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Organisation of Independent Cognitive Activity of Students of a Specialised School in a Chemistry Subject Based on the Project Method

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Abstract. The relevance of the study is determined as follows: insufficient attention to the educational and research activities of students in the process of learning various disciplines, in particular, chemistry; weak implementation of the potential of scientific disciplines for the educational and research activities of high school students; the need to develop the technology of creating educational research environment for secondary school students studying STEM subjects. In the conditions of constant development of science and technology, computerisation of society, integration of education and science, the requirements for graduates increase: with sufficient theoretical knowledge, it is necessary to be able to apply them in various life situations, predict possible consequences of decisions made, demonstrate social activity, interest in scientific problems and initiatives. The purpose of the study is to develop, theoretically substantiate, and experimentally test the content and pedagogical conditions of educational activities of high school students in chemistry classes. As a research method, a systematic approach was used when considering the phenomena of current chemistry teaching in the context of modern education, and a method of comparing chemistry teaching in Kazakhstan and other countries. The result of the study was the concept of a project method, which is based on a focus on the result that can be obtained when solving a specific practical or theoretically significant problem. To achieve such a result, it is necessary to teach children or adults to think independently, find and solve problems, acquire knowledge from various fields, be able to predict the results and possible consequences of various decisions, and be able to determine the causes, relationships, and consequences. It was concluded that the use of the project method increases motivation, develops creative abilities, personal qualities, and improves the learning material and knowledge of basic research methods

Keywords: chemical education, project implementation, child's potential, research activity, project method

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INTRODUCTION

One of the basic principles of didactics was and will remain the principle of student activity in the educational process. This principle assumes the quality of activity, characterised by a high level of motivation, a conscious need to acquire knowledge and skills, effectiveness and compliance with social norms [1]. The teacher should turn the learning

process from boring and monotonous to interesting and voluntarily complete [2]. One of the ways to achieve this is through the variety of pedagogical technologies used in the educational process. The main focus is on search, design, and research activities that allow the use of a personality-oriented approach to learning [3]. The founder of

the project methodology, W. Kilpatrick, defined its essence as follows: "This is a method of purposeful activity related to solving a school problem in a real situation" [2]. This method involves the transition from listening and information of passive perception to action and the acquisition of new knowledge through the experience of a learning experiment, from memorisation and simple reproduction of educational material to a critical and creative understanding of the environment, from the teacher's instructions to a conscious and natural organised cognitive search [4]. The main difference of this approach is innovation and non-standard approach to problem solving, close connection with real-life practices and the development of special skills and abilities [5].

E.V. Zelenskaya [6] suggests that the project method offers the teacher the widest opportunities to change conventional approaches, forms, and methods of educational activity, and brings the entire system of teaching chemistry to a qualitatively new level. It helps organise educational activities, observing a reasonable balance between theory and practice, ensures the development of independence and activity, and unites children. P. Guo et al. [7] claim that the activity of the educational project is focused on the study of a completed academic subject or academic course. It is based on the development of cognitive abilities of students, the ability to independently project their knowledge, navigate the information space, the development of logical and creative thinking, and spatial imagination. According to T.-T. Wu and Y.-T. Wu: "The project method is a way to achieve a didactic goal through a detailed development of a problem (technology), which should end with a very real, tangible practical result, formulated in one way or another. The project method is always focused on the independent activity of students – individual, pair or group, which students perform for a certain period of time" [8].

E.V. Tyaglova [9] is convinced that studying chemistry at school contributes to the development of students' worldview and the general scientific world picture, students gradually understand the need for chemical education to solve everyday problems. While chemistry is being taught, the competence of moral behaviour in the environment increases. In the conditions of a sharp reduction in the time allotted for studying chemistry while maintaining the volume of its content, the student's interest in the subject decreases. T. Sasipraba et al. [10] suggest that it is necessary to organise the learning process in such a way that school-children accept chemistry as a necessary and in-demand science in life, as part of world culture, necessary for every educated person.

Thus, design and research methods are a tool that creates prerequisites for a decisive and independent understanding of the new, stimulating natural curiosity and a desire for the unknown. The result of such work is the self-realisation of the child through the development of abilities and the accumulation of individual experience. These methods can be used at any stage of training, in working with students of different age categories, and when

studying materials of varying complexity, they adapt to any academic subject, including chemistry. In this regard, one of the main tasks of the new educational standard of general education is to attract students to design and research.

The theoretical significance of the study is conditioned by the fact that its results expand knowledge about natural science education in the context of "educational activities and research for secondary school students", which reinforces the concept of teaching and learning. The practical significance of the study lies in the fact that its materials, results, and conclusions can be used by teachers to conduct research activities of students in the field of STEM subjects.

The purpose of the study is to develop, theoretically substantiate, and experimentally test the content and pedagogical conditions of educational activities of high school students in chemistry classes. To achieve the goal, it was necessary to solve the following tasks:

- to study the main pedagogical characteristics of the technology of design and research education;
- to investigate the main difficulties preventing the widespread use of the project method in teaching school chemistry;
- to develop a conceptual model of using the project method of teaching to eliminate the differences between the requirement for updated educational content and limited methods of implementing design and research activities in the extracurricular system of chemical education.

MATERIALS AND METHODS

The study was conducted during the 2021 academic year at Lyceum No. 8 for gifted children in the city of Pavlodar. The study involved 94 students of grades 9-11 aged 14 to 16 years. The methodological basis of the study consists of methods of analysis, synthesis, comparison, observation, induction, deduction, and generalisation. A systematic approach was used when considering the phenomena of the current teaching of chemistry in the context of modern education.

Analysis was used to investigate scientific and methodological literature. The synthesis was used to consider the main pedagogical characteristics of the technology of design and research education. The essence of the method of pedagogical observation was the organised perception of the pedagogical process in natural conditions. The observation was direct, indirect, and systematic. The methods of induction and deduction interacted with each other as a dialectical unity of cognition of the general and concrete. The comparison was used in the study of the peculiarities of teaching chemistry in Kazakhstan and other countries. With the help of the generalisation, the advantages of the methodology of setting mini-projects in the study of chemistry in a specialised school were discovered.

RESULTS AND DISCUSSION

In the concept of modernisation of the structure and content of education, the design and research activities of students are considered as advanced technology of practice-oriented and industry-specific training. Education is important content because it helps students express themselves, as well as:

- understand activities from a social, personal, and strategic perspective related to cognitive interests, life, and professional projects;
- learn to set goals to achieve important results;
- master the techniques of self-education and self-organisation;
- develop the ability to aggregate, combine, and consolidate information from various sources;
- consider problems, make assumptions, and demonstrate intellectual abilities;
- make choices and decisions.

The project method is based on the development of the student's cognitive skills, the ability to independently

construct their knowledge and navigate the information space, find and solve problems, attract knowledge of various fields for this purpose, the ability to predict the results and possible consequences of various decisions, the ability to report on the causes and consequences of communication (Fig. 1). It allows solving the tasks of teaching and developing various intellectual abilities, critical and creative thinking. The implementation of the project method and the research method in practice leads to a change in the position of the teacher. From a carrier of ready-made knowledge, the teacher will turn into an organiser of the cognitive activity of students, a teacher as a leader and an instructor.

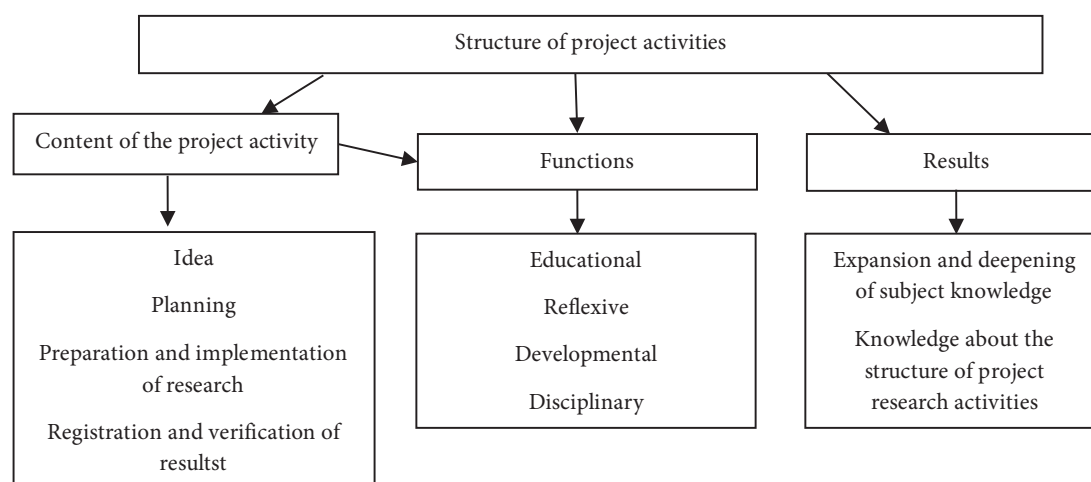


Figure 1. Structure of project activities

Next, the study considers the main pedagogical characteristics of the technology of design and research education and the possibilities of its application in the industry-specific training of high school students. The main purpose of specialised training in design technology:

1) to acquaint students with the subject and interdisciplinary material with socially, scientifically and practically significant problems characteristic of specialised education, vocational training, and professional activity, and ways to solve them;

2) to involve students in dynamic and real activities, in experiencing real events and feelings, allowing students to understand the social and personal significance of this activity and its results, evaluate their preferences, and ability to perform actions with characteristics for a certain profile;

3) stimulate students' interest in solving problems independently:

- for the acquisition of knowledge from various fields that can be used in life, in future professional activity, to continue training in the chosen profile;
- achieve a real result that has social and personal significance;
- creative activity in the development of new objects.

It is possible to establish education at a sufficiently high level only with a very small group of students, since this requires certain capabilities and training. In addition, the

complexity of these works excludes the possibility of simultaneous execution of a large number of them. Therefore, the research is usually conducted as an individual task; it is not necessarily related to the subject of the school chemistry or other individual tasks that are performed in parallel by other students.

Applied topics can be divided into several categories. First of all, these are tasks for the installation of visual aids, exhibits, tests for use in lessons. In some cases, such work may be performed by order. Their creative element is overcoming the difficulties associated with the shortage of some materials, replacing them with others, searching for optimal modes for conducting experiments, etc. For example, it is possible to simulate the catalytic synthesis of sulphuric acid by selecting the presence of a catalyst from the available test material, the optimal gas flow rate, etc.

In preparation for the topic "Dissociation of electrolytes", students will be able to demonstrate that the electrical conductivity of the solution increases with the generation of salts by choosing the optimal size and shape of the substance (acid, base), their concentration, indicator, and instrument during the neutralisation reaction. The second category includes research tasks, the results of which have minimal social significance and cannot be announced in advance. For example, a teacher can ask students to develop

a tool to measure the carbon dioxide content in the atmosphere and monitor the composition of the air in the classroom from one to six hours, or use another tool to systematically measure the oxygen concentration under the ice of a river in winter.

The third category includes tasks whose results may have a practical result. These include work on drawing up soil maps necessary for the proper use of fertilisers in the fields, determining the concentration of pollutants in the environment, analysing water from natural sources, etc. Chemistry is an experimental science, attempts to study the basics of chemistry without laboratory work are doomed to failure. Therefore, purely literary versions of research are much less effective than chemical experiments. Although the literary version of a licensed work is widely distributed, only in rare cases it can be classified as a research work. Most often, when developing projects, these are fragments of more or less successful information from several sites.

When organising research work, it is necessary to consider that, as in a real study, the results may not meet the expectations of the experimenter. The student should be directed to such an opportunity from the very beginning. Next, the study lists the main difficulties that prevent the widespread use of the project method in teaching school chemistry. Firstly, there is a shortage of teachers who are able to effectively implement project science. It is clear that the project manager must be highly qualified, have a good chemical education, which is rare in the teaching environment. The project manager should be enthusiastic, because project activities require a lot of time and energy. A significant part of the time is spent searching for reagents and materials needed for testing and for literature.

The experience of teachers in the practice of implementing group projects, when two or three people participate in the project, shows that it is often difficult to assess the real contribution of each participant. An objective disadvantage is an inequality in the assimilation of educational material in comparison with the classical explanatory and illustrative method of teaching: scientific sections directly related to the topic of the project, and those that are far from the project are usually not affected at all. Another objective problem is a noticeable decrease in the basic training of schoolchildren, and hence students in the future. This is especially true of creative research skills, which are clearly explained by the growing formalisation of school subjects and knowledge testing methods.

How can students be encouraged to implement technological projects in practice? The study suggests that it is advisable to start with the application of competence-oriented tasks. Their solution is possible in the classroom, during the independent work of high school students. They are divided into contextual tasks, situational tasks, and practice-oriented tasks. A large number of definitions are given in the scientific and methodological literature. Here are some of them.

“Contextual (context) task is a motivational task of describing a specific life situation related to the existing socio-cultural experience of students (known data); a

need-based (unresolved) task consisting in analysing, understanding and explaining the situation or actions in it, and the result of solving the problem is an educational task and awareness of its personal significance” [6]. Next, the study considers an example of such a task that can be used in the topic “Monatomic alcohols” in the 10th grade: “Iodine tincture or a 5% alcohol solution of iodine is used to treat the skin around the lesion, such as wound. Calculate how many grams of crystalline iodine and what volume of 100 ml of alcohol with a density of 0.7893 g/ml should be taken to prepare 200 g of solution?” Situational tasks are tasks focused on the step-by-step processing of mental actions in the process of working with scientific material: familiarisation – understanding – application – analysis – synthesis – evaluation. Here is an example of a problem we have constructed that can be applied in the 10th grade in the topic “Haloalkanes”: “For the treatment of warehouses, as well as grain, vegetables, and fruits in warehouses and holds, fumigation with vapours of some organochlorine and organobromine compounds, such as dichloroethane and methyl bromide, was previously used. At the same time, dichloroethane was widely used for treating empty warehouses, and methyl bromide was widely used for treating fruits and grains. Explain the benefits of methyl bromide.”

Practice-oriented tasks are tasks that develop students’ practical skills and form an understanding of where, how, and for what the acquired skills are used in life [11]. Practice-oriented tasks allow combining knowledge, encourage high school students to use additional sources of knowledge, which increases motivation for learning in general and ultimately affects the quality of learning [12]. Here is an example of one of the tasks developed and used by us in the topic “Aldehydes” of the 10th grade: “A gas weapon is a self-defence weapon designed to temporarily neutralise the enemy with the help of a gas or aerosol cloud. Such a cloud has in its composition irritants that cause reactions when they get on the mucous membrane or skin and affect the respiratory tract:

1. Determine the formula of the substance that is part of the gas cloud, if it is known that the mass fractions of hydrogen, oxygen and carbon, respectively, are equal to 6.67%, 53.33%, 40%.
2. Specify the class to which this compound belongs, give a trivial name and its name in accordance with the systematic nomenclature, write its molecular and structural equation.
3. What properties can this substance have? Write down the reaction equations.”

The most difficult tasks for the teacher, which they must develop and perform for the student, are problem-creative tasks of an experimental nature, close to mini-projects [13]. Consistently using the above types of tasks in chemistry lessons (applying them as students’ mental activity becomes more complicated), leads students first to mini-projects, and then to research projects. After studying the updated content of the chemistry subject in high school, the following projects reflecting the current problems of our time and the regional component are offered:

“Plastic life: Formaldehyde and we” (10th grade, the topic “Aldehydes”), “Koumiss: The secret of a living drink” (10th grade, the topic “Monatomic alcohols”), “Kazy-karta: A delicacy of nomads” (10th grade, topic “Esters. Fats”), “Dietary supplements: Excess or necessity?” (10th grade, topic “Carboxylic acids”), etc. They can be used at the end of the study sections or at the end of the study quarter.

Ultimately, a fairly wide range of reagents is usually required to conduct a chemical experiment within the framework of the project, and the school administration, insuring against possible accidents, does not always participate both in the purchase of reagents and in the experimental work of students. This circumstance is another obstacle to the organisation of student research directly at school. Modern Kazakh education is more focused on the use of project technology in the extracurricular learning system. However, it is possible to use the main form of education – a lesson, but there are very few such serious methodological developments for the implementation of educational projects in chemistry in the Kazakh literature.

According to P.A.S. Moreira and V.E. Lee [14], the use of the project method allows changing priorities from the assimilation of ready-made knowledge to the active and independent cognitive activity of each student. In the process of such work, not only the student, but also the teacher acquires new experience and improves their skills. According to A.A. Gumusay and T.M. Bohne [15], it is very important that children learn to evaluate the results of their actions and bring them to public discussion. The project method always involves solving a problem, which includes, on the one hand, the use of a set of methods and various learning tools, and on the other hand, the need to integrate knowledge and skills from different fields of science, technology, and creative fields. S.G. Shcherbakova [16] suggests that the chemistry course in environmental content projects allows:

1. To reveal the special role of chemical science in the fight against environmental ignorance, which manifests itself in deep-rooted ideas that chemistry is “to blame” for the current environmental situation.

2. To involve students in research work on the study of the state of the natural environment.

3. To instill in students a sense of personal responsibility for its preservation.

E. Polat [17] classifies projects according to their content: intellectual, material, environmental, service, and

complex; I.D. Chechel – by the nature of the dominant activity in the project and by the subject and content industry [18]. C. Macariu et al. [19] argue that the implementation of the project method is possible without destroying the system of lessons. Using simple lessons in which people listen and repeat what they hear, a teacher should try to move the student into an active position: not only to master what is already ready for them, but also to organise educational activities independently or together with the teacher, to receive and analyse information in various decision-making situations. For example, a teacher can declare the purpose of the lesson. Then the students are passive. However, if they explain the reason for looking at the phenomenon under study and do not rush to set a goal, but ask the children to do it, thereby transferring the trainees to an active position, the development of a universal goal-setting skill will begin [20].

CONCLUSIONS

Thus, as evidenced by practice, project activity contributes to the development of a new type of student who has the skills and abilities for independent constructive work, who has collaboration and interaction with purposeful methods of activity, equipped with self-education experience. Most importantly, participation in the project allows the student to get a unique experience that is impossible with other forms of education. Participation in the creation of the project has the greatest impact on those classes where students are overloaded with unstable attention and low interest in the subject. Project activity leads to a diverse and emotional colouring of educational activities, relieves fatigue, develops attention, intelligence, mutual assistance, contributes to the development of the ideological position of students.

A partial approbation of the methodology for setting up mini-projects during chemistry classes at a specialised school has already shown the advantages of this method: the development of techniques for self-extraction of knowledge, the ability to operate with knowledge from different subject areas, the ability to construct small research papers. Thus, using project technologies in modern schools when teaching chemistry, it is possible to significantly develop the key competencies of high school students. The purpose of further study is to find the best ways to organise school projects of various types that develop the educational and research activities of students.

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Організація самостійної пізнавальної діяльності учнів профільної школи під час вивчення хімії на основі методу проєктів

Анотація. Актуальність теми зумовлено низкою нагальних проблем: недостатня увага до навчальної та дослідницької діяльності учнів у процесі вивчення різних дисциплін, зокрема хімії; слабка реалізація потенціалу дисциплін наукового циклу для навчально-дослідницької діяльності старшокласників; необхідність розробки технології створення та розвитку навчально-дослідницького освітнього середовища для учнів середніх шкіл, які вивчають наукові цикли. В умовах постійного розвитку науки та технологій, комп'ютеризації суспільства, інтеграції освіти та науки вимоги до випускників зростають: володіючи достатнім обсягом теоретичних знань,

потрібно вміти застосовувати їх у різних життєвих ситуаціях, прогнозувати можливі наслідки ухвалених рішень, демонструвати соціальну активність, дослідницький інтерес до наукових проблем, ініціативу. Мета дослідження – розробити, теоретично обґрунтувати та експериментально апробувати зміст і педагогічні умови навчально-дослідницької діяльності учнів старших класів освітніх закладів під час вивчення хімії. Як методи дослідження використано системний підхід для розгляду явищ нинішнього викладання хімії в контексті сучасної освіти та метод порівняння щодо викладання хімії в Казахстані та інших країнах. Результатом дослідження стала концепція проектного методу, в основі якого – спрямованість на результат, який можна отримати вирішуючи конкретне практичне або теоретично значуще завдання. Для досягнення такого результату необхідно навчити дітей чи дорослих самостійно мислити, виявляти та розв'язувати проблеми, набувати знань у різних галузях, передбачати результати та можливі наслідки різних рішень, визначати причини, взаємозв'язки та наслідки. Зроблено висновок, що використання проектного методу підвищує мотивацію, розвиває творчі здібності та особисті якості, сприяє кращому засвоєнню навчального матеріалу, допомагає освоїти основні дослідження

Ключові слова: хімічна освіта, реалізація проектів, потенціал дитини, дослідницька діяльність, проектний метод

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The Role of a Student's Personality Typology in the Perception of Educational Material in a Medical Higher Education Institution

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Abstract. The relevance of the study is conditioned by the fact that each student of a higher education institution, in particular in the medical field, is a person, who has their own worldview, temperament, and personality, perceives the educational material differently, and therefore, requires an individual approach to learning. The purpose of the study is to determine the role of student typology in the perception of educational material. The research methods were individual typological questionnaires by L. Sobchuk and "Goal-Means-Result" by O. Karmanov. Students of the second and fourth years of study took part in the survey. It was found that among the fourth-year students, introversion and sensitivity reached the lowest indicators, against the background of increased anxiety, lability, extraversion, spontaneity, aggressiveness, and rigidity. In the second-year students, introversion reached higher scores than anxiety and lability. In the training system, both in the second and fourth years, there is a high motivation to study the material, but the achievement of the desired result is found to be higher among the second-year students. Students of the second and fourth years of study have harmonious and accentuated features that would help them choose their future profession. However, the fourth-year students who are inclined to leadership and have a well-formed mindset always focus their attention on the specific chosen medical field. Confidence in own knowledge sometimes leads to the establishment of an incorrect conclusion, since in medicine there is always a comorbidity of conditions. Knowledge of the students' typology would help the teacher determine the characteristics of each student and find the right approach to the presentation of educational material, which would contribute to a better perception of medical topics

Keywords: individual typological questionnaire (ITQ), Goal-Means-Result questionnaire, type of thinking, extraversion, introversion, sensitivity, motivation, purposefulness, harmonious traits, accentuated traits, leadership

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INTRODUCTION

This issue concerns current students who will become specialists and professionals in the future. This is why science is focused on finding sources of motivation for successful professionalisation and self-actualisation of a person.

Knowledge of personality typology will help teachers choose the right tactics for presenting educational material to medical students and develop clinical thinking, which would allow them to become a professional in the future.

The literature repeatedly describes professional choice [1], the development of a student's personality [2], highlights the idea of social [3] and professional [4] success, and the development of a student's personality [5].

Based on the results obtained by I. Zymnia, the studentship is a social category and is united by the higher education institution, is characterised by a high cognitive and educational level, social activity, and intellectual social maturity. It is during the period of socialisation that professional interests, self-improvement, and self-affirmation in life and future profession are formed [3].

E.P. Humenna described a strong professional orientation; improvement, "professionalism", "sense of duty", responsibility, independence in training and career, social, spiritual, and moral maturity, and readiness for future practical work [6].

L. Mitina presented a model of adapted behaviour based on algorithms and patterns developed and rooted in society [7]. The stages of professionalisation described by the researcher include self-determination, self-expression, and self-realisation. Development of periodisation, which was presented by T. Kudryavtseva described professional development, and it was repeatedly analysed in the papers by E.M. Abiltarova [8].

During the period of development of the individual as a professional, with the emergence of professional intentions, established vocational training, entry into the profession [9], the realisation of the individual in the profession and attention to crisis situations arising from disagreements between the expected and the actual result and leading to the establishment of a new conception of the activity later on [10]. Knowledge of typology would allow the teacher to find the right approach for presenting the material to students for better perception [11; 12; 13].

M.I. Dyachenko and L.A. Kandybovych identified three types of students, namely, their inclinations, which were highlighted and analysed by E.P. Humenna [6]. *The first type* is based on targeted professional training, which is maintained throughout the period of study. *The second type* includes a partial focus (uncertainty) in relation to the future profession. *The third type* consists of students who have no focus in their studies (negative attitude) [14; 15].

Notably, most students are representatives of the second type [6; 16]. S.S. Vitvytska [17] in her study on higher school pedagogy notes that G.A. Nagorna divides students into four groups depending on the type of thinking:

- high – creative thinking;
- sufficient – reproductive and creative thinking;
- medium – reproductive thinking;
- low – intuitive thinking.

M. Mishchyshyn presented an analysis of the results obtained by S. Solodukha, V. Lisovskyi, M. Fitzula, and I. Kozubovska [18], who highlighted the following typologies:

- typology with a bias towards linguistics (a branch of linguistics, the purpose of which is to consider the general laws of different languages that are not related to each other by origin or mutual influence);
- typology with a focus on anthropology (a branch of science that studies human evolution, bodily nature, the establishment of various human races and their variations in physical structure);
- typology with a focus on theology (a branch of science that studies religion, the subject of which is God);
- typology with a focus on biology (a branch of science that studies living things and their diversity);
- typologies with a focus on psychology (a branch of science that studies the types of character of people based on psychological characteristics or classification of mental properties, traits, complexes, etc.);
- personal typologies (a branch of science that studies human personality types) [13; 19].

Evaluating various typologies, it can be stated that it is the typology that is formed from the influence of the surrounding social environment, personality traits, and religion [14; 20].

M. Weber laid the *specificity of social action* as the basis of typification, more specifically, the degree of its rationality, K. Marx – *belonging to a certain socio-economic formation and a certain class*. According to E. Fromm, the dominant character type is *a form of human interaction with society*. According to Fromm, the core of the personality structure, which is inherent in most members of the same culture, is precisely conditioned by this interaction, in contrast to the individual character, which is different in people of the same culture [15; 21]

According to K. Jung, typology is a system of individual attitudes and behavioural stereotypes, divided into such typological groups as personal attitudes (introversion and extraversion) and functions (thinking, feelings, sensation and intuition), each of which can act in an introverted or extroverted way. This allows the medical student to develop clinical thinking in the future and make the correct conclusion about the formulation of the diagnosis [16; 22]. It is the socio-psychological state of the future student as a specialist that allows purposefully influencing the process of self-realisation and professionalism among students [23]. This study is aimed at evaluating the personal typology of a student in a higher medical educational institution.

The purpose is to consider the personal psychology of medical students and its impact on the perception of scientific material. Having established which personal types of students of medical specialities belong to, the teacher would be able to choose the right approach individually to each student, which would increase the professionalism of the future doctor.

MATERIAL AND METHODS

The study involved 37 second and fourth-year students, of whom 65% (n=24) were second-year students and 35% (n=13) were fourth-year students. Two lines of research were created. The first line is the assessment of personality types using an individual typological questionnaire (ITQ) [9] among medical students. The second line of research is the assessment of the perception of scientific material, considering the type of each student. The age range was 19-22 years, including 62% (n=23) of women and 38% (n=14) of men (Fig. 1).

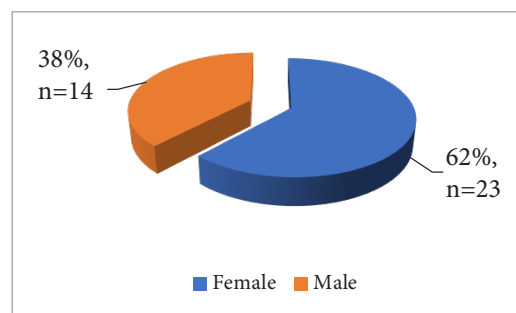


Figure 1. Distribution of students by gender

The study was based on a survey of students using an individual typological questionnaire (ITQ) proposed by L.M. Sobchuk in 1996 [9; 10]. The survey was conducted anonymously during the academic year (2021-2022) on the premises of Bukovinian State Medical University.

The survey contains 91 questions, 17 of which form a control scale. This survey is based on the individual and personal properties of a person, psychology, social adaptation, perception, and sociability.

Each answer is worth 1 point. The sum of points evaluates the result according to the following criteria:

- 0-1 point – reduced emotionality of the student (poor understanding of the material or false answers during the survey);
- 3-4 points – harmonious personality (considered the norm);
- 5-7 points – accentuated traits or moderate severity;

8-9 points – emotional tension, lack of adaptation (or difficult adaptation).

There are 8 scales on the diagram, which are combined into four pairs – extraversion-introversion, spontaneity-sensitivity, anxiety-aggressiveness, rigidity-emotionality. Questionnaire “Goal-Means-Result” by O. Karmanov [12], was used to investigate the features of the activity structure. The maximum number of points per question was 9 points. Statistical analysis was performed using the SPSS Statistics 17 Multilanguage software suite.

RESULTS AND DISCUSSION

According to the survey, among the second-year students, introversion reached 9 points, anxiety and lability – up to 5 and 6 points (Fig. 2).

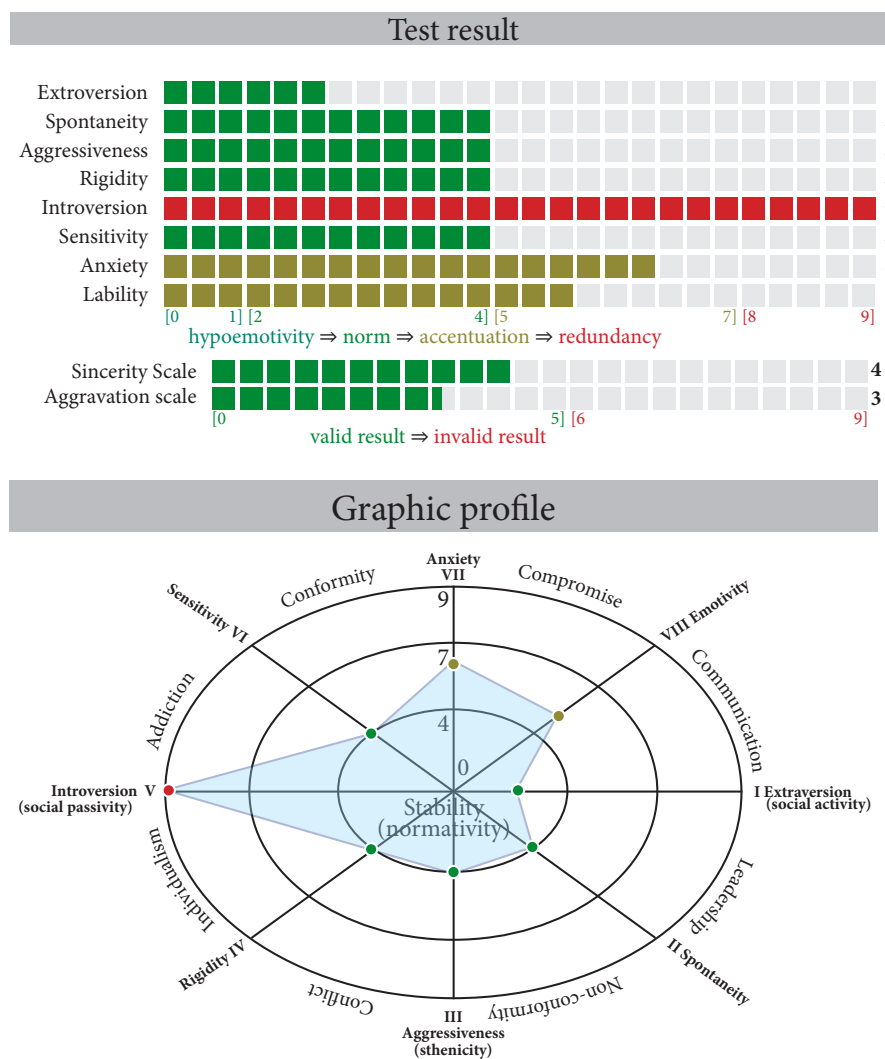


Figure 2. Example of survey results among the second-year students.

Among the fourth-year students, these indicators, namely, introversion reached 1 point, anxiety and lability – up to 6 and 7 points. However, extraversion, spontaneity, aggressiveness, and rigidity achieved high scores (from 7-8 points). And the sensitivity reached up to 2 points (Fig. 3).

The sensitivity scale combined with extroversion and aggressiveness forms a “strong” (hypersthenic) type of behaviour. At the same time, sensitivity combined with introversion and anxiety forms of typologically “weak” (hyposthenic) constitutional type [12]. The scale of stiffness

and lability forms mixed variants in relation to purely hypersthenic and purely hyposthenic. The style of interpersonal behaviour according to the conformal type is based on the typological properties of anxiety and sensitivity, and with increased indicators, it is manifested by an excessive focus on generally

accepted norms of behaviour. Evaluating the overall indicators of the two groups according to the years of study, it can be stated that for the fourth-year students, all indicators exceed 1.5-2 times compared to the second-year students, with the exception of rigidity, and aggravation and sincerity scales.

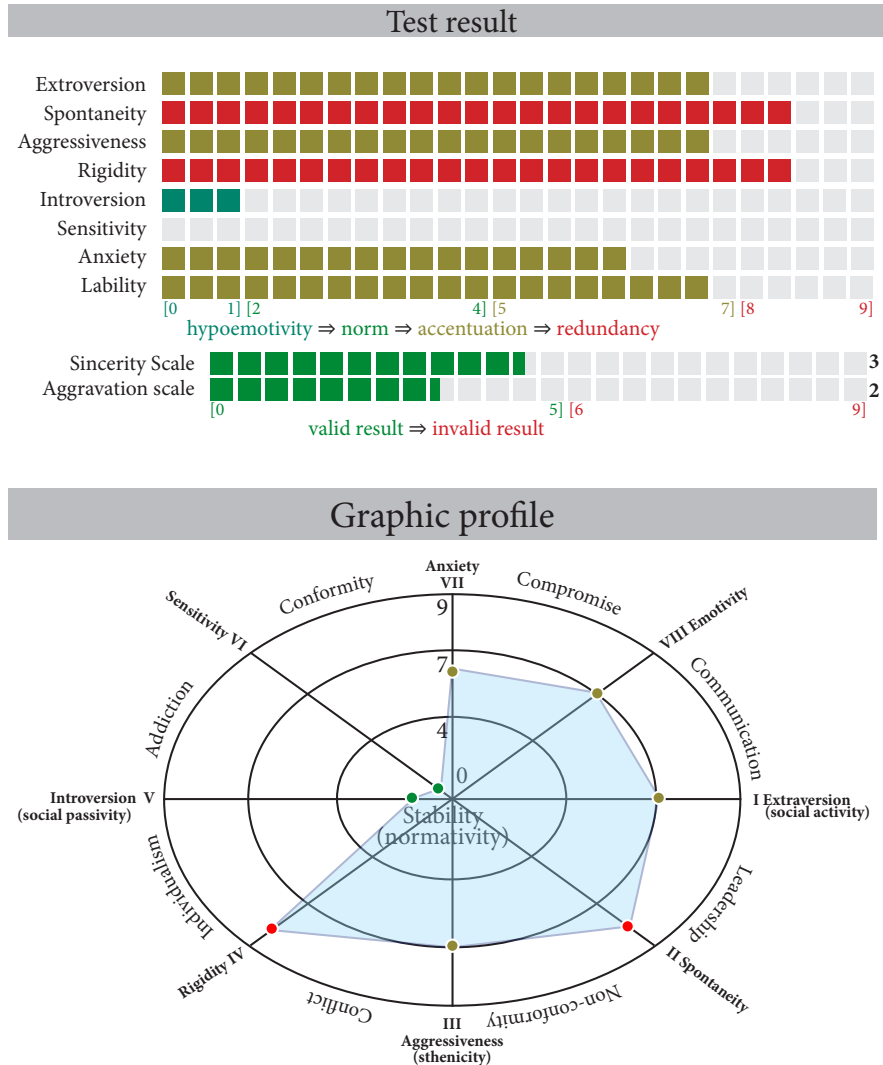


Figure 3. Example of survey results among the fourth-year students

Increased anxiety combined with emotional instability forms such quality as compromise, when a person seeks self-affirmation, but at the same time avoids conflict with the reference group. The style of dependent interaction with the micro-society comes from an increase in indicators on the scales of introversion and sensitivity (sensitivity and change of media, which affects the pronounced need for deep and permanent attachment and protection from a strong personality), since these tendencies create the ground for behaviour that aims to avoid conflict and find a gentle social niche [13]. Leadership manifests itself with moderate indicators of independence in decision-making, enterprise, and the desire to be a leader rather than a follower, and is formed by a combination of moderate indicators of spontaneity and extraversion. With

high scores (6-7) on these scales, the style of interpersonal behaviour is characterised by confidence and an inability to obey older people, and with a score of 8-9 points, the traits of self-love and megalomania are revealed. The highest scores on the extraversion scales are manifested by communication skills. Social passivity is based on introversion and manifests itself as a reduced external response with richer internal activity and high reflexivity. Social activity is associated with the severity of extroversion and manifests itself with a tendency to broad social contacts in the absence of a tendency to introspection. Individualism, as a style of interpersonal behaviour, is formed by a combination of increasing indicators on the scale of introversion and rigidity, and the stability of personal, sometimes quite different and subjective opinion is manifested [24].

The combination of increased indicators of rigidity and aggressive scales is manifested in the style of conflict and nonconformant behaviour.

Thus, the fourth-year students were found to have pronounced accentuated traits, self-confidence, and rapid adaptation that characterise "leadership". However, in the second-year students, these features were not very pronounced and there was harmony in the individual typological state. Such students, with a "low" adaptive level, a slight "ignorance" of themselves, listen to the opinion of researchers and teachers of higher educational institutions, which allows them to direct them to the right decision in their future profession. The fourth-year students have passed all this in previous years of study, so their typology is already "more or less" clear, and they have a goal in front of them and are clearly moving towards it. However, only

those teachers and researchers who work in a narrow profile (for example, cardiology, nephrology, etc.) will have an impact on the assessment of the material and the correct conclusion.

According to the questionnaire on learning styles and features "Goal-Means-Result" by O. Karmanov, it was found that by having a goal and perseverance, the goal will always be achieved. Using the example of the questionnaire of the second-year students, the goal was 3 points out of 9, and the result was 1 point out of 9.

According to the questionnaire, the same trend is observed among the fourth-year students, but sometimes the result is undesirable, according to the expected one. Comparing the results of a survey of the second and fourth year students, they have high scores on the goal and means of achieving it, but the results will always be different (Fig. 4).

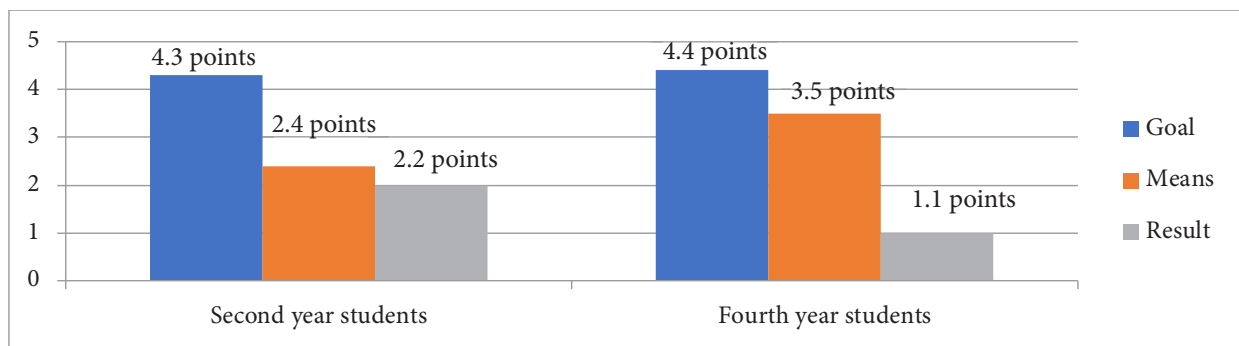


Figure 4. Comparative characteristics of the survey results among students of the second and the fourth year of study

When interviewing students, it was found that the first type was observed more often in the fourth-year students, the second type – in the second-year students, and

only the third type was found among the second and fourth year students (Fig. 5).

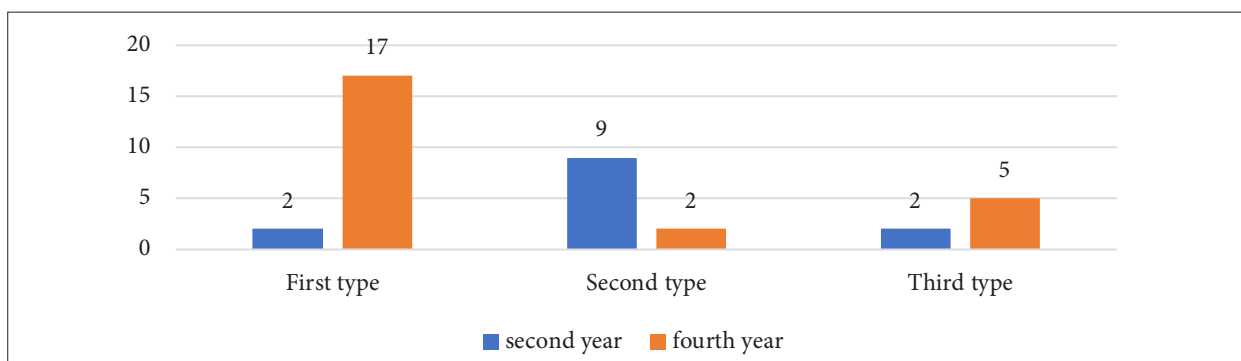


Figure 5. Types of medical students

CONCLUSIONS

At the present stage of scientific development, this problem is reflected in research: the professional "self-Image" (Jenert T., Brahm T., Gommers L., Kühner P) [25], which is an integral part in the development of the future medical professional) [26].

Therefore, the study of typology would allow the teacher to individually choose an approach to each of the students for further self-realisation and successful self-improvement in the future profession.

Studying the typology of students of the second and fourth years of study, it can be argued that the second-year students according to ITQ have harmonious and accentuated traits that help them in mastering scientific material. These traits allow novice students to consciously and thoroughly prepare for classes and draw conclusions only on the basic knowledge obtained "for the first time". Similar traits can be found among the fourth-year students, but high self-esteem and rapid adaptation sometimes allow ignoring the

study of topics according to the curriculum. It is the type of “leadership” among such students that allows them to fulfil their goal, sometimes with negative results. According to the study, it was revealed that medical students of the second and fourth years of study have a goal, certain means to achieve it, and get approximately the expected result. However, it is the above-mentioned features among the fourth-year medical students that reduce the result obtained in comparison with the second-year students. Therefore, the considered type of “leadership” allows senior students, without studying the educational material, to draw their conclusions based on previously studied basic material. However, the conclusions drawn by the fourth-year medical students are not always correct. Studies have shown that there are three types of medical students. The first type (complete purposefulness)

was found among all the groups under study, but the highest indicators were reached in the fourth-year students. In contrast to the second type (partial purposefulness), the indicator of which was more pronounced in the second-year medical students. The third type (negative attitude to learning) was found among the groups in the second and fourth years of study, but these indicators were insignificant and isolated.

For teachers, in the future, knowledge of typology will allow them to take a more thorough approach to analysing the material and choose the right approach to presenting it to each student. An individual approach to the students’ personalities as future doctors would allow them to form clinical thinking based on the acquired knowledge and practice, which would help them become a professional in the medical field.

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Роль особистісної типології студента у сприйнятті навчального матеріалу в закладі вищої освіти медичного спрямування

Анотація. Актуальність публікації зумовлено тим, що кожний студент, який навчається в закладі вищої освіти, зокрема медичного спрямування, є особистістю, має власний світогляд, темперамент та індивідуальність, по-різному сприймає навчальний матеріал, а тому потребує індивідуального підходу до навчання. Мета статті – визначити роль типології студента у сприйнятті навчального матеріалу. Методами дослідження стали опитувальники індивідуально-типологічні за Л. Собчик та «Ціль – засоби – результат» за О. Кармановим. В опитуванні взяли участь студенти II та IV курсів навчання. Установлено, що серед студентів IV курсу інтроверсія та сенситивність сягала найнижчих показників, на фоні підвищеної тривожності, лабільності, екстраверсії, спонтанності, агресивності та ригідності. У студентів II курсу інтроверсія сягала вищих балів, ніж тривожність і лабільність. У системі навчання як і в II, так і в IV курсу спостерігається висока умотивованість до вивчення матеріалу, але досягнення бажаного результату виявлена вища в студентів II курсу. Студенти II і IV курсів мають гармонійні та акцентуальні риси, що допоможуть їм у виборі майбутньої професії. Однак студенти IV курсу, які схильні до лідерства й мають сформоване мислення, завжди зосереджують свою увагу на конкретному вибраному медичному напрямі. Упевненість у власних знаннях інколи призводить до формування неправильного висновку, оскільки в медицині є завжди коморбідність станів. Знання про типологію студентів допоможе педагогу визначити особливості кожного студента та знайти правильний підхід до подачі навчального матеріалу, що сприятиме кращому сприйняттю медичних тем

Ключові слова: індивідуально-типологічний опитувальник (ІТО), опитувальник «Ціль – засоби – результат», тип мислення, екстраверсія, інтроверсія, сенситивність, умотивованість, цілеспрямованість, гармонійні риси, акцентуальні риси, лідерство

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Emotional and Behavioural Reactions of High School Students with Special Educational Needs (Hearing Impairments) under Stress

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Abstract. The relevance of the study is conditioned by the constant stress in which Ukrainians live today. The paper also considers this issue from the standpoint of the period of collective stress, which depends not only on the individual's own tendency to anxiety or neurotic reactions, but also on the social environment. The study is also relevant because it reveals the main ways of helping a psychologist in such situations: the process of support, the development of positive thinking, which will be combined and directed to constructive reflection. The problem of collective or personal stress is the consequences that lead to panic attacks, emotional burnout, neuroticism, and other neurological complications, in particular, in young people (high school age, adolescence), when the psyche undergoes constant changes, is prone to suggestion and does not yet have clear guidelines for life movement. In such conditions of stress, two ways of personal transformation are possible – destructive and constructive. Therefore, the purpose of the study is a praxeological investigation of the emotional and behavioural reactions of high school students with special educational needs, identifying the state of anxiety and stress levels that affect their regulative sphere in general. The following theoretical approaches were used: deductive (axiomatic, hypothetical and deductive) – for a systematic description of the phenomenon under study; inductive (to establish patterns, systematisation, typology based on the results of empirical research), and special empirical: psychological diagnostics of stress level “Test to determine the level of stress” (V. Shcherbatykh), “Methods of perceptual assessment of the type of stress resistance” (N. Fetiskin), “Methods for detecting personal and situational anxiety” (C. Spielberg); methods mathematical statistics. As a result of the survey, a relatively similar but rather high level of stress and anxiety was found in high school students with special educational needs. In addition, it is determined that the prevailing beliefs and behavioural strategies that do not allow adapting to new living conditions are dominated by negative information selection and globalisation of the smallest problems. The main manifestations of stress are identified, such as: depressive states, post-traumatic stress disorders, neurotic states, fears, and many other post-stress reactions of the psyche and body. The indicators of anxiety, stress tolerance, and general stress level showed high correlations, which indicates a low level of resistance of the growing personality in conditions of uncertainty, changes, personal and social crises. It was found out that now the main task of psychologists is correctional and explanatory, therapeutic, correctional work with children with special educational needs, especially during age-related crises

Keywords: children with special educational needs, hearing, high school age, stress tolerance, stressors, stress resistance, distressors, anxiety

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INTRODUCTION

In modern political, economic, socio-cultural changes and constant dynamic situations of rearrangement (change of leadership and leading areas of activity, in particular regarding educational processes, social instability, lack of finances, rising prices, military operations), the importance of psychological understanding, determining the possibilities of effective management of one's behaviour and emotional states increases in society. The concepts of stress, stress tolerance, and stress resistance are increasingly discussed in the psychological literature, as they largely determine whether a person will experience distress in response to a particular event.

Stress tolerance of a person is the ability to overcome difficulties, regulate emotions and behaviour, understand the appropriate moods of others, showing self-control and tact in appropriate situations [1]. Stress tolerance is determined by a set of personal qualities that allow a person to endure significant intellectual, volitional, and emotional loads due to age-related characteristics of activity, without special harmful consequences for life, others, and their own health.

At the same time, there are multidirectional influences in society, many of which have a stressful effect on a person, in particular, on a person with special educational needs, especially during the period of study in schools and other educational institutions. The causes of stress, for example, in high school students studying in special educational institutions, can be high stress from a large amount of information, the requirements of certain achievements on the part of parents, and the pressure from the family or teachers. Close people constantly demand high grades, specific behaviour, appropriate emotions, participation in social and academic life, and leadership among peers from a teenager, which can create an excessive burden.

The response to stress is different for every teenager. Some people become depressed and withdrawn, wary of their peers, do not communicate with students, may not have contact with people at all, and become timid. Some show stress in the form of aggressive outbursts, irritability, or inability to control their behaviour [2].

Many papers have focused on the study and distribution of stress into physiological and mental ones. Physiological stress is a condition that is directly associated with a real stimulus, catalyst, or trigger. Psychological stress differs from physiological stress in that for a person, in particular, with special educational needs, it is as if "illusory", fictional, far-fetched, created by neurotic characteristics of a child/adult, their temperament, ability to react to certain events and perceive them (as a big evil, or as a petty problem). Psychological stress is inextricably linked with the experience of a person, previous injuries, and images in life. There is a classification of psychological stress into emotional and informational. Informational, mainly related to the load and overload of the educational and cognitive field of a child/adult. For example, when a student is unable to complete a specific task, set a task, make a quick decision, or take responsibility for assigned tasks. This type of stress

is characterised by memory loss, decreased concentration, and increased distraction [3].

Emotional stress occurs in situations of threat, danger, resentment, threats, bullying in the school environment, or among the immediate environment of a person with special educational needs, in particular, with hearing impairments, etc. If an older student remains face-to-face with their experiences and emotional problems for a long time, there is an increase in tension, anxiety, and sleep worsens. For example, tidy students can become, on the contrary, unkempt, and sociable students – withdrawn, introverted. During emotional stress, depression, helplessness, and emotional outbursts may occur. This type of stress is dangerous because its manifestations may include thoughts and phrases that contain a threat of suicide [4; 5].

LITERATURE REVIEW

Stress is a very serious problem, almost throughout the entire life of the individual, but it worsens precisely in adolescence, (or during age-related crises), in high school. Therefore, it is scientifically and practically justified that it is necessary to form stress resistance starting at preschool age, so that in later life it is easier to adapt to external and internal factors that provoke stress. The review of psychological and pedagogical literature determines the categorical vision of the problem by different researchers, from the standpoint of different approaches. Thus, it was found that in the encyclopaedic dictionary stress is defined as: "a set of protective physiological reactions that occur in the body of animals and humans in response to the influence of various adverse factors" [6; 7].

Despite the fact that many studies are devoted to the problem of stress, there are relatively few publications investigating the nature of stress tolerance, especially with regard to the emotional and behavioural aspect. Modern researchers pay special attention to identifying the determinants of resistance to psychological stress, its manifestations in educational activities, and in the professional development of the individual [8; 9].

At the same time, practical psychologists and psychotherapists are particularly interested in the phenomenon of stress and stress tolerance of individuals with special educational needs, in particular, those with hearing impairments in high school age due to their connection with emotional manifestations, behavioural characteristics and reactions and, accordingly, insufficient knowledge.

The appearance of disharmonious and deforming components that negatively affect the quality of life, such as anxiety (situational and personal), emotional negative manifestations, neurotic states, behavioural disorders, and much more actualises consideration of the resistance of older schoolchildren with hearing impairments to stress, which does not contribute to the development of stress tolerance (as noted by practitioners, psychologists, and social workers in an institution with children of the specified age with hearing impairments).

In the modern Ukrainian academic literature, the problem of stress resistance was considered by A. Baranovska [10], D. Doroshenko [8], N. Smik [3], O. Lozenko [13] et al.

Thus, according to D. Doroshenko [8], the stability and maturity of the individual is closely related and considered together with the skills of a senior student with special needs to focus on certain goals, with the nature of the time perspective, the organisation of their activities. The problem of the influence of the personal factor in overcoming stress is investigated by A. Makgrat [11], P. Thoit [12], T. Bates [14] & F. Spinath [14], A. Slyzkyi [6] et al.

Researchers have focused special interest on the problem of the behaviour of individuals with special educational needs (in difficult life circumstances that arise in the process of coping-life activity, which is called coping strategies. The main research is also reflected in the papers of foreign researchers R. Lazarus [5], St. Korek [2], A. Makgrat [11], M. Molit [12], P. Thoit [12].

Thus, A. Makgrat defines stress as a significant imbalance between requirements and the ability to react in conditions where failure to comply with the requirement leads to important consequences of loss of personal integrity, impaired mental activity, psychosomatic or neurological reactions of the individual [11].

Stress causes a number of reactions in the body of a child and an adult. These are biochemical changes, physiological, psychological, etc. This is conditioned by the historical and genetic features of the human body, which thus protected itself and activated its defence mechanisms as quickly as possible, helped a person fight the enemy, the elements, etc. The term "stress" reflects three main aspects of stress, which are the focus of modern research in special psychology:

- stress as a situation or its inherent factors that require additional mobilisation and changes in the behaviour of a person with special needs;
- stress as a condition that activates a number of specific physiological and psychological manifestations;
- stress as delayed negative consequences of acute experiences that violate the legal capacity and health of a person with special needs.

In order to be correct in terms of the term "stress", the study will consider the definition of stress as the body's reaction to external factors. To describe the negative effects of stress, the definition or scientific category "distress" will be used. In turn, as noted by D. Zillmann, external factors that cause stress are called "stressors" [15].

Researchers and practical psychologists suggest that stress occurs only when negative events occur: the death of a loved one, divorce, job loss, conflicts, etc. This is a big mistake. Any changes, both positive and negative, are the mechanism that triggers the stress response [15]. In psychology, such changes and factors that affect a person with special needs, in particular, with hearing impairments, are called a source of stress, an irritant, or as already noted – a stressor [3].

When a stressor appears, a critical situation is created, that is, the student cannot live as before, but still does not

know how to do otherwise. This is called maladjustment. Thus, in the life of a student, stress appears – an attempt by the body to adapt in a certain way to new conditions. Changes can be either negative or positive: a wedding, the birth of a child, a promotion, etc.

The development of stress and adaptation to it goes through several stages: the stage of mobilisation (anxiety), resistance (stability), exhaustion. The stage of mobilisation or anxiety, which is also called an emergency stage [7]. During this period, all protective functions of the body and resources of the individual with special needs are mobilised [10]. The stage of resistance and stability is the stage of counteraction. If the causes of stress at the first stage could not be eliminated, the student's body is rebuilt and personal resources are spent on fighting the stressor, and the body's functions begin to work for exhaustion. The stage of exhaustion is similar to numbness, deprivation of strength and the ability to move. A person is not able to adequately assess the situation and make certain effective decisions, acting automatically [10].

Going through each stage of stress depends on:

- the level of resistance of the body of a person with hearing impairments;
- intensity and duration of stressor exposure;
- personal significance of the stress factor for a student with hearing impairments;
- adaptive flexibility [8].

The tendency to stress and the peculiarities of its course depends on the mental health of the individual at a certain point in time (when an event occurs that is a stressor for the individual). Conversely, a person's mental health is closely related to the stress response. Investigating the category of "stress", "stress tolerance" O. Lozenko [13] identified five categories of possible consequences of stress:

- 1) subjective – anxiety, aggression, depression, fatigue, mood deterioration, low self-esteem;
- 2) behavioural – tendency to accidents, alcoholism, substance abuse, emotional outbursts, excessive food consumption, smoking, impulsive behaviour;
- 3) cognitive – impaired attention functions, decreased mental activity;
- 4) physiological – increase in blood glucose levels, increase in blood pressure, dilated pupils, a variable feeling of heat and cold;
- 5) organisational – absenteeism, low productivity, job dissatisfaction, decreased organisational efficiency and loyalty.

Therefore, providing parents with the safety of the child's mental state is the most important condition for the prevention of stress and depressive disorders in people with special needs, in particular, those with hearing impairments in high school age.

In scientific theory, there are attempts to describe the effect of anxiety levels on stress resistance in older schoolchildren. Thus, according to the theory of St. Korek [2], children of high school age with an adequate level of emotional stability, confident in themselves and their abilities, capable of controlling their behaviour and emotions, with a

low level of situational and personal anxiety calmly perceive reality, stress-resistant, easily solve complex life problems, without conflict.

High school students who are unable to control impulsive drives and emotions are influenced by feelings and circumstances that depend on mood. According to D. Doroshenko [8], they have low discipline, a high level of anxiety, and a low level of stress tolerance.

There are differences in the degree of expression of a number of personal properties between unstable and stress-resistant high school students [3]. Thus, emotionally stable high school students are more distinguished by their orientation to contacts with people, to the outside world. They are also more determined, active, and realistic [2]. Their emotionally unstable classmates are more prone to anxiety, more withdrawn, irritable, anxious, prone to doubt, focused on failure, prone to unbalance, excitability, or passivity [8].

Considering the scientific category of stress tolerance, then, for example, A. Slyzkyi [6] characterises stress tolerance as a special interaction of all components of mental activity, in particular emotional ones. The researcher emphasises that stress tolerance "... can be more specifically defined as a personality trait that ensures a harmonious relationship between all components of mental activity in an emotionogenic situation and thereby contributes to the successful performance of activities."

O. Lozenko [13] defines stress tolerance as a special interaction of all components of mental activity, including emotional ones. In the study, stress tolerance is considered as a complex property of a special needs student, which is characterised by the necessary degree of adaptation to the influence of extreme external and internal factors in the process of life and the process of growing up (living an age-related personal crisis). Stressful effects on older students with hearing impairments can be carried out at home and on the educational territory.

For example, an irrational way of life, lack of freedom of movement, insufficient exposure to fresh air, poor, irrational nutrition, improper organisation of sleep and rest, authoritarianism of communication with adults or peers, bullying, unjustified restriction of freedom of schoolchildren, intellectual and physical activity, even bad weather conditions or geomagnetic storms, etc. [10].

But, despite the definitions of various authors, the central link of stress is the very non-specific reaction of the body, which, regardless of the cause of stress, has its own patterns of development. Important in this case is such an ability of the student's personality as "stress tolerance". Because stress tolerance is the ability of a person to overcome extreme situations based on their own self-esteem, self-attitude, and self-regulation. Stress tolerance is a specific type of resource for a person (child/adult) that allows them to respond to a stressor, providing a positive response to a stable type of behaviour, emotional responses, etc.

The purpose of the study is an identification and experimental verification of emotional and behavioural reactions of high school students with special educational needs (in particular, people with hearing impairments) under

stress. The goal was to achieve a step-by-step solution of the following tasks:

- determine the conditions and possible causes of stress for people of high school age with special educational needs (in particular, those with hearing impairments);
- state the stress level of people of this age category with hearing impairments;
- outline the condition and main stress factors in high school students with hearing impairments;
- identify the leading conditions that affect stress tolerance and compliance of the state of emotional and behavioural reactions of people of high school age with hearing impairments with the level of stress that was established (based on the results of testing, conversations, and observation).

MATERIALS AND METHODS

General scientific and specific research methods (observation, conversation) and special empirical methods were used to solve these problems and ensure the reliability of the obtained conclusions and results. Among the main empirical methods of psychological diagnostics, such methods were used that determine the stress resistance of students, the level of stress at the time of diagnosis, the state of the emotional and behavioural sphere of schoolchildren, depending on life difficulties, indicators of tension or stress in people with hearing impairments of the specified age. The diagnostic procedure was started in early 2021 (*Due to the social situation in the country, its continuation is difficult, and accordingly, corrective measures were also taken. Since it was planned to conduct a comparative analysis with similar methods of older otologically normal schoolchildren.*)

Observation and conversation allowed verifying the results obtained through testing. Since, despite the validity of the methods used, older students often have no desire to pass any tests, the desire to answer at random in order to quickly go about their business (go home, communicate with peers, etc.). In addition, conversations were conducted with educational staff (teachers, social workers), who could also provide additional information, confirm, or focus on certain details of the behaviour of certain students, which in the future (not at the time of diagnosis, after receiving "clean" data) helped during psychological sessions, correctional work and psychological therapy.

Psychological survey of the stress level was diagnosed by the "Test to determine the level of stress" (V. Shcherbatykh) [16], "Methods of perceptual assessment of the type of stress resistance" (N. Fetiskin) [17], "Methods for detecting personal and situational anxiety" (C. Spielberg) [18]. The results were processed and confirmed by mathematical and statistical analysis.

The surveys were conducted on the premises of the Communal Institution of the Lviv Regional Council "Podkamynsk Special School of I-III stages with Advanced Vocational Training"; "Zhytomyr Special School No. 2" of Zhytomyr Regional Council; Special Boarding School of I-III stages in Kyiv; Terebovlia Rehabilitation Training Centre; and Compensatory Preschool Educational Institution No. 582 in Kyiv.

The study involved older students aged 15-17 years (grades 9, 10, 11). The sample consisted of 167 people (87 girls and 80 boys). By age criterion: at the age of 15 years – 61 people, 16 years – 57 people, 17 years – 49 people.

RESULTS AND DISCUSSION

It is especially important for older students to develop a natural protective response that ensures that stress does not have a detrimental effect on health and well-being. It is possible to develop a defence mechanism, because stress resistance is not an innate quality. The tips below will help develop this essential quality for children with hearing impairments in high school age: first, to define values and priorities. The basis for developing stability is the correct definition and clear differentiation of things that are important for the student and unimportant. Most of the experiences of schoolchildren (and therefore teenagers) are often associated with certain small, insignificant events, things, situations that they hyperbolise, due to the peculiarities of their age. Thus, if a high school student has a clear distinction between what is truly precious, important, valuable, and important in their life, most of the stress can be avoided.

Second, it is the ability to let go of negative emotions. Emotions of the personality of an older student, especially with special needs, are an area that is quite difficult to self-regulate and self-control. But such control should be taught to such a child from childhood. It is worth remembering that negative ones most often occur without the permission of the individual, so a teenager (a high school student) cannot always prevent their appearance, but we can always help them. If parents are not able to teach their child the regulation of emotional states themselves, they can contact specialists of a special educational level, in particular, psychologists or psychotherapists. Older students, from primary school age, even at the preschool stage, need to be taught a culture of emotions so that they do not accumulate negative, destructive emotions.

Third, the ability to analyse and filter information. Logical thinking classes are very useful for this purpose for high school students. Logic is a tool that allows quickly finding an explanation of what is happening, and realising what impact it would have on future life and events. If a person is taught to analyse information and think about the logical development of events, then it is possible not only to develop resistance to stress but also to develop intelligence. Logic is developed by games, classes, reflections, or even ordinary computer strategies, which are so popular today among high school students.

Fourth, it is a personal example that the most effective way to develop stress tolerance in an older student with hearing impairments and in general a person with special educational needs, it is important that the child sees how their parents cope with stimuli, how they manage their emotions. Children, even older schoolchildren (teenagers) adopt their parents' behaviour patterns, so if a family needs help with a child, then it is the parents who need to set an example through their own behaviour, actions, etc.

The choice of environment is important. From adolescence, it is necessary to teach the child to choose the environment and people to communicate with. So-called "toxic" relationships can also occur between people during adolescence, and they need "resource" communication to grow and gain positive experiences.

Similar studies on the level of stress and stress tolerance in adolescence of persons without psychophysical disorders (high school) were conducted by L. Kurbatova [19], S. Laika, O. Fedoruk, [20]. The results obtained were somewhat opposite to those described in this study of children with special needs. Since researchers have identified a higher level of anxiety at the beginning of adolescence, when there are changes in interests, social circles, etc. And in children with special educational needs, the predominant stress and an increase in the level of anxiety can be observed in 16-17 years – the period when it is necessary to go into adulthood, choose among the possible (acceptable, that is, depending on the characteristics of development of their business, activity, profession). Thus, children with typical development have other worries at this age: who to be friends with, how people perceive them, how to become a leader. Only a small percentage of high school students think about the professional aspect of life, because they are convinced that everything is decided by their parents, so the personal issues come to the fore. Children with special needs, in particular, those with hearing impairments, have a number of formed fears and a high level of anxiety. These fears relate to professional choices, personal relationships, and their place among peers with typical development. (**which will be discussed in more detail later*).

According to the results of diagnostics of senior schoolchildren with hearing impairments "Test to determine the level of stress" (V. Shcherbatykh) [16], intellectual, behavioural, emotional, and physiological signs of stress were established:

- emotional signs: anxiety, increased anxiety, suspicion, negative mood, pessimism, feelings of constant melancholy, depression, irritability, fits of anger, emotional "dullness", indifference, cynical and inappropriate humour, decreased sense of self-confidence, decreased satisfaction with life, feelings of alienation, loneliness, loss of interest in life, decreased self-esteem, the appearance of feelings of guilt or dissatisfaction with oneself or own work (which was performed by a high school student);

- behavioural signs: loss of appetite or overeating, an increase in mistakes during the performance of habitual actions, fast or, conversely, slow speech, trembling of the voice, an increase in conflict situations at school or in the family, chronic lack of time, a decrease in time devoted to communication with relatives and friends, loss of attention to one's appearance, unkempt, untidiness, antisocial, conflict behaviour, low productivity, sleep disorders or insomnia, the beginning of smoking or alcohol consumption;

- physiological signs: pain in various parts of the body of an indeterminate nature, headaches, increased or decreased blood pressure, rapid or irregular pulse, digestive

disorders (diarrhoea, bulimia, anorexia, etc.), impaired breathing, a feeling of tension in the muscles, increased fatigue, trembling in the hands, convulsions, the appearance of allergies or other skin rashes, increased sweating, rapid increase or loss of body weight, decreased immunity, frequent ailments (skipping school classes, even remote ones, no strength to get up, headaches, weakness, etc.);

– intellectual signs: preference for negative thoughts, obsessive thoughts, problems with concentration, deterioration of memory indicators, constant concentration and stopping of thoughts on a particular one, returning to it, increased level of distraction, problems with decision-making, prolonged fluctuations in the choice of a particular solution, negative dreams, nightmares, a large and frequent number of mistakes, especially during certain calculations, passivity, desire to shift responsibility to someone else, violation of logic, confusion of thoughts and thinking, impulsivity of behaviour, quick and ill-considered decisions.

The diagnostic results state 5 levels of stress in the surveyed individuals. The first level is characterised by the absence of any tension at the moment, no stress, and the person is calm. The second level indicates moderate stress, which can be compensated by rational use of time, periodic rest, and finding optimal ways out of the situation. The third level of stress indicates a fairly pronounced tension of the emotional and physiological systems of the body, which arose in response to a strong stress factor that the student could not compensate for. In conditions of this level of stress, it is necessary to use special methods of coping with stress and the corresponding conditions that accompany it. The fourth level indicates that the student has a strong state of stress, which requires the help of a psychologist or psychotherapist to successfully overcome. Such a high level also indicates that the body is on edge and cannot resist stressful situations. The fifth level of stress indicates the transition of the student's body to the most dangerous stage of stress – the depletion of adaptive energy reserves (Tables 1, 2).

Table 1. Comparative analysis of stress levels according to “Test to determine the level of stress” (V. Shcherbatykh) in older schoolchildren with hearing impairments (by age criterion, in %)

Levels	15 years old (61 people)	16 years old (57 people)	17 years old (49 people)
First level	49	37	41
Second level	27	28	16
Third level	11	11	19
Fourth level	9	13	15
Fifth level	4	11	9

Table 2. Summary values of correlations between indicators of stress level and the age of students who were tested (based on the results of an empirical study)

Stress levels in high school students	15 years old	16 years old	17 years old
First level	364	280	394
Second level	554*	551*	324
Third level	594**	598**	594**
Fourth level	546*	582*	554*
Fifth level	551*	774*	744**

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

Thus, according to the method “Test to determine the level of stress” (V. Shcherbatykh), many high school students have high indicators for the fourth and fifth levels, which indicate the depletion of adaptive energy reserves and low-stress capacity of the individual. Under such conditions, students definitely need the help of a psychologist or psychotherapist to avoid the destructive effects of stress on the body and mental state of a growing personality.

The tendency to stress is mainly characteristic of passive, dependent, highly anxious or prone to depressive, hypochondriac reactions of individuals, dysthymics and hypothyms. At the same time, it is possible to establish a link between depression, anxiety, and stress tolerance. The availability of stress for a high school student increases in conditions of lack of sleep, physical or mental exhaustion, after an illness, etc. Without a doubt, the natural (genetic)

strength and endurance of an older student against stress, that is, stress resistance, is of great importance.

Children are more stressed than adults. Thus, in early school age, physical and natural stressors have a stronger impact, and in adolescence – intellectual and emotional ones. In an adult and an older student, stress has both many common characteristics and differs in a number of features (emotional, behavioural, and physiological). What is commonplace for an adult can cause a violent psychosomatic reaction in a student, for example: to approach and ask a stranger how to get to a certain place, or a reaction to meeting the teacher on a day off during a walk. For an adult it is nothing special. A student may have a change in heart rate, wet palms, increased blood pressure, panic fear or irritation (reactions are very personal).

Based on the results of the “Methods for detecting personal and situational anxiety” (C. Spielberg) [18],

data obtained on situational and personal anxiety in older schoolchildren aged 15, 16, and 17 years indicate that students

are characterised by a high level of situational anxiety and a moderate level of anxiety (Table 3).

Table 3. Average indicators of the level of anxiety of older schoolchildren according to the “Methods for detecting personal and situational anxiety” (C. Spielberg) (in %)

Anxiety levels	15 years old	16 years old	17 years old
High level of situational anxiety	47	44	49
Moderate level of personal anxiety	40	43	46

At the age of 15, the indicator of situational anxiety is 47% and a moderate level of personal anxiety is 40%. At the age of 16, the indicators are also quite high, in particular, situational anxiety (44%) and moderate personal anxiety (43%).

In high school students aged 17, these indicators increase significantly, for example, the indicator of situational anxiety increases by an average of 4%, and personal anxiety – by an average of 2% (Fig. 1).

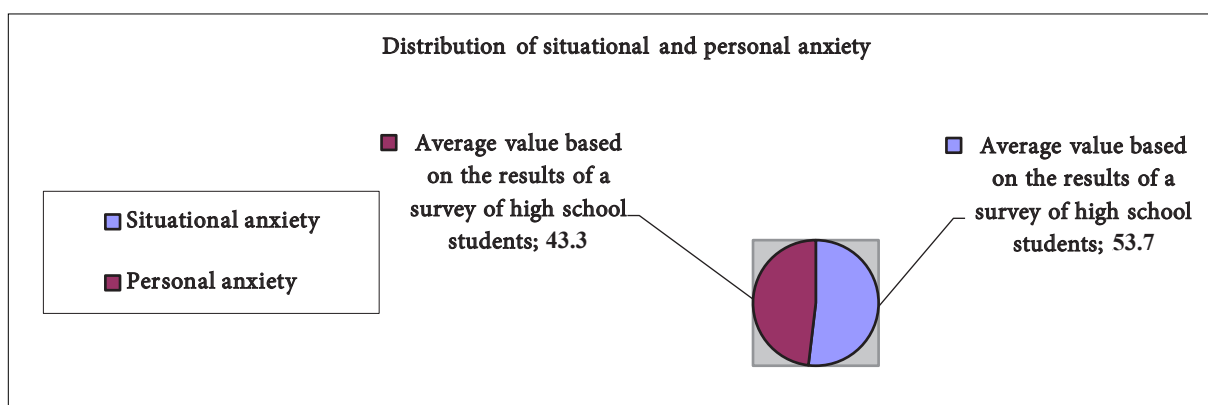


Figure 1. Average value of the level of personal and situational anxiety in older schoolchildren according to “Methods for detecting personal and situational anxiety”, %

Source: C. Spielberg [18]

There were almost no significant differences in the level of severity of situational and personal anxiety between senior students aged 15 and 16 years, but there was a difference in the attitude to stressful situations of senior students aged 17 years. For the specified age, it is worth remembering that any deviations from the norm of test results are a warning sign and require psychological help.

The world has changed and ceased to be at least relatively stable and understandable, and predictable. It is not just a large number of high school students who are in a state of ambivalence similar to schizophrenia. For example, during a meeting with friends, they want to hug and, at the same time, avoid it. Many people, especially in wartime, have lost their support, stability (relatives, homes, funds, etc.) and, therefore, do not trust any information, but at the same time constantly search for it on the Internet, subscribe to many channels in various messengers. It also increases the level of personal anxiety of older students who still have an underdeveloped mental reality.

In high school students, virtual communication now displaces the real and violates the sense of reality, creates illusions of perception. Long-term planning has become impossible, the ability to control the situation decreases, and, accordingly, the sense of security disappears. Thoughts about the possible bombing and death of their

own and loved ones arise in many people, especially different thoughts are formed in people aged 15-16 years.

The main task of a psychologist in such conditions is to support the process of developing ruminative thinking in combination and directing it to constructive reflection. Now all teenagers (high school students as well) are under collective stress, when two ways of personal transformation are possible – destructive and constructive [1; 4; 8].

Destructive: beliefs and behavioural strategies that do not allow adapting to new living conditions are dominated by negative information selection and globalisation of the smallest problems. As a result, these are depressive states, post-traumatic stress disorders, neurotic states, fears, refusal to continue studying – even remotely, etc. The desire to return to the old way of life and longing for it without considering the immutability of new circumstances, living in the illusion that nothing is happening – leads only to destructive states [1; 4; 8].

Constructive differs, as strange as it may sound, by accepting the situation and developing specific ways of action to solve specific everyday problems, consciously regulating the process of thinking about trauma, its impact on life, continuing education (if there are remote platforms) until they appear – self-education, self-preparation for future admission to higher education. Constructiveness means accepting

the situation, moving on to planning “here and now”. What a person can do constructively: being aware of and using effective ways to organise own life and help others. Supporting oneself, getting rid of guilt (that it is difficult to help, do something useful at this age, etc.), not being responsible for others, such as friends who have not left, or neglecting and hiding in a bomb shelter and the like [1; 4; 8].

According to the results of the “Methods of perceptual assessment of the type of stress resistance” (N. Fetiskin), it was established that 64% of high school students aged 15 years are characterised by a tendency to perceptual type A [17]. These individuals manifest instability in stressful situations quite often. 1.9% of representatives at this age have a perceptual type B, which means that they clearly define the goals of their activities and choose the best ways

and methods of achieving them, strive to deal with difficulties themselves, analyse difficulties and their occurrence, and draw the right conclusions. They can work for a long time under strong tension (both physical and psychological). They are able and strive to allocate time efficiently. Unexpected situations, as a rule, do not unsettle them.

That is, 1.9% of students in the study group are resistant to stress. 21.7% of students in the 15-year-old group are prone to type B, they most often show stress resistance, but not always. And 12.4% of the representatives of the study group have a low stress resistance, they are characterised by the desire to compete, achieve goals, are usually dissatisfied with themselves and their circumstances, and begin to strive, change new goals, often they show aggressiveness, impatience, hyperactivity (Table 4).

Table 4. Perceptual types of stress resistance of senior schoolchildren according to the “Methods of perceptual assessment of the type of stress resistance”, %

Types of stress resistance Age of schoolchildren	Type A	Predisposition to type A	Type B	Predisposition to type B
15 years old	64	12.4	1.9	21.7
16 years old	64	14.7	1.7	19.6
17 years old	66	16.5	2.3	16.2

Note: *Significance level $p < 0.05$

Source: N. Fetiskin [17]

Thus, the results of the study of the perceptual type of stress resistance indicate the presence in the group of people at the age of 15 who are prone to type A and type B. 1.9% of people have a high level of stress resistance and 64% have a low level of stress resistance, the rest of the subjects are prone to type A or type B.

According to the results of a survey of 16-year-olds, a predisposition or belonging to type A was revealed – 78.7%, and 21.3% predisposition or belonging to type B.

Data obtained in the group of high school students aged 17 indicate that 81.5% of students are predisposed to or belong to type A, and 18.5% of representatives of the study group are predisposed to type B. The distribution of students is shown in Table 3.

Significant differences in the level of stress tolerance were found between high school representatives aged 15 and 17 years with a significance level of $p \leq 0.05$. Average values indicate that in the 15-year-old group of people, students have less stress tolerance and most of them are predisposed to or belong to type A.

To identify relationships between indicators of stress levels, anxiety, and stress tolerance in high school students at different age stages, the obtained empirical data were subjected to correlation analysis.

Correlations between indicators of stress resistance and anxiety suggest that the indicator of the level of situational anxiety is negatively associated with indicators of stress resistance ($r = -0.42$, $p \leq 0.05$). This indicates that high levels of anxiety in various situations reduce the emotional resistance of a high school-age person to stress, such as in a

situation of anxiety. But the indicators of the level of stress resistance are positively interrelated with the indicators of personal anxiety ($r = 0.34$, $p \leq 0.05$), that is, the higher the indicator of the level of stress resistance, respectively, the lower the stress resistance of high school students, the higher the personal anxiety.

The results of correlation analysis in the studied groups of high school students indicate that there is a relationship between the indicators of stress resistance, anxiety, and the general level of stress, which is expressed in the fact that with low stress resistance, high school representatives are more prone to personal anxiety, which affects the level of stress, raising it to levels 4 and 5, when the individual is not able to manage their own emotions.

CONCLUSIONS

The conducted study contributes to the awareness of the need to develop stress tolerance, both situational and personal, and reduce the level of anxiety in older schoolchildren.

The results obtained revealed a high level of stress in older schoolchildren with hearing impairments. Data from a survey of schoolchildren indicate the need to develop stress tolerance, both situational and personal, and reduce the level of anxiety in students. It is especially important for older students with hearing impairments to develop a natural protective response that would allow stress not to adversely affect their health, well-being, emotions, and behaviour. Thus, the study established and outlined several tips for the subjects. And further research on the topic is planned with the development of a programme for older

schoolchildren, which would help develop stress tolerance and create trainings for children and parents on stress, stressors, and distress.

The problem of increasing the level of stress resistance in children of high school age with hearing impairments demonstrates disappointing conclusions, referring to the data obtained, it is possible to characterise a high level of stress and anxiety, which requires further conversations, observations, possibly the use of additional techniques regarding fears, social communication, etc. The conducted study already indicates that stress negatively affects the body of a growing person, negatively affects health, psychological state, self-regulation, and self-control. Students become inattentive, often forget important information, have increased neuroticism, describe terrible dreams,

some of them describe the symptoms of panic attacks, etc. Thus, it is planned to further study and develop recommendations for increasing the level of stress resistance in high school-age students with special educational needs (hearing impairment). As outlined above, it is also planned to conduct a study of stress, anxiety, and stress tolerance in students with hearing standards. This will help determine: first, whether this is an exceptional feature of the considered individuals or is a characteristic feature of the age category of students. The authors also aim to establish gender-specific features of stress tolerance to develop an up-to-date, useful, and effective psychological programme and provide assistance to students, their parents, and teachers working with children with special needs, in particular, students with hearing impairments.

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Емоційно-поведінкові реакції старшокласників з особливими освітніми потребами (особи з порушеннями слуху) в умовах стресу

Анотація. Актуальність дослідження зумовлено постійним стресом, у якому нині живуть українці. У статті це розглянуто також з позиції періоду колективного стресу, що залежить не лише від власної схильності особистості до тривожності чи невротичних реакцій, а й від соціального оточення. Стаття актуальна ще й тим, що розкриває основні шляхи допомоги психолога в таких ситуаціях: процес підтримки, розвиток позитивного мислення, що буде поєднуватися та спрямовуватися до конструктивної рефлексії. Проблема ж колективного чи особистісного стресу полягає в наслідках, що призводить до панічних атак, емоційного вигорання, невротизації та інших неврологічних ускладнень, зокрема в осіб юних (старший шкільний вік, підлітковий, юнацький), коли психіка зазнає постійних змін, схильна до навіювання і ще не має чітких орієнтирів життєвого руху. В таких умовах стресу можливими є два шляхи трансформації особистості – деструктивний та конструктивний. Тож головною метою публікації є праксеологічне дослідження емоційно-поведінкових реакцій старшокласників з особливими освітніми потребами, виявлення стану тривожності, рівня стресу, що впливають на їх регулятивну сферу загалом. Серед основних методів використано теоретичні: дедуктивний (аксіоматичний і гіпотетико-дедуктивний) – для системного опису явища, що досліджується; індуктивний (для встановлення закономірностей, систематизації, типології на основі результатів емпіричного дослідження) та спеціальні емпіричні: психологічна діагностика рівня стресу «Тест на визначення рівня стресу» (В. Щербатих), «Методика перцептивної оцінки типу стресостійкості» (Н. Фетіскіна), «Методика для виявлення особистої та ситуативної тривожності» (Ч. Спілбергера); методи математичної статистики. У результаті дослідження виявлено відносно однаковий але досить високий рівень стресу та тривожності у старшокласників з особливими освітніми потребами. Крім того, визначено, що приваляють переконання та стратегії поведінки, які не дозволяють адаптуватися до нових умов життя, переважає негативний відбір інформації та глобалізація найменших проблем. Встановлено основні прояви стресу, як-от: депресивні стани, посттравматичні стресові розлади, невротичні стани, страхи та багато інших постстресових реакцій психіки та організму. Визначено показники тривожності, стресостійкості, стресовитривалості та загального рівня стресу показали високі кореляційні зв'язки, що вказує на низький рівень опору підростаючої особистості за умов невизначеності, змін, особистісних та соціальних криз. З'ясовано, що нині, основна задача психологів – це корекційно-роз'яснювальна, терапевтична, корекційна робота з дітьми з особливими освітніми потребами, особливо під час вікових криз

Ключові слова: діти з особливими освітніми потребами, слух, старший шкільний вік, стресовитривалість, стресори, стресостійкість, дистресори, тривожність

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Typology of Social Skills and Their Impairments in Children with Autism Spectrum Disorders

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Abstract. The growing number of children with autism spectrum disorders determines the need for correctional and developmental work with this category of children, including the improvement of social skills. The purpose of the study is to review the main approaches to determining the types of social skills and their impairments in children with autism, and its task is to identify criteria for distinguishing the types of social skills and categories of difficulties associated with their development by children with autism. To achieve this goal, a desk study was conducted using general scientific methods of data analysis, generalisation, and comparison. The influence of social skills disorders on the functioning of children with autism spectrum disorders in society, their social and mental well-being is analysed. Various approaches to identifying types of social skills are presented, depending on the classification criteria, such as the internal complexity of the skill, the order and scope of its application. The study describes the causes of difficulties in mastering social skills by children with autism. The nature and content of difficulties that may arise during acquisition and the impact of underdevelopment or insufficient level of proficiency in one group of skills on others are revealed. The need to implement a comprehensive and thoughtful approach to the development of social skills is highlighted. The practical significance of the study lies in the fact that its results can be used in planning, implementing, and evaluating the effectiveness of interventions in the development of social skills in children with autism

Keywords: autism, social skills in children with autism, types of social skills, difficulties in acquiring social skills, correctional and developmental work

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INTRODUCTION

The increase in the number of children with autism spectrum disorders (ASD) has been a global trend in recent decades. According to the World Health Organization, one child out of 100 has ASD [1]. In Ukraine, there are no accurate statistics on the number of children with this type of disorder, but over the past five years, the Ministry of Health annually records an increase in the number of newly diagnosed cases of autism by 25-30% [2]. According to the latest available data, in 2017, the number of children with autism was more than 7 thousand people. However, according to experts, this figure is about 10 times higher [3].

The results of the conducted studies [4; 5] indicate that disorders of neuropsychiatric development that occur in autism lead to violations of social skills. Their deficiency affects various areas of development and functioning of children with ASD, in particular, emotional and

cognitive development [6; 8], social interaction [9]. In particular, the results of a study of the ability to social cognition in pre-schoolers with ASD and Prader-Willi syndrome showed that the development of social playing skills and understanding of receptive language correlate with the severity of autism [7]. Another study [6], which examined the links between anxiety, cognitive functioning, integrity of information perception, and social skills in children with autism, showed that difficulties in mastering the latter were most often demonstrated by children with high levels of anxiety, excessive concentration on details, and poorly developed cognitive functions. Bellini, Gardner and Markoff note that since autism manifests itself differently in each child, there are also differences in the spectrum and level of proficiency of the child in certain social skills. Common to most children with ASD, according to their conclusions,

are difficulties in initiating a conversation, responding to appeals, and maintaining mutual social contacts – social skills that are key characteristics of a person's social behaviour [8].

Among foreign researchers, there are different approaches to identifying certain types of social skills. Usually, they are guided by the importance of social skills for mastering other, more complex ones, or achieving a specific social task – for example, including the child in social interactions [8], improving friendships [9], emotion regulation [10], etc. At the same time, the task of classification of social skills is not the main one, but is solved in the context of implementing other tasks, such as the impact of violations of certain social skills on the functioning of children [6; 7], the development and testing of tools for measuring them [11; 12], determining the effectiveness of interventions aimed at their development [8-9; 13].

At the same time in the Ukrainian scientific community, there are practically no studies that would use the concept of “social skills”, reveal their types and range of possible difficulties related to them in children with autism. This situation is conditioned by the fact that such concepts as “socialisation”, “social abilities”, and “social competence” are more familiar and widespread. Notably, they are close, but not identical to the concept of “social skills”. Social abilities are an important prerequisite and lower level of development of social skills and are considered as their elements. In turn, social skills are components of social competence as the ability to effectively interact with others in a particular social situation [14]. Mastering them occurs in the process of socialisation of the individual and is a necessary condition for its harmonious functioning in the social environment.

Considering the importance of social skills as the main symptom of the disorder and the scope of correctional and developmental work with children with ASD, *the purpose of the study* is to review the main approaches to determining the types of social skills and their disorders. The purpose of the study is to identify criteria for distinguishing social skills and categories of difficulties associated with their development by children with autism.

MATERIALS AND METHODS

To achieve this goal, a desk study was conducted, which included collecting information from the scientometric databases Scopus, Web of Science, PubMed, ResearchGate, and Google Scholar. The keywords: “social skills”, “social skills in children with autism spectrum disorders”, “typology of social skills”, “categories of social skills”, “types of social skills”, and “social skills disorders in children with autism”. Further processing of the content of selected scientific publications was carried out using general scientific methods of data analysis, generalisation, and comparison. The analysis method was used to investigate the essence of social skills, the consequences of their disorders for the functioning of children, criteria for determining the types of social skills and difficulties in their assimilation by children with autism. The comparison method was used to identify common and different approaches to determining social skills

by different researchers and at different time stages. The generalisation method allowed systematising and structuring approaches to determining the types of social skills in children with ASD and formulating the conclusions of the study.

The study was conducted in several stages. First, a critical review of the studies by Ukrainian and foreign researchers was carried out, the purpose of which was to clarify general approaches to understanding social skills, the use of this concept in scientific discourse, and the level of research on issues related to their typology in children with ASD. At the next stage, the research focused on an in-depth analysis of scientific papers focused on the development of criteria for identifying types of social skills and difficulties in their acquisition by children with autism. The final stage of the study consisted in summarising its results and formulating conclusions.

RESULTS AND DISCUSSION

Autism, social skills and their disorders: an overview of concepts
According to the definition by the American Association of Psychiatrists, ASD is a general disorder belonging to a group of psychological development disorders conditioned by the peculiarities of the structure and functioning of the central nervous system [15]. Such disorders occur between the ages of 18 and 38 months [11]. However, there were cases when they first occurred at a later age – from 38 to 120 months [16].

According to the International Classification of Diseases of the 10th revision (ICD-10), ASD includes several different forms of disorders, in particular, Kanner's syndrome, atypical autism, Rett syndrome, childhood disintegrative disorder, and Asperger's syndrome [17]. Differences relate to the time, nature, and degree of manifestation of symptoms or the dynamics of their development, which is reflected in the concept of “spectrum”. Common to all disorders on this spectrum is a lack of social skills. It is defined as persistent impairments in communication, social interaction, and social cognition that manifest themselves in different contexts and include difficulties in (1) establishing social emotional interaction (e.g., inability to conduct dialogue), (2) understanding and using nonverbal communication during social interactions (e.g., inability to maintain eye contact), and (3) understanding, establishing, and maintaining relationships (e.g., inability to make friends) [15].

Impaired social skills are also found in the symptoms of many other disorders, including social communication disorders, mental retardation, attention deficit hyperactivity disorder, and social anxiety disorder [18].

The first studies devoted to the analysis of the content of the concept of “social skills” and the development of approaches to correcting their violations, date back to the 1970s. At that time, social skills were defined as the ability of a person to establish relationships and interact with other people [19]; to act in accordance with the social situation, adhering to the norms of behaviour accepted in society [20]; to demonstrate behaviour that allows interacting with others without causing negative feedback [21].

Subsequent definitions of social skills considered them as the ability to competently perform social tasks [22] and pointed out their conditionality by the cultural norms of society [23]. Current studies prove the influence of emotion regulation and neuropsychological abilities, such as attention, memory, thinking, etc., on a person's social skills [18]. Researchers [4; 7; 24] also pay attention to their connection with other important mental processes and states, such as speech, thinking, attention, and mental health. Although there is currently no single definition of social skills [25-26], there is a consensus in the scientific community that social skills are socially acceptable learned behaviours that allow a person to effectively perform various social tasks [18]. Such manifestations of behaviour or skills are determined by the values and norms of a particular culture and increase the likelihood of positive perception of a person by others [5]. From this definition, it is evident that social skills are crucial for the development of positive personal relationships with family, friends, peers, and adults, effective functioning in various contexts – in school, community, and workplace. Underdeveloped social skills lead to learning difficulties, interpersonal relationships and behaviour, mental health disorders, and social adaptation in general.

Types of social skills in autism: an overview of the main approaches

The results of the analysis of research papers on the topic showed that earlier studies [27-28] differentiate social skills by (1) the level of their internal complexity and (2) the sequence of application. The first typology [27] contains such groups of social skills as: basic, which include the ability to observe, establish eye contact, appropriate use of nonverbal means of communication; interaction skills that provide the ability to initiate and maintain a conversation, fill pauses, follow one's turn; affective skills that provide the ability to recognise and understand emotions; and cognitive skills that are important for understanding social situations, making adequate decisions, self-regulation and self-control over own behaviour. According to the second typology [28], there are three groups of social skills: coding skills necessary for understanding the social situation, tasks of activity and ways to achieve them; decision-making skills, due to which the choice of the task option is made; decision-making skills that provide the opportunity to implement the chosen action option, track its implementation, and regulate own emotions.

The most up-to-date typology of social skills [29] is based on the target areas of their application and includes communication skills, emotion regulation skills, cognitive skills, and problem-solving skills.

Communication skills play a key role in interpersonal interactions and social relationships. Communication includes both verbal and nonverbal components that facilitate mutual understanding between interlocutors. Verbal communication involves the use of language, while nonverbal communication involves voice qualities such as tempo, tone or intonation patterns, eye contact, gestures, body language or posture, proxemics, and facial expression [29].

Social communication skills ensure the use of verbal and nonverbal communication in accordance with social norms and considering the situation of interaction and the personality of the interlocutor. Specific skills associated with language use include the use of utterances to greet, say goodbye, make requests, collect and provide information, resolve conflicts, use nonverbal means to convey emotions, engage in social interaction, and convey hidden or indirect messages. As a rule, children with ASD have difficulties with basic communication skills, such as greeting, initiating and maintaining conversations, sharing information, following their turn in the conversation, understanding the combination of both verbal and nonverbal messages, and evaluating the social context of communication [15]. Training in cognitive skills is a key area of correctional and developmental work for many developmental disorders, including autism. The goals of the work may be to develop the ability to understand addressed and expressive speech, initiate communication, answer greetings or questions from peers, etc. [29].

Dysregulation of emotions can negatively affect the assimilation and/or application of social skills, hindering their adjustment or quality [30; 31]. The developed skills of regulating emotions ensure the ability of a person to influence the type, strength, time, and verbalisation of their own emotional experience both unconsciously and purposefully [32]. For example, a person can control their own emotional response by changing their attitude to a situation, avoiding certain situations or people that cause negative emotions, focusing on positive aspects, suppressing an emotional experience, or changing the behavioural expression of an emotion. It is difficult for children with ASD to recognise emotions through nonverbal manifestations – facial expressions, tone and timbre of voice, body language, etc., to respond to them, demonstrate and manage their own emotions [10]. Elements of learning how to regulate emotions, including using robots, virtual and augmented reality, are often present in activities to develop social skills in this category of children [13].

Cognitive social skills are related to the knowledge, thoughts, and reasoning on which social interactions are based. For example, knowing and understanding the rules of the game and norms of behaviour helps the child to follow them, understand what actions may be required in a particular social situation. Another important cognitive skill is the ability to process social information. It includes encoding social signals, interpreting them, defining the goals of social interaction, formulating a response, making an appropriate decision, and implementing it in behaviour [33]. Additional cognitive skills that affect social functioning include the ability to imagine other people's feelings, thoughts, and desires, and determine their intentions, which allows anticipating and explaining the actions of others. The processing of social cognitive information is also influenced by basic neuropsychological abilities, including features of the course of mental processes of perception, attention, memory, thinking, etc. [24]. Disorders of the nervous system development characterised by a lack

of basic cognitive functions can disrupt the effective acquisition and use of social skills. Thus, children with ASD may have a general lack of cognitive skills, which manifests itself in difficulties in performing certain types of cognitive activities, such as processing information in changed conditions or focusing on the holistic perception of information rather than on elements and details, using previously learned information in new conditions, organising and planning actions, etc. Another type of social cognitive skills deficiency is a lack of socially significant emotional information. It manifests itself in a lack of understanding of the social context, mental actions, inability to play games that require the use of imagination, difficulties with understanding mental states that do not have direct external manifestations, such as intentions, desires, and emotions. A significant factor in the difficulty of learning cognitive skills is sensory deficits, which manifest themselves in hyper or hyposensitivity to certain stimuli, excessive selective attention, and impaired switching of attention between different sensory signals or matching data from different sensory modalities [34].

Social problem-solving skills refer to the ability to adapt and respond to different social situations. In addition to the ability to understand the problem as a whole, relevant skills include the ability to identify solutions to it, make decisions, implement them in own behaviour, and determine their effectiveness [29]. Violations of programming and control functions observed in ASD lead to difficulties in integrating and considering the entire set of features of the situation, violations of selective attention to the perception of essential aspects of the environment, and violations of inductive logic [35]. As a result, children with ASD have difficulty perceiving, processing, and integrating information, linking past experiences to present and future actions. It is difficult for them to cope with tasks related to solving problem situations. Learning and developing social problem-solving skills increases children's ability to participate in social interactions that require prompt assessment and selection of adequate responses to new unfamiliar situations, or those that involve certain risks.

Obviously, despite the different criteria for grouping social skills, their content is common, as is the possibility of impairment in children with autism in all of the defined skill types. Studies that do not offer a systematic approach to determining the types of social skills justify the importance of individual skills for the effective functioning of children with ASD in general and the performance of specific social tasks in particular. Thus, Mendelsohn, Gates, and Lerner [9] consider social skills in the context of establishing and maintaining friendships – an area in which children with autism usually have significant problems. The skills needed for friendship are divided into two types – those related to social cognition and social motivation. The former include the ability to recognise emotions, understand and reflect the cognitive and emotional experiences of others, decode and use social cues, and make decisions. The second category includes the ability to demonstrate social interest and enjoy social interactions [9].

Bellini, Gardner, and Markoff viewed the social skill of initiating interaction as key to mastering others and building more complex and lasting social contacts. Taking as a basis the peculiarities of the manifestation of this social skill in children with ASD, they are divided into two categories: those who, due to increased anxiety, fear, and apathy, rarely enter into interactions; and those who often initiate interactions, but in excess, at the wrong time or in an inappropriate way [8].

Understanding all the difficulties that may arise with mastering social skills in children with ASD is provided by their typology, proposed by Gresham and Elliott [21]. The researchers identify four categories of difficulties associated with the underdevelopment of social skills: lack of skills, lack of their use, lack of self-control, and lack of implementation of self-control. A skill deficit occurs when a child lacks the skills necessary for effective social interaction. A skill use deficit is when a child has the ability to apply a certain behaviour, but does not do so at an appropriate level due to a lack of motivation or lack of opportunity. Thus, if a child demonstrates behaviour that is acceptable in a certain situation, such as at home, and unacceptable in another, such as at school, they probably have a lack of skill use. A lack of self-control skills is manifested when a child has not mastered a social skill due to an inability to regulate their own emotions, such as anxiety. Finally, a lack of self-control is also associated with emotions, but in this case, they do not affect the development of the skill, but its application [18]. In fact, the last two types of difficulties are related to the skills of regulating emotions.

Despite the existence of different approaches to the typology of social skills, the analysis of their content and the nature of difficulties that children may have with their development indicates the complex and complex nature of this construct. It is also logical to conclude about the relationship and interdependence of different groups of social skills: the lack of skills in one area affects the rest. For example, the lack of communication skills can be caused by the underdevelopment of cognitive and/or emotion regulation skills and lead to impaired problem-solving skills.

CONCLUSIONS

Impaired social skills are one of the key symptoms observed in many disorders of psychophysical development, including ASD. They negatively affect children's interactions with loved ones, friends, and peers, reducing the effectiveness of functioning in school, society as a whole, and their level of social and mental well-being. Different groups of social skills are distinguished based on criteria of their internal complexity, priority, and scope of application. Children with ASD can have difficulties with both individual social skills and with all of them at the same time, which indicates their complex and interconnected nature. The nature of difficulties can also vary, ranging from the full sensitivity of the skill to the inadequate level of its use due to the lack of motivation, and inability to control emotions when mastering or applying the skill. Understanding the essence of

social skills, their types, and possible difficulties in learning and applying them is important for planning, implementing, and evaluating social skills development interventions in children with ASD.

Social skills development and correction activities should begin with identifying which skills are impaired and what the nature of such disorders is. The interdependence and connectedness of different groups of social skills require

systematic and targeted activities for their development. Determining the sequence of such work should be based on the importance of social skills to ensure the effective functioning of the child in the environment where such a child is located. Prospects for further study relate to the analysis of tools for assessing social skills in children with ASD, the content and effectiveness of interventions to develop various types of social skills in children with autism.

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Типологія соціальних навичок та їх порушень у дітей з розладами спектра аутизму

Анотація. Зростання чисельності дітей з розладами спектра аутизму зумовлює потребу в здійсненні корекційно-розвиткової роботи із цією категорією дітей, зокрема й з розвитку соціальних навичок. Мета статті полягає в огляді основних підходів до визначення типів соціальних навичок та їх порушень у дітей з аутизмом, а її завдання – у виокремленні критеріїв для розрізнення типів соціальних навичок та категорій труднощів, пов'язаних з їхнім опануванням дітьми з аутизмом. Для досягнення мети проведено кабінетне дослідження з використанням загальнонаукових методів аналізу, узагальнення та порівняння даних. Проаналізовано вплив порушень соціальних навичок на функціонування дітей з розладами спектра аутизму у соціумі, їх соціальне та психічне благополуччя. Представлено різні підходи до виділення типів соціальних навичок залежно від критеріїв типологізації, таких як внутрішня складність навички, черговість та сфера її застосування. Охарактеризовано причини виникнення труднощів у засвоєнні соціальних навичок дітьми з аутизмом. Розкрито характер і зміст труднощів, які можуть виникати при їх набутті, та вплив несформованості або недостатнього рівня володіння однією групою навичок на інші. Вказано на необхідність здійснення комплексного та продуманого підходу до розвитку соціальних навичок. Практичне значення дослідження полягає в тому, що його результати можуть бути використані під час планування, реалізації та оцінювання ефективності втручань у розвиток соціальних навичок у дітей з аутизмом

Ключові слова: аутизм, соціальні навички в дітей з аутизмом, типи соціальних навичок, труднощі в набутті соціальних навичок, корекційно-розвиткова робота

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Theoretical Aspects of the Development of an Ethical Culture of Future Medical Workers in the Process of Teaching Professional Medical Disciplines

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Abstract. The relevance of the study is conditioned by the fact that, considering problems in the educational process of training students in institutions of higher medical education, researchers highlight ethical aspects, and the rules of morality of future medics. This indicates a significant role of ethical issues in the future profession of a doctor. However, the question of how the ethical culture of future doctors is formed in the process of mastering professional disciplines has not yet been described. And, since this competence is indicated in the curriculum, the issue requires separate scientific consideration. The purpose of the study is to analyse how the ethical culture of applicants for medical specialities is formed, and find effective ways to develop it. The analysis of recent papers on this issue is carried out, in particular, positions on the importance of ethical culture in the process of professional training of future nurses and doctors in various fields are considered. It is noted that there is no clear interpretation of ethical culture in the literature, but this concept is associated with rules of behaviour, ethical norms, and morality. Notably, it is difficult to monitor the mastery of ethical norms while working out professional disciplines, especially in the context of distance learning. Information technologies effectively ensure this process, namely: the use of the Moodle platform guarantees transparency and reduces the additional discomfort associated with Internet communication. To achieve these goals, the following methods were used: comparison, analysis, concretisation, generalisation of scientific literature; pedagogical observation and questionnaires; conversation, abstraction, business game, practical classes in healthcare institutions. As a result, it is noted that the development of an ethical culture for future medical professionals is an important element in the educational process, and regardless of the educational component, teachers must necessarily focus the attention of applicants for education on issues of ethical culture. The introduction of situational tasks in professional disciplines contributes to the development of ethical competence

Keywords: moral values, higher medical education institution, professional components, motivation, competence

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INTRODUCTION

The rapid development of the spheres of society's activity, integration processes, and modernisation of medical sciences are impossible without an emphasis on the individual. A person is always a key factor in the development of the state, so the central concepts are certain personality traits that contribute to positive processes in society. Ethical culture, moral qualities, and value orientations are a priority in any field of activity, but in the medical profession, they are the seed from which humanity, kindness, mercy, empathy, responsibility, and virtue sprout. Ethical culture is an integral part of the portrait of a modern doctor. A healthcare professional who

adheres to ethical standards in their professional activity is the main regulator between the needs and requests of consumers (patients) and the healthcare system.

Insufficient attention from researchers has been paid to the methodology of forming an ethical culture in the process of professional training of applicants in institutions of higher medical education. There are contentious issues, in particular, the competence of a doctor includes the ability to observe ethical norms and principles in professional activities, and the list of core components does not specify the mandatory inclusion of academic disciplines through

which students form an ethical culture and acquire the ability to self-actualise in the profession in compliance with ethical norms. Such disciplines, for consideration by the administration of the institution of higher medical education, are either included in the main components, or in selective ones. When working out professional disciplines, it is necessary to use tasks for the development of an ethical culture that includes certain segments: interpersonal communication, self-improvement, and integrity.

The problem of the ethical component of training future medical professionals is relevant and attracts the attention of researchers. A. Noginska, I. Fedorova in the study of problems related to the development of ethical competence; note that the latter belongs to the characteristics that have a deep integrated character [1, p. 259]. The author of this study agrees with the researchers that the issues of ethical culture of future doctors in any field should be considered in the course of all academic disciplines throughout the entire period of study. A. Bilichenko's dissertation paper deals with the development of professional ethics of future nurses. Modern methodological recommendations for teachers are proposed, which, according to the researcher, contribute to the implementation of pedagogical conditions for the development of an ethical component of the professional culture of a nurse in a medical college [2, p. 10]. Ethics and compassion in the performance of professional duties should be higher than the routine daily life of a doctor, this opinion is held by I. Gubenko [3, p. 100]. The researcher focuses on spirituality, which is the main component of the personality of a medical worker. Notably, medical researchers always focus on the ethical characteristics and moral qualities of medical professionals, even if ethics is not a key concept in research. In particular, I. Radzievska notes that the quality of the educational process consists of certain achievements of knowledge, skills in the future profession, and the ability to solve workplace problems. Compliance with ethical norms and principles will only increase the efficiency of a medical professional, and therefore, increase the quality of education and the status of a higher education institution [4]. Of interest is the position of O. Shevchenko, who in recent research on resilience as a basic meta-competence in health care professionals suggests that the delineated characteristic of the nurse should be seen in terms of a mechanism for regulating their own culture. Practical medical activity is a confirmation of this, it is the emotional state, social norms, and ethical behaviour that contribute to the effective self-realisation of a medical worker [5]. Ethical factors are inherent in the professional activity of medical workers, and they are obliged to provide professional assistance to patients regardless of social status or gender aspects. This is the key idea of L. Bilyk in the analysis of key components of the professional competence of doctors [6]. O. Snisar, studying business games as a method for working out certain topics in the academic discipline "Medical Biology", emphasises that they contribute to the development of socially important qualities, which usually include ethical culture [7]. Investigating the introduction of interprofessional education

in the training of medical workers, R. Barjadze notes that this approach significantly improves the quality of medical care and contributes to the improvement of medical services. Applicants for education receive valuable knowledge in the learning process and show ethical and moral qualities in combination with medical competencies in practical activities [8].

A number of researchers note that the underdeveloped ethical culture during the educational process causes certain inconveniences and problems when attracting medical students to extracurricular (optional) activities in practical healthcare institutions [9]. The author of this study agrees with this position and notes that during practical classes in healthcare institutions, students are involved in real medical situations. When performing educational tasks, applicants conduct conversations with patients, study medical histories, and failure to comply with the principles of ethical culture can have negative consequences, both for the student and the image of the higher education institution.

The review of scientific sources indicates the lack of attention of researchers to the methodology of forming an ethical culture in the process of professional training of applicants in higher medical education institutions. After a theoretical analysis of the outlined problem, controversial issues are observed, in particular, among the competencies of a doctor, the ability to adhere to ethical norms and principles in professional activities, and the list of main components does not include mandatory inclusion of academic disciplines, as a result of studying which students form an ethical culture and acquire the ability to self-realisation in the profession in compliance with ethical standards. Such disciplines, for consideration by the administration of the institution of higher medical education, are either included in the main components, or in selective ones. The purpose of the study is to analyse the theoretical aspects of the ethical culture of future medical workers and develop and implement problematic tasks in the educational process of training doctors that contribute to the development of an ethical culture, the components of which include: moral values, interpersonal communication, and integrity.

MATERIALS AND METHODS

Scientific practical and theoretical methods were used to achieve the research goal. To analyse the scientific literature, the author focused on theoretical methods: generalisation, analysis, concretisation, and comparison. Among the empirical methods, pedagogical observation and questionnaires were effective. Pedagogical observation was used during the educational process, attracting educational applicants to perform independent work, and discussing completed tasks. The survey of students was conducted using a remote questionnaire on the Google Form platform. 20 applicants of the fourth-year of study in speciality 222 "Medicine" of the Cherkasy Medical Academy were involved in a survey to determine internal motives for adhering to ethical standards in future practical activities and in public life. The survey was conducted online openly, indicating the last name and year of study. Teachers used the Google Form

programme, which conveniently displays results in the form of diagrams and sample analysis of each question. The declared number of respondents (20 people) corresponds to the number of students in the fourth year of study, therefore, the result is considered trustworthy. The findings were analysed by teachers during a discussion on the Google Meet platform. To eliminate the shortcomings that were identified during the experiment, teachers developed situational tasks that were implemented in the educational process of future doctors. To achieve the goals of this type of task, the following methods were used: conversations, abstraction, “business game”, practical classes in healthcare institutions. Educational applicants received tasks on the Moodle platform. Each student has a password (access) to the content of theoretical and practical classes and control of academic disciplines. Mathematical calculations are used to analyse the percentage of mandatory and selective components of the educational training programme for future doctors.

RESULTS AND DISCUSSION

Society imposes high ethical requirements on a medical specialist, and in order to meet these requirements, students must receive a thorough knowledge of ethical issues already during the educational process. When studying professional medical disciplines, such knowledge and skills should be strengthened, multiplied, and become an integral part of the individual.

Ethical culture should cover all spheres of society's existence. Compliance with ethical principles will only strengthen the competence of a specialist and contribute to their self-realisation. The issue of ethical culture of medical professionals is a complex concept. There is a lot of speculation about the number of segments that are united in an ethical culture. Some researchers share only spiritual values, while others share material values as well.

Notably, there is no clear definition of “ethical culture”. Researchers, teachers, philosophers, and sociologists give different interpretations of this concept. However, despite the different characteristics, there are common features. It is possible to define ethical culture as a set of moral values, the application of moral principles in the profession and life, the desire to increase own spiritual achievements, and apply the rules of behaviour during professional activity. Humanity already has a set of certain criteria and indicators that allow characterising the individual. Historically, there are ideas about evil and good, dignity, honour, duties, and responsibility in society, according to which the idea of a person is formed during communication in society and profession. However, modern realities require rethinking certain characteristics, searching for new pedagogical tools that can explain catastrophic changes in the consciousness of certain individuals. Ukrainian society is on the verge of a humanitarian crisis due to military aggression, which cannot positively affect the ethical culture that is an integral part of Ukrainians. Teachers and society in general face challenges related to rethinking ethical values. This should not be allowed, because the Ukrainian nation is special for its

spirituality, culture, and morality, and the task of teachers is to explain that it is not permissible to respond to aggression in medical activities. It is necessary to teach future doctors to manage their emotions and realise the humanity of their chosen profession, in which violence is unacceptable. This can be implemented in practice if pedagogical tools are used in the development of both general scientific and professional medical disciplines. But it is extremely difficult to control the acquisition of ethical standards in professional culture. The electronic Moodle platform is relevant in today's conditions, since it can be used to conduct testing in professional disciplines and include questions to identify ethical characteristics. The use of this platform is transparent and practically more effective in the context of distance learning [10, p. 5]. The Moodle platform is effectively used in the educational process of professional training of future medical professionals. Educational applicants have their own password to access the platform. It is loaded with educational materials (syllabus of the academic discipline, collections of lectures, instructions for performing practical tasks, tests and tasks for initial control of knowledge and skills, educational literature). The teacher does not need to provide students with materials, the time in the classroom is used efficiently, only for working out the content of the topic, explaining, and completing tasks. Given that senior education applicants partially work in healthcare institutions, they have the opportunity to work out topics at a convenient time for them.

The latest approach in professional relations between the manager and subordinates is bilateral partnership; this type of interpersonal interaction in the medical profession is also acceptable. And only in the case when the future doctor during the educational process in the higher education institution fully formed the rules of ethical culture, their professional communication will be morally sustained and European-oriented, which would facilitate the future self-realisation in the profession [11, p. 211].

Considering the above, the ethical culture of a medical worker implies a set of moral values, the basics of behaviour, thorough medical for general scientific knowledge, practical experience, the implementation of personality in the profession, which deepen the already acquired principles of upbringing in the family. A person who does not support moral norms in their family cannot choose the profession of a doctor, so the first-year medical students already have a foundation of morality, and the task of teachers is not to lose this foundation, but only to deepen it. A doctor who, while studying at a higher education institution, has received thorough medical knowledge, supported by an ethical culture, in future profession will show not only professional competence, but also show creativity and creativity in performing certain practical tasks, maximise internal potential, and openly and transparently compete in the profession. Compliance with the norms and principles of ethical culture only has a positive effect on the medical workers, enriches them internally, and contributes to self-improvement both in the profession and in personal life.

Students of higher medical education institutions do not have sufficient internal motivation to develop an ethical culture and act ethically and consciously without even thinking. The survey results are as follows: 78.6% of respondents indicated that they were aware of the mandatory compliance with ethical standards in professional work when choosing their future profession; 68.5% of respondents indicated that it is necessary to adhere to moral values in public life, regardless of the chosen profession; 73.4% confirm that when working out professional medical disciplines, teachers emphasise the ethical standards of behaviour of the future doctor; 83.5% of people did not think about the ethical treatment of patients during medical manipulations; 37.4% believe that non-compliance with the ethical treatment of patients and their relatives will not affect their status, qualifications, or salary. The analysis of the results indicates that it is absolutely necessary to include in the curriculum of future doctors academic disciplines that would contribute to the development of ethical culture.

Ethical norms should also be formed through external motivation, but this is more true when working out academic disciplines of legal content, which address important issues of compliance with current legislation. For example, the disciplines “Fundamentals of bioethics”, “Modern aspects of morality”, “Fundamentals of cultural studies”, “Ethics and deontology” contribute to the development of general competencies that a modern doctor should possess. In the context of studying the issues that are considered in such courses, teachers talk about international ethical and deontological documents in the field of medicine, international codes of ethics, and principles of integrity. The key document that future doctors work on is usually the ethical code of the doctor of Ukraine, which is based on ethical norms and principles and regulates humanity and responsibility in the profession.

An important finding from the survey on the development of moral culture in the study of professional medical disciplines, which account for 75% of the total proportion of educational components. Namely, students are not always aware of the ethical component when conducting manipulations, communicating with the patient and relatives regarding treatment, and communicating between medical workers during their professional activities. Such gaps can be avoided if the teacher will focus on compliance with ethical norms and principles when working out topics within professional medical disciplines. Regarding the development of communication skills of ethical communication, distance learning significantly reduces the level of mastering skills and awareness of the significance of these skills. But this problem is relevant for all areas of professional communication, and the skills of teachers who organise the educational process in such a way as to minimise the existing problem are important [12, p. 7].

When studying the academic discipline “Internal Medicine” during the study of the topic “Asthmatic status. Classification. Emergency care” can offer applicants for

education to solve a situational problem of the following content: “To establish a diagnosis of asthmatic condition, a young doctor prescribes an additional examination to the patient (repeated X-ray of the lungs, in-depth biochemical blood tests). A nurse who has 28 years of work experience in this department tells the doctor in the presence of the patient that everything is clear on the first X-ray, so there is no need to conduct this examination. The doctor replies that the nurse should simply fulfil all his appointments, and not give advice if she wants to continue working in this department of the medical institution. Did the doctor do the right thing by prescribing additional examinations?” It is necessary to ask students a question about this task: “Was it ethical to have a conversation between a nurse and a doctor in front of a patient?” In addition to considering the medical component of the situational task, students discuss the ethics of professional communication. The teacher conducts interdisciplinary integration “Remember the regulatory documents that regulate the way out of the situation; whether this conversation should have taken place in the presence of the patient at all; whether it is necessary to listen to the advice of more experienced medical professionals.”

A teacher can apply the “business game” method while studying the topic “Pneumonia in children. Treatment of pneumonia in children” in the course of the academic discipline “Pediatrics”. Students are invited to play out the situation. A three-year-old boy is in a hospital with a diagnosis of pneumonia. The doctor made an appointment: beta-lactam antibiotics, sufficient hydration, and cough-inducing medication. The nurse begins to simultaneously talk to the child’s mother that the doctor has forgotten about another drug. The nurse also recommends asking for substitutes at the pharmacy, because the drugs that the doctor listed are imported and expensive. The doctor pretended not to hear the nurse’s words, but then wrote a memo to the head of the department regarding the nurse’s actions. Is the doctor’s appointment correct? Give examples of specific medications, considering the dose, and additionally analyse the situation of communication between the nurse and the mother and the doctor, considering ethical aspects. Students should not only identify problematic issues, but also offer the right way out of the situation.

During the internship, supervisors offer future doctors practical tasks, which must involve the ethical component of communication with practitioners, medical personnel, and patients. During such activities, applicants for education actually feel the consequences of observing/violating ethical dogmas. Practice managers emphasise that it is necessary to show sensitivity and attention to each other, to support each other in difficult situations. In the process of involvement of students in practical work, there may be a certain imbalance between theoretical knowledge and its practical application. Applicants for education realise the true value of certain ethical concepts, namely: self-sacrifice, empathy, respect for the seriously ill, value of everyone’s life, which are understood in a completely different way in real situations.

The application of the above tasks in the study of professional medical academic disciplines focuses the attention of future doctors on ethical problems that may arise in professional activities during communication between medical professionals and in doctor-patient communication.

It is necessary to consider the compliance of future doctors not only with ethical standards, but also to maintain a balance between professional ethical culture and universal moral principles. That is, a successful professional in the process of performing tasks constantly updates the competencies acquired during training [13, p. 387]. In particular, the above applies to medical professionals, namely: despite changes in the consciousness of society, which may be associated with insurmountable factors (for example, military aggression), the doctor must adhere to ethical standards and provide assistance to all those who need it.

The study focuses on the observance of academic integrity during the educational process of future doctors, which is an integral part of the ethical culture. The Law of Ukraine "On Education" (Article 42) sets out the basic principles and norms of compliance with academic integrity. This issue is relevant not only during the professional training of future doctors, but also during interpersonal interaction of all participants in the educational process [14]. Preparation of students for tests, exams, certification, and practical training – all these aspects require compliance with ethical standards. The future doctor should learn scientific search, professional communication, monitoring of their work and subordinates already during training, so that in the future profession a doctor could be a role model for colleagues and an unquestionable authority for patients and their relatives. A young specialist will be able to implement the declared segments effectively using information technologies that are widely implemented in modern professional life [15, p. 115]. And the failure to comply with the principles of integrity can not only lead to administrative

responsibility, but also significantly distance the future doctor from professional self-improvement.

CONCLUSIONS

Thus, the ethical culture of future medical professionals determines the principles of self-realisation in the profession. The problem of compliance with ethical standards by medical workers in the context of military aggression and humanitarian crisis is urgent. Therefore, in addition to the study of academic disciplines of ethical content, it is necessary to involve students in the implementation of ethical tasks that contribute to the development of moral values, establish internal and external motivation during the learning of compulsory components of a special medical cycle, in particular the "Internal Medicine" course. When working out professional medical disciplines, it is necessary to include tasks and exercises that will focus students' attention on observing the ethical culture of the future profession. Theoretical analysis of the scientific literature suggests that there is no clear definition of the concept of "ethical culture". From personal experience, the author of the study outlines its components: interpersonal communication, self-improvement, integrity, which are key in the profession of a doctor. A survey of the fourth-year students on ethical culture issues shows that the problem is relevant and this study does not completely exhaust the ways to solve it. However, it is the introduction into the educational process of professional training of future medical workers of the proposed problem tasks, situational tasks with an emphasis on the principles of ethical culture that contributes to the development of certain professional competencies and the solution of these problems. In the future, the author of the study plans to investigate the dynamics of changes in the behaviour of future doctors after the introduction of these tasks, their compliance with ethical standards, and increasing the internal and external motivation of ethical consciousness.

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Теоретичні аспекти формування етичної культури майбутніх медичних працівників у процесі викладання фахових медичних дисциплін

Анотація. Актуальність теми дослідження зумовлено тим, що, розглядаючи проблеми в освітньому процесі підготовки студентів у закладах вищої медичної освіти, науковці певною мірою висвітлюють й етичні аспекти, правила моралі майбутніх медиків. Це вказує на значну роль етичних питань у майбутній професії лікаря. Проте досі не окреслено питання, як формується етична культура майбутніх лікарів у процесі опанування фаховими дисциплінами. І, оскільки зазначена компетентність вказана у освітній програмі, питання потребує окремого наукового розгляду. Мета дослідження – проаналізувати, як формується етична культура здобувачів медичних спеціальностей, та знайти дієві способи її розвитку. Проведено аналіз останніх досліджень науковців з цієї проблематики, зокрема розглянуто позиції щодо значення етичної культури в процесі професійної підготовки майбутніх медичних сестер та лікарів різних напрямів. Зауважено, що в науковій літературі не існує чіткого тлумачення етичної культури, однак це поняття пов'язане з правилами поведінки, етичними нормами, мораллю. Наголошено, що провести моніторинг оволодіння етичними нормами, опрацюючи фахові дисципліни, складно, особливо в умовах дистанційного навчання. Інформаційні технології ефективно забезпечують цей процес, а саме: використання платформи Moodle гарантує прозорість і зменшує додатковий дискомфорт, пов'язаний з інтернет-комунікацією. Задля досягнення поставлених цілей використано такі методи: порівняння, аналіз, конкретизація, узагальнення наукової літератури; педагогічне спостереження та анкетування; бесіда, абстрагування, ділова гра, практичні заняття в закладах охорони здоров'я. У підсумку зазначено, що формування етичної культури для майбутніх медичних працівників є важливим елементом в освітньому процесі, і незалежно від навчальної компоненти викладачі обов'язково повинні акцентувати увагу здобувачів освіти на питаннях етичної культури. Упровадження ситуативних задач під час опрацювання фахових дисциплін сприяє формуванню етичної компетентності

Ключові слова: моральні цінності, заклад вищої медичної освіти, фахові компоненти, мотивація, компетентність

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Development of a Culture of Information and Communication with Children among Future Educators

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Abstract. The relevance of the problem of using information and communication technologies in the educational process of higher education institutions as an effective means of learning in modern conditions is dictated by life itself. The system of passive transfer of knowledge from teachers to students in the past, and therefore, future specialists have to master quite a significant amount of educational material independently. To do this, they must use various sources of information to select reliable and up-to-date material. To develop the professional competencies of a future teacher, in particular, an educator, it is not enough just to get acquainted with the information. Students need to form a culture of working with information, which covers the development of skills and abilities for independent selection of information, its processing, successful application and transmission in various ways. It is these acquired skills that will be useful for future educators when they need to ensure the educational process in a preschool institution and convey the necessary information to preschool children. The purpose of the study is to reveal different views and approaches to the use of information and communication technologies in the professional training of future educators, in particular, for the development of their skills in working with various information and culture of communicating it to preschool children. The paper is based on the analysis of scientific and methodological studies related to the use of information and communication technologies, which are implemented at different stages and for different purposes during the professional training of future teachers in higher education institutions. The paper also provides an example of specially developed tasks that contribute to the development of information culture in students – future educators and the establishment of their culture of information delivery to ensure the development of preschool children, in particular, logical and mathematical. The material of the study can be useful for researchers who deal with the introduction of information and communication technologies in higher education and the development of information culture in future teachers; teachers of the speciality "Preschool education"; preschool teachers in the process of self-education and professional duties

Keywords: information and communication technologies, professional training, teacher of preschool education institutions, work with information, ability to share information, logical and mathematical development, preschoolers

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INTRODUCTION

The success of Ukraine's entry into the European socio-cultural space and its achievement of the level of developed countries directly depend on the education of citizens. How fast and efficient this journey will be depends on those who are now entering the teaching profession, as

it is they who will educate and train the new generation of Ukrainians. They will need to resolve the contradictions between local and global, general and individual, spiritual and material, traditional and modern approaches and views on certain issues. Therefore, the professional training of future

teachers, including educators, should meet the current challenges of children's education and project it for the future.

According to the state standards of higher education, in particular, the training of preschool specialists [1] and the laws of Ukraine "On Higher Education" [2] and "On Preschool Education" [3], the Basic Component of Preschool Education [4], the Concept of a New Ukrainian School [5], instructional and methodological recommendations for ensuring the continuity of preschool and primary education [6], etc., the future teacher as a result of obtaining professional education should develop general and professional competencies, should love children, be able to solve various professional and pedagogical tasks in the conditions of a modern preschool education institution, be socially adapted, be able to think outside the box, critically and logically, be able to use modern information and communication technologies (ICTs), be proactive in establishing professional position, etc.

Maintaining a balance between academic knowledge and practical skills in the professional training of future specialists requires an updated approach to the activities of teachers and students. If earlier the cooperation of teachers with students was focused in a regular audience, at the present stage, such cooperation takes place in a mixed, and more often in a remote format, which would be impossible without the use of ICTs. Relatively passive assimilation of knowledge by students, which until recently prevailed, is replaced by their active research and exploration activities, which are provided by ICT tools. The peculiarities of such activities are the development of students' skills in the independent selection of information, its processing, application, and transmission in various ways. It is these skills that will become the basis for performing professional duties by future educators.

It is also possible to identify a number of other reasons that prompted the need to use ICTs in the educational process, in particular in higher education, among them: an increase in the volume of educational information that students need to independently find and process; the obsolescence of certain conventional means and methods of teaching; prompt feedback for interaction between participants in the educational process; the development of electronic systems for monitoring and evaluating students' knowledge; the influence of external factors on the ways and forms of ensuring the educational process; updating the requirements for candidates for the position of teacher; high competition in the modern labour market; the emergence of disagreements between the need and opportunities for providing educational services, in particular, those provided to preschool children, etc.

Therefore, the use of ICTs creates an opportunity to adapt the cooperation of all participants in the educational process to certain living and learning conditions, optimise the educational process and, if necessary, ensure the academic mobility of its participants.

The purpose of the study is to reveal theoretical and practical views and approaches to the use of ICTs in the professional training of future educators for the development of

their skills in working with various information and culture of communicating it to preschool children, in particular, information that contributes to the logical and mathematical development of children.

LITERATURE REVIEW

The theoretical basis of the paper is based on a number of scientific studies devoted to the chosen topic and related issues, which reveal the vision of using ICTs in the professional training of future educators, in the development of their culture of working with information and the culture of communicating information to preschool children, including in the process of their logical and mathematical development. The analysis of research papers showed that most of them cover the theoretical aspect of the use of ICTs in the professional training of future teachers, and only a few relate to the development of information culture and the culture of communicating information to preschool children.

The influence of various conditions on the professional training of higher education applicants, including future educators, was investigated by L. Artemova [7], A. Belenka [8], S. Semchuk [9], I. Tymofeieva [10] and others. The use of ICTs as one of the important conditions for modernising the educational process at its various stages and pedagogical support for educational applicants was studied by K. Wittenberg [11], Yu. Zaporozhtseva [12], O. Kravchyshyna [13], I. Nikolayesku [14], I. Taran [15] and others. The development of the future teacher's readiness for various types of activities in the presence of certain conditions was considered by V. Kurok [16], I. Mardarova and O. Lystopad [17], O. Mkrtychian [18] and others. The issues of using ICTs by future educators to ensure the logical and mathematical development of preschool children were investigated by K. Hnezdilova [19], L. Ishchenko [20], S. Chupahina [21], O. Brezhnieva and K. Shcherbakova [22] and others. The development of information culture of students, including future educators, was investigated by A. Klieba [23], I. Chayka [24] et al.

The author of this study suggests that the issue of using ICTs for the development of a culture of communicating information to preschool children in future educators is rather neglected, but the outlined problems are important for the professional development of future teachers.

Yu. Zaporozhtseva [12] points to the fact that the use of information and communication technologies in the educational process contributes to increasing learning productivity due to "accessibility to new information, the possibility of the operational interconnection of the source of educational information and participants in the educational process, an effective combination of individual, pair, and group learning technologies, verbal and nonverbal behaviour models." These advantages of using ICT are associated, as the researcher notes, with the cognitive activity of educational applicants, which is provided by emotionality, visibility, individualisation, and differentiation of learning.

The readiness of future educators to use information and communication technologies in solving pedagogical

situations is referred by O. Kravchishina [13] to the important qualities of future specialists and their success as professionals. The researcher notes that ICTs are turning into professional tools for communication and providing educational services, not bypassing preschool education. Until recently ICT tools were considered an interesting modern innovation in the educational process, and today, in particular, during distance learning, they have become mandatory and increasingly acquire the status of conventional ones.

In connection with modern trends in the use of ICTs in educational institutions, I. Nikolayesku [14] notes “the main functional tasks of structural divisions are undergoing changes, their advisory function is being strengthened,” and the author’s own experience of this study confirms that in the conditions of distance learning, this is especially reflected in the work of teachers. This need, although it does not facilitate the process of teaching future educators, helps them better navigate different sources of information, get acquainted with different views on the same problem, find common ideas and differences in them, form a culture of communicating information to other participants in the educational process and build a personal competitive trajectory for implementation in the future profession.

Training of future educators in a higher education institution lasts at least 4 years. The use of ICTs during these years during classes in various disciplines, and in other activities of students, contributes to the accumulation of experience in using ICTs for further implementation in their future professional activities, develops a culture of working with various information and a culture of communicating information to students.

I. Tymofeieva [10] notes that when gaining experience in the use of ICTs during training in a higher education institution, the future teacher begins to form the ability and need to develop their own “electronic products” that would reflect teacher’s own vision of the upbringing and comprehensive development of children and which the future teacher would be able to adjust, focusing on the specific conditions of professional activity. The researcher points out the importance of information and communication competencies that students acquire in various types of their activities and which are components of key competencies and also emphasises the need for the use of ICTs by teachers. And this, in turn, requires updating and partial replacement of conventional means and methods of teaching in a higher education institution.

The information environment, that is, everything that surrounds the student is constantly undergoing changes, V. Kurok and A. Hritchenko pay attention to this fact in their paper [16], and therefore, working with new information “determines the need for continuous improvement of the teacher’s information competence”. It is important that in the process of obtaining higher education, future teachers develop information competence and readiness to improve it. The best manifestation of this competence will be the ability to convey the necessary information to children.

O. Lystopad and I. Mardarova [17] note that due to the introduction of ICTs in the educational process of preschool institutions, future teachers need appropriate training. To satisfy the child’s desire to learn new things, to obtain reliable up-to-date information about the qualities, properties of objects, environmental phenomena, the future teacher should be taught to use all possible sources of information and resources, including information and communication. The author of this study agrees with this, because it is the independent thorough work done by the teacher on the selection of information that will contribute to the systematisation and updating of previously established connections between known facts for the teacher, and the communication of this information to preschoolers will contribute to the successful organisation of their cognitive activity and ensure the harmonious development of cognitive processes of preschool children.

Thus, the above analysis of scientific studies gives grounds to assert that the use of ICTs in the training of future educators positively affects their professional growth and the development of important qualities of a teacher, contributes to the establishment of their vision for the upbringing and comprehensive development of preschool children.

MATERIALS AND METHODS

The methodological basis of the paper consists of scientific and methodological studies of theoretical and practical content, which are reflected in the list of sources used, and organisational and regulatory documents related to the field of education, in particular, higher and preschool levels. Such documents include state standards of higher education, in particular, the training of preschool specialists, the Law of Ukraine “On Higher Education”, the Law of Ukraine “On Preschool Education”, the Basic Component of Preschool Education, the Concept of NUS and instructional and methodological recommendations for ensuring the continuity of preschool and primary education, references to which take place in this paper.

To achieve this goal, the author used the following general scientific research methods: analysis, synthesis, systematisation, observation, conversation, survey, generalisation, and personal experience.

Methods of analysis and synthesis were used for a more detailed investigation of the previously studied main aspects of professional training of future teachers, including educators, which influence the development of positive qualities of a teacher of preschool children, provide for the use of ICTs in this process, give students the opportunity to determine the advantages of using ICTs in future professional activities. The analysis of research on the use of ICTs for the development of the information culture of future educators during higher education and the establishment of a culture of communicating information to preschool children was also carried out. It was found exactly how the development of the information culture of future educators can affect the logical and mathematical skills of preschool children.

Based on the systematisation and generalisation of various approaches and views of researchers, the author concluded that the introduction of ICTs at different stages of higher education and the availability of appropriate conditions positively affect future educators' practical skills in working with various information and the culture of communicating information to preschool children to ensure their development, in particular, logical and mathematical.

As for the methods of empirical research, the author conducted conversations with teachers and observed the work of students during tasks that involve working with various information, and requiring the use of ICTs. In the course of the study, the author tried to find out which types of information are easier and more interesting for students to work with, and what causes difficulties.

The paper also highlights the author's own views on this issue, which were formed during many years of professional training of future educators.

RESULTS AND DISCUSSION

The activity of teachers in the upbringing and training of modern preschool children should be aimed at the ability to convey up-to-date and reliable information to children about the world in which they grow up and which is changing very quickly under the influence of various factors.

I. Chaika defines the concept of "information culture of the future educator" as "optimal ways to work with signs, data, information, and provide them to the user to solve theoretical and practical problems; development of the training system, preparation of a person for the effective use of information tools and information" [24, p. 18]. It is this understanding of information culture that the author of the study applies since it is most suitable for this research.

The culture of communicating information to children is considered as the ability of an adult, in particular, a teacher, to inform children in an accessible form of truthful information that contributes to the comprehensive harmonious development of children, corresponds to their age and individual characteristics, and does not harm the mental health of preschoolers.

The author defines the process of development of future teachers' culture of information delivery to preschool children as the process of providing future teachers with professional theoretical knowledge, practical skills in organising work with preschoolers, and skills in working with information, the use of which in professional activities would maximise the overall harmonious development of children, and the development of their ideas in all educational areas provided for by the basic component of preschool education. That is, it is a long-term complex interaction of participants in the educational process of a higher education institution (teachers and students), which requires the involvement of various forms, methods, techniques, and means of teaching, and the use of ICTs as a means of teaching and as a tool that ensures the educational process in different working conditions.

Considering these interpretations, it becomes clear that the development of an information culture and a culture

of communicating information to children is an important task that teachers need to solve when providing educational services for students of the speciality "Preschool education", including using information and communication technologies.

Studying the "information and communication culture of future educators" A. Klieba [23] draws attention to the fact that the use of ICTs in the training of future teachers performs a number of didactic functions, to which the researcher refers: educational; organisational; functions of control and development of motivation, interest, thinking, skills of educational and cognitive activity, which prepares students for the use of ICTs in future professional activities. In order for the use of these technologies to lead to the implementation of the learning goal, the teacher (in the development of readiness of future educators for professional duties) and students (as future educators) should be guided by the didactic principles of visibility, activity and independence, scientific, accessibility and compliance, problemativeness, consistency, individualisation and differentiation, and optimisation in the provision of educational services. That is, compliance with these principles will ensure high-quality professional training of students and will contribute to the consideration of the principles of teaching and upbringing of children in the performance of professional pedagogical duties by future educators.

The quality of preschool education is determined by the nature of communication and interaction between an adult and a child, as noted by O. Mkrtichian [18]. This thesis of the researcher complements the beliefs of A. Klieba. The author of this study shares the views above and adds that the basis of such communication and interaction is the developed ability of the teacher to work with information and transmit information to children, and constant self-improvement of existing skills and the acquisition of new ones. The level of culture of communicating information to children, available to the teacher, directly affects the quality of education of preschool children.

The requirements of the present for the development of the child's personality and the conditions for ensuring the educational process of preschool education institutions are such that the activities of educators provide for the mandatory ability to apply ICTs for the development of children and the formation of logical, critical and creative thinking, the ability to act independently or make decisions in various life situations. The author of this study suggests that the development of these skills in children is most consistent with their logical and mathematical development, the features of which future teachers can learn from the course "Theory and methodology of formation of elementary mathematical ideas" (TMFEMI), and finds confirmation of their opinion in the paper by L. Ishchenko [20], N. Lazarovych and S. Chupahina [21], I. Taran [15], K. Shcherbakova and O. Brezhnieva [22] and others. During the study of this discipline, students get acquainted with: questions of the theory of elementary mathematics; features of the development of children's ideas about the set, number, size, shape, space and time; methods

and means of forming elementary mathematical ideas of children in different age groups of preschool education, comparing them with the requirements of didactics. Such familiarisation takes place in various ways, including using information and communication technologies.

According to the basic component of preschool education in Ukraine, the logical and mathematical competence of preschool children is attributed to the key competencies of preschool children, the acquisition of which is a complex and multidimensional process consisting of interrelated and complementary ways of familiarising children with various mathematical concepts: the set of objects and objects, their shape, colour and size; the space in which they are located, the location of objects and objects in it; ways to measure different quantities; properties of time and its course; numbers, their composition; ways to determine the number of objects, their properties and relationships, and many others that are necessary for a small child to form a “complete picture of the world”. The role of educators in this process is to help children to master the “mathematical language”, to develop children’s ability to speak and write in this language, that is, to provide favourable conditions for preschool children to enter the world, which can be described by the laws of logic and mathematics.

Among the main tasks of preparing future educators for the formation of elementary mathematical ideas and logical thinking of children (that is, to the development of a culture of communicating logical and mathematical information), including by means of ICTs, I. Taran highlights [15]: the study of the existing positive and negative experience of using ICTs in the logical and mathematical development of preschool children; the systematisation of this experience and the addition of positive aspects with modern pedagogical techniques for forming mathematical ideas in children; the use of ICTs by students during classes, performing independent tasks in higher education institutions, and during pedagogical practice in institutions of preschool education.

Communicating information to children that contributes to their logical and mathematical development is possible only when the teacher has a good grasp of the necessary information, that is, appropriate mathematical knowledge and categories, and has a well-developed logical thinking. Given this, the readiness of future educators to ensure the logical and mathematical development of preschool children, their personal growth and professional development is seen by L. Artemova [7] in the ability of students to transform knowledge into beliefs, improve certain skills that motivate them to their chosen profession and are reflected in the performance of various tasks, and in practical activities during the course of pedagogical practice.

Considering the own pedagogical experience of teaching future educators and the experience of colleagues, and the results of monitoring the work of students, it is worth noting that it is possible to use ICTs to develop students’ information culture and culture of communicating information to children, which would contribute to their logical and mathematical development, when:

- students perform tasks that involve the use of information from various information sources, including electronic resources and the Internet, and its processing. These tasks include: develop your own materials on the specified topic or choose from those developed by someone (interesting data about mathematics “around us”, interesting facts from the history of mathematics for children, physical activity breaks, riddles, rhymes, math games, etc.);
- independent development of visual educational material by students (images of geometric shapes, especially spatial ones; tables; diagrams; associative games; handout materials; presentations, etc.);
- preparation for older preschoolers of game exercises that will be performed using a computer (for example: the child needs to count the number of objects, the image of which is displayed on the screen, and press the appropriate numeric key; the child needs to familiarise himself with the entry of arithmetic problem in which the number is missing, and then, after reasoning, the child needs to enter the chosen number from the keyboard, etc.);
- development of a diagnostic scheme by students for the level of logical and mathematical development of preschool children, etc.

Guided by the analysis of the results of international and Ukrainian monitoring of the level of mathematical training of Ukrainian schoolchildren, K. Hnezdilova draws attention to “the need to build a clear strategy to improve the quality of teaching mathematics to children, starting with preschool education institutions” [19, p. 123-124]. The researcher notes that in the process of professional training of future teachers, it is necessary to focus on improving existing methods and means of teaching children mathematics and developing their logical thinking, and on updating pedagogical tools in accordance with modern needs. Referring to the Law of Ukraine “On Higher Education” and the Concept of the New Ukrainian School, the researcher notes that such means of creating a comfortable environment for the logical and mathematical development of preschool children include ICTs. And this, in turn, means that future educators should be prepared for this.

ICTs as learning tools contribute to the development of a culture of future educators to convey information, and strengthen the learning process, making it interesting and dynamic, can include virtual platforms, in particular, developmental and educational areas. The possibilities of such platforms, on which preschool children can perform various developmental tasks, including logical and mathematical ones, should be introduced to both future educators and those who are already working in preschool institutions today, as noted by K. Hnezdilova in her study. In addition, future teachers must realise that such work of children must be monitored for the time of completion and comply with sanitary and hygienic standards and requirements in the process of implementation. The researcher drew attention to various online resources, which include those that the author of this study also uses when working with students, in particular: Matific, LearningApps, MathGames etc.

Observations of preschoolers while performing exercises posted on these platforms, conversations with caregivers and parents of children conducted by the author of this study indicate that such tasks are extremely interesting for preschool children. Their balanced selection and alternation with more conventional tasks will indicate a high professional culture of the teacher and the ability to correctly convey information to children that would ensure the necessary level of logical and mathematical development of preschoolers. As for students who are future educators, they also like to complete tasks posted on online resources, and especially create their own. The development of new exercises by students contributes to the improvement of their mathematical knowledge and logical reasoning, provides an opportunity to demonstrate their individuality, creativity, and practical skills in working with various types of information, in particular, text, sound, graphic, numerical, and combined. Tasks created on these platforms will always be available, and future teachers will be able to adapt them, if necessary, to the age and individual characteristics of those preschool children with whom they will interact.

Based on personal experience of training future educators and using ICT to develop their culture of communicating information to preschool children, including to ensure the logical and mathematical development of preschool children, the author of the study draws attention to tasks that develop the following subject skills and abilities in students: "strict approach to knowledge and formulation of mathematical terms and concepts; ability to operate relationships and connections of mathematical objects; ability to generalise mathematical material, highlighting the main object; ability to operate with numbers and symbols; switching from one mental operation to another" [25].

Performing such tasks, in addition to improving the mathematical training of future teachers, develops the information culture of students, since it requires them to know about various logical operations that can be performed with information, in particular: search and selection, meaningful reading and processing, folding or unfolding, storing, transmitting, and reproducing information. Such tasks were divided into three groups.

The first group of tasks: has a theoretical focus and involves the search and processing of information using various information sources and its presentation in oral form. They provide an opportunity to develop such components of the information culture of future educators as speech culture and mathematical culture, that is, the correct interpretation and application of mathematical concepts and terms. Examples of such tasks include:

- 1) using textbooks/manuals, mathematical reference books, the Internet, lecture notes, prepare information about geometric shapes that are introduced to young and middle-aged children;
- 2) determine the topic to which the proposed task belongs;
- 3) present the submitted text information in the form of a short record, table, or diagram;

4) compare different task texts and draw an analogy, compare data, etc.

The second group of tasks: partially theoretical and at the same time partially practical. These tasks are aimed at improving students' skills to process information and separate logically completed blocks in it. Students can submit the result of their activities in various forms. Examples of such tasks are the following:

- 1) divide the text of the task/problem into semantic parts, draw up a plan for implementation/solution, and comment on it if necessary;
- 2) prepare questions for the submitted text of the task/problem;
- 3) create multiple presentation slides on the specified topic for use in the classroom with children of certain preschool age;
- 4) collapse the submitted text into a reference synopsis;
- 5) create an algorithm for completing the task/problem.

The third group of tasks: tasks with a logical load that encourage students to critical understanding, creative development, establishing analogies and patterns, developing project skills, creating their own developments, and a holistic vision of the result. Examples of such tasks include:

- 1) determine what data is missing in the task and where it can be taken from;
- 2) prepare didactic material (or didactic electronic material) on the specified topic of the lesson;
- 3) prepare and present an individual/group project with a mandatory presentation on the chosen topic (for example, "numbers in proverbs and sayings"), establish intersubject connections and practical significance of the project, etc.

Thus, the use of ICTs in the professional training of future educators takes place not only for the transfer of knowledge from teachers to students, but also for the purpose of teaching students to work independently with available information, planning educational activities of children, real assessment of the results of their work, creating conditions for choosing different ways to search and process new information, logical construction of stages of work with it and for using the acquired skills in the development of preschoolers. All this contributes to the development of a culture of communicating information to preschool children among future teachers.

CONCLUSIONS

Training of future teachers determines the initial steps and provides conditions for the personal development of a teacher of preschool children. Performing tasks that require high-quality subject knowledge, developed logical and critical thinking, responsible work with various information, and presentation of the results of their efforts makes students conscious participants in the educational process and contributes to the development of their professional competencies.

The work done by the author of this study gives grounds to conclude that the professional development of future educators occurs under any conditions of the institution of higher education, and the possibilities of ICTs ensure the performance of the functions of training tools. ICTs allow

all participants in the educational process, who are located at a long distance, to interact. Obeying didactic principles, they ensure the implementation of the goal of learning, focused on the needs of the future. Modernisation of traditional and introduction of modern methods and technologies of teaching in higher education, and a balanced approach to creating a system of tasks, which the author highlighted in this study, encourage students to active research and exploration activities, strengthen their interest in the chosen profession of a teacher, evoke positive emotions in future educators, give them the opportunity to show their creativity. Such tasks are aimed at mastering the basics of general and subject mathematical knowledge, which are necessary for performing professional duties for a teacher of a preschool education institution, as much as possible.

The experience of using various information resources and ICTs during the study of professionally oriented academic subjects at the university allows future educators to acquire personal and professional skills: search, selection, and critical understanding of information; creation

of their own didactic materials; application of ICTs in the educational process of preschool education and ensuring the cognitive needs of children; self-development and professional growth. Rich and interesting work with mathematical information helps future teachers systematise their knowledge of mathematics, and also enhances the process of forming their culture of communicating information to children, which contributes to the comprehensive development of preschoolers, including logical and mathematical.

This study does not cover all aspects of the use of information and communication technologies in higher education and the development of the information culture in future educators. In further studies, it is possible to expand the range of tasks that will strengthen the process of developing professional skills and abilities of future educators, contribute to the improvement of their information culture and become a reliable tool for them in the process of communicating high-quality information to preschoolers that would relate to various educational areas of their development.

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Формування в майбутніх вихователів інформаційної культури та культури донесення інформації до дітей

Анотація. Актуальність проблеми використання інформаційно-комунікаційних технологій у навчальному процесі закладів вищої освіти як ефективного засобу навчання в сучасних умовах продиктована самим життям. Система пасивного передавання знань від викладачів до студентів у минулому, а тому майбутнім фахівцям доводиться досить значний обсяг навчального матеріалу опанувати самостійно. Для цього вони повинні використовувати різні джерела інформації, щоб відібрати достовірний і актуальний матеріал. Для формування професійних компетентностей майбутнього педагога, зокрема вихователя, недостатньо лише ознайомитися з інформацією. У студентів необхідно формувати культуру роботи з інформацією, яка охоплює вироблення умінь і навичок самостійного відбору інформації, її опрацювання, вдалого застосування та передавання в різний спосіб. Саме такі набуті уміння і навички стануть у пригоді майбутнім вихователям, коли їм треба буде забезпечувати освітній процес у закладі дошкільної освіти та доносити потрібну інформацію до дітей дошкільного віку. Метою статті є розкриття різних поглядів і підходів до використання інформаційно-комунікаційних технологій у професійній підготовці майбутніх вихователів, зокрема для формування в них навичок роботи з різною інформацією та культури донесення її до дітей дошкільного віку. Основою статті є аналіз науково-методичних досліджень, які стосуються проблематики використання інформаційно-комунікаційних технологій, що впроваджуються на різних етапах і з різною метою під час професійної підготовки майбутніх педагогів у закладі вищої освіти. Також у статті наводиться приклад спеціально розроблених завдань, які сприяють формуванню інформаційної культури студентів – майбутніх вихователів і формуванню у них культури донесення інформації для забезпечення розвитку дітей дошкільного віку, зокрема логіко-математичного. Матеріал статті може бути корисним науковцям, які досліджують упровадження інформаційно-комунікаційних технологій у вищій школі й формування інформаційної культури майбутніх педагогів; викладачам, які навчають студентів спеціальності «Дошкільна освіта»; вихователям дітей дошкільного віку в процесі самоосвіти та виконання професійних обов'язків

Ключові слова: інформаційно-комунікаційні технології, професійна підготовка, педагог закладу дошкільної освіти, робота з інформацією, уміння ділитися інформацією, логіко-математичний розвиток, дошкільнята

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Socio-Psychological Online Survey of Ukrainian Forced Migrants in the First Months of the War in 2022: General Characteristics of the Study and Methodological Aspects of Data Collection on Facebook

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Abstract. The unprecedented scale of the Ukrainian military migration in 2022 actualises the issues of creating effective social and psychological assistance programmes and facilitating the integration of forced migrants into the communities that accept them. This is impossible without knowing the specific features of modern Ukrainian migration and its features. Therefore, the author represents the organisation of a multi-stage programme of socio-psychological survey of Ukrainian refugees. The paper presents the results of the implementation of the first stage of this programme. Its purpose was to describe the procedure for a social and psychological online survey and present a portrait of a Ukrainian refugee in the first months of Russian aggression. The features of socio-psychological online survey as a research method of data collection, and the advantages and limitations of its use are considered. The paper describes the methodology and organisation of an Internet survey on Facebook. The process of developing and content of an online questionnaire for interviewing Ukrainian refugees on the Facebook social network is presented. According to the results of the analysis of responses of 2,049 respondents (women – 95.8%), the socio-demographic characteristics of the sample, the geographical distribution of Ukrainians by host countries, their gender and social status, and the age and professional structure of respondents were determined. It is established that in the first months of the war, typical Ukrainian refugees were women of working age with higher education who went abroad with minor children. Most of the respondents went abroad from Kyiv and the eastern regions of Ukraine to Germany, Poland, and France. A problematic analysis of the peculiarities of Ukrainian migration in comparison with other military migration movements of recent years (its feminisation, a significant proportion of children and able-bodied people with high career potential) is provided. Possible socio-psychological consequences for Ukraine and host countries and related needs for creating social and psychological support programmes are also analysed. The results obtained would be useful for organisations and specialists that provide assistance to Ukrainian refugees, and state institutions that develop short and long-term policy programmes for Ukrainian refugees

Keywords: Ukrainian refugees, forced migration, migrants, online questionnaire, Google Forms, mental health, professional, geographical, gender and age characteristics of the sample of Ukrainian migrants

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INTRODUCTION

After Russia's invasion of Ukraine on February 24, 2022, the world is watching with concern and uncertainty the economic, political, and social consequences of this war [1].

One of these consequences is the influx of Ukrainian refugees seeking asylum in European countries [2; 3]. On April 24, 2022, the Office of the United Nations High

Commissioner for Refugees (UNHCR) recorded more than 5.23 million Ukrainians who were forced to leave their country after the Russian invasion. If the war continues, this figure may reach 10 million [2]. The Ukrainian refugee crisis is the largest migration crisis since World War II. Never before has forced migration been so rapid and large-scale. These fundamental factors – the rate of forced migration and its scale – are critical for the social and economic context (both Ukrainian and global) and should be the subject of extensive interdisciplinary research.

Migration is an extremely difficult period of significant changes in a person's life, which is often accompanied by potentially stressful events in post-migration life [4; 5]. Due to many traumatic events, significant losses, and other stressors before, during, and after migration, refugees are at high risk of developing common mental disorders [6; 7] and show increased levels of psychosocial vulnerability and symptoms of post-traumatic stress [8]. Acculturation stress in migrants is associated with more pronounced symptoms of post-traumatic stress disorder (PTSD) and depression [9]. Depression, anxiety disorders, and PTSD are the most common mental disorders among refugees in high-income countries [10; 11]. Wars, just like natural disasters, increase the likelihood of these mental disorders occurring, and also cause negative feelings such as guilt, anger, sadness, and loneliness [12]. These effects are experienced even in the long run. Children, adolescents, and young migrants are particularly at risk of mental health problems [8; 13]. The consequences of armed conflict have a particularly devastating impact on the health of children and adolescents, making them more susceptible to trauma and mental health problems [1]. Therefore, the psychotraumatology of the war in Ukraine is one of the most pressing issues. Currently, the issue of developing and implementing various programmes of psychological assistance and self-help for migrants and promoting the processes of their integration into host communities is acute [14; 15; 16].

To accelerate the cultural, economic, and socio-psychological adaptation of Ukrainians who became forced migrants as a result of the war with Russia, it is important to understand what psychological, behavioural, social, socio-cultural, and cross-cultural factors influence this process during their stay in different countries of the world and Europe. As far as the author of this article knows, today there are no studies that would systematically deal with this problem. However, these data are necessary for many organisations and specialists, in particular, for improving the professional, social, cultural, and psychological support of Ukrainian refugees who find themselves in a situation of psychological, financial, and social crisis. As researchers of refugee acculturation processes emphasise, such studies are important in terms of predicting problems related to the adaptation of refugees and host countries, and developing preventive measures before potential integration problems arise [17].

That is why the author of the study developed a multi-stage **socio-psychological programme for the survey of Ukrainian refugees**. It provides for a **series of empirical**

studies to gradually determine, on the one hand, the influence of the incorporated national culture of Ukrainian refugees on their socio-psychological adaptation in different countries of the world (the influence of the factor of education, social and gender roles, etc.), and on the other hand, the influence on this process of psychological determinants (motivational, cognitive, emotional factors, etc.) and their predictive role in various situations of adaptation and maladaptation of Ukrainian forced migrants. It is assumed that these factors can potentially be modulated, opening up opportunities to prevent the development of mental illnesses, antisocial manifestations, and disintegration among Ukrainian refugees.

Thus, the **research programme** is aimed at determining the socio-psychological patterns of adaptation and integration of Ukrainian refugees – forced migrants in different countries of the world, including psychological, behavioural, and multicultural factors associated with the success of these processes. In the future, the results of this research programme would allow developing strategies for psychological intervention (for example, correctional programmes of psychological assistance and self-help for migrants) in order to achieve successful adaptation or prevent maladaptation, additional traumatising, and negative scenarios in the migration path of Ukrainian refugees.

Therefore, this paper is the first part of a series of studies. Its purpose is to describe the procedure and methodology of a socio-psychological online survey and create a socio-demographic portrait of a Ukrainian refugee in the first months of Russian aggression. The objectives of this stage of the study are the following: to analyse the methodological aspects of the online survey in social networks, to determine its advantages and disadvantages, to develop an adequate online methodology for social and psychological diagnostics of Ukrainian refugees, to analyse the features of the online survey on Facebook, to present statistical results of this stage of data collection, to provide a general description of the sample obtained and the geography of the study.

MATERIALS AND METHODS

The first series of the study presented in this paper consisted of several stages: preliminary theoretical analysis of the problem of forced migration; preparation of an online survey procedure; development of diagnostic tools (Google form); placement of an online questionnaire on Facebook social network; collection, statistical processing, and analysis of primary data.

The most important element of an online questionnaire survey is the preparation of an online questionnaire. It was developed in March 2022 based on the analysis of papers on migration and refugee issues [18-20], and the experience of volunteer work with Ukrainian refugees in the official reception centre for Ukrainians in Switzerland (canton of Fribourg). The Google Forms online platform was used to create the questionnaire. The questionnaire was based on both open and closed questions. However, a third of closed questions contain the so-called "own version" (the "other" option), which is also an open question.

During April, the questionnaire was peer-reviewed by volunteer psychologists working with refugees, as well as research psychologists. Based on the results of the expert examination, individual issues were corrected. The questionnaire corresponds to the basic principles of creating questionnaires, namely: it contains an introductory part (who conducts the survey and why, how data will be used, confidentiality guarantees, etc.), a block of demographic questions that reveals socio-demographic, professional and other characteristics of respondents (gender, age, place of residence in the host country and in Ukraine, education, place of work, etc.) and the main part. The latter contains blocks of questions: circumstances and motivation of migration, housing conditions of temporary residence, the main problems and complications faced by respondents in the host country, their psychological (emotional) state, self-assessment of personality traits and characteristics, the level of expression of PTSD symptoms, coping strategies that they use to overcome stress, goals, plans, and expectations about the future, the level and features of adaptation and integration in the host country, the perception of the local population and relationships with them. Thus, the questionnaire is aimed at describing the personal socio-psychological situation of migrants and the characteristics of their life both before and after migration, their expectations, and difficulties that they faced.

There are various methods of conducting an online survey [21, p. 28]. As the main method, Google Forms was used, data collection was carried out using a computerised questionnaire written in Ukrainian and published on the Internet. A convenient nonprobabilistic sample was used, and participants were recruited online through social networks, in particular, Facebook. In specialised groups of this social network, a link to a questionnaire was published within three months (04/24/22-07/25/22) to invite Ukrainians to take part in the survey. The survey was preceded by an appeal that presents its goals, and the concepts of confidentiality and free and informed consent. Since the study of socio-psychological problems of Ukrainian migrants in social networks is a relatively new phenomenon, exclusion criteria were not used to obtain the maximum sample. Ukrainians answered the questionnaire questions at will and at a convenient time for them.

The choice of the research method is conditioned upon two circumstances: 1) the complexity of using conventional diagnostic formats for Ukrainian forced migrants who found themselves in different countries of the world in the first months of the war; 2) the availability of the Internet and the intensity of interaction and communication of people in social networks, which have become a key factor in the transformation of not only communications, but the overall society [22]. Social networks such as Facebook today provide an opportunity to unite a large number of people in groups based on certain interests and provide them with maximum opportunities for communication with each other, they are used by billions of people every day [23]. These online services on the Internet are designed to form, display, and organise social relationships, establish

communicative interaction [24]. They combine the strengths of interpersonal media with the benefits of mass media and complement them with new opportunities [25].

The rating of the most popular social networks among Ukrainians as of the beginning of 2020, according to a survey by the Research & Branding Group company, is the following [26]: Facebook (58% of all respondents), YouTube (41%), Instagram (28%), Telegram (14%), VKontakte (7%), Odnoklassniki (6%), Twitter (5%), Linkdn (1%). During the period from September 2019 – March 2020, the monthly Ukrainian audience of Facebook (MAU) increased by 2 million – to 14 million users. At the same time, growth is observed in all age categories [27]. The Facebook service is by far the largest and most popular social network on a global scale, given the high number of users and their interaction with the site [28]. In addition, according to the results of the analysis of social networks conducted by the author of this study, it was in the Facebook network that the largest number of groups were created designed to communicate Ukrainian migrants with each other to solve various issues related to moving, settling in a new place, processing documents, etc. Groups of Ukrainian refugees on Facebook are considered as a special social structure based on a specific site, which is based on connections between participants or their mutual interests [28; 29]. Therefore, this particular online service on the Internet was chosen to distribute the link to the questionnaire.

The survey began on April 24, 2022, two months after the outbreak of war with Russia and continued *from April 24 to July 24, 2022*. Within three months, an ad with an invitation to participate in the online survey was placed in 183 Facebook groups which were created to exchange information between Ukrainians who went abroad in the first months of the war. Criteria for selecting groups in Facebook were the following: compliance of the group name with official data on the host countries of Ukrainians, the number of group members (preference was given to groups with a large number of participants), the maximum variety of groups representing countries that host Ukrainians, considering the specifics of users of these groups by research topic. The publication in each group was updated on average 4-5 times every two weeks.

Two types of groups were used: public groups – admission is free, do not require registration and a request for publication from the group administration (68% of the total number of groups involved) – and closed groups (32%, respectively). The publication procedure in the latter is more complex: it involves first justifying the request for group membership (usually answering 2-3 questions), waiting for confirmation, and then repeating the request procedure and waiting for permission to publish a link to the online questionnaire. In three cases, administrators of closed groups refused to join the group, and in 9 cases, they refused to publish an online questionnaire in the group. Further, the author provides a qualitative and quantitative analysis of the Facebook groups used in the study for Ukrainian forced migrants created after the outbreak of war.

Publicly available specialised Facebook groups, which were used to post the link to the questionnaire, the largest in terms of number of participants (more than 10,000 participants), are listed in Table 1. The largest closed Facebook groups involved in the study (more than 10 thousand participants) are listed in Table 2.

Table 1. The largest available specialised Facebook groups

Group name	Number of participants, thous.
<u>UNIŢI PENTRU UCRAINA – Об’єднані за Україну – United for Ukraine</u>	279.9
<u>UKRAIŃCY W POLSCE – УКРАЇНЦІ В ПОЛЬЩІ</u> <i>Ukrainians in Poland</i>	152.3
<u>Ukrainians in Canada/Українці в Канаді/Наші в Канаді</u>	107.6
<u>CANADA – Host Ukrainians / Hébergeons les Ukrainiens</u>	88.2
<u>ГЕРМАНИЯ помогаем НАШИМ</u> <i>Germany help Ukrainians</i>	86.7
<u>Українці в Чехії</u> <i>Ukrainians in Czechia</i>	70.9
<u>Українці Німеччини</u> <i>Ukrainians of Germany</i>	62.4
<u>УКРАЇНЦІ У ВРОЦЛАВІ / UKRAIŃCY WE WROCLAWIU</u> <i>Ukrainians in Wroclaw</i>	60.6
<u>Помощь беженцам из Украины – Help for refugees from Ukraine</u>	59.0
<u>Мост: група допомоги українським беженцям</u> <i>Bridge: group of assistance to Ukrainian refugees</i>	58.4
<u>Українці в Празі</u> <i>Ukrainians in Prague</i>	58.0
<u>Українці в Італії</u> <i>Ukrainians in Italy</i>	37.2
<u>Українці в Англії</u> <i>Ukrainians in England</i>	35.8
<u>Українці в ІСПАНІЇ</u> <i>Ukrainians in Spain</i>	33.6
<u>Українці в Німеччині</u> <i>Ukrainians in Germany</i>	32.3
<u>УКРАЇНЦІ В КРАКОВІ UKRAIŃCY W KRAKOWIE</u> <i>Ukrainians in Krakow</i>	32.1
<u>Німеччина UA Дошка оголошень Українці в Німеччині</u> <i>Germany UA Notice board Ukrainians in Germany</i>	32.1
<u>УКРАЇНЦІ В ІТАЛІЇ</u> <i>Ukrainians in Italy</i>	29.3
<u>Switzerland with Ukraine</u>	29.1
<u>Українцы в Риге (Латвия)</u> <i>Ukrainians in Riga (Latvia)</i>	28.8
<u>УКРАЇНЦІ У ВАРШАВІ UKRAIŃCY W WARSZAWIE</u> <i>Ukrainians in Warsaw</i>	28.2
<u>Біженці в Німеччині</u> <i>Refugees in Germany</i>	28.1
<u>Українцы в Германии</u> <i>Ukrainians in Germany</i>	27.1
<u>Українці в Норвегії</u> <i>Ukrainians in Norway</i>	25.2
<u>Українці в Іспанії (Робота / Оголошення)</u> <i>Ukrainians in Spain (Work / Advertisement)</i>	24.5
<u>Українці в США</u> <i>Ukrainians in USA</i>	24.5

Table 1, Continued

Group name	Number of participants, thous.
Українці в Финляндии/Ukrainians in Finland	21.5
Українці у Польщі! Робота, житло та корисна інформація! <i>Ukrainians in Poland! Work, housing, and useful information!</i>	20.6
УКРАЇНЦІ НА ЧОБІТКУ (Італія Українська) <i>Ukrainians on the boot (Italy Ukrainian)</i>	19.6
Українці за кордоном <i>Ukrainians abroad</i>	19.4
Українці у Франції “Ідеї без кордонів” <i>Ukrainians in France “Ideas without borders”</i>	19.0
ШВЕЙЦАРІЯ Берн Цюрих Женева Базель Лозанна Люцерн Лугано Винтертур Биль... <i>Switzerland Bern Zurich Geneva Basel Lausanne Lucerne Lugano Winterthur Biel</i>	18.5
Наши в Польше <i>Ukrainians in Poland</i>	18.3
Українці в ЕСТОНІЇ <i>Ukrainians in ESTONIA</i>	17.2
Українці в Австрії – Українці в Австрії <i>Ukrainians in Austria</i>	17.1
CANADA / Дошка оголошень / Українці в Канаді <i>Canada / Notice board / Ukrainians in Canada</i>	17.0
ОГОЛОШЕННЯ OGŁOSZENIA Ukraincy w Polsce <i>Announcements Ukrainians in Poland</i>	16.1
Українці в Стамбуле <i>Ukrainians in Istanbul</i>	16.0
Українці в Чехії (Ukrainci v České republice) <i>Ukrainians in Czechia</i>	15.5
Українці в Швейцарії та навколишніх місцях <i>Ukrainians in Switzerland and surroundings</i>	14.9
Українці в Польщі <i>Ukrainians in Poland</i>	14.5
Українці в Словаччині <i>Ukrainians in Slovakia</i>	14.1
Українці в Румунії / Ucraineni din România / Ukrainians in Romania	12.6
Допомога біженцям в Швеції / Stöd till ukrainska flyktingar i Sverige <i>Help refugees in Sweden</i>	12.1
Українці в Ніцці – З Україною в серці / Ukrainiens à Nice <i>Ukrainians in Nice – With Ukraine in the heart</i>	11.9
Українці в Нідерландах (Oekraïners in Nederland) <i>Ukrainians in the Netherlands</i>	11.4
українці в парижі і франції <i>ukrainians in paris and france</i>	11.4
УКРАЇНСЬКА МАЛАГА – MÁLAGA UCRANIANA <i>Ukrainian Malaga</i>	11.2
Українці в Парижі <i>Ukrainins in Paris</i>	11.1
Українці Бельгії <i>Ukrainians of Belgium</i>	11.1
Варшава допомога для наших оголошення, робота, житло <i>Warsaw help for Ukrainians, work, housing</i>	11.0
Українці в Бельгії, Нідерландах та Німеччині <i>Ukrainians in Belgium, the Netherlands and Germany</i>	10.6
Українці в Кельні (Köln) <i>Ukrainians in Koln</i>	10.6

Table 1, Continued

Group name	Number of participants, thous.
Варна Допомога українським біженцям в Болгарії/Помощ за украинските бежанци <i>Varna Help for Ukrainian refugees in Bulgaria</i>	10.4
Swiss-Ukrainian Job	10.2
Українці в Італії (сообщество “Вместе в Італії”) <i>Ukrainians in Italy (Community “Together in Italy”)</i>	10.1
Українці в Франції (Робота / Оголошення) <i>Ukrainians in France (Work / Advertisement)</i>	10.1
Українська Бельгія # Українці в Бельгії! <i>Ukrainian Belgium # Ukrainians in Belgium!</i>	10.1

Table 2. The largest closed specialised Facebook groups

Group name	Number of participants, thous.
Українці & Warszawa – Українці & Варшава <i>Ukrainians & Warsaw</i>	69.7
Українці в Німеччині <i>Ukrainians in Germany</i>	53.1
Беженцы Украины в Германии <i>Ukrainians Refugees in Germany</i>	39.6
Українці в Венгрії <i>Ukrainians in Hungary</i>	33.6
Українці в Італії та оголошення! Ucraini nella Repubblica Italiana <i>Ukrainians in Italy and advertisements!</i>	31.5
Українці в Болгарії <i>Ukrainians in Bulgaria</i>	29.8
Українці в Будапешті! /Ukránok Budapesten/Українці в Будапеште <i>Ukrainians in Budapest</i>	27.8
Українці в Німеччині (об'єднуємось в єдину групу!) <i>Ukrainians in Germany (uniting in a single group!)</i>	23.2
Париж, доброго ранку, ми з України /Українці в Парижі (Ukrainiens à Paris) <i>Paris, good morning, we are from Ukraine / Ukrainians in Paris</i>	21.5
Українці в Швейцарії <i>Ukrainians in Switzerland</i>	21.5
УКРАЇНЦІ в Бельгії <i>Ukrainians in Belgium</i>	20.1
Українці в Нідерландах(Ukrainians In The Netherlands)	19.2
Українці в Парижі – Ukrainiens à Paris <i>Ukrainians in Paris</i>	18.7
Ukrainians in Frankfurt am Main / Українці у Франкфурті-на-Майні	17.8
Українці в Швейцарії / Українці в Швейцарії / Ukrainians in Switzerland	15.5
Українці в Бельгії – Ukrainians in Belgium	14.9
Українці в Англії (Великій Британії) Ukrainians in England (Great Britain)	14.6
Українці в Словачки <i>Ukrainians in Slovakia</i>	14.1
Українці Болгарії – Украинци в България - Ukrainians in Bulgaria	13.4
Українці у Франції – Ukrainiens en France <i>Ukrainians in France</i>	11.1
Ukrainer in München // Ukrainians in Munich // Українці в Мюнхені	10.1
Українці в Франції (Ukrainiens en France) <i>Ukrainians in France</i>	10.0

According to the **classification of groups**, some of the groups are intended for the communication of Ukrainian refugees who are in certain cities (for example, Українці в Парижі/Ukrainians in Paris – 3.9 thous.; Українці в Будапешті/Ukrainians in Budapest – 6.9 thous.; Мы в Ганновере/Wir in Hannover/We are in Hannover – 1.8 thous.) or in certain countries (for example, УКРАЇНЦІ В СЛОВАКІЇ/UKRAINIANS IN SLOVAKIA – 6.3 thous.; Українці в Канаді/Ukrainians in Canada – 4.9 thous.; Українці в Австрії / Українцы в Австрії/Ukrainians in Austria – 4.1 thous.; Українці у Франції/Ukrainians in France – 3.4 thous.).

The study also involved the groups, the specificity of which is to provide assistance to Ukrainians abroad (9% of the total number of groups) (for example, БЕЖЕНЦЫ ИЗ УКРАИНЫ В МОЛДОВЕ ПОМОЩЬ/REFUGEES FROM UKRAINE TO MOLDOVA HELP – 5.1 thous.; Допомога українським біженцям у Чехії/Help for Ukrainian refugees in Czechia – 4.7 thous.; Допомога українцю у Фінляндії/Help for Ukrainians in Finland – 3.5 thous.; Допомога Українцям в Іспанії/Помощь Украинцам в Испании/Help for Ukrainians in Spain – 4.4 thous.; Допомога для українців у Німеччині/Hilfe für ukrainische in Deutschland/Help for Ukrainians in Germany – 6.9 thous.; ДОПОМОГА УКРАЇНЦЯМ ІЗ ЄВРОПИ/HELP FOR UKRAINIANS FROM EUROPE – 9.5 thous.); Помощь в Италии украинским беженцам/Help for Ukrainian refugees in Italy – 1.7 thous.; Solidarity with Ukrainians in Antwerp / Помощь Украинцам в Антверпене – 1.8 thous.; Помощь беженцам из Украины / Help for Ukrainian refugees – 2.1 thous.; Ukrainians for Ukrainians – 1.6 thous. etc). The group of volunteers (Volunteer psychologists for children and parents – 3.7 thous.), specialised groups for advising Ukrainians (for example, Consultations for Ukrainians in the Czech Republic – 6.8 thous.), and various bulletin boards (for example, Ukrainians in Italy (Help/Work/Advertisements) – 8.6 thous.). Some groups even note in their names the new status of Ukrainians as refugees who have gone abroad (for example, REFUGEES IN FRANCE – RÉFUGIÉS EN FRANCE – 3.3 thous.; Refugees from Ukraine in Luxembourg – 3.4 thous.).

RESULTS AND DISCUSSION

As noted above, the situation of unprecedented scale and rapid movement of Ukrainians in the first months of the war made it impossible to use traditional diagnostic methods. This led the study to turn to an online survey in social networks, which is a relatively new method of socio-psychological research associated with the development of modern technologies. The first serious attempt to define the experience of online surveys as one of the innovative methods of collecting empirical data was made by Mick P. Couper, professor at the Institute for Social Research at the University of Michigan. He described the specifics of organising online surveys and their typology (based on an improbable sample and a probabilistic voter) [30].

The generalisation of scientific sources has shown that the main **advantage** of an online survey is the speed of data collection, resource savings, large sample size, speed of the survey, prompt response, breadth of coverage of respondents, reach of respondents, focus on a specific respondent, relevance, higher level of trust of the respondent, breadth of coverage of the subject field, organisational flexibility, logic of conducting the survey, operational control of filling out the questionnaire [31; 32]. The advantage is that the data collected through online research virtually eliminates the influence of the interviewer, respondents meaningfully answer to open-ended questions. Researchers who compared offline and online survey methods emphasise that careful preparation can provide the same results using an online survey as using conventional methods [33].

However, this method also has significant limitations [34]. The main **disadvantage** is lower accuracy of the data, especially when it comes to sample representativeness. Some of the important limitations are also the spontaneity of the sample, the problem of confirming the uniqueness of the respondent when conducting anonymous online surveys, the risk of sample displacement, and the associated lack of representativeness. When conducting an online survey of Ukrainian refugees, it was quite difficult to make a representative sample, since the general population of respondents (their professional, gender, age, and other characteristics) is not exactly known. The information obtained by the online survey method only demonstrates the opinions of primarily active internet users who are registered in a particular social network, who themselves decided to take this survey (the so-called self-selection, when participants are not selected probabilistically, but express a desire to participate in research) [35]. For example, not all forced migrants have European SIM cards, not all have access to the Internet, and can fill out an online questionnaire. This is especially true for those Ukrainians who have migrated to remote areas of the host country, such as rural areas, where Internet coverage may be worse than in cities. In addition, it is difficult to attract older people to online surveys, who, compared to other age groups, use social networks less and have worse digital skills. Moreover, those respondents who already have experience in participating in online surveys may express a more competent and critical opinion on the issues under study. Systematic audience displacement is also a threat to the representativeness of using this method. For example, among the main demographic characteristics, only the gender ratio is quite close to national indicators. There are differences in other parameters [36].

Choosing the online survey method, the presented study somewhat lost out in the indicator of “sample representativeness”, since a spontaneous sample consisting of respondents who got access to the questionnaire and decided to take part in the survey themselves was studied. On the other hand, by carefully selecting specialised groups to publish an online questionnaire, the author of the study controlled to a certain extent the representativeness of the

sample, choosing a list of those thematic resources that meet the goal of attracting potential respondents. Consequently, narrowing the sample to the part of the audience of specialised groups that hosted the questionnaire ultimately improved the representativeness of the sample.

Sample description. As of July 24, 2022, 2,049 respondents filled out the Google Forms (1,963 women – 95.8% of respondents, 86 men – 4.2% of respondents). The age of respondents ranged from 17 to 77 years (Table 3).

In terms of age composition, the majority (46.8%) were Ukrainians aged 36 to 45 years, in second place in terms of number (27.8%) – Ukrainians aged 26-35 years, and in third (15.9%) – aged 46-55 years. The least represented respondents were young people (from 16 to 20 years) and the elderly (66 years and older). The majority of respondents (95.8%) were women, which corresponds to official data [1], most of them were of working age (from 26 to 55 years).

Table 3. Age and gender distribution of the sample

Age	All participants (number)	All participants (%)	Women (number)	Women (%)	Men (number)	Men (%)
16-20	40	2	34	1.7	6	7
21-25	93	4.5	90	4.6	3	3.5
26-35	570	27.8	557	28.4	13	15.1
36-45	938	45.8	896	45.6	42	48.8
46-55	326	15.9	309	15.7	17	19.8
56-65	67	3.3	62	3.2	5	5.8
66 and older	15	0.7	15	0.8	0	0
Total	2,049	100	1,963	100	86	100

Table 4 shows an analysis of the socio-demographic characteristics of the sample. In terms of education, only 6.3% have secondary education. The sample (both male and female) is mainly represented by respondents with higher education (73.9%). The professional composition of respondents and their social status are very diverse. The most represented were teachers (15.7%), employees of civil service, management, and financial sector (13.8%), private entrepreneurs (13.7%), and representatives of

working professions (13.4%). In the other category among 192 respondents (100%) significant number (37%) were representatives of medical and pharmaceutical professions (doctors, pharmacists, nurses, etc.), legal professions (22%) and cultural spheres (19%) (journalists, editors, artists, etc.). There are more workers among men (22.1%), computer and engineering professions (19.4%), among women there are more representatives of education (16%). 73.4% of respondents (most of them women) came with minor children.

Table 4. Socio-demographic characteristics of the sample

	All participants (number)	All participants (%)	Women (number)	Women (%)	Men (number)	Men (%)
Education						
Complete general secondary education	129	6.3	119	6.1	6	9.4
Professional (vocational) education	291	14.2	275	14	3	4.7
Higher education	1,504	73.4	1,450	73.9	13	20.3
Postgraduate or doctoral studies	125	6.1	119	6.1	42	65.6
Total	2,049	100	1,963	100	86	100
Profession, social status						
Student	55	2.7	50	2.5	5	5.8
Pensioner	44	2.1	41	2.1	3	3.5
Householder	267	13	267	13.6	0	0
Unemployed	120	5.9	114	5.8	6	7
Public service, management, finance	283	13.8	279	14.2	4	4.7
Working professions	275	13.4	256	13	19	22.1
Private entrepreneur	280	13.7	264	13.4	16	18.6
Education (pre-school, secondary, or higher)	322	15.7	315	16	7	8.1
Agricultural sector	15	0.7	13	0.7	2	2.3
Computer and engineering professions	196	9.6	179	9.1	17	19.8
Other	192	9.4	185	9.4	7	8.1
Total	2,049	100	1,963	100	86	100
Arrived with minor children	1,504	73.4	1,455	74.1	49	57

As for the region from which the respondents left abroad, Kyiv city (28.4%), East (24.8%), and South of Ukraine

(17%) prevail. The lowest number of respondents left the North (6.8%), and the Centre of Ukraine (14.2%) (Table 5).

Table 5. Region of residence of the sample participants in Ukraine

	All participants (number)	All participants (%)	Women (number)	Women (%)	Men (number)	Men (%)
Kyiv	582	28.4	563	28.7	19	22.1
East of Ukraine	509	24.8	483	24.6	26	30.2
South of Ukraine	348	17	331	16.9	17	19.8
Centre of Ukraine	271	13.2	263	13.4	8	9.3
West of Ukraine	200	9.8	189	9.6	11	12.8
North of Ukraine	139	6.8	134	6.8	5	5.8
Total	2,049	100	1,963	100	86	100

Geography of respondents. The country where people migrate can include important aspects for successful adaptation and integration [19], so special attention has been paid to the analysis of the countries in which respondents are located. At the end of data collection, adults from 38 countries participated in the survey (Table 6). Among the three countries with the highest number of respondents who answered

the questions of our online questionnaire are Germany (15.6%), Poland (9.6%), and France (8.9%). In second place is a group of countries such as Switzerland, Italy, Belgium, and Spain (5-6%). To a large extent, this distribution depended on the number of groups involved, their activity, and geography. Thus, groups of Ukrainians in Germany, according to the study results, are the most represented on Facebook.

Table 6. Countries to which the sample participants migrated

Country	What country are you in (with or without refugee status)	
	Number	%
1. Germany	319	15.6
2. Poland	196	9.6
3. France	183	8.9
4. Switzerland	123	6
5. Italy	120	5.9
6. Belgium	119	5.8
7. Spain	98	4.8
8. Norway	81	4
9. Czech Republic	79	3.9
10. Austria	72	3.5
11. Bulgaria	71	3.5
12. Finland	53	2.6
13. Netherlands	49	2.4
14. Great Britain	47	2.3
15. Israel	44	2.1
16. Lithuania	42	2
17. Sweden	42	2
18. Hungary	38	1.9
19. Latvia	32	1.6
20. Luxembourg	31	1.5
21. Slovakia	27	1.3
22. Turkey	27	1.3
23. Romania	24	1.2
24. Cyprus	23	1.1
25. Ireland	22	1.1
26. Moldova	21	1
27. Greece	20	1
28. Estonia	14	0.7
29. Canada	14	0.7
30. Denmark	5	0.2
31. Portugal	3	0.1
32. USA	3	0.1
33. Slovenia	2	0.1
34. Scotland	1	0.05
35. Georgia	1	0.05

Table 6, Continued

Country	What country are you in (with or without refugee status)	
	Number	%
36. Sri Lanka	1	0.05
37. Costa Rica	1	0.05
38. Liechtenstein	1	0.05
Total	2,049	100

It is quite difficult to determine to what extent the results presented in Table 4 reflect the real state of affairs. Official statistics on the stay of Ukrainians in different countries of the world as of today are practically absent, data from the Office of the United Nations High Commissioner for Refugees for 3 months of the survey were constantly changing [37] and, obviously, will continue to change in the future, since the future redistribution of Ukrainian migrants to the countries of the world is expected [3]. Given the extraordinary dynamism of people's movements during April-July 2022 (trends of return to Ukraine, family reunification, new waves of departure of Ukrainians abroad), the lack of open access to official data on the stay of Ukrainians in different countries of the world, the question of representativeness of the sample remains debatable. As of today, it is also difficult to determine the difference between the recruited and estimated sample according to the distribution in the general population of Ukrainians who went abroad.

However, the results obtained at this stage determine **features of the military migration of Ukrainians**. Firstly, *gender structure of Ukrainian migration* caused by war, is different from similar migration movements. In recent years, a significant share of migrations is made up of men (migrants from Syria, Afghanistan, Nepal, etc.) [7; 11; 14; 38]. According to official data, young, unmarried men make up a disproportionate majority of migrants from the Middle East and North Africa, which poses certain threats to their host countries [39]. As the results of the survey showed, the main part of Ukrainian refugees are women with children. Thus, on the one hand, these results confirm the trend of increasing feminisation of modern migration flows [40; 41], on the other hand, Ukrainian women's migration clearly reveals its specifics. For example, the majority of Ukrainian migrant women have higher education and at the same time do not speak enough of the languages of the European Union.

Among the socio-psychological aspects of military migration of Ukrainian women, it is important to note the cross-cultural features of the perception of women with minor children by residents of countries that accept Ukrainians, which, according to preliminary data, is more positive than the largely negative perception, for example, of Afghan or Syrian refugees, most of whom are men of mature age [4; 17]. The findings on the feminisation of Ukrainian migration (based on a preliminary analysis of the answers to the questionnaire) may be the *features of integration of women with children* in European countries, such as: problems of child care that limit women's employment opportunities, motivation to return home as soon as possible and the associated lack of desire to learn the language of the host country, a complex of negative emotional

states associated with the absence of the husband and other family members, the need to independently solve all domestic, administrative, medical problems, independently make decisions and bear sole responsibility for them, the destruction of marital relations due to a long estrangement or the emergence of new relationships, "double employment" of a woman (home and work) if she finds a job, etc. The subject of close attention of sociologists, politicians, and psychologists should be the fact that Ukrainian woman is gradually becoming an active subject of international migration, first – labour [41], now – military.

Secondly, a significant part of Ukrainian migrants are *children and teenagers*. The consequences of military migration are particularly devastating for their mental health [1, 42]. In particular, their socio-psychological adaptation and integration into the host society is associated with the risk of post-traumatic stress, behavioural problems, signs of hyperactivity, emotional distress, problems in relationships with peers, antisocial behaviour, etc. [8; 13]. For example, in a study of children and adolescents from Syrian refugee families [43], 23.7% were found to have symptomatic depression, post-traumatic stress disorder, and anxiety. Unpredictable in terms of consequences for their mental health are the need to adapt Ukrainian children to school education in other countries in parallel with learning a foreign language of the host country, often studying in two schools simultaneously (offline – in European and online – in Ukrainian), the need to establish new interpersonal contacts in a foreign-language environment, risks of social isolation, increased dependence of children on gadgets, etc.

The family environment plays a key role in children's response to war and relocation to another country, so measures to increase the resilience of refugee children to stress should include family-wide support mechanisms [44]. However, in the case of Ukrainian migration, family-wide mechanisms of influence in most cases are reduced to narrowly maternal ones. Given that women and children are most susceptible to post-traumatic stress and its symptoms [42], there is a problem of mothers who should become a source of child resistance, but alone experience excessive stress. The socio-demographic consequences of this wave of "child" migration may also become a problem for Ukraine if parents are motivated to stay in host countries.

Thirdly, as the results showed, almost 91% of migrants are representatives of the working-age population of Ukraine, most of whom have higher education and significant professional experience in the fields of medicine, finance, education, law, management, etc. Abroad, they were cut off not only from the usual cultural, ethnic, and social environment (relatives, friends, colleagues), but also from

the professional context. A significant percentage of them have lost their professional status and are forced to reduce their professional claims due to ignorance of the language of the host country or other reasons. As the researchers note [45], the problem of professional identification of refugees increases in the face of multiple barriers that arise in employment, especially strong are obstacles in the career development of refugee women [46]. All this can cause a sense of uselessness, difficulties in professional adaptation to a new place, loss of life guidelines, transformation of professional identity, etc. According to preliminary results, more than 50% of able-bodied Ukrainians abroad have no plans for the future and are in a state of complete or partial life uncertainty, experiencing a lack of control over their lives and the lack of any clear goals. It is extremely important for adult Ukrainian refugees to restore their former professional identity or develop an alternative identity [45], so psychological support for able-bodied migrants should include the introduction of special strategies for their support aimed at preserving and restoring the labour potential of the Ukrainian nation. On the other hand, it is impossible not to understand that Ukrainian migration includes mechanisms of social transformation, which play the role of a powerful creative source for European societies that accept Ukrainian migrants. The latter, given their personal and professional experience, can become a new source of improving the well-being of these countries.

Thus, understanding the specifics of the forced migration of Ukrainians in comparison with others, on the one hand, can help in creating effective and effective programmes of social and psychological online and offline support, assistance and self-help for Ukrainian refugees. On the other hand, they make it clear that large-scale Ukrainian migration can become a source of serious risks for many countries that accept Ukrainians due to a radical decrease in management capabilities. Consideration of this specificity would allow analysing current social and psychological problems and, most importantly, the possible consequences of this migration for the economic, social, political, and cultural institutions of Ukraine and countries that accept Ukrainian refugees.

CONCLUSIONS

Forced migration has always been one of the most critical and abnormal life situations. As a result of the escalation of the military conflict in 2022, migration has become a specific experience for millions of Ukrainians, which goes beyond ordinary life and in many cases is associated with serious trauma to the psyche. Socio-psychological studies of this problem area are extremely important today for predicting problems related to the adaptation and integration of Ukrainian refugees and developing preventive measures to prevent them, and providing them with qualified assistance.

On the one hand, the impossibility of using conventional methods of diagnosing Ukrainians in conditions of unprecedented speed of migration movement in the first months of the war, on the other hand, the availability of the Internet and the intensity of their communication in social networks make it necessary to use online surveys. As the experience of the author of this study has shown, under the condition of increased control over the representativeness of the sample and careful preparation of the survey, this method allows collecting a significant sample in a short period of time.

According to its strategy, this stage of the study was focused on obtaining preliminary information about the military migration of Ukrainians through a mass online survey of Ukrainians on Facebook. The answers obtained allow creating a typical socio-demographic portrait of a Ukrainian refugee in the first months of the war with Russia. These are women who have higher education and who have gone abroad with minor children. The majority (91%) of Ukrainian refugees are people of working age (26-55 years) with high career potential. Geographically, most of the respondents travelled abroad from Kyiv and the eastern regions of Ukraine and are located in Germany, Poland, and France. Awareness of the peculiarities of forced migration would contribute to the creation of effective online and offline support programmes for the integration of Ukrainians, and analysis of the possible consequences of this migration for Ukraine and countries that accept Ukrainian refugees.

The prospects for further study are to continue the accumulation of empirical data, because the author suggests the influence of temporal characteristics of staying abroad on the psychological state and socio-psychological adaptation of Ukrainians. The main attention in the further analysis will be focused on the factors of socio-psychological adaptation, such as: the characteristics of the country that accepts refugees, the psychoemotional state of Ukrainians, coping strategies for overcoming stress from adaptation, and motivational and target characteristics of further stay abroad.

In the following studies, the author plans to: present an analysis of socio-psychological problems of Ukrainians – forced migrants in the first months of the war in 2022; describe individual, cultural, situational, and social factors related to the quality of socio-psychological adaptation of Ukrainian refugees; check the frequency impact of factors such as gender, age, education, social status, the presence of minor children, cultural and mental characteristics of the host country, and personal characteristics of respondents on the process of adaptation of migrants; determine socio-typological and individual trajectories of adaptation of Ukrainian refugees in different countries of the world and Europe during the first months of the war with Russia; create programmes of social and psychological assistance to various categories of Ukrainians – forced migrants on this basis.

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Соціально-психологічне онлайн-опитування українців – вимушених мігрантів у перші місяці війни 2022 р.: загальна характеристика дослідження та методичні аспекти збору даних у соціальній мережі Facebook

Анотація. Безпрецедентні масштаби української воєнної міграції 2022 року актуалізують питання створення ефективних програм соціально-психологічної допомоги та сприяння процесам інтеграції вимушених мігрантів у спільноти, які їх приймають. Це неможливо без знання специфіки сучасної української міграції та її особливостей. Тому авторка представляє організацію багатоетапної програми соціально-психологічного дослідження українських біженців. У статті представлено результати реалізації першого етапу цієї програми. Його мета полягала в описі процедури соціального-психологічного онлайн-опитування і представленні портрету українського біженця перших місяців боротьби з російською агресією. Розглянуто особливості соціально-психологічного онлайн-опитування як дослідницького методу збору даних, а також переваги та обмеження його застосування в сучасних дослідженнях. Описано методику та організацію інтернет-опитування в соціальній мережі Facebook. Представлено процес розроблення та зміст онлайн-анкети для опитування українських біженців в соціальній мережі Facebook. За результатами аналізу відповідей 2049 респондентів (жінки – 95,8 %) визначено соціально-демографічні характеристики вибірки, географічний розподіл українців за країнами перебування, їхній гендерний та соціальний статус, а також вікову та професійну структуру респондентів. Встановлено, що в перші місяці війни типовими українськими біженцями були жінки працездатного віку з вищою освітою, які виїхали за кордон з неповнолітніми дітьми. Найбільша частина респондентів вирушили за кордон з Києва та східних регіонів України в Німеччину, Польщу, Францію. Надано проблемний аналіз особливостей української міграції порівняно з іншими воєнними міграційними переміщеннями останніх років (її фемінізація, значна частка дітей та працездатних людей з високим кар'єрним потенціалом). Проаналізовано також можливі соціально-психологічні наслідки для України та країн, що приймають українців, та пов'язані з ними потреби створення програм соціально-психологічної підтримки. Отримані результати стануть у пригоді організаціям та спеціалістам, які надають допомогу українським біженцям, а також державним інституціям, які розробляють програми короткострокової та довгострокової політики щодо українських біженців

Ключові слова: українські біженці, вимушена міграція, мігранти, онлайн-анкета, Google-форма, психічне здоров'я, професійні, географічні, статево-вікові характеристики вибірки українських мігрантів

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Interactive Teaching Methods as a Means of Developing Creative Activity of Instrumentalist Students in the Context of Distance Learning

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Abstract. The relevance of the problem is conditioned by the need to adapt musical art to the conditions of distance education. The paper highlights the main approaches to the implementation of interactive teaching methods for instrumentalist students as an effective means of developing creative activity in the context of distance education. In the context of a pandemic, learning is being transformed into a virtual environment, in particular, a remote way of conducting training sessions. This feature requires a separate pedagogical approach to the development of skills in mastering musical instruments. Therefore, the education process needs to be updated and modernised. The purpose of the study was to determine the methods of interactive teaching of instrumentalist students. Theoretical and methodological approaches to the use of interactive teaching methods are substantiated, in particular, the essence of interactive learning is determined, the features of distance learning are determined, and methods for studying the creative activity of instrumentalist students are highlighted. The concepts of interactivity and creativity are revealed. The features of distance learning are analysed, in particular, effective educational technologies and teaching methods are determined, and cloud technologies are identified as the most effective. The method of determining creativity was used to investigate the creativeness of instrumentalist students. The study results became the basis for the effective implementation of interactive learning methods in the process of organising distance learning with instrumentalist students. The practical significance lies in the identification of the most effective interactive methods of development of creativity and the conclusion of appropriate exercises. The expediency of using interactive methods based on the study by researchers as the most effective in the process of distance learning is also substantiated

Keywords: information society, educational technologies, professional competence, educational efficiency, post-industrial world

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INTRODUCTION

At the present stage of social development, information and communication technologies are actively developing, which determines the features of the development of various fields of activity. The information society requires special approaches to the implementation of educational activities, which is important in the context of the introduction of innovative technologies, since it is necessary to acquire knowledge in the field of education and the use of innovative technologies. The educational process requires modernisation in accordance with the requirements of modern technological achievements. At the same time,

an important role in the process of educational activity is played by an individual capable of self-realisation. Therefore, personality-oriented, interactive technologies are effective educational technologies. A developed person can use the achievements of humanity and at the same time, such a person generates new ideas and implements them in life, which contributes to further inventions, and therefore, is a condition for constant progress. Thus, the main task of personal development is to obtain knowledge and skills in the educational process that form the competencies of the individual. An important factor in effective education is the choice of appropriate technologies.

It is important to obtain higher education, where students acquire knowledge in the context of theoretical knowledge of facts and their practical assimilation. Students should gain knowledge and, at the same time, apply it through mental work. Interactive and innovative teaching methods are used for this purpose. Interactive teaching methods involve the organisation of cognitive activity in the context of achieving specific goals and objectives that are designed in advance. An important factor in the effective application of interactive methods is to create conditions for the student to achieve success in completing tasks. That is, students should feel their intellectual ability when getting results in achieving the goal. Interactive methods contribute to the implementation of tasks and create an opportunity for testing various options for solving educational problems. Thus, the student has the opportunity to show creative activity.

Interactive methods involve involving students in discussions, lectures using a multimedia presentation, and mini-research. A common interactive method is “brainstorming”, where the student can make various suggestions that may be correct. The methods of questionnaires, blitz surveys, and solving various situations are also effective. Such methods contribute to creative reconsideration of tasks. In the context of distance education, the method of teaching is quite relevant – the method of critical thinking. Thus, interactive teaching methods are the most effective for the development of creative activity among instrumentalist students, since such methods encourage the active participation of the student in the acquisition of new knowledge and skills, students show their own initiative, which reveals their abilities. A. Bessarab, O. Mitchuk studied social networks as a phenomenon of the information society [1; 2]. I. Bondar, A. Humenchuk investigated the conceptual and innovative approaches of higher educational institutions to the model of training a successful specialist [3]. S.M. Vdovych studied modern educational technologies of the language training of future service specialists [4]. Creativity is especially important for instrumentalist students. Musical art involves creating a musical product in the process of integrating various aspects. Musical creativity involves the creation of a high-quality “product” that has artistic imagery and transforms reality in an artistic and figurative form. The student’s creative activity is also manifested in the development and translation of foreign musical works. Students consistently assimilate a piece of music, analyse it, highlight artistic details, and then reproduce it. Creative activity is the main aspect in the process of creating a composition.

The purpose of the study is to investigate the effectiveness of interactive methods for developing creative activity of instrumentalist students in the context of distance education. The purpose has identified the relevant tasks:

1. To analyse the theoretical and methodological foundations of using interactive methods in the process of distance education.

2. To determine the features of the development of the creative activity of instrumentalist students.

3. To investigate the effectiveness of interactive methods in the process of distance education.

MATERIALS AND METHODS

The activity of instrumentalist students in the course of educational activities will be useful when effective methods and technologies are identified. The teacher selects the most optimal methods for listening to students, which determine the student’s musical abilities, then selects effective teaching methods that contribute to the development of individual perception and reproduction of the melody and harmonious interpretation of the song.

The study is based on the approaches of scientists who have investigated the main conceptual provisions of this problem. The method of analysis and synthesis was applied to define the concept of interactivity in the context of distance education to develop creative activity [5]. Thus, the study analysed the conclusions of researchers regarding the feasibility of using interactive methods in the process of distance education. Observation and description methods were used to determine the educational activity of instrumentalist students using the interactive learning method.

In the course of the study, distance classes were conducted using interactive methods, where students’ musical activities were organised. Students created compositions for different seasons based on computer modelling [6]. Computer technologies were used for them, with the help of which they created their compositions in a special piano programme. The melodies were different, some students tried to apply musical notes, and some randomly composed sounds. Interactive methods were used during the lesson. Next, it was analysed to what extent interactive methods affected the level of creative activity.

The level of creative activity was determined by the method of determining creativity [7]. The survey was conducted with students of the Department of musical and instrumental education in the number of 100 people. The methodology involved determining creative abilities based on a survey. The subject received three words in an unknown sound. The task for the subject is to name as many phrases as possible with a combination of these three words [8]. Pre-processing determined the level of creative activity. When processing the methodology of creativity development as interpreted by N.E. Skulish [7], the parameter of personal creative activity development (CAD), level of verbal creativity (VCL), level of non-verbal creativity (NCL); level of creativity potential (CPL) were found

In the course of the study, students were taught remotely using interactive exercises. Classes were held in a ZOOM conference, during which students gathered as a group. The lesson began with the exercise “Acquaintance”, in which students introduced themselves using the phrase “My name is ... , today I can create a composition called” Then the teacher voices a new topic. Definitions from the topic are learned using the “brainstorming” method [9]. The teacher asks about a particular concept, and students offer answers. In the course of sentences, the teacher records the correct

sentences on the “blackboard”. Situational analysis is also used, students listen to a piece of music and analyse it according to a certain scheme.

The main components of the creative activity of the instrumentalist student, and the main approaches to the development of creative activity based on the theoretical analysis of scientific and methodological literature, were identified. To determine the effectiveness of interactive learning in the process of distance learning, the method of analysing interactive exercises was used, which is advisable to use in order to develop creative activity. The study of the level of creativity was carried out according to the method of determining creativity [7]. The survey was conducted with students of the Department of musical and instrumental education in the number of 100 people. The sample was formed according to the “Snowball” method. 5 students of the department were involved, and they invited their fellow students. The questions of the methodology were created in Google Forms, and the link was sent to students’ emails. The methodology involved determining creative abilities based on a survey. The subject received three words in an unknown sound. The task for the subject is to name as many phrases as possible with a combination of these three words [8]. A number of methods and techniques were used for the study, which determined its results.

RESULTS

As a result of interactive learning, in particular, when creating a musical composition in the process of distance education, students develop intellectual independence, creative search, social and communicative competence [10]. Nowadays, interactive learning has proven its importance and necessity at all levels of the educational system. Its implementation contributes to the creation of additional opportunities for updating the content of training, methods of teaching disciplines and the dissemination of knowledge based on modern multimedia technologies [11]. Interactive learning provides an opportunity to diversify the learning process, which is also a factor in increasing interest in the discipline and motivation. Thus, the introduction of interactive lectures and practical classes in the process of creating a musical composition is a promising area of study, their use improves the quality of education due to such advantages as efficiency, flexibility, and modularity, which meets the requirements of the modern concept of higher education. The introduction of interactive teaching methods in the educational process allows for diversifying classes, creating comfortable conditions for learning, which is the basis for the development of motivation to activate the pedagogical process and makes this model desirable for both students and teachers, and most importantly, develops creative activity.

Creativity in music is the ability to create a composition that is unique [12]. To create such a composition, it is necessary to apply natural abilities, skills, professional competence and social experience, imagination and emotionally high spirits. Creative activity determines the professional activity of an instrumentalist student, since the creation of a musical composition requires a creative approach, originality and non-repeatability of the idea of the work [13]. Creative activity is manifested in the focus on the use of intellectual abilities in the creation of a composition, which determines the content aspect of combining interests and needs to achieve the aesthetic feature of a musical work. Creative activity has corresponding structural elements, namely, a motivational component, cognitive and operational, emotional and volitional, and evaluative [14]. Thus, the creative activity of instrumentalist students has three stages of creating a composition: the emergence of an idea, the presentation of a plan for the implementation of a creative idea, and the implementation of a creative idea in the form of a musical composition. Thus, instrumentalist students realise their creative idea in the process of educational activities.

The modern world requires new approaches to education. Thus, new achievements in the innovation and information space determine new approaches to educational activities, in particular, in the context of distance education. Distance education involves the interaction of a teacher and a student with the direct use of the Internet [6]. Such interaction is already interactive, since the student is involved in learning using online platforms, cloud technologies, and other features of the Internet network. Based on the theoretical analysis, it is determined that internet technologies are used quite intensively in the information society. The internet overcomes geographical barriers, which saves time. In the course of the study, it was determined that distance learning is a set of the following activities:

- provision of educational material to the student;
- monitoring student progress;
- consultation of student;
- interactive collaboration between teacher and student;
- ability to quickly add new information to the course and correct errors.

The main criteria for using interactive methods are to increase the effectiveness of training in conditions of constant search for the right solutions through the choice of the most effective options [15]. In addition, one of the components of interactive learning is the performance of tasks in a group, in a collective discussion and debate. A survey was conducted before and after distance learning using interactive methods. The survey results were shown in diagrams (Figs. 1, 2).

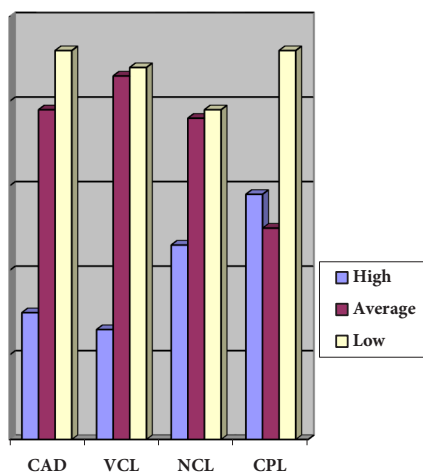


Figure 1. Indicators of the survey on the method of creativity for conducting interactive distance learning

Source: developed by the author

Note: the chart columns show the number of people with high, average, and low scores for each of the parameters, respectively

According to the results of a survey of instrumentalist students based on the method of measuring creativity [7] before conducting a distance lesson using interactive methods, low indicators were observed for all criteria for the formation of creative abilities of younger

schoolchildren. Thus, according to all indicators, the low level of creative abilities of students prevails. The next step of the study was to determine the level of creativity of students after conducting a lesson using interactive methods.

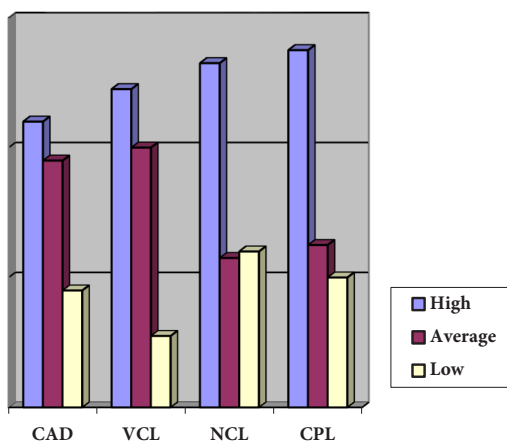


Figure 2. Survey indicators based on the method of measuring creativity after conducting musical classes

Source: developed by the author

Note: the chart columns show the number of people with high, average, and low scores for each of the parameters, respectively

According to the survey results, after conducting a distance lesson with interactive methods, it was determined that students' creative abilities significantly improved in all indicators. Interactive methods of musical composition when practising with students contribute to the development of creativity and creative activity. Distance learning is an alternative to the educational process in the context of information post-industrial development.

DISCUSSION

The success of a student's activity is directly related to motivation. Motivational orientation is defined as a person's readiness to learn, master professional activities, which plays a particularly significant role in the future practical competence of an

instrumentalist student. Over the past decades, there has been dissatisfaction with the training of future specialists in higher educational institutions. The main reason for the lack of practical skills of students is considered to be a decrease in their motivation due to the deepening of "instrumentalism", "technicalism" in the thinking of teachers, a decrease in interest in the student's personality [16]. L. Vasylenko [16] argues that it is teachers who need to develop students' ability to activate their positive and international experience of obtaining knowledge, see the meaning of life in educational work, and maintain a high level of motivation. The teacher analysed the theoretical foundations of the motivation factor in the context of academic performance and determined that motivation encourages creative problem-solving.

The study of data gave grounds to determine the factors of motivation for achieving the goal. For example, the development of positive motivation of students to perform work is influenced by many factors. G. Vatamanyuk [17] identifies the following: a flexible system of organisation of the educational process, a clearly defined range of tasks and possible ways and means of their implementation, productive cooperation between the teacher and students and in a group of students among themselves, teacher control and self-control, the student's ability to self-evaluation. An important place among the main positive motives in the cognitive independence of students is occupied by students' interest in the future profession, the desire to meet the high level of requirements that society puts forward for modern specialists. Therefore, the main motivating factor in organising the educational process should be the focus on using professionally oriented material and gaining personal experience.

An effective approach to improving professional competence is the use of interactive methods. Interactive learning is a dialogue process in which the teacher and student interact. In contrast to one-way communication in a linear education system, multilateral communication in the context of distance education implies the activity of each subject of the educational process, and not just the teacher, parity, and the absence of repressive management and mentoring measures [18]. This is a higher school strategy, the goal of which is the intellectual autonomy of the student with developed social competence. It is necessary to consider the main aspects of creating and implementing interactive learning in the educational process, which is used at the Department of musical and instrumental education. Training provides an opportunity for pedagogical influence, which encourages students to be mentally active, to show a creative, research approach, and search for new ideas for solving various problems of educational and research activities. H. Padalka defines the main purpose of conducting an interactive lecture and practical lesson in the process of distance education as not only communicating information, but also actively assimilating it by students [19]. The requirements for this form of training are a two-way flow of information or dialogicity, the innovative nature of the information that is presented, and the preparation of students for lectures; constant interactivity, that is, overcoming the one-sidedness of the information flow through pedagogical methods and teaching technologies [20]. The latter include an interpretive dialogue of creating internal motivation for future joint work, providing psychological comfort, and preparing for active search and acquisition of new knowledge.

Therefore, it is better for the teacher to "communicate rather than talk" with the audience during an interactive lesson, which contributes to the creation of a dialogue form of learning. An important factor for a modern teacher is "provoking a smile". Thus, D. Allessie et al. [21] argue that humour promotes a comfortable environment for critical thinking during distance learning. To improve the effectiveness of training, a teacher should attach importance

to the final stage – these are answers to control questions and solutions to creative tasks aimed at independence and creative search, where the teacher acts as an organiser, consultant, and adviser. It can be argued that in comparison with other methods, interactive ones are focused on greater interaction of students not only with the teacher, but also with each other, on the dominance of student activity in the learning process [22]. It is advisable to assume that the dominant role of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative. It regulates the educational process and deals with its general organisation, defining the educational direction (prepares the necessary tasks in advance, formulates questions or topics for discussion in groups), controlling the time and order of implementation of the planned work plan, providing consultations, explaining complex deadlines, helping in case of serious difficulties.

As a result, it was proved that if interactive methods are used in the process of distance learning, it is possible to achieve a significant increase in the effectiveness of the educational process by purposefully activating thinking, when the student is forced to be active throughout the lesson, show independence, creativity in performing tasks. The study suggests that the introduction of a number of interactive techniques when conducting distance learning with instrumentalist students activates individual or group work of students. For example, instead of asking a question and asking the first person to raise their hand, a teacher can offer to discuss an opinion with a neighbour, and only then give the opportunity to answer the question to the person who wants to, thus allowing all students to participate in the discussion of the question asked.

Thus, in the course of the study, it was proved that motivation is the most effective factor of creative approach in solving educational goals, which, in turn, is the main factor of successful education.

CONCLUSIONS

A study was conducted to determine the effectiveness of interactive teaching methods in the process of conducting distance learning with instrumentalist students. The main theoretical foundations of using educational technology of interactive methods for the development of creative activity are analysed.

Based on the conclusions of researchers on the importance of distance education in the context of the development of innovative technologies, it is determined that interactive technologies most effectively form creative problem solving, and therefore, contribute to increasing the level of creative activity among instrumentalist students. It is determined that interactivity promotes creativity. A study was conducted on the development of creative abilities in instrumentalist students based on the method of measuring creativity, which determines the level of creative activity, and compared the indicators of creative abilities in instrumentalist students before and after classes.

Based on the study results, it can be argued that interactive methods have significantly higher indicators

of creative abilities in organising musical activities. A form of training using information and communication technologies that provide interactive interaction between teachers and students is the essence of distance learning. Modern life is being transformed into a digital environment, so there is a need to have knowledge and skills in using information and communication capabilities. Interactive teaching methods stimulate the satisfaction of the student's interests, which contributes to the increase of their self-esteem, encourages the improvement of self-organisation, and most importantly, determines the creative approach to solving problems, which is important for instrumentalist students in the conditions of

modern education. This approach increases the professional competence of future specialists in their practical activities.

Summarising the above, it can be argued that interactive methods contribute to the development of the effectiveness of creative activities of instrumentalist students in the context of distance learning.

In the future, the authors will consider in more detail the specific methods of interactive learning and the features of their interaction during the training of instrumentalist students, determine the most effective individual methods and their combination, introducing them into the educational process and increasing the sample of the experiment.

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Інтерактивні методи навчання як засіб розвитку творчої активності студентів-інструменталістів в умовах дистанційного навчання

Анотація. Актуальність проблеми полягає в потребі адаптувати музичне мистецтво до умов дистанційної освіти. Стаття висвітлює основні підходи щодо реалізації інтерактивних методів навчання студентів-інструменталістів як ефективний засіб розвитку творчої активності в умовах дистанційного навчання. В умовах пандемії навчання трансформується у віртуальне середовище, зокрема дистанційний спосіб проведення навчальних занять. Така особливість вимагає окремого педагогічного підходу до формування умінь володіння музичними інструментами. Тому процес освіти потребує оновлення та модернізації. Метою дослідження було визначити методи інтерактивного навчання студентів-інструменталістів. Обґрунтовано теоретико-методологічні підходи щодо використання інтерактивних методів навчання, зокрема визначено сутність інтерактивного навчання, визначено особливості проведення дистанційного навчання та виокремлено методи дослідження творчої активності студентів-інструменталістів. Розкрито поняття інтерактивності та творчості. Проаналізовано особливості дистанційного навчання, зокрема визначено ефективні освітні технології, методи навчання, визначені хмарні технології як найбільш ефективні. З метою дослідження творчості та креативності студентів-інструменталістів була використана методика визначення творчості. Результати дослідження стали підставою для ефективного впровадження методів інтерактивного навчання в процесі організації дистанційних занять зі студентами-інструменталістами. Практична значущість полягає у виокремленні найбільш ефективних інтерактивних методів формування творчості та укладення відповідних вправ. Також обґрунтовано доцільність використання інтерактивних методів на основі наукових розвідок дослідників як найбільш ефективних у процесі дистанційного навчання

Ключові слова: інформаційне суспільство, освітні технології, професійна компетентність, ефективність освіти, постіндустріальний світ

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Theoretical Investigation of the Features of Current Fears of Modern Young People

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Abstract. The relevance of the study is conditioned by the rapid indicators of fear among young people, which has a destructive effect on psychological health, physical condition, social and professional development. The purpose of the study is to analyse the concept of "fear", investigate its forms and origin, identify current fears among modern youth, and interpret them. Determination of ways to prevent the occurrence of fear, disposal, and its control. To investigate the features of the manifestation of current fears of modern youth, methods are used that are qualitatively combined and form a common concrete result, namely: empirical (quantitative research using an online survey), comparative, introspection, and interpretation. The results of this study are aimed at clearly defining the concept of fear, exploring its varieties, and identifying forms of fear. Theoretically, it is presented how fear can affect the development of personality, influence view of life, values, and self-determination in the professional and social environment. With the help of theoretical analysis, the specific features of the manifestation of fear in young people are compared based on Ukrainian and international experience. The results of an empirical study are demonstrated, and the most common fears of modern youth are identified. The findings are aimed at identifying ways to prevent the occurrence of fear, using corrective techniques for internal control, and determining the physiological and psychological manifestations of fear that can be controlled by willpower. This paper is not only a theoretical explanation of the existence of fear, but also it has preventive significance for those who want to take control of their own emotions and displace those categories of fear that prevent them from living a full life

Keywords: self-regulation, control, psychocorrection, self-preservation, anxiety, prevention

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INTRODUCTION

In today's conditions, fear takes on atypical forms and can change in age stages, affecting important components of life. Modern young people at the stage of development and self-realisation have many fears that they can consciously recognise or, conversely, deny. Comparing the research and assumptions of psychologists and social scientists, it can be concluded that fear is not only a threat to the internal state, but also an instrument for the preservation of life. In what form it can manifest itself depends on the conditions in which the person is. A special philosophical contribution to the study of fear was made by the ancient Greek philosopher Plato, who stated that fear is something "darker" than knowledge, while a person is able to show courage that preserves the idea of danger. Fear is an emotion that occurs in the event of a threat to biological or social

existence, translated from Latin "propinqua" (fear) means "close". Founder of psychoanalysis S. Freud, explained that fear is divided into several types depending on its manifestation, namely: "free fear", timidity, phobia, and fright. Modern psychology uses the term "anxiety" to clarify "free fear" [1]. There are many fears, and it is almost impossible to clearly define the main ones, because everyone has an individual fear, and certain mental abilities and inclinations, but there are the most common ones that every second respondent can declare.

Recently, in Ukraine and abroad, popular fears among young people have become: existential fear, which can partially lead to panic attacks, because young people are too vulnerable in terms of vision of the future, so the sense of their essence and meaning of existence is extremely

important for the new generation. However, existential fear is not a psychological problem, but a philosophical one, revealing questions of life and death. Modern young people try to strive for independence, but due to rather atypical circumstances, there may be a fear of change at the internal level, which is not always controlled. It is able to influence the future and shape it from a false angle, namely, in the choice of profession and lifestyle in general. The fear of change usually carries an obsession with the past, and therefore, the activity and initiative to change the situation for the better is suspended.

The study of types of fear and the causes of its occurrence is one of the most urgent problems in psychology. For example, one of the modern fears is fear of missing out (FoMO), which is expressed in an anxious state to miss an event or news. The emergence of this fear is provoked primarily by social networks, because the constant updating of the news feed has become one of the significant components of the life of modern youth. A paper by Polish researchers Ł. Tomczyk and E. Selmanagic-Lizde [2] is devoted to the investigation of this phenomenon. The researchers set out to determine how serious the problem of internet use among young people is. Using a comprehensive methodology, the researchers determined that about 50% of the subjects fall under the influence of the internet or are in the risk group, but at the same time, 50% of respondents have a healthy attitude to the Internet. In the paper by another team from Poland [3], the relationship between gender, social status and family wealth, and the fear of missing something was studied. In addition, such a type of fear as FoMO was considered by Indian researchers [4], who studied the impact of this fear on young people from all over the world, using statistics from different countries.

The appearance of fear in young people with anxiety neurosis is also the object of research by a number of specialists in psychology. Israeli researchers M. Dvir, O. Horovitz, I.M. Aderka, T. Shechner [5] identified the mechanisms of fear emergence and extinction in a group of young people with anxiety neurosis and a group of young people without this mental disorder. The researchers determined that the findings coincide with the results of previous studies on the topic, but the topic is still under-investigated and needs more studies on the subject. Thus, it can be concluded that the main, most common fears that block life values and criteria for personal development are still not sufficiently revealed in the academic literature, and the origin of fear as a mechanism of self-preservation – a special tool that nature has given to humanity – has not been clarified.

Accordingly, *the purpose of the study* is a comprehensive analysis of the concept of “fear”, the causes of its occurrence from a psychological standpoint, and the provision of recommendations for getting rid of fear and its control. The originality of the study lies in a comprehensive analysis of the concept of “fear” and the characterisation of as many of its varieties and mechanisms of occurrence as possible due to a combination of theoretical and empirical methods.

MATERIALS AND METHODS

The main methods used to investigate and identify current fears among young people are: an empirical method that meets the requirements of the study and is valid, helps to collect facts, describe and summarise the data studied. The empirical method includes an online survey on social networks Instagram and Facebook among Ukrainians aged 16 to 28, both males and females, which collects information through numerical data, quantifying public opinion on the manifestation of specific fears. The survey includes a free answer to an open question, it does not have a specific framework that would limit the full answer or the desire to tell something more. Each respondent, based on self-observation and introspection, consciously talks about personal fears and identifies exactly those that currently “paralyse” life.

Due to the simple mechanism of this process, a high response rate to online surveys is achieved and the way to obtain reliable data is simplified. In the research paper, in general conclusions, theoretical and practical data from Ukrainian and international experience will be compared using the comparative method. Based on the comparative method, theoretical facts about the development of fear and its differentiation in terms of “block” or “self-preservation” will be highlighted, how many fears were repeated in the respondents and how the main ones affect modern youth.

The study also uses the method of introspection, the purpose of which is to highlight the theoretical features of introspection that form consciousness and introspection, the ability to self-report. It is this method that will be included in the psychocorrective programme for regulating fears, controlling them, and in preventive methods at the initial stages of the identified problem.

The study also used the method of introspection, one of the foundations of which is the ability to clearly distribute attention. However, this method cannot exist in an independent version, so it will be harmoniously combined with previous methods and lead to a clear result. The interpretative method is aimed at a general conclusion as a result of information processing, identifies critical points and establishes a structural connection between practical and theoretical data. The presented research work is divided into three important stages that reveal the main essence in the study of the concept of fear and its natural properties, and the identification of current fears in modern youth.

At the first stage, the authors worked out the theoretical basis, key phenomena and psychological areas related to the problem of fear and represent the basis for future psychological research. At the second stage, the authors conducted research using basic psychological methods able to identify fears in young people and compare the obtained theoretical and practical data, identify the connection, and summarise the research. At the third stage, having received theoretical and practical data from psychological methods, the authors summarise the study, form conclusions about the result of their developments, and demonstrate the main psychological ways to prevent, correct, and control fear or panic attacks, develop skills for self-regulation.

RESULTS

After conducting an empirical study, namely an online survey among young people, the authors received responses from 136 people, according to statistics of social networks, these

were respondents from the central and Western regions of Ukraine. Fig. 1 schematically shows the fears among young people that they most often noted in their responses, and their growth rate (%).

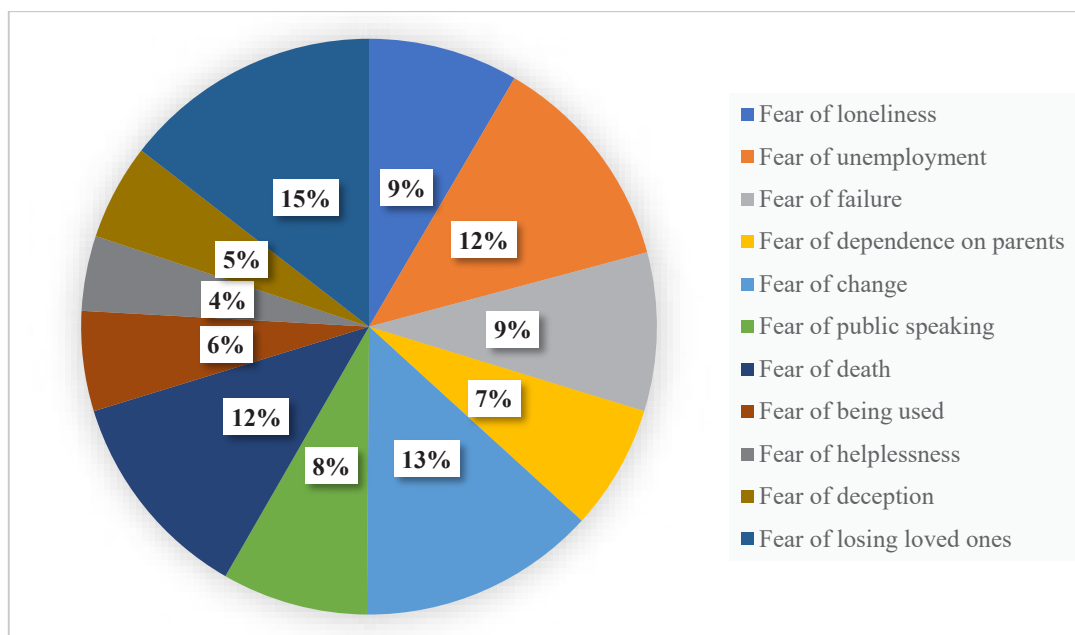


Figure 1. Indicator of current fears of modern youth

Analysing the data obtained, it is worth noting that fears in young people do not have pronounced gender differences and can manifest themselves at the same level, the degree of their manifestation depends on the situation in which the person is. Fears of modern youth occupy a more social category, where there is interaction and self-affirmation, fears that are not biologically protective, but are socially significant and gradually acquired due to the influence of negative factors or events of the present and a conscious assessment of certain circumstances.

The survey showed that the greatest indicator of fear among young people is the loss of loved ones, respondents say that losing an important person means losing themselves, their desired future, and getting rid of their goal in life. The fear of loss has a wide scope, and it is extremely unlikely to correct it with advice alone. A significant number of respondents claim that they have an inspired fear of loss, while others have acquired it in reality. After an unpleasant experience, people claim that fear does not disappear anywhere, its strength remains the same as in the initial stages, but it partially subsides after realising the tragedy for a short period. Fear of change is equally important among young people and ranks second among the visual indicators of the data obtained. Respondents say that changes are debilitating and cause great concern. This refers to a typical comfort zone and the "emotional pain" of getting out of it. This type of fear has the scientific term "metaphysiophobia", or "neophobia" - fear of everything new, a pronounced fear of unforeseen situations, in which a person is forced to adapt

to new conditions anew, but the process of adaptation itself can be too exhausting and cause stress [3].

Fear of unemployment and fear of death are also among the highest rates among young people. Using the comparison method, the fear of death and the fear of unemployment have some common features. The fear of death indicates the fear of losing life, losing opportunities, not feeling all the joys that fate can offer, while the fear of unemployment is also a loss, but financial, which deprives physical and moral satisfaction, opportunities, and prospects to live better. During the survey, respondents paid special attention to the fear of failure and the fear of loneliness. The fear of failure has an impact not only on the image in society or the development of a general opinion about the individual, but also on self-esteem, self-confidence, and their capabilities. Therefore, fear blocks the desire to take responsibility for certain situations and distances a person from success and self-satisfaction. Having formed a premature scenario in their imagination, a person refuses to take specific actions or attempts, choosing the "stable present".

Respondents describe the fear of loneliness as uncertainty. On the one hand, they have too much respect for their own space, will, and carefree actions, but on the other hand, the fear of being alone and unwanted internally prevails. The fear of loneliness can evoke social stereotypes and the pressure of the close environment, pointing to a lonely life as a failure. There is a sense of guilt, especially in front of parents whose expectations are not met [4].

Respondents paid special attention to the fear of

speaking out in public. Such fear indicates difficulties in self-expression and recognition among the public. This type of fear is strongly supported by physiological changes, such as trembling, low voice, increased heart rate, sweating palms, or even blushing. This type of fear does not allow a person to open up completely, blocks leadership qualities, and it is difficult for respondents to develop their potential. Graphical analysis of the data obtained shows that fear of being used, fear of cheating, fear of helplessness, and fear of parental dependence received a lower expression rate. According to the authors, this can be explained by the fact that these types of fear can be more easily brought under control, managed by emotions and awareness of the measure of the problem. Such types of fear can often arise internally, regardless of real circumstances, so the carrier has every opportunity to switch from obsessive thoughts and correct their weaknesses with the help of specialists.

After analysing the data obtained, the current fears of modern youth have a pronounced social character and can gradually develop depending on situations that have a rapidly changing impact. Factors of influence are diverse: interaction and relationships with a narrow group of people, social institutions and the political situation in the country, their own established life views and values that begin to develop in childhood.

DISCUSSION

To investigate the specific features of the manifestation of fear in modern youth, it is first necessary to define the concept of "fear". Fear is an emotion that arises from a biological or social threat to life. The source of manifestation of fear can be both reality, that is, a real factor that can cause fear, and imaginary, when there is no physical impact, but the accumulation of certain emotions can internally cause fear, anxiety, panic, increasing the effect of imaginary danger. Fear is a state of tension, as a result of which a person expects danger or unpleasant events, as a result of which the autonomic system can be disrupted, emotional disorders occur, which are accompanied by psychosomatics [6].

Exploring the problem of fears, A.I. Zakharov determined that fear has no age restrictions and can occur in any age group [7]. The researcher points out that fears can also be mediated by animals, reinforcing behaviour with certain basic reflexes during a threat. Fears can be divided into three main categories: social, natural, and internal. Natural fears are present in almost every person, they are the main driving force that preserves life. Natural fears include atmospheric phenomena (fear of thunder, lightning), astronomical phenomena (fear of a solar or lunar eclipse, a comet falling, etc.), volcanoes and earthquakes, powerful hurricanes, and water eddies. Social fears arise from interaction and living in society. Unlike natural fears, social fears are more acquired and rooted in childhood, they begin with the first interaction of the child with the world. The most common social fears are: "fear of failure", "fear of success", "fear of criticism", "fear of loneliness", "fear of inconsistency", "fear of change", "fear of responsibility", "existential

fear". Psychological literature often describes "fear of public speaking" or "fear of shyness" and the like. Close to the manifestation of social fears is the fear of judgment, namely, the reaction of people who are important to the personality and their further attitude [7].

There are fears created by a person, at the expense of imagination and fantasies, that is, it is a manifestation of fear of imaginary phenomena that do not exist in the real world. Usually, such fears arise in childhood, when there is a peak of strengthening of children's fantasies, provoked to attract the attention of parents or the desire to achieve a goal. Internal fears are very powerful, such as fear of own thoughts, obsessive states that destroy the emotional state, causing resistance and conflicts. It is this group of fears that affects the development of a person, their spiritual growth and confidence, self-esteem, their willpower and courage, such fear can be detected as a result of observation, when a person becomes low in satisfaction with their own achievements, unwilling to contact the world around. Fear is a consequence of psychological trauma. By capturing a terrible moment in memory, a person is able to reproduce the events that caused the beginning of fear in their imagination, such memories induce fear. Having a favourable environment for its development among humanity, fear has acquired various forms that characterise its essence in detail [8].

The main forms of fear are:

- anxiety – a long-term, but vague fear, concern about future events. Anxiety occurs even when there is no real threat, but there is already a moment of waiting for danger or uncomfortable circumstances;

- nervousness – a similar option to anxiety, but there is a logical list of all future negative options for the development of a certain situation, during nervousness there is uncertainty, and it forces a person to think about troubles and how to cope with them;

- fright – a sudden fear that caused a strong unexpected stimulus;

- panic – a short-term, but very strong manifestation of fear that engulfs a person at the moment of a real or imaginary threat, panic is accompanied by physiological and behavioural changes that are not controlled at all or only partially;

- phobia – an obsessive fear that is too pronounced in its manifestations and does not have comprehensive logical explanations; as a result of such a mental manifestation, a person avoids objects, situations or activities that can provoke it.

K. Izard argues that fear is a basic emotion that has emerged as a result of biological and evolutionary development and is an important factor in successful adaptation to the surrounding world. Fear is able to activate internal resources and allows better remembering dangerous factors while maintaining mental health. Fear lasts from a few minutes to several hours, and can be present all life, the duration depends on the type of fear and the stimulus that causes it, and fear also has its own intensity of manifestation, that is, an active rapid phase (instant flash and quick stop) and a suppressed one, which finds a place in consciousness and manifests itself only under destructive influences [9].

K.K. Platonov divided the forms of fear into asthenic and sthenic. The asthenic form of fear manifests itself in passive-defensive reactions, such as stupor, numbness, and muscle tension. The sthenic form is expressed in active defensive reactions, that is, in mobilising their capabilities to prevent a dangerous situation, for example, running [10].

H.A. Telnova and V.M. Gulyakhin [11] define the main functions of fear: motivational function – awakens a person to search for safety; adaptive function – reflects the acquisition of experience in the feeling of fear, resulting in cautious behaviour; mobilisation function – attracting internal energy resources and willpower to overcome fear (this refers to the superpowers awakened by fear); evaluation function – assessing the strength and severity of danger and protection from it; signal-oriented function – fear becomes a signal that warns of danger and encourages self-preservation; ordering function – according to the authors, forces a person to give up problems and “drop” fear; socialisation function – demonstration of behaviour patterns during the influence of fear; predictive function – prediction of typical behaviours, but this function is complex, because for an accurate forecast it is necessary to know the individual psychological characteristics of a person; sense-forming function – forms new concepts in the structure of the personality, perception of the “picture of the world”, rethinking, the development of a new meaning and worldview.

The functions described above determine the role of fear in organising personal behaviour, which is associated with the perception and assessment of the situation, prediction of consequences. The study also considers the infusion of fears, the source of which is the family, children's institutions and school. It is these social institutions that are the primary source of influence on the development of fears from childhood. When protecting a child from danger, it is important not to exaggerate and not to intimidate without potential need, because then spontaneity in behaviour and self-confidence are lost. From childhood, fears grow to another level, take on a new shape and age, just like the person – carrier. Some types of fear can remain in the past, because they lose emotional reinforcement, but others acquire new forms and properties depending on the environment and the factor of influence. The authors of this study pay attention to the main problem of the present time – the fears of modern youth. Most of them have a primary source in childhood and are acquired new realities [12].

Yu.V. Shcherbatykh states that the fear of responsibility, fear of adverse changes (divorce, job loss, bankruptcy) have their peak growth in people aged 26 years [13]. In the current reality, the fears of young people have been modified and acquired new meanings. Studies by Ukrainian and American psychologists have identified newer and more relevant fears among the younger generation that do not have gender differences and have arisen as a result of social changes and circumstances. However, they affect the further development of the individual, their professional development, relationships, views of life, self-understanding at a more mature age, and affect the full “picture” of life [14].

S. Crocitta [15] found that young people are in a transition period. After conducting a three-week survey among young people, she identified the main types of fear that adults voiced during interviews. According to research, young people are afraid to face unemployment (37%) and suffer financial losses, the researcher considers this one of the biggest problems not only in Europe, but also around the world. Young people complain that they are afraid of falling into the trap of an endless cycle of internships, that they will not be hired to work, they do not have enough contacts that would help them get to the desired place of work, such everyday problems entail the fear of dependence on the budget of their parents and the fear of not getting enough resources for self-development (23%), there is a fear of not getting the necessary conditions for starting a family. Another fear that was found in young people is not to succeed in life (44%) and to be dependent on leadership. This type of fear is called “atychiphobia” – the fear of failure, not achieving high results and a satisfactory standard of living. Shyness and excessive modesty prevent people from getting what they want. An important role among respondents is played by the fear of sexual violence and isolation (47%), that is, young people are afraid to become the target of a bullying group. The fear of being deprived of the right of movement showed (17%) that young people are afraid to face problems in obtaining visas and be restricted in crossing borders. According to the survey, 26% of respondents are afraid of the influence of social networks, becoming a victim of cyberbullying or harassment, and although dependence on social networks can be observed, there are still internal fears. The fear of losing basic human rights protection is 29%. Freedom of speech, movement, expression, publication, sexual rights, and so on are important for young people. The deprivation of basic human rights causes fear. The fear of war is 43%, young people are afraid of the aggressive situation, which is affected by migrant crises and bombing, and ongoing conflicts around the world cause fear. Ultimately, the researcher concluded that young people are under pressure due to multifaceted factors, but the situation requires reflection, open debate, and direct explanations to overcome it [15].

American psychologists [16] have developed several basic ways to make life easier when fear takes hold: finding the cause of fear; recognising fear; accepting that life is not long-lasting or “fragile”; accepting fear as the price of progress; finding an internal incentive to overcome fear; focusing on the present. In the period of waiting for events that cause anxiety and fear for life, it is advisable to use the barrage method, which distracts attention from fear and focuses on analysing the factors of an extreme situation, from thinking about the future or risks. Such a method can mentally unload and does not encourage analysis or reflection. The barrage method includes watching light movies, cartoons, and listening to music that is specially selected by specialists.

A. Goloshchapov identified three main and successful factors of self-help [17]: perseverance – a persistent desire to gain internal control; regularity – constant repetition and

passing techniques for self-help, attending psychological trainings and consultations; support of the environment – important understanding of loved ones, moral support, lack of judgment.

In the studies on the fight against panic fears and obsessive states, P. Fedorenko identified key methods of working with panic. The researcher claims that the first thing a person should do is self-observation and keeping a diary of their states, observing how changes occur under the influence of negative factors. The second important feature is acceptance, because resistance drains the body, accepting fear is the first step to self-regulation. Special in the author's research is the "twenty-five-second method", the essence of which is an excessive imagination about all the most terrible consequences that can arise with a particular type of fear. After living through the scenario, respondents reported relief that was present for a long time, even with repeated exposure to the stimulus [18].

S. Jeffers argues that for a positive mood, it is important to make time for affirmations, especially in the morning and before going to bed. They have a relaxing effect not only on the emotional state, but also on the muscular system. It is only necessary to choose the right ones, not to contribute to nervous excitement. The author pays special attention to the prohibition of affirmations while driving [19].

An important role in ways to overcome fear is played by the "Sedon method" [20], which is aimed at getting rid of negativity. The method is effective for getting out of the psychoemotional pit and has a cumulative effect. It is used to overcome fears that are generated by social factors and have a negative impact on the achievement of goals and desires, own self-esteem. According to the method, without positive reinforcement of emotions, desires cannot be achieved, and fear will increasingly absorb its victim. Author of the method G. Dvoskin recommends that all attention to be focused on the future result, supporting it with the idea that the expected event has taken place. Thus, there is an internal motivation that encourages a person to achieve the desired result, displacing negative objects from thoughts. G. Dvoskin argues that positive thinking is the key to success, anchoring useful energy in the human quantum field, displacing negative views and inclinations, forming "pure consciousness" [20].

Therefore, to deal with existing fears, there are many methods that perform a preventive and psychocorrective function, but the above methods are not universal and can act individually. Starting with breathing exercises, affirmations, and an inner attitude to positive thoughts, a person is able to fight and eventually accept fear as an ally, using its presence as a weapon for a safe life in this difficult world.

CONCLUSIONS

The study of current fears among modern youth has yielded the following conclusions. Fear is an integral, biologically

and socially induced part of emotions that acts not only destructively, but also has a protective effect that allows adapting and saving a life. American researchers suggest that fear should not be destroyed, it is worth learning how to manage it. Managing fear does not depend on age, willpower, courage, or physical fitness. To manage their own fear, a person should "hear" the internal dialogue and change it.

Comparing the research of American and Ukrainian psychologists, the fears of young people have common tendencies of expression. The only difference is that foreign youth have a more pronounced fear of crossing the border, obtaining visas, and unemployment, which hinders the creation of a family; Ukrainian youth are concerned about their own development, independence and leadership, and do not want to be used. Such results may depend on social circumstances and developments in the country. During the study, young people claimed that most of the fears were not permanent, but depended on specific situations, but they coped with their manifestations, others, on the contrary, had complaints that fear did not allow them to fully reveal themselves, isolation and distrust prevented it.

Respondents said that fears were more likely to increase in new life situations, and changes in their place of residence, relationships, or studies caused anxiety. The fear of death, the fear of losing a loved one, or the fear of helplessness receive significant results in the survey and exist deep in the minds of modern youth. Their main feature of fear is to "fall to the bottom" under favourable and convenient conditions and "rise" in the event of a negative stimulus.

The data of scientific research is not a final conclusion and tends to change. Young people develop and strive for their desired achievements faster, and their path to a better life is complex and creative. By changing externally, the younger generation receives changes internally, a new universe is formed, more stable principles and beliefs are established, and at the same time, barriers are formed that hinder and reinforce fear, which lengthens the path to achieving goals and self-improvement.

The generalised results obtained by the authors and the formed conclusions that give a general description of the problem can become a significant knowledge base for performing promising future studies of fear and its impact on society, identifying more effective ways to overcome it.

The survey conducted was limited by the number of respondents and the platforms on which it was conducted (Instagram and Facebook), so further study on the topic will involve a larger sample and other social media for the survey. Also relevant are studies concerning the consequences of a full-scale invasion of the Russian Federation in Ukraine, in particular, its psychological aspects. A comparative analysis of youth fears by regions of Ukraine may become one of the future studies on the topic.

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Теоретичне дослідження особливостей актуальних страхів сучасної молоді

Анотація. Актуальність дослідження зумовлено стрімкими показниками прояву страху серед молоді, що деструктивно впливає на психологічне здоров'я, фізичний стан, соціальний та професійний розвиток. Метою науково-дослідної роботи є психологічний аналіз поняття «страх», дослідження його форм та походження, визначення актуальних страхів серед сучасної молоді, їх інтерпретація. Визначення способів профілактики виникнення та позбавлення страху, його контроль. Для дослідження особливостей прояву актуальних страхів сучасної молоді використано методи, що якісно поєднуються і формують загальний конкретний результат, а саме: емпіричний метод (кількісне дослідження за допомогою онлайн-опитування), порівняльний метод, метод інтроспекції, інтерпретаційний метод. Результати цього наукового дослідження спрямовані на чітке визначення поняття страх, вивчення його різновидів, виявлення форм страху. Теоретично представлено, як страх здатен корегувати формування особистості, впливати на життєві позиції, цінності, самовизначення в професійному та соціальному середовищі. За допомогою теоретичного аналізу порівняно особливості прояву страху в молоді на основі українського та міжнародного досвіду. Продемонстровано результати емпіричного дослідження, визначено найактуальніші страхи в сучасній молоді. Результати наукової статті спрямовано на визначення способів профілактики виникнення страху, використання корекційних методик для внутрішнього контролю, а також визначення фізіологічних та психологічних проявів страху, які можна контролювати силою волі. Дослідження націлено не лише на теоретичне роз'яснення існування страху, але й має профілактичне значення для тих, хто бажає взяти під контроль власні емоції та витіснити ті категорії страху, які заважають повноцінно жити

Ключові слова: саморегуляція, контроль, психокорекція, самозбереження, тривожність, профілактика

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Methods of Analysis of Lyrical Texts in Foreign Literature Classes in Higher Educational Institutions (Based on the Works of Nazim Hikmet)

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Abstract. The relevance of the study is conditioned by the importance of investigating the methodological foundations of teaching foreign literature at the university, introducing innovative ways to understand textual reality, fostering a moral position through the author's strategy, forming aesthetic literary tastes in modern students and skills for effective reading of a literary work. The purpose of the study is a detailed and comprehensive analysis of the creativity of the Turkish modernist poet, the key foundations of the development of the author's personality, his political position, the definition of the artistic, problem and thematic vector of the development of modern Turkish poetry, key themes, tropics, stylistic characteristics, features of the genre, rhythmic structure of the poetic text. The methodological basis of this study is a theoretical understanding of these aspects and a consistent artistic analysis of the author's creative concept based on the material of one of the artistic samples made in his stylistic manner. This paper reveals systematic and conceptual approaches to the investigation of foreign poetic texts, highlights the main points and difficulties that arise during the study of translated works, tells about the main approaches to the analysis of foreign authors and new methodologies used by literary critics and elements of which will be used in the future in the classroom. The materials presented in this paper can be used to further investigate various artistic parameters, in particular, rhythm, poetic means of expression, structural components, and semantic content of a particular text, to develop new mechanisms for building communication between the author and the reader, teacher and student in foreign literature classes, and the reception of works of a particular author

Keywords: teaching methodology, political views, historical background, stylistic characteristics, problem and theme complexes, modernist poet

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INTRODUCTION

The relevance of the subject matter is based on the importance of discussing methodological issues of building the learning process in the context of foreign literature, the importance of introducing effective methods of text analysis to broaden the horizons of students, increase the level of interest in reading literary works, building historical, social, and cultural ties, chronological sequence of development or evolution of certain literary forms and genres, education of the aesthetic component and moral values on the example of the poetic culture of representatives of different countries and peoples. A comprehensive and detailed analysis of this problem allows following the interaction between different historical periods and cultural contexts, highlighting the stages of the development of poetry, making generalisations and classifications, highlighting the

dominant features and characteristics of the literary process of a particular period.

S.V. Koliadko uses emotive analysis as a literary approach to poetic texts, including noting the high role of subjective manifestations of the author's voice, which is expressed in the structure of the poetic text [1]. The literary critic suggests that a holistic comparison of different parameters of the textual organisation allows for a comprehensive analysis and obtaining a complete semantic picture of the artistic canvas. Special attention should be paid to phonetic, lexical and semantic, descriptive and expressive, syntactic, and plot and compositional elements that act as components of the author's subjective strategy. The conceptual field of research consists of an emotive image, a lyrical plot, an emotive type of creative personality, and emotionality.

When interpreting a text, the most important thing is to clarify the content side of the work by correlating different text fragments that are semantic and structure-forming at different levels. Students need to pay attention to compositional and plot connections, stylistic features, and share their thoughts with other participants in the communicative process. The achievement of success in the analysis of poetry is determined after the establishment of causal relationships and the implementation of an emotional and moral assessment of reality, interpreted in textual paradigmatic relations [2].

M. Johansson notes the tradition in the methodology of teaching literature in a particular culture, points to the socialisation of the curriculum and the importance of motivational factors affecting the effectiveness of learning. Exploring the ways of interaction with the text in different cultural traditions, the author confirms the fact that the foundations of critical thinking of a certain people differ from the mechanisms that guide other peoples. The basis of literary education at the university is the acquisition of reading skills using the main methods of analysis, which would contribute to the development of a holistic personality in the future [3].

M.R. Ahmed is engaged in the analysis of N. Hikmet's works, describes the socio-historical context of the opposition culture in new Turkey, pointing out the violent forms of opposition, the rigidity and savagery in the governance of the state in that period [4; 5]. The period of exile and various manifestations of the theme of homesickness are considered by I.B. Demirci: the author notes the high mastery in the description of landscapes, focuses on the problems of the country and ordinary people, and points out the peculiarities of the use of the chronotope [6].

The purpose of writing this paper is to develop a methodology for studying a particular author, his poetic creativity in the context of world culture, considering the historical and social background in foreign literature classes, to establish effective ways to analyse literary creativity: problem and thematic complexes, ideological component, stylistic design, rhythmic structure, and tropical pattern. The object of the study was the work of the Turkish modernist poet as a cultural phenomenon in the context of historical time and social background.

MATERIALS AND METHODS

The methodological basis of the study was the theoretical understanding of the key problems related to the methodology of teaching literary processes at the university, in particular, by the example of works of foreign literature, the study of cultural influences of other countries, languages, peoples, the search for intertextual links with other works of the same period. For the purpose of a comprehensive analysis of the poetic text, comparative, biographical research methods were also used, including artistic analysis of the text from the standpoint of stylistic, structural, and content parameters.

The theoretical basis of the study is presented by the papers of foreign linguists engaged in the investigation of the problem of teaching foreign literature, the development of techniques that allow for a consistent, plot and

compositional, sequential analysis of the text. These studies show the importance of using modern strategies to consider the stylistic, tropical, or rhythmic component of corpus data collected from various poetic tests. Such methods are used in practice not only by literary critics, but also by students when studying foreign literary discourse, they help in terms of tracking intertextual connections, contexts of the use of one or another lexical unit, dominant tropes and stylistic figures, and conceptually directed fragments of a poetic text.

The first stage of writing the paper included the processing of academic literature related to the methodology and construction of the study of the literary process at the university, the development of new concepts and strategies for the effectiveness of the process of working with the readership, the activation of interest in different historical epochs and cultural heritage of different countries and peoples, the development of aesthetic taste, the education of moral values, the processing of cultural codes, identification of the features of specific literature and the corpus of the author's works, forming a holistic view of the world through the prism of literary characters through the evaluation of their thoughts, speech, and actions. The theoretical basis consists of various studies related to the concepts of the development of critical thinking in students when studying literary works.

At the second stage, the methodology for conducting classes in foreign literature is described using the example of N. Hikmet's work. For this purpose, the study has used the modelling method to show how the literary analysis of N. Hikmet's works: "Prag", "Kerem Gibi", and "Ceviz Ağacı" should be conducted in social, historical, and cultural contexts, considering the narratological poetic strategy and the characteristics of revealing the author's voice in lyrical works (landscape sketches, philosophical reflections, and psychological pictures) in the classroom [5]. A comparative study of various fragments of the poetic text was carried out: lexical, stylistic, tropical, rhythmic, structural, development of alternation in the study of the poet's work, biographical elements and their artistic implementation were investigated. Using the example of the poem "Ceviz Ağacı", a complete literary analysis was carried out from determining the date of writing of the text, the historical context and the political views of the author at that time to analysing the stylistic and structural elements with which the poet conveyed the main idea.

At the final stage of compiling the paper, the key areas of text processing in foreign literature classes in the future were listed, the fundamental factors affecting the effectiveness of the teaching and learning process were indicated, and the main areas of development of these issues were noted. The last stage of the study was also used to outline the range of problems existing in international literary and student practice in the study of poetic text, difficulties associated with understanding the original meaning of the text when translated into the target language.

RESULTS

The lesson of mastering new knowledge begins with checking homework, updating and correcting basic knowledge.

For example, a teacher may ask which Turkish poets or writers are familiar to students, what associations they have with the country and what customs, traditions, and historical monuments are known to them. After clarifying and discussing these issues, it is necessary to proceed to the second stage of the lesson, which provides for the communication of the topic, goals, and setting tasks and motivating educational activities. The topic of the class is presented as a study of N. Hikmet's poetic work, and the purpose is a comprehensive investigation of the author's social and political reflections on the example of literary works [5].

The main tasks will be to familiarise students with the political situation, public attitudes and literary life in Turkey in the first half of the 20th century, to acquire new skills in analysing poetic text, to reproduce and consolidate students' knowledge, skills, and abilities already acquired during classes in foreign literature, to deepen the analysis of a literary work. Game forms can be used as motivation: a rebus, a crossword puzzle, a psychological warm-up. A teacher can also suggest considering a problematic situation by answering one of the questions: can poetry become a political tool, does poetry help to defend democratic freedoms, what is the role of poetic art in public life.

Next comes the direct perception of the new material in the form of a teacher's lecture. Before analysing the poetry of N. Hikmet in foreign literature classes, it is necessary to consider the historical period and the political context in which he lived and created, and the conceptual foundations of creativity. It is important to focus students' attention on the fact that the establishment of the opposition as a factor in the creation of a democratic state throughout the long history of Turkey has been problematic due to the predominance of statism not only in politics, but also in the social and cultural spheres. In addition, an opinion opposed to the state was considered tantamount to chaos and was seen as an obstacle to the development of socio-political life [5].

The teacher leads to the fact that N. Hikmet was just a representative of the opposition movement in the literary field, because his poems contained political motives and an assessment of the actions of the authorities [5; 7]. The poet firmly believed in his ideas, which was revealed not only in his life and ideological position, but also in literary works. He proposed transnational solidarity with the assertion of the political role of anti-colonial uprisings, and also denied the remaining mechanisms of racial and economic oppression after colonial rule [5; 4]. The author also attracted alternative models of correspondence between the peripheral centres of modernism and created new models of collective activity, combining lyrical and documentary components together [5; 8].

The lecturer then proceeds from describing the political situation and its perception directly to analysing the poetic life of N. Hikmet, who was the first modernist poet in the young Turkish Republic, since classical Turkish poetry had previously been based exclusively on folk genres. His student years were spent in the Soviet Union, his worldview was formed under the influence of socialist forces. Already

in the 1930s, global political waves of nationalism began in Turkey, so the author was forced to flee his country because of his political views. N. Hikmet's work during this period becomes less avant-garde and the syllable softens. The author himself received a sentence in a Turkish prison in 1938, he was sentenced to 28 years. In the 1950s, he was released, but forced to leave his native country. The poet is still considered one of the most influential modernists in Turkey and around the world, his sense of modernity stems from observations of the tragic mistakes of society at that time [5; 9].

Next, students are offered several poems for commented reading: "Kerem Gibi", "Prag", "Gelmiş dünyanın dört bir ucundan". Students read each text aloud, then discuss the main idea and theme of the poem, express their thoughts about the problems described in the verse. The teacher helps in the process of analysis, directs thoughts, asks clarifying questions: about whom the author writes, for what purpose he uses certain images, how he implements the main idea, uses positive or negative connotations to characterise phenomena, people, authorities, native land. Attention is focused on the fact that another important component of the lesson is tracking the links between the original text and its translation, explaining historical details, paying attention to cultural and everyday details of another country and people, explaining the lexical meanings of difficult words, understanding traditional genre forms, folklore elements, and features of rhythmic structure [5].

In the poem "Kerem Gibi", the Turkish language is the basis of the poetic sensitivity of the author, who believes that only burning hearts fighting for freedom and moral values can dispel the darkness in the country. In the poem "Prag", the author describes the simple Turkish people through external details: a shirt of homemade cotton frayed to the threads on the back indicates the poet's painful perception of the state of the people, infringed and humiliated. Showing love for his native land, he is extremely emotional, does not spare hyperboles, metaphors and epithets, the presence of the Motherland is felt in everything: in the grey hair, in the weakness of the heart, in the wrinkles on the forehead [5].

In the poetry of N. Hikmet during the years of exile, in addition to pronounced communist convictions, romantic attachment to own roots is also noted. The language of the poems during this period becomes more lyrical and romantic, internationalist motifs are added to homesickness: "Gelmiş dünyanın dört bir ucundan / Ayrı dilleri konuşur, anlaşırız / Yeşil dallarız dünya ağacından / Gençlik denen bir millet var, ondanız" [5; 10].

N. Hikmet spent the last 12 years of his life in exile, so his poems reflected the longing for his native land. The author's early works speak about the depth of affection for Turkey, describe the beauty of nature, people, and problems of the country. The subject of happiness for him may even be tobacco in prison, landscape sketches and folklore elements that are closely intertwined cause special admiration. Describing the native expanses, the author expands the chronotope by introducing the names of settlements and territories: Edirne, Izmir, Ulukishla, Marash, Trabzon, Erzurum,

updating the theme of the immensity of the country. The poet describes ordinary people and great intellectuals, portrays an honest, hardworking, brave people [5; 6].

For the poet, who wrote all the time in Turkish, the impossibility of speaking his native language was the biggest challenge: being in exile, he was constantly looking for his compatriots, speaking Turkish on the phone, carrying books by what he considered to be the best Turkish poets in his suitcase. The expulsion for the literary artist is more painful than for a person from another profession, which expresses the opinion that being an immigrant is worse than a mortal danger [5].

After analysing these works and summarising the results, the teacher tells about the main artistic achievements of the author. The teacher can use diagrams, drawings, and notes for better assimilation of information (Fig. 1). N. Hikmet was convinced that new ideas could not be implemented using the traditional poetic form, so he desired to create a new technique to reflect reality in poetry. The author sought to show a person in real eventfulness, and to draw attention to personal experiences. Among the new forms of artistic development, realistic, revolutionary and romantic methods of poetic transmission were emerging. The lyrical hero began to perceive life differently, had elevated and heroic motives and romantic impulses [11; 5].

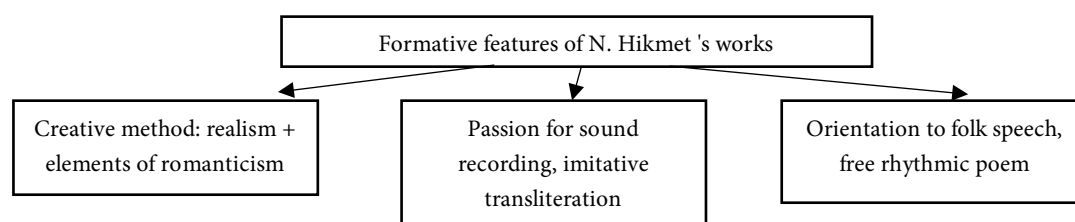


Figure 1. Creativity of N. Hikmet

Source: author's development

Creativity of N. Hikmet was developed under the influence of futurists and constructivists, which could not but affect the poetic form, including reflected in terms of excessive enthusiasm for sound recording and imitative alliteration. The author switched from the Arab-Persian syllabic system of versification (aruz) and Turkish (hedge) to a free rhythmic poem. Focusing on the national language and completely denying refined, the poet shows a close connection with the life of the people, focuses on the revolutionary perspective, emphasises selfless work for the benefit of people. The characters created by N. Hikmet are always shown against a broad social background [12; 5].

The new Turkish poetry demonstrates the predominance of free verse, which formed the basis of the Turkish vers libre with further evolution. Such changes in the poetic form were preceded by a long preparatory stage with the reconstruction of the poetics of the lyrical work. N. Hikmet transformed the rhythmic organisation of the poem, attracted a rich tradition to the rhyme. Sound repetitions, anaphors, and alliterations were actively used, which are the oldest elements of Turkic poetry, which found their place in the new Turkish poetry. Rhythmics played a fundamental role in the poet's lyrics, while the poetic dimensions and stanzas varied, which ensured the natural sound of his poems. The variety of rhythmic means in the poetry of N. Hikmet is determined by the author's interest not only in terms of content, but also in the form of the work itself [11; 5].

After identifying the key artistic features of the literary work, students proceed to a comprehensive analysis of the poem "Ceviz Ağacı". To begin with, the text is read by the teacher, then each of the students independently, then the discussion and analysis of the main semantic dominants begins. In this verse, the poet describes his beloved

Istanbul, trying to show his fate in the fate of his native city: "Ben bir ceviz ağacıyım Gülhane Parkı'nda. / Ne sen bunun farkındasın, ne polis farkında". When analysing this text, an important point is not just the definition of the historical context, but also the personal one: the verse was written in 1957, when the poet was outside Turkey and could not fully influence its social and political life. The teacher draws attention to the topos of the work: Gülhane is one of the oldest parks in Istanbul, which used to serve as the outer garden of the Topkapı Palace. In the end, students come to the following conclusion: the content of this verse accumulates historical details, actualises the problem of loneliness in a foreign country, love for home, and the inability to change the situation, the theme and idea of the verse are introduced into the synopsis, formulated based on discussion with the help of a teacher [5].

After clarifying the main points concerning the conditions of writing the poem, its historical context and idea, students proceed directly to stylistic and structural analysis, while the discovery of stylistic figures and artistic tropes occurs with a parallel discussion of the content aspect: why the author uses certain means of expression, how the image of the lyrical hero is revealed, by what means his qualities like rhythmic patterns and stanzas help influence the reader, which poetic elements help implement the author's idea, and which ones interfere.

Students are looking for text fragments confirming the use of anthropomorphism by N. Hikmet. For example, a walnut tree is endowed with human traits and subjectivity: "Yapraklarım ellerimdir, tam yüz bin elim var. / Yüz bin elle dokunurum sana, İstanbul'a. Yapraklarım gözlerimdir, şaşarak bakarım. / Yüz bin gözle seyredirim seni, İstanbul'u. / Yüz bin yürek gibi çarpar, çarpar yapraklarım".

To show involvement and indifference to the problems of the people, the author activates visual and tactile sensations [5].

The teacher gives the task to find artistic paths and stylistic figures, after a few minutes each of the students names the paths in order, reads out a fragment of the text, and determines for what purpose a particular means of expression is used. To create a gradation effect, amplification of various stylistic means is used to decorate the linguistic content of the verse: metaphorical constructions (“Başım köpük köpük bulut, içim dışım deniz”), hyperboles (“Yüz bin yürek gibi çarpar, çarpar yapraklarım”), comparisons and personifications (“Yapraklarım suda balık gibi kıvıl kıvıl. / Yapraklarım ipek mendil gibi tiril tiril”). The anaphoric beginning of the stanza (“ben”, “yapraklarım”) and repeated phrases (“ne sen bunun farkındasın, ne polis farkında”) enhance the emotionality of the poetic text and indicate the semantic elements. The teacher leads the students to the conclusion: the lyrical hero focuses on the fact that he is not known in his native country, he is not an example for young people in it, which greatly hurts his poetic soul. The main paths and figures with examples are written out in a notebook in the form of a table with two columns under the names: “Tropes”, “Stylistic figures” dictated by the teacher [5].

A mandatory stage of analysing a text in a foreign literature class is to consider its structure: first, there is a quatrain with cross-rhyming, the second stanza consists of nine lines (parallel and cross-rhyming is used), the third stanza consists of two lines with parallel rhyming. In terms of rhythmic organisation, the poem partially resembles a vers libre, but most of the poetic space is organised with the help of clear and correct rhymes, and the number of syllables in one line is preserved.

Summing up the lesson results is implemented based on the teacher’s statement about what was done in the lesson and what points were considered: content, motives, problem and thematic complexes and ideas underlying the works, stylistic, structural analysis of the poetic text. A significant part is occupied by the analysis of stylistic figures and tropes and the definition of their functions in a lyrical work. Next, the teacher sets homework, for example, writing an essay on a topic of choice: “Expression of the patriotic spirit of the Turkish people”, “Aesthetic components of poetic creativity”, “The ratio of realistic and romantic in poetry”.

DISCUSSION

A poetic text consists of many elements, each of which can be viewed in terms of its semantic and artistic significance. Sequential analysis involves parsing the text sequentially according to the reader’s perception. The image analysis is characterised by special attention to the problem and thematic dominants and the figurative system of the work. Compositional analysis is based on the peculiarities of text construction, while linguistic and stylistic analysis focuses on the speech of the author and characters.

The analysis of the poetic text at the university is constantly being improved, starting from the consideration of key aspects: problems, themes, and ideas, to more complex

levels of perception: composition, means of representation, figures of speech. The student should be able to comprehensively analyse the text in a logical and linear sequence from the problem and thematic complexes to stylistic and artistic features, while combining different methods [2].

One of the important techniques is the formulation of problematic tasks, the establishment of causal relationships, evaluation from the standpoint of the emotional and value aspect of the actions of the characters and the unfolding of events in the text. Students should exchange their thoughts in terms of the ideological and content structure, the author’s thoughts, the stylistic component, plot nodes and discuss issues with other students. The interpretation of the text provides for research activities aimed at clarifying the meaningful, semantic side of a text at different structural levels through correlation with the integral text or the author’s work [2].

When analysing poems in foreign literature classes, the peculiarities of text translation should be considered:

- phonemic translation – reproducing the sound of the source language in the target language;
- literal translation – a literal transfer of content without preserving the basic meaning and syntax of the original;
- metric translation – reproduction of the meter of the source language in the target language;
- translation of poetry into prose – distortion of meaning, communication between the reader and the author, violation of the integrity of syntax;
- rhymed translation – preserving the size and rhyme;
- translation in white verse – certain restrictions are imposed related to the structure;
- interpretation – different versions of the interpretation of the poem, which is fraught with twisting the meaning [6].

M. Johansson believes that the ways literature is taught are often the result of tradition, cultural heritage, and motivating factors of literature study. Using the example of a comparative study of the perception of a literary text by Swedish and French students, the influence of literary socialisation on the curriculum is discussed. The study shows differences in the ways students interact with the text and, as a result, the difference in interpretation of the same text fragment: the French focus more on style and form, and the Swedes on extra-textual parameters: topic, problems, content. The basis of studying literature at the university should be reading for pleasure with the acquisition of literary skills for deeper analysis in the future [3].

G. Revathi, S. Elavarasi, K. Saravanan are engaged in improving the effectiveness of teaching and learning with the active introduction of innovative technologies, consider hybrid learning as a possible way to combine electronic and face-to-face forms, describe the use of technologies and multimedia, intelligent gadgets to perform various tasks. The use of innovative methods in teaching serves to motivate and foster enthusiasm and a sense of maximum freedom in the learning process on the part of students. Among the main methods that will be relevant in foreign literature classes are the following: short lectures, modelling,

role-playing games, portfolio development, problem-oriented learning [13]. E.S.E. Atek, I. Hassan, M.N.L. Azmi et al. attempted to identify preferred approaches to teaching English literature [14].

1. Information approach: a method of teaching in which literature is considered as a means of providing students with a source of information.

2. Paraphrastic approach: using simpler words compared to complex ones in literary texts, paraphrasing complex syntactic constructions.

3. Stylistic approach: providing a deep understanding of literary texts through linguistic analysis and literary evaluation.

4. Language approach: literary texts are considered as a means of helping students develop language skills.

5. Development of a personal response: focuses on the student's reaction to the literary text, the author's intentions, and the key meanings embedded in the poetic text.

6. Moral and philosophical approach: identification of moral values when reading a literary text.

Stylistic analysis of poetry, according to A.R. Tafreshi, includes an explication of the poem, the main focus is on the process of semiosis, through which the linguistic meaning is transformed into stylistic. A feature of the consideration of lyrical texts is the search and analysis of hypersemantic poetic structures, which are the stylistic characteristics of the poem, and their functionality, appearing as artistic and aesthetic symbols. Thus, in addition to textual analysis, there is a study of subconscious mechanisms for interpreting the image system [15].

When studying a work of art, the problem of the manifestation of the features of the poetic worldview of a particular creative personality plays an important role, while the connection between the peculiarities of the poet's individual style and the peculiarities of his worldview is fundamental. Based on modern studies in the field of cognitive linguistics and linguistic poetics, the poetic picture of the world is evaluated as a way of verbal representation of the consciousness of an individual and an entire nation in texts. The peculiarities of perception of the surrounding reality by a linguistic personality depend on the author's worldview, which is a set of objective and subjective ideas about the world, verbalised in the language paradigm [16].

S. Aubakir suggests that each reader understands a poetic text differently due to their perception of the world and literary taste, while the more voluminous it is, the less likely it is that it will be perceived by equally different readers. When interpreting lyrical works, a student should not think about what the author wanted to say, but it is necessary to focus on their own perception of the text. Even the creator of the verse cannot foresee all the reading options, because each new reader will form an opinion based on their own emotional experience [17].

The purpose of the study by S.V. Koliadko is the functioning of emotion in a poetic work and the description of this process with the help of emotive analysis through the disclosure of the author's subjectivity and the image of

their inner world, and through the subjective construction of events and presentation within the poetic text. Multilevel emotive analysis concerns a variety of structures and levels of poetic text: phonetic (sound recording), lexical and semantic, descriptive and expressive (tropes, figures of speech, images), syntactic (poetic syntax), genre (genre forms), plot and compositional (emoticons and changes in poetic experience), etc. Emotivity is considered not only as a stylistic phenomenon, but also at the level of an emotive image, a lyrical plot, an emotive type of creative personality, emotionality is a link between all structural components of a poetic text and affects the disclosure of the author's intention and reader's perception [1].

E. Greene, T. Bodrumlu, K. Knight use statistical methods to analyse, create, and translate rhythmic poetry, and special training is also used to identify patterns of verbal stress in the corpus of raw poems. These samples, together with rhyme models, contribute to the creation of English love poetry and the translation of Italian poetry into English in accordance with selected rhythmic patterns [18].

R. Sprugnoli, F. Mambrini, M. Passarotti, G. Moretti investigate the text considering psycholinguistic parameters, determining which class of emotions dominate in a particular poetic text: positive (at the lexical level, positive emotions prevail, and only positive images are evoked), negative (at the lexical level, only negative emotions are transmitted, and only negative images are evoked), neutral (the text does not convey emotions), mixed (vocabulary and images evoke opposing emotions, it is impossible to understand which emotions prevail) [19].

R.N. Moqaddam attempts to find a connection between the degree of interest in poetry and the degree of sensitivity, in particular, among college students [20]. In order to analyse the style of poetry, C. Wang uses an improved text classification algorithm, intelligent algorithms are actively used to design a poetic style analysis system, functional modules are created, and preprocessing of poetic documents in the corpus is performed [21].

Thus, in world practice there are many different approaches to the analysis of the poetic form, including modern methods of processing poetic corpora. The method of analysis applied at the university provides for a layered examination of all parts and details of the text to discuss and clarify the main purpose, concept, and ideological content of poetry.

CONCLUSIONS

With the help of a theoretical approach to the study of the methodology of teaching and teaching foreign literature, it became possible to determine the key goals, tasks, and difficulties faced by the teacher during the analysis of poetic texts. Due to the elements of stylistic, structural, rhythmic, and linguistic analysis of artistic texts, the key dominants of the work of the Turkish modernist poet were identified not only in content, but also in aesthetic terms. The comparative correlation of different text fragments allowed for a comprehensive and detailed analysis of the text from the standpoint of the functioning of different structures, elements,

and fragments in one text space with an aesthetic and meaningful purpose.

In this paper, the author investigated the key methodological approaches in the study of poetry in the foreign literature class, showing the main strategies for a coherent analysis of a poetic text on the example of poetic works, indicating the main dominants of the Turkish modernist poet from the analysis of his political and social stance to the style, rhythm, and tropic foundations of the poetic text construction. The main stages of the lesson of mastering new knowledge are considered, the forms and examples of tasks for consolidating and forming new knowledge and skills (for example, the search for tropes, stylistic figures) when analysing a text in foreign literature classes are indicated.

This paper can be used to understand the issues related to innovative developments in the field of teaching

methodology and the structure of the educational process in foreign literature classes. Among the main areas that will be relevant in the future are: studying students' perception of translated works, using corpus data processing of various poetic texts; comparative analysis of modern literature in conceptual, tropical, stylistic, and linguistic plans; development of new methods of conducting classes, attraction and search for effective game methods in the classroom; standardisation and universalisation of translation techniques to optimise the transfer of meanings embedded in the original into target languages: for example, when rhyming, using tropical structures and stylistic figures according to the norms of a literary language; developing mechanisms for adjusting one linguistic system to another for the correct interpretation of plots, images, literary plans in the foreign literature classes.

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Методика аналізу ліричних творів на заняттях із зарубіжної літератури у вищих навчальних закладах (на матеріалі творчості Назима Хікмета)

Анотація. Актуальність дослідження зумовлено важливістю вивчення методологічних основ викладання зарубіжної літератури в університеті, запровадження новаторських способів осмислення текстової реальності, виховання моральної позиції через авторську стратегію, формування естетичних літературних смаків сучасного студента, навичок ефективного прочитання літературного твору. Мета статті – детальний і комплексний аналіз творчості турецького поета-модерніста, ключових основ формування особистості автора, його політичної позиції, визначення художнього і проблемно-тематичного вектора розвитку модерної турецької поезії, ключових тем, тропіки, стильових характеристик, особливостей жанрової, ритмічної структури поетичного тексту. Методологічна основа цієї роботи – теоретичне осмислення зазначених аспектів і послідовного художнього аналізу творчої концепції автора на матеріалі одного з художніх зразків, виконаних у його стильовій манері. Стаття розкриває системні та концептуальні підходи до вивчення зарубіжних поетичних текстів, указує на основні моменти й труднощі, що виникають під час вивчення перекладних творів, розповідає про основні підходи до вивчення зарубіжних авторів і нові методології, які використовують літературознавці й елементи яких надалі будуть застосовуватися на заняттях. Матеріали, представлені в цьому дослідженні, можна використати з метою подальшого вивчення різних художніх параметрів, зокрема ритмічного малюнка, поетичних засобів виразності, структурних компонентів і смислового наповнення того чи того тексту, для розробки нових механізмів побудови комунікації між автором і читачем, викладачем і студентом на заняттях із зарубіжної літератури, а також рецепції творчості конкретного автора

Ключові слова: методологія викладання, політичні погляди, історичний фон, стильові характеристики, проблемно-тематичні комплекси, поет-модерніст

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