

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ



НАУКОВИЙ ВІСНИК

МУКАЧІВСЬКОГО ДЕРЖАВНОГО
УНІВЕРСИТЕТУ

СЕРІЯ
«ПЕДАГОГІКА ТА ПСИХОЛОГІЯ»

Науковий журнал

ТОМ 8, № 2
2022

МУКАЧЕВО
2022

*Рекомендовано до друку та поширення
через мережу Інтернет Вченою радою
Мукачівського державного університету
(протокол № 20 від 30 червня 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)

Науковий вісник Мукачівського державного університету. Серія «Педагогіка та психологія» / Ред. кол.:
В. Й. Бочелюк та ін. – Мукачево: Вид-во МДУ, 2022. – Том 8, № 2. – 86 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. 8, No. 2
2022**

MUKACHEVO
2022

*Recommended for printing and distribution via the Internet
by the Academic Council of Mukachevo State University
(Minutes No. 20 of June 30, 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 Bulletin of Mukachevo State University. Series “Pedagogy and Psychology” / Editorial Board:
V. Bocheliuk et al. – Mukachevo: MSU Publishing House, 2022. – Volume 8, No. 2. – 86 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 Валеріївна Бахмат	д-р пед. наук, професор, Кам'янець-Подільський національний університет імені Івана Огієнка, Україна
Тамара Іванівна Бондар	д-р пед. наук, доцент, Мукачівський державний університет, Україна
Леся Михайлівна Височан	канд. пед. наук, доцент, Прикарпатський національний університет імені Василя Стефаника, Україна
Ігор Васильович Гевко	д-р пед. наук, професор, Тернопільський національний педагогічний університет імені Володимира Гнатюка, Україна
Тетяна Ігорівна Горпініч	канд. пед. наук, доцент, Тернопільський державний медичний університет імені І. Горбачевського, Україна
Василь Іванович Кобаль	канд. пед. наук, доцент, Мукачівський державний університет, Україна
Інокентій Олексійович Корнієнко	д-р психол. наук, доцент, Мукачівський державний університет, Україна
Ірина Миколаївна Мельничук	д-р пед. наук, професор, Тернопільський державний медичний університет імені І. Горбачевського, Україна
Нуржан Сартбекова	д-р пед. наук, професор, Міжнародний університет інноваційних технологій, Киргизька Республіка
Наталія Олександрівна Михальчук	д-р психол. наук, професор, Рівненський державний гуманітарний університет, Україна
Рената Оросова	д-р філософ. наук, Університет ім. Павола Йозефа Сафаріка в Косицеді з інвалідністю, Словачька Республіка
Наталія Валентинівна Пазюра	д-р пед. наук, професор, Національний авіаційний університет, Україна
Ніна Михайлівна Стукаленко	д-р пед. наук, АТ «Національний центр підвищення кваліфікації «Өрлеу» Інститут підвищення кваліфікації, Республіка Казахстан
Ганна Василівна Товканець	д-р пед. наук, професор, Мукачівський державний університет, Україна
Надія Орестівна Федчишин	д-р пед. наук, професор, Тернопільський державний медичний університет імені І. Горбачевського, Україна

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

Editorial Board:

Nataliia Bakhmat	Full Doctor in Pedagogical Sciences, Professor, Kamianets-Podilskyi Ivan Ohienko National University, Ukraine
Tamara Bondar	Full Doctor in Pedagogical Sciences, Associate Professor, Mukachevo State University, Ukraine
Lesia Vysochan	PhD in Pedagogical Sciences, Associate Professor, Vasyl Stefanyk Precarpathian National University, Ukraine
Ihor Hevko	Full Doctor in Pedagogical Sciences, Professor, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine
Tetiana Horpinich	PhD in Pedagogical Sciences, Associate Professor, I. Horbachevsky Ternopil State Medical University, Ukraine
Vasyl Kobal	PhD in Pedagogical Sciences, Associate Professor, Mukachevo State University, Ukraine
Inokentiy Kornienko	Full Doctor in Psychological Sciences, Associate Professor, Mukachevo State University, Ukraine
Iryna Melnychuk	Full Doctor in Pedagogical Sciences, Professor, I. Horbachevsky Ternopil State Medical University, Ukraine
Nurjan Sartbekova	Full Doctor in Pedagogical Sciences, Professor, International University of Innovative Technologies, Kyrgyz Republic
Nataliia Mykhalchuk	Full Doctor in Psychological Sciences, Professor, Rivne State University of the Humanities, Ukraine
Renata Orosova	Ph.D, Pavol Jozef Šafárik University in Košice, Slovak Republic
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
Nadiya Fedchyshyn	Full Doctor in Pedagogical Sciences, Professor, I. Horbachevsky Ternopil State Medical University, Ukraine

ЗМІСТ

Г. В. Пристай

Розвиток англомовної граматичної компетентності шляхом використання методу проєктів..... 9

І. М. Лемик

Інноваційні методи викладання класичних мов (на прикладі латинської мови).....18

Н. В. Ольхова

Формування алгоритмічного мислення здобувачів початкової освіти під час вивчення інформатики ...25

Н. Є. Дмітренко, О. В. Волошина, О. Ю. Пінаєва

Імітаційна гра в квазіпрофесійній підготовці майбутніх учителів33

О. П. Букач, Г. А. Білик, А. М. Гук, В. А. Звір

Діагностика та профілактика емоційного вигорання у викладачів-лікарів40

О. В. Літвінова, В. Г. Старик

Емпіричні показники взаємозв'язку типу прив'язаності та ставлення до кохання в ранній зрілості46

К. О. Дегтярьова, А. В. Карась, Н. Ю. Петрусенко

Організація самостійної роботи студентів немовних закладів вищої освіти під час вивчення іноземної мови на прикладі освітньої платформи Moodle53

О. А. Барицька, Н. А. Туровська, Л. В. Будім, С. М. Царук, Р. С. Гуцал

Розвиток професійної майстерності бакалаврів музичного мистецтва в умовах дуальної освіти61

К. М. Пилипюк

Причини та характер освітньої занедбаності в дослідженнях німецьких учених.....69

ОГЛЯДОВА СТАТТЯ

Л. В. П'янківська

Соціальна підтримка особистості в умовах війни: український і зарубіжний досвід.....76

CONTENTS

H. V. Prystai

Development of English Grammatical Competence Through the Use of the Project Method 9

I. M. Lemyk

Innovative Methods of Teaching Classical Languages (Using the Example of Latin).....18

N. V. Olkhova

Development of Algorithmic Thinking in Primary School Students when Studying Computer Science..... 25

N. Ye. Dmitrenko, O. V. Voloshyna, O. Yu. Pinaieva

Simulation Game in Quasi-Professional Training of Pre-Service Teachers33

O. P. Bukach, H. A. Bilyk, A. M. Guk, V. A. Zvir

Diagnosis and Prevention of Burnout in Teaching Physicians40

O. V. Litvinova, V. G. Saryk

Empirical Indicators of the Relationship between Attachment Style and Attitude to Love in Early Maturity46

K. O. Degtiarova, A. V. Karas, N. Yu. Petrusenko

Organisation of Independent Work of Students in Nonlinguistic Higher Education Institutions when Learning a Foreign Language on the Example of the Moodle Educational Platform.....53

O. A. Barytska, N. A. Turovska, L. V. Budim, S. M. Tsaruk, R. S. Hutsal

Development of Professional Skills of Bachelors of Musical Art in the Context of Dual Education61

K. M. Pylypiuk

Causes and Nature of Educational Neglect in German Research69

REVIEW ARTICLE

L. V. Piankivska

Social Support of the Individual in War Conditions: Ukrainian and International Experience76

Halyna V. Prystai*

Drohobych Ivan Franko State Pedagogical University
82100, 24 Ivan Franko Str., Drohobych, Ukraine

Development of English Grammatical Competence Through the Use of the Project Method

Article's History:

Received: 10.03.2022

Revised: 21.05.2022

Accepted: 30.06.2022

Suggested Citation:

Prystai, H. V. (2022). Development of English grammatical competence through the use of the project method. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 9-17.

Abstract. The paper considers the features of applying the project method as the latest pedagogical technology in the process of developing English grammar skills in students of philological specialities. The relevance of the study is conditioned by the need to find an effective methodology for implementing video projects (a type of project method) in teachers' universities. The purpose of the study is to find out the effectiveness of using video project technology to improve the grammatical competence of philology students. In the course of the study, the method of critical analysis of literature was applied to investigate the goals, methods, and means of project technology and to formulate the conclusions; the method of scientific observation of the educational process contributed to the direct observation of students' activities; the method of studying and generalising the experience of teachers revealed methodological techniques and methods in the development of proper grammar skills of students; the questionnaire method helped to establish the level of knowledge of students about the ways of learning and teaching a foreign language; the experimental method was used to prove the research hypothesis; the method of systematisation and generalisation was used in the analysis of findings. It is found that the essence of the concept of grammatical competence of a philology student consists in a set of knowledge about the grammatical organisation of the language system, and in the ability to operate with this knowledge in a certain speech activity. It is proved that by improving grammar, students develop their speech competencies — in reading, writing, listening, and speaking. The expediency of using information and communication technologies in studying English grammar, especially in distance learning, is substantiated. The use of the project method is proposed to improve the grammatical and informational skills of future foreign language teachers. It is confirmed that this method stimulates the development of cognitive and creative skills of students, is based on the systematic organisation of searches of a problem-based educational nature, encourages the independent acquisition of Information, its comprehension, and application in practice. In addition, project technology helps students acquire teamwork skills, careful planning, and increased motivation to improve their own communication competence

Keywords: distance education, post-graduate education, preschool teachers, technological difficulties, organisational difficulties, pedagogical difficulties

*Corresponding author

INTRODUCTION

The study of ways to implement professional foreign language education of philologists in the context of integration into the global educational space involves considering the problem from the standpoint of various sciences and their branches: linguistics, pedagogy, methods of teaching foreign languages, psychology, sociology, linguoculturology, and

philosophy. The ability to integrate various aspects of professional knowledge, skills, abilities, and personal qualities in their activities contributes to the development and improvement of the key professional competence of future teachers-philologists. However, it includes not only a set of formed subject and intersubject competencies but also

non-subject skills necessary for effective cooperation with both students and colleagues. Research activities that contribute to the development of a creative personality occupy a prominent place in the process of professional training of a teacher-philologist. After all, it develops the student's ability to solve search problems, to use information technologies efficiently, and encourages them to take the initiative and be responsible for their own decisions. Without a doubt, encouraging students to engage in research activities determines the development of a key competence – the ability to learn throughout life [1].

It is modern pedagogical technologies that are characterised by an information-developing, activity-based, and personality-oriented approach. With the introduction of distance learning in educational institutions, there is a need to help future teachers master new digital tools, pedagogical methods, and technologies. For example, project technology when learning English in higher institutions stimulates interest in independent solutions to problems [2] and contributes to the improvement of students' skills to use theoretical knowledge in practice [3].

As the analysis of literature has shown, teaching English based on the latest pedagogical technology of the project method has been the subject of study by many Ukrainian and foreign researchers. Their papers outline those skills that strengthen interdisciplinary connections [4], provide methodological recommendations [5; 6], describe the features of teaching a foreign language using the project method [7], and highlight the use of information and communication technologies in education [8], in particular, the issue of media literacy of teachers [9]. Special attention should be paid to the papers that substantiate the use of the project method in the process of teaching English in higher education institutions [2] and in which the growth of motivation of students to learn a foreign language using the project method is proved [10].

Special attention should be paid to the latest format – the creation of video projects, or video presentations, as a modern way of teaching a foreign language, communication and cooperation between students and teachers [11-13]; as an example of active creative search and the ability to master the language through the creation of their own videos [14], provided that the student is autonomous in a favourable learning environment [15]. The video project provides for the presentation of information in animation and sound accompaniment [9, p. 99]. The functional load of this type of work is correlated with the didactic goals of a particular lesson: development of speech skills and abilities, systematisation of the material studied, or control of skills and abilities. A video project can be performed individually, as well as in pairs or groups. The results obtained should have both theoretical and practical significance and be designed in accordance with the stages of implementation in material form: video, interview, report, video portrait, etc.

To successfully implement a video project, performers should apply knowledge and skills from various spheres of life and branches of science. For example, the

introduction of the analysed technology in English classes at the Drohobych Ivan Franko State Pedagogical University required students to know a specific grammatical topic, well-developed speech skills, certain skills of video filming and editing, and skills of rational use of time and teamwork.

The purpose of the study – to find out the effectiveness of using video project technology to improve the grammatical competence of philology students. The achievement of a set purpose involves solving the following tasks:

- 1) clarify the content of students' grammatical competence;
- 2) describe the methodology for implementing video project technology in English grammar classes;
- 3) experimentally test the effectiveness of the developed methodology for improving students' grammar skills.

The purpose and objectives of the study determined the formulation of the following hypothesis: the level of formed grammar skills of students directly depends on the active use of project-based teaching technologies in English classes.

MATERIALS AND METHODS

Due to the constant development of information and communication technologies (ICT), and significant changes in the field of education caused by the COVID-19 pandemic, the needs and opportunities of the educational environment are changing. Forced distance learning has determined the wider use of the latest pedagogical technologies in higher education institutions. The study considers the project method, which promotes the independent creation of blogs, podcasts, animations, films, electronic newspapers and video exhibitions, and the placement of video materials on the YouTube video hosting. It was proposed to use this educational technology in English classes to improve the educational competencies of philology students, in particular, their grammatical and informational competencies.

The project was devoted to modal verbs and their forms – **Must, Have to, Mustn't, Needn't, Don't have to, Didn't need to, Needn't have done, Can, Could, Be able to, May, Might, Shall, Will, Would, Should, and Ought to**. It was attended by 11 2nd-year students of the Polish-English Department of the Faculty of Philology of Drohobych Ivan Franko State Pedagogical University. They were divided into 3 teams of 3-4 people. Participants were asked to create a 5-8-minute educational video presentation on their own in order to explain the characteristics and important features of the chosen grammatical topic. This film/presentation was part of a 15-minute training session that was fully supervised and conducted by students. They were required to consolidate what they explained with self-contained exercises of a reproductive and receptive nature. Participants prepared handout materials (graphs, tables, diagrams), which contained brief information (rules) on the topic of the selected project, and also concluded five test questions (in the form of a multiple-choice test). The project took 14 days to prepare.

Students were immediately presented with a clear assessment system: the maximum score is 100 points – for the entire group divided into the following categories: compliance (accuracy) of teaching, creativity, professionalism,

lesson duration, independent search, concluded visibility, handout materials, 5 control questions, group activity, control/management. For each category, the group could get up to 10 points. The task was as follows (Table 1):

Table 1. Project objectives and evaluation

Modal verbs project						
You should have background knowledge on the modal verbs. You and your group members will be in charge of teaching / reviewing the assigned modal verbs to the group						
You will be split into 3 groups of 3-4. Each group will be assigned the following topics: Must – Have to – Mustn't – Needn't – Don't have to – Didn't need to – Needn't have done; Can – Could – Be able to – May – Might; Shall – Will – Would – Should – Ought to						
Guidelines:						
1. You will have 15 minutes to present your lesson. You must stay in this time frame. 2. Your lesson should include: a) a visual aid — a video film. b) a short group activity for class participation — interactive, not a worksheet! c) a handout material on the modal verb and what you are teaching. d) at least seven minutes of talking about the modal verbs. e) all members must participate in the teaching! 3. Your group will develop five questions related to your modal verbs that may be included on the test (Multiple Choice). 4. Your lesson plan, along with all other parts, must be submitted beforehand for correction. 5. You will have two weeks to prepare and work in your groups.						
Grading:						
Teaching:						
Lesson Accuracy	0	2	4	6	8	10
Creativity	2	4	6	8	10	0
Professionalism	0	2	4	6	8	10
Length of lesson	0	2	4	6	8	10
Research/Preparedness	0	2	4	6	8	10
Supplements/Other:						
Visual aid	0	2	4	6	8	10
Handout material	10	0	2	4	6	8
5 Test Questions	0	2	4	6	8	10
Group activity	0	2	4	6	8	10
Management	0	2	4	6	8	10

To help students, the teacher met with all the teams in advance. Their task was to submit their work plan and handout materials in accordance with the specified requirements. In addition, the teacher had the opportunity to assess at what stage of preparation each team is.

Thus, the project itself consisted of three stages and included a short oral report on the chosen grammatical topic, a screening of a grammar film, several exercises, and a test. During the presentation and checking the completed tasks of their classmates, students performed the function of a teacher.

During the preparation and implementation of the project, students were invited to independently conclude a reflexive report, where they recorded all the stages of preparation for the presentation, the teaching process and the results/achievements of their work, and an evaluation

of their own achievements. They submitted this report to the teacher at the end of the project. Their reports will help the mentor consider the strengths/weaknesses of the task in further work, and teach students how to compile reports and evaluate their work objectively.

To test the effectiveness of the proposed project method, experimental training of students was prepared, organised, and conducted. The conducted training experiment provided for improving the level of grammar skills of the 2nd-year students using ICTs and further monitoring the development of their grammatical competence. This goal led to the solution of such tasks of the training experiment:

- 1) prepare materials for conducting experimental training;
- 2) develop criteria for assessing the level of English grammatical competence;

3) determine the level of English grammatical competence of students before starting the experiment;

4) organise experimental work by applying the project method to improve students' grammar skills;

5) assess the level of students' grammatical competence after the project presentation and analyse the results obtained;

6) test the validity of the hypothesis about the effectiveness of using ICTs in mastering English grammar.

The study was conducted mainly in the process of independent learning activities and partly during English classes. Therefore, the experiment is considered natural and open, because it took place in real conditions, and tasks were reported to students.

In order to prove the effectiveness of applying the project method using information and communication technologies to the development of students' grammar skills, the following actions were performed:

1) survey was conducted to determine the level of grammatical competence;

2) for two weeks, students prepared a project with the assistance of a teacher;

3) teams presented their training projects and were evaluated by the teacher according to pre-announced criteria;

4) results of the ascertaining and final sections are compared and the evaluation coefficient is determined.

This educational experiment consisted of three stages. The first stage included finding out the initial level of grammar skills; setting goals, tasks, and developing a methodology for experimental research; developing criteria for assessing the development of grammar skills; preparing materials. The main stage involved the development and testing of the project method using ICTs – the creation of an educational video on a grammatical topic. The final stage was characterised by the implementation of a theoretical understanding of experimental data and the interpretation of learning results.

The methodology is outlined by the tasks and material of research, therefore, it has a complex character. In the course of the study, a number of methods of pedagogical research were used. They include:

1. Method of critical analysis of Ukrainian and foreign methodological, pedagogical, and linguistic literature on the topic. It is applied in the analysis of the peculiarities of applying the project method in learning a foreign language in HEI, in particular, in the process of improving grammatical awareness, skills, and abilities of philology students. For this purpose, recent studies are considered, which highlight the goals, methods, and means of the mentioned pedagogical technology. In addition, the method of critical analysis helped to determine the essence and structure of grammatical competence of the future foreign language teacher. This method is also used to formulate the conclusions of the study.

2. Methods of studying and generalising the experience of teachers in teaching grammar to philology students. For this purpose, the system of work and monitoring of the

activities of teachers of English and German languages of the Department of comparative pedagogy and the methods of teaching foreign languages of Drohobych Ivan Franko State Pedagogical University were studied. In addition, conversations were held to identify the peculiarities of teaching grammar of a foreign language to the 2nd-year students. In the process of generalising the experience of colleagues, techniques and methods for achieving a positive result in the development of proper grammar skills were identified. In particular, it was found that the methods of teaching grammar vary depending on the purpose of the lesson.

3. Method of scientific observation of the educational process allowed directly monitoring the activities of students in grammar classes, and helped to collect factual material about the features of the process of forming reproductive grammar skills.

4. Survey method allowed the study to find out the level of students' knowledge about how to learn grammar and how to teach grammar in a foreign language. Students independently assessed their level of speech skills and ability to work in a team, described their own video recording and editing skills, as well as their skills of rational time allocation before and after the experiment.

5. Method of the ascertaining experiment helped to find out the initial level of development of grammar skills of students, formulate a research problem, and develop criteria for assessing the development of grammar skills. Methods of the formative experiment were used to conduct experimental activities by introducing an innovative pedagogical method of projects into the educational process and analysing control sections of academic performance.

6. Method of systematisation and generalisation was used in the theoretical understanding of experimental data and interpretation of findings.

RESULTS AND DISCUSSION

Therefore, to understand the ways to improve the communication skills of philology students, it is necessary to characterise the structure of foreign language communicative competence and clarify the content of grammatical competence. Foreign language communicative competence includes a number of integrated competencies: language (or linguistic), speech, socio-cultural, linguocultural, educational, informative, strategic, cognitive, discursive, and pragmatic competencies [16]. Language competence instead consists of phonetic, lexical, grammatical, stylistic, and spelling competencies and involves awareness of the expressive features of language units and covers language skills and abilities [17]. According to O. Vovk, in order to understand the interlocutor and compose own coherent statements, it is necessary, first, to learn the appropriate linguistic knowledge – lexical, phonetic, morphological, spelling, syntactic, and stylistic. Second, master the grammatical concepts of a foreign language (for example, the morphemic structure of a word, parts of speech, sentence types, etc.) and the means of expressing grammatical categories (for example, word order, active/passive state, sequence of tenses). Third, it is

important to acquire grammatically oriented communication skills and abilities [18], namely, the ability to formalise oral and written statements grammatically correctly and understand interlocutors. However, researchers have different interpretations of the essence and structure of foreign-language grammatical competence. Thus, T. Stechenko explains it as the ability to correctly form collocations and sentences, correctly apply and sequence grammatical tenses, as knowledge of parts of speech and processes of constructing sentences of different types [19, p. 33]. V. Cook, considering the ways of learning a foreign language, interprets grammatical competence as knowledge of language stored in a person's mind [20, p. 19]. The Common European Framework of Reference for Languages indicates that language grammatical competence is the ability to understand the content of speech, produce and recognise phrases

constructed according to certain principles [21, p. 112-113]. According to D. Rusnak, knowledge of the grammatical system of a foreign language is implemented by applying reproductive and receptive grammar skills and the ability to use the studied grammatical structures both in their own speech and the ability to analyse the speech of interlocutors [22].

The authors of this study are of the opinion that the essence of grammatical competence consists in a set of knowledge about the grammatical structure of the language system, and in the ability to operate with this knowledge in certain speech activity. Therefore, a sign of a properly developed grammatical competence of a philology student is their ability to formalise their own oral and written statements grammatically correctly and appropriately evaluate the grammatical design of the speech of the interlocutors (Fig. 1).

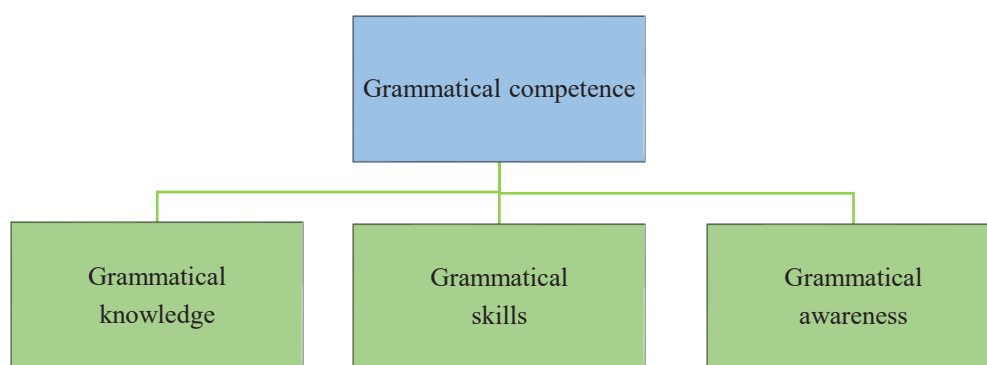


Figure 1. Structure of grammatical competence of a philology student

It is found out that methods of teaching grammar can be combined around 2 criteria: the object (language, speech activity) or the method (direct, activity, conscious) of teaching. In the first case, for example, students learn grammatical structures by translating the original text (grammar-translation method) or memorising language grammatical models, and use wildcard tables to form grammar skills (oral method by G. Palmer). In the second case, grammatical models are explained to students in situations close to everyday life (situational approach) or through connection with the processes of cognition of the world through perception, attention, memory, or thinking (cognitive approach) [23]. The modern method of studying and teaching grammar of a foreign language adheres mainly to competence-based, and communicative and activity approaches, according to which students grasp the grammatical structure they are learning in the context with the help of specific communicative tasks. The essence of teaching grammar within the framework of these approaches is to develop the skills of future teachers to independently study the language material, deduce grammatical rules by induction, and explain them clearly. The latest pedagogical technologies, in particular, the project method, contribute to productive learning (both independent and group), provided that the student's activities are properly organised. The results of applying this method in the process of consolidating grammatical knowledge about modal words showed the following:

- first, the preparation of the project helps to develop students' cognitive skills, encourages them to independently search for information, process it, and then apply it in practice;
- second, the possibility of using information and communication technologies contributes to the deepening of students' knowledge, skills, and abilities in the technical aspect;
- third, the analysed grammatical project – work in a group. Its main goal is collaboration in a team, joint actions to attain the best way to achieve the goal and, at the same time, the joint overcoming of obstacles. Since the evaluation is given to the entire group, the teacher should encourage mutual assistance. Therefore, in the process of demonstrating the project, the main focus is on the interaction of students.
- fourth, there is an incentive for each team member to take the floor, while demonstrating the richness of their oral speech. There should be no silent participants in the project, even if they perform the functions of a director or cameraman. At the organisational stage, the teacher clearly explains the requirements for the project in general, and also helps during the preparation of the project. It is up to the students to decide what their video will be in particular, or a presentation in general. In addition, students are given the opportunity to redo their project as many times as they need until they agree on the final version. This approach helps students independently develop, improve, and adjust different levels of language skills within the group without involving a teacher.

• fifth, the use of digital video allows making several options from which participants can choose the one they are most satisfied with. This selection is a process of critical reflection and analytical work with language material. After the presentation, students receive a detailed review from the teacher, both group and individual. For example, in the reviews of the experiment, the teacher considered the reports of students, which encouraged them to independently think about their own learning experience and work performance;

• sixth, the task of the teacher is to clearly explain to students the goals and objectives of the project, discuss them in advance; to convey to students that certain problems that arise in the process of creating a film, tasks, or when formulating thoughts in English improves their experience and means that they simultaneously get the opportunity to independently deepen their knowledge (in this case, about the features of modal words in English).

Figure 2 shows the results of a survey of students on the possession of the following knowledge, skills and abilities: knowledge of ways to learn grammar; knowledge of how to teach grammar; knowledge of a specific grammatical topic; speech skills; video recording and editing skills; time management skills; teamwork skills. The analysed diagram shows

the participants' responses before the project starts. Thus, 11 students were asked to perform a self-evaluation from 1 to 3, which corresponds to high, medium, and low levels. According to the survey results, before the project started, 1 student had a high level of knowledge about how to learn grammar, 4 students – had an average level, and 6 students – had a low level. 2 students had knowledge of how to teach grammar at a high level, 3 – at an average level, and 6 – at a low level. Knowledge of a specific grammatical topic was revealed at a high level by 1 student, at an average level – by 4, and at a low level, respectively, by 6 students. 3 students had a high level of video recording skills, 6 students – a medium level of video recording skills, and 2 students – a low level of video recording skills. Accordingly, 3 participants demonstrated their shooting and editing skills at a high level, 4 at an average level, and 4 at a low level. Oral skills were mastered at a high level by 4 students, at an average level – by 4, and at a low level – by 3 respondents. The next criterion was the skills of rational use of time and the following data were given: 3, 4, and 4 students, respectively. The last, but no less important criterion in the questionnaire was teamwork skills: 2 students participated in charity events and extracurricular activities, so they had such skills at a high level, 5 students showed an average level of skills, and 4 showed a low level.

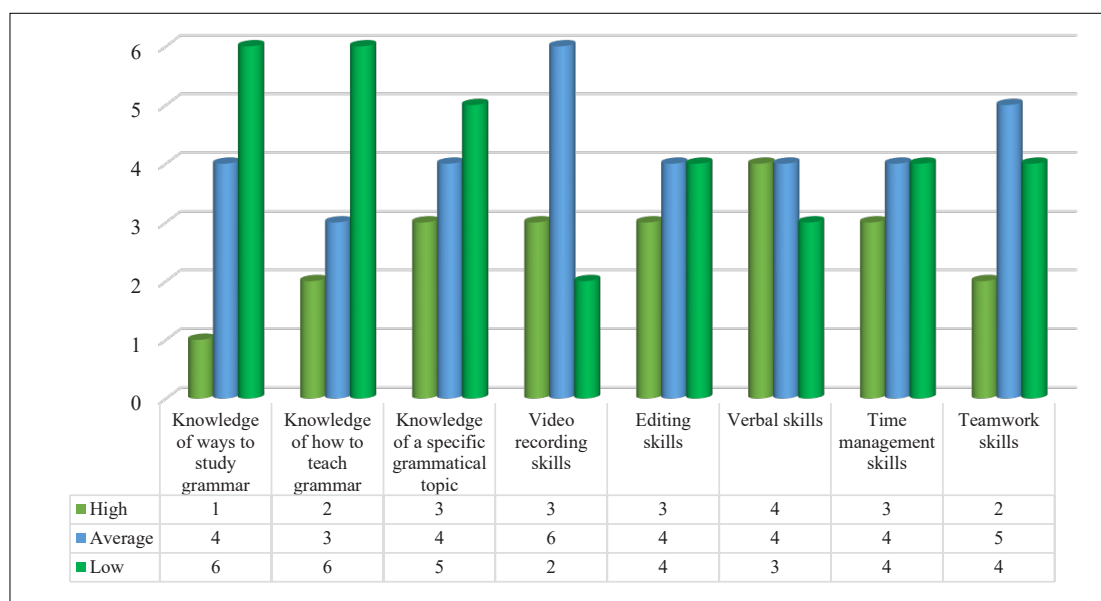


Figure 2. Self-evaluation of students before starting the project

Figure 3 shows the results of the survey after the project presentation. The indicators in all categories have significantly increased, which, for its part, indicates the expansion of students' knowledge about how to learn grammar, how best to convey it to peers, the development of their

own speech skills, the deepening of technical skills of video recording and editing, and time management skills. In addition, obtaining certain skills of working in a team, the ability to cooperate, and distribute functions, according to students themselves, is the most valuable experience for them.

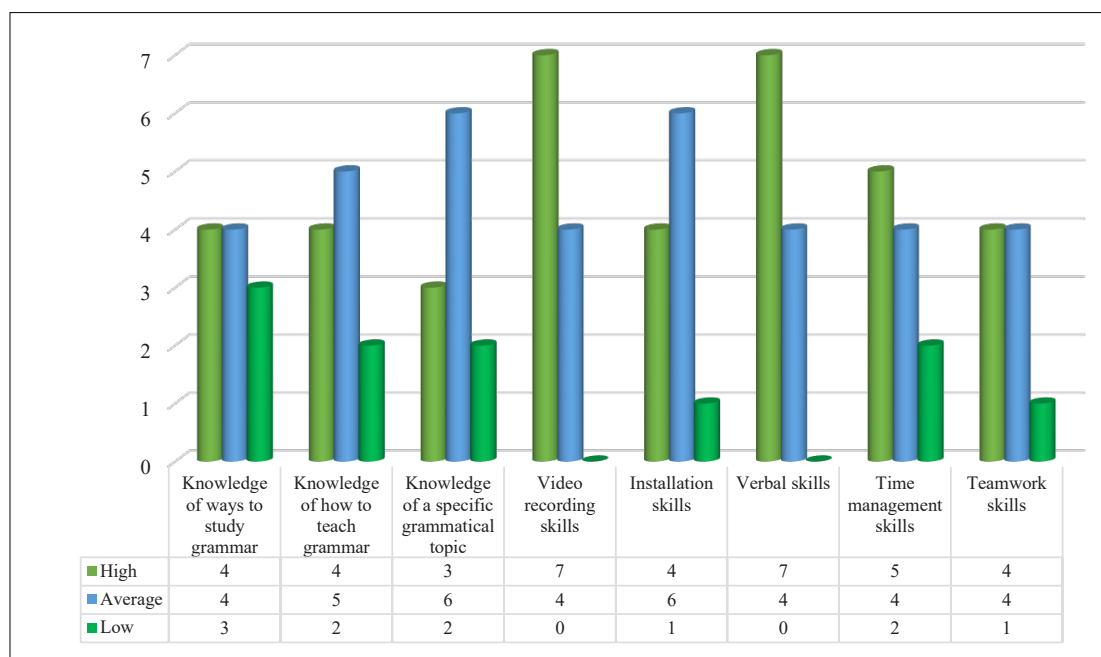


Figure 3. Self-evaluation of students after project completion

The following figure allowed comparing the level of grammar knowledge before and after the project. An ascertaining survey was conducted to identify the initial level of grammatical competence of students. It showed an average success rate of 3.5 points. As mentioned above, the preparation of the grammar project lasted for 14 days. Clear

evaluation criteria allowed objectively evaluating the work of the three teams. Namely, the number of participants with high and average levels of development of grammar skills increased, and the average academic performance indicator increased by 1.1 points and amounted to 4.6 points.

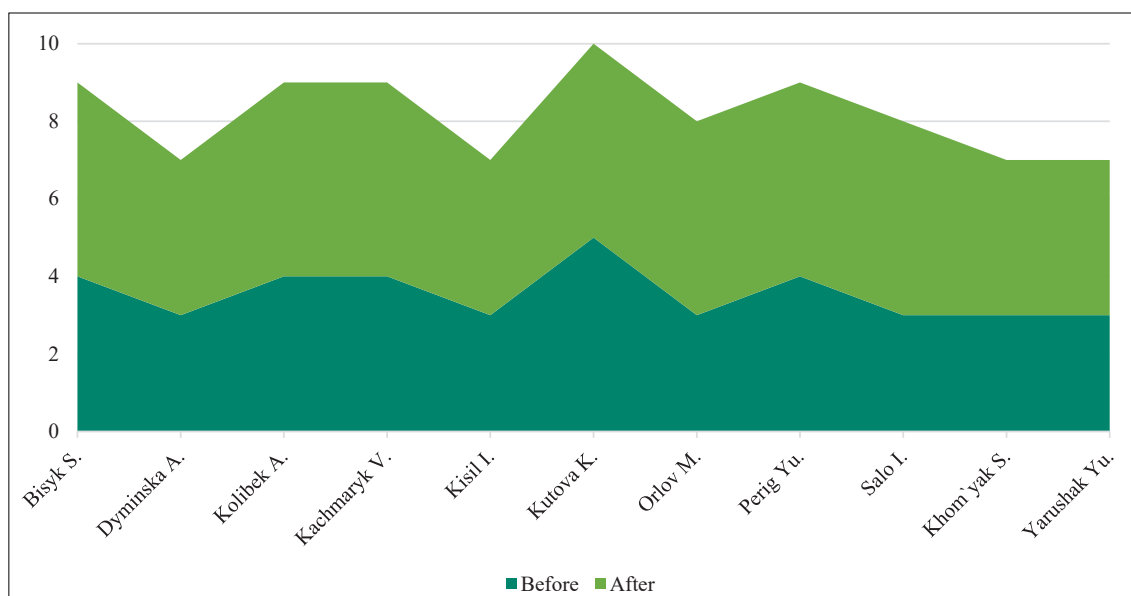


Figure 4. Students' academic performance before and after the grammar project

Thus, the data obtained confirm the hypothesis and show that the carefully developed project method in teaching English grammar using ICTs is more effective than the conventional teaching method.

However, several problematic points were noticed that should also be considered by the teacher when organising project work using ICTs. As the experience of organising a project has shown, some participants admire the artistic

side of the project (although this is only 10% of the total score), not paying attention to the fact that the score is the sum of various indicators. The most difficult things for students were features of pronunciation, vocabulary expansion, improvement of intonation, spelling and grammar skills, as well as technical aspects such as cutting out bad moments, superimposing sound/melodies, video editing, time management, and the creative aspect in general. Therefore, it is worth

considering the expediency of using a video project (as a type of project method) in groups with a low level of knowledge and training, since such students need an individual classroom load, reducing stressful or conflict situations, encouraging them to learn a foreign language by achieving personal success in the classroom, including careful monitoring of the teacher's activities for each student in particular.

CONCLUSIONS

The analysis of academic performance and its interpretation allowed the study to draw conclusions about the effectiveness of applying the project method in English language classes. The introduction of this technology in the educational process of higher education institutions demonstrates positive changes and an increase in the level of grammatical competence of students. In addition, the versatility of the analysed project provides a number of advantages: language

awareness increases; motivation to study more complex grammatical structures increases; it provides an opportunity to find their own ways to solve certain problems; there is a right to make mistakes; it encourages students to independently find connections between meaning and form of expression. The implementation of the project method leads to the acquisition of additional, but no less important skills for students, namely: learning to work in a team implies subordination, the ability to discuss, the ability to solve current problems, take responsibility for themselves and others, etc. This type of work determines the deepening of knowledge and skills both in the technical aspect and in the organisation of time allocation.

There are prospects for further research in the scientific substantiation of the effectiveness of methods and techniques for creating educational English-language podcasts and posting these videos on the YouTube video hosting.

REFERENCES

- [1] European Commission, Directorate-General for Education, Youth, Sport and Culture. *Key competences for lifelong learning*. (2019). doi: 10.2766/569540.
- [2] Hrachova, I.V., & Nikonenko, O.V. (2020). Substantiation of using project method in English language teaching in higher education institutions. *Scientific Journal of National Pedagogical Dragomanov University*, 73(1), 70-73.
- [3] Brit, N., Sushkevych, O., Solodchuk, A., & Shulga, N. (2020). The project method: Practical implementation in English classroom. *Czech-Polish Historical and Pedagogical Journal*, 12(2), 189-200.
- [4] Coleman, J.A. (1992). Project-based learning, transferable skills, information technology and video. *Language Learning Journal*, 5, 35-37.
- [5] Polat, E.S. (2000). Method of projects in the lessons of a foreign language. *Foreign Languages at School*, 2, 3-10.
- [6] Oliinik, I. (2012). Using the method of projects in English lessons. *Vocational Education*, 10(46), 29-33.
- [7] Arvanitopoulou, E.G. (2002). Features of teaching a foreign language according to the project method. *Bulletin of the Kiev National Linguistic University. Series of Pedagogy and Psychology*, 5, 230-232.
- [8] Nosenko, Ye.L. (2004). Application of IT in education. *Foreign Languages at School*, 6, 9-11.
- [9] Chelysheva, I.V. (2019). *Theory, methods and practice of media competence development of a modern teacher*. Moscow; Berlin: Direct Media.
- [10] Stoller, F. (2002). Project work: A means to promote language and content. In J.C. Richards, & W.A. Renandya (Eds.) *Methodology in language teaching: An anthology of current practice* (pp. 107-120). Cambridge: Cambridge University Press.
- [11] Aksel, A., & Gürman-Kahraman, F. (2014). Video project assignments and their effectiveness on foreign language learning. *Procedia – Social and Behavioral Sciences*, 141, 319-324.
- [12] Jensen, M., Mattheis, A., & Johnson, B. (2011). Using student learning and development outcomes to evaluate a first-year undergraduate group video project. *CBE Life Sciences Education*, 11(1), 68-80.
- [13] Hafner, C.A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment. *Language Learning & Technology*, 15(3), 68-86.
- [14] Masats, D., Dooly, M., & Costa, X. (2009). *Exploring the potential of language learning through video making*. Retrieved from <https://www.yumpu.com/en/document/read/10655201/exploring-the-potential-of-language-learning-through-video-making>.
- [15] Reinders, H., & White, C. (2011). Learner autonomy and new learning environments. *Language Learning & Technology*, 15(3), 1-3.
- [16] Pavlenko, O. (2021). The essence, structure and content of foreign language communicative competence. *Pedagogical Sciences*, 77, 23-27.
- [17] Volkova, I.V. (2017). The essence of language competencies and their projection on the methodology of language learning. *Scientific Notes of the National University "Ostroh Academy": Philological Series*, 67, 73-76.
- [18] Vovk, O.I. (2008). Modern strategy of formation of English grammatical competence in students of philology. *Psychological and Pedagogical Problems of Rural School*, 27, 5-10.
- [19] Stechenko, T.O. (2003). The content of professionally oriented English grammatical competence of future philologists. *Bulletin of the KNU. Series "Pedagogy and Psychology"*, 6, 32-41.
- [20] Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Hodder Education.

- [21] Nikolaeva, S.Yu. (Ed.). (2003). *The common European framework of reference for languages: Learning, teaching, assessment*. Kyiv: Lenvit.
- [22] Rusnak, D.A. (2009). *Formation of grammatical competence in future teachers of French with computer support* (Doctoral dissertation, Kyiv National Linguistic University Kyiv, Ukraine).
- [23] Prystai, H.V., & Pankiv, O.V. (2022). Modern methods of teaching foreign language grammar in secondary school. In *Integration of education, science and business in modern environment: Winter debates: Materials of the 3rd scientific conference with international participation* (pp. 362-364). Dnipro: FOP Marenichenko V.V.

Галина Василівна Пристай

Дрогобицький державний педагогічний університет імені Івана Франка
82100, вул. Івана Франка, 24, м. Дрогобич, Україна

Розвиток англомовної граматичної компетентності шляхом використання методу проєктів

Анотація. У статті розглянуто особливості застосування методу проєктів як новітньої педагогічної технології в процесі розвитку англомовних граматичних навичок у студентів філологічних спеціальностей. Актуальність дослідження зумовлена необхідністю наукового пошуку щодо з'ясування ефективної методики впровадження відеопроєктів (різновид методу проєктів) в педагогічних закладах вищої освіти. Мета статті – з'ясувати ефективність застосування технології відеопроєктів для вдосконалення граматичної компетентності студентів-філологів. У процесі роботи застосовано метод критичного аналізу наукової літератури з метою дослідження цілей, методів та засобів проєктної технології та для формулювання висновків роботи; метод наукового спостереження за освітнім процесом сприяв прямому спостереженню за діяльністю студентів; метод вивчення й узагальнення досвіду викладачів дозволив з'ясувати методичні прийоми та методи при формуванні належних граматичних навичок студентів; метод анкетування допоміг установити рівень знань студентів про способи вивчення та викладання іноземної мови; метод експерименту використано для доведення гіпотези дослідження; метод систематизації й узагальнення застосовано при вивченні результатів роботи. З'ясовано, що суть поняття граматична компетентність студента-філолога полягає в сукупності знань про граматичну організацію мовної системи, а також в умінні оперувати цими знаннями за певної мовленнєвої діяльності. Доведено, що, вдосконалюючи граматику, студенти розвивають свої мовленнєві компетентності – в читанні, письмі, аудіюванні та говорінні. Обґрунтовано доцільність застосування інформаційно-комунікативних технологій при вивченні граматики англійської мови, особливо за дистанційного навчання. З метою вдосконалення граматичних та інформаційних навичок майбутніх учителів іноземної мови запропоновано використання методу проєктів. Підтверджено, що цей метод стимулює розвиток пізнавальних і творчих навичок студентів, ґрунтується на системній організації пошуків проблемно-навчального характеру, спонукає до самостійного здобуття інформації, її осмислення й застосування на практиці. Окрім того, проєктна технологія сприяє тому, аби студенти набували навичок роботи в команді, ретельному плануванню та підвищенню мотивації щодо вдосконалення власної комунікативної компетентності

Ключові слова: комунікативна компетентність, інформаційно-комунікаційні технології, проєктні технології, відеопроєкт, навчання в команді, студент-філолог

UDC 378.147
DOI: 10.52534/msu-pp.8(2).2022.18-24

Iryna M. Lemyk*

Ukrainian Catholic University
79000, 17 Ilarion Svetsitskyi Str., Lviv, Ukraine

Innovative Methods of Teaching Classical Languages (Using the Example of Latin)

Article's History:

Received: 13.03.2022

Revised: 01.06.2022

Accepted: 30.06.2022

Suggested Citation:

Lemyk, I.M. (2022). Innovative methods of teaching classical languages (using the example of Latin). *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 18-24.

Abstract. The main competencies and skills of students should be professional and communicative skills to represent the potential of didactic discourse, the unit of which is various pedagogical texts. Cognitive activity of students is associated with the acquisition of special knowledge and development of professional speech, which occurs not immediately, but gradually, in the process of assimilation and awareness of a personal educational goal. The relevance of the study is conditioned by the need to investigate the specific features of using innovative methods for learning classical languages and solve the problems faced by teachers of "dead" languages. The purpose of the study is to investigate the methods of teaching classical languages using the example of Latin and search for ways for their adaptation to modern innovative teaching methods. The methodology is based on analysis, synthesis, and a modelling method. During the study, the main innovative teaching methods that are currently used in the educational process were identified, and the advantages and disadvantages of the methods under consideration were identified. The problems encountered by teachers of "dead" languages, Latin in particular, during the teaching process have also been identified since "dead" languages do not generate much interest among students, as their use is limited to narrow areas. Innovative technologies are designed to revive interest in studying subjects that are not widely used in everyday life, and also make this process as efficient as possible. It was concluded that in modern conditions, the teacher should monitor the development of information and communication technologies and constantly improve their skills to ensure an up-to-date educational process. The practical significance of the study lies in a comprehensive analysis of methods of teaching classical languages, based on which the teacher can determine which of the methods will be more effective for a particular model of teaching the subject

Keywords: modern educational technologies, learning of "dead" languages, communication skills, educational and cognitive activities, teaching methods

*Corresponding author

INTRODUCTION

In the modern conditions of the modernisation of education, there is an urgent need to eliminate the emphasis from simple acquisition of knowledge to the development of certain skills and practical application of the obtained learning results [1]. This necessitates the use of innovative forms, methods, and technologies that contribute to the development of intellectual, speech, communication, and creative abilities of students, activation of educational and cognitive activities, productive creativity, and various ways of thinking. The modern educational system, which is responsible for preparing new generations in an information-rich

environment, is forced to reconsider the educational ideals of the past and set tasks in accordance with new needs. Innovative pedagogical technologies that consider and develop individual characteristics of students are being introduced [2; 3]. Modern educational technologies can be considered as a key prerequisite for improving the quality of education, reducing the load on students, and more efficient use of school hours. Speaking about the use of innovative teaching methods, it is worth paying attention to the development of critical thinking in students and the organisation of independent work in practical classes on Latin [4; 5].

According to classification by A. Musorin [20], Latin is one of the “dead” languages that continue to actively function in the field of book science and writing. Such languages, even after being used for live communication, retain the ability to develop and influence the living languages of the society in which they function. The prestige of the Latin language lies in the fact that in the education system it played the role that a living language plays today, that is, at a certain point in time, Latin was used to explain concepts and phenomena that did not exist in other cultures when other languages did not have a vocabulary to describe them [7; 8].

Latin language, as an object of education, has passed through different times and met different goals from the moment of its origin to the present. It ceased to be used as a spoken language between the 9th and 10th centuries AD, after which, in addition to its communicative meaning, Latin continues to be studied in modern educational institutions and functions in the scientific space as a separate semiotic system through which scientists from all over the world understand each other. In the context of the Middle Ages, in the 5th century AD, when grammarians devoted themselves to collecting, translating, and transmitting all knowledge of Latin culture, it was a means of accessing a verbal treasure. Until the 16th century, this language remained the language of culture, religion, and even politics in Western Europe. Nowadays, when teaching Latin, modern methods are contrasted with conventional methods, that is, there is a grammatical and communicative approach to learning [9; 10]. Modern methods of learning languages and even some eclecticism are used for teaching classical languages. This trend is aimed at improving the teaching of Latin, updating the methodologies that have been used to teach it so far. The teaching of classical Latin was subsequently dominated by the grammatical method of the deductive and logical type. This method has been the focus of questions and criticism because of its rigour and the demands it makes, even to the point where it is considered ineffective. Usually in the classroom, students have difficulty understanding grammatical concepts, especially when they know the grammar of their native language very poorly, which makes it difficult to achieve a high level of translation from another language. But at the present stage, innovative teaching methods are used for the most effective learning, the use of which improves the perception of the subject due to the use of the latest technologies [11-13].

Given the above, there is a need to review conventional teaching methods and how they are applied, and the possibility of complementing these methods with other teaching strategies in the light of modern pedagogical theories. It is important to promote better results and greater readiness of students to study the subject, since poor academic performance generates a negative attitude towards the subject. Thus, the purpose of the study is to investigate the methods of teaching classical languages using the example of Latin and find ways to adapt them to modern innovative teaching methods. In accordance with the goal, the task was set: to characterise and divide into groups innovative

teaching methods; to conduct a comparative analysis of the selected methods of teaching classical languages; to determine the advantages and disadvantages of these methods in the learning process; to give examples of the use of individual methods in Latin language classes.

MATERIALS AND METHODS

The scientific methods used in this study were chosen according to the objective. The research is based on the investigation of conventional teaching methods and determining how they can be modernised to meet modern requirements. For this purpose, theoretical methods of scientific cognition were used, in particular, analysis and synthesis – to determine the specific features of each of the methods and their effectiveness; and the modelling method was used to give examples of how exactly the described conventional and innovative methods can be combined in the framework of teaching classical languages.

At the first stage, it was proved why the object of research was Latin, because Latin is now the most commonly used classical language, which belongs to the “dead” languages, widely used in law, philosophy, theology, liturgics, medicine, etc. Therefore, students learning Latin in the framework of professional training should arouse additional interest in studying subjects that will be useful to them only while working in the profession. Innovative teaching methods are designed for this purpose, because the use of the results of the scientific and technical process is an integral part of modern life, and their introduction into the educational process helps to develop students’ skills that they will use in everyday life, such as communicative, creative, cognitive, etc.

At the second stage, a list of sources used was selected and formed, due to which the main task of the research – studying conventional teaching methods and considering ways to add innovative technologies to them – was implemented. The material base of the study was selected according to two criteria. The first criterion was the relevance, that is, the correspondence of the chosen study to the research objectives and the potential to solve the problem. In addition, only the latest research papers (published in the last three years) were selected for study, because it is important that the research conducted is relevant and contributes to the development of this problem.

At the third and final stage, the information obtained from the selected sources was grouped, after which a comparative analysis of the selected methods of teaching classical languages was carried out, innovative technologies were adapted to them, and the advantages and disadvantages of these methods were determined, including the possibility of their implementation in the educational process. In addition, at this stage, examples were given of exactly how these methods can be used in Latin language classes, and the modelling method was used for this purpose. A modelling method is a research tool of a material or theoretical nature created to reproduce the object under study. It is a simplified reproduction of reality that performs

a heuristic function, which allows identifying new relationships and qualities of the research object. It is a working tool that provides an intuitive approach to reality and whose main function is to help understand the theory from the phenomenon under study. The application of the modelling method is closely related to the need to determine the indirect reflection of objective reality. In fact, the model is an intermediate link between the subject (researcher) and the object of research. Modelling is exactly the method by which abstractions are created to explain reality.

RESULTS AND DISCUSSION

Latin helps students acquire the language skills they need to research and analyse scientific ideas, and promotes deeper and more conscious assimilation of terminology in their native and foreign languages. Successful mastery of Latin, in particular within the framework of the curriculum, significantly increases the overall level of education. Provided that in addition to phonetics, basic grammar, and terminology, students of higher educational institutions will get acquainted with the scientific and cultural heritage of Ancient Rome and Greece. Modern students come to the first year uninformed with elementary realities and facts from the history of ancient civilisation, unable to see the many words of ancient origin in everyday life. The teacher is obliged to acquaint them with symbols, words, and concepts created by the ancient Greeks and Romans, introduce them to the concept of the Indo-European language family and teach them to determine the place of foreign languages familiar to them, to determine their connection to Latin, their influence on living languages, recognition of Latin derivatives in their native language, English, French, etc. [14; 15].

In this regard there is a number of features in teaching Latin at the stage:

- falling motivation of students due to the fact that they feel a lack of practical use of Latin;
- outdated traditions of teaching Latin in universities and the predominance of a structural approach, for example, the grammatical and translation method, which is based on the following provisions: the language can be perfectly learned only by mastering a certain set of universal grammatical rules, and a certain set of words in a foreign language; grammatical categories, unlike sounds, morphemes, and words, are universal for all languages, so the most correct way to form a sentence in a foreign language is to start building it in the native language, and at the same time also perform its syntactic analysis as grammatical analysis of words contained in the sentence; foreign language models that do not have equivalents in the native language are considered exceptions to universal grammatical rules;
- the impossibility of introducing a “natural method”, the essence of which was to create such a language environment of communication that would be sufficient for linguistic and psychological adaptation in a Latin-speaking cultural society. Foreign language as communication, socialisation, adaptation of students to a foreign culture was not

only a goal, but also a means of teaching. As with modern technology of communicative learning, language exercises of the natural method reflected situations of real communication and helped students gradually accumulate a large vocabulary and grammar;

- low phonetic impact on speech (lack of authentic audio material);
- mandatory use of the native language in the process of teaching and learning.

In order to improve the quality of education, it is crucial to use active innovative teaching technologies that allow students to instil the necessary level of knowledge and skills. Innovative methods cannot completely replace conventional ones, but they also increase students' interest in learning and expand the amount of information they remember. There are several groups of innovative teaching methods, among them: problem-based learning; technology for developing “critical thinking”; information and communication technologies; project-based learning; technology for applying game methods in the classroom; cooperation training (team and group work).

1. Problem-based learning method. This method promotes the maximum development of creative thinking, teaches students to think about the essence of phenomena and look for the relationship between them. Problem-based learning requires students to have certain intellectual abilities and mental effort, and the ability to overcome difficulties. Problem-based learning is based on a system of pre-established knowledge and skills that are acquired with its help, both in practical Latin classes and through independent classes.

For successful use of problem-based learning, it is necessary to clearly understand the requirements of this teaching method:

- the problem should be clearly formulated;
- the task must have some complexity;
- the task should be interesting for students;
- there should be enough training material to find a solution to the problem.

2. Technological way to develop “critical thinking”. The goal of developing “critical thinking” is to form a culture of reading and encourage independent creative activity. The constructive basis of “critical thinking technology” is the basic model of three stages of organising the creation process: “challenge – understanding – thinking”. At the “challenge” stage, existing knowledge and ideas about the object under study are removed from memory and updated. The challenge situation is created by a skilfully set up question. At the “understanding” stage, there is an introduction to new information and its systematisation. Students are given the opportunity to understand the information received, and even the opportunity to formulate questions when correlating old and new information. At the “thinking” stage, students consolidate new knowledge and incorporate it into new concepts. Methods of “critical thinking” include “brainstorming”, “clusters”, etc. “Ask a question” method – the teacher asks a question, suggests thinking about the answer

and discussing it. The question should be such that the answer involves reflection and analysis. Frequent questions lead to discussions in which students themselves learn to ask questions and formulate them correctly. This technique can be used in practical classes for the "Morphology" section.

Brainstorming is one of the most popular ways to encourage creative activity. It allows students to find solutions to complex problems by applying special discussion rules. They are widely used in the classroom to find non-conventional solutions to various problems. The method is based on the assumption that one of the main obstacles to the emergence of new ideas is the "fear of evaluation": students often do not express their opinions out loud, fearing that they will face scepticism from the teacher and other students. The purpose of brainstorming is to exclude the evaluative component in practical Latin classes. The classic brainstorming method proposed by Osborn is based on two main principles: "delaying the condemnation of an idea"; "quality comes from quantity". This approach involves applying several rules. Criticism of any mistakes made by students during the lesson is excluded. Students working in interactive groups should be sure that their work will be appreciated. It is necessary to ask a lot of questions: each student has the opportunity to ask and answer the maximum number of questions. At the last stage, the best answers are selected. In recent years, "electronic brainstorming" (online brainstorming) using Internet technologies has become very common. It eliminates the "fear of evaluation", since it provides anonymity and allows solving a number of problems of traditional brainstorming [9; 16].

3. Method of information and communication technologies. The implementation of this method can be determined by the technologies used to access, collect, process, present, or transmit information. Information and communication technologies (ICTs) include both hardware and software. The main ICT tool for the information environment of any educational system is a personal computer and the capabilities of the software installed on it. Now there are many opinions about whether it is worth it to use a computer during Latin classes. Some believe that a computer can replace a teacher, while others believe that a computer cannot transmit information the way a teacher does. The authors of this study suggest that the computer serves only as a training tool. The computer has many advantages: it combines video and audio information, text information, and the computer also provides great opportunities for checking the level of knowledge in Latin or a topic with the participation of a teacher, which reduces the time spent summing up the results.

It is possible to use the following tests: multiple choice (with one or more correct answers); passes (with different user support options); language games (crosswords). For example, the electronic version of the test gives students the ability to move objects inside a document, place them in the right places, delete them, group them by task, insert what they need, etc. Thus, the use of a computer gives the teacher

the opportunity to constantly improve educational materials and introduce new organisational forms of training.

There are other types of ICTs. For example, television, but it is not an affordable method for all educational institutions. In practical Latin teaching, presentations are the main method of ICT. They differ by the type of speech activity (when teaching reading, writing, speaking), by the linguistic aspects (when teaching vocabulary, grammar, or phonetics), and by the type of provision (substantive, semantic, illustrative). It is possible to use presentations that make it easier to work with various language and conversational exercises. Presentations allow students to discover their creativity. Due to the computer, the use of ICT significantly diversifies the process of perception and processing of information, followed by analysis and sorting [17; 18].

4. Methods of project-based learning. The main goal of project-based learning is to give students the opportunity to independently acquire knowledge in the process of solving practical problems or problems that have arisen during the project implementation. The teacher in the project is assigned the role of coordinator, expert, and an additional source of information. The typology of projects is diverse and can be divided into mono, collective, oral, visual, written, and web projects. Project-based work is a multi-level approach to learning Latin, including reading, speaking, and grammar. The project-based learning method promotes the development of students' active, independent thinking and orients them to joint research work. Project-based learning is relevant because it teaches students to work together, and collaborative learning forms moral values such as mutual support, develops creative skills, and activates students.

The project-based learning method improves students' communication skills, the ability to formulate thoughts briefly and simply, get information from various sources, and process it using modern computer technologies. The project-based learning in practical classes in Latin is one of the most relevant technologies that allow students to apply the accumulated knowledge on the subject. Students expand their horizons and boundaries of Latin terms, gain experience in their practical application in teaching philosophy, theology, liturgics, anatomy, pharmacology, and clinical disciplines, and learn to listen and understand each other when defending projects. In practical classes, students work with reference literature, dictionaries, and a computer, thereby creating the possibility of direct contact with the Latin language, which is not provided by learning the language only with the help of a textbook in the classroom. Working on projects develops students' imagination, creative thinking, independence, and other personal qualities.

The task of the teacher is to formulate project topics and determine the range of issues that need to be considered to achieve the goals and objectives of a particular lesson. In practical Latin classes, you can use the following project topics can be interesting for students: "Roman calendar"; "Hippocratic Oath"; "Olympic Games"; "Latin maxims";

“Latin and Greek names”, etc. In such projects, students create voluminous texts and multimedia presentations with the most interesting materials and accompanying video fragments.

Projects in the classroom can be used either in full or in fragments. Text materials can be used by students for independent preparation for classes and for the final exam in extracurricular time. Therefore, it is considered appropriate to create a selection of text materials and media libraries from student projects in the classroom. Students are often asked not only to set specific tasks on the topic, but also to express their own opinion and position on a specific problem. Innovative technologies help to form the student's personal qualities, such as the ability to communicate in different social groups and the ability to independently develop their cultural level. Notably, the project methodology does not replace, but complements, other types of training technologies [19; 20].

5. Technology of using game methods during the lesson. This is the most popular method of using innovative technologies among students. It is worth paying attention to examples of phonetic, lexical, and grammatical games in practical classes and considering them in detail. The consolidation of phonetics is facilitated by:

a) puzzle – student pronounces words containing the same sound, other students must guess it and write it down on the blackboard;

b) game competition – teacher writes down the diphthongs ae, oe, au, eu on the blackboard, gives students the task to write as many words with diphthongs as possible, pronounce them, paying attention to the setting of accents and pronunciation of sounds;

c) simulation game – students try to repeat Latin idioms, the winner is the one who repeats them the fastest;

d) lexical games – aimed at working out new terms, mastering the mechanisms of word formation and units of phraseology. Lexical games also include: riddles, puzzles, and crosswords, but professional games related to the future profession have the greatest opportunities for students' cognitive activity.

6. Collective training method (team and group work). This method is not yet widely used in educational practice due to certain technical and psychological difficulties on the part of both teachers and students. Group work of students encourages close communication of students, which leads to the development of social behaviour skills and assimilation of general work technologies. A distinctive feature of teachers who use this method is that they speak a little, but listen and observe a lot. The introduction of this method of teaching “in cooperation” in collective and group work in the educational process is important for both the teacher and the student. It is important for teachers to discover the hidden talents and abilities of their students. As practice shows, students gather in groups of five or six people, and each group should have one well-educated student. Everyone is assigned a task and their role is determined. Each student

is responsible not only for the result of their work, but also for the result of the entire group, so weak students try to learn from the strong what they do not understand, and strong students try to make the weak understand the task. Each member of the group benefits from this, as knowledge gaps are closed together. The task should not be voluminous and should be clear, students should be given time to settle into the group. The teacher's job is to observe the work of groups and give advice when necessary. In addition, it is better to ignore the noise that occurs during operation and resolve any conflicts that may arise. As practice shows, this method is perceived by students with great interest and helps to reveal their creative abilities.

It is worth noting that there are a number of studies aimed at innovative teaching methods in the training of specialists in various professions (accountants [10; 11], teachers [13]), and in the study of foreign languages [2; 7-9], which prove that the appropriate use of such methods improves the level of memorisation and assimilation of knowledge. In particular, S. Alawadhi and M. Dashti [1] investigated the possibility of using the Telegram messenger during English lessons. The app was used as a source of information and a knowledge-sharing tool that allows users to find, store, and share educational information. It was found that Telegram can be an effective source of text and non-text information. The app can help save time in class and during homework.

The study [14] focused on teaching people with mild cognitive impairment. It was found that learning foreign languages is a good way to improve cognitive functions, but requires special methods, in particular, the use of songs in foreign language lessons. The specifics of using augmented reality in visual and spatial loading when memorising a second language vocabulary were shown in the study [3]. This experimental technology has shown its effectiveness in comparison with other technologies, namely the use of the Quizlet software suite.

A special feature of this study is the identification of the specifics of using innovative methods for learning classical languages, in particular Latin. In this context, it is important to consider the problems that teachers of “dead” languages have, because their use is limited, which can reduce students' interest. Innovative methods, in turn, are designed to solve this problem.

CONCLUSIONS

Thus, from the above, it can be concluded that the Latin language should expand the language worldview of students, improve their general language culture using the skills of normative use of Latin-Greek internationalisms, develop logical thinking, due to its clear structure of grammar, syntax, pedagogical value when familiarising with its meaning in the development of European science and culture. The use of innovative technological methods expands the skills of the teacher and increases students' interest in the subject being studied. It is worth noting that the presence of innovative methods does not negate

the existence of conventional ones, the latter are not rejected, but adapt to innovations. Therefore, innovative methods do not replace the classical methods of subject didactics, but complement and expand this process. Innovative methods create conditions for a more complete disclosure of students' abilities.

Innovative methods such as the project-based method and group work identify weaknesses and gaps in students' knowledge in a timely manner, which allows the teacher to analyse and focus on these gaps. Innovative methods

contribute to the expansion of the teacher's methodological knowledge and skills, and the disclosure of their organisational abilities. Independent work as one of the innovative methods has a beneficial impact on the quality of students' knowledge and on the ability to expand their skills in working with literature and ICT capabilities. Information technologies will continue to improve, new technologies and new ICT opportunities will appear, which will require teachers to constantly stay in line with pedagogical science.

REFERENCES

- [1] Alawadhi, S., & Dashti, M. (2021). The use of the telegram application as an information-sharing tool. *Journal of Information and Knowledge Management*, 20(2), article number 2150024. doi: 10.1142/S0219649221500246.
- [2] Vasseur, R. (2021). Multimodal approaches for heritage and second language instructor training. *Languages*, 6(3), article number 143. doi: 10.3390/languages6030143.
- [3] Larchen Costuchen, A., Darling, S., & Uytman, C. (2021). Augmented reality and visuospatial bootstrapping for second-language vocabulary recall. *Innovation in Language Learning and Teaching*, 15(4), 352-363.
- [4] Hu, Z., & Roberto, M.T. (2020). Sobre o desenvolvimento da formação em língua latina na China. *Boletim De Estudos Classicos*, 65, 111-135.
- [5] Rubel, A. (2019). Quo vadis altertumswissenschaft? The command of foreign languages and the future of classical studies. *Classical World*, 112(3), 193-223.
- [6] Stetie, N.A. (2021). Syntactic processing models and their implications for the study of language. *Revista De Estudos Da Linguagem*, 29(3), 2117-1262.
- [7] Theivachandran, R., Jothi Priya, A., & Gayatri Devi, R. (2019). A study on the effectiveness of knowledge and acquisition for students using innovative teaching methods. *Drug Invention Today*, 12(6), 1194-1196.
- [8] Sivarajah, R.T., Curci, N.E., Johnson, E.M., Lam, D.L., Lee, J.T., & Richardson, M.L. (2019). A review of innovative teaching methods. *Academic Radiology*, 26(1), 101-113.
- [9] Liao, W.J., & Tang, C.H. (2021). Teaching implementation of practical education and innovative construction method. *Sustainability (Switzerland)*, 13(24), article number 13731.
- [10] Gualdi, D. (2020). ICT and accounting education. An innovative teaching method: The practice enterprise. *International Conference on Higher Education Advances*, 1101-1108. doi: 10.4995/HEAd20.2020.11208.
- [11] Novak, A., Žager, K., & Barišić, I. (2021). Innovation in accounting education: The impact of information technology on teaching methods. *Proceedings of the European Conference on Innovation and Entrepreneurship*, ECIE, 660-667. doi: 10.34190/EIE.21.142.
- [12] Gong, W. (2019). An innovative English teaching system based on computer aided technology and corpus management. *International Journal of Emerging Technologies in Learning*, 14(14), 69-80.
- [13] Jensen, I.S., & Blikstad-Balas, M. (2021). Innovative design of fieldwork in teacher education: Using artefacts of practice to prepare for teaching and research in the profession. *Acta Didactica Norden*, 15(3), article number 3.
- [14] Makri, M., Christakidou, A., & Tsolaki, M. (2021). English lessons with the use of songs for people with mild cognitive impairment. *Alzheimer's & Dementia: The Journal of the Alzheimer's Association*, 17, article number 058651.
- [15] Abouhashem, A., Abdou, R.M., Bhadra, J., Santhosh, M., Ahmad, Z., & Al-Thani, N.J. (2021). A distinctive method of online interactive learning in stem education. *Sustainability (Switzerland)*, 13(24), article number 13909.
- [16] Lin, C.H., & Chang, Y.Y. (2021). A progressive digital narrative teaching method to improve learning motivation as a lifelong learning skill. *Sustainability (Switzerland)*, 13(23), article number 12991.
- [17] Song, L. (2021). The innovation and development of college English blended teaching model in the network environment. *ACM International Conference Proceeding Series*, 1381-1385. doi: 10.1145/3482632.3483156.
- [18] Su, Z., Liu, M., Song, B., & Lian, S. (2021). The intervention of internet technology on students' English learning in the intelligent era. *ACM International Conference Proceeding Series*, 775-780. doi: 10.1145/3482632.3483015.
- [19] Cárdenas, J., & Inga, E. (2021). Methodological experience in the teaching-learning of the English language for students with visual impairment. *Education Sciences*, 11(9), article number 515.
- [20] Musorin, A.Yu. (2003). On the content of the concept of "dead languages". *Language and Culture*, 20(3), 3-6.

Ірина Михайлівна Лемик

Український католицький університет
79000, вул. Іларіона Свенціцького, 17, м. Львів, Україна

Інноваційні методи викладання класичних мов (на прикладі латинської мови)

Анотація. Основними компетенціями та вміннями студентів мають бути професійні та комунікативні вміння представляти потенціал дидактичного дискурсу, одиницею якого є педагогічні тексти різного роду. Пізнавальна діяльність студентів, пов'язана з набуттям спеціальних знань, формуванням та розвитком професійної мови, що відбувається не відразу, а поступово, у процесі засвоєння та усвідомлення особистісної навчальної мети. Актуальність дослідження зумовлена необхідністю дослідити специфіку застосування інноваційних методів для вивчення класичних мов та вирішити проблеми, з якими стикаються викладачі «мертвих» мов. Метою дослідження є вивчення методів навчання класичних мов на прикладі латинської мови та пошук шляхів їхнього пристосування до сучасних інноваційних методів навчання. Основу методології складають аналіз та синтез, метод моделювання. Під час дослідження було визначено основні інноваційні методи навчання, які наразі застосовуються в освітньому процесі, а також виявлено переваги та недоліки розглянутих методів. Також було встановлено проблеми, які виникають у викладачів «мертвих» мов, латинської мови, зокрема, під час процесу навчання, адже наразі «мертві» мови не викликають великого інтересу серед студентів, бо їх застосування обмежується вузькими напрямками використання. Інноваційні технології покликані оживити інтерес до вивчення предметів, які не широко застосовуються в повсякденному житті, а також зробити цей процес якомога ефективнішим. Було зроблено висновок, що у сучасних умовах викладач повинен слідкувати за розвитком інформаційно-комунікаційних технологій та постійно удосконалювати свої навички задля забезпечення актуального навчального процесу. Практична значимість дослідження полягає в комплексному аналізі методів викладання класичних мов, на основі якого педагог може визначити, який з методів буде ефективніший для його моделі викладання предмету

Ключові слова: сучасні освітні технології, вивчення «мертвих» мов, комунікативні навички, навчально-пізнавальна діяльність, способи навчання

Natalia V. Olkhova*

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

Development of Algorithmic Thinking in Primary School Students when Studying Computer Science

Article's History:

Received: 20.03.2022

Revised: 19.05.2022

Accepted: 30.06.2022

Suggested Citation:

Olkhova, N.V. (2022). Development of algorithmic thinking in primary school students when studying computer science. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 25-32.

Abstract. The relevance of the study is conditioned by the fact that modern society requires new generations to be able to plan their actions, find the information necessary to solve problems among huge information arrays (many of which are also not reliable), and model processes for the future. The set of certain tasks is synergised in the plane of the concept of algorithmic thinking. The purpose of the study is to track the educational and competence consequences of applying the developed approaches to stimulate algorithmic thinking in computer science lessons, to identify how they will contribute to the development of algorithmic thinking in primary school students. The paper states that categorisation of the concept of algorithmic thinking requires a broad understanding of the algorithm as a set and sequence of actions aimed at achieving the desired result. While algorithmic thinking is a way of organising mental actions and techniques for solving problems, as a result of which an algorithm is created – a specific product of human mental activity. Algorithmic thinking is not a compilation of algorithms, and its development is not limited to the mechanical memorisation of a number of algorithms. In the scientific literature and current policy documents on primary schools, the development of algorithmic thinking is perceived in the context of information and digital competence of schoolchildren and is associated with branches related to computer science: mathematics and logic. The emphasis on the potential for developing algorithmic thinking applies directly to the computer science course, but is not limited to it. The intention to stimulate the ability to think algorithmically is a requirement of the postmodern information era and the key to personal success, it is one of the tools of socialisation, and therefore, approaches to the development of algorithmic thinking should be comprehensively presented in the concepts of studying other compulsory and optional subjects. For the study, the authors developed and successfully tested a special eight-level diagnostic structure, which is presented in the paper. It can be used as a basis for conducting similar experimental studies. Further study on the topic should be organised around deepening the understanding and expanding the range of methodological approaches to the development of algorithmic thinking in schoolchildren of the New Ukrainian School (NUS), in particular, in computer science lessons

Keywords: algorithmisation of thinking, algorithm, informatisation, New Ukrainian School, information and digital competence, computer science

*Corresponding author

INTRODUCTION

Information and computer technologies today are one of the most dynamically developing spheres of human activity, and at the same time, are a key generator of economic and social progress. In a situation where the amount of information is constantly growing quantitatively, a modern person has to pass huge information flows through their

perception every day, and at the same time, be a producer of new information for themselves. All this requires the development of thinking mechanisms that would allow dealing with the necessary information, quickly finding optimal information solutions with the help of modern computer technology and gadgets, identifying new, essential things, and

using it in the necessary activity scheme for the effective achievement of personal goals. Any human activity and general existence in nature are inextricably linked with the algorithmic model, so from the earliest years, the relevance of building and developing algorithmic thinking of schoolchildren increases, in particular, in primary school students. On the other hand, a significant problem of modern school programmes in European schools, in particular, Ukrainian ones, is that digital competence is still not represented as a component of the implementation of these programmes, but only nominatively fixed in the description of the document. That is, today the true digital competence of students is more an idea than the result of educational activities in a non-specialised school.

The recommendation of the European Parliament and the Council (EU) "On Core Competencies for Lifelong Learning" of 18 December 2006 states that the priority idea of modern education is "learning for the sake of gaining knowledge", understood as the ability to achieve results in hard learning, organise their learning, in particular, through the effective use of time and information, individually and in groups [1]. In the concept of NUS, information and communication technologies are the central idea of reorienting school education to modern development vectors. The most important thing is that both the teacher and the student are equally important participative actors in the learning activities, between whom full cooperation is possible with the help of ICT. In the ten key competencies that the NUS concept defines, information and digital competence (central – fifth in the list) provides for such foundations as information and media literacy, mastering the basics of programming, working with databases, internet security and cybersecurity skills, and, most importantly, given the presented research topic, algorithmic thinking [2; 3]. At the same time, information and digital competence is interpreted as acting according to an algorithm and composing algorithms. The NUS concept also defines that the most valuable result of primary education in a separate personal dimension is a healthy child with motivation to learn successfully, a research attitude to life, the ability to hear other people, and an attitude to successful learning. In particular, this implies the image of a student who can learn using various sources, and be able to critically evaluate information [2].

Etymologically, the concept of an algorithm is related to mathematical options, because this term itself was introduced by the Uzbek mathematician Al-Khwarizmi, who called the process of performing four arithmetic operations an algorithm [4]. In the future, comprehensive automation and computerisation led to the fact that thinking was inevitably compared to the work of a computer, and now a person is considered in tandem with a computer. And this inevitably actualises the need for the algorithmisation of thinking – learning to think in standard, typical situations like a computer: on the one hand, this is necessary for more effective use of technology: to "talk" with the computer in one language – the language of algorithms. On the other hand, human algorithmic thinking is ahead of and exceeds the computer in its

qualities, being more perfect than the action of a programme or computer algorithm [4]. Algorithmic thinking is necessary for a person to be able to think and decide quickly, like a computer, but to take into account the range of related factors when making decisions that the computer is not able to respond to. Algorithmic thinking, among other things, is important for properly organising personal time and quickly performing a wide range of everyday tasks. In some countries, this idea is already integrated into the paradigm of general education schools. Thus, since 2020, the Ministry of Education, Culture, Sports, Science and Technology of Japan has been introducing the course "Algorithms and computer programming" as mandatory subjects for all primary school students.

All this creates the necessary context for paying attention to the peculiarities of developing algorithmic thinking of Ukrainian schoolchildren from the earliest stages of study. In particular, during the development of a computer science course and through the process of studying other compulsory and optional courses.

LITERATURE REVIEW

The concept of algorithmic thinking cannot be considered without understanding the essence of the algorithm. This is important because it is the algorithm that is the main tool for the data processing and the final result of algorithmic thinking [4]. J. Mezak, P. Papak [5] note the integration of STEM (S – science, T – technology, E – engineering, M – mathematics) principles into the modern educational environment. O. Sadykova notes that algorithmic thinking today is defined as a system of thinking techniques aimed at solving problems, which, however, is not unambiguous in a situation of life (in contrast to software algorithmic thinking, which is inherent in a computer), because in a situation of, for example, interpersonal interaction within the application of algorithmic thinking, a person must determine and consider not only the very presence, but also the scheme of "someone else's" algorithm – and only then can build own algorithm [4].

Now the problem of developing algorithmic thinking of schoolchildren and students, although generally recognised in the world (at least theoretically), but only a small number of students are able to comprehensively apply the operational components of algorithmic thinking in a holistic process of solving various problems, which also involves the skills to consciously manage their mental activity and think logically. The development of techniques of mental actions, which are the main components of algorithmic thinking (the ability to generalise, classify, draw analogies, logically establish patterns, and reason), contributes to better assimilation of exact sciences [6]. It is empirically confirmed that algorithmic thinking, developed primarily in the paradigm of studying computer science, has a positive effect on the result of mastering a number of other academic disciplines [11].

The methodological literature considers various content aspects of algorithmic thinking: ways to form algorithmic thinking through systematic and purposeful implementation

of the ideas of the structural approach [7; 12]; various structural components of algorithmic thinking and their adaptation to various subjects [8; 13; 14], [9; 15; 16]; some aspects of optimising the educational process that contribute to the development of algorithmic thinking and its connection with other types of thinking [10]; the ability to plan the structure of actions necessary to achieve a goal using a fixed set of tools [8].

J. Hromkovic and T. Kohn identify the main aspects of algorithmic thinking in research activities as the goal of educational programmes: the concept of formal language to express algorithms, abstraction and automation to transfer a proven strategy to new cases [17]. S.D. Yazvinskaya [18] defines algorithmic thinking as the art and ability to reflect, plan, consider various circumstances and act in accordance with them, and the ability to solve various problems related to the preparation of an action plan for solving problems. According to the researcher, the development of algorithmic thinking should begin already at the stage of preschool.

In addition to some subtleties of interpretation and semantic shades of definition functioning, there are also differences between researchers regarding approaches to teaching algorithmic thinking. Thus, at the Australian Informatics Competition (AIC), a special approach to developing algorithmic thinking skills is proposed, which differs from conventional methods of algorithmisation of thought using puzzles or multiple-choice tests. The innovation of AIC is to apply the three-step task methodology – these are groups of three related questions, each of which offers students to solve the same problem, but with larger data sets. First, students receive instructions and a general description of the task, followed by three sets of data, according to which they are formulated with three questions that involve working according to the same type of algorithm, but somewhat complicated at the 2nd and 3rd levels.

Sometimes algorithmic thinking is identified with a logical-algorithmic style of thinking [19; 20]. This style of thinking manifests itself in the skills of students, such as: to build logical statements about data properties and queries to search engines; to use inductive and deductive methods of mental operations when working with computers; to use the formalisation method to solve problems – up to the use of algorithmic language.

The difficulty of categorising algorithmic thinking lies in the fact that most authors consider algorithmic thinking, on the one hand, just a way of thinking. On the other hand, it is a certain system of discrete actions associated with the way thoughts are organised. Algorithmic thinking is the highest form of organisation of an individual's mental activity. Mental techniques in the context of algorithmic thinking form a single system consisting of two types of components (intermediate tasks and final – goal) and contain an understanding of the expediency and prospects of intermediate chain operations that should lead to the performance of tasks [4]. Algorithmic thinking is characterised by the following features: the ability to find the sequence of actions necessary to solve the problem, and the allocation of a number of simpler subtasks in the overall

problem, the solution of which will lead to the solution of the original problem. The presence of logical thinking does not necessarily (although quite often) imply the presence of algorithmic thinking. Developed algorithmic thinking is certainly based on formed and developed logical thinking.

The concept of computational algorithmic thinking (CAT) is also tangential, which implies the ability to design, implement, and evaluate the use of algorithms to solve a number of problems. This includes: 1) identifying and understanding the problem; 2) developing an algorithm or set of algorithms to solve the problem; 3) implementing the algorithm so that it solves the problem; 4) evaluating the solution based on a specific set of criteria. CAT is an important functional framework that allows students to develop computational thinking capabilities and apply computational thinking to problem-solving [21]. Methodologically, CAT is formed mainly at the intersection of computer and mathematical competencies.

As for the theoretical foundations, from the perspective of the current research, the study refers to a meaningfully broad definition of the algorithm presented by K. Utyumova: an algorithm is a rule, a sample of performing a system of operations in a strictly defined sequence, leading to solving problems of a certain type [22]. In addition, the study by J. Mezak, P.P. Papak [5], which has already been mentioned above, is ideologically and methodologically closer to this study. Firstly, the authors criticise the conventional role of the teacher as the main source and transmitter of knowledge. After all, in the modern age of information, the role of the teacher cannot remain monolithic unchanged and not evolve to understand the teacher as a facilitator, and not the key pillar of the entire educational process. This also requires adaptation of approaches to teacher training. Secondly, learning scenarios have the potential to influence the development of innovative ideas for the implementation of educational activities, in particular, scenarios based on the use of modern methods of teaching curricula using digital tools and digital content. Thirdly, the research focuses on the Erasmus+ project “Games for Learning Algorithmic Thinking”, which is relevant for the authors, and aimed at training primary school teachers who will further develop such learning scenarios and apply them in teaching their students. The paper presents how appropriate learning scenarios can stimulate the algorithmic thinking of younger students in everyday situations [5].

Thus, the problem of algorithmic thinking is relevant for modern Ukrainian and foreign studies. Researchers speak about the direct connection between the relevance of thinking according to the algorithm scheme and the correspondence of such thinking to modern realities of the digitalised world [23]. Algorithmic thinking seems to allow finding an understanding between a person, objective reality, and the computerised environment of existence. However, despite the positive perception of the potential of teaching algorithmic thinking, there is still a very limited range of methodological tools and specific tasks that would contribute to the development of algorithmic thinking in schoolchildren, in particular, primary school students.

The purpose of the study, therefore, is to trace the educational and competence consequences of applying the original approaches to develop algorithmic thinking and to identify how they will contribute to the development of algorithmic thinking in primary school students in computer science lessons. Achieving this goal involves the implementation of a number of tasks: 1) to develop a set of approaches to mastering the computer science course according to the NUS programme, to compensate for the lack of practice in the development of algorithmic thinking of schoolchildren in the context of computer education (in the Explanatory Note to the Computer Science curriculum for grades 1-2, it is just recorded that one of the tasks of studying the course is the development of logical, algorithmic, creative, and object-oriented thinking in students [24]); 2) to organise an experimental study, within which to investigate empirically the effectiveness of the developed approaches – through comparison and analysis of data obtained in accordance with the special scheme; 3) to summarise the results of the current stage of research on the problem of developing algorithmic thinking of primary school students and outline the prospects for further theoretical and experimental research on the topic.

MATERIALS AND METHODS

The study investigated two reference groups – students of parallel classes of the “Lutsk Educational Complex No. 9 of the

Lutsk City Council”: 2-A (27 students) – experimental group and 2-B – control group (30 students). During the entire academic year, students of the control group mastered the compulsory computer science programme for NUS schools – without special emphasis on the development of logical and algorithmic thinking, but within the limits of the requirements for the competencies of students in this age group.

Students of the experimental group, in addition to the material provided to the students of the control group, received additional homework assignments aimed at developing algorithmic thinking and logic. In the organisation of work with students of the experimental group, the emphasis was placed on a clear understanding of the sequence of actions to perform a certain task and working out these actions to automatism through performing the same type of tasks. In addition, considerable attention was paid to the development of speech of such students: they were required to have a clear understanding of the process, their own reflection and speech activity (here the concept of communication between speech and thinking was considered).

The research hypothesis was that students of the experimental group will demonstrate the best quality indicators of mastering not only key computer competencies, but also improve the ability to think logically and perform typical tasks.

The final evaluation of students in both groups took place according to the developed structure (Table 1).

Table 1. Structure of final tasks for evaluating algorithmic thinking of students

Type of task	Summary of the task	Score
Day 1		
1. Search the Internet for the necessary information	Find a graphic image of the map of Ukraine (10 points) Find text information about the highest mountains in Ukraine (10 points) Find a video about your hometown (10 points)	30 points
2. Define the sequence of steps for task performers	Describe the sequence of creating a house image in your paper album (10 points) Describe the sequence of creating a house image in the Paint image editor (10 points)	20 points
3. Find errors in algorithms	Adjust the algorithm of Olenka's actions. Explain what mistake she made. How did you find it? How long did it take you to do this? (<i>Students are offered an algorithm for collecting a school backpack. But it makes mistakes: the student did not check the class schedule based on the diary</i>)	20 points
Day 2		
4. Determine the result of performing a linear algorithm for constructing a simple geometric image	Complete the task in the Scratch environment	10 points
5. Develop your own algorithm for creating a simple geometric image	Complete the task in the Scratch environment. Display the sequence of actions using a text or graphic-text entry of the algorithm in your workbook	20 points
Day 3		
6. Create a drawing using a ready-made algorithm in the Scratch environment	Complete the task in the Scratch environment	20 points

Table 1, Continued

Type of task	Summary of the task Day 3	Score
7. Performing logical and arithmetic thinking tasks on the platform Learning.UA	On the application of algorithmic knowledge: https://learning.ua/matematyka/piaty-klas/alhorytmy Find the differences: https://learning.ua/matematyka/maliuky/znaidy-vidminnosti Find a picture without a copy: https://learning.ua/matematyka/maliuky/znaidy-kartynku-bez-kopii Find the extra: https://learning.ua/matematyka/maliuky/vykliuchaemo-zaive Find the same: https://learning.ua/matematyka/maliuky/znakhodymo-odnakove Logical series: https://learning.ua/matematyka/maliuky/lohichni-riady Simple logic problems: https://learning.ua/matematyka/doshkilniata/prosti-lohichni-zadachi	70 points
8. Self-assessment	Verbally substantiate and verbally describe your own perception of the tasks offered to you according to the following criteria: easy/difficult/difficult to say; I needed help/everything was clear; I understand the tasks/ I don't understand the tasks, etc.	10 points
Total: 200 points maximum ≥99 points – unsatisfactory 100-130 – satisfactory 131-170 – good 171-190 – very good 191-200 – excellent!		

Source: developed by the author

RESULTS AND DISCUSSION

As can be seen from the structure of Table 1, the control process took three days. This is conditioned by the age characteristics of second graders.

The results of the evaluation were grouped and analysed in an appropriate mathematical and statistical way to summarise the results of annual activities (Table 2).

Table 2. Results of evaluating the development of algorithmic thinking according to research criteria

Type of task	Experimental group		Control group		Difference
	Average result in the group		Average result in the group		
	Points	%	Points	%	%
1. Search the Internet for the necessary information	26.5	88.3%	23.4	78.0%	10.3%
2. Define the sequence of steps for task performers	18.1	90.5%	15.6	78.0%	12.5%
3. Find errors in algorithms	15.2	76.0%	11.2	56.0%	20.0%
4. Determine the result of performing a linear algorithm for constructing a simple geometric image	7.2	72.0%	6.1	61.0%	11.0%
5. Develop your own algorithm for creating a simple geometric image	8.2	82.0%	5.7	57.0%	25.0%
6. Create a drawing using a ready-made algorithm in the Scratch environment	17.3	86.5%	14.5	72.5%	14.0%
7. Performing logical and arithmetic thinking tasks on the platform Learning.UA	59.3	84.7%	40.9	58.4%	26.3%
8. Self-assessment	9.6	96.0%	7.8	78.0%	18.0%
9. Total points (averaged)	161.4	80.7%	125.2	62.6%	18.1%
Verbalised assessment	Good		Satisfactory		

Source: developed by the author based on research data

The results obtained are visualised in Figure 1.

The results show that special attention and correct methodological support of the teacher-facilitator during the organisation of regular work on computer science and extracurricular activities of students of the experimental group (subject to help and control by the parents of students) managed to achieve improved results according to all the criteria selected based on the analysis of literature and the compulsory curriculum of Computer Science. Separately, it should be noted that statistical data processing demonstrates the smallest gap in Point 1, which provides for the skills of searching the Internet for the necessary information (10.3%).

Interestingly, even the self-assessment point showed a large discrepancy (18.0%). This demonstrates the lack of skills in children in the control group to consciously perceive the learning process and understand themselves in this process. More attention to the components of algorithmic thinking, therefore, stimulates the processes of consciousness in general and self-reflection in particular, and trains the options of self-control and attention – at least during the performance of educational tasks. However, in the future, the improved algorithmic thinking skills will have a positive projection on other areas of the individual's life.

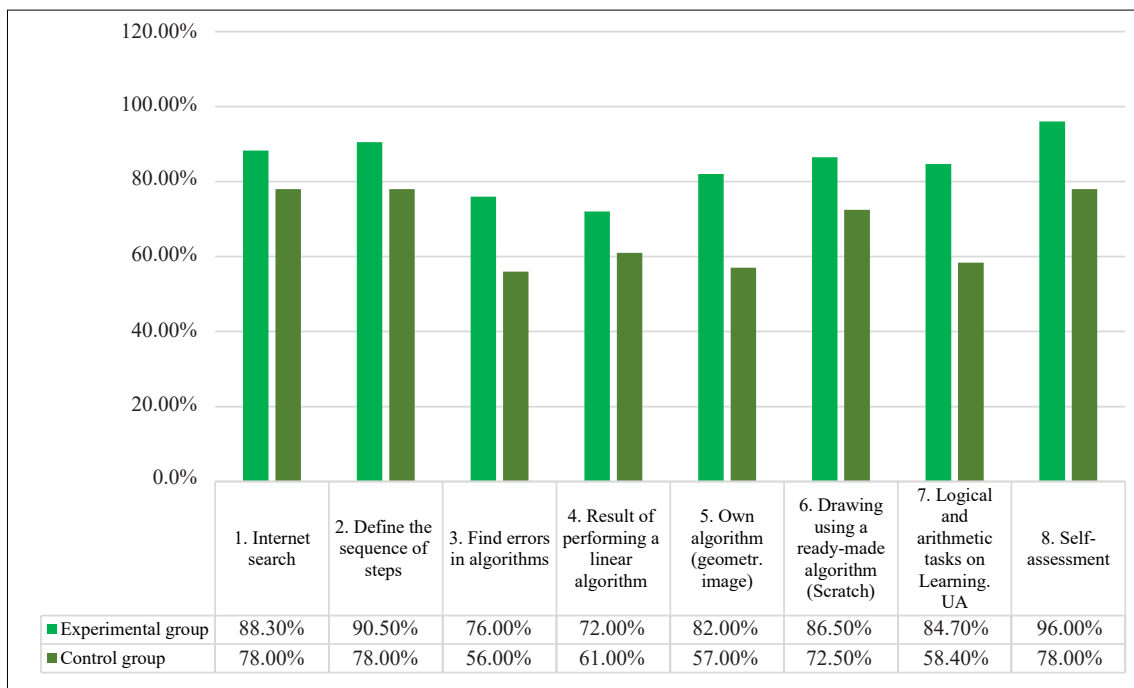


Figure 1. Results of evaluating the development of algorithmic thinking according to research criteria

Source: developed by the author based on research data.

The logic and results of the study are significantly different in content and organisation from the already presented research on the topic [25; 26]. Although theoretically they correlate, there is a correspondence concerning the ideological and conceptual definition of algorithmic thinking, the necessity of developing algorithmic thinking skills in modern schoolchildren considering the technologisation of the reality, technically the research is organised differently. In particular, due to the lack of an empirical, practical representation of the topic, it is impossible to compare the conclusions. This is evidence of the relevance of the current study, its originality, the actual implementation of the idea of avoiding formalism in approaches to the development of algorithmic thinking and declarative calls to rely on the child's life experience and use game techniques in combination with their optimal combination with information technologies [26].

At the same time, the presented experimental study has limitations, in particular, regarding the range of reference groups. It can be used in the future in a ready-made form only for primary school students. Potentially, the proposed scheme may give slightly different results, depending

on the pedagogical support, the environment, and the number of students involved in testing. However, hypothetically, the errors in testing cannot be fundamentally different from the key results presented. All these nuances can be revealed statistically and made clear in the course of subsequent research.

Therefore, algorithmic thinking needs to be developed in order to understand how the world around us and the processes in it work. In a broad sense, the whole reality around a person can be depicted as a super-complex, but harmoniously correlated set of algorithms. No process is complete without algorithmic thinking. The art of composing and solving problems requires special mental experience – algorithmic thinking, which people, as a rule, do not have from birth and cannot acquire without special training. This is exactly a skill – the ability to solve a particular type of problem, brought to automatism. Algorithmic thinking refers to the ability to think accurately, formally, and becomes one of the important features of the general human culture in today's high-tech world. However, the algorithmic way of thinking is not only related to computing or computer technology, it helps to solve problems in

any field of activity. In the process of life activity, a person somehow applies an algorithmic approach. In particular, the tools of algorithmic thinking are the following skills: 1) divide general tasks into subtasks; 2) plan the stages and time of their activities; 3) evaluate the effectiveness of activities; 4) search for Information; 5) process and assimilate information.

CONCLUSIONS

The problem of developing algorithmic thinking in primary school is one of the most important in psychological and pedagogical practice. The main way to solve it is to gradually form logical thinking techniques with a gradual transition directly to the elements of algorithmisation, especially during computer science lessons. Algorithmic thinking is characterised by formality, logic, clarity, and the ability to translate any abstract idea into instructions, the sequential execution of which brings the idea to life.

According to the results of an empirical study, namely, at the stage of final diagnostics, students of the control group demonstrated, in accordance with the assessment scheme developed by the authors, a level of algorithmic thinking of 62.7% ("Satisfactory" level). Students of the experimental group averaged at 80.7% ("Good" level). The difference between the control groups was 18.1% in favour of the experimental group. This confirms the effectiveness of the proposed approaches to the development of algorithmic thinking in younger schoolchildren, but requires further investigation of this problem, considering the increase in the effectiveness of pedagogical influence and the necessary deepening of the individual approach to students.

Since computer science is directly involved in understanding and constructing algorithms and learning their properties, studying disciplines related to computer science and programming will best contribute to the development of algorithmic thinking. However, in the future of deepening intersubject relations, it is necessary to further explore the possibilities of applying algorithmisation techniques of thinking in the context of studying other school disciplines.

The findings are of practical and theoretical significance. Theoretically, they can be used to understand the essence of algorithmic thinking and the basics of its development in primary school students, to compile methodological materials for developing the ability of younger students to think algorithmically. Practically, the empirical data provided in the process of revealing the topic can be used for broader generalisations, comparisons with the results of similar studies, and comparative investigations. The presented research scheme in its primary or adapted form can be used for conducting experiments with the involvement of younger schoolchildren in other educational institutions. The main messages of the research paper can help improve the implementation of information and digital competence of NUS students. Further study on the topic may relate to testing the effectiveness of practical training methods and the development of algorithmic thinking in students of different age groups. It is also appropriate to trace the relationship/connection between the level of development of algorithmic thinking and the overall academic performance of students.

REFERENCES

- [1] Recommendation of the European Parliament and of the Council (EU) No. 2006/962/EC "On Core Competences for Lifelong Learning". (2006, December). Retrieved from https://zakon.rada.gov.ua/laws/show/994_975#Text.
- [2] The new Ukrainian School: Conceptual principles of secondary school reform. (2016). Retrieved from <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>.
- [3] Bibik, N.M. (2007). *New Ukrainian school: A guide for teachers*. Kyiv: LLC Publishing House "Pleiades". Retrieved from <https://nus.org.ua/wp-content/uploads/2017/11/NUSH-poradnyk-dlya-vchytelya.pdf>.
- [4] Sadykova, O., & Il'bahtin, G. (2020). The definition of algorithmic thinking. In *Proceedings of the international session on factors of regional extensive development (FRED-2019)* (pp. 419-422). Irkutsk: Irkutsk State Transport University. doi: 10.2991/fred-19.2020.85.
- [5] Mezak, J., & Papak, P.P. (2018). Learning scenarios and encouraging algorithmic thinking. In *2018 41st international convention on information and communication technology, electronics and microelectronics (MIPRO)* (pp. 760-765). Opatija: IEEE Croatia Section. doi: 10.23919/MIPRO.2018.8400141.
- [6] Kovalchuk, M., Voievoda, A., & Prozor, E. (2020). Algorithmic thinking as the meaningful component of cognitive competencies of the future engineer. *Universal Journal of Educational Research*, 8(11B), 6248-6255. doi: 10.13189/ujer.2020.082263.
- [7] Gejn, A.G., & Junerman, N.A. (2008). *Workshop problem book on computer science and information technology*. Moscow: Prosveshcheniye.
- [8] Ershov, A.P., Zvenigorodskij, G.A., & Pervin, Ju.A. (1979). *School informatics: Concepts, states, perspectives*. Novosibirsk: Institute of Nuclear Physics.
- [9] Gubina, T.N. (2016). Methodical methods of development of algorithmic thinking of the future teacher of computer science. *Modern Information Technologies and IT-Education*, 12(3-1), 6-16.
- [10] Gal-Ezer, J., & Lichtenstein, O. (1997). A mathematical-algorithmic approach to sets: a case study. *Mathematics and Computer Education*, 31, 33-42.
- [11] Knuth, D.E. (1985). Algorithmic thinking and mathematical thinking. *The American Mathematical Monthly*, 92(3), 170-181.
- [12] Doleck, T., Bazelais, P., Lemay, D.J., Saxena, A., & Basnet, R.B. (2017). Algorithmic thinking, cooperativity, creativity, critical thinking, and problem solving: Exploring the relationship between computational thinking skills and academic performance. *Journal of Computers in Education*, 4(4), 355-369. doi: 10.1007/s40692-017-0090-9.
- [13] Malik, S.I., Tawafak, R.M., & Alfarsi, G. (2021). A model for enhancing algorithmic thinking in programming education using PAAM. *International Journal of Interactive Mobile Technologies*, 15(9), 37-51 doi: 10.3991/ijim.v15i09.20617.

- [14] Malik, S.I., Shakir, M., Eldow, A., & Ashfaq, M.W. (2019). Promoting algorithmic thinking in an introductory programming course. *International Journal of Emerging Technologies in Learning*, 14(1). doi: 10.3991/ijet.v14i01.9061.
- [15] Káta, Z. (2015). The challenge of promoting algorithmic thinking of both sciences-and humanities-oriented learners. *Journal of Computer Assisted Learning*, 31(4), 287-299. doi: 10.1111/jcal.12070.
- [16] Angeli, C. (2022). The effects of scaffolded programming scripts on pre-service teachers' computational thinking: Developing algorithmic thinking through programming robots. *International Journal of Child-Computer Interaction*, 31, article number 100329. doi: 10.1016/j.ijcci.2021.100329.
- [17] Hromkovič, J., Kohn, T., Komm, D., & Serafini, G. (2016). Examples of algorithmic thinking in programming education. *Olympiads in Informatics*, 10, 111-124.
- [18] Yazvinskaya, S.D. (2009). *Pedagogical conditions for the development of algorithmic abilities of children of senior preschool age in the process of cognition of the category of time* (PhD dissertation, Stavropol State Pedagogical Institute, Stavropol, Russian Federation).
- [19] Bochkin, A.I., & Batan, L.V. (2014). Evolution of the concepts of "user" and "programmer" in connection with the development and study of computer science. In *Information and technological support of the educational process of a modern university: Collection of reports of the international Internet conference* (pp. 34-39). Minsk: Belarusian State University.
- [20] Kuzmichev, D.R., & Bochkin, A.I. (2010). *Fundamentals of algorithmization*. Minsk: VSU named after P.M. Masherov.
- [21] Burton, B.A. (2010). Encouraging algorithmic thinking without a computer. *Olympiads in Informatics*, 4, 3-14.
- [22] Utyumova, E.A. (2014). Features of the formation of algorithmic skills in preschool children. *Pedagogical Education*, 3, 134-138.
- [23] Thomas, J.O., Rankin, Y., Minor, R., & Sun, L. (2017). Exploring the difficulties African-American middle school girls face enacting computational algorithmic thinking over three years while designing games for social change. *Computer Supported Cooperative Work (CSCW)*, 26(4), 389-421. doi: 10.1007/s10606-017-9292-y.
- [24] Typical educational programs for 1-2 classes of NUS (New Ukrainian school). (Headed by O. Ya. Savchenko). (2018). Retrieved from <https://inlnk.ru/ZZgkyG>.
- [25] Vasylyuk, I., & Romanchuk, R. (2021). Peculiarities of formation of algorithmic thinking of junior schoolchildren at computer science lessons. *Youth and the Market*, 2(188), 90-94. doi: 10.24919/2308-4634.2021.230493.
- [26] Vdovenko, V. (2017). Formation of algorithmic thinking of junior schoolchildren in computer science lessons. *Scientific Notes. Series: Problems of Methods of Physical-Mathematical and Technological Education*, 11(4), 23-27.

Наталія Володимирівна Ольхова

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

Формування алгоритмічного мислення здобувачів початкової освіти під час вивчення інформатики

Анотація. Актуальність дослідження зумовлено тим, що сучасне суспільство вимагає від нових поколінь умінь планувати свої дії, знаходити інформацію, необхідну для вирішення завдань, з-поміж величезних інформаційних масивів (багато з яких до того ж не є достовірними), моделювати процеси на перспективу. Сукупність визначених завдань синергується в площині поняття алгоритмічного мислення. Метою статті є відстежити навчально-компетентнісні наслідки застосування розроблених нами підходів для стимулювання алгоритмічного мислення на уроках інформатики, виявити, як саме вони сприятимуть формуванню алгоритмічного мислення в учнів молодшого шкільного віку. У статті йдеться про те, що категоризація поняття алгоритмічного мислення вимагає широкого розуміння алгоритму як сукупності й послідовності дій, націлених на досягнення бажаного результату. Тоді як алгоритмічне мислення є способом організації мисленнєвих дій і прийомів для вирішення завдань, унаслідок чого створюється алгоритм – специфічний продукт людської ментальної активності. Алгоритмічне мислення не є копіляцією алгоритмів, а його розвиток не зводиться до механічного заучування низки алгоритмів. У науковій літературі та чинних директивних документах стосовно молодшої школи розвиток алгоритмічного мислення актуалізується в розрізі інформаційно-цифрової компетентності школярів і пов'язується з суміжними до інформатики галузями наук: математикою та логікою. Акцент у потенціалі формування алгоритмічного мислення стосується безпосередньо курсу інформатики, але не обмежується ним. Іntenція стимулювати здатність мислити алгоритмічно є вимогою інформаційної постмодерної епохи та запорукою досягнення особистістю успіху, є одним з інструментів соціалізації, а тому підходи до формування алгоритмічного мислення мають бути наскрізно представлені в концепціях вивчення інших нормативних та факультативних дисциплін. Для дослідження нами було розроблено та успішно протестовано спеціальну восьмирічну діагностичну структуру, що представлена в статті. Вона може бути взята за основу для проведення аналогічних експериментальних розвідок. Подальші дослідження з теми доречно організовувати довкола поглиблення розуміння і розширення спектру методологічних підходів до формування алгоритмічного мислення школярів НУШ, зокрема на уроках інформатики

Ключові слова: алгоритмізація мислення, алгоритм, інформатизація, Нова українська школа, інформаційно-цифрова компетентність, інформатика

Natalia Ye. Dmitrenko, Oksana V. Voloshyna*, Olha Yu. Pinaieva

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University
21001, 32 Ostrozkyi Str., Vinnitsia, Ukraine

Simulation Game in Quasi-Professional Training of Pre-Service Teachers

Article's History:

Received: 14.03.2022

Revised: 23.05.2022

Accepted: 30.06.2022

Suggested Citation:

Dmitrenko, N.Ye., Voloshyna, O.V., & Pinaieva, O.Yu. (2022). Simulation game in quasi-professional training of pre-service teachers. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 33-39.

Abstract. The relevance of the study lies in the need to highlight the problem of using simulation games in the quasi-professional training of pre-service teachers, bringing the educational process closer to the teachers' real working conditions. The purpose of this paper is to cover the method of using simulation games and its various techniques in the quasi-professional training of pre-service teachers while studying psychological and pedagogical disciplines and to investigate the attitude and level of motivation of pre-service teachers towards the use of simulation games in training for professional activities. Theoretical methods (analysis, synthesis, comparison) were used to examine the problem in the psychological and pedagogical literature, clarify the nature and features of the process of training pre-service teachers for professional activities using simulation games, as well as empirical methods (questionnaires, observations, expert assessments, self-assessment) which were used to investigate the attitude and level of motivation of pre-service teachers towards the use of simulation games in training for professional activities. This paper article presents the structure of the simulation game and methods of working with the simulation game. The authors describe the advantages and disadvantages of using the simulation game in training of pre-service teachers in higher education. The results of students' survey on the specific features of organising simulation games and increasing their efficiency are presented: students' attitude towards the use of simulation games in the educational process and the degree of activity of pre-service teachers in organising simulation games. The study confirmed that the use of simulation games in the quasi-professional training of pre-service teachers contributes to the effective formation of professional competence of pre-service teachers and forms a positive attitude towards the teaching profession, enhances learning interests and students' interest in future professional activities. The paper shows that most students are interested in simulation games and believe that participation in simulation games has a positive effect not only on learning, mood, and relationships of students, but also plays a considerable role in their professional development. The practical significance of the study is to give examples and recommendations for the use of simulation games while studying psychological and pedagogical disciplines, as well as to outline the subject and social contexts of educational activities of future teachers

Keywords: educational process, psychological and pedagogical disciplines, professional competence, game scenario

*Corresponding author

INTRODUCTION

New socio-economic circumstances of pedagogical education call for new ways to modernise pre-service teachers' training. Nowadays, the main tasks are the development of the teacher's active professional position and the functional and technological competencies of prospective teachers.

These tasks are the result of world integration, as well as changes in the mechanism of higher education organisation. Taking charge of their learning, prospective teachers should play an active part in their professional development. Simulation games hold a leading place within constructive

learning approaches which can take pre-service teacher training to a new qualitative level. Such games are used to prepare students for the changes that are likely to occur in educational institutions, as well as to inspire prospective teachers to become innovators themselves.

The success of the organisation of the educational process is determined by the methods of transmitting information to students and motivating them to quasi-professional activities [1]. The current trends in the education system require teachers to provide their students with tools, strategies, methods, and techniques for processing information and ways of engaging in learning which could be implemented in real-life professional activities to form and develop the required competencies. Problem-solving and active teaching methods are becoming increasingly widespread [2]. The main goal of pre-service teacher training is the development of student's personal and professional skills [3]. This concept is carried out through the development of integrated personality traits of prospective teachers and individual educational routes.

Based on a review of relevant scientific literature, educational simulation games are considered an active form of human interaction; specially organised management that incorporates teacher's professional activities; student's active autonomous cognitive activities; a model of the decision-making process; a model of human interaction in goal achieving process; and a conflict scenario modelling. Moreva [4] defines the simulation game in the training of prospective teachers as "a kind of simulation modelling [...] a group exercise that stimulates its participants to find proper solutions in imaginary situations. This is the leading form of quasi-professional activity. It sets the social contexts of future professional activity. It provides an opportunity for skill development, social interaction, value development, stimulates professionally oriented creative thinking, provides professional motivation, and develops the key competencies of prospective teachers".

Several studies have recently been conducted on the simulation of teacher training. M. Angelini [5], V. Riemer and C. Schrader [6], C. Silvia [7], S. Tiwari *et al.* [8] investigated simulation games as a pedagogical model and an innovative approach. The researchers established that the simulation game approach in higher education gave the educational and cognitive activities of students an impulse of creativity, helped develop the gained experience, provide self-immersion, and intensification of educational activities.

M. Ariffin *et al.* [9], S. Gold [10], L. Nadolny and A. Halabi [11], A. Ranchhod *et al.* [12] pointed out the importance and evaluated the effectiveness of simulation games. The researchers showed that simulation games considerably help consolidate and expand the knowledge acquired in theoretical study of academic disciplines.

T. Kikot *et al.* [13], P. Lameris *et al.* [14] studied the features of simulation games. These researchers believe that the simulation game allows prospective professionals to learn the specific features of their future professional activities,

as well as to determine a personal role in the educational process.

R. Cózar-Gutiérrez and J. Sáez-López [15] investigated the use of simulation games in the training of specialists of different spheres. They observed that in the implementation of the simulation game, the interaction of the involved parties appeared constantly. The interaction was realised through dialogue between the participants of the game, which created conditions for their professional, pedagogical, and creative self-expression.

Simulation games as models of professional activities reproduce the system of multi-aspect relations in the professional community. Students gain a better sense of the teacher's duties in the environment of a simulation game in which they take part. Through playing the game, students may take on various professional roles and engage with each another, minding the specific features of their roles. Participation in the game aids in understanding the ethical principles of the profession, as well as gaining expertise in the coordination of goals based on predetermined ideals. Simulation games help prospective teachers predict how their colleagues will respond to certain decisions and disputes and teach the main rules of subordination and dispute resolution.

H. Theelen *et al.* [16] noted that the simulation games used in teacher training contribute to the professional development of teachers by acting as a bridge between teacher training and teaching practice. In their review of classroom simulation games, the researchers emphasised that simulators focus on teaching skills. The teachers' attitude towards the use of simulation games and their expectations were described by Ö Kelleci [17]. M. Verkuyl *et al.* [18] pointed out the advantages of simulation games. For instance, the increasing of students' involvement, interest, and the encouragement of critical thinking.

T. Dalinger *et al.* [19] analysed the teachers' feedback after using simulation games in their practice. The participants suggested that the simulation would be expanded and enriched by enabling teacher candidates from different disciplines and different years to use it. In the study of D. Doğan *et al.* [20] it was stated that simulation games for pre-service teachers were supposed to be more realistic and be connected with teacher's everyday problems.

Considering the advantages and disadvantages of using simulation games in the educational process of higher educational institutions, the following main advantages of the simulation game are singled out: to get emotional satisfaction from learning; to increase interest in the subject, issues, problems; reproduction of the subject content of professional activity; diagnosis and development of students' capabilities; learning in conditions close to real. The disadvantages include the high requirements for the instructor as a game organiser; increasing the workload for teachers and students related to the preparation and development of tasks for the game; frivolous attitude of participants towards the game; the danger of transition from the educational aspect to the competitive one.

The purpose of this study is to cover the method of using simulation games and its various techniques in the quasi-professional training of pre-service teachers while studying psychological and pedagogical disciplines and to investigate the attitude and level of motivation of pre-service teachers towards the use of simulation games in training for professional activities.

THEORETICAL OVERVIEW

The simulation game procedure is developed according to the following principles. Firstly, a simulation model is built, i.e., the goals, the subject of the game, the participants, the evaluation system are determined. Then, the game model is developed (its script, rules, and roles). The content of the simulation game should be problematic for each participant to have the opportunity to showcase their independent thinking. The participant of the game receives knowledge from the teacher, both through joint activities and from the communication of all participants. The team solves the problem through discussion.

The principle of game modelling comprises *three components*: group activities, interaction, and duality. The developer of a simulation game distributes roles, powers, considers the interests, methodological and psychological conditions of decision-making. Organising and developing the participants' group activities, the instructor uses certain contradictions in the game. Dialogic communication grows into a discourse, discussion. The simulation game should offer situations where participants act consciously and act as both performers of the game and future professionals. In the game, the instructor can place different accents, either increasing or decreasing the importance of the game, learning, developing professional qualities. The effectiveness of the principle of duality is ensured if the real and conditional components of the game are balanced.

Thus, the simulation model of the game sets the subject context of the specialist in the educational process, and the game model sets the social context. To develop a simulation game, the most common professional situations are chosen, where students must demonstrate their competencies in the field of education.

Simulation game planning involves the coverage of the problem situation, the formation of goals and tasks of the game, the definition of structure, the organisation of teams, clarifying the role of each of the participants, diagnostics of objective circumstances.

For effective interaction of game participants, rules reflecting the reality of pedagogical activity are formulated. The stage of summarising and analysing the decision-making at the end of the simulation game is designed in advance. A simulation game is provided in the form of group work and intergroup discussion. The game analysis involves the analysis of results, self-evaluation, conclusions, generalisations, and recommendations.

During the simulation game, the activity of a secondary school is modelled, such as educational events, specific activities of the teacher (meeting of the methodological

association, pedagogical council, lesson discussion, interview), conditions and circumstances where the event takes place or the activity is carried out (principal's office, staff room, foreign school visit).

The scenario of the simulation game includes the plot of the educational event, the characteristics of the structure, and functions of the simulated processes.

The evaluation system is ensured by the following requirements: maximum proximity of the game to real conditions; creating a psychologically comfortable climate and creative atmosphere; careful development and preparation of educational and methodological materials; clear formulation of goals, conditions, and rules of the game; identification of options for possible solutions to the problem; availability of necessary learning equipment.

MATERIALS AND METHODS

In this study, the following methods were used: 1) theoretical: analysis, comparison, generalisation of information from scientific sources on the research problem – to establish the state of the issue under study, to clarify the conditions of use of simulation games in the context of training pre-service teachers; 2) empirical: pedagogical observation, interviews, surveys, questionnaires, expert evaluation, pedagogical experiment – to create scenarios of the simulation games and to test the effectiveness of the developed method of training pre-service teachers by means of simulation games.

The formative study took place based on the Faculty of Philology and Journalism of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University in 2019-2020 academic year. The fourth-year students, prospective teachers of Philology, were chosen for experimental work as senior courses allow summarising students' knowledge before starting a professional activity and improving the acquired skills and abilities. The simulation games were used during the study of pedagogical courses of the seventh term.

After the formative study, to determine the student's attitude towards the use of simulation games in the study of pedagogical courses, a survey was provided. To this end, the special questionnaire "Student: a Participant in a Simulation Game or a Passive Observer" was developed and conducted.

It comprised 12 statements that had to be evaluated on a five-point Likert scale. In the instruction of the survey, the students were asked to estimate the degree of their agreement with the survey statements, assessing them on a scale from one to five points (a five-point Likert scale): 5 – means completely true (strongly positive); 4 – means usually true (positive); 3 – means sometimes true (uncertain/neutral); 2 – means not usually true (negative); 1 – means never true (strongly negative).

Participants were 96 pre-service teachers of Philology of the 3-4th year of study of the Faculty of Philology and Journalism of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. The respondents were informed about the purpose, objectives, and the structure of the study and

assured that the questionnaire would not affect the assessment of students' proficiency and their surnames would not be used in the study result reports. Participation in the survey was voluntary.

RESULTS AND DISCUSSION

For formative studying of the use of simulation games by pre-service teachers at the tutorials of pedagogical and psychological disciplines, a set of scenarios was designed. For example, while investigating the topic "The Profession of a Teacher in the Modern World" (course "Pedagogy"), students are offered a practical simulation game "I Want to Work in Your School". In this game, everyone can express their understanding of the teacher's mission. The purpose of the game is to practice the skill of expressing individuality in a professional situation. Scenario: a competition has been announced to find teachers with interesting and fruitful ideas; a group of experts considers the essay works "How I became a teacher, why I chose this profession"; there is an interview with the "head teacher" (who am I, what am I interested in, my professional principles, ideas); the candidate's idea presentation; competition of professional skills "My Lesson".

In the simulation game, the route of activity, actions, behaviour, and performance of official duties of the teacher, the student's parent, and the head teacher are developed. For this purpose, the educational situation is thought over and the roles are distributed among students. The roles are often juxtaposed to find a compromise or practice the skill to argue the point. Students without roles can be experts or observers. As an example, the author of this paper presents the simulation game "Complaint" on the topic "A Form Tutor in the System of Educational Work at School" (course "Theory and Methods of Educational Work"). The suggested situation is as follows: a subject teacher complained to a form tutor about their student: "He is rude, does not respect my authority, incites children to disrespect and argue with me. Take action!" Distribution of roles includes school administration, subject teachers, classmates, parents, independent professionals. The main task is to suggest and argue practical options for help.

During the propaedeutic practice, considering the topic "Forms of Study Organisation", students are offered the simulation game "When a Teacher is Interested in Teaching, Then a Student is Interested in Learning", which aims to practice the ability to conduct a lesson based on student's individual qualities. The game is based on the following scenario: participants are invited to conduct a mini-lesson; the expert group gets acquainted with the topic and form of the lesson in advance and recommends, considering an individual style of each "teacher" and the conditions of the lesson; micro groups "provoke" (during the lesson) conflict situations and analyse the pedagogical feasibility of solving these situations by the teacher; in this aspect, group analysis and self-analysis are essential.

"Simulation Theatre" is a method of staging and dramatisation. The main task of "Simulation Theatre" is to master orientation in the pedagogical situations while studying

the discipline "Fundamentals of Pedagogical Skills". The plot of the game is a particular fact, a real situation, which can be described in educational journals or media, is chosen for the game. The task of the students is to think through the image of a certain hero, to characterise their actions, to find the proper strategy of behaviour. For example, the purpose of the simulation game "The Teacher of the Year Contest" is to improve professional skills of analysis and self-analysis of the lesson; to express different opinions in the perception of new forms and methods of teaching; to develop the culture of communication. The following roles are assigned: a young beginner teacher in-service – a participant in the competition, Socrates, a conservative teacher, a head teacher, a conformist. The plot of the game is as follows: a beginner teacher analyses their lesson or extracurricular activity considering the items of self-analysis; Socrates provokes a young teacher, his task is to teach a young teacher to defend their opinion; a conservative teacher – a supporter of old, conventional methods. They are an ardent opponent of novel ideas, and they doubt everything. The head teacher identifies the strengths and weaknesses of the lesson, based on current normative documents in the educational sphere. The conformist quickly adapts to any views, they have no individual opinion.

Discussing the topic "The Role of Assessment", students can play the simulation game "Who is Right?" In this game, the offered roles are as follows: a leader, an initiator, a disputer, an original, a critic, an opponent, one who always agrees and other roles. The acting abilities of the participants and the reliable performance of the role are of great importance. But the main goal of the game is to present the arguments to opinion and position, consider the depth of analysis and setting to find the best solution to the problem. The reflection of the game is mandatory where the participants determine the adequacy of their "roles", assess the appropriateness of the arguments, and conclude on the need to form the teacher's skill to maintain contact with people.

The essence of "Game Design" is to develop projects in game conditions that reproduce reality to the greatest extent possible. It combines individual and group forms of student work. Game design can turn into a real design if the result is a solution to a particular practical issue, and the process itself is transferred to the conditions of the existing educational institution. For instance, "Game Design" is offered at one of the final classes in the course "Pedagogy" in the form of a simulation game "School of Future". The purpose of the game is to actualise the creative imagination of the prospective teacher. The scenario of the game is as follows: a group of confederates is selected to create an author's school of the future; the project clearly identifies and analyses the following components: conceptual ideas, the system of teacher-student relations, content and forms of learning; work in micro groups; defence of the presentation; experts (theorists, parents, students, doctors) perform a thorough analysis and make conclusions.

Processing the results of the student survey allowed elucidating the obtained data. As a positive fact, most of the surveyed pre-service teachers (65.6%) have a positive

attitude towards the use of simulation games in the study of pedagogical courses, considering them “innovative, interesting, lively, creative, increasing student’s activity and motivation to educational activity, helpful in the development of essential professional and pedagogical qualities”. Respondents also expressed their readiness to take an active part in their preparation and implementation of simulation games and expressed a desire to take on leading roles. The rest (34.4%) of respondents expressed a positive passive attitude towards simulation games. In general, they evaluated simulation games “as an urgent requirement for the process of training prospective teachers”. However, this part of students refused to take part actively and play leading roles in simulation games while studying pedagogical courses and were ready to perform only simple tasks. They argue that “they are used to working reproductively, according to a pattern; they are not sure that they will cope, they are afraid to fail”.

The higher results were obtained in the assessment of the importance of the use of simulation games in the quasi-professional training. 87.5% of respondents expressed the opinion that the qualities (creativity, artistry, reflexivity, ability to improvise, etc.) necessary to work with children cannot be developed by prospective teachers in the conditions of conventional education, performing reproductive tasks. According to them, “simulation games and other interactive teaching methods contribute to the individual development of the prospective teacher’s personality; allow them to become not only knowledgeable but also a competent professional”.

Answering the next question, in which it was necessary to evaluate simulation games, to show their importance in professional training, not all respondents could properly reveal their potential. Many students associated simulation games with childhood and entertainment (17.7%); a new and complex type of activity (24.0%); training basis for the development of pedagogical skills (38.5%); innovation and creativity (19.8%).

A more realistic assessment of the students’ position in organising simulation games was obtained through an analysis of answers to the next question of the questionnaire. Determining the degree of activity during the organisation of the game, pre-service teachers expressed a desire to play the main roles – 9.4%; create a scenario, plan directions, coordinate the actions of game participants – 11.5%; take part in the game at all stages of its organisation, perform all tasks for successful game implementation – 12.5%. The author of this paper believes that these students, despite some differences in answers, have a positive and active attitude towards simulation games and assumes that in their organisation they will show an elevated level of subjectivity. Summarising the received answers, comparing them with the results of answers to the first question of the questionnaire, the author of this paper obtained a lower result of the positive and active position of prospective teachers to simulation games. Only 33.4% of responded students were ready to take part in simulation games as active participants.

Accordingly, the author of the study attributed more students (55.2%) to a positive-passive position, as they

preferred to perform “technical work” (preparation of the premises, production of attributes and visual aids, computer software, etc.). A group of students was also identified (11.4%) who did not want to take part in the simulation games at all, but to be a “support group”, “spectators”, or to become its members at the request of the instructor.

Due to the students’ answers, the use of simulation games in the training of pre-service teachers helps:

- teach students to form their opinion, express it correctly, prove their opinion, argue and discuss, respect alternative opinions;
- build constructive relationships in the team; seek compromises, strive for dialogue;
- analyse a wide range of opinions, be creative in solving problems;
- implement the idea of cooperation in the educational process, improve the psychological microclimate, create a friendly atmosphere; make the educational process in higher education institutions more democratic.

Thus, the results of the questionnaire, analysis of the answers of pre-service teachers generally showed their elevated level of motivation to take part in simulation games and, accordingly, the need to use this active method in training of pre-service teachers for working with schoolchildren.

The obtained results of this study are proved by the research of other scholars. For example, T. Dalinger *et al.* [19] stated that most of the teacher candidates taking part in their study did not always have the chance to experience teaching in real life and therefore perceived simulations as a source of authentic application. M. Verkuyl *et al.* [18] pointed out that simulation games influenced not only the academic achievements of pre-service teachers but increased the students’ interest and encouraged critical thinking. D. Doğan *et al.* [20] proved that simulators enhanced teachers’ motivation for further professional activities. Thus, researchers who engaged in the empirical study on the effectiveness of simulation games as an interactive method of learning determined the pedagogical possibilities of using simulation games to improve the process of training future professionals. These pedagogical possibilities were proved by this study as well and included the development of motivational orientation of students, creativity, critical thinking, personality traits, practical application of professional skills and abilities necessary for the effective implementation of professional activities.

Prospective teachers expressed their opinion on the specific features of the organisation of simulation games and how to increase their efficiency. Processing, analysis, and generalisation of answers allowed making conclusions and giving recommendations as follows:

- to conduct simulation games more often in practical classes;
- to set tasks and distribute responsibilities clearly;
- to give more time to prepare;
- to involve students in work at all stages of the organisation of simulation games;
- to use simulation games not only in practical classes but also during exams and tests;

- to involve schoolchildren, teachers in-service, parents in preparation and carrying out of simulation games;
- to stimulate and additionally evaluate the creativity, originality, and improvisation of students at different stages of the game;
- to pay special attention to reflection at the end of the simulation game.

As the size of the sample is rather small ($n=96$) and participants were from one Ukrainian university, the study results cannot be generalised as the sample selected cannot exemplify the entire population at large and participants do not represent different universities. This study should be considered as an exploratory investigation that aims to identify possible issues and trends for further research.

CONCLUSIONS

The method of simulation game in quasi-professional training of pre-service teachers is described as a certain sequence of actions of the instructor on the selection of material, development, preparation of game, involvement of applicants in the game activity, the performance of game, and control of the game situation. The use of simulation game is a complex process of simultaneous application of pedagogical knowledge to increase the efficiency of the educational process. The simulation game is a modelling of quasi-professional activity, and

therefore it should include new and progressive trends that arise in the in-service teacher activity.

The developed and implemented scenarios of simulation games created conditions for further improvement of professionally significant competencies of pre-service teachers, providing them with experience of individual and group creative activities. The involvement of students in the organisation and conduct of simulation games in various sections of the pedagogical courses contributed to the development of theoretical knowledge, improvement of practical skills and experience of simulation game organisation, awareness of their importance for the professional development of prospective teachers.

The direct involvement of students in simulation games contributed to the development of key skills that ensure the effectiveness of pedagogical activities. The use of simulation games in the educational process contributes to the development of a positive attitude towards the teaching profession, the activation of educational and professional interests, and the growth of students' interest in future professional activities. The study shows that most students are interested in simulation games and believe that direct involvement in simulation games has a positive effect not only on learning, mood, and relationships between students, but also plays a considerable role in their motivation and professional development.

REFERENCES

- [1] Dmitrenko, N., Nikolaeva, S., Melnyk, L., & Voloshyna, O. (2020). Autonomous ESP learning of prospective teachers of mathematics. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(1), 86-104.
- [2] Dmitrenko, N., Vokoshyna, O., Budas, Iu., Klybanivska, T. (2021). Formation of ethical culture of intending educators in the educational process of higher education institution. *Society. Integration. Education. Proceedings of the International Scientific Conference*, 1, 95-104. doi: 10.17770/sie2021vol1.6293.
- [3] Dmitrenko, N., Voloshyna, O., Melnychuk, D., Holovska, I., & Dutka, H. (2022). Case method in quasi-professional training of prospective teachers. *Independent Journal of Management & Production*, 13(3). doi: 10.14807/ijmp.v13i3.1849.
- [4] Selevko, G.K. (1998). *Modern educational technology*. Moscow: Narodnoye obrazovaniye.
- [5] Angelini, M.L. (2016). Integration of the pedagogical models "simulation" and "flipped classroom" in teacher instruction. *SAGE Open*, 6(1). doi: 10.1177/2158244016636430.
- [6] Riemer, V., & Schrader, C. (2015). Learning with quizzes, simulations, and adventures: Students' attitudes, perceptions and intentions to learn with different types of serious games. *Computers & Education*, 88, 160-168.
- [7] Silvia, C. (2012). The impact of simulations on higher-level learning. *Journal of Public Affairs Education*, 18(2), 397-422.
- [8] Tiwari, S.R., Nafees, L., & Krishnan, O. (2014). Simulation as a pedagogical tool: Measurement of impact on perceived effective learning. *The International Journal of Management Education*, 12(3), 260-270.
- [9] Ariffin, M., Oxley, A., & Sulaiman, S. (2014). Evaluating game-based learning effectiveness in higher education. *Procedia – Social and Behavioral Sciences*, 123, 20-27.
- [10] Gold, S. (2016). Design and effectiveness of a self-study pedagogical approach to using a simulation game in the classroom. *Developments in Business Simulation and Experiential Learning*, 43(1), 1-5.
- [11] Nadolny, L., & Halabi, A. (2015). Student participation and achievement in a large lecture course with game-based learning. *Simulation & Gaming*, 47(1), 51-72.
- [12] Ranchhod, A., Gurău, C., Loukis, E., & Trivedi, R. (2014). Evaluating the educational effectiveness of simulation games: A value generation model. *Information Sciences*, 264, 75-90.
- [13] Kikot, T., Costa, G., Magalhães, R., & Fernandes, S. (2013). Simulation games as tools for integrative dynamic learning: The case of the management course at the University of Algarve. *Procedia Technology*, 9, 11-21.
- [14] Lameris, P., Arnab, S., Dunwell, I., Stewart, C., Clarke, S., & Petridis, P. (2016). Essential features of serious games design in higher education: Linking learning attributes to game mechanics. *British Journal of Educational Technology*, 48(4), 972-994.
- [15] Cózar-Gutiérrez, R., & Sáez-López, J.M. (2016). Game-based learning and gamification in initial teacher training in the social sciences: An experiment with MinecraftEdu. *International Journal of Educational Technology in Higher Education*, 13(1), article number 1.

- [16] Theelen, H., Van den Beemt, A., & Den Brok, P. (2019). Classroom simulations in teacher education to support preservice teachers' interpersonal competence: A systematic literature review. *Computers & Education*, 129, 14-26.
- [17] Kelleci, Ö., & Aksoy, N.C. (2021). Using game-based virtual classroom simulation in teacher training: User experience research. *Simulation & Gaming*, 52(2), 204-225.
- [18] Verkuyl, M., Attack, L., Kamstra-Cooper, K., & Mastrilli, P. (2020). Virtual gaming simulation: an interview study of nurse educators. *Simulation & Gaming*, 51(4), 537-549.
- [19] Dalinger, T., Thomas, K.B., Stansberry, S., & Xiu, Y. (2020). A mixed reality simulation offers strategic practice for pre-service teachers. *Computers & Education*, 144, article number 103696. doi: 10.1016/j.compedu.2019.103696.
- [20] Doğan, D., Yiğit, M.F., Alır, A., Fidan, A., Özbay, Ö., & Tüzün, H. (2019). Examining pre-service teacher opinions on using a teacher training simulation. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 46, 150-174.

Наталя Євгеніївна Дмитренко, Оксана Василівна Волошина, Ольга Юріївна Пінаєва

Вінницький державний педагогічний університет імені Михайла Коцюбинського
21001, вул. Острозького, 32, м. Вінниця, Україна

Імітаційна гра в квазіпрофесійній підготовці майбутніх учителів

Анотація. Актуальність дослідження полягає в необхідності висвітлення проблеми застосування імітаційних ігор в квазіпрофесійній підготовці майбутніх вчителів, які наближають навчальний процес до реальних умов роботи вчителя. Метою статті є розкриття методики і прийомів використання імітаційних ігор у квазіпрофесійній підготовці майбутніх вчителів під час вивчення психолого-педагогічних дисциплін і визначення ставлення та рівня мотивації майбутніх вчителів до використання імітаційної гри в підготовці до професійної діяльності. У роботі використано теоретичні методи (аналіз, синтез, порівняння) для вивчення проблеми в психолого-педагогічній літературі, уточнення сутності й особливостей процесу підготовки майбутніх учителів до професійної діяльності з використанням імітаційної гри, а також емпіричні методи (анкетування, спостереження, метод експертних оцінок, самооцінювання), які застосовувалися з метою вивчення ставлення і рівня мотивації майбутніх учителів до використання імітаційних ігор у процесі підготовки до професійної діяльності. У статті розкрито структуру імітаційної гри і представлено прийоми роботи з нею. Було охарактеризовано переваги і недоліки використання імітаційної гри у процесі підготовки майбутніх учителів у закладі вищої освіти. Подано результати анкетування студентів щодо особливостей організації імітаційних ігор та підвищення їхньої ефективності в освітньому процесі: представлено ставлення студентів до використання імітаційних ігор в освітньому процесі й визначено ступінь активності майбутніх учителів під час організації імітаційної гри. В результаті проведеного дослідження підтверджено, що використання імітаційних ігор в квазіпрофесійній підготовці майбутніх учителів сприяє ефективному формуванню професійної компетентності майбутніх учителів і формує позитивне ставлення до професії вчителя, сприяє активізації навчально-професійних інтересів і зростанню зацікавленості студентів майбутньою професійною діяльністю. Проведене дослідження свідчить про те, що більшість студентів виявляють інтерес до імітаційних ігор і вважають, що участь у імітаційних іграх позитивно впливає не тільки на процес навчання, настрій та стосунки між студентами, а й відіграє суттєву роль у їх професійному становленні. Практичне значення статті полягає у наведенні прикладів і рекомендацій щодо використання імітаційних ігор на заняттях з психолого-педагогічних дисциплін, у яких окреслено предметний і соціальний контексти освітньої діяльності майбутніх учителів

Ключові слова: освітній процес, психолого-педагогічні дисципліни, професійна компетентність, сценарій гри

UDC 616.8-008.615-084:159.944:378
DOI: 10.52534/msu-pp.8(2).2022.40-45

Olga P. Bukach*, Halyna A. Bilyk, Anna M. Guk, Victoria A. Zvir

Bukovinian State Medical University
58002, 2 Teatralna Sq., Chernivtsi, Ukraine

Diagnosis and Prevention of Burnout in Teaching Physicians

Article's History:

Received: 18.03.2022

Revised: 20.05.2022

Accepted: 30.06.2022

Suggested Citation:

Bukach, O.P., Bilyk, H.A., Guk, A.M., & Zvir, V.A. (2022). Diagnosis and prevention of burnout in teaching physicians. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 40-45.

Abstract. The paper highlights the problem of professional burnout in higher education institutions, which is especially aggravated in the context of distance learning and quarantine restrictions. Because the professional burnout syndrome occurs in response to constant emotional stress. However, this process can be influenced. The purpose of the study was to determine the level of emotional burnout, factors and conditions that affect its occurrence and develop recommendations for its prevention. To diagnose the level of emotional burnout, a survey was conducted using the adapted methodology by V.V. Boyko. Three phases were considered: "tension", "resistance", "exhaustion", and 12 symptoms of burnout were identified. Analysing the results of teachers of the Bukovinian State Medical University in the phase of «tension», the dominant symptom was «experiencing psycho-traumatic circumstances»; in the phase of "resistance" – "reduction of professional responsibilities"; in the "exhaustion" phase, the "personal detachment" prevailed. According to the study results, the majority of employees of the educational institution are in the "resistance" phase – 54%. According to gender characteristics, women are more likely to experience emotional burnout. At the age of 20-25, teachers are more susceptible to professional burnout syndrome due to their ambitions. Depending on the length of service, teachers with less than 5 years of experience have a predominant "tension" phase; among teachers with 5-10 and 20 years of experience, the "resistance" phase prevails. And teachers with more than 20 years of experience have an "exhaustion" phase. With this in mind, recommendations for the prevention of professional burnout have been developed. Namely: alternating work with rest, healthy sleep and walks in the fresh air, a variety of relaxation techniques and, certainly, spending time with family. The practical significance of identifying professional burnout among teachers of higher educational institutions is to conduct timely prevention and provide further recommendations for overcoming this syndrome, since the educational process and the atmosphere in the team directly depend on it

Keywords: professional burnout, teachers of higher educational institutions, phase of "tension", "resistance", "exhaustion"

*Corresponding author

INTRODUCTION

The concept of the syndrome of "emotional" and "professional" burnout is relevant, since professional activity in higher educational institutions (HEIs), during the period of distance learning, is exposed to even greater negative influences. It includes the insufficient level of proficiency in computer equipment, the Internet, software; no direct contact between the teacher and the student; the inability of students to self-education, self-development; a decrease in the ability to motivate students and the occurrence of a number of

diseases (problems with vision, back, etc.), which influence the teacher's activity [1].

The main factors that affect emotional burnout: an increase in the types of work for teachers, considering distance learning, the level of responsibility, motivation, person-to-person interaction, general education, and different levels of intellectual and cultural characteristics of students [2]. Therefore, the main task of avoiding emotional burnout among university teachers is to help develop the

psychophysical stability and self-organisational competence of tutors. It is safe to say that professional burnout syndrome occurs against the background of chronic stress and leads to depletion of the emotional and personal capabilities of the teacher. It is characterised as exhaustion of mental, emotional, mental, and physical conditions in people of different professions. The syndrome includes three components – emotional exhaustion, depersonalisation (cynicism), and reduction of professional achievements [3].

Thus, one of the main components in the activity of teachers of HEIs is communication, the ability to find contact with students, which over time can lead to emotional fatigue and negatively affect the professional activity of the teacher. Today, professional burnout is a socio-economic problem for university teachers. Based on the study by F.B. Plotkin, burnout syndrome is a loss of physical and emotional component, which is manifested by exhaustion, both physical and emotional; loss of desire to work; the emergence of low self-esteem and loss of empathy [4].

According to I.V. Oliynyk [5], professional burnout of a teacher is a destructive personality change, manifested by emotional exhaustion, depersonalisation, reduction of professional achievements, and a violation of subject-subject interaction. The main factors leading to burnout of teachers, according to researcher, include: subject-subject interaction, publicity of the teacher, constant need for professional development, limitation of professional expectations for students' achievements, self-doubt, and sense of anxiety for the level of information presentation [5]. N.E. Vodopyanova interprets this syndrome as the body's response to work stress and includes three components: behavioural, psychological, and psychophysiological. She developed the questionnaire "Professional burnout" [6].

Investigating this syndrome in social workers, N.A. Perhailo noted that emotional burnout leads not only to professional regression and low self-realisation, but also reduces psychological and physical health [7]. V.V. Boyko argued that empathy is central to professional burnout. For any psychotraumatic factor, a person will develop certain psychological protection in the form of a lack of emotional response to it [8]. The method of diagnosing emotional burnout is used by the majority [9].

According to O.E. Kerik, the syndrome of "professional burnout" occurs within a combination of external and internal factors, such as: a tendency to emotional rigidity; increased responsibility in the performance of their duties; attitude to work as a necessity that does not bring pleasure; weak motivation to work; role conflicts, and chronically tense psychoemotional activity [10]. The main factors that cause professional burnout of higher education teachers are divided into objective and subjective. Objective factors include: socio-economic restructuring in Ukraine; the risk of losing a job due to insufficient recruitment of students; overloading the teacher without incentives in the form of appropriate remuneration, and providing a part-time job instead of a full-time position. Subjective factors include:

insufficient motivation of the teacher, anxiety, workaholism, and inadequate self-esteem [11].

According to K. Maslach, emotional exhaustion is characterised by chronic fatigue, unstable mood, sleep disorders, and a tendency to various diseases. Depersonalisation or dehumanisation shows a negative attitude towards work and colleagues. A constant sense of incompetence and failure in their profession forms such a symptom as a reduction in professional achievements. But the last and most important symptom is considered vital instability, which manifests itself through depression, anxiety, feelings of helplessness, and irritability [12].

Greenberg's classification of teacher burnout into five stages was very interesting: he called the first stage "honeymoon" – when a teacher is happy with their work and is enthusiastic about it. But over time, enthusiasm declined as amount of work increased. The second stage is "lack of resource" – apathy, poor sleep, fatigue appear. The third stage is "chronic symptoms" – lack of rest leads to a variety of diseases, depression, anger, and irritability. The fourth stage is "crisis" – chronic diseases occur and working capacity is partially or completely lost. The fifth stage is "breaking through the wall" – mental and physical problems turn into an acute form and can be life-threatening [13].

That is why the problem of emotional burnout among university teachers is quite acute in society. Especially considering distance learning, when there are difficulties in adapting to new working conditions. In addition to these causes of burnout, technical problems are also added, in particular, difficulties with Internet networks, mastering new software programmes, trying to present the material in a shorter time, and giving the opportunity to speak to students who are not used to doing it online. This also includes possible equipment failures, so a teacher must have several alternatives for continuing the lesson and presentation [14].

The purpose of the study consists in determining the level of emotional burnout, factors, and conditions that affect its occurrence and developing recommendations for its prevention.

MATERIALS AND METHODS

To establish emotional burnout at the Bukovinian State Medical University, a survey was conducted on the features of the development and prevention of burnout syndrome in teachers of the Department of Internal Diseases of Bukovinian State Medical University. The survey involved 20 teachers and used a developed questionnaire, which indicated age, gender, and work experience.

According to the gender section, a predominance of 14 women (70%) and 6 men (30%) was found. Teachers were divided by age according to the periodisation of E. Erikson [15] and 3 groups: 1) early maturity (20-25 years); 2) middle age (26-65 years); 3) old age (after 65 years). According to their work experience, respondents were divided into: up to 5 years – 4 people; 5-10 years – 6 people; 10-20 years – 7 people; >20 years – 3 people (Fig. 1).

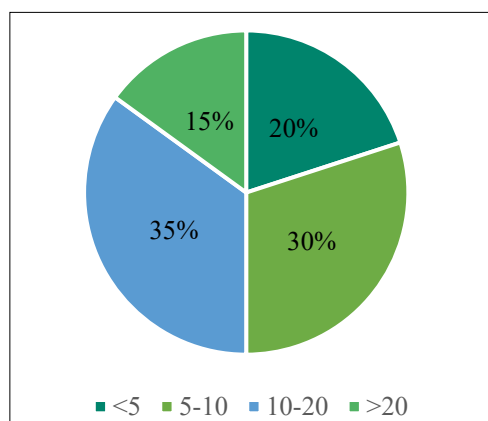


Figure 1. Distribution of respondents by work experience

The experiment lasted 30 days in 2020. First, anonymous questionnaires were developed for respondents, which indicated their age, gender, work experience, and marital status. Next, a survey was conducted to determine the level of burnout. This survey was conducted offline. After that, the data were analysed and recommendations for the prevention of burnout syndrome were developed. To diagnose the level of emotional burnout, the adapted method of V.V. Boyko was used [9]. According to this technique, the teachers of the Bukovinian State Medical University answered 84 questions “yes” or “no” and identified 3 components of emotional burnout: tension, resistance, and exhaustion. After that, the results were processed and interpreted. Considering the component separately, the following symptoms prevailed in the “tension” phase: the symptom of experiencing psycho-traumatic circumstances, the symptom of self-dissatisfaction, the symptom of “being trapped in a cage” and the symptom of anxiety and depression. In the “resistance” phase: a symptom of inadequate selective emotional response, a symptom of emotional and moral disorientation, a symptom of expanding the sphere of saving emotions, and a symptom of reducing professional responsibilities. In the “exhaustion” phase: emotional deficit, a symptom of emotional detachment or depersonalisation, and a symptom of psychosomatic and psychovegetative disorders.

RESULTS AND DISCUSSION

According to the results of the study, professional burnout occurred more often in women (71%) than in men (50%). They received more emotional stress due to taking care of their family, children, and additional household responsibilities.

At the age of 20-25, teachers were more likely to be exposed to this syndrome, because young teaching physicians have more ambition, the desire to achieve success “today”. Moreover, there is competition with teachers who have extensive experience. Distrust of students and ignorance of the young teacher in the interest of students lead to emotional burnout.

Three phases of emotional burnout according to V.V. Boyko’s methodology [9] were revealed: “tension”, “resistance” and “exhaustion” phases. According to the results, the teachers of the Bukovinian State Medical University were dominated by the “resistance” phase. In 54%, the phase was formed, in 28% – at the stage of formation, and in 18% – not formed. The “tension” phase in 36% of people – formed, 49% – at the stage of formation, and in 15% – not formed. Fewer teachers were in the “exhaustion” phase: 10% of people have it formed, 52% – it is at the stage of formation, and 38% – not formed (Fig. 2).

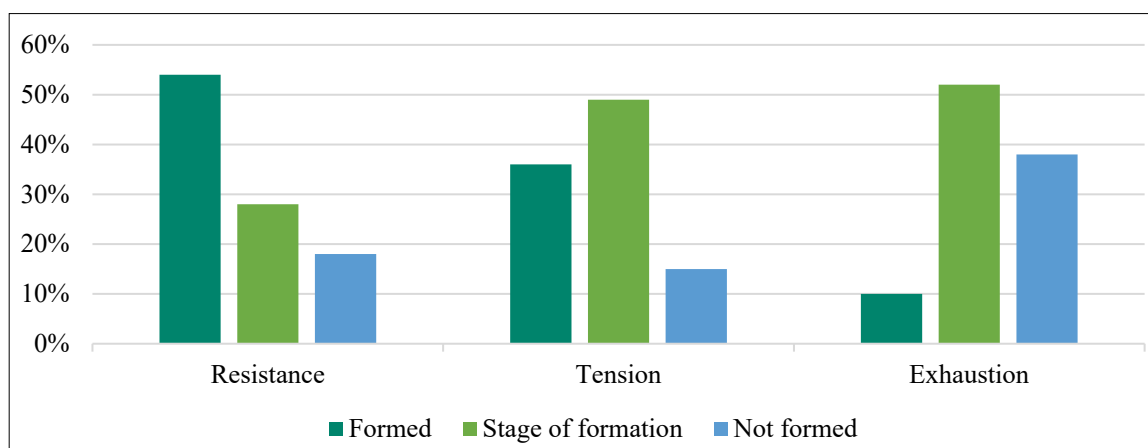


Figure 2. Levels of development of burnout phases

In each phase of burnout, there are 4 main symptoms. Analysing the results obtained in the “tension” phase, the dominant symptom was “experiencing psycho-traumatic circumstances” – 25% (5 people). Symptoms “self-dissatisfaction” were formed in 10% (2 people); the symptom “being trapped in a cage” was present in 10% (2 people); the “anxiety and depression” was formed in 20% (4 people). In the “resistance” phase, the dominant symptom was “reduction of professional responsibilities”, which was observed in 45% (9 people). The symptom “expanding the sphere of saving emotions” was formed in 35% (7 people); the symptom “inadequate emotional response” – in 40% (8 people); the symptom “emotional and moral disorientation” – in 25% (5 people). In the “exhaustion” phase, the dominant symptom was “personal detachment” – 20% (4 people). The symptom “psychosomatic and psychovegetative disorders” was observed in 15% (3 people); the symptom “emotional deficit” – in 5% (1 person); symptom “emotional detachment” – in 5% (1 person).

Having considered the phases of emotional burnout, depending on the length of service, it was found that those who work for less than 5 years were dominated by the “stress” phase (75%). They were characterised by such symptoms as: “experiencing psycho-traumatic circumstances” (50%); “dissatisfaction with themselves” (25%); “anxiety and depression” (25%); and there was no symptom of “being trapped in a cage”. Teachers with 5-20 years of experience were dominated by the “resistance” phase – (54%) with the most common symptom of “reduction of professional responsibilities” (40%). Considering those who have been working for more than 20 years, then they had a phase of “exhaustion”.

All of the above requires timely prevention of burnout. To do this, it is necessary to influence both the physical and emotional state of each teacher of the educational institution. All recommendations were given for preserving the components of health [4]: a healthy sleep which should last at least 8 hours; a balanced diet with all the necessary trace elements and vitamins to ensure all energy consumption; sports and massage, which relieve tension throughout the body. Aromatherapy has a positive effect on the nervous system and restores body defences. Breathing exercises increase blood circulation, improve concentration and attention, and eliminate psychoemotional stresses. Art therapy has a positive effect on the psychological state, in particular, red and yellow colours restore energy, green calms. Music therapy and walking in the fresh air should be part of the day. The best recipe for burnout is to communicate with family, friends, and loved ones who will always support and provide assistance.

Emotional burnout in teachers according to the methodology of V.V. Boyko was determined by T.B. Tsyomyk-Yavorska [16]. According to the results, the “resistance” phase prevailed among teachers, as in this study. The main symptoms that were observed were the unwillingness of teachers to communicate with work colleagues, perform professional duties, the appearance of somatic symptoms,

such as headache, irritability, and poor sleep. However, in the study [16], the “tension” phase was the least formed, only 5%, and in this study it was formed in 36% of people. V.V. Boyko’s methodology was used by Yu.R. Semenista [17], who determined emotional burnout of teachers in higher education institutions. According to her research, the “resistance” phase also prevailed among research and teaching staff of various specialities, which was formed in 10% of teachers. The main symptoms that were observed in teachers were emotional dryness, unwillingness to communicate, decreased attention to students and colleagues, and frustration with their own profession [17].

An interesting study was the definition of emotional burnout in psychology students of the 1st-5th courses. A.B. Mudryk found that in the 1st-year students, the phases of “tension” and “exhaustion” are unformed, and the phase of “resistance” is at the stage of formation. And for the 5th-year students, the phase of “tension” and “exhaustion” is at the stage of formation, and the stage of “resistance” is already formed. Such results are conditioned by the fact that students in the 5th-year of study are significantly more stressed. Because there is more workload, uncertainty about what will happen after graduation, job search, starting a family, and having children. All this creates more anxiety than in the 1st year students [18].

The results of this study and the findings of other researchers suggest that it is necessary to prevent the manifestations of emotional burnout. O.B. Dubchak developed preventive measures for professional burnout of teachers. According to his recommendations, it was advisable to engage in curating, plan time outside of work, engage in hobbies, eat a balanced diet, and have healthy sleep. It is also important to use “time-outs”, a variety of relaxation techniques, sports, conduct field seminars and classes [19].

CONCLUSIONS

In quarantine conditions, teachers of higher educational institutions of Ukraine suffer from constant emotional stress, which leads to professional burnout syndrome. The factors that caused this syndrome were the inability of emotional contact and live communication with students through COVID-19, information overload, a high level of responsibility, and teachers’ ignorance of how to cope with excessive stress. Based on the results of the study conducted according to the adapted methodology of V.V. Boyko among teachers of the Bukovinian State Medical University, the dominant phase of emotional burnout was “resistance” – 54% with a symptom of “reduction of professional responsibilities” – 45%. This phase was characterised by a lack of desire to communicate with colleagues, students, patients, and relatives. In addition, in the desire of respondents to reduce all their professional responsibilities, which requires large emotional costs. This was manifested in a decrease in attention to working with students and patients and the desire to be alone. This inevitably affected the authority of the teacher and doctor, and led to mental emptiness and the development of psychosomatic

diseases. In the study of gender characteristics, women were more likely to experience burnout. Given the age of teachers, there was an increase in the level of this syndrome in young teachers-doctors. This was conditioned by a number of factors, namely, career growth and the desire to reach the maximum in the profession “here and now”. Depending on the length of service, young teachers, less than 5 years of experience, had a phase of “tension” compared to teachers who work for 5-10 years, and 10-20 years (they had

a predominant phase of “resistance”). And with more than 20 years of work experience, the “exhaustion” phase dominated. This gave rise to the development and prevention of this syndrome. The recommendations were aimed at healthy sleep, balanced nutrition, walking in the fresh air, art therapy, breathing exercises, and alternating work with rest. Such measures would allow the teacher to reduce the level of professional burnout and affect mental and physical health.

REFERENCES

- [1] Berezovskaya, L.I. (2015). Professional burnout to employees of modern educational organizations. *Scientific Bulletin of Mukachevo State University*, 1(1), 130-135.
- [2] Bulatevich, N.M. (2020). *How not to get exhausted while working in the quarantine period and avoid professional burnout*. Kyiv: Taras Shevchenko National University of Kyiv.
- [3] Boyarchuk, O.D. (2013). *Biochemistry of stress*. Luhansk: Taras Shevchenko Lviv National University Publishing House.
- [4] Plotkin, F.B. (2015). Emotional burnout: Phantom or clinical reality? *Theory and Practice of Mental Health*, 1, 121-171.
- [5] Oliynyk, I.V. (2017). Causes of prevention and prevention of burnout in teachers. *Pedagogical Sciences*, 1(13), 118-125.
- [6] Vodopyanova, N.E., Starchenkova, E.S. (2016). *Syndrome burnout. Diagnosis and prevention*. St. Petersburg: Yurayt.
- [7] Perkhailo, N.A. (2016). Prevention of burnout of future social workers. *Pedagogy Psychology*, 55, 202-210.
- [8] Boyko, V.V. (2008). *Emotional burnout syndrome: Diagnosis and prevention*. St. Petersburg: Peter.
- [9] Karamushka, L.M. (Ed.). (2005). *Technologies of work of organizational psychologists*. Kyiv: INCOS.
- [10] Kerik, O.E. (2013). Professional burnout and manifestations of “secondary trauma” in specialists of the “man-man” system. *Problems of the Humanities. Psychology*, 31, 64-73.
- [11] Lalymenko, O.S., Beckelman, I., Kapustnik, V.A., Zavgorodny, I.V., Zabashta, V.F., Tretyakova, K.A., & Tymbota, M.A. (2019). Features of the formation of professional burnout in teachers of medical higher education. *Ukrainian Journal of Occupational Medicine*, 15(2), 121-130.
- [12] Maslach, C., Schanfeld, W., & Leiter, H. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- [13] Makarova, G.A. (2003). Syndrome of emotional burnout. *Psychotherapy*, 11, 11-21.
- [14] Lisachenko, O.D., Eroshenko, G.A., Bilash, V.P., Pelipenko, L.B., & Shevchenko, K.V. (2020). Distance learning at the department of morphological profile in quarantine. Advantages and disadvantages. *Bulletin of Problems of Biology and Medicine*, 3(157), 188-191.
- [15] Yashkova, A.N., & Sukhareva, N.F. (2009). *Age psychology*. Saransk.
- [16] Tsyomyk-Yavorska, T.B. (2021). *Emotional burnout of teachers*. Retrieved from https://ldubgd.edu.ua/sites/default/files/8_konferezii/emociyne_vigorannya.pdf.
- [17] Semenista, Y.R. (2021). *Psychological features of emotional burnout of teachers of higher education*. Retrieved from http://ekmair.ukma.edu.ua/bitstream/handle/123456789/20192/Semenista_Psykholohichni_osoblyvosti_emotsiinohovyhorannia.pdf?sequence=1&isAllowed=y.
- [18] Mudrik, A.V. (2013). Features of development and manifestation of emotional burnout syndrome in students – psychologists. *Education of the Region. Politology. Psychology. Communications*, 3(33), 238-241.
- [19] Dubchak, O.B. (2011). Prevention of burnout in the system of postgraduate teacher education. *Actual Problems of Psychology*, 11(4), 254-262.

Ольга Петрівна Букач, Галина Анатоліївна Білик,
Анна Михайлівна Гук, Вікторія Анатоліївна Звір

Буковинський державний медичний університет
58002, пл. Театральна, 2, м. Чернівці, Україна

Діагностика та профілактика емоційного вигорання у викладачів-лікарів

Анотація. У статті висвітлено проблему професійного вигорання у вищих навчальних закладах, яке особливо посилюється в умовах дистанційного навчання і карантинних обмежень. Оскільки синдром професійного вигорання виникає у відповідь на постійний емоційний стрес. Однак на цей процес можна впливати. Метою дослідження було визначення рівня емоційного вигорання, чинники та умови, які впливають на виникнення та розробка рекомендацій щодо його попередження. Для діагностики рівня емоційного вигорання було проведено анкетування за допомогою адаптованої методики В.В. Бойко. Було розглянуто 3 фази: «напруги», «резистентії», «виснаження» та визначено 12 симптомів емоційного вигорання. Аналізуючи результати у викладачів Буковинського державного медичного університету у фазі «напруги» домінуючим симптомом став «переживання психотравмуючих обставин». У фазі «резистентії» – «редукції професійних обов'язків». У фазі «виснаження» переважав симптом «особистісної відстороненості». За результатами дослідження більшість працівників навчального закладу перебували у фазі «резистентії» – 54 %. За гендерними особливостями частіше у жінок виникало емоційне вигорання. У віці 20–25 років викладачі були більш піддатливі до синдрому професійного вигорання за рахунок своїх амбіцій. Залежно від стажу роботи у викладачів з досвідом менше 5 років переважала фаза «напруги»; з досвідом 5–10 та 10–20 років спостерігалась фаза «резистентії». А у викладачів зі стажем більше 20 років фаза «виснаження». З огляду на це, було розроблено рекомендації щодо профілактики професійного вигорання. А саме: чергування праці з відпочинком, здоровий сон та прогулянки на свіжому повітрі, різноманітні техніки релаксації та звичайно проводити час із сім'єю. Практична значимість виявлення професійного вигорання у викладачів вищих навчальних закладів полягає у проведенні вчасної профілактики та наданні подальших рекомендацій для подолання даного синдрому, оскільки навчальний процес та атмосфера у колективі напряму від цього залежить

Ключові слова: професійне вигорання, викладачі вищих навчальних закладів, фаза «напруги», «резистентності», «виснаження»

UDC 159.922.6:316.6

DOI: 10.52534/msu-pp.8(2).2022.46-52

Olga V. Litvinova, Vira G. Staryk*

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

Empirical Indicators of the Relationship between Attachment Style and Attitude to Love in Early Maturity

Article's History:

Received: 22.03.2022

Revised: 22.05.2022

Accepted: 30.06.2022

Suggested Citation:

Litvinova, O.V., & Staryk, V.G. (2022). Empirical indicators of the relationship between attachment style and attitude to love in early maturity. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 46-52.

Abstract. The paper focuses on the investigation of the phenomenon of love and the attachment style in early maturity, the study of which is conditioned by the increasing number of divorces, interpersonal conflicts in young couples, the lack of understanding that the attitude to love in adulthood can be associated with the attachment style formed at an early age. The actualisation of this problem is of practical value in the context of providing psychological support to young couples on the way to building harmonious interpersonal relationships. The purpose of the study was to provide a theoretical substantiation and empirical analysis of the influence of attachment style on the attitude to love. To achieve the goal and solve the tasks, a set of methods was used: theoretical – analysis, synthesis, comparison, generalisation; empirical – observations, conversations, ascertaining experiment, online testing (questionnaire “Your attitude to love” by E. Ilyin, the method “Test for reliability/unreliability of attachment” by E. Chen to identify attachment style and patterns of behaviour in relationships during a stressful situation; test “Manifestation of unreliable attachment” by E. Chen, an associative technique developed by the author regarding the attitude to the phenomenon of love “Love – is...” with subsequent content-analysis); methods of quantitative and qualitative data processing. The analysis of theoretical approaches to the study of the problems of attachment and love, which are considered by representatives of the psychoanalytic school, humanistic psychology, etc., is carried out. A pilot study using both standardised self-reports and content analysis of words-associations to the word “love”, established that the majority of respondents are characterised by romanticisation of love, a lack of understanding that love is a feeling that requires a responsible attitude towards a partner. It is stated that the attachment style that is formed in early childhood can be a factor influencing the attitude to love, to close relationships at a later age. Given this fact, psychological work to understand these phenomena should begin as early as high school, where psychological education can develop skills for interpersonal communication, responsible relationships in couples, and responsible parenthood in the future

Keywords: attachment in romantic relationships, the phenomenon of love, anxious attachment style, avoidant attachment style, realistic attitude to love, positive attitude to love

*Corresponding author

INTRODUCTION

In the 21st century, the problem of building strong relationships in a couple among young people is relevant, because the emotional colouring of relationships in a couple, the level of trust of partners in each other, and the available support in situations of social uncertainty depend on the ability to overcome difficult situations and adapt to stressful

living conditions. The strength and security of the couple's relationship as parents will contribute to the development of trust in the world among children. The relevance of the study is conditioned by the importance of understanding the mechanisms of influence of the attachment style formed in childhood on interpersonal relationships associated with

the manifestation of love in adulthood. Investigation of the attachment styles of a person and their impact on the attitude to love allows identifying maladaptive patterns of behaviour in relationships, and this knowledge will help not only strengthen young couples and reduce the number of divorces among families, but also contribute to the creation of new harmonious relationships. *The purpose of the study* is to draw the attention of Ukrainian psychologists to the problem, as well as to theoretically substantiate and empirically investigate the relationship between attachment style and attitude to love among young people. In accordance with the purpose of the study, it was necessary to solve a number of tasks: theoretically investigate the features of the attachment styles and the phenomenon of love in the scientific literature; to conduct a pilot study of the relationship between attachment style and love. The problem of attachment, in particular the role of attachment style in romantic relationships, is sufficiently considered studied only in foreign psychology. A significant contribution to the doctrine of attachment was made by the British psychologist, psychiatrist, and psychoanalyst J. Bowlby, who specialised in studying the role of family in a child's life. It is J. Bowlby who founded the attachment theory, according to which the desire for close emotional relationships is the main, specific human feature, which is laid down in childhood and which persists until old age [1]. At the age of three, attachment to parents provides the child with attention, protection, and assistance if necessary; in young people, attachment to parents is preserved and supplemented by romantic relationships. Features of attachment of a child to a mother or primary caregiver were determined by M. Ainsworth in the framework of the Baltimore longitudinal study [2]. The main provisions of the Baltimore longitudinal study were confirmed by K. Grossman and H. Kindler in a joint study on the relationship between mother and child [3]. F. Shaver, J. Belsky, and K. Brennan investigated attachment in romantic relationships [4].

LITERATURE REVIEW

J. Bowlby's attachment theory is based on the situation of maternal deprivation: in the first years of life, due to the biological programming of both the mother and the baby for the manifestation of certain behaviours, the baby develops a certain attachment style, which becomes the basis for its future development and existence [5]. J. Bowlby considered the loss of a mother to be critical, and the consequences of it irreversible [5]. S. Freud was a proponent of the attachment theory from the standpoint of instincts, theoretically substantiating the importance of childhood and the role of the mother in the early period of childhood [6]. According to S. Freud, the relationship between mother and baby is unique and unrepeatable, such that it is laid for life as the first and strongest object of love and as the prototype of all personal relationships in the future [6; 7]. M. Ainsworth and S. Bell, in order to investigate the child's attachment to the mother, developed an experiment called "Unfamiliar situation", consisting of seven episodes of three minutes [8].

The child's behaviour was investigated in the situation of separation from the mother, during the appearance of a stranger, when the mother returns, etc. Based on her research, M. Ainsworth identified four main attachment styles: secure attachment – children of this type feel safe next to their mother and calmly explore the world around them; insecure avoidant – children of this type do not pay attention to the object of attachment and seem indifferent; insecure anxious – such children clearly and emotionally demonstrate dependence on the mother; ambivalent – a combination of avoidant and anxious styles [8]. K. Breterton notes that feminist communities have criticised the attachment theory, because it imposes an idealised model of a "good mother" on women, and this leads to a sense of self-inadequacy and a decrease in self-esteem in women [9]. D. Klass also criticised the views of J. Bowlby, since J. Bowlby described the attachment theory from the psychoanalytic standpoint, thus ignoring deeper connections [10]. S. Larouse and E. Bernier argue that mental autonomy is associated with positive adaptive outcomes, while absent-mindedness and anxiety are the consequences of a failed adaptation process [11]. Despite the clear results of the child attachment study, there is a lack of research on the mechanisms of association between attachment and adaptation in adolescence. F. Shaver used the ideas of J. Bowlby and M. Ainsworth for the study of romantic relationships, drawing a parallel between three attachment styles and patterns of behaviour and feelings in adolescents and adults [4]. "Secure" partners, like "secure" children, feel comfortable regardless of romantic relationships. Partners with the avoidant attachment style, like avoidant children, are overconfident and feel uncomfortable with intimacy. Anxious romantic partners, like anxious or ambivalent children, seem unusual, insecure, and emotionally labile. S. Johnson argues that attachment style determines key aspects of interaction in close relationships and how people transcode interaction patterns in mental patterns or typical reactions [12]. The attachment style in a relationship is not permanent, but changes due to new experiences, allowing cognitive working patterns of bonding and related emotion management strategies to be reconsidered.

The topic of love has long been ignored by academic psychology, this psychological phenomenon was perceived as impossible to comprehend. Only in the middle of the 19th century were the first attempts to describe the phenomenon of love. I. Sechenov identified three stages in the development of love: 1) creation of an ideal image; 2) meeting with an object similar to the created image; transition from platonic love to passionate; 3) suppression of passion, formation of love-friendship [13]. S. Freud believed that love exists only as a sexual attraction [6]. Another representative of psychoanalysis, M. Klein, had her own opinion about love: one of the most important ideas of M. Klein is that love, along with aggression, appears as a fundamental organisational force of the psyche [14]. Aggression splits the psyche, while love strengthens it. E. Fromm noted that love is a connection that helps the individual to maintain integrity and individuality [15]. L. Gozman put forward a theory

about the phenomenon of love, which includes a number of socio-psychological studies, viewing love as an attraction in a social context [16]. R. Sternberg developed a triangular theory of love, according to which love contains three components: 1) a sense of intimacy that manifests itself in relationships – this component can disappear if partners often quarrel, feel anger or irritability towards each other, and fear of being abandoned; 2) passion – it leads to physical attraction and sexual behaviour in relationships [13]; 3) commitment – implies a conscious decision of one person to love another person and the desire to preserve this love. The third component includes cognitive elements that are involved in making decisions about entering into relationships and maintaining them for a long time.

MATERIALS AND METHODS

To achieve this goal, a set of theoretical and empirical research methods was applied, namely: analysis, systematisation and generalisation of theoretical data on the problem of studying the phenomenon of love and the problem of personal attachment; psychodiagnostic methods, which were divided into two blocks. The first block concerned the study of attachment styles (“Test for reliability/unreliability of attachment” by E. Chen to identify the attachment style and patterns of behaviour in relationships during a stressful situation [17]; test “Manifestation of unreliable attachment” by E. Chen [17]). The second block of methods concerned the study of the manifestation of attitude to love (questionnaire “Your attitude to love” by E. Ilyin [13] associative methodology regarding the attitude to the phenomenon of love “Love – is...” (in the author’s development). The questionnaire “Your attitude to love” by E. Ilyin was used to investigate the attitude of respondents to love and consisted of 15 closed-end questions [13]. The more points the respondent scored, the more positive their attitude to love is. The method of “Test for reliability/unreliability of attachment” by E. Chen was used for self-perception of respondents in relationships and consisted of two parts, 12 closed-end questions in each [17]. The first part shows what emotions the respondent reacts to differences with their partner, difficulties and stressful situations in the relationship. The more points the respondent scored, the more likely it is that love and close relationships throw

the respondent off balance. The second part examines the actions that the respondent performs to achieve a sense of security in the relationship, the beliefs and behaviours that the respondent conveys in the relationship. The test “Manifestation of unreliable attachment” by E. Chen was chosen to identify behavioural patterns of a certain attachment style of the individual and manifestations of uncertainty in relationships in a stressful situation [17]. This technique is presented as 12 unfinished sentences with two alternative continuation options. The associative method “Love – is...” concerning the attitude to love, was applied to better analyse the attitude of respondents to love. Respondents were asked to continue the sentence “Love – is...” 10 times, using the words that are most associated with the phenomenon of love. Based on the methodology, a qualitative content analysis was carried out to identify the main content load in the verbal constructs of respondents, which reflect a subjective understanding of this phenomenon, an emotional and value attitude (positive or negative) as an incentive to certain actions, as a manifestation of social maturity of the individual.

A pilot study of the relationship between attitudes to love and the attachment style of a person was conducted in March 2022 on the premises of the Kremenchuk Mykhailo Ostrohradskyi National University. The total sample consists of 30 respondents aged 20 to 25 years, including 19 girls and 11 boys. The selection of participants in the empirical study was carried out by randomisation based on the age periodisation of E. Erikson [18]. In particular, attention was focused on the stage of early maturity. Data collection was conducted for two weeks in the form of an anonymous online survey and consisted of two stages: applying methods to identify attitudes to love; applying methods aimed at identifying the attachment style. The results were processed over two weeks and consisted of quantitative and qualitative analysis.

RESULTS AND DISCUSSION

At the first stage of the study, a block of methods was used to identify the attitude to love in respondents using the psychodiagnostic tools listed above. Respondents were both girls and boys together – the percentage is the arithmetic mean of the results of girls and boys together. The results of the questionnaire “Your attitude to love” by E. Ilyin are presented in Table 1 [13].

Table 1. Results of a survey on the questionnaire “Your attitude to love” by E. Ilyin [13] (in %)

Attitude to love	Respondents	Boys	Girls
Positive	65	73	57
Realistic	35	27	43
Negative	0	0	0

The results show that the majority of respondents, both boys (73%) and girls (57%), have a positive attitude to love. The preference for a positive attitude to love indicates the habit of idealising this feeling and romanticising it, which can lead to unrealistic views of the relationship and to problems in the relationship with the loved one. Respondents with a positive attitude to love are able to show their love,

completely dissolve in their partner, and the loss of love can be perceived as real grief, which often leads to apathy, depression, and isolation. 27% of boys and 43% of girls showed a realistic attitude toward love, which indicates the awareness of respondents, their responsibility and understanding of the possibility of difficulties in love and in romantic relationships in general. Thus, the majority of respondents have

a distorted understanding of love due to its romanticisation, idealisation, not understanding that to love means to take responsibility for their own actions in relation to the partner and for the results of interaction in the couple.

The associative method “Love – is...” allowed the study to distribute the answers of respondents into five groups: 1) love as a basic need – associated words: “proximity”, “security”, “understanding”, “support”, “mutual assistance”; 2) love as an emotional state – associated words: “happiness”,

“passion”, “tenderness”, “comfort”, “warmth”; 3) love as a prerequisite for creating a family – represented by associated words: “touch”, “hugs”, “family”, “procreation”; 4) love as a manifestation of social maturity – associated words: “grow and develop side by side”, “actions”, “work”, “willingness to compromise”, “ability to admit mistakes”; 5) love as negative experiences – “pain”, “game”, “meaningless decisions”, “contradictions”, “addiction” (Table 2).

Table 2. Results of an associative survey on attitudes to the phenomenon of love (in %)

Associative groups	Frequency of use of this group of associated words		
	Respondents	Boys	Girls
Love as a basic need	68	36	100
Love as an emotional state	83	81	84
Love as a prerequisite for creating a family	41	45	37
Love as a manifestation of social maturity	50	36	63
Love as a negative experience	21	36	5

According to the results, 68% of respondents associate love with the ability to meet basic needs (100% girls and 36% boys), which allows feeling safe, having support and unconditional acceptance from a partner. 83% of respondents see love as a certain emotional state, which is accompanied by a feeling of happiness, euphoria, and tenderness (84% of girls and 81% of boys). 50% of respondents understand love as their own actions, which indicate the presence of social maturity of the individual associated with responsibility for relationships, constant work on maintaining these relationships, and the mood to cooperate with a partner (63% of girls and 36% of boys). 41% of respondents perceive love as an incentive factor for starting a family and procreating (37% of girls and 45% of boys). Only 21% of respondents

associate love with experiencing negative emotional states, such as pain, trouble, addiction, etc. (5% of girls and 36% of boys). Interestingly, boys more than girls associate love with emotions, mostly positive, and for boys, love is a direct prerequisite for starting a family and procreation. Girls in most cases recognise the phenomenon of love as an opportunity to meet basic needs and show social maturity.

The second stage of the study was to conduct a block of techniques aimed at identifying the phenomenon of attachment. The method “Test for reliability/unreliability of attachment” by E. Chen is used to determine the self-perception of respondents in relationships [17]. The results obtained in the first part of the methodology aimed at measuring the level of unreliability of attachment are presented in Table 3.

Table 3. Results of the method “Test for reliability/unreliability of attachment” by E. Chen [17] (in %)

Level of unreliability of attachment	Respondents	Boys	Girls
Low	34	36	32
Medium	50	64	36
High	16	0	32

Among the male sample, the dominance of the average level of unreliability of attachment was noted (64% of respondents), a low level is inherent in 36%, and a high level was not detected. Among girls, the average level of unreliability of attachment was found in 36% of respondents, low and high levels of unreliability of attachment – 32% each, respectively. Thus, the majority of respondents (50%) indicated an average level of unreliability of attachment, which indicates certain difficulties in relations with a partner. Such people may experience hopelessness, a constant fear of losing a partner, a fear of being unworthy of love, or compare feelings with a trap and torture. 34% of respondents have a low level of unreliability of attachment, which indicates their self-sufficiency, they are open to love, do not see the

purpose of their life in relationships, and feel comfortable both in and without relationships. Only 16% of respondents have a high level of unreliability of attachment. Relationships for such respondents are equated with a battlefield with a constant need to seek for confirmation of the partner's feelings. When faced with problems in relationships, such people tend to conclude that the loved one is not sufficiently involved in the relationship, and act according to this judgment, constantly resorting to accusations against the partner. The results are confirmed by the study of attachment as a psychological factor of relationships in a couple by N. Levus and O. Smolinska, which revealed that the lower the level of unreliability of attachment, the safer a person feels in a relationship [20].

The second part of the methodology “Test for reliability/unreliability of attachment” by E. Chen allows examining the reliability of attachment of respondents [17] (Table 4).

Among the sample of boys, the dominance of the average level of attachment reliability was noted (54% of respondents), a high level of attachment reliability is inherent in 46% of respondents, and there are no respondents with a low level of attachment reliability among boys. Girls have a dominant average level of attachment reliability (74% of respondents), 21% of respondents have a high level of attachment reliability, and 5% of respondents have a low level of attachment unreliability. The advantage of the majority of respondents (64%) of the average level of reliability of attachment indicates not only the importance of close relationships in the lives of respondents, their desire to maintain

relationships, but also the inability to correctly and clearly convey their own emotions and feelings during stressful situations. A high level of reliable attachment (33%) indicates the ability of respondents to build a strong reliable relationship with their partner. Respondents with a low level of attachment (3%) have difficulty building stable, long-term relationships. Respondents who received a low level of unreliability of attachment and a high level of reliability of attachment have a secure attachment style, but in a stressful situation may show signs of an anxious or an avoidant attachment style (13%).

It was also important to achieve this goal to conduct the test “Manifestation of unreliable attachment” by E. Chen to identify the characteristics of respondents’ behaviour in relationships or in a stressful situation in accordance with the attachment style [17] (Table 5).

Table 4. Results of the study on the second part of the methodology “Test for reliability/unreliability of attachment” by E. Chen [17] (in %)

Level of reliability of attachment	Respondents	Boys	Girls
Low	3	0	5
Medium	64	54	74
High	33	46	21

Table 5. Results of the test “Manifestation of unreliable attachment” by E. Chen [17] (in %)

Dominant attachment style	Respondents	Boys	Girls
Anxious	37	27	47
Tendency to anxious	47	46	47
Avoidant	3	0	5
Tendency to avoidant	13	27	0

In boys, the dominance of the tendency to an anxious attachment style was found (46%), the dominance of the anxious attachment style and the tendency to an avoidant attachment style was found in 27% of respondents. As for the results obtained on the sample of girls, the dominance of the anxious style and the tendency to the anxious attachment style is characteristic – 47% of respondents, respectively, and the avoidant attachment style was found in 5% of respondents. The dominance of an anxious attachment style (37%) indicates an unconditional immersion in the idea of love, an excessive value of this state, while at the same time it indicates the presence of fears of being abandoned, neglected, and betrayed. Avoidant attachment style (3%) is an indicator of isolation and detachment from love and partner. In a study by the Italian psychologist H. Civilotti, men, on the contrary, showed belonging to the avoidant attachment style, while among women, the anxious attachment style prevailed [21]. Such differences may be conditioned by the difference in the mentality of Ukrainian and Italian men. The tendency to anxious or avoidant attachment styles implies the manifestation of the ambivalence of respondents: in a stressful situation, they may show too much worry that something will either happen to a loved one, or their partner will leave them. There are disagreements with the results of the study

of attachment as a psychological factor of relationships in a couple by N. Levus and O. Smolinska, since it identified 32.80% of respondents with a secure attachment style and only 18.04% with an anxious attachment style [20]. The difference in indicators may be due to the respondents’ stress at the time of participation in the study due to the outbreak of war between Ukraine and Russia. It is in a state of stress that maladaptive behavioural patterns conditioned by the attachment style manifest themselves.

According to E. Erikson, at the stage of early maturity, there is a struggle of intimacy and isolation: the personality formed during the previous stages shows a willingness to combine its identity with the identity of other people [18]. The desire for intimacy at this age manifests itself in the search for friendships and intimate close relationships and demonstrating a high level of morality, dedication, and honesty to strengthen and preserve them. This is the period when a person seeks to create a family based on mutual love [19]. Avoidance of such personal experiences for fear of losing own “self” and sacrificing own interests can turn into isolation and problems in building relationships with people in the future. Such distancing and avoidance is a person’s desire to protect themselves from intimacy, those feelings and people that can threaten the peace of mind and invade their personal space. The desire for intimacy is inherent in people with an

anxious attachment style, while isolation is characteristic of people with an avoidant attachment style.

Analysis of the results of the ascertaining experiment showed that respondents who have a positive attitude to love mostly have an anxious attachment style or a tendency to an anxious attachment style. In the minds of such respondents, the idea of love prevails as the satisfaction of basic needs and as a manifestation of emotional states, both positive and negative (according to the results of associative methods). This is conditioned by the peculiarity of an anxious attachment style, namely, the desire to love, connect with the partner as one, and achieve maximum intimacy, but it can also indicate a lack of understanding of personal boundaries and complete merging with the partner. For respondents with an anxious attachment style, love has no time limit, so when a relationship ends, love turns into great pain, suffering, and can lead to depression. M. Richter and K. Schlegel argue that because of the fear of being abandoned, people with an anxious attachment style are more likely to perceive other people as rivals, so they suffer from jealousy [22]. Respondents who are realistic about love belong mainly to the avoidant type. In the associative methodology regarding the attitude to the phenomenon of love, these respondents used the following words: "ease", "freedom", "strategy". This is conditioned by the peculiarity of the avoidant attachment style, namely, the tendency of respondents to be guided by reason rather than feelings, the fear of falling into the trap of relationships, the value of freedom, and ease in love. M. Favero found that people with avoidant attachment style are characterised by emotional deactivation to suppress negative emotions caused by the fear of rejection [23]. A. Santona found that people with the anxious type, on the contrary, show increased emotional responses [24]. During the analysis of gender characteristics, it was found that among boys, a positive attitude to love is more common than among girls. Girls perceive love as a way to meet basic needs, get positive emotions, and also show themselves as socially mature individuals through love. Boys equate love with an emotional state and believe that love is a suitable foundation for starting a family. Speaking of attachment, most girls do not feel safe in a relationship, but communicate a willingness to give a safe space to their partner. Most boys, on the contrary, feel safe in the relationship, but do nothing to increase the level of security for the partner. Attachment styles are not sustainable personality traits and can be adjusted in a safe therapy space or in a safe close relationship.

CONCLUSIONS

Thus, according to the results of the conducted theoretical and empirical research, it was established that attachment is a basic need of the individual and is formed in childhood. Attachment is defined as a basic need of the individual, a stable emotional bond that is met in adulthood in a safe, long-term, and secure relationship. Attachment gives a person the opportunity to fully develop and function in society. It is noted that love is a stable long-term multicomponent feeling that combines intimacy, passion, and responsibility. In adulthood, attachment is transformed into an emotional connection between the partners of a romantic relationship. The attachment style has a direct impact on the life of a person and their interaction in society, in particular, on romantic relationships and attitudes towards them. The results of the study of attachment styles and their combination with the attitude to love indicate that the respondents are dominated by a positive attitude to love, an anxious attachment style, and an understanding of love as an opportunity to meet basic needs. The realistic perception of attachment is inherent in those who belong to the avoidant type and perceive love as an easy and free relations and a strategy for building serious relationships. It is noted that girls show socially mature traits in their attitude to love, giving more to their partner than expecting the same manifestations from him, which affects their distorted sense of security in the relationship. Boys, on the other hand, feel safe in relationships, but they are not yet ready to take responsibility and activity in interpersonal relationships to satisfy their partner's sense of security. At the same time, the result of content analysis of words-associations revealed that most girls understand love as an opportunity to meet basic needs (security, acceptance, tenderness, etc.), as a positive emotional state and a manifestation of social maturity. For boys, the advantage in love is the emotional state and the prerequisite for creating family relationships.

The next steps should be to familiarise respondents with the features of their inherent attachment style and analyse the attachment style of the partner, eliminate maladaptive behaviour patterns caused by the attachment style, and master new tools and techniques for better interaction of partners in relationships and strengthening of reliable communication. The area of further study may be to investigate the relationship between the attachment style of parents and the child, and the dependence of the attachment style of the child on the style of upbringing in the family.

REFERENCES

- [1] Brisch, K.H. (2012). *Treating attachment disorders: From theory to therapy (translation from German)*. Moscow: Kogito-Tsentr.
- [2] Ainsworth, M.D.S., Blehar, M.C., Waters, E., & Wall, S. (2014). *Patterns of attachment: A psychological study of the strange situation*. New York: Psychology Press.
- [3] Grossmann, K., Grossmann, K. E., & Kindler, H. (2005). Early care and the roots of attachment and partnership representations: The Bielefeld and Regensburg longitudinal studies. In *Attachment from infancy to adulthood: The major longitudinal studies* (pp. 98-136). New York: The Guilford Press.
- [4] Shaver, P., Belsky, J., & Brennan, K.A. (2000). The adult attachment interview and self-report of romantic attachment: Associations across domains and methods. *Personal Relationships*, 7, 25-43.
- [5] Bowlby, J. (2003). *Attachment*. Moscow: Gardariki.
- [6] Freud, S., & Fromm, E. (2018). *Nature of love*. Moscow: Publishing "Algorithm".

- [7] Birns, B. (1999). Attachment theory revisited: Challenging conceptual and methodological sacred cows. *Feminism & Psychology*, 9(1), 10-21.
- [8] Dontsov, A.I., Zinchenko, Yu.P., Zotova, O.Yu., & Perelygina, E.B. (2019). Psychological security of personality: Textbook and workshop for bachelor's, specialist's and master's degrees. Moscow: Yurayt Publishing House.
- [9] Archakova, T.O. (2009). Attachment theory: Half a century of development, half a century of criticism. *PsyJournals*, 1(1). Retrieved from https://psyjournals.ru/pi/2009_1/22261.shtml.
- [10] Cleary, R.J. (1999). Bowlby's theory of attachment and loss: A feminist reconsideration. *Feminism & Psychology*, 9(1), 32-42.
- [11] Larose, S., & Bernier, A. (2001). Social support processes: Social support processes: Mediators of attachment state of mind and adjustment in later late adolescence. *Attachment and Human Development*, 3(1), 96-120.
- [12] Johnson, S. (2021). *The power of attachment. Emotionally focused therapy to create harmonious relationships*. Moscow: Mann, Ivanov, & Ferber.
- [13] Ilin, E. (2013). *Psychology of love*. St. Petersburg: Piter Publishing House.
- [14] Klein, M. (2011). *Love, guilt and reparation*. New York: Random House.
- [15] Fromm, E. (2009). *The art of loving*. Moscow: AST Publishers.
- [16] Gozman, L.Ya. (1987). *Psychology of emotional relations*. Moscow: MGU.
- [17] Chen, E. (2021). *Attachment theory: Effective practices that will help build strong relationships with loved ones and a partner*. Moscow: Eksmo.
- [18] Erikson, E. (1996). *Childhood and society (translation from English) (2nd ed.)*. St. Petersburg: Lenato; AST; Fund "University book".
- [19] Pavelkiv, R.V. (2011). *Age psychology*. Kyiv: Kondor.
- [20] Levus, N., & Smolinska, O. (2022). Attachment as a psychological factor in a couple's relationship. In *Theses of the report scientific conference of the philosophical faculty* (pp. 166-168). Lviv: Ivan Franko National University of Lviv.
- [21] Civilotti, C., Dennis, J.L., Maran, D., & Margola, D. (2021). When love just ends: An investigation of the relationship between dysfunctional behaviors, attachment styles, gender, and education shortly after a relationship dissolution. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2021.662237.
- [22] Richter, M., Schlegel, K., Thomas, P., & Troche, S.J. (2022). Adult attachment and personality as predictors of jealousy in romantic relationships. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2022.861481.
- [23] Favero, M., Lemos, L., Moreira, D., Ribeiro, F.N., & Sousa-Gomes, V. (2021). Romantic attachment and difficulties in emotion regulation on dyadic adjustment: A comprehensive literature review. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2021.723823.
- [24] Santona, A., De Cesare, P., Tognasso, G., De Franceschi, M., & Sciandra, A. (2019). The mediating role of romantic attachment in the relationship between attachment to parents and aggression. *Frontiers in Psychology*. doi: 10.3389/fpsyg.2019.01824.

Ольга Володимирівна Літвінова, Віра Геннадіївна Старик

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

Емпіричні показники взаємозв'язку типу прив'язаності та ставлення до кохання в ранній зрілості

Анотація. У статті зроблено акцент на вивченні феномену кохання та типу прив'язаності в ранній зрілості, вивчення якої зумовлено сучасною ситуацією збільшення кількості розлучень, міжособистісних конфліктів в молодих парах, відсутності розуміння того, що ставлення до кохання в дорослому віці може бути пов'язано з типом прив'язаності, що формується в ранньому віці. Актуалізація цієї проблеми має практичну цінність в розрізі надання психологічного супроводу молодих пар на шляху побудови гармонійних міжособистісних стосунків. Мета дослідження полягала в теоретичному обґрунтуванні та емпіричному дослідженні особливостей впливу типу прив'язаності на ставлення до кохання. Для досягнення мети та розв'язання поставлених завдань використано комплекс методів: теоретичні – аналіз, синтез, порівняння, узагальнення; емпіричні – спостереження, бесіди, констатувальний експеримент, онлайн-тестування (опитувальник «Ваше ставлення до кохання» Є. Ільїна, методика «Тест на надійність/ненадійність прив'язаності» Е. Чен для виявлення типу прив'язаності та патернів поведінки у стосунках під час стресової ситуації; тест «Прояв ненадійної прив'язаності» Е. Чен, асоціативна методика в авторській розробці щодо ставлення до феномену кохання «Кохання – це...» з подальшим контент-аналізом); методи кількісної та якісної обробки даних. Здійснено аналіз теоретичних підходів до вивчення проблем прив'язаності та кохання, які висвітлено в роботах представників психоаналітичної школи, гуманістичної психології тощо. Проведене пілотне дослідження з використанням як стандартизованих самозвітів, так і контент-аналізу слів-асоціацій до слова «кохання», дозволило встановити, що для більшості респондентів характерна романтизація кохання, відсутність розуміння того, що кохання – це почуття, яке вимагає проявів відповідального ставлення до партнера. Констатовано, що тип прив'язаності, який формується в ранньому дитинстві може бути чинником впливу на ставлення до кохання, до близьких стосунків у більш пізньому віці. Враховуючи цей факт психологічна робота щодо розуміння цих феноменів повинна починатися вже в старшій школі, де за рахунок психологічного просвітництва можна розвинути навички міжособистісного спілкування, відповідального ставлення до стосунків у парі та відповідального батьківства в майбутньому.

Ключові слова: прив'язаність в романтичних стосунках, феномен кохання, тривожний тип

Kateryna O. Degtiarova^{1*}, Alla V. Karas¹, Nina Yu. Petrusenko²

¹State Biotechnological University
61002, 44 Alchevskiyh Str., Kharkiv, Ukraine

²Kharkiv State Academy of Physical Culture
61058, 99 Klochkiivska Str., Kharkiv, Ukraine

Organisation of Independent Work of Students in Nonlinguistic Higher Education Institutions when Learning a Foreign Language on the Example of the Moodle Educational Platform

Article's History:

Received: 24.03.2022

Revised: 23.05.2022

Accepted: 30.06.2022

Suggested Citation:

Degtiarova, K.O., Karas, A.V., & Petrusenko, N.Yu. (2022). Organisation of independent work of students in nonlinguistic higher education institutions when learning a foreign language on the example of the Moodle educational platform. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 53-60.

Abstract. This paper considers the experience of using the Moodle virtual learning environment and learning and course management system, as this educational platform meets conventional pedagogical requirements and current trends in teaching methods of various disciplines, in particular, the foreign language. One of the most successful ways to intensify independent work is to integrate Moodle into the standard educational process of a higher education institution. The purpose of the study is to determine the advantages of using the Moodle system for organising independent work of first-year students of the State Biotechnological University on the example of analysing distance learning for students of the Faculty of Veterinary Medicine in the discipline "Foreign language (English) in professional activity". The paper presents the academic achievements of foreign and Ukrainian researchers who focused their attention on determining the features of learning a foreign language using the Moodle educational platform; provides the developed set of tasks for independent processing of educational material when studying a foreign language in a distance learning format. The following methods are applied: theoretical, diagnostic, and the method of pedagogical observation in natural conditions of the educational process. The use of the Moodle distance learning system in the organisation of independent work of students ensures a high quality of assimilation of educational material and provides a wide range of opportunities for practising useful skills in the discipline. Completing the tasks given in this study provides educational applicants with the opportunity to improve their professional training, and develop skills for self-education, self-awareness, self-improvement, and lifelong learning

Keywords: educational process in higher education, organisation of distance learning, independence of students, features of learning a foreign language

*Corresponding author

INTRODUCTION

The standard form of education in higher education institutions in Ukraine is intramural, as it is the most prestigious and high-quality among all existing ones. Most applicants for education choose this form, because it is familiar and is considered the most effective. In particular, at the Faculty of Veterinary Medicine of the State Biotechnological University, training is carried out only in-person, due to its specifics. But with the advent of 2020, people realised the necessity and relevance of information technologies and, in particular, distance learning. At the moment, many people use Internet resources to perform their professional activities from a distance. This necessary measure, which was introduced in

connection with the pandemic, has led to significant changes in the education strategy. In the shortest possible time, both teachers and students switched to distance learning, as it fully meets all the requirements of modern life.

Notably, distance learning is not something completely new in the education system. Therefore, higher education institutions provide a large number of hours for independent work of students in various disciplines. To help students learn a foreign language, distance learning in parallel with intramural education has been widely used by teachers before. However, priority was still given to intramural education. With the development of modern technologies,

these two forms of education began to complement each other, which does not harm the educational process, but, on the contrary, makes it perfect and modern.

Distance learning is one of the most modern forms of education, in which the educational needs of an educational applicant are met in a convenient mode, and effective training programmes are selected and developed. Today, there are various forms and types of distance learning, namely, individual e-courses, video conferences, chat rooms, and other forms of organising communication online. Distance learning can be performed on various educational platforms: Moodle, Zoom, BigBlueButton, GoogleMeet, Discord, etc. This study used the Moodle and Zoom platforms, and the Quizlet app.

In modern realities, the issue of using educational electronic systems and, in particular, the Moodle system is becoming particularly relevant. Moodle is a free web resource that is used to create and manage courses. This system contributes to the effective organisation of the educational process and can be used both for distance education and to support intramural learning, in addition to classroom work: to repeat and consolidate the material passed, and eliminate gaps in case of missed classes.

The need to develop the independence of educational applicants of different ages was reflected in the studies on pedagogy and psychology. Most methodologists consider independent work to be a method of teaching and self-education, a didactic connection of various methods with each other. Independent work is an important factor in the theoretical and practical preparation of a student for future activities, and the development of necessary knowledge, skills, moral, and psychological qualities [1, p. 60].

The paper by S.G. Zaskaleta [2, p. 50] is devoted to the issue of independent work when studying a foreign language. According to the researcher, the goals of extracurricular work, for example, in English, are reduced to the development and maintenance of students' interest in a foreign language, improving the level of their practical speaking skills, expanding their worldview, memory, and forming their independence and organisation.

Psychologists, teachers, and methodologists constantly paid attention to the problem of distance learning. In particular, V.V. Vyshnivsky defines distance learning as "a set of information technologies that ensure the delivery of the main volume of educational material to the applicant of higher education, interactive interaction of educational applicants and teachers in the learning process; providing them with the opportunity to work independently on mastering educational material, and evaluating their knowledge and skills in the learning process" [3]. According to V.M. Kukhareno, "distance learning is a modern form of education that integrates elements of all types of education (intramural, extramural, part-time study) based on the use of the latest computer and telecommunications technologies. Distance learning uses different ways of transmitting educational material and, accordingly, different types of computer programmes are used" [4].

Methodologist Ye.V. Dolynsky highlighted a number of advantages of distance learning in comparison with traditional training, namely: "advanced educational technologies, availability of information sources, individualisation of learning, convenient consulting system, democratic relations between student and teacher, convenient schedule and place of work" [5, p. 202-207].

Research in this area is also conducted by Ukrainian researchers and at the present stage of pedagogical science. Thus, S.A. Sysoieva is engaged in studying the current state of distance learning in Ukraine and the use of such technologies in higher education institutions. The researcher analysed the achievements aimed at improving the results of using distance technologies in higher education, and identified further prospects for the development of these technologies in Ukraine [6, p. 272].

M.G. Kashchuk defines distance learning as a new organisation of education that combines the use of the best traditional methods of obtaining knowledge, new information and telecommunications technologies, and the application of the principles of self-education. The researcher identifies the advantages and disadvantages of using distance learning in the process of learning foreign languages, determines the role of teachers and applicants for higher education in the educational process [7, p. 69-73].

N.I. Ashitok focused her attention on the peculiarities of organising distance learning in the context of the spread of coronavirus. [8, p. 11-14]. The author paid attention to the application of digitalisation achievements as one of the ways to improve education. According to the researcher, digital technologies can perform not only a socio-economic function, but also the function of preserving health, ensuring a low level of coronavirus incidence among teachers and educational applicants. The subject of research by M.V. Karagodina was the attitude of students to distance learning during the pandemic [9, p. 270-272]. Using the questionnaire survey method, it was found that the percentage of students who consider distance learning convenient was higher compared to those who had difficulties with such training. The use of the distance learning format during the quarantine period is a powerful factor in the development of "e-education" in higher institutions. However, such training requires other resources (organisational, technical, personnel, professional); it requires testing and fixing other communicative patterns and styles in the subjects of the educational process (teachers and students); distance learning involves the development of a high level of motivation for "informal participation" in the educational process and awareness of their own responsibility for the results of the educational process.

Methods of using electronic resources in education, in particular, the capabilities of the Moodle platform, have been covered in papers and textbooks of many researchers for more than a decade. Thus, A.M. Anisimov [10] is the author of a textbook that covers in detail the work in the Moodle distance learning system. N.M. Bolyubash [11] considered the possibilities of practical application of methods

and forms of training that are involved in the development of professional competence of educational applicants in the process of professional training using the Moodle information environment. Ye.V. Pidchasov [12] focused his attention on the fact that in the process of distance learning, psychological characteristics should be considered, because distance learning has a significant impact on the development of personality as a participant in educational interaction. K.P. Osadcha *et al.* [13] analysed the tools that contribute to the support of individualisation and personalisation of learning using the Moodle interactive platform. These tools include configuring individual modules, elements, and resources of the platform. The author also highlights the main advantages of using this system, namely: convenience, flexibility, modularity, cost-effectiveness, interactivity, a wide range of knowledge control, the use of an assessment log and lesson planning tools. E.Yu. Zheleznyakova, I.V. Zmiyivs'ka [14] investigated the conditions of scientific organisation of independent work of students of higher educational institutions for high-quality training of specialists; evaluated the methodological significance of the use of internet technologies for studying and teaching academic disciplines; described new forms of independent work of students according to modern trends in the development of Ukraine. Researchers K.M. Rudnitska and V.V. Drozdova [15] analysed the problem of organising independent work of students in higher education; developed a new curriculum and a special course on learning a foreign language by students of nonlinguistic specialties; experimentally tested and proved the effectiveness of organising independent work of students using Moodle in the process of learning a foreign language.

In general, the attention of many researchers is attracted by this educational platform, because it meets the traditional requirements of pedagogy and modern trends in teaching methods of various disciplines, in particular, a foreign language.

The purpose of the study is to present the experience of implementing distance learning technologies for future veterinary doctors when mastering the discipline "Foreign language (English) in professional activity" using the capabilities of the Moodle educational content management platform; to demonstrate the advantages of using the Moodle system in organising independent work of students on the example of analysing distance learning. The study presents the author's developments implemented in the educational process in September 2021 and posted on the educational platform Moodle.

METHODOLOGICAL FRAMEWORK

This paper contains academic achievements of foreign and Ukrainian researchers on the features of learning a foreign language using the Moodle educational platform, and provides the developed set of tasks for independent processing of educational material when studying a foreign language in a distance learning format.

The following methods were applied in the process of research: theoretical (investigation and analysis of pedagogical, psychological, and methodological literature on the topic under study; analysis of the features and problems of students' independent work; generalisation of theoretical material; comparison of the main principles and ways to improve the effectiveness of students' independent work; a method of comparing approaches to the theoretical understanding of this problem in the aspect of studying in higher education institutions); diagnostic (study of students' independent activity during the remote study of topics; communication with future specialists; determining the level of development of independence and initiative); pedagogical observation in natural conditions of the educational process.

Several stages were carried out to achieve this goal. The first stage of the study was to understand the essence of distance learning, since it allows constantly gaining knowledge without disrupting the curriculum. Distance learning contributes to the development of self-education and self-improvement of each student. Methods of providing visual material remotely and eliminating the shortcomings of this training in practical classes that require direct interaction during the study of the topic are considered.

At the second stage of the theoretical review, the Moodle software was evaluated as one of the most accessible for students during distance learning; the importance of developing independence and individual work by students was highlighted; objective and subjective conditions for organising independent work were considered; the level of development of independent activity in the educational system of higher education was diagnosed.

The third stage contained an assessment of the quality of student's education in the process of distance learning using innovative technologies, namely Moodle. At this stage, a number of tasks are proposed and applied for independent processing of educational material when learning a foreign language using the Moodle online platform. In the process of developing the author's tasks for students, materials were used from the educational and methodical manual "English for vets. Tutorial" [16], which corresponds to the discipline "Foreign language (English) in professional activity".

The subject of this study is Moodle software, an assessment of the impact of distance learning on the quality of education of veterinary students.

RESULTS AND DISCUSSION

The organisation of distance learning is based on the conventional model, to which all students are adapted. They can communicate with teachers, follow their instructions and recommendations, answer questions, and interact with their classmates in a virtual format. Most teachers organise video classes using special online platforms with the use of a microphone and camera for full immersion in the educational process and some control.

In order to get a positive result during distance learning, the following points should be considered:

- regular updating and systematisation of educational and methodological resources;
- organisation of a single electronic educational environment to ensure monitoring of the educational process, interaction of all users, and support for participants in educational activities;
- implementation of the educational process in accordance with the plans adapted to the organisation of distance learning;
- consideration of the individual characteristics of each student.

A.A. Anisimova identifies two modes in which the educational process can take place during distance learning. "The first mode is online, in which training and communication with the teacher takes place in real time using information and communication technologies. The second is asynchronous, in which the student learns the material at any time convenient for them and submits it on time.

The educational process should be organised in such a way that the teacher has the opportunity to systematically monitor, correct, and evaluate the work of students throughout the entire educational process. The student's independent work, which is implemented remotely, requires effective feedback both in relation to the educational material used (postoperative internal feedback, which provides the possibility of self-control), and in relation to external feedback during work in groups and contact with the teacher. The student has different types of interaction in the learning process: with course partners, server administrator, teacher, etc. Forms of independent work are also diverse: individual, pair, in small groups (based on the principle of learning in cooperation), group and collective (conference, collective discussion, round table, role-playing game)" [10].

Distance learning implies the independent cognitive activity of the student: independent work on mastering various types of speech activity, the development of skills and abilities. Mastering the material online, the student must not only have cognitive skills in working with a computer, but also be able to work with authentic information from various internet sources. This means proficiency in various types of reading (learning, search, introductory), and the ability to work with electronic reference books and dictionaries.

Since the teacher is a key figure in the educational process, it is important to organise, if possible, their personal interaction with students through individual video consultations. It is important to periodically check the assimilation of the material and work on errors online, as well as change approaches and tools, solving problems that arise for students.

The Moodle learning environment is currently one of the most popular systems for supporting the educational process. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a modular object-oriented dynamic learning environment. Other names: learning management system (LMS), course management system (CMS), virtual learning environment (VLE). Simply put, it is a learning platform

that has a very advanced set of distance learning tools and allows teachers, students, and administrators to use these tools. Moodle is widely used in teaching schoolchildren, students, advanced training, business training, etc. This system is designed to organise online learning using the Internet, which ensures effective learning in an educational institution. Moodle provides access to educational resources (educational materials); provides interaction of participants in the educational process in a communicative way, which can be implemented through Internet conferences, forums, discussions, and the exchange of messages with tasks for students, answers with completed tasks and comments [11].

Moodle, like any other distance education platform, provides quick and easy access to educational (scientific) materials, while the user remains in the "comfort zone". It creates a "virtual" classroom with students and teachers, which allows them to independently implement their knowledge. According to the literature analysis, the essence of the software, the choice of ways to provide educational material, the analysis of the submitted material, and assessment methods in this system are presented quite logically and meaningfully.

The main aspect of the quality of students' education is their assimilation of the topics offered by the curriculum. Students' perception of the educational material, its correct presentation, and understanding of the essence of veterinary issues will help them become real doctors in the future. This issue is relevant, since distance learning is quite new in terms of studying, processing, and providing educational material online. It is not always easy for teachers to comprehensively provide and explain the subject to students, especially when it comes to veterinary medicine through the prism of a foreign language.

The Moodle learning environment has a large number of opportunities not only for teachers but also for students, namely:

- access to educational materials (lectures, presentations, additional materials (books, reference books, textbooks, dictionaries, methodological developments, etc.); tasks for practical/laboratory and independent work; means for communication and testing;
- tools for working in a group (seminar, webinar, chat, forum, wiki, etc.);
- ability to independently track the process of completing a distance learning course;
- ability to pass the test and view its results;
- ability to interact with the teacher via private messages, forum, chat;
- ability to upload files (Word, PDF, JPG, etc.) with completed tasks;
- ability to receive reminders about events in the training course [12].

Undoubtedly, Moodle is effectively used in students' independent work, increases their cognitive activity and develops the ability to analyse the material being studied. Considering the fact that the number of hours that are allocated for independent work of students is constantly increasing, the use of the Moodle distance learning system in the

practical activities of teachers and students is becoming more popular.

During controlled independent work, students need to solve a number of tasks: study and analyse information on the topic using various resources; pass a number of test tasks focused on consolidating the material; provide the results of their work using various modern technologies.

Teachers of the discipline “Foreign language (English) in professional activity” of SBTU developed an educational and methodical manual “English for vets. Tutorial”, which fully meets the educational requirements, curriculum, and syllabus. This manual is the basis of the distance learning course presented in the Moodle learning environment, so the materials provided in the manual can be used for independent learning by students online. Next, the study considers some tasks, using the example of one of the topics. Thus, when studying the topic “Cynology”, the following ways to acquire new knowledge can be traced. Work on the topic begins with the study of an adapted text that provides basic information about what cynology is and in what areas professional dog handlers can apply their activities. After completing the review reading, students complete a test task in which they are required to indicate which of the proposed statements are true and which are false.

Choose *True* or *False*.

1. Cynologists must understand the psychology of the dog and know its anatomy and physiology.
2. It doesn't matter to have good physical form in working with dogs.
3. It is required that cynologists should love dogs and spend a big part of their life on working with them.
4. Cynologists must have a strong character.
5. The main requirement for cynologists is to have their own dog _____.

This task allows the teacher to draw students' attention to the key points of the text. Further, to consolidate the material, students are invited to give their own examples of areas of activity where professional dog handlers can

work. Students can use any additional resources to solve this problem. Thus, the first stage of working on the topic allows students to get a general idea of what cynology is, and test themselves with a test task.

The second stage of work, which is based on watching a video presentation, in which the concept of cynology is analysed in more detail. Working with a video presentation consists of pre-demonstration, demonstration, and post-demonstration stages. At the pre-demonstration stage, students learn professionally-oriented vocabulary that they will need to work with videos, and complete tasks to compare terms with their definitions. This task makes it easier to understand the video material.

At this stage of working with professionally-oriented vocabulary, the primary task is to form the main base of terminology by translating grammatical and lexical structures. For correct translation, it is important for a student to have a certain knowledge of their speciality. To quickly remember terminology, in addition to translating it in context, thematically, students work out professional vocabulary through certain exercises, namely: choose a definition for the term; come up with their own sentences with vocabulary; create mental maps on the topic; make vocabulary tests that are presented on the Moodle platform. Students can also use Quizlet, an application that helps learn new words, phrases, and terms faster and more efficiently. The application works in card mode and provides a plan for when it is necessary to memorise or repeat the material. The Quizlet Live resource is a game that will help consolidate vocabulary, teach to be more focused and work in a team. Among the positive aspects of using this technology, it is worth noting that during the completion of tasks, students establish good relations with each other, feel the spirit of competition, which contributes to even better assimilation of professional vocabulary. After all, learning online in a playful way is much more interesting, meets modern requirements, and tasks are easier to perceive visually. An example is the following task (Table 1).

Table 1. Match the words with their definitions

1. Canine	A. Relating to or resembling a dog or dogs (<i>adj.</i>); a dog; a pointed tooth between the incisors and premolars of a mammal, often greatly enlarged in carnivores (<i>n.</i>)
2. Domestic dogs	B. Members of the genus <i>Canis</i> (probably descended from the common wolves) that have been domesticated by man since prehistoric times; occur in many breeds
3. Breeder	C. A person who selectively breeds mates, normally of the same breed to sexually reproduce offspring with specific, consistently replicable qualities and characteristics
4. Trainer	D. A person who teaches skills to people or animals and prepares them for a job, activity, or sport
5. Police dog handlers	E. A police officer whose duties include handling a police dog
6. Animal communicators	F. Persons who are trained to be able to hear, understand, and communicate with animals so they share their innermost thoughts and feelings
7. Certified care professional	G. A person who is trained and licensed to give health care
8. Certified show judge	H. A person appointed to decide in any competition, contest, or matter at issue; authorized arbiter
9. Breed enthusiast	I. Is someone who is really passionate and excited about dog breeds

Table 1, Continued

10. Certified dog-trainer	J. Is someone who trains basic to advanced training cues, teaches a dog polite manners, or trains a dog to participate in different dog sports and activities. Trainers do this in group classes, private lessons, or in board-and-train programs
11. Professional dog-handler	K. A person who trains, conditions and shows dogs in conformation shows for a fee
12. Canine shelter	L. Is a facility that houses and disposes of homeless, lost, or abandoned dogs
13. Hunting dogs	M. Dogs of a breed developed for hunting
14. Veterinary first-aid	N. Refers to emergency treatment administered to an injured or sick animal before professional medical care is available

At the demonstration stage, students consolidate the material they learned earlier while reading the text, and also get a lot of additional information on this topic. In the process of independent work, students have the opportunity to view the video the required number of times (if the teacher does not limit the time to complete the task). At the post-demonstration stage, the assimilation of the material is monitored using several tasks. To complete the first task, students are asked to review part of the video presentation again (the time is clearly spelled out in the task) and enter the missing numerical or terminological data in the sentence. The second task is a text that briefly summarises the most important information from the video presentation: students are asked to fill in the missing places with appropriate words. For those students who understand the topic well, completing this task will not be difficult; other students will probably need to learn additional resources and, accordingly, spend more time. The last task after the demonstration stage is to translate sentences on the topic: this allows checking how confident students are in their professional vocabulary.

The next stage is aimed at independent project work. The teacher suggests that students prepare a report on a specific topic using the terminology they are learning. After preparing reports on a specific topic, students present them in Zoom, having compiled a glossary with translation in advance for better understanding and assimilation, then the reports are discussed, with special attention paid to the translation of terminology or keywords, as well as grammatical phenomena. The final creative task of the distance lesson is to write a 110-160 word essay about the positive and negative aspects associated with the profession of the dog handler. During the evaluation, the teacher will clearly see how much time students spent on performing various types of tasks and which of them caused difficulties. Depending on this, the teacher may offer weaker students individual additional tasks aimed at developing certain skills.

The structural element "tasks" presented in Moodle gives students the opportunity to actively implement independent work through completing online homework. Students can send their answers as files: text editor documents, spreadsheets, images, audio or video presentations, etc. For each completed task, the student is awarded points and receives a comment from the teacher. The final results are recorded in the rating log. To check the quality of mastering

the theoretical part of the discipline, before preparing for evaluation and modular control, the Moodle educational environment uses a structural element of online testing, which is called "Test". The study agrees with previous researchers [15] that the test is the most convenient form for checking acquired knowledge in a foreign language, since its use ensures the frequency of knowledge testing; allows differentiating and individualising control; promotes rapid "feedback". After passing the test, the student has the opportunity to independently assess their successes and failures in studying the material, and systematically organise further work.

The structural element of creating web quests presented on the Moodle platform helps to increase motivation to learn and interest in studying any discipline. Web quest is a relatively new pedagogical technology aimed at solving specific educational tasks, non-standard search and research tasks, and using Internet information resources to solve these problems. This technology provides the student with the opportunity to receive new educational information, develops logic, research skills, the ability to analyse information, improves knowledge and practical skills [13].

When organising independent work, students' cognitive activity is activated, and performing creative tasks significantly increases motivation to learn. Students become active participants in the educational process, while the teacher performs the function of a consultant, ensuring constant monitoring of the process of independent work of each student and its adjustment if necessary. It is worth noting that with any model of distance learning, the integration of obtaining new information, independently selected from various resources, should take place with the study of educational material specially developed for this course. Effectiveness of any type of online learning depends on the effective organisation and methodological quality of the materials used, and on the skill of the teachers involved in this process.

Undoubtedly, the Moodle system has many advantages and is successfully used in more than 100 countries around the world by universities, schools, companies, and independent teachers. The main advantages of Moodle, according to researchers [14], include the following: the ability to provide educational material with a clear structure and visual presentation; allows drawing up an individual path of educational activity of the student, choosing the time, pace, and place of work on obtaining knowledge; monitoring of students' progress and knowledge evaluation; a convenient

system for planning educational activities, which provides students with the opportunity to evaluate their own educational activities and adjust the trajectory of its development in time.

However, few researchers pay attention to the fact that there are some problems of distance learning, in particular with the use of the interactive educational platform Moodle. The main problems are: deterioration of the quality of education due to a decrease in contact between students and teachers; exclusion of the educational process from the field of education; deterioration of the health of students during education using computers due to long and uncontrolled work with them; reduction of personal contacts of people, since most of the communication is carried out at a distance (by phone, e-mail, using the Internet, etc.). Unfortunately, the Ukrainian distance learning system has not yet reached the desired level, which would approach the world level. Since Ukraine has not yet managed to create comprehensive computer textbooks that allow students to study independently, and it has also not been possible to attract the most qualified and experienced teachers and practitioners to this area. The organisation of the student-teacher feedback system is at an insufficient level, which does not allow the student to learn from mistakes. There is no mechanism for evaluating the pedagogical usefulness of computer-based teaching and learning tools.

No matter how accessible and easy a particular technology is to use, administrative teachers and students need additional technical and computer training to improve their learning opportunities. Therefore, it is advisable to recommend conducting trainings and seminars to improve the professional level of foreign language teachers

who administer Moodle courses and students who use them in the process of acquiring knowledge, skills, and abilities.

CONCLUSIONS

Thus, the key advantages of using the Moodle virtual learning environment for organising independent work of students are the following:

- possibility of visual demonstration of educational material (often in an innovative form);
- variable presentation of the material;
- intensification of independent work of students in the search, processing, and provision of information;
- ability to monitor the progress and quality of students' learning in a timely manner and provide quick feedback;
- implementation of the principle of individualisation of educational activities;
- increasing students' interest in learning and, consequently, improving the quality of education.

Based on the above material, it can be concluded that the use of the Moodle distance learning system in the organisation of independent work of students ensures a high quality of assimilation of educational material and provides a wide range of opportunities for practising skills in the discipline. Completing the tasks given in this study gives educational applicants the opportunity to improve their professional training, and develop skills for self-education, self-awareness, self-improvement, and lifelong learning.

Using the Moodle interactive educational platform, teachers have the opportunity to create an environment for continuous learning with unlimited opportunities for monitoring, making changes, archiving, viewing, etc., and most importantly – for close interaction of students with the teacher.

REFERENCES

- [1] Shevchenko, S.P., & Kryvonos, I.A. (2019). Independent work in a non-language institution of higher education while learning a foreign language. *Problems of Education*, 93(1), 58-74.
- [2] Zaskaleta, S.G. (2008). Independent work of students at the study of foreign languages a method of cognitive activity activation. In *Psychological, pedagogical and linguistic aspects of teaching linguistic disciplines: Materials of the scientific-practical conference* (pp. 49-52). Mykolaiv: MDPI.
- [3] Vyshnivsky, V.V. (2014). *Organization of distance learning. Creation of electronic educational courses and electronic tests: tutorial*. Kyiv: State University of Telecommunications.
- [4] Kuharenko, V.M. (2001). *Distance learning: Conditions of using*. Kharkiv: Kharkiv Petro Vasylenko National Technical University of Agriculture.
- [5] Dolynsky, Ye.V. (2010). *Distance learning one of progressive forms of preparation of specialists. The Theoretical questions of culture, education*. Kyiv: Kyiv National Linguistic University.
- [6] Sysoieva, S.O., & Osadcha, K.P. (2019). Condition, technologies and prospects of distance learning in the higher education of Ukraine. *Information Technologies and Facilities of Studies*, 70(2), 271-284.
- [7] Kashchuk, M.N. (2020). *Distance learning of foreign language in non-language institutions of higher education*. Lviv: Lviv State University of Internal Affairs of the Ministry of Foreign Affairs of Ukraine.
- [8] Ashitok, N.I. (2021). New educational reality: Distance education in higher school in pandemic. *Youth & Market*, 129(10), 11-15.
- [9] Karahodina, M.V., Karahodina, O.H., & Pozhydaieva, O.V. (2020). Attitudes of students to distance learning during quarantine. In *Internet-education-science-2020. Proceedings of the international scientific and practical conference* (pp. 270-272). Vinnytsia: Vinnitsa National Technical University.
- [10] Anisimov, A.M. (2009). *Work in distance learning system Moodle*. Kharkiv: Kharkiv National University of Municipal Economy.

- [11] Boljubash, N.M. (2009). Factors and conditions of formation of professional competence of future economists by means of information environment Moodle. *Information Technologies and Teaching Means*, 3(17). Retrieved from <https://scholar.google.com.ua/citations?user=eh63YWEAAAAJ&hl=uk>.
- [12] Pidchasov, Ye.V. (2016). *Psychological features of educational process with use of distance educational technologies*. Kyiv: Kyiv National University of Civil Engineering and Architecture.
- [13] Osadcha, K.P., Osadchii, V.V., Spirin, O.M., & Kruglyk, V.S. (2021). Realization of individualization and personalisation of learning facilities using Moodle. *Youth and the Market*, 1(187), 38-43.
- [14] Zhelezniakova, E.Yu., & Zmiyiv's'ka, I.V. (2014). Organization of independent work of students in the Moodle system. *Modern Computer Technologies*, 5(12), 194-203.
- [15] Rudnitska, K.M., & Drozdova, V.V. (2018). Organization of students' self-study by means of Moodle system for foreign language learning. *Informative Technologies and Means of Study*, 63(1), 218-229.
- [16] Ieliseienko, A.P., Degtiarova, K.O., & Bobrytska, O.M. (2021). *English for vets*. Kharkiv.

Катерина Олексіївна Дегтярьова¹, Алла Володимирівна Карась¹, Ніна Юріївна Петрусенко²

¹Державний біотехнологічний університет
61002, вул. Алчевських, 44, м. Харків, Україна

²Харківська державна академія фізичної культури
61058, вул. Клочківська, 99, м. Харків, Україна

Організація самостійної роботи студентів немовних закладів вищої освіти під час вивчення іноземної мови на прикладі освітньої платформи Moodle

Анотація. У статті представлено досвід використання віртуального навчального середовища і системи управління навчанням та курсами Moodle, оскільки ця освітня платформа відповідає традиційним вимогам педагогіки та сучасним тенденціям методики викладання різних дисциплін, зокрема, іноземної мови. Одним із найбільш успішних шляхів інтенсифікації самостійної роботи є інтеграція Moodle в традиційний навчальний процес закладу вищої освіти. Метою дослідження є визначення переваг використання системи Moodle для організації самостійної роботи студентів першого курсу Державного біотехнологічного університету на прикладі аналізу дистанційних занять для студентів факультету ветеринарної медицини з дисципліни «Іноземна мова (англійська) у професійній діяльності». Представлено академічні досягнення іноземних та вітчизняних дослідників, які зосереджували свою увагу на визначенні особливостей вивчення іноземної мови з допомогою освітньої платформи Moodle, а також надано власну розробку комплексу завдань для самостійного опрацювання навчального матеріалу під час вивчення іноземної мови у дистанційному форматі. Застосовано наступні методи: теоретичні, діагностичні, а також метод педагогічного спостереження в природних умовах навчального процесу. Використання освітньої системи дистанційного навчання Moodle під час організації самостійної роботи студентів забезпечує високу якість засвоєння навчального матеріалу і надає широкий спектр можливостей для відпрацювання практичних умінь і навичок з дисципліни. Виконання завдань, наведених у даному дослідженні, дає здобувачам освіти змогу покращити їхню професійну підготовку, сформувати навички до самоосвіти, самопізнання, самовдосконалення й навчання впродовж всього життя

Ключові слова: навчальний процес у вищій школі, організація дистанційного навчання, самостійність студентів, особливості вивчення іноземної мови

UDC 7.071.4:371.14

DOI: 10.52534/msu-pp.8(2).2022.61-68

Oleksandra A. Barytska*, Natalia A. Turovska, Liudmyla V. Budim,
Svitlana M. Tsaruk, Rosina S. Hutsal

Khmelnyskyi Humanitarian-Pedagogical Academy
29013, 139 Proskurivskoho Pidpillia Str., Khmelnytskyi, Ukraine

Development of Professional Skills of Bachelors of Musical Art in the Context of Dual Education

Article's History:

Received: 11.03.2022

Revised: 21.05.2022

Accepted: 30.06.2022

Suggested Citation:

Barytska, O.A., Turovska, N.A., Budim, L.V.,
Tsaruk, S.M., & Hutsal, R.S. (2022). Development of professional skills of bachelors of musical art in the context of dual education. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 61-68.

Abstract. The relevance of the study is conditioned by the need to investigate the interaction of the following aspects: studying the curriculum in a higher educational institution by listening to lecture courses, preparing for the session and passing it, implementing and further developing existing professional skills directly in the work. The purpose of this research paper is to reveal the ways of developing and improving professional skills of bachelors of musical art in the context of dual education, combining educational (theoretical) and labour (practical) activities at the same time. The research materials are data from monitoring the quality of education acquired in conditions of duality, and information on the principles of combining these aspects at the same time. Methods of studying the problem – collecting and systematising sources devoted to it, deducing the categories that make up the core of the analysed issue, and drawing up a unified picture of the development of professional skills of students of musical educational institutions in the conditions of dual education. As for the study results, they contain information about the internal content and nature of such a phenomenon as duality in the acquisition of a profession. The prospects of this phenomenon, its uniqueness, significance, and opportunities provided to future specialists are also outlined. The results of the study can be used by teachers to improve the professional training of music students, and by researchers and students to find ways to improve the interaction between music education institutions and organisations that offer jobs

Keywords: education, music, performing skills, theoretical material, practical training

*Corresponding author

INTRODUCTION

The development of professional skills of bachelors of musical art in the context of dual education is one of the leading tasks of modern training of future stage artists, high-class musicians. The factor of combining attendance of classes and practical activities in an art group in the process of mastering curricula becomes one of the characteristic features of modern education. This led to the choice of the topic of the research paper. It is devoted to the study of the development of professional skills of bachelors of musical art in the context of dual education. For a deep, complete, and multifaceted disclosure of this phenomenon, it is necessary to present its overall panoramic picture. To achieve this goal, it is necessary to identify all the main segments of the dual learning process. The basis for successful

development of the skills of bachelor musicians is the experience of mastering programmes in the context of dual education in other higher educational institutions associated with areas far from art.

The paper substantiates the concept of "learning in the context of duality". The dual form of education involves combining simultaneously such areas as the development of theoretical material in an educational institution and the practical implementation of the acquired knowledge and skills at a special facility [1]. This approach provides a deep relationship between the theory and practice of mastering the discipline, and also contributes, along with consolidating the knowledge gained at the lecture or during the lesson, to training in the course of work [1-3]. The role and

significance of the topic of this study is analysed. Reality shows that such an education system, which is inherently innovative, has a number of advantages over the one that provided future specialists with only a theoretical base of professional skills [4]. After graduation, students who have completed a course of disciplines in the context of the dual system gain the necessary practical experience of working at a labour facility, and are adapted to the conditions of professional activity, becoming, along with experienced specialists, an integral part of the team of a certain organisation [5].

Since the real problem in the field of mastering musical and performing disciplines is still not fully disclosed, the importance of monitoring this phenomenon is significant, the purpose of which is to prepare a voluminous theoretical knowledge base devoted to the above-mentioned problem. This fact determines the practical significance of the subject matter. The provisions, concepts, and conclusions obtained are intended to serve as a valuable contribution to musicological science, which, in turn, marks the theoretical significance of this study.

The problem of implementing the principles of duality in the education of music specialists encourages the researcher to turn to materials that reveal the history of their origin, the factors that caused the need for their use in the educational process, and the very context of dual education in the implementation of educational programmes and training of professional personnel as a complex integral system.

The purpose of the study is to reveal the principles of forming professional skills of undergraduate students of musical art. The task of this paper is to identify, analyse, and systematise the components (categories) that form the basis of this phenomenon. The scientific originality lies in the consideration of dual education of bachelors of musical art as a multi-vector process and its components that play an important role in the training of professionals.

All of the above ensures the prospects of further research in the field under study, as it will provide updated information on the practical experience of the educational process and ensure the accumulation of a knowledge base with discoveries that mark a qualitative breakthrough in the development of a musician.

MATERIALS AND METHODS

The materials of the study are information about the origin and evolution of dual education, in general, and about musical and performing disciplines, in particular. Such sources are also data from observations of teachers and researchers from different countries, schools, and areas of implementation of training courses within the framework of a system based or providing for a dual approach to mastering the discipline. The information base of the study is the results of monitoring the dual principle of training in institutions of various specialisations. Most of these are areas that are related to the industrial, catering, hotel, and tourism sectors. However, practice shows that the principle of

dual education will enrich and make music training more effective as well.

The historiographical principle of highlighting dual education as a holistic, composite, necessity-driven, and time-related phenomenon is one of the ways in which the problem can be addressed. As the analysis of this issue will show later, it is formed by various components (categories), due to which it becomes possible to consider this phenomenon in many ways, comprehensively, and holistically. In this study, the principle of finding information related to the learning process in the context of duality was used. It provides extensive and up-to-date information about how it is implemented. The practice of applying the new type of programme assimilation is becoming known, including among bachelor musicians. The method of analysing the internal content of materials of the study also contributes to a deep and comprehensive disclosure of the issue devoted to the dual education system.

The method of deducing categories of development of professional skills of bachelors of musical art in the context of dual education is characterised by universality, conditioned upon the inherent quality of information presentation, its versatility, panoramacity and, at the same time, integrity of the object under study, the discovery of close and deep connections between its elements, their interdependence.

A special role is played by the method of systematisation of categories identified as a result of the analysis of materials devoted to it. This principle allows creating groups of components of a dual learning system that show the problem under study as a coherent multi-vector panoramic picture. The study used the method of describing the individual components of the implementation process of educational programmes in the context of dual education and its holistic picture and the method of drawing up the findings in a table and a flow chart form, in line with the principle of schematic presentation of the research data.

Ultimately, the method of summarising the individual blocks of information into a unified system, epitomised by the phenomenon of bachelor's dual music education, becomes unconditionally important. This is facilitated by the previously mentioned principle of schematism, implemented as a panoramic picture that embodies an informative, multifaceted problem considered in the paper.

The study also uses the method of predicting the further development of research and prospects of the dual principle of education in general. All this allows presenting a complete picture of the dual context of teaching bachelors of musical art and realise its significance as a phenomenon of world culture, which contributes to progress in general.

RESULTS

The subject matter combines components of different scale that perform their corresponding functions to achieve a common goal – to give an effective learning result in the context of dual education. The analysis of materials devoted

to the problems of developing professional skills of bachelors of musical art became the basis for determining the categories of the issue under study. Table 1 provides a list of the

leading components (tasks) of the dual education system and the characteristics of each of them. Table 2 highlights the main vectors of providing a dual education system.

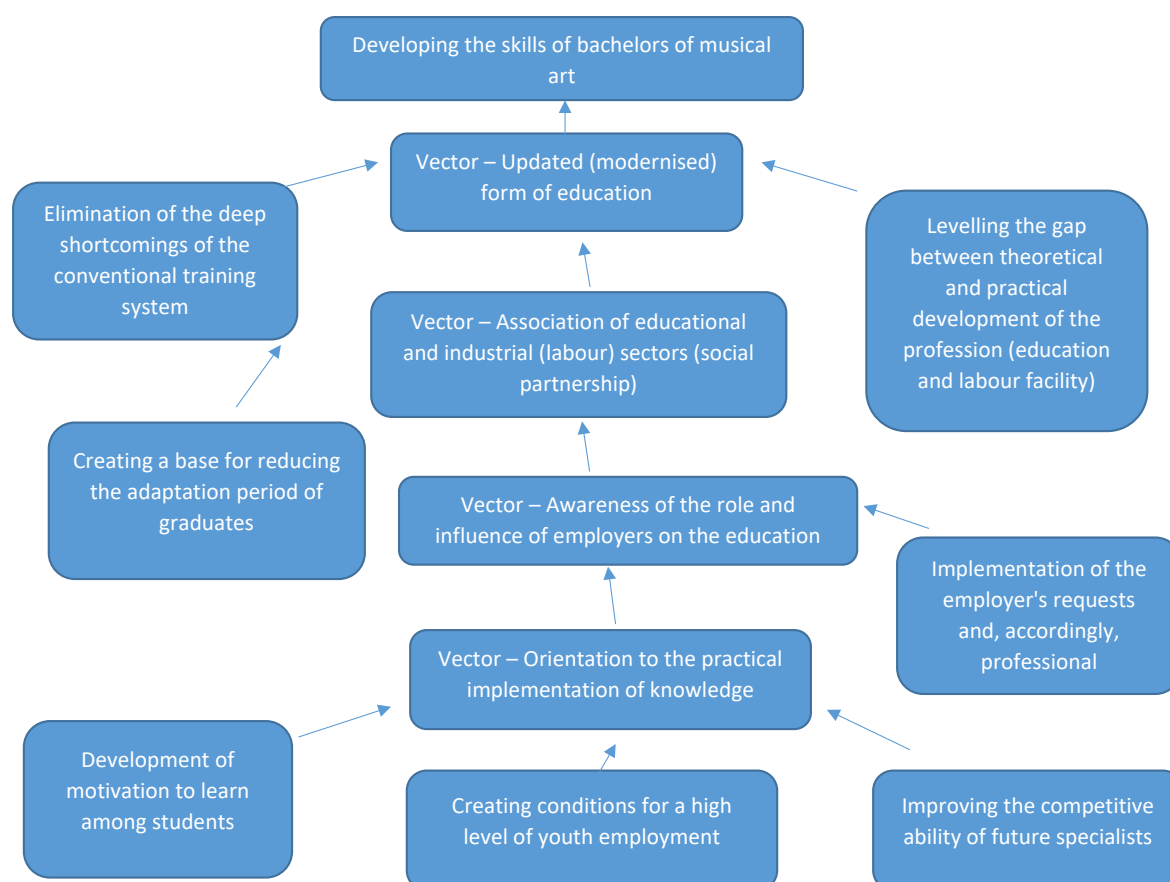
Table 1. Elements (tasks) of implementing educational programmes in the context of dual education and their content

Category (tasks) of the dual education system	Characteristics (content) of the category
Elimination of the deep shortcomings of the conventional training system	Educational process turns into a comprehensive system of mastering the discipline. The student gets the opportunity to implement academic knowledge in the workplace. Training takes place based on the principle "30/70", where 30% is the study of theory, and 70% is practice. The employer sees its potential employee [2] Practical activity in the training process allows the future specialist to create a whole base of skills, principles of work, which guarantees them further professional success. The main advantage of this education is that it is possible to acquire exactly the additional knowledge that is required for work [3]
Levelling the gap between theoretical and practical development of the profession (education and labour facility)	The dual education system directly combines the leading blocks of mastering the discipline: theory and practice. It is the dual system that provides for the combination, an indissoluble unity, of such blocks of mastering the discipline, including for bachelors of musical art, as studying in an educational institution and acquiring the necessary practical experience at a labour facility, which subsequently determines a high level of professional competence [4]
Implementation of the employer's requests and, accordingly, professional development of future specialists	The student becomes aware of which areas of their future speciality are most suitable for the request of the organisation offering the job. Companies, thus, act as a customer in educational institutions of the required number of professional personnel in certain specialities, including in the field of musical art, and educational institutions implement a training plan for competent employees in their field. This mechanism contributes to the harmonious combination of students' training and practical implementation of the acquired knowledge and skills, and also provides organisations that offer jobs with young specialists who have managed to master the necessary skills [5]
Development of motivation to learn among students	The synthesis of theory and practice, the opportunity to test the level of skill in the workplace encourage students to get more useful information in the lecture class and replenish their own base of theoretical knowledge that is needed in practical activities. One of the leading needs of modern youth is the desire to apply the knowledge and skills gained in the learning process in practice [2]
Creating a base for reducing the adaptation period of graduates in the workplace	The fact of implementing the theoretical block of education in the workplace gives valuable experience to the student, which automatically increases their qualification level. The best way to learn something is to combine learning with other activities. Theoretical knowledge that is not supported by practice is quickly forgotten [3]
Growth in youth employment	The possibility of a professional exam in practice serves as a reliable guarantee of successful employment, even when it is not easy to find a required job. The dual form of education approved and proposed by the Ministry of Science and Education provides for a combination of classes held in educational institutions and practical activities of students at labour facilities, and in various organisations, including those related to the musical art. This gives future specialists the opportunity to perform their duties in full and receive a scholarship close to their salary [5]
Improving the competitive ability of future specialists	Strengthening the knowledge base through practical activities in the workplace forms a specialist of the highest level. This fact becomes the basis of professional experience and the value of their skills. The system of dual education, combining such areas as theoretical development of the profession and the acquisition of practical skills at the labour facility, serves as a necessary basis for the development of a high level of professional competence of future specialists, including in the field of musical art [4]

Table 2. Directions of the basic structure of dual education

Vector of dual context of curriculum implementation	Direction properties
Updated (modernised) form of education	Education in the context of deep and direct synthesis of the main blocks of learning: theory and practice. The acquisition of the necessary practical skills in the process of working at a labour facility becomes part of training for students, during which a certain discipline is mastered
Association of the educational and industrial (labour) sectors (social partnership)	Direct and continuous interaction between organisations offering jobs and educational (including musical) institutions. Employers play a certain role in the development of programmes, the establishment of certain disciplines in an educational institution, in providing the necessary resources for this, since they order a specific number of specialists to educational institutions, including those related to musical art
Strengthening the role and influence of employers in education	Employers' vision of the learning process as an integral part of the formation of a high-level specialist, and the creation, according to this factor, of working conditions comfortable for the student. Thus, the work schedule (applicants for dual higher education) is organised in such a way that students have the opportunity to switch organically to different types of activities [3] The organisation's interest in implementing the principles of dual education is evidence that the employer (business) will control the quality of education [5]
Focus on the practical implementation of knowledge	Awareness of the practical value of the chosen profession, which contributes to the motivation to implement their knowledge in the life of society. The introduction of dual education provides students with practical classes in institutions where they have the opportunity to combine theory with practice, learn the features, secrets, and highlights of future professional activity [4]

The following Figure 1 illustrates the integral component of the dual education system, in particular, the implementation of educational programs for bachelors in the speciality "Musical art".

**Figure 1.** The main components of the dual context of bachelor's music education

This approach allows perceiving musical and performing arts as a multi-vector component of specialisation, including such areas as performance, art management,

sound directing, architectural and acoustic design, and construction of premises specifically designed for organising and holding concert musical events. The necessity of

opening research centres at universities, whose activities are devoted to the study of effective and high-quality interaction of educational and practical sectors of teaching bachelors of musical art, is revealed. It is also necessary to ensure an agreement between higher music education institutions and organisations directly related to performing practice. They can include performance agencies, sound engineering studios for art projects, a network of concert halls and philharmonic halls, music sections on radio and television, and software related to the creation of “technical” music. All this will ensure the effectiveness of developing professional opportunities for bachelors of musical art and make the quality of education in general much higher. This approach to mastering the profession will become the foundation for the successful implementation of practical activities of future specialists and the basis for their competitiveness, which will spread the popularity of this specialisation among young people and in society in general.

DISCUSSION

The problem of developing professional skills of bachelors of musical art in the context of dual education is raised by various researchers [5-11], who cover its individual issues and aspects. For a deep and comprehensive disclosure of this topic, it is necessary to investigate its historical aspect. It is necessary to provide information about the country where the term “dual system of education” was first used (Germany) and about the advantages of this type of education, its flexibility. Statistics on the spread of this form of employment in other countries (Canada, Austria, Switzerland, South Korea, China) are also required. It is necessary to pay attention to the fact that the dual education system has a clear legislative framework and is implemented with the help of various organisations and businesses.

The history of the dual education system begins in the medieval period. In Germany, it was already understood in the old days that in order for the craft to develop, it is necessary to pass on the experience to professionals. People guessed to take apprentices to study and immediately implement the theoretical component in practice. Admittedly, they first explained the main principles of work, and then allowed to try it. This is how a craftsman grew up who was well-versed in the profession and could pass on knowledge to other people [2]. Researchers also raise the issue of the quality of education in the context of dual education. Course papers and theses, in their view, are the real research needed by the enterprise [2]. The effectiveness of the dual system itself for future specialists is also analysed. It is one of the most effective ways to establish the principles of higher and professional education in Ukraine [2].

Attention is drawn to the essence of such a system and its difference from the spontaneous combination of training and practical activities, to the detriment of both blocks of education. According to the scheme, where a student independently combines work and learning in parallel, there is a fact of missing classes, which leads to the risk of being left without a diploma. In a dual form, work does

not harm learning, but becomes a part of it. A large amount of practice at the labour facility, including those related to the field of musical art, also does not become the main goal. According to dual programmes, a student spends about the same amount of time in the workplace as in an educational institution [5]. It is revealed that the effectiveness of interaction between the educational sector, including musical, and businesses interested in the development of high-level professional personnel. The use of dual forms of education becomes mutually beneficial for universities and employers who invest in the development and updating of the resources and facilities of educational institutions [5]. The possibility of establishing a training system in Ukraine on a legislative basis is being considered. Government representatives are considering options for assigning a student an obligation to an employer organisation. One of them is a trilateral agreement between an educational institution, a labour facility, and a student [5].

In the process of dual learning, the role of an interdisciplinary approach to the aspect of conducting music classes with students becomes known. A music teacher of the 21st century should perfectly know the psychology of students' perception of the content of musical works. A professional approach to listening to songs by different authors, traditions, and times is responsible for this [6]. The attention of researchers is drawn to the need to develop and form innovative programmes of music education, including in the context of dual education. One of the examples of this process can be called the voluminous course “World Music Pedagogy”, which is implemented at the University of Washington (USA) [7]. It contributes to the acquisition of a complex of knowledge from various fields: engineering and technological, cultural, ethnological and musicological, psychological and pedagogical [7].

The practice that the dual system of vocational training provides for students serves as the basis for a new vision of the theoretical block of learning, extending its scope, enabling direct interaction between the various national communities in the countries of contemporary Europe at primary, secondary, and higher education levels [8]. Experts also analyse the influence of audiovisual mass media, including music media culture, on the development of students' consciousness (and of society in general) within both the theoretical and practical parts of the educational programme implementation [9]. The problem of improving the quality of music education (instrumental performance) among the population of various, including disadvantaged areas of megacities is actively investigated [10]. The question of the response of music education to the modern needs of society in close combination with the opinions of leading members of the creative community is one of the main topics of performing theory and practice [11].

Creation of comfortable conditions for people whose opportunities are limited is also an important problem for musical education, including in the context of dual education [12]. Social and political justice within the framework of music education, including dual education, has been the

subject of research by scholars in Northern Europe, in particular S. Kivijärvi and P. Rautiainen [13]. The importance of the ethnocultural factor for the training of future masters of musical art in the conditions, including the dual context of the implementation of the curriculum, is actively and deeply considered by Ukrainian researchers [14]. Deep assimilation on the part of teachers and students requires the modern technological aspect of music education, including dual education. It opens up new opportunities for the translation of knowledge and its effective implementation by students [15]. There are also studies devoted to the psychological and pedagogical aspect of the phenomenon of “professional tolerance” of a future music teacher, including in the conditions of a dual education system [16]. The analysis of experimental work was carried out, which took place in three stages: procedural, design and constructive, organisational and activity-based. Special attention is paid to the programme of the organisational and activity-based stage of the pedagogical experiment, which determines the dynamics of the development of hermeneutical skills [16].

Researchers pay attention to the studies devoted to the development of the professional culture of the future teacher of music disciplines. The professional culture, as practice shows, is formed due to an increase in the level of professional competence under the condition of mastering special, psychological and pedagogical knowledge and skills of students, organising and conducting independent educational and cognitive activities, developing self-control and self-assessment of the quality of assimilation of educational material, and modelling real professional relations during training in higher education institutions, including in the context of dual education [17]. The problem of forming the student's personality – a multidimensional subject of culture – is analysed. This requires a fundamental update of the system of training future teachers, including in the context of dual education, and its orientation to the development of the teacher's personality, mastering the ways of the pedagogical activity, learning the culture and technologies of pedagogical work [18].

The culture of self-education of a music teacher is also investigated as a necessary professional quality of a modern specialist in the field of music, including dual education. On the one hand, it condenses the main area of professional training of the future music teacher (theoretical, technological, research, performing, pedagogical), and on the other hand, becomes a motivation for the student to conduct preliminary preparation for the main result, which ensures the successful acquisition of the musical and performing discipline [19]. The possibility of developing intersubject relations among the disciplines that students study in the field of musical art is also being actively considered. The dual form of education gives this phenomenon a strong impetus, since it reveals the real picture of what the labour facility needs and the amount of knowledge, skills, and abilities necessary for a high-level professional [20].

However, the unified system of development of professionalism of bachelors of musical art in the context of dual education, as an integral phenomenon, requires investigation. It is necessary not only to conduct research, but also, in addition, to identify its main components, analyse their relationship with each other, and show a holistic panoramic picture of the modern programme for developing bachelor's skills in the field of music.

CONCLUSIONS

The problem of implementing educational programmes in the conditions of a dual education system is a complex phenomenon. For a deep and comprehensive disclosure of its content, the collection and analysis of materials devoted to this topic was carried out. All the most significant components that make up the educational dual context were also identified. In particular, its leading categories were derived. Among them: eliminating the deep shortcomings of the conventional training system; levelling the gap between the theoretical and practical development of the profession (education and labour facility); implementing the employer's requests and, accordingly, improving the skills of future specialists; increasing motivation to study among students; reducing the adaptation period of graduates at work; increasing the level of youth employment; increasing the competitive ability of future specialists.

It was also found that these components, according to their characteristics, are combined into groups that represent more voluminous and multifaceted categories of dual education. These are the vectors of development of students' professionalism: a renewed (modernised) form of education; unification of the educational and industrial (labour) sectors (social partnership); strengthening the role and influence of employers on education; orientation to the practical implementation of knowledge. Thus, the data of this study suggest considering dual education, in particular, the training of bachelors of musical art, as a multi-vector process, each of the components of which plays an important role in the training of high-level professionals. This factor, in turn, determines the prospects for further research, in order to improve the education system in general. The findings also become evidence of the need for more active practice of interaction between music education institutions and organisations that offer real jobs, where vacancies are focused on various fields of art (performance; sound engineering, modern software; cultural management; musicology platform).

The development of the skills of bachelors of musical art in the context of dual education becomes a real goal, the practice of which gives effective results. Therefore, the speciality of a musician is gaining popularity among the younger generation. The opportunity for employment motivates students to acquire a quality, in-depth and comprehensive knowledge of musical disciplines, thereby improving their professional level.

REFERENCES

- [1] Official website of the Ministry of Education and Science of Ukraine. (2022). Retrieved from <https://mon.gov.ua/ua/osvita/profesijno-tehnichna-osvita/dualna-osvita>.
- [2] Dual education system: On the principles and possibilities of implementation in Ukraine. (2019). Retrieved from <https://buki.com.ua/news/dualna-systema-osvity-pro-pryntsypy-i-mozhlyvosti-realizatsiyi-v-ukrayini/>.
- [3] Official website of the Osvita.ua. (2021). *Dual form of education: How it works in Ukraine*. Retrieved from <https://osvita.ua/vnz/83771/>.
- [4] Dual education. (2020). Retrieved from <http://fimfshb.knukim.edu.ua/pro-dualnu-osvitu-na-fimishb/>.
- [5] Peshkova, H. (2018). *Studying at work: How dual education will work in Ukraine*. Retrieved from <https://uain.press/articles/vchytyssya-na-roboti-yak-zapratsyuye-dualna-osvita-v-ukrayini-943921>.
- [6] Johnson, D. (2020). Music education. In D. Worthington, G. Bodie (Eds.), *The handbook of listening* (pp. 291-302). Hoboken: John Wiley & Sons.
- [7] Campbell, P. (2021). Teaching world music: Intersections of music, education and diversity. In L.F.G. Corona, & K. Wiens (Eds.), *Voices of the field: Pathways in public ethnomusicology*. New York: Oxford University Press.
- [8] Schippers, H. (1996). Teaching world music in the Netherlands: Towards a model for cultural diversity in music education. *International Journal of Music Education*, 27(1), 16-23.
- [9] Poulakis, N. (2011). Music and image in dialogue: Audiovisual media as multicultural education. *Review of Artistic Education*, 1-2, 128-134.
- [10] Armstrong, V. (2017). *Transitions and trajectories: A case study examining the primary-secondary transition of adolescents involved in a dedicated primary-level violin programme*. Retrieved from https://www.academia.edu/37778609/Transitions_and_Trajectories_a_case_study_examining_the_primary_secondary_transition_of_adolescents_involved_in_a_dedicated_primary_level_violin_programme.
- [11] Regelski, T., & Gates, J. (Eds.). (2009). *Music education for changing times: Guiding visions for practice*. New York: Springer.
- [12] Kivijärvi, S. (2021). Towards equity in music education through reviewing policy and teacher autonomy. Helsinki: Sibelius Academy of the University of the Arts Helsinki.
- [13] Kivijärvi, S., & Rautiainen, P. (2020). Contesting music education policies through the concept of reasonable accommodation: Teacher autonomy and equity enactment in Finnish music education. *Research Studies in Music Education*, 43(2), 91-109.
- [14] Yermenko, O., Chystiakova, I., Biriukova, L., & Petrenko, M. (2020). Training of future musical art teachers: An ethnocultural approach. *Journal of History Culture and Art Research*, 9(3), 127-138.
- [15] Ovcharenko, N., Samoilenko, O., Moskva, O., & Chebotarenko, O. (2020). Innovative technologies in vocal training: Technological culture formation of future musical art teachers. *Journal of History Culture and Art Research*, 9(3), 115-126.
- [16] Stukalenko, Z. (2017). Analysis of program implementation of stages of experimental work on formation of professional tolerance in future teacher of music art. *Science Rise: Pedagogical Education*, 3(11), 32-36.
- [17] Pereverzeva, O. (2019). Concept and content of future music teacher's professional culture. *Collection of Research Papers. Pedagogical Education: Theory and Practice*, 26(1), 153-159.
- [18] Pereverzeva, O. (2020). Formation of pedagogical culture of teacher of music art in the process of professional training. *Innovative Pedagogy*, 3(21), 59-62.
- [19] Pereverzeva, O. (2021). The formation of a self-education culture of a musical art future teacher in the process of conductor-choir training. *Humanities Science Current Issues*, 4(35), 274-279.
- [20] Kosinskaya, N. (2019). Methodical bases of formation of stage-figurative culture of the future teacher of musical art in the process of vocal preparation. *Science Rise: Pedagogical Education*, 6(33), 20-24.

Олександра Анатоліївна Барицька, Наталія Антонівна Туровська, Людмила Вікторівна Будім,
Світлана Миколаївна Царук, Росіна Сергіївна Гуцал

Хмельницька гуманітарно-педагогічна академія

29013, вул. Проскурівського підпілля, 139, м. Хмельницький, Україна

Розвиток професійної майстерності бакалаврів музичного мистецтва в умовах дуальної освіти

Анотація. Актуальність дослідження полягає в необхідності дослідити взаємодію таких аспектів: вивчення освітньої програми в умовах вищого навчального закладу за допомогою слухання лекційних курсів, підготовки до сесії та її проходження і реалізація та подальший розвиток наявних професійних навичок безпосередньо в роботі. Метою цієї публікації є розкриття шляхів становлення та прогресу професійної майстерності бакалаврів музичного мистецтва в умовах дуальної освіти, що поєднає в одночасності навчальну (теоретичну) та трудову (практичну) діяльність. Як матеріали дослідження тут виступають дані моніторингу якості освіти, що здобувається в умовах дуальності, а також – відомості про принципи суміщення зазначених аспектів одночасно. Методи вивчення досліджуваної проблеми – збирання та систематизація присвячених їй джерел, виведення категорій, що становлять ядро аналізованого питання, та складання єдиної картини розвитку професійної майстерності студентів музичних навчальних закладів в умовах дуальної освіти. Щодо результатів висвітлення теми статті, то в них полягає інформація про внутрішній зміст та природу такого явища, як дуальність в освоєнні професії. Окреслюються і перспективи цього феномену, відзначається його унікальність, значущість та можливості, що надаються майбутнім фахівцям. Результати дослідження можуть бути використані педагогами для покращення професійної підготовки студентів-музикантів, а також вченими та студентами для пошуку способів удосконалення взаємодії між закладами музичної освіти й організаціями, які пропонують робочі місця

Ключові слова: освіта, музика, виконавська майстерність, теоретичний матеріал, практичне навчання

Kateryna M. Pylypiuk*

Odessa National Maritime University
65029, 34 Mechnikov Str., Odesa, Ukraine

Causes and Nature of Educational Neglect in German Research

Article's History:

Received: 23.03.2022

Revised: 22.05.2022

Accepted: 30.06.2022

Suggested Citation:

Pylypiuk, K.M. (2022). Causes and nature of educational neglect in German research. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 69-75.

Abstract. The relevance of the study is conditioned by the need to find out the causes of pedagogical neglect of adolescents in the context of German experience and identify possible solutions to this problem. The purpose of the study is to highlight the main views of German researchers on the diagnosis of pedagogical neglect and its further correction. From a methodological standpoint, the study is based on the content analysis method, which is one of the tools for conducting desk research. The studies by K. Lissmann, W. Von Humboldt, R.D. Precht, P. Wisner, G. Kindler were considered. The main problems that ensure educational neglect in Germany have been identified: insufficient funding, lack of highly qualified staff, misdirection of skills and qualities of students, low level of social security, etc. An important factor is the quality of relationships between teenagers and other people (parents, teachers, friends), as well as their parents with them. Recommendations were outlined for solving the above-mentioned problematic issues, which is the practical significance of the study. In particular, it is necessary to: increase funding to ensure the organisation of the educational process, increase the number of quotas in teachers' universities, develop a new educational programme that will meet European standards, but at the same time not harm the local education system, ensure social protection of all participants in the educational process

Keywords: educational process, level of education, highly qualified personnel, Bologna declaration, PISA

*Corresponding author

INTRODUCTION

A high-quality educational process is the basis for a developed, highly qualified, innovative society, which is a fundamental factor in building an economically stable state. In 2000, a test of the Programme for International Student Assessment (PISA) was conducted for the first time [1], which revealed a number of problems in the German education system. The test results obtained in 2001 led to a media outcry called the "PISA shock". Since then, problems in the German educational sphere have become the subject of inquiry by many German researchers, but now the geography of research on this topic is expanding and extending beyond the borders of Germany. After all, it is important for the scientific community of each developing country to study the experience of countries trying to solve the problems of educational neglect in order to find solutions to such problems for their country.

Germany still has not solved the problems that were discovered after the first test of the Programme for International Student Assessment (PISA) [1]. The results of the audit showed that the educational level of schoolchildren

in the country is below average. For example, it turned out that 15-year-olds read at the primary school level and do not understand the texts they read [2-4]. It is worth noting that there are no literature lessons in German schools. Even in high schools, children read no more than two thin books a year. Therefore, it is not surprising that children do not have any experience in reading and analysing texts. Low test results according to the selected criteria led to a number of reforms recommended by the OECD [5-7].

The essence of the reforms is to move from a system of acquiring knowledge to a system of acquiring skills. The question of what kind of education really takes place splits German society into two camps. Special features of the German school system and its structure, which distinguish it from other European countries, are:

- selection of students in different types of schools and their distribution along educational trajectories in accordance with academic performance, abilities, and aptitudes (interests);
- differentiated approach to the educational process in the distribution of students by trajectories, trends, and groups of school performance.

These features are most clearly manifested in the example of the initial stage of the school education system, on the one hand, due to too early selection, considering the abilities of children, both younger schoolchildren and preschoolers, on the school readiness exam when entering the 1st grade; on the other hand – by replacing stimulating learning with a result-oriented selection process, which leads to an increase in the number of students lagging behind in learning, and the appearance of “second-year students” already in the 1st grade [8].

Unlike the European experience of creating a single secondary school, in Germany, a single school extends only to four years of primary school education, after which 10-year primary school graduates are divided into unequal secondary schools in terms of level and prospects for further education. For comparison, in the Scandinavian countries, which are carefully studied by German specialists, children are offered not only equal opportunities, but also equal results. In Finland, for example, repetition is considered pedagogically and economically meaningless. In Sweden, differentiation by academic performance is prohibited by law. In Germany, neither early differentiation nor the selection of students based on their abilities and academic achievements has been abolished by law, which takes precedence over methods of improving academic performance.

Most of the German experts who analysed the results of the international PISA study [6; 7; 9; 10-13], called the preservation of the “outdated” structure of the school system the main reason for the poor academic performance of German schoolchildren, and the proposed measures to modernise the education system may not bring effective results in their opinion. The agenda included the task of revising and reassessing pedagogical values, quality as a pedagogical category, rethinking the attitude to the assessment of pedagogical activities, the education management system at all levels and its optimisation.

One of the proponents of competence research is the well-known German philosopher and publicist R.D. Precht. He claims that more than half of the material passed at school is forgotten, which means that the material does not have to be memorised [9]. At the same time, he notes that using the Google search engine for educational purposes requires basic knowledge, otherwise, such a huge flow of information can simply be lost. R. Precht also suggests that the role of teachers in schools should be kept to a minimum [9]. The teacher does not know the material as prominent researchers and university teachers do, so there is no need to listen to them. It is much more reasonable to watch a video on the desired topic on YouTube. This position clearly shows the influence of the ideology of large IT corporations.

The study of scientific sources of German researchers on the problem of ignoring education shows that researchers have tried to identify the causes of pedagogical neglect of adolescents and investigate diagnostic tools and approaches to solving this problem. This issue is related to such important scientific and practical tasks as the development of professional competence of future teachers and the fostering of

tolerance. The German experience is especially important in this aspect for Ukraine, since Germany is marked by democratic traditions and its focus on the establishment of personal independence of citizens in conditions of maximum responsibility and organisation. The areas of studying this problem in Germany are multi-level, i.e., humanistic foundations of education, social aspects of pedagogical neglect, and tools for diagnosing pedagogical neglect. However, the opinion of German researchers in solving this problem was not covered by Ukrainian researchers.

The purpose of the study is to highlight the opinion of German researchers on the diagnosis of pedagogical neglect and its further correction.

MATERIALS AND METHODS

The material basis of this study is the scientific publications by German philosophers, professors, teachers, and other figures of the educational sphere, who analysed the modern German education system and identified its shortcomings. Sources were selected using methods of information collection, such as content analysis. Content analysis is a method by which a researcher collects information about the investigated phenomenon. The basis of any research is scientific sources, so it is important to work through as many sources as possible for a complete overview of the object, identifying its fundamental characteristics, problematic issues, and the degree of study to formulate a research goal. The search for sources was carried out in databases such as Scopus, Google Academy, various German-language electronic resources, etc.

Thus, the conducted study represents a desk research. Such research is carried out based on the processing and systematisation of information collected using open (or in some cases closed) databases of scientific sources to determine the level of coverage of the problem under study. Desk research is more related to market research, but in this case, it was used to achieve a scientific goal. Desk research provides the implementation of the following tasks: investigation of a wide range of characteristics of the object under study; identification of problematic issues that are not yet sufficiently covered in the scientific literature, assessment of the current state of the object under study; comparative analysis of information from various sources; systematisation of the information obtained.

The study included several stages. At the first stage, scientific sources were selected and subsequently analysed. The main criterion for selecting sources was their relevance, that is, compliance with the topic, originality, and no less important factor was authority, so the object of research were papers by only recognised figures in the educational sphere. Thus, the papers by such scholars as R.D. Precht [9], K. Lissmann [10], R. Wiesner [11], H. Kindler *et al.* [12], V. von Humboldt [14] and others were reviewed, and their views on the problems in the German education system were highlighted. At the next stage, the study analysed the Bologna declaration, which has a great impact on the educational process in many European countries, as well as the Programme

for International Student Assessment (PISA), whose unsatisfactory results in 2001 gave rise to numerous studies on the problem of educational neglect in Germany. At the final stage, all the information obtained at the previous stages was structured and presented in the form of a paper.

RESULTS AND DISCUSSION

K. Lissmann [10], a philosopher, professor, and lecturer in philosophy and ethics at the University of Vienna, is one of the most vocal critics of new reforms in the education system of German-speaking countries: Germany, Austria, and Switzerland. In his opinion, the new reforms are reduced to the acquisition of skills, and the role of the teacher is reduced to the initial definition of a teacher in Ancient Greece, where the teacher was a slave who had to take care of seven-year-olds, accompany them to school, and make sure that nothing happened to them on the way. The teacher, according to Lissman, plays a major role in the educational process. Basic knowledge gained at school expands the worldview and opens up the world to people [10].

According to the prominent German thinker V. von Humboldt [14], a person who has received a good education and learned to think is quickly able to master a new profession. There are a lot of interesting lectures on YouTube, but this is a one-sided perception, in such training courses there is a complete lack of discussion and exchange of opinions. A person can listen to a lot of lectures on any topic and not understand its meaning. The teacher can tell the child which lectures to watch and which books to read. It is well known that the YouTube platform often keeps users in a so-called "information bubble" when it offers videos on similar topics and often from the same point of view.

The definition of competence is very abstract. If one person considers themselves more competent than the other, and this judgment is very subjective. According to the Swiss primary school curriculum, students between the ages of 6 and 12 must master 4,500 skills that must be tested later. When calculating the number of hours of training, it turns out that the student is given 2 minutes to acquire each competence. What can a child learn in 2 minutes? "For example, each action can be reduced to competence: the child can concentrate on the teacher for a while when they speak. Ability is important, but not so great to be called competence," writes Lissmann [10]. In his book "Theory of ignorance: mistakes of the knowledge society", the researcher writes that information should not be confused with knowledge, and a cursory reading of short articles on the Internet does not provide a deep understanding of the subject, and without basic knowledge, it is impossible to determine whether an article is legitimate or merely false propaganda.

Thus, modern society is not a society of knowledge, but a society of information and data. Reducing education only to mastering competencies kills the main goal – the development of a person who is not only ready to contribute to the development of science, art, and civilisation in general, but also able to take responsibility for their own actions in relation to humanity. That is why students need

not only mathematics, physics, and chemistry, but also literature, history, philosophy, music, and art.

Nowadays, Germany spends 4.2% of GDP on education, which is relatively small compared to other OECD member countries. Norway, for example, spends 6.4% of GDP on education. "If Germany increased spending on education to the level of Norway, the education system would receive EUR 66.9 billion more than before," says A. Klinger [13], one of the chairmen of the German Education Union (GEW). With more than 300,000 vacant jobs and a shortage of more than 120,000 kindergarten teachers, the shortage of skilled workers will increase to 583,000 by 2025.

According to a new study by the Bertelsmann Foundation [15], the situation in German primary schools is much worse than the same foundation predicted a year ago. Catastrophic shortage of teachers: by 2025, the shortage of primary school teachers will amount to 26,300 people. The situation with high school teachers is no better. Two-thirds of Berlin's teachers do not have a teacher education. The state failed to calculate in advance the number of children born and the year of their admission to school in order to prepare teachers by this time. The current situation is critical. Schools have no teachers and no money: more than EUR 35 billion are needed to repair roofs, classrooms, and toilets.

German universities have also increased the number of students, but not teachers. Classrooms are crowded, and there are often more than a hundred students per professor. The Hamburg University of Technology (TU Hamburg-Harburg) has only 91 out of 140 faculty vacancies filled, and the quality of teaching and research suffers due to a lack of funds and teachers.

The biggest irritant in German education is two Italian words – Bologna [16] and the already mentioned PISA (Programme for International Student Assessment) [1], an abbreviation that coincides with the name of the Italian city of Pisa. The signing of the Bologna declaration in 1999 had a major impact on the reforms in the German higher education system [16]. The goal of the reform is to standardise the higher education system in Europe so that students can freely transfer from a university in one country to a university in another country, and their degrees and qualifications can be recognised.

As a result, a system of bachelor's degree (three-year course) and master's degree (two-year course after obtaining a bachelor's degree) was introduced in Germany. Because of this, according to German professors, the level of higher education has fallen sharply, and the number of dropouts has sharply increased. The university is designed to train scientists and conduct research, and the reforms have turned it into a training channel for low-skilled professionals. Due to lack of funds, the number of vacant jobs in the municipal administration is limited, so most students are satisfied with a bachelor's degree. There is also no need to talk about the emergence of high student mobility, only 10% of students continue their education in other European countries.

One of the many school reforms was to reduce gymnasium classes by one year. Previously, they studied for nine

years, now only eight, but the number of lessons remained unchanged. As a result, children often stay in school longer than their parents work. In the classroom, more time is spent on PowerPoint presentations than on reading books and gaining knowledge. Schools also started running numerous tests, as if the goal of school education was just to complete them. Notably, the preparation and conduct of tests are financed from German tax revenues. The need for testing schoolchildren around the world is highly questionable, according to academics and university professors from various countries. Globalisation and standardisation of education around the world does not lead to its improvement, but only enriches the industry of training and conducting tests.

R. Wiesner [11] considers educational neglect as a prolonged or repeated action or omission in relation to a third party on the part of parents or other caregivers, which can lead to a significant violation of the physical and/or mental development of adolescents. The researcher notes that neglect of such benefits of children as their food, clothing, medical care, social contacts, support, protection and control by parents or guardians leads to irreversible changes and consequences. However, active ignoring is rare, but can be mostly passive due to a lack or inadequate understanding of parental responsibilities. According to the researcher, this is persistent neglect due to rejection of their needs or subsequent rejection, which leads to a violation of their physical, mental or moral development. Failures, as noted by R. Wisner [11], can be observed in those who are particularly dependent on their age or disability, their parents, and the need for care and protection. It provides a basic relationship between parents and their children.

Physical neglect is defined in the papers of German researchers as negligence and disregard for public health, which can lead to global consequences. This is conditioned by a lack of food, the availability of clean clothes, hygiene products, housing, and medical institutions. Information and pedagogical neglect is considered as a lack of communication and educational influence, irregular school attendance, delinquency or drug addiction, and evasion of specific and important educational needs. Emotional alienation is characterised by a lack of warmth in a relationship with a teenager and emotional reactions.

Thus, German researchers emphasise the role of parents in the emergence of pedagogical neglect in adolescents and call for the study and introduction of an active parental attitude to the well-being of a teenager (compared to a passive attitude) as a means of overcoming and preventing educational neglect. Risking a teenager's well-being: this is primarily a legal dimension. According to the German Federal Court, the risk to the well-being of children and adolescents under § 1666 p. 1 [17] occurs in the presence or directly predicted and established threat to the development of a teenager, which implies or is expected to cause significant physical, mental, or emotional harm (trauma) in the future.

When harm has already been done and the adolescent's well-being is at risk, the protection procedure under

§ 8a of SGB VIII now requires education professionals to submit a request to the youth office. According to § 8 of SGB VIII, the Youth Office should analyse the risk of danger when working with academic staff [17]. In this regard, R. Wisner [11] emphasises that effective protection of a teenager should be carried out in all possible dangerous situations. The term "child welfare", according to R. Wiesner [11], is an indefinite legal term that, like "danger to the well-being of the child", has ceased to be a category objectively assessed using specific measurement methods. The legal term "protection of children and adolescents" is actually an open concept that is intentionally not defined to allow officials considering a case to individually decide whether the child / adolescent welfare is at risk and what measures are relevant [11].

In § 1697 of the federal law, the concept of "child / adolescent welfare" is widespread in Germany in court decisions [17]. It states that the court has the right to intervene and execute decisions that are most in accordance with the law, considering the actual circumstances, opportunities, and interests of the parties in the welfare of the child / teenager. In fact, there is a general meaning to the commonly accepted interpretation of the legal definition of "child / adolescent welfare". This is why court decisions based on the results of medical and social research are not universal. Some experts believe that any disregard of parents for their duties provokes a risk to the welfare of a teenager and causes educational negligence. This neglect can be detected at a low, average, or high level, but in any case, it is the cause of pedagogical neglect in a teenager [17].

The only significant socio-political decision remains: what level of parental education is insufficient, and in what case the intervention of teachers and public organisations is necessary. To address this problem, studies by H. Kindler [18], M. Conen [19], W. Krieger [20], G. Kindler *et al.* [12] should be highlighted. This is the creation of a teen protection system or the creation of a new system, where diagnostic resources focus on relatively clear recognition of failure, even if this means that some cases are left without proper attention and a less accurate indication of the danger actually exists. German researchers for the first time raised the question of the disrespectful attitude to the well-being of the child. An example is the position of the German association for private and general welfare, which offered some evidence.

Within the framework of the Office of the National Conference of Young Leaders of Baden-Württemberg and a charity organisation led by the Archdiocese of Freiburg, teachers were asked to fill out a structured questionnaire with open answers to the questions about disrespectful attitude to learning. Analysis of data obtained by experts from the Baden-Württemberg office showed that about 20% of responses indicated physical negligence as the main sign of neglect [21]. The survey managed to find out the most common physical signs of neglect. While physical negligence was reported in 58%, including cases related to lack of hygiene combined with lack of medical care, and inadequate

clothing. 28% were in a state of malnutrition and, as a result, constant hunger. Other responses included sleep deprivation and other forms. Thus, to determine whether a teenager is neglected, it is necessary to be able to observe them for a long time and be able to discuss the observations with other researchers and teachers who deal with this problem.

For example, the North Rhine-Westphalia Ministry of Family Affairs in North Rhine-Westphalia tested a social project to identify early signs of disrespectful attitudes towards learning. The "Herner project" is characterised by the fact that it is based on early failure prevention based on the analysis of various schools as an experimental basis of research. The relevant early warning system has been deployed in the following areas: child neglect (Bielefeld), disregard for the environment (Emmerich), children's behavioural problems (Herner), the role of the institution (Dortmund), and educational problems (Siegen-Wittgenstein). The basis of the early prevention system is the timely detection of the first signs of the risk of educational neglect and the use of screening tools, such as early diagnosis of families with an increased risk of neglect or ignoring children [4; 5].

Individual risk factors, which have formed the basis for the formation of certain groups, have different effects on the risk associated with ill-treatment or neglect, and are different risk factors for pedagogical neglect. In addition, according to Kindler, certain characteristics of a child, such as a severe temperament or disability, illness, or behavioural disorder, should not be considered as strong prognostic risk factors for educational neglect. The researcher points to the need to pay priority attention to the characteristics of parents, since in such cases the risk of educational neglect of adolescents becomes more noticeable.

G. Kindler [12] notes that reporting a threat to children's social protection is the first step in processing factors of educational neglect. About six steps need to be added: finding contacts and information; assessing the child's welfare risk; child / adolescent care processes; court intervention in family matters; aid assessment; and change processes. A certificate from another person is credited to employees of institutions such as schools, the health care system, the police, etc.

Such research is the task of properly trained specialists (for example, an employee of the Youth Affairs Department). Relevant explanations can be obtained, for example, through the Stuttgart general child protection certificate (R. Reich), which was developed for use by specialists of the association that manages secondary schools in Germany, and can only be used after suspicion of danger. It covers all signs of neglect and all forms of threat to the child [12].

The "Herner project" was already mentioned above, which can be considered as an integrated approach, and the "SoFrüh" project was implemented in its context. The "SoFrüh" project is aimed at investigating the situation in kindergartens regarding the early detection of factors that cause educational neglect. Its goal is to develop and implement a system that allows families to provide the necessary assistance in solving the problems of orphanhood and

transferring children to other institutions. Tools and methods for monitoring behavioural problems in children from three to six years of age have been developed (presented in the so-called "Herner materials"). Based on the results of observation, various means of overcoming the educational neglect of children were developed and implemented. Measures that, according to experts, can lead to qualitative changes include the following regulations:

- support the development of preschoolers at an early stage (that is, not from 5-6 years, but from 3-4 years).
- introduce the concept of a "new culture of learning" into school practice: assigning and taking on personal responsibility for learning, equated to fulfilling a public duty;
- increase the responsibility of teachers for their teaching activities and the success of their students within the framework of one concept;
- provide students with a competent, future-oriented education to deepen their knowledge and skills and apply them in practice;
- implement the principle of equal educational opportunities;
- improve the continuing education system;
- achieve the quality of education at the international level.

For a long time, the conservative traditions of the German education system prevented more decisive changes in line with European educational trends. Despite noticeable qualitative and quantitative changes, the expansion of educational services and opportunities, in the German education system there are still such negative aspects as: "second year" (on average 5-6%); "graduates" leaving school without a certificate (8.2% of German students and 19.5% of children of foreign citizens); it is much necessary to expand the share of tutoring and state educational services (through school teachers, consulting organisations, extracurricular activities); the claim of universities that they are reducing the level of preparation of applicants and the increase in the drop-out rate of first-year students as evidence of the lower requirements for quality secondary education, the coverage of which by high school students has risen from 25% in 1980 to 35% in 2013.

The stability of the academic performance assessment system was tested "for strength" when the educational prospects that opened up "pushed" an unconventional contingent of students to once elite educational institutions. Teachers had to reduce the requirements for evaluating their academic achievements, to which the authorities responded by tightening the rules for certifying applicants and enrolling them in universities. The conservatism of the German system of control of pedagogical and educational activities, the stability of forms and methods of evaluating school practice established by the management service, prevent the rapid penetration of new trends, theoretical ideas, and concepts into the education system.

The famous German philosopher J. Nida-Ryumelin [22], a lecturer at the University of Munich and former minister of culture, argues in numerous speeches and in the book

CONCLUSIONS

“Academic mistakes – the crisis of professional and academic education” that the country does not need a large number of people with higher education. As a result of the reforms, there is an acute shortage of highly qualified workers, which directly affects the quality of production and the country’s image in the world. However, a number of German and Austrian scientists and philosophers argue that humanity has the ability to determine what and how it uses modern technology, and not allow technology to destroy society. E. Bernays [23], one of the greatest public relations experts, remarked in his 1928 book “Propaganda”: “as for ethics, the situation with propaganda in education is the same as with propaganda in business or politics. It can be abused. With its help, it is possible to advertise a particular educational institution very widely and inspire the public with artificially created values. It is impossible to guarantee that this will not happen.”

The results of an international comparative study of achievements, which became an indicator of the quality of general education of students and received a great response, revealed the “weak points” of the German school system and missed opportunities to abandon the outdated mechanism for organising an educational structure that is not aimed at stimulating personal development. The requirements specified in official documents with an emphasis on the quality of education and their guarantees are the “best-case scenario” for preserving the former school structure.

German researchers note that the well-being of adolescents largely depends on the quality of relationships with other people (relatives, teachers, friends) and parents combined. Trusting relationships with the world around form what can be the basis for constructive cooperation. Without an adult’s willingness to deal with an awkward situation and accept help, support, and suggestions for changing a child are in most cases impossible or difficult to implement. This also depends on what educational difficulties, excessive demands or refusal to help cause parents shame and fear.

Education is one of the foundations for an economically successful and well-functioning society. The German education system, with all its problems, has been repeatedly criticised in recent decades by German researchers. The conducted research identified problematic issues in the German educational system, which was covered by German researchers. It was found that now educational neglect is characterised by the following factors: lack of qualified personnel, which is provoked by an insufficient number of specialities and places of study, and then graduates – university teachers; insufficient funding from the authorities, which affects the level of salaries of teachers, the low level of which does not motivate a few graduates of universities to work in their speciality; pedagogical reforms that aimed to improve the level of education in European countries, but in the case of Germany, their adoption had the opposite effect; insufficient care for the physical health of adolescents, which is manifested in nutrition, cleanliness of educational institutions, availability medical care, etc., which results in, at the slightest, poor health of students, and, consequently, the inability to fully participate in the educational process.

Thus, the solution to the problems of educational neglect in Germany is to implement the following actions: increasing funding to ensure the organisation of the educational process, which will manifest itself in the growing level of salaries of teachers and other employees of the educational sphere; increase the number of quotas in universities that train teachers; renovate higher education institutions, which will contribute to the ability to work and the desire to attend an educational institution in general.

It is also necessary to develop a new curriculum that will meet European standards, but at the same time, not harm the German education system. In addition, it is necessary to ensure social protection for all participants in the educational process, starting with proper medical care. The implementation of the above recommendations should have a positive impact on the German education system.

REFERENCES

- [1] Official website of the PISA. (2021). Retrieved from <https://www.oecd.org/pisa/>.
- [2] Gokhale, S.S. (2019). *Do PISA scores relate to happiness?* Retrieved from <https://ieeexplore.ieee.org/document/8882045>.
- [3] Rolfe, V. (2021). Tailoring a measurement model of socioeconomic status: Applying the alignment optimization method to 15 years of PISA. *International Journal of Educational Research*, 106, article number 101723.
- [4] Lewis, S. (2020). “Becoming European”? Respatialising the European schools system through PISA for schools. *International Studies in Sociology of Education*, 29(1-2), 85-106.
- [5] Kumlu, G.D.Y., & Doğan, N. (2020). How does the ICT access and usage influence student achievement in PISA 2009 and 2012. *Journal of Measurement and Evaluation in Education and Psychology*, 11(3), 219-242.
- [6] Ehmke, T., van den Ham, A., Sälzer, C., Heine, J., & Prenzel, M. (2020). Measuring mathematics competence in international and national large-scale assessments: Linking PISA and the national educational panel study in Germany. *Studies in Educational Evaluation*, 65, article number 100847.
- [7] Hartong, S., & Förchler, A. (2019). Opening the black box of data-based school monitoring: Data infrastructures, flows and practices in state education agencies. *Big Data and Society*, 6(1), 1-12.
- [8] Zlatkin-Troitschanskaia, O. (2021). Advances and perspectives of competence research in higher education – Report on the German KoKoHs program. *International Journal of Chinese Education*, 10(1), 1-12.
- [9] Precht, R.D. (2013). *Anna, die Schule und der liebe Gott: Der verrat des bildungssystems an unseren kindern*. Munich: Goldmann.
- [10] Liessmann, K.P. (2017). *Bildung als provokation*. Wien: Zsolnay.

- [11] Wiesner, R. (2006). Gesetzgeberische absichten zur verbesserung des schutzes von kindern und jugendlichen vor gefahren für ihr wohl durch das kinder- und jugendhilfweiterentwicklungsgesetz (KICK). *IKK-Nachrichten*, 1-2, 4-8.
- [12] Kindler, H., Lillig, S., Blüml, H., Meysen, T., & Werner, A. (2006). *Handbuch Kindeswohlgefährdung nach § 1666 BGB und allgemeiner sozialer dienst (ASD)*. Retrieved from https://www.dji.de/fileadmin/user_upload/bibs/asd_handbuch.pdf.
- [13] Klinger, A. (2018). Wo und unter welchen voraussetzungen werden vhsen als vermittler berufl. Bildung künftig gebraucht? *Hessischen Blätter für Volksbildung*, 4, 365-367.
- [14] von Humboldt, V. (1985). *Language and philosophy of culture*. Moscow: Progress.
- [15] Official website of the Bertelsmann Foundation. (2021). Retrieved from <https://www.bfna.org/>.
- [16] Bologna Declaration. (1999, June). Retrieved from <https://cutt.ly/OLBDbyh>.
- [17] Bürgerliches Gesetzbuch (BGB). (1896, August). Retrieved from <https://www.gesetze-im-internet.de/bgb/>.
- [18] Kindler, H. (2005). *Verfahren zur einschätzung der gefahr zukünftiger misshandlung bzw. Vernachlässigung: Ein forschungsüberblick. Kindesmisshandlung und vernachlässigung. Ein handbuch*. Göttingen: Hogrefe.
- [19] Conen, M.L. (1996). *Elternarbeit in der heimerziehung. Eine empirische studie zur praxis der eltern- und familienarbeit in einrichtungen der erziehungshilfe*. Frankfurt/Main: Internationale Gesellschaft für erzieherische Hilfen.
- [20] Krieger, W. (1994). *Der allgemeine sozialdienst – rechtliche und fachliche grundlagen für die praxis des ASD*. Weinheim: Juventa.
- [21] Statistisches Landesamt Baden-Württemberg. (2021). Retrieved from <https://www.statistik-bw.de/>.
- [22] Nida-Rümelin, J. (2014). *Der akademisierungswahn – zur krise beruflicher und akademischer bildung*. Hamburg: Edition Körber-Stiftung.
- [23] Bernays, E.L. (1928). *Propaganda*. New York: Horace Liveright.

Катерина Миколаївна Пилипюк

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

Причини та характер освітньої занедбаності в дослідженнях німецьких учених

Анотація. Актуальність дослідження полягає в необхідності з'ясування причин педагогічної занедбаності підлітків у контексті німецького досвіду та виявлення можливих вирішень цієї проблеми. Мета статті – висвітлити основні погляди німецьких науковців щодо діагностики педагогічної занедбаності та її подальшої корекції. З методологічної точки зору в основу дослідження покладено метод контент-аналізу, який є одним із інструментів проведення кабінетного дослідження. Розглядалися роботи таких вчених, як К. Ліссманн, В. фон Гумбольдт, Р.Д. Прехт, Р. Візнер, Г. Кіндлер. Були виявлені основні проблеми, які наразі забезпечують освітню занедбаність у Німеччині: недостатнє фінансування, відсутність висококваліфікованих кадрів, неправильно обраний напрям розвитку навичок та якостей учнів, низький рівень соціальної безпеки та ін. Важливим чинником є якість взаємовідносин підлітків з іншими людьми (батьками, вчителями, друзями), а також їхніх батьків з ними. Були окреслені рекомендації щодо вирішення названих вище проблемних питань, в чому полягає практична значимість проведеного дослідження. Зокрема, необхідними є: збільшення фінансування на забезпечення організації освітнього процесу, збільшення кількості квот у вишах, що готують педагогів, розробка нової освітньої програми, що буде відповідати європейським стандартам, але при цьому не шкодити місцевій системі освіти, забезпечення соціального захисту усіх учасників освітнього процесу

Ключові слова: освітній процес, рівень освіти, висококваліфіковані кадри, Болонська декларація, PISA

UDC 159.9:316.6-355.01(0.45)

DOI: 10.52534/msu-pp.8(2).2022.76-84

Liudmyla V. Piankivska*

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

Social Support of the Individual in War Conditions: Ukrainian and International Experience

Article's History:

Received: 16.03.2022

Revised: 27.05.2022

Accepted: 30.06.2022

Suggested Citation:

Piankivska, L. V. (2022). Social support of the individual in war conditions: Ukrainian and international experience. *Scientific Bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 8(2), 76-84.

Abstract. The paper highlights the social support of the individual in war conditions as a powerful tool for influencing the individual. It is precisely because there is a war going on in the state that the subject matter is becoming increasingly relevant. Social support as a complex phenomenon concerns the peculiarities of interaction of the individual with the social environment and the nature of influence on it during military operations. The purpose of the study is to investigate the experience of providing social support to individuals in war conditions. In order to achieve the goal and comprehensively present the topic under study, the author relies on a set of interrelated theoretical research methods, including analysis and synthesis, interrelation, modelling, comparison, systematisation, and generalisation of scientific sources. It is stated that the social support of the individual is quite multiform, has an "amortisation" character, and acts as one of the styles of coping strategies of human behaviour. It is generally built around the "self-concept" of the individual, and during the war, it supports the psychological balance of the individual and acts as a resource for survival. It is determined that social support of the individual at the micro-level in war conditions is based on the family and family members who help to overcome trauma, show care and emotional support, and are a significant resource in difficult life circumstances. Social support for friends, neighbours, and colleagues is also important. It is revealed that social support of the individual at the meso-level during the war contributes to the preservation of the integrity of the individual, personal growth, self-actualisation, and integration into new realities of life. The paper describes the features of social support at the macro-level and establishes that in general, it acts as an effective principle of intervention at various stages after trauma, a measurement of mental health, promotes the growth and recovery of the individual, and directs it to self-development. The paper can be useful for psychologists, psychotherapists, social service specialists, teachers, and volunteers who provide psychological assistance to war victims to understand the impact of social support on a person's mental health

Keywords: personality, stress, micro-level, meso-level, macro-level, post-traumatic stress disorder

*Corresponding author

INTRODUCTION

The war in Ukraine is one of the most devastating disasters for the Ukrainian nation, health, life, and well-being of the population. It is a horror that exists beyond the comprehension and experience of most people. The specific, hybrid nature of an officially undeclared war complicates the perception of reality. Constant news from hot spots of military operations, killing and torturing of civilians, bombing and shelling of peaceful cities and villages, forced change of

residence by the population, loss of property and jobs – all this leads to a loss of a sense of security, confidence, stability, and predictability. People have deprivation of their usual physical needs for sleep, nutrition, and the presence of a roof over their heads. War leads to constant tension, emotional changes, mass human suffering, and a decrease in the level of psychological well-being. In addition, the growing amount of evidence documenting the consequences of war is shocking

for the mental and physical health of every Ukrainian. Military events are debilitating and socially harmful for every individual.

Turning to the issue of the traumatising of a person during the war, the expected reality is the fundamental transformations of both the individual and all spheres of their life. Turkish researchers Y. Snoubar and X. Hawal point out that young people who were under the influence of war in the future can have negative consequences for healthy development, a number of chronic health problems, as they were surrounded by an unstable atmosphere and lack of physical, psychological, and social support [1]. C. Zastrow notes that young people who have been in the zone of military conflicts for a long time have a feeling of depression, alienation, and fear for years and require serious clinical interventions [2]. C. Layne, R. Pynoos, V. Saltzman *et al.* emphasise that the results of reports of clinicians who have worked with Bosnian adolescents indicate that they have a number of problems. Most often, the following is observed: unwillingness to study, low academic performance, and lack of desire to choose a profession in the future or to plan a family life, which was aggravated as a result of the conflict [3].

During the war, social support for people who have been traumatised becomes important to quickly return them to normal functioning. Christian wisdom has always preached helping one's neighbour. Ancient Greek scholars (Heraclitus, Democritus, Epicurus) paid special attention to charity as an ethical category. With the development of society, science, socio-political changes in various spheres of life, new forms of social relations appear, new approaches to providing social assistance, support, and protection of the individual are formed. Philanthropy is being replaced by a new approach of social assistance based on "agape", and the main motives are participation in the fate of a person, direct attention to their life problems and urgent needs.

Features of social support for a person in crisis life situations are based on religious, philosophical, social, psychological, and ethical principles. In the Ukrainian scientific psychological literature, this issue is insufficiently covered and poorly studied, because the organisations that worked with displaced persons directly recorded information and provided social support only to those who applied to them. It should also be noted that the issue of war itself is difficult for a person to perceive, and social support for the individual has been investigated only in a number of countries where military operations took place. This indicates the need for a more thorough study of the importance of social support for people during the war and its impact on their future lives, and the development of necessary mechanisms and programmes for providing psychological assistance to citizens to preserve psychological health.

The purpose of the study is to investigate the experience of providing social support to the individual in war conditions.

Research objectives: 1) theoretically investigate and characterise the specific features of the impact of social support on the individual; 2) analyse the features of social

support of the individual at the micro, meso, and macro-levels in war conditions.

The originality of the study lies in the fact that the idea of the peculiarities of the impact of social support on the individual in war conditions is expanded, the specific features of social support at the micro, meso, and macro-levels during war are highlighted and characterised, and an appropriate model of social support for the individual in war conditions is proposed.

LITERATURE REVIEW

The analysis of studies shows that the problem of the importance of social support for the individual during the war attracts the attention of psychologists, psychotherapists, psychiatrists, military personnel, employees of the state emergency service, police, social service specialists, teachers, etc. Foreign scientists K. Burnell [4], T. Keane [5], E. MacGeorge [6], F. Nazzari [7], D. Perlman, L. Peplau [8], M. Steenkamp and W. Schlenger [9], N. Hunt [10] *et al.* In Ukrainian psychological science, attention is paid to the issue of social support of the individual in crisis situations by V. Gorbunova [11], L. Tsarenko [12], T. Tytarenko [13; 14], O. Turinina [15].

The concept of "social support" is a complex and ambiguous construct. Ukrainian psychologists interpret social support as physical and emotional comfort, which creates a close environment for a person: family, friends, and colleagues. This helps a person to realise that they are part of a loving and caring society [16]. A number of foreign researchers consider the social support of the individual to be a component of "social capital", which is an investment for its access to resources and their future use [17].

In modern science, the influence of social support on the individual is comprehensively emphasised, including in war conditions. S. Cohen, T. Wills point out that people who have a larger social network and feel that such support is available to them respond less to stressful factors or have better mental health [18]. F. Alphas, N. Long, J. Blakey emphasise the importance of the relationship between social support and trauma outcomes among different traumatised populations [19]. Professor of psychiatry and behavioural neuroscience Margaret McKinnon states that providing social support to Ukrainians is crucial for preventing them from post-traumatic stress disorders [20].

A number of researchers prove that social support is a kind of buffer between stress and its devastating consequences. It helps to reduce the impact of harmful experiences on the individual and acquire valuable resources to overcome stress [21]. Other researchers consider it an important strategy to help people cope with traumatic experiences. They have proven that effective social support is one of the most significant factors of a person's well-being, has a positive impact on their health, and contributes to the Prevention of stress [22].

A number of foreign researchers prove that social support for Vietnam War veterans acts as a protective factor both after 20 years and 40 years [23; 9]. E. MacGeorge, V. Sumter, B. Feng *et al.* note that students who received

emotional support and psychological help in the first two weeks after the September 11, 2001 terrorist attack in the United States had fewer symptoms of depression than those who did not receive it [6]. Its relevance is indicated by E. Duru, who, based on his own research, demonstrates the existence of a link between low social support and mental health problems [24]. The positive impact of social support and relationships is also noted by F. Nazzari, O. Cruz, F. Neto, D. Perlman, L. Peplau. They state that students who have social support and social interaction after witnessing a war experience less anxiety, depression, and feelings of loneliness [7; 8].

Therefore, it can be argued that social support is a multidimensional and dynamic phenomenon. It plays a significant role in preserving people's mental health during times of war. Its effectiveness depends directly on the source itself, the type of support, the time of provision, the existing needs for it, and the level of development of a person or social network.

This paper aims to find answers to the questions outlined in a number of studies, and analyse the experience of providing social support to individuals in war conditions, considering the research interest in the chosen topic.

MATERIALS AND METHODS

The study of the features of social support of the individual in war conditions is a rather complex process of psychological research both in the form of conducting and in the context of scientific understanding of the problem in the psychology of personality, social, military, and crisis psychology. It was these aspects that contributed to the choice of methodological foundations of scientific research.

Given the complexity of the subject matter, retrospective and introspective reflection on the professional experience enabled the author to comprehensively present the problem under study, substantiate and apply a set of interrelated theoretical research methods: analysis and synthesis, interrelationship, modelling, comparison, and systematisation, as well as scientific sources. By applying the method of analysis, a number of studies have been processed to determine the features and role of social support of the individual in difficult life situations and in the conditions of active hostilities. Using the synthesis, the features of social support of the individual at the micro, meso, and macro-levels were studied. Significant in achieving this goal of the study was the use of the modelling, which allowed clearly reflecting the features of social support of the individual in the form of a model and describing its key elements. The comparison helped to contrast the scientific visions of researchers at different stages of providing social support to a person to establish important aspects of the phenomenon under study. The generalisation helped to determine a number of causal relationships and specify the key characteristics of social support during the war.

The methodological basis of the study was provided by scientific sources on social, medical, crisis, and war psychology, as well as a sociological survey by the Rating group

within the framework of the "Ukraine in war conditions" project, the Cedos analytical centre, Operational Sociology, commissioned by the Norwegian Institute for Urban and Regional Research (NIBR) and Oslo Metropolitan University (OsloMet) [25-28]. The chosen methods of research helped to structure the presentation of the material, comprehensively cover the results of theoretical research on the features of social support of the individual in war conditions. In addition, for a comprehensive study of the problem, the principles of personal and systematic approach (integrity, consistency, structuring, hierarchy of construction) were taken into account.

Based on an established scientific and methodological framework, the study of a particular issue was carried out in three stages. The first stage provided for a theoretical analysis of scientific literature on the issue under study to establish the relevance of the topic and reveal the main aspects, as well as to find out the influence of social support on the individual in difficult life situations during the war. At the second stage, a number of studies on the peculiarities of the impact of social support on the individual in war conditions were processed and analysed. In general, attention is focused on the versatility of the visions of researchers and practitioners regarding the understanding of the concept of social support for the individual. At this stage, the analysis of the features of social support of the individual at the micro, meso, and macro-levels in war conditions was carried out and demonstrated using a model. At the third stage, the study results were summarised and relevant conclusions were drawn, as well as prospects for further research were determined.

RESULTS AND DISCUSSION

Mental health professionals interpret social support as psychological and material resources provided by the social network to help people cope with stress [29]. This definition contains a number of significant structural components. Social support of the individual can be emotional (care, encouragement), informational (information about services, consequences of treatment, advice) or group (involvement in various events, mutual assistance groups); instrumental (help of volunteers, humanitarian aid, own example, personal advice) [29]. Social support can come from family members, friends, colleagues, neighbours, organisations, territorial communities, states, etc.

The analysis of scientific sources indicates a variety of visions of researchers and practitioners regarding the problem under study and reveals certain of its characteristics. In general, S. Cohen considers it a social network for providing psychological and material resources to maintain a person's ability to cope with stress. It notes that social support is multiform and includes: structural support of the individual (the scale of their social network, the frequency of social interactions); functional support (experience, its usefulness in the ability to satisfy emotional or functional needs); emotional support (a sense of comfort and security that strengthen a belief that a person is loved, respected,

and/or cared for); satisfaction of instrumental or material needs (providing necessary goods and services) [30].

D. Jacobson emphasises that the types of support required are constantly changing along with changes in the nature and assessment of the problem [31]. S. Meyes, T. van. Elderen point out that it is stable social support that has an “amortisation or buffer” effect [32, p. 610-613]. From the standpoint of anthropology, A. Almedom understands social support in times of war as one aimed at prevention or intervention. It focuses on the importance of who provides support and to whom, on what issues, when, and at what level [33].

Foreign researchers E. Friedenberg and R. Lewis identify gaining social support as one of the three coping strategies. They include the following coping strategies to this style: finding social support, communicating with a close people and finding new friends, striving to be proper (focusing on getting approval, interest in what others think), social actions, seeking professional help, and searching for spiritual support [15, p. 72].

O. Turinina emphasises the exceptional need for social support of people who have experienced a traumatic event when developing models for successfully overcoming post-traumatic stress disorder (PTSD) [15, p. 31]. She emphasises that what happens to a person after a traumatic event plays an exceptional role and has a greater impact on them than the trauma itself. The researcher states that proponents of the psychosocial approach of models for studying post-traumatic personality disorders distinguish early and long-term social support among the factors that contribute to the prevention of PTSD development and mitigate its course [15, p. 33].

Practices also highlight peer-to-peer social support or peer support. It acts as a certain interaction between people, when people use their own experiences to help each other. They share their knowledge, their own experiences, support, and are able to show empathy towards each other. This support model is used to describe mutual support between colleagues, close friends, support groups, and online forums. This type of interaction of people assumes the relationship between them as equal [34].

Social support for the military also has its own specific features. According to J. Camille Hall, it acts as a so-called “system of friends”, that is, an informal assistance network that is implemented during the basic training of military personnel, and then supported in each military unit [35]. Each soldier has their own mentor, who helps them adapt to both combat activities and the social circle in the unit. In combat, the “system of friends” is essential for survival. Due to the “system of friends”, soldiers have a variety of available social support: instrumental (for example, help in solving a problem), material (material encouragement, gift), informational (advice), and emotional (help in calming down). Such a “system of friends” acts as a source of strength, resilience, and survival for soldiers, contributes to the management of a combat unit, and is also a sustainable strategy for the survival of the military, especially in combat operations [35].

Thus, it can be stated that in general, among researchers and practitioners, there is a diversity of visions for understanding the social support of the individual. It varies depending on the circumstances, nature, and assessment of the problem. In general, the study suggests that social support is built around the “self-concept” of the individual. It is the extreme and unpredictable nature of events during the war, difficult life circumstances that have a high level of risks to life and health, and social support can maintain the psychological balance of the individual, preserve faith and a resource for survival. Social support of the individual at the micro-level in war conditions.

Next, the study describes in more detail the features of social support of the individual in war conditions at the micro-level. A comprehensive survey of the Rating group within the framework of the project “Ukraine in war conditions”, conducted in the first weeks of its beginning in Ukraine, showed that social support for citizens helps to stabilise the psychoemotional state, form reaction in victims, and provide support to others [25; 26]. The results of the study state that among the respondents, 72% of citizens constantly communicate with relatives and friends, 48% of people – communicate with friends, 38% prefer neighbours, and 28% – colleagues. The following study shows an expression of peaceful relations and interaction with family and friends in 94% of those studied, and 89% – with neighbours [36, p. 10]. The most significant component of communication during the war is social support for family members, close people, and neighbours, who show various manifestations of care, because, in the case of losses in the family, each of its members suffers. It also demonstrates that this type of interaction helps to have a constant connection with significant others and make sure that they are relatively safe.

In addition, the Cedos analytical centre conducted a study “The first days of a full-scale war in Ukraine: thoughts, experiences, actions” in order to establish the peculiarities of the impact of war on the civilian population. According to the survey results, it was found that the majority of citizens in the first days of the war set a priority for themselves to inform their relatives and friends about its beginning and make sure that they were in conditional safety. A number of subjects noted that they “did not let the phone out of their hands all day” and were constantly in touch with them, sought to exchange news, useful information, and provided each other with emotional support [27]. This is evidence that social support reduces feelings of anxiety and acts as a resource in critically constrained circumstances.

These studies of the social support of the individual confirm the vision of G. Bodenmann. He points out that the dyadic coping model is key in explaining psychological adaptation to stress. This model consists of individual communication with stress and the empathic response of spouses to such communication [37]. H. Reis, P. Shaver use the model of intimacy process to describe focusing on the connections between disclosure and response. They point out that the ability of spouses to talk about stress, combined with responsiveness, contributes to their well-being [38].

The vision of social support by Y. Snoubar is also of interest. The results of his research show that students who have witnessed war mostly ask their families for help [39]. In stressful situations, international students most often seek social support from family, friends, or other people who provide it before seeking professional help to overcome problems [40].

A number of researchers K. Burnell, P. Coleman, N. Hunt note that awareness of war veterans of the significance of their own experiences of war and discussing them with family members helped to mend their relationships and normalise their psycho-emotional state H. Badr, T. Barker, K. Milbury, describing the psychosocial adjustment of military spouses, state that in military spouses, a woman's trust in her husband helps in the successful processing of the traumatic event, facilitating the release of emotions, learning to experience negative feelings, providing support for coping and direct assistance in finding meaning from the experience [42, p. 217].

At the same time, surveys by the Cedos analytical centre also indicate the reverse side of social support. Among the respondents, there were situations of deterioration of relations and the appearance or aggravation of conflicts with relatives and close persons who lived together. Such relationships most often arose due to the general tension and deterioration of the emotional state associated with the war and due to the difference in views on security issues between respondents and their relatives and close people [27].

A number of foreign researchers note that direct family conflicts related to economic problems, lack of privacy, and interference of outsiders in refugee settlements affect family dynamics and complicate family life [43]. Similar studies by foreign researchers also prove that a number of social connections and relationships can increase the risk of injury [44].

Social support of the individual at the meso-level during the war.

Next, the study considers the peculiarities of social support for individuals in the conditions of war at the meso-level (labour collectives, territorial communities, volunteer organisations). The experience of the researcher S. Post that the most powerful resource for personal social and psychological rehabilitation is the communicative one is reasonable. In addition to family and friends, membership in clubs and societies contributes to the restoration of a person's psychological well-being. The most significant influence is the friendly emotions of people in relation to each other and behaviour aimed at helping others [45, p. 66]. Y. Snoubar states that the extensive support system provided by social workers plays a significant role in the well-being of survivors of traumatic events [39].

The researchers D. Somasundaram, S. Shivayokan confirm that measures at the community level contribute to reaching a larger population in a certain territory, and simultaneously carry out a number of preventive measures to preserve a person's mental health. They also state that it is at the community level that experiencing stressful events can

be transformed into survival strategies precisely because people have learned to survive in extremely stressful conditions [46].

Ukrainian studies of the problem are quite interesting and informative. According to the results of a survey by the Rating group within the framework of the project "Ukraine in war conditions", it was found that during the war, communication and the amount of information received from relatives and acquaintances, who witnessed real events, increased from 14% to 28% [26, p. 37]. The results of the sociological study "War in Ukraine: a sociological dimension", conducted by Operational Sociology and commissioned by the Norwegian Institute of Urban and Regional Studies (NIBR) and the University of Oslo Metropolitan (OsloMet) demonstrate the involvement of Ukrainians in social assistance and support of the population in war conditions. It is established that 33.5% of the surveyed citizens help other people who need it, 18.8% – became volunteers [28]. Thus, the number of people providing social support among the population of Ukraine during the war, in particular information and material support, has increased.

Survey by the Cedos analytical centre showed that in citizens who started volunteering during the war, the leading motives for this activity are: the internal need to be involved in the volunteer movement, maintaining their own psychoemotional state; showing a sense of solidarity and the desire to help people; a sense of duty and patriotism, the desire to contribute to victory in the war; the availability of resources or certain competencies to help [27].

The majority of the surveyed citizens chose physical assistance on the ground (arranging shelters, preparing and distributing food to people, purchasing necessary medicines and food, sorting humanitarian aid, etc.), coordination work through the existing network of contacts in the state and abroad, and by providing financial support. A minority of the responders redirected their professional activities to volunteering (psychologists, translators, media professionals). In general, respondents chose one of the following strategies for volunteering: they joined the activities of existing coordination centres or provided assistance independently [27].

The social support for other persons during war contributes to the preservation of the integrity of the individual, which maintains an internal balance between the self and society, and also acts as a certain source of self-actualisation and a characteristic of an individual's personal growth. It is through social support that a person integrates into the "new world" and realises their own value for society.

Therefore, it can be stated that social support of the individual at the meso-level during the war contributes to strengthening the value of the individual through acceptance, benevolence in relationships, care, affection, and personal growth. It also acts as an indicator of the individual's integration into changes in the social environment and a source of preserving integrity.

Social support of the individual during the war at the macro-level.

Next, the study describes in more detail the specifics of social support at the macro-level (society, culture, media,

education system) in war conditions. At the state level, ministries and departments are working globally to provide social support to citizens. The Ministry and the Committee for Digital Transformation of Ukraine have created new services in Diia application for registration of social assistance for those who lost their jobs during the war, assistance to Ukrainian citizens in Poland [47]. In the first days of the war, the Ministry of Education and Science launched an information campaign on how to calm children down during the war, projects for children and adults in the Telegram channel “Take care of yourself”, where they provide recommendations for maintaining the mental health of Ukrainians, the channel “Support the child”, have developed and conduct a number of webinars, master classes on psychological assistance, and distribute relevant methodological recommendations [48]. It is a well-thought-out macro-social policy, support for organisations, strengthening social networks and ties with society, and reforms that are important for supporting people, promoting community resilience to recovery and help.

The Ministry of Culture and Information Policy launched a new project “United platform of culture and media during the war” to draw the world’s attention to the war in Ukraine and consolidate the international community in countering Russian aggression, highlight up-to-date information on the destruction of Ukraine’s cultural heritage, provide useful resources for learning the Ukrainian language, counter disinformation, and demonstrate creativity during the war [49; 50]. This project at the state level provides large-scale and powerful social support, supports the Ukrainian language, culture, and traditions of the Ukrainian people, which strengthens citizens’ faith in themselves and their own capabilities, faith in the strength of the family, its values, the versatility of the Ukrainian nation, the ability to support each other and overcome difficulties. According to M. Harvey, public values, beliefs, and traditions can

provide protection against mass trauma [51]. Culture is increasingly recognised as an important measure of mental health [52]. In addition, S. Hobfoll points out that the empirically proven most effective intervention principles for early and mid-term prevention after mass trauma are: reconnection, social support, and a sense of collective efficacy [53].

Given the fact that the war creates a high demand of the population for constant awareness, in Ukraine during the war, the need for timely and reliable information about the real situation in the country and military events has increased. Among the citizens surveyed, trust in central television has increased, and groups and channels in instant messengers that are available around the clock have become the most common way to receive it in a timely manner. The results showed that 78% of older people receive informational messages through traditional television, 58% of middle-aged people – through Internet sites, 62% of young people under 35 – mainly through groups and channels in messengers, which probably partially replaced social media (from 49% to 37%) [26, p. 42]. In this context, it is worth paying attention to the fact that in the first weeks of the war in Ukraine, brand communication was changed and adapted to the conditions of the war to social, supportive, and useful content. Among which the most popular were: affirmations, quotes, fan images, inspiring video content, content about victory, development, and peace [54].

The author believes that macro-level social support for individuals during war acts as an important state strategy to help people cope with traumatic experiences and can support and inspire their growth, self-development, and social engagement. Summing up the results of the analysis, the features of social support of the individual in war conditions can be distinguished at the macro-level, meso-level, and micro-level, which are schematically presented in the form of a model in Figure 1.

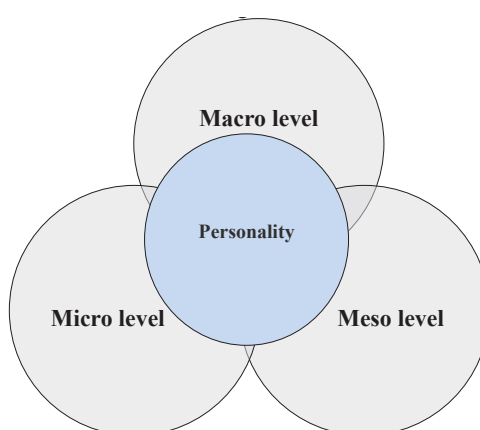


Figure 1. Model of features of social support of the individual in war conditions

Source: developed by the author

Thus, it can be argued that comprehensive social support of the individual in war conditions can not only help to avoid the appearance of destructive consequences of traumatic

events, but also contribute to the preservation of the integrity of the individual, its self-development, self-improvement, post-traumatic growth, and rethinking their own meaning of life.

CONCLUSIONS

In the process of theoretical analysis of studies, the experience and features of providing social support to the individual in war conditions were investigated. It is determined that the social support of the individual is multiform and consists of structural, functional, emotional support, and satisfaction of material needs. It is found that it exhibits a “buffer” effect and is one of the styles of coping strategies of behaviour. At the same time, social support of the individual helps prevent the appearance of PTSD and mitigate its course. It has its own characteristics of expression in the military and acts as a so-called “system of friends”. Social support for the individual is quite variable and directly depends on the circumstances, nature, and assessment of the problem. In general, it is built around the “self-concept” of the individual, and in war conditions, it is able to maintain the psychological balance of the individual, and preserve faith and a resource for survival.

A significant role in the social support of the individual at the micro-level during war is played by the family and family members, who help a person effectively overcome traumatic events, provide emotional support, help reduce anxiety, show care, and act as a resource in critical situations. The opposite views of researchers regarding the

social support of the family are revealed. It is stated that negative emotions and economic problems in the family during war can lead to conflicts and disrupt social interaction. Social support for friends, neighbours, and colleagues also plays a significant role.

It is determined that social support of the individual at the meso-level in war conditions also helps to preserve the integrity of the individual, its integration into society under unusual living conditions, promotes personal growth and self-actualisation. It is demonstrated that at the macro level, social support is large-scale, increases resistance to recovery, acts as a measure of mental health, an effective principle of interventions in the early and medium-term stages after trauma, inspires growth, self-development, and social activity. It is able to protect a person from a traumatic event through faith, traditions, and values.

The prospect of further research is to develop effective programmes on the specifics of providing social support to individuals during war, considering Ukrainian and foreign experience, and preserving the life and health of people, their faith in a better life, and their own capabilities.

REFERENCES

- [1] Snoubar, Y., & Hawal, H. (2015). Young communities and the impact of wars and conflicts on the healthy growth of young people: Middle East as a model study. *European Journal of Interdisciplinary Studies*, 1(1), 129-136.
- [2] Zastrow, C. (2010, 2008). *Introduction to social work and social welfare empowering people*. Boston: Cengage Learning.
- [3] Layne, C., Pynoos, R., Saltzman, W., Arslanagic, B., Black, M., Savjak, N., Popovic, T., Durakovic, E., Music, M., Campara, N., Djapo, N., & Houston, R. (2001). Trauma/grief-focused group psychotherapy: school-based post-war intervention with traumatized Bosnian adolescents. *Group Dynamics: Theory, Research, and Practice*, 5(4), 277-290. doi: 10.1037/1089-2699.5.4.277.
- [4] Burnell, K.J., Coleman, P.G., & Hunt, N. (2006). Falklands War veterans' perceptions of social support and the reconciliation of traumatic memories. *Aging & Mental Health*, 10(3), 282-289.
- [5] Keane, T.M., Scott, W.O., Chavoya, G.A., Lamparski, D.M., & Fairbank, J.A. (1985). Social support in Vietnam veterans with posttraumatic stress disorder: A comparative analysis. *Journal of Consulting and Clinical Psychology*, 53(1), 95-102.
- [6] MacGeorge, E.L., Samter, W., Feng, B., Gillihan, S.J., & Graves, A.R. (2007). After 9/11: Goal disruption, emotional support, and psychological health in a lower exposure sample. *Health Communication*, 21(1), 11-22. doi:10.1080/10410230701283272.
- [7] Nazzal, F.I., Cruz, O., & Neto, F. (2017). Psychological problems among the Palestinian university students on the West Bank. *Bioscience Biotechnology Research Communications*, 10(2), 76-81. doi:10.21786/bbrc/10.2/13.
- [8] Perlman, D., & Peplau, L.A. (1984). Loneliness research: A survey of empirical findings. In L.A. Peplau, & S. Goldston (Eds.). *Preventing the harmful consequences of severe and persistent loneliness* (pp. 13-46). Washington, DC: Government Printing Office.
- [9] Steenkamp, M.M., Schlenger, W.E., Corry, N., Henn-Haase, C., Qian, M., Li, M., Horeh, D., Karstoft, K.I., Williams, C., Ho, C.-L., Shalev, A., Kulka, R., & Marmar, C. (2017). Predictors of PTSD 40 years after combat: Findings from the National Vietnam Veterans longitudinal study. *Depression and Anxiety*, 34(8), 711-722. doi:10.1002/da.22628.
- [10] Hunt, N., & Robbins, I. (2001). World War II veterans, social support, and veterans' associations. *Aging & Mental Health*, 5(2), 75-182.
- [11] Gorbunova, V.V. (2016). Promoting the social environment to the recovery and growth of the individual in post-traumatic states and disorders. *Science and Education*, 5, 40-44.
- [12] Tsarenko, L. (Ed.) (2018). *Fundamentals of rehabilitation psychology: Overcoming the effects of the crisis*. (Vol. 2). Kyiv.
- [13] Tytarenko, T.M. (Ed.). (2017). *Ways to increase the social and adaptive capabilities of man in experiencing the consequences of traumatic events*. Kropyvnytskyi: Imex-LTD.
- [14] Tytarenko, T.M. (2018). *Psychological health of the individual: Means of self-help in terms of long-term trauma*. Kropyvnytskyi: Imex-LTD.

- [15] Turinina, O.L. (2017). *Psychology of traumatic situations*. Kyiv: SE "Ed. House "Staff".
- [16] Don't be left alone: How social support improves our mental health. *MH4U*. Retrieved from <https://www.mh4u.in.ua/shukayu-dopomogu/ne-zalyshatysya-sam-na-sam-yak-soczialna-p/>.
- [17] Norris, F.H., Stevens, S.P., Pfefferbaum, B., Wyche, K.F., & Pfefferbaum, R.L. (2008). Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness. *American Journal of Community Psychology*, 41(1-2), 127-150. doi: 10.1007/s10464-007-9156-6.
- [18] Cohen, S., & Wills, T.A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357.
- [19] Alphass, F., Long, N., & Blakey, J. (2004). Post-traumatic stress disorder, social support and cognitive status in community-based older veterans. *Australasian Journal on Ageing*, 23(2), 97-99.
- [20] McKinnon, M. (2022). Trauma from Ukraine War likely to have long-lasting impact, especially on children, says PTSD researcher. Retrieved from <https://brighterworld.mcmaster.ca/articles/trauma-from-ukraine-war-likely-to-have-long-lasting-impact-especially-on-children-says-ptsd-researcher/>.
- [21] Sarason, I.G., Sarason, B.R., Potter, E.H. 3rd, & Antoni, M.H. (1985). Life events, social support and illness. *Psychosomatic Medicine*, 47(2), 156-163.
- [22] Dirkzwager, A.J.E., Bramsen, I., Henk, M., & Ploeg, V.D. (2003). Social support, coping, life events, and posttraumatic stress symptoms among former peacekeepers: a perspective study. *Personality and Individual Differences*, 34(8), 1545-1559. doi: 10.1016/S0191-8869(02)00198-8.
- [23] King, D.W., King, L.A., Foy, D.W., Keane, T.M., & Fairbank, J.A. (1999). Posttraumatic stress disorder in a national sample of female and male Vietnam veterans: Risk factors, war-zone stressors, and resilience-recovery variables. *Journal of Abnormal Psychology*, 108(1), 164-170. doi:10.1037//0021-843x.108.1.164.
- [24] Duru, E. (2007). Re-examination of the psychometric characteristics of the multidimensional scale of perceived social support among Turkish university students. *Social Behavior and Personality: An International Journal*, 35(4), 443-452. doi: 10.2224/sbp.2007.35.4.443.
- [25] During the war, most Ukrainians began to communicate more often with their relatives – a poll. (2022). Retrieved from <https://zn.ua/ukr/UKRAINE/pid-chas-vijni-bilshist-ukrajintsiv-pochali-chastishe-spilkuvatisja-z-ridnimi-opituvannja-.html>.
- [26] Sixth nationwide poll: Adaptation of Ukrainians to the conditions of war (March 19, 2022). Retrieved from https://ratinggroup.ua/research/ukraine/shestoy_obschenacionalnyy_opros_adaptaciya_ukraincev_k_usloviyam_voyny_19_marta_2022.html.
- [27] The first days of a full-scale war in Ukraine: Thoughts, experiences, actions. (2022). Retrieved from <https://cedos.org.ua/researches/pershi-dni-povnomasshtabnoyi-vijny-v-ukrayini-dumky-perezhyvannya-diyi-analitychna-zapyska-z-pershymy-rezultatamy-doslidzhennya/>.
- [28] The war in Ukraine: The sociological dimension. Retrieved from https://oper.so/pdf/war_in_Ukraine.pdf.
- [29] Cherry, K., & Morin, A. (2020). How social support contributes to psychological health. *Verywellmind*. Retrieved from <https://www.verywellmind.com/social-support-for-psychological-health-4119970#:~:text=Social%20support%20refers%20to%20the,when%20they%20are%20in%20need>.
- [30] Cohen, S. (2004). Social relationships and health. *American Psychologist*, 59(8), 676-684. doi: 10.1037/0003-066X.59.8.676.
- [31] Jacobson, D.E. (1986). Types and timing of social support. *Journal of Health and Social Behavior*, 27(3), 250-264. doi: 10.2307/2136745.
- [32] Meyes, S., & van. Elderen, T. (2002). Psychology of health and stress. In M. Eysenck (Ed.), *Psychology: A comprehensive approach*. Minsk: Novoye znaniye.
- [33] Almedom, A.M. (2004). Factors that mitigate war-induced anxiety and mental distress. *Journal of Biosocial Science*. 36(4), 445-461. doi: 10.1017/S0021932004006637.
- [34] Peer support. (2022). Retrieved from <https://www.mentalhealth.org.uk/a-to-z/p/peer-support>.
- [35] Hall, J.C. (2009). Utilizing social support to conserve the fighting strength: Important considerations for military social workers. *Smith College Studies in Social Work*, 79(3), 335-343. doi: 10.1080/00377310903115465.
- [36] Eighth National Survey: Psychological Markers of War. (2022). Retrieved from https://ratinggroup.ua/files/ratinggroup/reg_files/rg_ua_1200_psychomarkers_042022_v____press_0001.pdf.
- [37] Bodenmann, G. (2005). Dyadic coping and its significance for marital functioning. In T.A. Revenson, K. Kayser, & G. Bodenmann (Eds.), *Couples coping with stress: Emerging perspectives on dyadic coping* (pp. 33-49). Washington, DC: American Psychological Association.
- [38] Reis, H.T., & Shaver, P. (1988). Intimacy as an interpersonal process. In S.W. Duck, D.F. Hay, S.E. Hobfoll, W. Ickes, & B.M. Montgomery (Eds.), *Handbook of personal relationships: Theory, research and interventions* (pp. 367-389). Oxford: John Wiley & Sons.
- [39] Snoubat, Y. (2021). Social work practices and enabling the integration of students from war and conflict zones. *Humanities & Social Sciences Communications*, 8, article number 323. doi: 10.1057/s41599-021-01009-z.
- [40] McVay, C.J. (2015). *Everything changed: Experiences of international students affected by a home country crisis* (Master's thesis, University of Nebraska-Lincoln, Lincoln, USA).

- [41] Burnell, K.J., Coleman, P.G., & Hunt, N. (2010). Coping with traumatic memories: Second World War veterans' experiences of social support in relation to the narrative coherence of war memories. *Ageing & Society*, 30(1), 57-78.
- [42] Badr, H., Barker, T.M., & Milbury, K. (2010). Couples' psychosocial adaptation to combat wounds and injuries. In S. MacDermid Wadsworth, & D. Riggs (Eds.), *Risk and resilience in U.S. military families*. New York: Springer.
- [43] Gunaratnam, H.R., Gunaratnam, S., & Somasundaram, D.J. (2003). The psychosocial effects of landmines in Jaffna. *Medicine, Conflict and Survival*, 19(3), 223-234.
- [44] Geuzinge, R., Visse, M., Duyndam, J., & Vermetten, E. (2020). Social embeddedness of firefighters, paramedics, specialized nurses, police officers, and military personnel: Systematic review in relation to the risk of traumatization. *Frontiers in Psychiatry*, 11. doi: 10.3389/fpsy.2020.496663.
- [45] Post, S.G. (2005). Altruism, happiness, and health: It's good to be good. *International Journal of Behavioral Medicine*, 12(2), 66-77.
- [46] Somasundaram, D., & Sivayokan, S. (2013). Rebuilding community resilience in a post-war context: Developing insight and recommendations – a qualitative study in Northern Sri Lanka. *International Journal of Mental Health Systems*, 7, article number 3. doi: 10.1186/1752-4458-7-3.
- [47] Official website of Ministry and Committee for Digital Transformation of Ukraine. Retrieved from <https://thedigital.gov.ua/news>.
- [48] Official website of Ministry of Education and Science. Retrieved from <https://mon.gov.ua/ua/tag/psikhologichna-dopomoga>.
- [49] The ICIP is launching the Joint Platform for Culture and Media during the war. (2022). Retrieved from <https://www.kmu.gov.ua/news/mkip-zapuskaye-obyednanu-platformu-kulturi-ta-media-pid-chas-vijni>.
- [50] Combined platform of culture and media during the war. Retrieved from <https://united.mkip.gov.ua/>.
- [51] Harvey, M.R. (1996). An ecological view of psychological trauma and trauma recovery. *Journal of Traumatic Stress*, 9(1), 3-23. doi: 10.1002/jts.2490090103.
- [52] Bhugra, D., & Bhui, K. (Eds.). (2007). *Textbook of cultural psychiatry*. Cambridge: Cambridge University Press. doi: 10.1017/CBO9780511543609
- [53] Hobfoll, S.E. (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70(4), 283-315.
- [54] Brand communication on social networks in wartime. (2022). Retrieved from <https://cases.media/article/brend-komunikaciya-v-socialnikh-merezhakh-u-voyennii-chas>.

Людмила Володимирівна П'янківська

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

Соціальна підтримка особистості в умовах війни: український і зарубіжний досвід

Анотація. У статті висвітлено соціальну підтримку особистості в умовах війни як потужний інструмент впливу на особистість. Саме тому, що в державі триває війна, проблематика дослідження набуває все більшої актуальності. Соціальна підтримка як складний феномен стосується особливостей взаємодії особистості із соціальним середовищем та характеру впливу на неї під час військових дій. Метою статті є дослідження досвіду надання соціальної підтримки особистості в умовах війни. Автор задля досягнення мети й усебічного представлення досліджуваної тематики спирається на комплекс взаємопов'язаних наукових теоретичних методів дослідження, серед яких аналіз та синтез, взаємозв'язок, моделювання, порівняння та систематизація, а також узагальнення наукових джерел. Констатовано, що соціальна підтримка особистості є досить багатоформною, має «амортизаційний» характер і виступає одним зі стилів копінг-стратегій поведінки людини. Установлено, що вона загалом будується навколо «Я-концепції» особистості, а під час війни – підтримує психологічний баланс особистості й виступає ресурсом для виживання. Визначено, що соціальна підтримка особистості на мікрорівні в умовах війни базується на сім'ї і членах родини, що допомагають переборювати травму, проявляють турботу та емоційну підтримку та є значимим ресурсом у складних життєвих обставинах. Важлива роль також відводиться соціальній підтримці друзів, сусідів і колег. Продemonстровано, що соціальна підтримка особистості на мезорівні під час війни сприяє збереженню цілісності особистості, її особистісному зростанню, самоактуалізації та інтеграції в нові реалії життя. Охарактеризовано особливості соціальної підтримки на макрорівні й установлено, що загалом вона виступає дієвим принципом утручань на різних етапах після травми, мірилом психічного здоров'я, сприяє зростанню та відновленню особистості й направляє її на саморозвиток. Стаття може бути корисною психологам, психотерапевтам, фахівцям соціальних служб, педагогам, волонтерам, що надають психологічну допомогу постраждалим в умовах війни, задля розуміння особливостей впливу соціальної підтримки особистості на її психічне здоров'я

Ключові слова: особистість, стрес, мікрорівень, мезорівень, макрорівень, посттравматичний стресовий розлад

**НАУКОВИЙ ВІСНИК
МУКАЧІВСЬКОГО ДЕРЖАВНОГО УНІВЕРСИТЕТУ
СЕРІЯ «ПЕДАГОГІКА ТА ПСИХОЛОГІЯ»**

Науковий журнал

Том 8, № 2. 2022

Заснований у 2015 р. Виходить чотири рази на рік

Оригінал-макет видання виготовлено
у редакційно-видавничому відділі Мукачівського державного університету

Літературний редактор:

М. Ковінько

Редагування англomовних текстів:

А. Кравченко

Комп'ютерна верстка:

К. Соседко

Підписано до друку 30.06.2022 р. Формат 60*84/8

Умовн. друк. арк. 10

Тираж: 300 прим.

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>

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

Scientific Journal

Vol. 8, No. 2. 2022

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:

M. Kovinko

Editing English-language texts:

A. Kravchenko

Desktop publishing:

K. Sosiedko

Signed for print 06/30/2022. Format 60*84/8

Conventional printed pages 10

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>