by students, this is how critical thinking develops. Notably, this process is accompanied by the fact that students' attention should be directed to certain components of their scientific activities to fully understand the acquired material [33].

Based on the above, it should be noted that one of the most effective means of optimising the development of students' critical thinking, in particular in German universities, is educational cognitive tasks. The main function of such tasks is development. This allows disclosing their essential content, namely that they are aimed at developing students' critical thinking, forming the necessary qualities that are characteristic of scientific thinking. As for particularly educational cognitive tasks that develop critical thinking, the most common among them are reflexive-critical tasks, which, accordingly, are one of the tools for optimising the development of critical thinking [34].

Therefore, it would be advisable to consider the focus area of such reflexive-critical tasks and their role in the educational process. Thus, the main purpose of using such tools by teachers during the training of students is to increase the efficiency of using the system of educational tasks, in particular as a didactic tool for stimulating, organising, implementing, and self-monitoring the cognitive activity of educational applicants [2]. As for the broad meaning of such a concept, it should be understood as certain tasks that contribute to the activation of reflection, understanding and comprehension of the process of students' thinking and the course of solving problems of various levels of complexity in educational activities [33]. In addition, it is worth paying attention to the fact that reflexive-critical tasks certainly help students in the process: highlighting various kinds of connections and relationships between the selected components of knowledge; generalisation and systematisation of knowledge; modelling and designing the studied ways of solving problems and methods of organising actions; developing various criteria and rules based on which they can effectively regulate and carry out their own educational activities; activating critical thinking, acquiring skills to fully understand their own algorithm for solving educational problems, the established course of reasoning, the degree of development of certain skills and abilities, as well as the results of educational activities in general, that is, by implementing and maintaining feedback during the organisation and implementation

of educational activities [35]. In addition, when considering this method for the development of critical thinking among students, which is actively used in German universities, it is appropriate to note that reflexive and critical tasks are mainly aimed at drawing the attention of the applicant to the work performed by them so that they can independently determine the level of effectiveness of their work. In addition, in the process of applying such a tool in the educational process, there is an active understanding or even rethinking of knowledge, possible ways to solve problems, the course of reasoning, position, and particular conditions of activity [36]. As for the results of such activities, they are related to changes in student's direct cognitive sphere, namely in the context of identifying new connections and interdependencies between the studied concepts; levels of its generalisation; expansion or limitation of ways to solve such problems; changes in the chosen position that the student has or argumentation of the correctness of the choice; reassessment of the results of their activities; the development of various skills that allow not only carrying out educational but also cognitive activities [37].

As for the construction of reflexive-critical tasks as educational and cognitive tools and one of the possible types of didactic material, this binding undoubtedly belongs to the important methodological skills of a teacher in any of the disciplines. It is the reason why the teaching methods used in the development of critical thinking should be quite specific and effective at the same time [38]. Based on the experience of Germany, it would be advisable to form a list of such methods that are promising for the development of curricula in Ukraine, in particular, their improvement in the context of the development and consolidation of critical thinking [39; 40]. The most effective among them are the following: problem-search methods (those which should be perceived by a student as a task that needs to be solved in a difficult situation); reflexive methods, which consist in reviewing, analysing, evaluating, setting the student's consciousness to critical thinking, analysing a particular situation or an algorithm for solving a particular problem. In addition, the methods of expansion of thinking are quite common in the European educational space and promising for Ukraine. These involve the use of various forms of expansion of thinking in educational activities, as well as the above method of dialogue, in which a reflexive-critical position is cultivated, a criterion analysis takes place, critical issues are considered, and a simulation of a crisis situation is implemented, which is associated with the identification of positive and negative. In addition, there is the argumentation of various positions, as well as improving the ability to draw conclusions from the results and recognise assumptions and conclusions, in particular, to assess the strength of arguments. Thus, the use of the methods formed and proposed above in the process of developing critical thinking among students at Ukrainian universities will not only purposefully improve the quality of students' critical thinking but also contribute to improving the quality of their training and knowledge level.

CONCLUSIONS

After the study, the results were formed, which can be divided into two parts: theoretical and practical. Thus, the essential concept of critical thinking was analysed, which should be understood as the ability to analyse information from the standpoint of logic and personal psychological approach to apply the results to both standard and non-standard situations, questions, and problems. In addition, the main features of this thinking were formed in the paper, including: flexibility; logic; social orientation; validity; impartiality; consistency; independence.

It is established that at the moment critical thinking occupies an advanced position in the context of a student's comprehensive development, which is extremely important for the performance of their professional duties in the future. In addition, it was established that the level of optimisation of the development of students' critical thinking depends not only on their personal development and ability to quickly make effective decisions but also on the level of knowledge. This factor determines the positive impact of

such thinking on students' knowledge and the entire higher education system of the country since a person independently analyses their skills and compares the level of their own training with others. As for Germany, it uses a whole system of tools to optimise the development of students' critical thinking. However, two of them were thoroughly considered in the paper, namely dialogue and reflexive-critical tasks. Thus, it was identified that it is the dialogue that allows establishing successful communication between the teacher and the student, which as a result, provokes the process of reasoning and discussing complex and contradictory issues between these subjects.

Reflexive-critical tasks are also particularly effective since they model a critical situation for the student, which affects their consciousness and requires active use of both new and long-acquired knowledge. In future research, it is necessary to identify common and distinctive features in the process of forming students' critical thinking in the United States of America and France since these countries have different approaches and views regarding this subject.

REFERENCES

- [1] Avery, T., Makos, A., Sarguroh, W., Raman, P., Brett, C., & Hewitt, J. (2020). This is why we do it! Using a design based approach to optimize student learning in an online discussion based course. *International Journal of E-Learning & Distance Education*, 35(1), 27-34.
- [2] Zlatkin-Troitschanskaia, O., & Schlax, J. (2020). Entry assessment of student learning preconditions in higher education: Implications for the transition from secondary to tertiary education in Germany. *European Review*, 28(S1), S67-S84.
- [3] Critical thinking technology. (2020). Retrieved from <https://naurok.com.ua/tehnologiya-kritichnogo-mislennya-192616.html>.
- [4] Molerov, D., Zlatkin-Troitschanskaia, O., Nagel, M.-T., Brückner, S., Schmidt, S., & Shavelson, R.J. (2020). Assessing university students' critical online reasoning ability: A conceptual and assessment framework with preliminary evidence. *Frontiers in Education*, 5, article number 577843.
- [5] Bruin, A.B., Roelle, J., & Carpenter, S.K. (2020). Synthesizing cognitive load and self-regulation theory: A theoretical framework and research agenda. *Educational Psychology Review*, 32, 903-915.
- [6] Wahyuni, S., Erman, E., Sudikan, S., & Jatmiko, B. (2020). Edmodo-based interactive teaching materials as an alternative media for science learning to improve critical thinking skills of junior high school students. *International Association of Online Engineering*, 4, 12-17.
- [7] Supriyatno, T., Susilawati, S., & Ahdi, H. (2020). E-learning development in improving students' critical thinking ability. *Cypriot Journal of Educational Sciences*, 15(5), 1099-1106.
- [8] Severt, A., & Dean, S.R. (2019). Perspectives on student services in higher education: Germany and the United States. *Journal of International Students*, 9(2), 702-707.
- [9] Melnichenko, O.V., & Dyachenko, I.L. (2020). Development of elementary foundations of critical thinking in older preschool children. *Trends and Prospects for The Development of Science and Education in The Minds of Globalization*, 1, 216-219.
- [10] Jacob, M., Iannelli, C., Duta, A., & Smyth, E. (2020). Secondary school subjects and gendered STEM enrollment in higher education in Germany, Ireland, and Scotland. *International Journal of Comparative Sociology*, 61(1), 59-78.
- [11] Zawacki-Richter, O. (2021). The current state and impact of COVID-19 on digital higher education in Germany. *Human Behavior and Emerging Technologies*, 3(1), 218-226.
- [12] Harris-Huermann, S. (2008). Evaluators of higher education in Germany: Are they 'fit for purpose'? *Quality in Higher Education*, 14(1), 55-65.
- [13] Berghaeuser, H., & Hoelscher, M. (2020). Reinventing the third mission of higher education in Germany: Political frameworks and universities' reactions. *Tertiary Education and Management*, 26(1), 57-76.
- [14] Wolter, A., & Kerst, C. (2015). The 'academization' of the German qualification system: Recent developments in the relationships between vocational training and higher education in Germany. *Research in Comparative and International Education*, 10(4), 510-524.
- [15] Streitwieser, B., & Brück, L. (2018). Competing motivations in Germany's higher education response to the "refugee crisis". *Refuge*, 34(2), 38-51.

- [16] Mangold, J. (2018). Foundations in Germany: Higher education. *American Behavioral Scientist*, 62(12), 1695-1714.
- [17] Budd, R. (2017). Undergraduate orientations towards higher education in Germany and England: Problematizing the notion of 'student as customer'. *Higher Education*, 73(1), 23-37.
- [18] Petrov, A.M. (2021). The strategic alliance of higher education institutions: Experience of contemporary Germany. *Obrazovanie i Nauka*, 23(4), 79-107.
- [19] Botsoeva, A.V., & Mosina, O.A. (2020). On the necessity of developing critical thinking skills of modern students in the framework of distance learning format. *Problems of Modern Teacher Education*, 67(4), 51-54
- [20] Marinchenko, G., & Motsak, S. (2021). Formation of students 'critical thinking during distance learning. *The Grail of Science*, 4, 463-467.
- [21] Mitterle, A., & Stock, M. (2021). Higher education expansion in Germany: Between civil rights, state-organized entitlement system and academization. *European Journal of Higher Education*, 11(3), 292-311.
- [22] Kobzareva, I.I., Goncharov, A.S., & Trunina, A.A. (2021). Development of critical thinking of students through evaluation of modern media products. *Problems of Modern Teacher Education*, 71(2), 438-441.
- [23] Sidorenko, G.G., & Turytska, T.G. (2020). The role of critical thinking and reflective culture of biology teachers in the formation of professional competencies. *Bulletin of Postgraduate Education*, 12(41), 253-266.
- [24] Karabin, O.Y., & Chumadevska, K.V. (2021). Some aspects of critical thinking development in website development development. *Educational Strategies for Training IT Professionals*, 8, 22-24.
- [25] Neugebauer, M., Heublein, U., & Daniel, A. (2019). Higher education dropout in Germany: Extent, causes, consequences, prevention. *Zeitschrift fur Erziehungswissenschaft*, 22(5), 1025-1046.
- [26] Heck, T., Peters, I., Mazarakis, A., Scherp, A., & Blümel, I. (2020). Open science practices in higher education: Discussion of survey results from research and teaching staff in Germany. *Education for Information*, 36(3), 301-323.
- [27] Korchagina, T.V., & Zvonareva, N.A. (2020). Development of critical thinking in the professional training of a future teacher of legal disciplines. *Education and Law*, 2, 254-258.
- [28] Hage, G. (2020). The haunting figure of the useless academic: Critical thinking in coronavirus time. *European Journal of Cultural Studies*, 23(4), 662-666
- [29] Graf, L., Powell, J.J.W., Fortwengel, J., & Bernhard, N. (2017). Integrating international student mobility in work-based higher education: The case of Germany. *Journal of Studies in International Education*, 21(2), 156-169.
- [30] Saukh, P. (2021). Development of critical thinking as a leading trend in the modern educational process. *Continuing Professional Education: Theory and Practice*, 2, 7-15.
- [31] Mao, W., Cui, Y., Chiu, M., & Lei, H. (2022). Effects of game-based learning on students' critical thinking: A meta-analysis. *Journal of Educational Computing Research*, 59(8), 1682-1708.
- [32] Singer-Brodowski, M., Brock, A., Etzkorn, N., & Otte, I. (2019). Monitoring of education for sustainable development in Germany – insights from early childhood education, school and higher education. *Environmental Education Research*, 25(4), 492-507.
- [33] Muhammadiyeva, H. (2020). The role of critical thinking in developing speaking skills. *International Journal on Integrated Education*, 3(1), 62-64.
- [34] Reihlen, M., & Wenzlaff, F. (2016). Institutional change of European higher education: The case of post-war Germany. *Higher Education Dynamics*, 47, 19-48.
- [35] Peppen, L.M., Verkoeijen, P.P., & Heijltjes, A.E. (2021). Enhancing students' critical thinking skills: is comparing correct and erroneous examples beneficial. *Instructional Science*, 49, 747-777.
- [36] Uunk, W., & Pratter, M. (2020). Gender differences in higher education in Germany: Are women under- or overrepresented at university, and why? *Educational Research and Evaluation*, 26(7-8), 414-432.
- [37] Nussbaum, M., Barahona, C., & Rodriguez, F. (2021). Taking critical thinking, creativity and grit online. *Educational Technology Research and Development*, 69, 201-206.
- [38] Askey, D. (2010). Higher education and information science in Germany and the United States – a comparison. *Information – Wissenschaft und Praxis*, 61(3), 202-207.
- [39] Reynders, G., Lantz, J., & Ruder, S.M. (2020). Rubrics to assess critical thinking and information processing in undergraduate STEM courses. *International Journal of STEM Education*, 7, 9-18.
- [40] Gandzilevska, G., & Kostyushko, I. (2020). Pedagogical reflection of primary school teachers through the prism of critical thinking. *Bulletin of The National University of Defense of Ukraine*, 3(56), 14-20.

Катерина Миколаївна Пилипюк

Одеський національний морський університет
65029, вул. Мечникова, 34, м. Одеса, Україна

Засоби оптимізації формування критичного мислення студентів в університетах Німеччини

Анотація. Питання щодо формування й оптимізації критичного мислення у студентів все частіше постає на порядку денному під час розробки програм з розвитку і вдосконалення систем вищої освіти. Особливої актуальності даний аспект набув у європейському просторі, зокрема в Німеччині, що пояснюється пріоритетністю виховання студентів і формуванням у них таких важливих навичок як швидкого реагування на проблему, її ефективного вирішення, а також когнітивної гнучкості особи в критичних ситуаціях. Метою даної статті є проведення аналізу досвіду Німеччини в контексті використання засобів для оптимізації формування критичного мислення у студентів, а також створення рекомендацій для розвитку системи вищої освіти в Україні на основі отриманих результатів. Для досягнення встановленої мети в ході дослідження були використані такі наукові методи та засоби: функціональний і діалектичний підходи, а також метод логічного аналізу, метод синтезу, метод порівняльного аналізу, метод аналізу наукової літератури. У статті надається огляд загальних засад і наукових позицій вчених щодо тлумачення поняття «критичне мислення», його природи та особливостей. Надається всебічний аналіз засобів і механізмів, що активно використовуються на даному етапі в університетах Німеччини для формування критичного мислення у студентів. Визначено позитивні аспекти з досвіду даної країни й на їх основі сформовано стратегію щодо їх впровадження в діяльність українських університетів. Перспективами подальших досліджень є здійснення порівняльного аналізу сучасних механізмів для оптимізації процесу формування критичного мислення студентів, що використовуються в університетах Сполучених Штатів Америки й Франції. Практична цінність дослідження зумовлена пріоритетністю її використання у ході реформування вищої освіти в Україні, а також є важливим елементом під час розробки методичних матеріалів для викладачів

Ключові слова: свідомість студентів, вища освіта, стратегія, рефлексивне мислення, колективна робота

**SCIENTIFIC BULLETIN
OF MUKACHEVO STATE UNIVERSITY
SERIES “PEDAGOGY AND PSYCHOLOGY”**

Scientific Journal

Vol. 7, No. 4. 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 xx.12.2021. Format 60*84/8

Conventional printed pages 12.2

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, № 4. 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 хх.12.2021 р. Формат 60*84/8

Умовн. друк. арк. 12,2

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>