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The Use of the Methodology for Determining the Levels of Organisational and Structural System in the Study of the Efficiency of Foreign Students' Social and Pedagogical Support (on the Example of the US HEIs)

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Abstract. The article examines the problem of foreign students' social pedagogical support in the context of the effectiveness of preparatory systems in the educational institutions, which determines the relevance of the scientific research – the definition of an effective methodology for analysing the level of structure of the adaptation system of foreign students' training in the educational institution. Due to the relevance of the research, the purpose of the article is to investigate the system of social and pedagogical support for foreign students in higher education institutions of the United States of America using the method of determining the levels of the organisational and structural system of elements of the acculturation triad. That's why a method of determining the levels of the organisational and structural system has been proposed, which provides the distribution of the analysed branching program into four levels. In addition, the research required the use of a systematic method (to determine the integrity and structure of the process of socio-pedagogical support), the method of classification (which allowed to distribute the preparatory programs by the elements of the acculturation triad) and the abstraction (aimed at a visual representation of the levels of organisational and structural system). It is emphasised that the support consists of elements of the acculturation triad, such as: educational and cultural, psychological, and linguistic. Each of these elements should be presented as a programme branch, coordinated by the preparatory centres. It was found that the number of levels at which the programmes of the analysed unit or educational institution are presented is directly related to the effectiveness of the process of foreign students' training. As an example of the analysis with the use of this method, the higher educational institutions representing the United States of America were selected (since this country (according to UNESCO) has the largest number of foreign students). As a result, the following HEIs were selected: University of Texas at Austin, Florida Institute of Technology, Ohio State University, and Yale University. The performed analysis allowed saying that the most branched organisational and structural system is presented (among the selected HEI) in the linguistic orientation of Yale University and is characterised by four levels of program branching. The lowest level (only highest) of branching was found in the educational and cultural direction of the Florida Institute of Technology. The presented methodology can be used in theoretical researches and practical analysis of the effectiveness of adaptation centres for foreign students

Keywords: adaptation, counselling centre, acculturation triad, educational and cultural training, psychological counselling, linguistic training, system visualisation

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INTRODUCTION

Academic mobility is an important component of the development of the “internationalisation of education” effect. Even though in the opinion of researcher H. De Wit, the principles of academic cooperation and individual development have taken a back seat in the modern world, and internationalisation implies only “profit and branding” [1, p. 3]. The importance of foreign students for educational and social institutions mainly lies in the development of specialised training centres for such students. The experience of these centres can then be applied to local students. Moreover, maintaining the required level of adaptation training for international students will contribute to the institution's full involvement in global academic processes. However, it should be understood that support for international students must be based not only on the provision of information and advisory support; the counselling centres must work systematically and coordinate the practical use of a complete adaptation package, which should consist of a so-called “acculturation triad” – the preparation of the educational and cultural, psychological, and linguistic orientations. The role of counselling centres (that were reviewed by such scholars as K. Koo, I. Baker and J. Yoon [2]) is mainly to stabilise social and cultural fluctuations. This type of social and cultural change can be stabilised through educational and cultural, linguistic strains of the adaptation process. According to the findings of such researchers as G. Valdez Paez, N. Hou, J. Tan, etc., there is a lack of a research base “in terms of fundamental personality figures to understand the difference between foreign and local students” [3, p. 157]. Accordingly, socio-cultural adaptation, which is closely connected with linguistic elements, is a very sensitive facet of inter-relationships, so the systemic nature of the preparatory (adaptation) process will enable to create the conditions for such an effect. This is what universities and colleges in the United States call “internationalisation of the campus” – when full interdisciplinary interaction between international and local students takes place.

The efficiency of educational and cultural, linguistic programmes promotes transformational changes for both foreign and local students (who, for their part, benefit from “reverse acculturation” as they adapt to the social and cultural specificities of students from other countries). At the same time, foreign students need to understand and accept the cultural specificities of the country they stay in. Considering the results of research by such scholars as R. Raby, R. Ward and G. Rhodes, it can be seen that a lot of foreign students perceive positively their own changes that they have experienced while studying in other countries [4, p. 639]. In

this case, a sufficient level of systematisation of adaptation measures can be discussed. Increasing the quality of intercultural adaptation is primarily related to “increased self-efficiency of adaptation” [5, p. 819], when a person (foreign student) is interested in a successful adaptation by themselves. This is possible because of the stable psychoemotional state of the student. In accordance with the research of such scientists as Y. Wang, A. Noltemeyer, A. Wang and K. Shaw, when a foreign student is forced into a foreign cultural environment, a “cultural shock, problems, and misunderstanding” occur [6, p. 822], which negatively influence an individual's psychological state [7], cause accultural stress [8], and interfere with the ability to form an effective interpersonal contact.

In this way, only the systematic and flexible programmes used during the adaptation process will enable effective training of international students and develop the necessary competencies to establish interpersonal contact, including social and cultural, linguistic specificities. In addition, psychological resilience will ensure that the negative effects of culture shock are mitigated, i.e. minimise its impact on the internal state and external emotional and behavioural manifestations of the individual. Considering the importance of the elements of the accultural triad and the presence of a system (structuring) in the programmes of adaptation training of foreign students in educational institutions, this area of research is considered relevant since it will enable further development of both Ukrainian and foreign complex of social and pedagogical support for international students. Currently, according to UNESCO [9], the country with the highest number of international students is the United States of America. Hence, it is possible to consider the experience of higher education institutions in this country as an example of the sufficiency/insufficiency of existing organisational and structural systems for international students' training.

The purpose of this article is to study the effectiveness of the structure of social and pedagogical support for international students based on the US HEIs by using the method of determining the organisational and structural system levels of the elements of the accultural triad.

LITERATURE REVIEW

The issue of adaptation training (wider sense – social and pedagogical supervision) has been considered by both foreign and Ukrainian researchers. Thus, the characteristics of the concept “adaptation” can be traced in the works of such scholars, as Y. Kim [10], E. Brody [11], J. Berry [12]. Their conclusions are demonstrated in the form of Table 1.

Table 1. The essence of the concept of “adaptation” in opinions of foreign scholars

No.	Scholar	Definition of adaptation
1	Y. Kim	International transformation of an individual caused by the presence of a new cultural environment [10, p. 9]
2	E. Brody	The process of establishing and maintaining a relatively stable relationships with the social or interpersonal environment [11, p. 14]
3	J. Berry	The individual's perception of whether or not they are sufficiently able to manage everyday life within the new cultural space [12]

However, it should be noted that the purpose of adaptation activities is not only to prepare foreign students socially and culturally, linguistically, and to counteract the effects of cultural shock (which indirectly affects the effectiveness of interpersonal contacts that are formed and the internal state of the individual in general). Accordingly, it is necessary to understand the essence of the phenomenon of cultural shock, which has been studied, for example, by such researchers as T. Holmes, R. Rahe, R. Lazarus, and S. Folkman, namely through the prism of the theory of stress and overcoming. Thus, scientists have concluded that cultural shock is the basis of stressful changes in people who participate in interaction with new cultural spaces to develop overcoming methods. As a result, adaptation becomes a process of stress management at different levels [13; 14]. Therefore, in this definition, a cultural shock has a more pronounced manifestation and a negative effect on the individual. According to scientists, it causes stress manifestations

which in most cases negatively affect the process of adaptation to the new culture. The impact of culture shock can be summed up by the ability to interact with people in a different cultural environment as a result of a properly implemented coping strategy.

Adaptation measures aimed at overcoming the cultural shock are part of a more comprehensive concept – social and pedagogical support, which consists not only of the preparation aspect but also of counselling, information, coordination, etc. Therefore, understanding all the peculiarities of this process can be considered a prerequisite for working with foreign students in a particular country or educational institution, for which one should also turn to theoretical research by foreign and Ukrainian scholars. Hence, social and pedagogical support of foreign students includes, inter alia, the need for cultural adaptation of the individual, in other words, the formation of skills of intercultural activities, which due to D.W. Sue and D. Sue [15] present a tripartite model (Table 2).

Table 2. Tripartite model of skills development for intercultural activities

No.	Model element	Characteristics
1	Individual awareness of their own beliefs, values, attitudes	To develop the ability to accept other cultures and behavioural principles, an individual must have strong personal attitudes about his or her own culture. In this case, the foreign student will be able to compare the characteristics of his or her own and “foreign” culture; to search for certain identical figures, etc., which will enable a more successful adaptation due to an understanding of the particularities on which the principles of a “foreign” culture are based
2	Awareness and insight into the cultural difference between people	This activity of an international student has an analytical basis in that it examines the differences in characteristics of cultural patterns, which help to identify the differences between the cultural views of the student and the individuals with whom intercultural interactions in the country of study are carried out
3	Use of skills and strategies to conduct culturally appropriate interpersonal activities	The conducting of worldview analysis and awareness of the different characteristics and similarities between cultures is an early stage of cultural adaptation and has a theoretical orientation. As for the practical aspect, it consists of the formation and ability to apply skills and strategies in intercultural activities. It should be noted that it is also necessary to understand the difference between “skills of current activity” and “strategic skills”. Thus, current activity skills are the elements for carrying out intercultural activities, which take place during this interval of time and are composed of the ability of the individual, in the time of intercultural contact, to organise their actions and communication in such a way as to prevent the occurrence of mistakes and, subsequently, conflict situations. On the other hand, the strategic skills are aimed at creating an effective system of interpersonal and intercultural activities in the long term, which requires a certain base to be in place (during ongoing intercultural contact) to maintain or increase the level of interaction in the future interpersonal contacts

Therefore, the tripartite model of intercultural activity is focused on the foreign student’s analytical activity, within which the peculiarities of both own and “foreign” culture will be investigated. This will make it possible to identify common intercultural ground which is the very basis of intercultural interaction. The understanding and formation of current and strategic skills are aimed at preventing the emergence of possible conflict situations due to mistakes made by the student during the intercultural contact.

As for Ukraine, organisational and methodological conditions for the adaptation of foreign students in Ukrainian

institutions of higher education were examined by H. Junsu [16]. Thus, the researcher pointed out that the intercultural communication between representatives of different cultures who have different behavioural norms and principles is an essential condition for adaptation process. Accordingly, the scientist concluded that intercultural communication is an important component of the development of multiculturalism as well as the prevention of conflict situations [16]. However, it should be noted that a lack of preparation for intercultural communication can be a cause of conflict. Therefore, it is important not only to carry out communication,

but also to prepare the foreign student to carry out communication. When examining the issues of socialisation and adaptation of foreign students, the research of such scientist as N. Hryshchenko is of interest. The scholar concluded that an effective result of the adaptation process requires the presence of components of a social and pedagogical nature that will help to achieve the set goals [17]. Among these components, the scholar distinguishes the presence of a supportive environment which can provide the necessary background for high-quality social and pedagogical activities; establishment of interconnection between academic activities and participation in cultural events of an educational character; the joint activity of the higher education institutions and other establishments which can help the international student to adapt, such as psychological support centres, local social integration institutions, etc. As a result, the researcher concluded that efficient socialisation is possible due to the new education system, which should aim to create "efficient social adaptability of students, social competence, which is consistent with the inner motivation of an individual" [17, p. 195]. Therefore, the scientist points out the importance of the intrinsic motivation component for the adaptation process and, primarily, for the formation of the student's acculturation programme.

From the point of view of issues related to educational and cultural adaptation measures, the conclusions of V. Streltsova [18] are worth reviewing. The scholar devoted attention to studying the educational and cultural environment of higher education institutions which, in her opinion, is "a complex of different conditions created by teachers (material, organisational and managerial, psychopedagogical, informational, communicative, moral, innovative, etc.), which influence the process of cultural- and self-development of students and teachers in the educational institution" [18, pp. 10-11]. Therefore, to create an educational environment it is necessary to use various specialisation measures that will contribute to the development of foreign students and specialists. For her part, O. Bilyk paid attention to the socialisation of foreign students in the educational and cultural environment [19]. Thus, the author is right that "leading aspects of socialisation of foreign students are intercultural and professional" [19, p. 277]. Hence, the intercultural factor directly influences the formation and development of necessary knowledge and skills in foreign students, which will help them to function in a new cultural environment and to interact with the country

they live in, which requires acquiring cultural norms and behavioural principles which may not correspond to the student's norms. The problems of social and pedagogical support are also presented in the author's previous studies [20; 21].

However, the researchers have not paid enough attention to the visualisation of the organisational and structural system efficiency, which will ensure the possibility of rapid implementation of the necessary changes. Therefore, the theme of the study is considered relevant for both theoretical and practical research for the social and pedagogical support of foreign students.

MATERIALS AND METHODS

Before starting the study of the organisational and structural system of educational and cultural, psychological, and linguistic orientations of adaptation of foreign students in the system of higher education in the United States of America, it is necessary to clarify the elements of the analytical system, which will be further used. Thus, the location of all system elements should be carried out under the organisational and structural development, which in some educational institutions may have a basis for the organisational and structural direction, which is characterised by the main structural formations. The whole system of organisation and structural branching, which will be analysed in all components of the accultural triad, is divided by the author into 4 main categories, in particular, highest level organisational and structural division (denoted by the direct organisational and structural space of the highest level), Highest level organisational and structural division (direct space of the highest level), organisational and structural division of Level I (straightforward space of level I), organisational and structural division of level II (straightforward space of level II), organisational and structural division of level III (straightforward space of level III). The main transition point between higher and II, II, III levels is marked by the line of the division of organisational and structural levels. In this way, the greater the number of transition points (lines of division) and organisation and structure divisions in the lower (from the organisation and structure straight line) divisions, the more branching and thorough is the system of educational and cultural, psychological, or linguistic adaptation of an international student in a particular institution of higher education. An example of the analytical system developed by the author is presented in Figure 1.

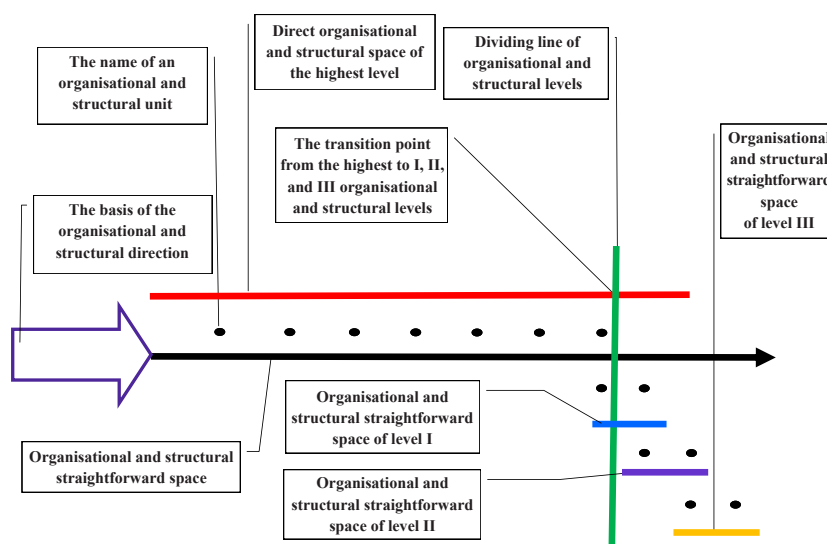


Figure 1. Example of the visualisation of the organisational and structural system levels

The methodology provides a visual demonstration of the structure of an individual element of an acculturation triad of a certain educational institution and identifies the levels at which there is a lack of structure and the need for further modernisation of the programme branching of a particular initiative or structural unit. The methodology helps to quickly identify the overload of a certain organisational and structural level and implement the required (if necessary) stabilisation measures. Of course, the number of organisational and structural space levels can be more than four. The author was guided by scientific research of particular US HEIs in which the number of such levels varied from 1 to 4. It should be noted that the choice of educational institutions in the United States of America for the study was based on certain criteria that allowed distinguishing universities from the total number of such institutions in the USA, and then analysing the educational and adaptation activities following the presence of their systems of educational component orientation. Therefore, the criteria for selecting US HEIs for the study were:

1) *geographical* – helped to identify higher education institutions according to their geographical diversity, which helped to consider the issue of dependence of educational and adaptation activities for international students on the geographical location of the education institution;

2) *quantitative and statistical* – aimed at selecting educational institutions according to the rankings of the Institute for International Education from 2010 to 2020 [22], which show the institutions with the highest number of foreign students in the United States of America, requiring from institutions to have a more developed system of social and pedagogical support;

3) *informational and component* – contributed to the selection of educational institutions with sufficient information on their official websites on the system of social and pedagogical support for international students. This criterion is particularly relevant due to quarantine restrictions associated with the COVID-19 pandemic, which has increased

the importance of the possibility of obtaining information in a distance format.

Also, the following methods were used in the research process, in particular systemic (enabled to look at the process of social and pedagogical support of foreign students as a single system, which is equally influenced by the elements of acculturation triad: educational and cultural, psychological, linguistic. Then, visually present the efficiency or lack of its structure using the methodology for determining the levels of the organisational and structural system); classification (aimed at division of the programmes and strategies of structural divisions of US higher education institutions according to certain criteria defined by the elements of the acculturation triad); abstraction (this method was used during the study of selected HEIs to present a visual component of the organisational and structural levels of the system without describing in detail all programmes represented in the chart. This approach was considered optimal because the purpose of the article is to investigate the efficiency of adaptation strategy structure in the US HEIs and to use the developed methodology for this purpose, rather than analysing the programs used during adaptation activities at all educational institutions.)

RESULTS AND DISCUSSION

Application of the methodology for determining organisational and structural system levels when analysing educational and cultural programmes

As mentioned above, the acculturation triad consists of such elements as educational and cultural, psychological, and linguistic. While analysing the efficiency of the practical application of each of these elements in educational institutions, it is possible to use own developed methodology. As an example of an *educational and cultural* orientation, the training strategy for international students at the University of Texas at Austin will be considered. The university has one of the largest international academic networks in the United States with over 5100 international students from

over 120 countries. Accordingly, the university supports a variety of programmes that enable social and educational support for students who come from other countries. The *International Student & Scholar Services (ISSS)* programme can serve as an example of such activities [23], which is the main division of the International Office and Internationalisation of the University of Texas at Austin. Program counsellors provide a wide range of services to support international students, such as personal counselling on issues of importance to students (from immigration policies to possible employment). Moreover, programme counsellors not only assist in providing materials for the possibility of more effective orientation of international students within the university campus, but also coordinate programmes of an individual and intercultural nature. The activity of the programme is based on the principle that the diversity created on the campus by international students ensures that the educational institution gains intercultural experience, which enhances classroom and research activities, develops global competence in co-workers and students, and fosters community building across the university, the state of Texas, and the United States of America in general. The “International Student & Scholar Services” is more precisely analysed further in the study [23]. Above all, it provides an opportunity to participate in many crosscultural initiatives aimed at socialisation in a new cultural environment. Among these initiatives, the following can be highlighted:

1. *Friendship Programme* [24].

While living in a new cultural space, international students can provide information about their cultural peculiarities, which will contribute to a better understanding among the entire academic and social communities. Therefore, the program is aimed at establishing relationships between international students and Austin residents, and providing the possibility of establishing inter-institutional links and intercultural relations. Thus, the host community, in particular the Austin community, gets the opportunity to get to know representatives of different cultures at the same time as helping them to get acquainted with the cultural specificities of Austin. For their part, international students have the prospect of learning about the city and American culture in general, which has a positive impact on more effective socialisation, as the understanding of the culture leads to a more rapid acceptance of it. To ensure the proper implementation of the programme, certain requirements are imposed on international students and representatives of the host community. For example, residents of the Austin community have to live in Austin or in a neighbouring city; be willing to participate in the program during the semester or academic year; be socially inclusive and willing to participate in new events; and provide information on their culture, traditions, and values. The host country shall respect the principles of cultural, religious, and national identity of foreign students, and also to inform internationals about any religious or political events scheduled during the student's stay in the host family (the person must first agree to

participate in the events). However, it is worth bearing in mind that people from some cultures find it difficult to refuse the host country. This is one of the aspects of social and pedagogical support – to find a socially acceptable way to communicate with an international student, which would help him or her to refuse to participate in the event without a feeling of guilt. The Friendship Programme, therefore, places great emphasis on the elements of the student's interaction with a representative of another culture, to use all possible actions to prevent the emergence of a sense of anxiety, which in turn negatively affects the psychological state, academic success, and eventually impedes the process of adaptation. At the same time, it should be noted that the “Friendship Program” is not intended to improve the English or other language skills of the community members during their interaction with a foreign student. The initiative is primarily aimed at cultural interaction, familiarising the host party with the traditions and cultural specificities of the foreign student and vice versa. Hence, the programme is aimed at developing intercultural relations as well as introducing foreign students and members of the Austin community to the specificities of other cultures.

2. *The International Orientation Volunteers programme* [25].

The programme is open to current students of the Austin University who wish to establish interpersonal contacts with representatives of other cultures and countries. It is the responsibility of the students to assist the international office staff in working with international students during the New Student Check-In (26), Providing information to international students about the University of Texas at Austin and attending events devoted to the new students from other states.

3. *The Passport to UT programme* [27] is characterised by a one-week informative event aimed exclusively at international students. Participation in the initiative provides an opportunity for representatives of other countries to establish interpersonal contact with the co-workers of the educational institution and active students who will help in the process of familiarisation with the campus. The program is designed to support international students in seeking resources for academic excellence, becoming more familiar with the American culture, and building bridges with other international students. The advantages of the programme itself are as follows: conducting personalised information sessions with international students; participating in in-depth sessions on American culture and university life; city and campus tours; participation in cultural events; meetings with international student-counsellors, teachers; forming social relationships with other students. The short programme is designed to provide the international student with practical information aimed at acquainting him/her with the peculiarities of social interaction during the study period, requirements for documents, etc., and increasing cultural awareness and encouraging interpersonal and intercultural contacts with the university administration and other students, especially those from other countries.

4. *The Partnerships to Advance Language Study (PALS) programme* [28] connects international and American students for cultural exchange and language skills improvement, including the design and planning of campus activities to create an inclusive environment [29]. Participation in the programme consists of joint visits and meetings, the main purpose of which is to ensure interpersonal contact between the students.

5. *The Living Learning Community programme* [30] enables students at the University of Texas at Austin to build bridges with others who are from unfamiliar cultures and states. This interaction takes place through participation in various community events, discussions, support from the teachers and living with people from other cultures in the campus. In general, "Community" can be defined as a place where there is an opportunity for dynamic intercultural contact, thus raising the level of students' intercultural competence and intercultural skills of communication. Any student who is interested in interacting with different groups of people from other cultures can participate in the programme. Interventions that take place within an initiative are designed to create a sense of unity by providing greater opportunities for interaction between students and educators on different topics. Students who participate in such collaborative activities, live together, thus enabling them to maintain interpersonal contacts for shared interests beyond the classroom. The programme "Living Learning Community"

is designed to foster interaction between students from different cultures and to integrate academic and extracurricular activities. The thematic orientation of such collaborations covers a range of interests for students: from specific academic programmes to a broad thematic orientation. Some of the thematic communities are aimed at taking classes in certain specialities, others at teaching students a certain way of living with people from other cultures. The *Jefferson Scholars Living Learning Community* is an example of such communities designed to provide social and pedagogical support to international students. Participation in this community is available only to students who participate in the *Jefferson Scholars Program*, which is designed to raise the level of humanistic education of individuals and their leadership skills [30].

Therefore, educational and cultural adaptation measures for international students at the University of Texas at Austin consist of counselling sessions that may include information on the cultural specificities of the country of study; application of the cross-cultural principle of adaptation (when an international student stays with the host family, it ensures regular interpersonal interaction; as a result, representatives of the host family also adapt to the social and cultural specificities of the international student from their side). The system of adaptation activity structuring demonstrates the two-level branching, which can be considered sufficient for the educational and cultural preparation of the foreign student (Fig. 2).

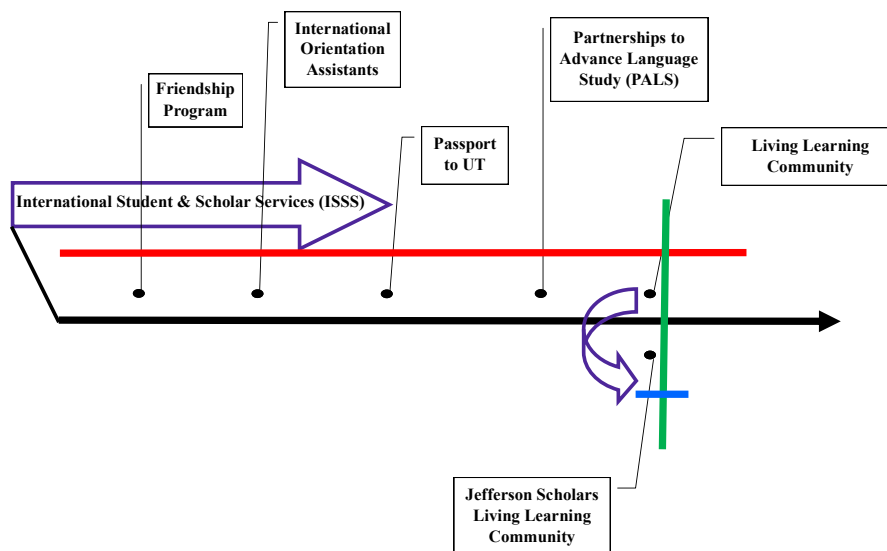


Figure 2. Organisational and structural system of educational and cultural adaptation of international students at the University of Texas at Austin

To compare organisational and structural systems, the experience of educational and cultural programs of the Florida Institute of Technology (Melbourne, Florida) should be considered, where the activities of the structural unit "Office of International Student and Scholar Services" (ISSS) may be of interest [31]. It aims to support students in achieving their academic goals and objectives. The office facilitates the

formation of preconditions for interaction between international and American students through the acquisition of knowledge from one another and enhancing the understanding by the institution's management of the peculiarities and values of cultural diversity, i.e., the internationalisation of the campus. The mission of the office of international student services is based on the Florida Institute's purpose

to ensure the development of international education in an educational institution while creating an environment conducive to intercultural learning and exchange. The responsibilities of the Office include advising on U.S. government regulations; acting as a liaison between the international student and the U.S. Department of State, the U.S. Department of Homeland Security, community, cultural organisations, and foreign embassies; to provide information and consultation services to international students; to provide cross-cultural exchange programs for international students and the academic partnership. In addition, the Office of International Student and Scholar Services also initiates programmes that provide assistance in adjusting to life in the United States of America in general and Florida in particular. Thence, the main programmes for international students at Florida Institute of Technology are:

1. "Florida Tech Diplomat Programme" [32].

Upon obtaining official status as a student at a U.S. educational institution, an individual has many questions about living in the United States of America and Florida in particular, such as: what documents and things to bring; which airport to arrive at; costs of living; finding housing (if living behind campus); etc. The questions that arise before the start of academic activity and before the first contact with a representative of another cultural environment have a negative impact on the psychological state of the individual, which is already in the preadaptation (propaedeutic) period forms the feeling of anxiety and insecurity. Thus, the Florida Institute of Technology's Office of International Student and Scholar Services in 2005 hosted the "Diplomat Programme" for international students from all around the world (e.g. Germany, Bangladesh, Trinidad and Tobago, India, United Arab Emirates, Vietnam, Pakistan, Turkey, etc.) who have travelled to the new country of study. "Diplomats" give their time, knowledge, and experience to help foreign students who are staying in the United States for the first time and involve them in social activities. Hence, the programme aims to support the initial level (i.e. the preadaptation period when the international student needs to receive information and motivation for the further intercultural process). A positive factor is the use of representatives of different countries as "diplomats". Obviously, students in U.S. institutions of higher education include representatives from many nations, but with "diplomats" from various continents, it is possible (at least partially) to build cultural solidarity between them and the foreign student (for example, if the foreign student is from India, it would be more effective put him or her together with a "diplomat" from India or Bangladesh than from Germany, for example) because having a person who is a counsellor from a closer cultural environment makes the whole process of the programme more effective. Consequently, the level of trust between the international student and the counsellor increases, which will allow for more effective preadaptation (propaedeutic) activities. Otherwise, due to the presence of national incompatibility, the level of interpersonal interaction between the "diplomat" and the student will not be sufficiently effective due to the lack of the necessary intercultural contact for the implementation of the initial adaptation.

2. Workshops [33].

The Office of International Student and Scholar Services sponsors and facilitates seminars on a variety of topics designed to inform international students about issues related to enhancing academic, administrative, and personal performance during their period of study. The topics of the seminars are composed of rules and regulations related to immigrant issues; employment on/off-campus; specificities of employment in the United States, etc. These seminars can also be characterised as part of the preadaptation (propaedeutic) preparation of international students for their stay in a new cultural and academic environment. Even though not all seminars have an educational orientation, they are socially significant for the student because they provide an informational component that provides assistance in understanding and carrying out the basic activities necessary to ensure their further stay in the country of study. These difficulties harm the educational and cultural state of the individual because at this (primary) stage of stay in the country she or he is not yet able to fully become part of the social system. Among the seminars, the *ISSS Orientation Workshop* [34] is the most important in terms of educational and cultural support and provides the information needed to implement the rules of immigration control; establishing links with the governments of the countries of origin of the students; providing information on the campus and the services available to the students; promoting effective intercultural and multicultural events; and paying attention to such issues as cultural adaptation, expectations of activities in the classroom, etc. The seminar is relevant for new students and is defined as a necessary part of the adaptation process.

During the seminar, students are introduced to the basic informational component of the academic process at an educational institution, which includes knowledge related to the terms of obtaining the necessary number of educational credits for taking a particular course. Attention is also given to distance learning, which has a different focus in U.S. educational institutions, primarily because students have the right to take several courses online. Therefore, providing information on such academic peculiarities is not only an educational process but also of a preadaptation (propaedeutic) nature.

3. International Coffee Hour [35].

The programme implies a national division – for example, special events are held based on the geographical origin of foreign students. These could be meetings for people from the African continent or students from Oman and so on. Such a geographical division has a certain purpose, which is determined by the fact that the international student will feel more "protected" (in a psychological sense) in the case of interaction with representatives of his or her native country or geographical and cultural area. In this way, we can talk about the use of this concept as one element of an adaptation programme when the student needs to take a "psychological break" from the effects of a "culture shock". Therefore, the most appropriate activity for the recovery from adaptation problems could be a meeting with culturally close students in an informal setting in the format of an educational and cultural programme.

Hence, “International Coffee Hour” is a social and cultural aspect of international student’s adaptation within the educational institution. Thus, one of the ways to form intercultural and interpersonal contacts with representatives of other cultures is to carry out various activities. The main purpose of the project is to create an understanding and acceptance of foreign students in the academic community (in this case, only the academic community can be discussed, because it deals with the socialisation of individuals in educational institutions.) At the same time, it should be noted that such gatherings can be organised within the workplace and so on. In general, the issue of adaptation in the collective space has been investigated by many scholars, including Yu. Miroshnichenko [36] (experience of adaptation of the community members), V. Ovsiannikova [37] (paid attention to the psychological adaptation), B. Onopriychuk [38], I. Volkova [39], O. Getman [40] (specific features of adaptation of a person in a new community). Also note the possible participation of teachers in such events, which allows foreign students to be in an informal atmosphere, without the need to fully comply with academic behaviour standards (however, “not fully” does not mean “completely”, because a certain boundary between a teacher and a foreign student should still exist) and, accordingly, more effectively establish contact with teachers, which will facilitate further interaction with them already in the format of the academic process.

4. Another educational and cultural program for international students at Florida Institute of Technology is *The International Festival*, first held in 2007. The festival is characterised as an annual cultural celebration of international cooperation held at the Florida Institute of Technology campus in Melbourne, Florida [41]. The festival brings together international student groups from China, Brazil, Iraq, Lybia, Taiwan, Oman, Sri Lanka, etc. as well as local cultural organisations from the host country who are preparing special exhibition stands, devoted to the cultural diversity, the traditional clothing of the nationalities represented by foreign students, and also informational literature, maps, flags [42; 43]. One of the main locations of the festival is the open Panthereum stage at the Florida Institute of Technology where dance, vocal groups, and other performers (including martial artists) take the stage and help fill the auditorium

with a “live” program. On their side, the square near the Panther Plaza offers the opportunity to try a variety of international ethnic dishes [44, p. 15]. Therefore, one can conclude that the cultural value of the “International Festival” is significant in terms of the adaptation of foreign students to the new society. By becoming acquainted with the characteristics of other cultures and having the opportunity to present their own, the international student gains the confidence that his or her desire to become part of a new culture is not something unique, that other individuals have undergone, are undergoing, or will have to undergo the same cultural path. Being able to demonstrate the best of one’s own culture provides confidence that adapting to a new cultural environment does not mean forgetting one’s own, but can be a complementary component to establishing oneself as a fully-fledged element of the new society. Therefore, such events as the “International Festival” have not only an entertaining effect, but their main purpose is to support the Office of International Student and Scholar Services in the social and pedagogical support of international students. The Melbourne Beachsider explains why the international festival is important, namely because “it is a really significant event since it illustrates to the society the diversity of the educational institution and promotes the integration that is the main mission of the Florida Institute of Technology” [45, p. 10]. It is also important to demonstrate to all students and the community that diversity is a valuable factor.

Thus, Florida Institute of Technology has a set of measures that can be characterised as elements of adaptation infrastructure. The Office of International Student and Scholar Services can be considered the main advisory and information unit of the educational institution, where relevant programmes such as the diplomats programme, seminars, international coffee hour, the international festival have been launched. These activities are designed to enhance interpersonal and intercultural contacts among international students, as well as to develop their networking with American students and local community members. However, the absence of a full-fledged branching, as evidenced by the presence of only the highest organisational and structural level (Fig. 3), indicates the absence of a structural part of the educational institution’s adaptation process.

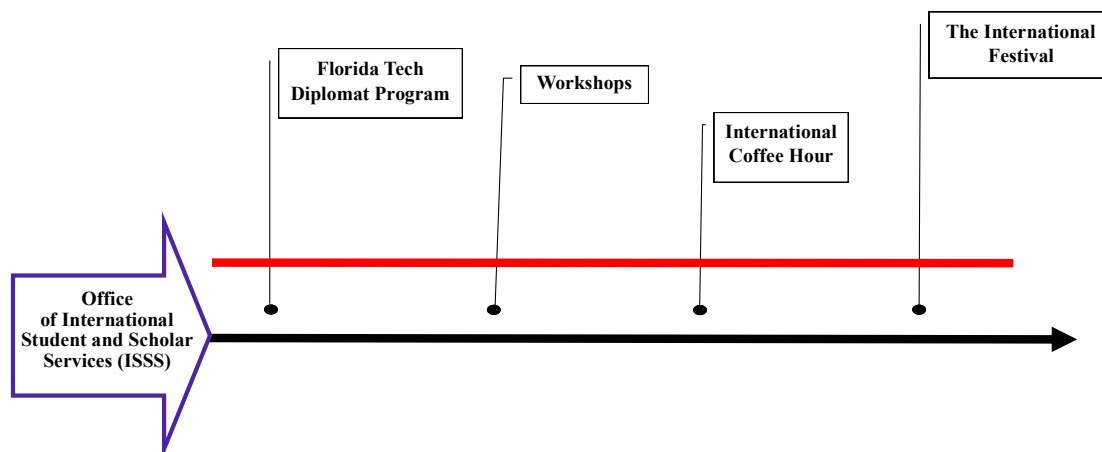


Figure 3. Organisational and structural system of educational and cultural adaptation of international students at the Florida Institute of Technology

Application practice of the methodology for determining organisational and structural system levels in the analysis of psychology programmes

The other element of the acculturation triad is *psychological*, the efficiency of the organisational and structural system which can also be determined by the author's methodology. The Ohio State University (Columbus, Ohio) is an example of a system of psychological support for international students. *Counselling and Consultation Service (CCS)* is represented by the office of student life management and provision of counsellor and psychological services on the campus of the university, which is the base of psychology oriented activity. The mission of the service is to facilitate the student's successful academic process, to provide comprehensive services for psychological health care, etc. The service operates in several areas, including *Group Counseling*, which consists of seminars of various orientations, the most important for the psychological support of international students being *Graduate Groups* [46]. The participants of this seminar meet to discuss the issues that affect the emotional state of the graduates and deal with conflict situations related to academic, social, and personal relationships. The purpose of the seminar is to optimise individual and academic success by raising the level of self-awareness and establishing a better relationship with others. It should be noted that the adaptation of an international student has to go through its basic stage at the initial period of his or her stay in the country of study. However, intercultural and interpersonal problems may arise later on, and some activities required for their solution are also part of this seminar. In addition, the counselling service conducts separate seminars on psychological support, among which one should distinguish:

1. *Beating Anxiety Workshop* [47].

Since anxiety is a widespread reaction of the international student to the need to conduct activities in a new social and cultural environment, this phenomenon will allow for more effective interaction with representatives of other cultures. The seminar is designed to familiarize students with the nature of anxiety; to show the importance of influencing the feeling of anxiety in a person's mind; to discuss ways of overcoming anxiety by controlling their own thoughts and emotions. At the end of the seminar, students will receive a theoretical foundation that will help them dealing with negative emotions and thoughts that lead to anxiety, and also practical skills that can be used to reduce the negative impact of anxiety on the individual;

2. *Surviving College 101 Drop-In Workshop* [48].

The seminar consists of 4 parts, with the main focus on the development of skills that will help to solve problems related to the beginning of the college study (this is also relevant for international students, who are also affected by such phenomena as stress, problems in relationships, problems with identity formation, fear of responsibility). Depression and anxiety problems are also reviewed. The main issues of the seminar are Mental Health Awareness (students are given an opportunity to discuss general psychological health problems during their stay on campus and

to develop skills for overcoming difficulties); Transitioning Back Home (students learn to solve psychological problems related to short or long term visits to their home country) etc.;

3. *Art Space: Creativity for the Body-Mind, and Soul* [49].

The Seminar provides one year for practical creativity and artistic self-expression of the international student's personality. The description of the programme of the seminar indicates [49] that (in the opinion of the American Art Therapy Association), self-expression through art positively influences psychological health. So, the activities are focused on the self-awareness and personal growth of the student. This therapy does not require any skills in any particular activity (painting, sculpting, etc.), the main thing is to gain the ability to self-realise during the critical period of adaptation;

4. *Conversations with the Counsellor* [50]. The seminar joins a series of other seminars aimed at solving problems encountered by students at the beginning of their higher education activity. Each seminar provides students with theoretical information and skills for overcoming difficulties and resources that can be used by the student in practice during academic or everyday activities. The seminar is characterised by the possibility of participating in several other seminars, including [50]:

1.1. *Mental Health Awareness.*

The seminar provides students with information on specific features of psychological health and well-being, which implies an introduction to the impact of given aspects on the success of interpersonal relationships. It also includes the development of skills to ensure that international students can use stress management techniques;

1.2. *Adjustment to University.*

The purpose of this seminar is to discuss the experience gained in terms of adaptation to the new academic environment and also to raise the level of psychological resilience of international students and to develop skills that will enable them to conduct effective communication with representatives of other cultural groups;

1.3. *Anxiety & Depression.*

The manifestations of anxiety and depression are among the main negative factors that affect the performance of international student. Therefore, the seminar provides an opportunity to get acquainted with the theoretical component of these phenomena, the mechanisms of their negative impact on the personality and the formation of abilities to resist them;

1.4. *Imposter Syndrome.*

The topic of the seminar is characterised by the feeling of the international student that his/her place of residence and studies is a mistake and he/she feels himself/herself to be a stranger in the academic process and interpersonal activities off-campus. This syndrome has a negative impact on the adaptation process of the individual because it can lead to self-and psychological isolation, which is completely incompatible with the goals of adaptation, which require more active interaction with representatives of the new society. Thus, the seminar is an important component, which assists in the adaptation process of the foreign student and

information on the nature of the syndrome, forms the ability to recognise its manifestations, encourages to discuss their experiences in dealing with this negative condition, and is aimed to learn strategies for dealing with the syndrome.

Therefore, Ohio State University's main focal point for psychological support is the Counselling Service, which organises seminars on conflict resolution, individual

self-awareness, and anxiety management. An important component of the educational institution's psychological support is a seminar on personal self-expression using art therapy. The educational institution's adaptation system is characterised by a two-level structure, which can be considered sufficient for providing effective counselling support to international students (Fig. 4).

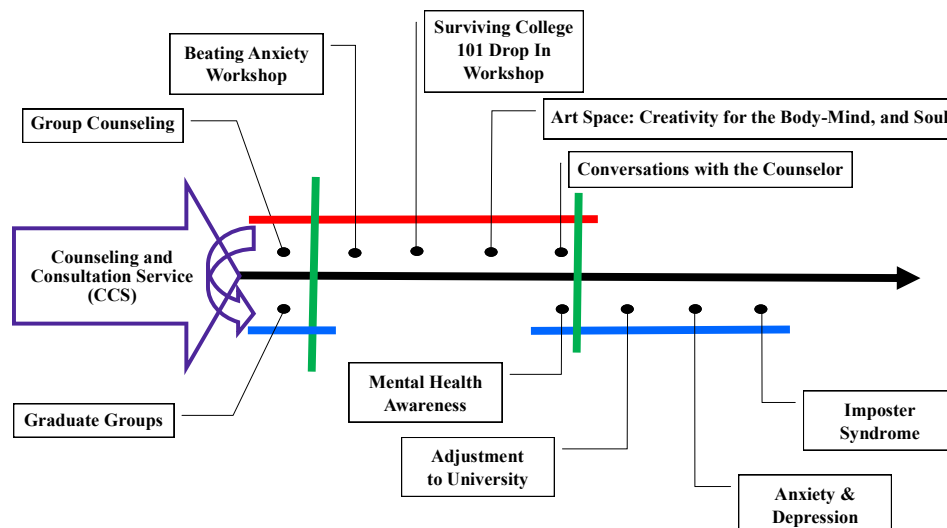


Figure 4. The organisational and structural system for psychosocial support for international students at the Ohio State University

Analysis of linguistic programmes using the methodology for determining organisational and structural systems levels

The communication itself is the link element of the cultural and psychological component, which is based on the ability to recognise the language of the opponent, analyse the linguistic nature of the information received and give an oral response. Therefore, *linguistic training* of foreign students is considered as the third element of the acculturation triad. Yale University (New Haven, Connecticut) is used as an example for the graphical demonstration of an organisational and structural system of linguistic training. Yale University's linguistic training system is based on the coordinated activities of the Office for International Students and Scholars as well as its International Centre, which organises the participation of international students in the programme and courses for the development of interpersonal communication, including *English Conversation Groups*, *English Language Programme at Yale (ELP)*, *Professional Communication Skills*, *Speaking*

Fluently, writing activity including *Academic Writing*. In addition, important components of the linguistic system of the educational institution are as follows:

1. The ELP Summer Academy Language Programme provides international students with the opportunity to participate in educational activities to develop practical English language skills during the summer period (*Language Partner, Instructional Materials, Consultation*);
2. Summer sessions which provide training in the core linguistic areas of writing, speaking, reading, and listening (*Academic Reading and Writing, Academic Speaking and Listening*).

Therefore, it can be stated the organisational and structural system of linguistic training of foreign students at Yale University (Fig. 5) has the highest level of branching, which is represented by two bases of direct development and four levels of organisational and structural units, that demonstrates the most efficient organisational and structural system out of all the institutions of higher education in the USA studied in the scientific article.

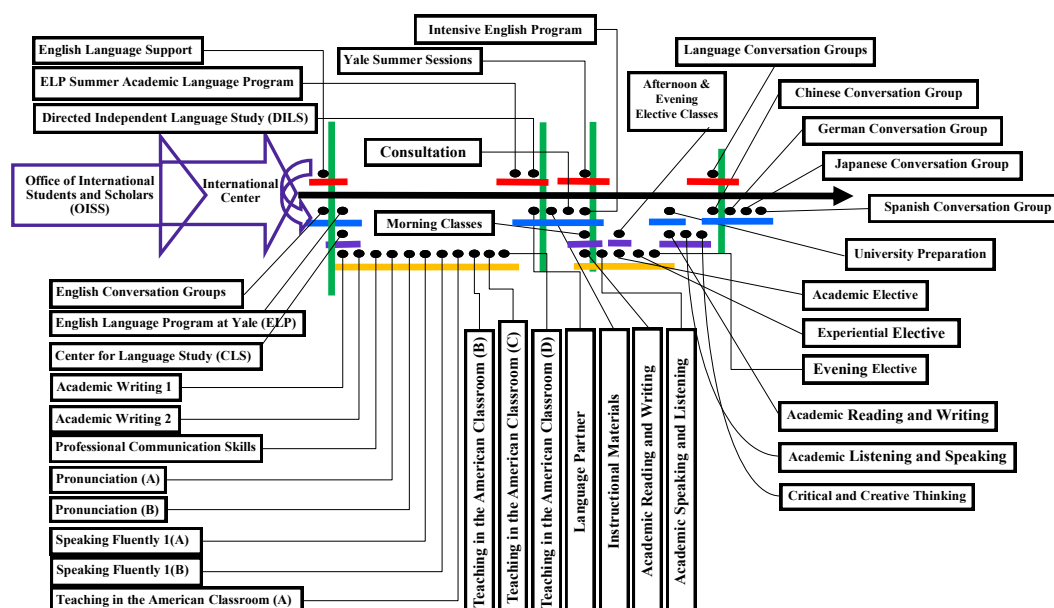


Figure 5. Organisational and structural system for linguistic training of international students at Yale University

Therefore, based on the conducted analysis, the following results on the efficiency of organisational and structural systems were discovered:

- the educational and cultural orientation of the University of Texas at Austin is characterised by a two-level branching, represented by the programmes in the upper and lower organisational and structural units, which can be considered a sufficient structural branching;
- the training of international students in the educational and structural area at the Florida Institute of Technology is represented by programmes that can be classified as a high-level organisational and structural unit, which demonstrates the surface level of structuring the system of social and pedagogical support;
- Ohio State University's psychology department is represented by upper and lower organisational and structural units, which cannot be fully defined as sufficient structure. However, the number of programmes, especially for the first level, can minimise the limitations of the organisational and structural system;
- the linguistic training of international students at Yale University demonstrates a high level of structure (according to the number of organisational and structural units considered as a standard for scientific research). The programmes of this university are presented at the highest, first, second, and third levels, indicating the efficient level of structuring in compliance with the "element of the acculturation triad" criterion.

CONCLUSIONS

Hence, a properly structured system of social and pedagogical support for international students contributes to their efficient adaptation. As a result, the author has developed a corresponding methodology that allows analysing the structural efficiency of a particular program or a unit of the educational institution, which activities are focused on

the support of international students. As an example of application of the author's methodology for determining the efficiency of organisational and structural system the following higher education institutions were selected: The University of Texas at Austin, Florida Institute of Technology (to study the educational and cultural orientation of acculturation triad); Ohio State University (to study the psychological area), and the Yale University (to study the linguistic area).

Visualisation of the organisational and structural system requires, according to the author's methodology, the presence of four levels of divisions: higher, first, second, and third (which is not a final requirement, this gradation was conditioned by the real need for the selected HEIs). As a result of the conducted study, it was found that in the field of educational and cultural adaptation programs for international students the most effective organisational and structural system is developed at the Texas University at Austin, which is reflected in the two-level branching. Regarding the Florida Institute of Technology, the organisational and structural system of educational and cultural adaptation of this educational institution is insufficiently structured. It was discovered, that the organisational and structural system of the Ohio State University Psychology Department has sufficient structural branching (two-level). It should also be noted that there are several sub-programs at the first level of the system. At the same time, it has been confirmed that the linguistic dimension of the organisational and structural system of Yale University has the highest level of structuring among the educational institutions that were selected for the analysis (four levels). Therefore, the methodology for determining the organisational and structural system levels makes it possible to visually mark the structure of a program or a unit of an educational institution to determine the level of the program branching. Such visualisation helps to promptly produce a structural system regardless of the number of programs and sub-programs (the number of levels). The

results of scientific research are not final ones, which requires further study of different methods of systems analysis of social and pedagogical support of international students in foreign and Ukrainian institutions of higher education.

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Використання методики визначення рівнів організаційно-структурної системи при дослідженні ефективності соціально-педагогічного супроводу іноземних студентів (на прикладі ЗВО США)

Анотація. У статті досліджено проблему соціально-педагогічного супроводу іноземних студентів у контексті ефективності підготовчих систем, які існують у закладах освіти, що обумовлює актуальність наукового пошуку – визначення ефективної методики для аналізу рівня структурованості адаптаційної системи підготовки іноземних студентів у закладі освіти. Мета наукової статті – дослідити системність соціально-педагогічного супроводу іноземних студентів у закладах вищої освіти США за допомогою методики визначення рівнів організаційно-структурної системи елементів аккультураційної тріади. Для цього було запропоновано методику визначення рівнів організаційно-структурної системи, яка передбачає розподіл аналізованої програмної розгалуженості за чотирма рівнями. Крім того, дослідження вимагало застосування системного методу, методу класифікації та абстрагування. Визначено, що супровід складається з елементів аккультураційної тріади, а саме освітньо-культурного, психологічного та лінгвістичного, кожен з яких має бути представлений як програмне розгалуження, яке координується підготовчими центрами. З'ясовано, що кількість рівнів, на яких присутні програми аналізованого підрозділу чи закладу освіти, безпосередньо пов'язана з ефективністю процесу супроводу іноземних студентів. Для прикладу проведення аналізу із застосуванням означеної методики, були обрані ЗВО, що представляють Сполучені Штати Америки (у зв'язку з тим, що в цій країні (згідно з даними ЮНЕСКО) проходить навчання найбільша кількість іноземних студентів). Відтак було відібрано такі ЗВО, як: Техаський університет в Остіні, Технологічний інститут Флориди, Університет штату Огайо та Ельський університет. Виконаний аналіз дав змогу стверджувати, що найбільш розгалужена організаційно-структурна система представлена (серед відібраних ЗВО) у лінгвістичному напрямі Ельського університету та характеризується чотирма рівнями програмного розгалуження. Найменший рівень (лише вищий) розгалуження було виявлено в освітньо-культурному напрямі Технологічного інституту Флориди. Представлена методика може бути застосована в теоретичних дослідженнях та практичному аналізі ефективності діяльності центрів адаптаційної підготовки іноземних студентів

Ключові слова: адаптація, консультаційний центр, аккультураційна тріада, освітньо-культурна підготовка, психологічне консультування, лінгвістична підготовка, візуалізація системи

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Professional Development of Teachers of Preschool Education Institutions and Distance Learning: Advantages, Difficulties and Prospects

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Abstract. In times of fast-changing information, in order to keep teachers' knowledge and skills up to date and to comply with one of the tenets of sustainable development – lifelong learning – specialists in the sector should develop professionally. This will not only meet professional needs for new information, knowledge and skills, help teachers to perform their professional duties effectively in a rapidly changing environment, but will also help them to be competitive in the labour market. The purpose of this study was to investigate the advantages of applying distance learning for the professional development of preschool teachers, to identify the challenges that specialists of this industry face in the process of distance learning, and to determine the prospects for the development and improvement of this form of education. In the course of the study the authors used a set of general scientific theoretical and empirical research methods, such as analysis, statistical data processing, synthesis, surveying and generalisation. The key advantages of distance learning are highlighted, including individuality, flexibility, asynchrony, openness and self-organisation. It has been revealed that the remote format of education today is characterised by a number of problematic aspects in the implementation process, in particular the insufficient level of technical equipment, the lack of an adequate competence component in the professional training of teachers and the disruption of communication between the subjects of the educational process. It has been found that the majority of postgraduate institutes have courses designed for the professional development of preschool teachers and use both full-time and distance learning. The likelihood of technological, organisational and pedagogical difficulties for the trainees of the upgrade training courses has been determined. The study revealed that most teachers are generally satisfied with this form of training, but not all are ready to implement it in their work. The practical value of the study consists in summarising the characteristic features of distance education on the basis of theoretical analysis and questionnaires

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

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INTRODUCTION

Sometimes teachers find it difficult to independently navigate and master a large volume of new information, assimilate new technologies and acquire new competencies for their professional development, which is why postgraduate training is provided [1; 2]: professional development courses as well as seminars, workshops, trainings, master classes, etc. [3]. The impetus for the increase in the pace of educational change was the pandemic that began in 2019. And from the

beginning of 2020, the entire world, and the education sector in particular, have had to urgently search for and introduce alternatives to the full-time form of work. In education, one of them has been distance learning, which according to analysts' forecasts will be segmented in the following proportions by 2030 [4]: 55% for secondary education, 25% for higher education, 8% for pre-school education, 6% for corporate education, 8% for lifelong learning.

The specific features of online education as a form of teacher training have been extensively researched in European countries. Scholars have examined distance learning as a tool for professional development of preschool teachers [5], and in addition, distance learning as a form of teaching at preschool institutions has been the subject of the research [6; 7]. Scholars have highlighted a number of advantages as well as difficulties [5; 8] and have classified them. For example, researchers [8; 9] divide the difficulties of distance learning into three groups: technological, organisational (e.g. low student self-organisation) and pedagogical, or technological, social (lack of direct ICT-less communication between teacher and student) and pedagogical [10].

However, despite the numerous studies carried out on the issue of introducing distance learning for educators' lifelong learning, there are a number of issues concerning the advantages, difficulties and prospects of using this form of education in the professional development of preschool teachers in Ukraine. *The purpose of this study* was to investigate the advantages of applying distance learning for the professional development of preschool teachers, to identify the challenges that specialists of this industry face in the process of distance learning, and to determine the prospects for the development and improvement of this form of education.

In order to achieve the objective, *the following tasks* had to be solved: to investigate the readiness of educational institutions providing professional development services for teachers to introduce distance learning and to find out the advantages, difficulties and prospects of using the distance learning form for the professional development of teachers of pre-school education institutions. This requires an assessment of the likelihood of technological difficulties among teachers during distance training, as well as the development of a questionnaire and a survey of preschool teachers who have studied remotely during professional development.

MATERIALS AND METHODS

The study was conducted in several stages. The first stage, through an analysis of the scientific literature, identified the main advantages, difficulties and prospects of distance learning as highlighted by academics around the world. The second stage involved content analysis of the websites of the institutions providing professional development services to teachers in order to identify those institutions that contribute to the professional development of preschool teachers. The content of the professional development courses was also examined in order to determine the direction of the training, the form of training and the relevance of the content to the current professional needs of teachers in preschool education institutions.

At the third stage using official reports, documents and statistical data, in particular, the Report of the Department of Education in Kyiv for 2020 [11], data from the Main Department of Statistics in Kyiv [12], data from international statistics on the use of Internet resources [13], data from a study of Internet penetration in Ukraine, conducted by

Research Holding Factum Group Ukraine at the initiative of the Ukrainian Internet Association [14], and data from Ukrstat [15], mathematical methods were used to determine the probability of technological difficulties that may hinder highly effective distance learning of teachers in preschool institutions of Ukraine. In particular, the likelihood of technological difficulties, such as lack of Internet connection, absence of personal computer, laptop, tablet or mobile phone among the participants of the professional development courses for teachers of preschool education institutions in Kyiv was identified.

The fourth stage included the creation of a questionnaire and a survey among preschool teachers who had undergone distance professional development courses. The aim was to assess their satisfaction with this form of learning and its impact on their professional development, as well as to identify the main advantages and disadvantages of using online education. This made it possible to identify areas of work that need to be carried out to improve the quality of distance learning for preschool teachers and the prospects for applying this form of professional development. The sample included 10 post-graduate teacher training institutions as well as 48 teachers from preschool education institutions in city of Kyiv, Chernihiv, Kyiv, and Zhytomyr regions, who are residents of the cities and belong to different age groups with different pedagogical experience.

RESULTS AND DISCUSSION

In the study, the following advantages of distance learning for further training and professional development of teachers are highlighted:

- individual, flexible training schedules; full control of time and intensity of training;
- the trainee-teacher determines his or her own learning priorities based on his or her own professional development needs;
- the course instructor and trainee do not need to interact at the same time (asynchrony);
- distance learning is not limited to geography;
- the possibility of further training without having to take a break from work;
- self-organisation;
- openness of communication among all participants in the learning process;
- large coverage (the possibility for a large number of trainees to study at the same time, as there is no restriction on classroom workspace).

Despite its many advantages, this form of professional development has its difficulties. In this study the following classification will be used:

- 1) technological (the necessity to have hardware: computer or tablet, webcam, microphone, etc.; the need for a good quality internet connection);
- 2) pedagogical (having good technical skills in working with digital technologies by both course instructors and trainees, sufficient provision of training materials with Internet resources, reduced motivation of trainees, low interaction level of trainees);

3) social (lack of direct, classroom-based communication between participants in the learning process, lack of a properly organised learning workspace for trainees).

A content analysis of the websites of post-graduate teacher training institutions providing further education services and included in the research sample showed that the provision of educational services to teachers takes place in the form of courses, internships, educational programmes and further education courses. The institutions of post-graduate teacher education under study mainly use a blended form of education. However, during periods of quarantine restrictions, distance learning is predominantly used. Furthermore, the content analysis of the curricula of professional development courses for preschool teachers revealed that about 12% contain topics that can contribute to the acquisition of competencies by the course participants necessary for the independent implementation of distance learning in their professional activities.

In 2019, Ukraine was ranked eighth in Europe in terms of Internet usage. By mid-2021, Ukraine had 40.912,381 Internet users and a penetration of 93.4% [13]. 65% of Ukrainians in 2019 had Internet at home, 71% were regular Internet users (in comparison, this figure was only 28% in 2010 and 66% in 2016). However, there is still a big difference in Internet penetration in different types of settlements as of 2019: the highest level of penetration is in big cities with a population of over 100,000 – 74%, in cities with a population of less than 100,000 this figure is 70%, and

the lowest is for villages – only 58% [14]. The population of Kyiv, according to the Main Department of Statistics in Kyiv [12], was 2,917,362. According to the document “Information on the implementation of the Programme in January-June 2020” by the Department of Education and Science of Kyiv, in the first half of the year there were 6,730 trainees of teacher professional development courses [11].

The probability of technological difficulties in distance learning hindering teachers’ professional development is defined as the probability of two independent events occurring together. The probability of a resident of Kyiv not having internet access is 0.37 (relative units) or 37%. The probability that a resident of Kyiv is a teacher who has taken a professional development course and at the same time has had no access to the Internet is 0.00074 (relative units) [13]. Using the statistics given above, the probability of teachers using a mobile phone or smartphone during professional development was determined in a similar way, and it is 0.0013 (relative units), the probability of using a home laptop is 0.0008 (relative units), a desktop home computer – 0.00076 (relative units), a tablet – 0.00028 (relative units), calculated by the author of this study using the product theorem for probabilities [13].

In order to find out the readiness and attitudes of preschool teachers towards the distance learning form, an anonymous questionnaire survey was carried out. The quantitative socio-demographic characteristics of the respondents are shown in Table 1, while the qualitative results are shown in Figure 1.

Table 1. Socio-demographic characteristics of teachers of preschool education institutions who have taken distance professional development courses

Gender		Age				Work experience			
Male	Female	25-34 years	35-44 years	45-54 years	55-65 years	Less than 5 years	5-15 years	15-25 years	Over 25 years
6%	94%	22%	40%	26%	12%	14%	26%	42%	18%

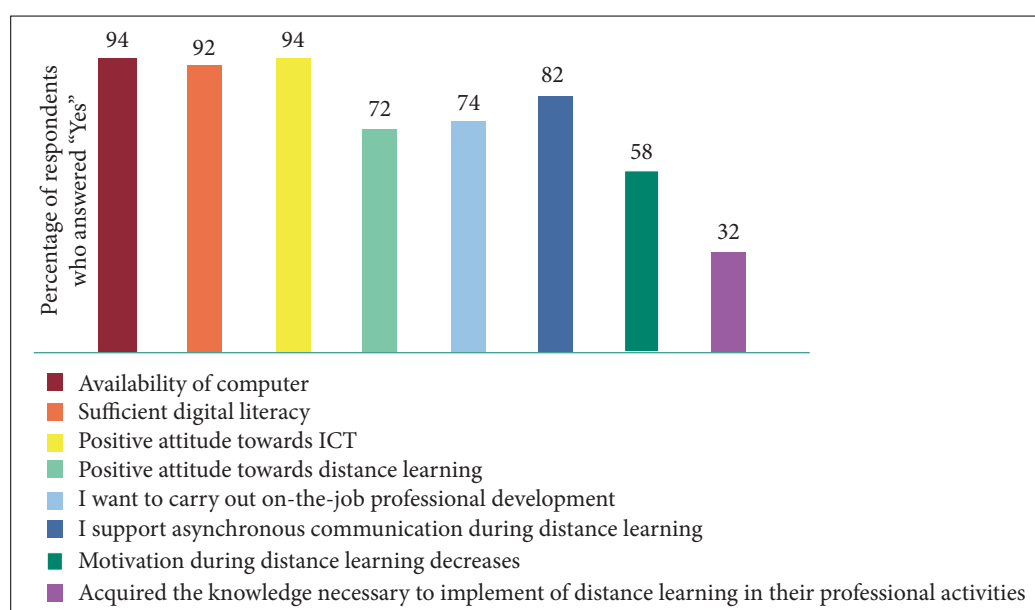


Figure 1. The attitudes of preschool teachers towards distance learning

As the research showed (Fig. 1), less than 6% of the teachers surveyed did not have their own computer or mobile device, so they had to use computers in the workplace to take professional development courses remotely. Approximately 8% of the respondents admitted that they lacked digital competence because they do not often use ICT in their daily work, and they have experienced online learning for the first time, with the software being different from what they have used before. They had to enlist the help of colleagues to get to grips with the new programmes. Lack of technical provision and sufficient digital literacy resulted in a negative attitude towards distance learning for 10% of those surveyed. Another 18% of those surveyed did not prefer any form of training, either distance or traditional. The remaining 72% were satisfied with the distance learning mode of professional development and would like to use this method in the future, regardless of the epidemiological situation in the world. 74% of teachers were satisfied with the possibility of carrying out on-the-job professional development. 82% of respondents consider the flexibility of teaching hours and the possibility to work asynchronously to be advantageous, but 58% complain about a decrease in motivation if there is no communication, in particular that could be provided through web conferencing or webinars. Only a third of those surveyed had acquired sufficient knowledge of digital work organisation to be able to introduce distance learning into their professional work.

On the basis of this study, the prospects for the application of distance learning can be outlined: despite the numerous difficulties encountered in its use, it is suitable for conducting training for the professional development of teachers, in particular for those working in preschool education institutions. Perhaps, over time, distance learning will fully or partially replace the full-time form of education.

Scholars have been interested in the effectiveness of distance learning since its emergence. Therefore, many researchers are investigating the benefits and challenges of its application. Thus, among the advantages of distance learning for teachers are the following [8]: maintaining the teacher's work process during professional development; solving the problem of overcoming the distance between the place of work, residence and training of a teacher, which thus helps to save money on travel and accommodation costs during the period of attending the professional development course; the possibility of sharing experience between colleagues from different regions and even countries. The distance form of professional development for teachers contributes to improving their ICT competence and digital literacy. Another advantage of distance learning is the ability to meet the educational needs of a large number of people wishing to receive it. This is relevant in countries where the population is growing rapidly [16].

Some scholars argue that the visualisation of learning material through the use of multimedia, which is widely used during distance learning, improves the comprehension of knowledge, but this effect depends on the age of the course participants: teachers aged 36 to 45 perceive multimedia

material better than, for example, the younger group of specialists, aged 26 to 35 [5]. Other researchers [8] believe that the difficulties encountered during distance learning include differences in the comprehension of information in electronic format by teachers of different ages, in particular the older generations find it more difficult than the younger ones. The lack of direct contact between professional development trainers and teacher trainees also has a negative impact on the outcome of distance learning. Another obstacle is the difficulty of controlling the process of learning and acquiring knowledge. Moreover, preparing a distance learning course is a costly process that requires time, finances and highly qualified specialists. In particular, teachers who not only have in-depth knowledge of pedagogy, but are also competent and able to work with modern ICT, know how to use visualisation tools effectively, are familiar with HTML, able to use text editors, and have knowledge of the basics of web design. Furthermore, course participants should be active users of ICT and be able to work in the specific software in which the training courses are developed.

Digital literacy should start to be developed from childhood [17]. As a study conducted in Greece [18] has shown, in the initial stages of distance learning, students experienced significant difficulties due to the prohibition of mobile phone use in schools: a lack of necessary communication skills and a nurtured prejudice. It is also important for the introduction of distance learning that all participants in the learning process are well technically equipped (modern, powerful computers, high-speed Internet). In order to organise highly effective distance learning, a number of issues, particularly administrative ones, need to be addressed [8]. The ratio between the number of hours of full-time study and the number of hours of distance learning should be clearly defined. The difficulties of distance learning also include the difficulty of copyright protection for learning materials that are accessed by a large number of users, resulting in replication, copying, transmission and uncontrolled use [8].

During traditional lectures, the teacher can achieve the desired learning effect by using the lecture text and the PowerPoint programme. In distance learning, this is not enough. Teachers should therefore use other forms of delivering training material such as videos, internet files, various computer programmes and educational platforms, which include Edmodo, Zoom Clouds Meeting, WhatsApp, Line, etc. Researchers have identified the advantages and disadvantages of these applications [19]. But, as students note, the excessive number of different applications and usage by teachers leads to downloading these programmes, burdening the memory of the digital device, being exposed to the danger of a virus or poor-quality software. Considerable time and effort is required to process and master them.

The studies conducted [4] have shown that the great variety of digital learning platforms, due to the specifics of different educational institutions, negatively affects the learning outcomes. It is therefore advisable to limit one educational institution to 3-5 platforms that are compatible and

have a single access window. Also, the introduction of distance learning requires specific knowledge and skills to use the capabilities of cloud technology [20]. For example, using email, collecting and storing information, making documents available to multiple users, conducting social surveys, creating presentations, websites, special learning platforms such as Google Classroom. Teachers of preschool education institutions prefer the means of communication used in everyday life during distance learning [6]. These include: electronic educational resources, study guides, reference books, audio and video educational materials – 19.5%, Skype – 19% in cities, in villages – 30.2% of respondents prefer Skype, audio and video materials on educational topics – 29.3%, and electronic educational resources – 25.4%.

Many researchers of the advantages and difficulties of distance learning consider the ineffectiveness of assessing acquired knowledge as one of the disadvantages of this form of learning [5; 21; 22]. However, according to other scholars [23], the quality of knowledge acquired during distance learning can be checked using a distance form through interviews, practical classes, term papers and other works, as well as computer-based intelligent testing systems [24]. Also among the disadvantages of distance education, in addition to those already mentioned, another one has been identified which belongs to the social ones and is due to the lack of sufficient space at home for seclusion during learning. This problem has become most acute during quarantine restrictions, when both children and parents have to stay at home, study and work remotely in the same room at the same time [10]. A survey conducted [6] among the teachers of preschool education institutions revealed that over 90% know about distance learning technologies, 66.7% of urban teachers know how to work with e-mail, as well as 81.2% of rural teachers. 20% of urban teachers and 42% of rural preschool teachers are even ready to introduce distance learning in their work. A significant obstacle in the process of introducing distance education, according to a survey [6], for 45% of rural and 60% of urban preschool teachers is the poor quality of the Internet. As the survey [5] has shown, despite all the challenges encountered during distance learning today, 86% of teachers who have already experienced this form of learning during advanced training intend to use it as a tool for professional development in the future.

In order to properly implement and use distance learning, teachers [23] need to have the ICT competencies listed below. However, it is advisable to expand the range of activities and processes that all participants in the distance learning process should master in the course of professional development for teachers, in particular for those teaching in preschool education institutions:

- to enable communication between the participants of the learning process in the digital space;
- to create and share materials through cloud technologies;
- to use the computer to create learning materials, to adapt existing materials and to process them;
- to have knowledge of and respect for intellectual

- to assess information for authenticity;
- to use ICT safely;
- to use ICT creatively when addressing educational tasks;
- to be able to monitor students' online activity;
- to use digital tools when assessing academic performance [25].

In order to solve technological, pedagogical, social and other problems arising in distance learning, the authors [10; 26] also recommend: 1) developing a network infrastructure through which all participants in the educational process can interact quickly and smoothly; 2) providing quality and at the same time affordable digital devices; 3) diversifying ways of disseminating educational material according to the distance learning form, in particular TV courses, television, radio, etc; 4) improving the digital skills of participants in the learning process; 5) adapting learning material for distance learning and creating convenient platforms for e-learning; 6) using interactive digital learning resources, in particular videos, animations, quizzes, games, etc; 7) creating an adequate system of communication between participants in the learning process and a quality system for assessing acquired knowledge; 8) using distance learning only when it is necessary to reduce contact between the participants in the learning process; 9) making virtual and augmented reality as well as artificial intelligence available and widely used, not only to increase interest in learning and intrinsic motivation, but also to develop more skills, which is difficult to achieve through other means during distance learning; 10) it is important to consider the individual characteristics of the users of educational services when designing and implementing the distance learning form, not overlooking people with special educational needs.

In order to fulfil all these 10 points for identifying, examining and remedying deficiencies in distance education, the cooperation of all actors is required, namely: policy makers, administrators, teachers, students and their parents. When creating training material to be used for teacher professional development, certain criteria should be taken into account [3], in particular: whether the material will contribute to the acquisition of new knowledge, skills and competencies by the trainees; whether the material will help the teachers taking the training courses to provide quality education to the students of the institutions; whether it enhances and deepens teachers' knowledge; whether it promotes competence, responsibility and professionalism; whether it increases motivation to work, etc [15].

CONCLUSIONS

In this study, analysing the content of the websites of post-secondary education institutions, it was discovered that most of the educational institutions studied have courses designed to improve the qualifications of teachers of preschool education institutions, and they use both full-time and distance learning forms in their training. By analysing information from academic sources, the advantages of distance learning have been identified as the opportunity to develop professionally

without discontinuing work, the flexibility of the training schedule, the independence from the location of the educational institution, and the asynchrony of the interaction between the teacher and the course participant. Groups of problems identified include technological (lack of internet connection, lack of computer, laptop, tablet), social, pedagogical. By mathematical methods, it was established that there is a low probability that teachers in preschool education institutions of Kyiv may experience most of the above-mentioned technological difficulties when taking professional development courses. A questionnaire survey conducted among the teachers of preschool education institutions who have experienced professional development through distance learning has revealed that over 90% of those surveyed have the necessary technical means of communication, have sufficient digital literacy, and have

a positive attitude towards ICT. However, only 72% have a positive attitude towards distance learning due to low motivation for studying, caused by a lack of face-to-face interaction with course instructors. About 70% of the teachers surveyed are not ready to use distance learning in their own work.

For distance learning to be effective, a collaborative effort between policy makers (encouraging digital software producers to create products that can facilitate learning material and lay it out in an interesting form), administration and teachers of postgraduate education institutions is required (creating relevant content for training programmes and courses, adapting them for digital use, and including disciplines that enhance digital literacy of course participants). Provided these conditions are met, distance learning will be able to compete with full-time education.

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Професійний розвиток педагогів закладів дошкільної освіти і дистанційне навчання: переваги, труднощі та перспективи

Анотація. У час швидкої зміни інформації, з метою підтримки знань і вмінь педагогів в актуальному стані, а також дотримання одного з положень сталого розвитку – освіти протягом всього життя, фахівці галузі мають професійно розвиватися. Це дасть змогу не тільки задовольняти професійні потреби в новій інформації, знаннях і навичках, сприяти педагогам якісно виконувати свої професійні обов'язки в умовах швидкозмінного середовища, а й допоможе їм бути конкурентоспроможними на ринку праці. Метою цієї роботи було дослідити переваги застосування дистанційної форми навчання для професійного розвитку педагогів закладів дошкільної освіти, визначити труднощі, які виникають перед фахівцями галузі у процесі навчання на відстані та окреслити перспективи розвитку й вдосконалення цієї форми освіти. У процесі дослідження авторами було використано комплекс загальнонаукових теоретичних та емпіричних методів дослідження, таких як аналіз, обробка статистичних даних, синтез, опитування та узагальнення. Виокремлено ключові переваги дистанційної форми навчання, серед яких індивідуальність, гнучкість, асинхронність, відкритість та самоорганізація. З'ясовано, що віддалений формат освіти на сьогодні характеризується низкою проблемних аспектів у процесі впровадження, зокрема мова йде про недостатній рівень технічного устаткування, відсутність належної компетентнісної складової професійної підготовки педагогів і порушення комунікативних зв'язків між суб'єктами освітнього процесу. Виявлено, що переважна більшість інститутів післядипломної освіти мають курси, призначені для професійного розвитку педагогів закладів дошкільної освіти, і використовують як очну, так і дистанційну форми навчання. Визначено імовірність виникнення технологічних, організаційних, педагогічних труднощів у слухачів курсів підвищення кваліфікації. Досліджено, що більшість педагогів загалом задоволені такою формою навчання, проте не всі готові запроваджувати її у своїй роботі. Практична цінність наукової роботи полягає в узагальненні характерних особливостей дистанційної освіти на основі теоретичного аналізу та анкетування

Ключові слова: дистанційна освіта, післядипломна освіта, педагоги закладів дошкільної освіти, технологічні труднощі, організаційні труднощі, педагогічні труднощі

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The Semantic Content of the Values of Police Officers with Different Levels of Personal and Professional Fulfilment

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Abstract. The article presents a brief overview of theoretical developments in the field of values of police officers in domestic and foreign studies. It is stated that in the field of psychology, personal values are often the object of research and usually have a variety of interpretations. Attention is focused on the fact that in the context of this work, values are understood as deeply rooted motives that form the semantic content of attitudes and standards of personal behaviour, which in the professional sense improves the specialist's awareness of not only the importance of her/his professional activity but also the significance of her/his own contribution to its qualitative performance. The values of police officers play an important role in their effective psychological functioning and guide their further development. The aim of the article was to establish the semantic content of values and spheres of life in police officers with different levels of personal and professional fulfilment (PPF). To form the groups in the empirical study, the cluster analysis was applied by the k-means using data obtained with the help of the questionnaire of personal fulfilment (PF) by O. Shtepa and the questionnaire of professional self-fulfilment (PS) by O. Kokun. The data obtained in the study of PPF allowed dividing the total selection of police officers, which included 203 people, into three groups: the first group (low level of PPF) included 68 persons, the second group (high level of PPF) – 92 respondents, the third group (medium level of PPF) – 42 surveyed. It has been empirically established, that police officers who have a low level of PPF stand out by their striving for financial stability, and they need to have time for hobbies, which allows them to replenish resources. Police officers who obtain a high level of PPF take care of their image, they can creatively solve complex problems, they care about social development issues and strive for success in the profession. Professional and family life are important for police officers with a low level of PPF. Spheres of professional, family, and social life, the combination of which is optimal for qualified law enforcement officers, have become dominant within police officers with the high level of PPF. Police officers with the high level of PPF prefer to fully realize themselves in the profession, they want to be valued within it, to have a positive image, while devoting time to family and study

Keywords: spheres of life, personal fulfilment, professional self-fulfilment, police officers, professional values

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INTRODUCTION

The profession of a police officer is based on several stable principles: the rule of law, respect for human rights and freedom, legality, openness and transparency, political neutrality, cooperation with the population based on partnership, continuity of service. These principles of police activity are stipulated in the Law of Ukraine "On National Police" [1] and require the police officers to follow them rigorously.

Therefore, the question arises as to how police officers should behave and what qualities they should possess in order to effectively implement the basic principles of professional activity. The personality of a police officer is multifaceted, but the sphere of values is a core creation of the police officers' personality at all stages of their professional development. Values are the highest priorities of people

and are cognitive representations of basic motivations. Police officers' values define what is really important for policemen in activities and what they aspire to achieve in their profession. Including the constant transformations and the transitive nature of contemporary Ukrainian society, the problem of studying values and attitudes of professionals working in the field of law enforcement keeps its relevance, which leads to the necessity of developing research in this area taking into account the new studies in the field of psychological science.

A range of Ukrainian scientists have been actively engaged in research on the sphere of values of a person. However, the available results of studying the specificity of professional values of police officers do not provide a holistic understanding of this phenomenon from the side of integral variables, one of which is personal and professional fulfilment (PPF). At the same time, the facts given in scientific publications allow detailing the meaning of the problem under development. Thus, N. Tverdokhliebova conducted empirical research of the value and meaning sphere of the Kharkiv National University of Internal Affairs cadets in the context of their personal stability and professional integrity. The researcher found that there is a significant change in the professional life of police cadets, and they are gradually beginning to take real satisfaction in the prestige of the profession, especially when they succeed in acquiring the specifics of the activity. The sphere of interest and studying, according to the results obtained by the scientist, also requires changes that consist in a deeper understanding by future police officers of the importance of the acquired knowledge and increased motivation for the acquisition of the necessary professional skills. It is worth paying attention to the author's obtained results in the study of value part in the sphere of family relations. In particular, it was found that family well-being, in the opinion of police cadets, depends on material wealth and the size of wages [2, p. 117].

The value and meaning sphere of police officers of varying levels of professional integrity was the subject of a study conducted by D. Malieiev, who revealed that the image of a "reliable police officer" is semantically enriched due to a wider range of sensory superordinate constructs that reflect reliability and stability of a high level of resistance to stress influence of situational changes, that is largely ensured by a significant contribution to the functioning of the categorical structure of semantic constructs of the value content of the professional activity of police officers [3, p. 103]. D. Dekkert investigates values from the perspective of professional and moral culture of law enforcement officers, and states that professional values and value orientations are one of the main indicators of a developed professional and moral culture [4, p. 56].

The scientific achievements of H. Petrova, who based on the research of main values and principles in the work of law enforcement, notes that identification of value grounds of police activity increases awareness and enriches the content of law enforcement activity [5, p. 34], is worthy of attention. For his part, E. Vyizulin voiced the importance of studying

the professional and ethical values of police officers, which, in his opinion, can form a successful, purposeful, and competent individual, a professional within the sphere of law enforcement [6, p. 43]. M. Novikov and I. Pohribnyi also agree that it is necessary to focus on the development of the sphere of values in the phase of training, the harmony of which contributes to harmonious personal growth and forms the basis of life activity [7, p. 71]. A team of Ukrainian researchers headed by D. Shvets consider the values to be the basis for defining the sense of life and professional identity of a police officer [8, p. 203]. S. Prokurova is convinced that the values of moral education and moral well-being can change the focus of priority in police officers from the material to the spiritual [9, p. 44].

The study of this problem is a widespread phenomenon in foreign literature. Thus, B. Basinska and A. Dâderman presented the results of a study on the values of police officers and identified those of high priority. Researchers found that external values were given the highest priority. However, the authors conclude that intrinsic values are significant for police officers who show signs of burnout and stress. It is stated that law enforcement services need to be aware that professional values are important aspects of work part of life and therefore should be considered not only during the selection process of police officers but also assessed throughout their professional career, providing the necessary psychological support for the representatives of risk groups [10]. A. Bakker and E. Demerouti established that the most priority for police officers is external values such as "relationships with colleagues" and "personal prestige in the profession" the manifestation of which indicates a desire to fulfil a professional role in the context of active social contacts. At the same time, the authors do not exclude the possibility of transformation of police officers' values in the course of their professional career [11].

In the opinion of S. Cuvelier, D. Jia and C. Jin, the knowledge of the hierarchy of professional values of police officers are important for the theory and practice of law enforcement, which enables to influence effectively on professionals' well-being, satisfaction from the profession, career development, which allows preventing the police personnel turnover, is important for the theory and practice of law enforcement. The empirical study of professional values carried out by these researchers at the early stages of professional genesis, based on the selection of cadets, led to the conclusion that knowledge of individual professional values will help young professionals to successfully adapt to the profession and acquire it [12]. N. Tomažević and co-authors found that the presence of positive values in a police officer's personality during her/his professional activity has a significant effect on work productivity and satisfaction [13]. In this sense, it is worth paying attention to the opinion of J. Violanti and colleagues who believe that possible burnout at work is due to the lack of a value base, which is necessary for this professional group [14].

According to the analysis of foreign scientific sources, it was concluded that the most thoroughly studied values

in police officers' activity are work conditions, relationships with colleagues, safety, security, the ability to improve skills, and success. All the given values can be classified as external. Hence, A. Furnham and I. MacRae see external values as an important aspect of successful professional activity that guarantees a high level of performance of duties. The authors emphasize that this dedication to the profession requires resource inputs from the organisation: working conditions, strong material and technical base, high wages, and an effective social and psychological climate in the team [15]. The performed theoretical review allowed defining the further steps in conducting empirical research, formulating the purpose and objectives of the research. In the realm of legal psychology, there are not enough works that, as noted above, would reveal the peculiarities and significance of values within the profession of police officers from the perspective of such an integral phenomenon as personal and professional fulfilment.

The purpose of the study is to establish the semantic meaning of values and life spheres in police officers of different levels of personal and professional fulfilment (PPF). *The study objectives* are 1) to carry out a theoretical analysis of the value issue in the context of professional activity in Ukrainian and foreign studies; 2) to identify specific features of values and life spheres in police officers of a low and high level of personal and professional fulfilment.

MATERIALS AND METHODS

In order to achieve the set purpose and to form an empirical basis of the research, a mathematical method of statistical data processing – cluster analysis based on the k-means principle was applied. The use of cluster analysis of all test results allows dividing all the respondents into typological groups both by the level of personal and professional fulfilment and by their psychological specificity. The total selection consisted of 203 criminal police units. The results obtained using two methods, in particular, O. Shepa's "Questionnaire of Personal Fulfilment" and O. Kokun's "Questionnaire of Professional Self-Fulfilment" allowed forming three groups of surveyed by levels of personal and professional fulfilment (PPF). 68 police officers had low level; medium-level was diagnosed in 42 law enforcement officers; high level – in 92 officers. Police officers who were diagnosed with a medium level of personal and professional fulfilment were excluded from the further empirical investigation, as the medium level results in a rather "vague" level of expression of the indicators, that is above low, medium, close to high, which does not exclude a certain ambivalence of manifestations of the studied indicators and requires a separate,

detailed study. In this study, the "pole" manifestations were of the most interest, high – as the standard to be achieved, and low – as a target for correction. This empirical study was carried out using the following methods:

1) "Questionnaire of Personal Fulfilment" (PF) by O. Shtepa aimed to identify the characteristics and type of personal fulfilment. The interviewer has 22 statements, to which the respondent has to mark with "+" and "-" his or her agreement or disagreement. One point is awarded for each match the key. Based on the results obtained, the level of personal competence is determined: from 0 to 12 points – low level; from 13 to 27 points – medium level; from 28 to 32 points – high level [16].

2) "Questionnaire of Professional Self-Fulfilment" (PS) by O. Kokun [17], created on the basis of a qualitative analysis of 10 attributes that define two main forms of professional self-fulfilment: internal professional (obtains 5 attributes) and external professional (also obtains 5 attributes). The questionnaire consists of two parts. The first part allows establishing the level of general professional self-fulfilment and discloses its substantive components. The second part is based on a free description of the thoughts of those surveyed about their self-fulfilment in the profession. The first part of the questionnaire was used in our research, which included 30 questions with 5 possible answers for each of them, ranked by level of significance from left to right (leftmost answer gives 0 points, second to the left – 1 point, third – 2 points, fourth – 3 points, fifth – 4 points). To determine an overall level of professional self-fulfilment, the sum of points due to all 10 attributes is calculated. The normative indices of the PS are as follows: the low is below 45, the medium is from 64 to 81, and the high is from 82 to 99.

3) "Questionnaire of Terminal Values" (QTV) by I. Senin. The methodology helps to identify the specificity of eight terminal values: personal prestige, high material position, creativity, active social contacts, self-development, attainment, spiritual satisfaction, preservation of personal individuality. Also, to disclose the characteristics of five spheres of life: professional life, education, family life, social life, and enthusiasm. The methodology consists of 80 statements that represent the values and spheres of life [18]. The results of the study were subjected to a quantitative analysis using Student's t-criterion for independent groups.

RESULTS

The empirical study demonstrated a range of perhaps significant differences between the studied indices among groups of police officers of different levels of personal and professional fulfilment. The results are given in Table 1.

Table 1. Indices of terminal values in groups of police officers with different levels of personal and professional fulfilment ($M \pm \sigma$)

No.	Scale	Police officers with the low level of personal and professional fulfilment	Police officers with the high level of personal and professional fulfilment	t	P
1	Personal prestige	24.19 $\pm$ 1.08	32.04 $\pm$ 1.10	5.09	0.001
2	High material position	32.72 $\pm$ 1.07	31.63 $\pm$ 1.04	0.73	–
3	Creativity	30.21 $\pm$ 1.14	35.04 $\pm$ 1.10	3.05	0.001
4	Active social contacts	28.87 $\pm$ 1.09	31.17 $\pm$ 1.06	1.51	–
5	Self-development	34.22 $\pm$ 1.12	40.23 $\pm$ 1.11	3.81	0.001
6	Achievements	31.44 $\pm$ 1.10	39.17 $\pm$ 1.14	4.88	0.001
7	Spiritual satisfaction	32.58 $\pm$ 1.09	35.65 $\pm$ 1.16	1.93	–
8	Maintaining personal identity	30.33 $\pm$ 1.10	33.21 $\pm$ 1.12	1.83	–

Therefore, for the value “Personal prestige”, “Creativity”, “Self-development”, “Attainment” there was a perhaps significant difference in the group of police officers with a high level of PPF, as compared to respondents with a low level of PPF ($p \leq 0.001$). The obtained data suggest that police officers with a high level of PPF are characterised by a desire to maintain their status and authority among colleagues, and by the subjective significance of support and appreciation from the public. Their professional performance is based on a clear understanding of their role in society, the effectiveness of which is defined by the quality of their interaction with the public. The positive image of a police officer is enhanced through approval of police performance from the public, receiving commendations for saved life or disclosure/prevention of offences, that is often reported in mass media and promotes the personal status of the police officer.

However, this phenomenon also has a negative side, which is reflected in the negative assessment of the police work by the public, which leads the population to distrust and doubts about the professional competence of the law enforcement system. Therefore, it is quite normal for police officers to be concerned about their prestige and authority, which indicates a desire to be a productive and competent professionals. As for the group of police officers with a low level of personal and professional fulfilment it should be noted that these researchers are characterised by a less developed ability to use the necessary creative models and tools while solving problems in the work of law enforcement.

Creativity is a rich phenomenon that demonstrates a way of living. For police officers, such psychological construct

is reflected in the ability to implement innovations in their profession, in their ability to use them in their activities and to attain success. After all, the police officer profession is regulated and regulated by instructions, normative and administrative documents, which narrows the ability of police officers to diversify and creatively fulfil their professional duties. The high indicator on the given scale in Table 1 confirms the idea that the personal and professional components in the performance of police officers should be developed, who want to realize not only their professional potential but also to use all their personal resources for a more effective outcome of their activity. The desire to develop and achieve professional success are the most effective attributes of a highly qualified, motivated, and dedicated employee who not only wants to fulfil her/his service duties but also sees in it the highest goal – to make the world a more beautiful and safe place. This raises the question of improving the system of psychological support for police by specifying the influences aimed at the correction and development of the above-mentioned shortcomings attributable to the group of police officers with a low level of personal and professional fulfilment.

The values “High material position” ($t=0.73$), “Active social contacts” ($t=1.51$), “Spiritual satisfaction” ($t=1.93$) and “Maintaining personal identity” ($t=1.83$) were not found to be significantly different. The results obtained allow concluding that these values are equally important for both groups of police officers surveyed, regardless of their PPF level.

The next stage of the study was a comparison of the significance of life spheres in the surveyed groups of police officers (Table 2).

Table 2. Comparative analysis of the value of life spheres in groups of police officers with different levels of personal and professional fulfilment ($M \pm \sigma$)

No.	Sphere	Police officers with the low level of personal and professional fulfilment	Police officers with the high level of personal and professional fulfilment	t	P
1	Professional life	55.75 $\pm$ 1.09	61.45 $\pm$ 1.11	3.66	0.001
2	Education	53.07 $\pm$ 1.11	55.20 $\pm$ 1.12	1.35	–
3	Family life	51.49 $\pm$ 1.10	50.25 $\pm$ 1.09	0.80	–
4	Social life	40.81 $\pm$ 1.13	50.17 $\pm$ 1.09	5.96	0.001
5	Hobbies	45.76 $\pm$ 1.05	37.32 $\pm$ 1.07	5.63	0.001

In the group of police officers with high level of PPF, in comparison with ones with the low level of PPF, there was a highly significant difference in the spheres of “Professional life” and “Social life” ($p \leq 0.01$). Thus, the sphere of professional life is the leading one for the police officers of the second group and very often future life is planned considering the peculiarities of the professional activity, its specifics, and requirements. The priority of this area is fully understandable, as the performance of professional duties of the police is not limited to the service time, forming a style of life in general. The police officer is an example for the people and society as a whole because the activities of the police services have a decisive role in the processes of nation-building and development of the country. Only a highly developed, advanced, and secure country with a strong potential in the security and defence sector can take a leading position on the world stage. This determines the importance of developing the human resource capacity of law enforcement officials who stand for the rights and freedoms of citizens, who will be able to protect them and create a safe environment for living. At the same time, this actualizes the problem of the risk of emotional burnout and chronic stress among police officers due to the feeling of being permanently on duty and impossibility to act beyond the scope of their profession, which regulates the life of police officers and requires them to behave in a virtuous manner and keep a crystal clear reputation. The unequivocal acceptance of oneself as a person and a professional through the feeling of fulfilment in the given life contexts can be one of the important factors of prevention, in this sense. However, it's necessary to state that this assumption requires further empirical verification.

In the sphere of “Hobbies”, there was a significant difference for the group of police officers with a low level of PPF as compared to the group with a high level of PPF ($p \leq 0.001$). Thus, the obtained data indicate that police officers with the low PPF need to reduce the pressure caused at work through the realisation of their hobbies. Feelings of insecurity, threats, and multiple negative interpersonal contacts have a destructive effect on the self-perception of the police officer, which inevitably leads to disillusionment with the profession and to a decrease in productivity. Therefore, the respondents of this group need to have time to spend time with their favourite activity to renew their own resources. However, the lack of time and the lack of focus does not always allow the officers of the first group to be able to devote their time to their needs and is often the cause of their dissatisfaction and emotional outbursts, making it highly likely that they will fail in their work or lose their effectiveness. Therefore, for police officers with a high level of PPF, a balance between their personal and professional performance, and their congruence is characteristic, the ability not only to preserve but also to renew the optimum level of personal resources and not to stagnate in the development of the resource base and the personality as a whole, representatives of this group show greater adaptability and resilience to the difficulties and stresses within the professional activity, which explains the lower value of the possibility of relaxation, entertainment and various means of neutralisation of internal stress.

No significant differences were found in the spheres of “Education” and “Family life” in the groups of police officers with low and high levels of PPF, which necessitated a further qualitative analysis of the obtained results (Table 3).

Table 3. Analysis of the group hierarchy of the value of life spheres among police officers with different levels of personal and professional fulfilment

Level of manifestation of the spheres	Police officers with the <i>low</i> level of personal and professional fulfilment	Police officers with the <i>high</i> level of personal and professional fulfilment
High	Professional life Family life	Professional life Family and Social Life
Middle	Education Social life Hobbies	Education
Low	–	Hobbies

The spheres of professional and family life were the most significant for police officers with a low level of PPF. It is worth considering the fact that the respondents of this group feel the pressure of professional functions on themselves and often give first place to this sphere. This is explained by the fact that for this group professional activity is the main type of activity, their age, work experience, and lack of desire to change their lives have a significant impact on the personality of the police officer who does not see herself/himself in another professional role. It is quite often that the motivation in the profession is the desire for a stable financial income which would ensure an adequate

standard of living for the officer and his family. Thus, these two areas are very relevant for this group of police officers. The spheres of education, social life, and hobbies are on a medium level of importance. None of the spheres appeared to be at a low level.

Police officers with a high level of PPF prioritise the spheres of professional, family, and social life. This division of spheres at a high level is optimal for a successful police officer as the desire for professional fulfilment, demand, family well-being, and social development are attributes of a qualified police officer who stands up for the welfare of the citizens. The middle level was occupied by the sphere of

education, which is a positive result indicating a desire of the police officers to get further acquainted with the profession, interest in the development of their own personality as a professional and as a person, which is a positive characteristic of the group. The low level of importance appeared to be appropriate in the sphere of hobbies. In the author's opinion, this fact is ambivalent because, on the one hand, it indicates the orientation of respondents with a high level of PPF to the spheres of life that are more important for them in the value dimension and the lack of desire to spend time (or lack of free time) for recreation. On the other hand, the complexity and pressure of police officer practice require the ability to take the pressure off, especially through hobbies, sports, and other constructive activities. We believe that this fact requires further empirical investigations to formulate an objective opinion to predict possible negative consequences and to prevent them.

DISCUSSION

This research proposes the author's definition of the notion of "personal and professional fulfilment", which is understood as a continued space of personal fulfilment of the subject in life and self-realisation in professional activity, which wholly discloses the unique orientation of one's life. A low level of PPF can be interpreted through a link deficit between personal fulfilment and professional self-fulfilment, which becomes an obstacle to the successful performance of service and a factor of inhibition of the full use of personal resources. A high level of PPS is reflected in the harmonious link between the personal and professional components of fulfilment, which determines a single individually unique development trajectory that enriches the resource base of an individual and ensures a successful performance of professional activities. The strategic research purpose is to create a model and typology of professional and personal realisation of police and psychological determinants that condition the specificity and level of their success since in international law enforcement practice, self-realisation deficit in the professional and personal sphere is one of the central causes of the personnel turnover. Detailed characteristics of the composition of the identified typological groups, not only by psychological but also by social and demographic indicators (age, gender, work experience, education, unit etc), is the main condition for specifying the nature of the complex of positive and negative determinants of personal and professional fulfilment of police officers and identification of problem areas of it functioning. This, in turn, makes it possible to specify the psychological support program by the empirically identified risk factors.

Hence, O. Shtepa proposes to understand the essence of personal activity through two vectors that simultaneously determine the specificity of its realisation: in the functional sense, PF is an indicator of the heterogeneity of the individual's fulfilling a particular life issue; in the content sense, it shows

the resource position which provides a valid perspective for achieving the life goal [16, p. 200].

In his turn, O. Kokun said that professional self-fulfilment is an integral part of personal self-fulfilment, which describes the prospects and possibilities to use own individual potential in the profession in a more effective way, that stimulates the development and further self-improvement in the activity, ensures the concurrence of the personal needs and professional requirements, which is expressed through the professional demand for him or her as an expert [17, p. 35].

The results of the research will improve the system of prophylactic and corrective actions, which are developed in two dimensions: firstly, to increase the positive attitude towards continuing the police career and effective performance of service duties, and secondly, allow identifying signs of personal and professional trouble and to focus on prevention and elimination of the diagnosed problem in individual and organisational contexts.

CONCLUSIONS

The empirical analysis of the semantic content of the value and life spheres among police officers has determined that further scientific discourse will require deeper analysis. It was found that the value sphere has significant differences in police officers who have different levels of personal and professional fulfilment. Personal and professional fulfilment is a continuous space of personal fulfilment in life and self-realisation in professional activity, which wholly unveils a unique dimension of personal life fulfilment. Police officers with low PPF have a desire for financial independence and stability, their satisfaction with the profession is influenced by their confidence in their own material well-being. The availability of time to engage in their favourite activity is also important allowing them to renew their resources. Police officers with a high level of PPF are concerned about their prestige, they can solve complex tasks creatively, they are concerned about their personal development and strive to succeed in their profession. A qualitative analysis of the group hierarchy of value of life spheres in police officers with the low level of personal and professional fulfilment showed that the spheres of professional and family life are the most significant to them. Police officers with a high level of PPF prioritise the spheres of professional, family, and social life, the combination of which is considered optimal for qualified law enforcement officers who protect the rights and freedoms of citizens. Policemen with a high level of PPF want to fully realize themselves in their profession, want to be valued in it, have a positive image and at the same time devote time to family and education.

The prospect of further scientific research is to study a broader spectrum of psychological characteristics in the context of the fulfilment of police officers, considering the professional and personal components, combined into a psychologically holistic phenomenon.

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Семантичний зміст ціннісної сфери поліціантів з різним рівнем особистісно-професійної здійсненності

Анотація. У статті презентовано стислий огляд теоретичних напрацювань щодо ціннісної сфери поліціантів в українських і закордонних студіях. Констатовано, що у царині психології особистісні цінності часто є об'єктом дослідження та мають різноманітне трактування. Акцентовано увагу на тому, що у контексті цієї роботи цінності розуміються як глибоко вкорінені мотиви, що формують семантичний зміст установок й стандартів поведінки особистості, що у професійному сенсі вдосконалює усвідомлення фахівцем не тільки важливості своєї професійної діяльності, але й значущості власного внеску у якісне її виконання. Цінності поліціантів відіграють важливу роль у їх ефективному психологічному функціонуванні та орієнтують щодо подальшого розвитку. Мета статті полягала у встановленні семантичного змісту цінностей та життєвих сфер у поліціантів із різним рівнем особистісно-професійної здійсненності (ОПЗ). В емпіричному дослідженні для формування груп було застосовано кластерний аналіз за методом k-середніх із використанням даних, отриманих за допомогою опитувальника особистісної здійсненності (ОЗ) О. Штепи та опитувальника професійного самоздійснення (ПС) О. Кокуна. Дані, отримані у дослідженні ОПЗ, дозволили розподілити загальну вибірку поліцейських із 203 осіб, на три групи: перша група (низький рівень ОПЗ) склала 68 осіб, друга група (високий рівень ОПЗ) – 92 респондентів, третя група (середній рівень ОПЗ) – 42 досліджуваних. Емпірично встановлено, що поліцейські з низьким рівнем ОПЗ вирізняються прагненням до фінансової стабільності, для них важливо мати час на зайняття улюбленою справою, що дозволяє їм відновлювати ресурси. Поліціанти з високим рівнем ОПЗ піклуються про власний імідж, здатні креативно вирішувати складні завдання, переймаються проблемами суспільного розвитку та прагнуть досягнути успіху в професії. Для поліцейських з низьким рівнем ОПЗ значущими є сфери професійного та сімейного життя. У поліцейських з високим рівнем ОПЗ домінуючими виявилися сфери професійного, сімейного й суспільного життя, поєднання яких є оптимальним для кваліфікованих правоохоронців. Поліціанти з високим рівнем ОПЗ воліють повноцінно реалізувати себе у професії, хочуть бути затребуваними в ній, мати позитивний імідж, водночас приділяти час сім'ї та навчанню

Ключові слова: життєві сфери, особистісна здійсненність, професійне самоздійснення, поліцейські, професійні цінності

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Internet Addiction as One of the Main Types of Addiction in Modern High-School Students

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Abstract. Nowadays, the Internet is a tool that is becoming imperative in everyday life. The pandemic in the modern world has exacerbated the problem of Internet addiction, creating the conditions for humanity to stay longer online. Since the majority of users are adolescents and young people, they form the main risk group, which is prone to Internet addiction. The purpose of the study was to explore the features of Internet addiction in high school students in modern Ukrainian society. The study included a comprehensive approach, which provided a combination of the following methods: theoretical (analysis, synthesis, generalisation, and systematisation of conceptual provisions on the problem under study); empirical (testing, in particular the method: "Chen Internet Addiction Scale" (CIAS adapted by L. Maligin, K. Feklisov); method of statistical processing. The paper reveals the problem of Internet addiction in high school students in modern conditions, the problems that arise in connection with such dependence, and considers the symptoms of Internet addiction and the reasons for its development. The study discusses the results of the investigation of Internet addiction in high school students, and also reveals differences in components of Internet addiction in adolescents with different levels of addiction. The findings show that most high-school students are prone to Internet addiction, which necessitates timely primary prevention of Internet addiction, starting in adolescence. In addition, a comparative analysis found that subjects with persistent Internet-dependent behaviour were more likely to have compulsive symptoms, withdrawal symptoms, tolerance symptoms, intrapersonal and health problems, time management problems, and stress

Keywords: Internet addiction, high-school students' addiction, features of Internet addiction, early adolescence

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INTRODUCTION

Most researchers in modern society are attracted to psychological phenomena associated with the informatisation of the main spheres of human activity, which includes the phenomenon of pathological use of computer technology, in particular Internet resources. The Internet resource, which originally served as a powerful tool in the processing and exchange of information, now more often determines the root cause of Internet addiction. Today, there are different standpoints on the problem of Internet addiction or cyber addiction, often ambiguous and controversial. V. Kolesov claims that the world is gradually going crazy, plunging into virtual reality and losing touch with the real one [1]. I. Malyshev suggests that there is nothing to be afraid of, since dependence on the Internet is as illusory and unattainable as cyberspace [2]. K. Yakovleva is convinced that people who are

overly interested in virtual space are beginning to give it a greater advantage over real life [3].

N. Andrushchenko and E. Klimentovskaya recall that Internet addiction began to be actively studied by foreign psychological schools since the 1990s. The very concept of "Internet addiction" appeared in 1996, which was introduced into scientific use by I. Goldberg to describe an unnecessarily long stay on the Internet [4]. Certain aspects of Internet addiction have been studied to varying degrees by sociologists, psychologists, teachers, and psychiatrists. Among foreign studies devoted to the phenomenon of "Internet addiction", a special place is occupied by the works of M. Griffiths [5], I. Goldberg [6], R. Davis [7], K. Young [8] et al. They proposed definitions of Internet addiction, criteria, and evaluation tools. Their works accurately determine

the current state and prospects for the development of the problem. Together with the above-mentioned foreign researchers D. Greenfield [9], M. Orzack [10], C. Chou [11] (in Asia), O. Egger and M. Rauterberg [12] (in Europe) were the first to investigate the phenomenon of Internet addiction, mainly they developed diagnostic criteria and recommendations for the treatment of Internet addiction.

The most accurate and meaningful description of “problematic Internet use” is presented in the cognitive behavioural model of pathological Internet use by R. Davis. The researcher saw something more in pathological use than behavioural addiction, including special patterns of cognition and behaviour associated with the Internet, which cause negative life consequences [13]. Notably, according to I. Ershova, T. Chudinov, and M. Permyakova, the study of the phenomenon of Internet addiction in Russian psychology began later due to the lag in computerisation of society [14]. N. Potemkina [15] summarises the definition of the concept of “Internet addiction” by researchers: “obsessive desire to access the Internet while on-line, and inability to log out of the network while on-line according to I. Goldberg, pathological use of the Internet according to K. Young”.

The purpose of the study is to investigate the features of Internet addiction in high school students in modern Ukrainian society.

Objectives of the study:

- 1) summarise theoretical data on understanding the phenomenon of “Internet addiction” and its classification;
- 2) identify the features of manifestations of Internet addiction of the studied high school students with different levels of Internet addiction;
- 3) systematise and summarise the processed material, formulate conclusions.

LITERATURE REVIEW

The study by A. Lozhechkina and O. Zvada [16] indicates that virtual addiction refers to a compulsive desire to access the Internet while off-line, and the inability to log out of the network while on-line. The researchers also highlight the opinion of S. Korennaya, according to which the basis for the development of Internet addiction is a violation of the mechanisms of perception of the world and information processing. In accordance with this, the level of development of computer technology and software creates the illusion of reality, which a person plunges into when performing activities on the Internet. A. Egorov emphasises the main properties of the Internet identified by V. Loskutova, which turn it into an addictive agent: the transpersonal nature of interpersonal relationships in the network, the possibility of using the Internet to fulfil their fantasies or desires, the possibility of anonymous social interactions, unlimited access to information and voyeuristic aspect [17].

Internet addiction involves the following symptoms proposed by M. Orzack, the list of which was highlighted by O. Stakhova and Yu. Bliznyuk. Physical and psychological symptoms consist in constant “forgetting” to eat, reduced sleep duration, ignoring and neglecting own health and

personal hygiene, increased use of “fast” food, experiencing frustration and despair, reducing the circle of friends and relatives due to Internet addiction, unwillingness to react and perceive criticism of this lifestyle from relatives or others [18].

M. Griffiths [19] identified six main signs of Internet addiction: 1) dominance of Internet activity for a person; 2) mood changes during Internet activity; 3) tolerance (increased time spent on the Internet); 4) withdrawal syndrome (effects that occur due to the cessation of Internet use, for example, irritability, flightiness, etc.); 5) conflict, which is expressed in interpersonal and intrapersonal contradictions; 6) relapse or return to network activity after certain abstinence. According to M. Griffiths, the presence of all six signs in a person may indicate addiction. In addition, Chinese researchers J.P.-S. Chang and C.-C. Hung proposed a neuropsychological model of Internet addiction development. The group of Internet addicts includes those who meet three criteria: 1) it is easier for a person to self-actualise via the Internet than in real life; 2) a person experiences dysphoria or depression, being deprived of the opportunity to use the Internet; 3) a person hides from family members how much time they spend on the Internet [20].

Researchers L. Yurieva and T. Bolbot identified four stages of development of computer addiction: 1) the stage without addiction development; 2) the stage of passion; 3) the stage of risk of computer addiction development; 4) the stage of computer addiction presence.

According to the above, researchers give the following classification of Internet users: 1) users who carry out activities at the computer exclusively of an instrumental nature, performing a clearly defined specific task; 2) users who experience positive strong emotions and pleasure from activities at the computer, which has situational nature; 3) users who have a systematic need for computer activities. If there is no access to the Internet, a person does everything possible to eliminate the obstacles that have arisen. In this category of people, the risk of Internet addiction increases, which in most cases is the first stage of addiction development; 4) users with an already formed computer addiction, in which the need for a constant stay at the computer occupies a leading place in the hierarchy of needs. Besides, there are significant changes in a personality, signs of maladaptation are expressed [21].

A. Stakhova and N. Bliznyuk note that the onset of youth is associated with many pronounced changes in physiology, thoughts, emotions, and social life. This gives the period of youth a complex and special significance. Young people make up exactly the age category that is prone to being included in the risk group. Ultimately, adolescents are prone to Internet addiction. Researchers also identify important factors that cause dependence on the Internet and which consist in social (difficulties and maladaptation associated with society, team, family) and psychological (problems associated with finding a common language with peers) reasons [18].

Considering that, in addition to young men, teenagers are also subject to Internet addiction, N. Grebenyuk emphasises

that people aged 11-15 years show, first of all, the need to communicate with peers. Despite the rapid development of new forms of communication with each other via the Internet, this becomes one of the main prerequisites for the development of the phenomenon under study. In addition, a variety of youthful complexes, difficulties associated with communication, individual typological properties and character traits also provoke the process of moving away from reality to the virtual world [22]. There is an opposite point of view of N. Maksimova, who believes that the passion for numerous computer technologies for modern youth is most likely the norm, but not a deviation from it. The researcher notes that using Internet resources gives users unlimited opportunities to expand their horizons, master new technologies, and find like-minded friends. For people with a tendency to Internet addiction, the Internet is becoming a world with no need to look for solutions to problems, take responsibility for own actions, and grow up [23].

According to A. Zhichkina, the specificity of young people's activities in virtual reality can lead to an inadequate perception of real contacts and lead to the deformation of interpersonal relationships. In virtual communication, due to the physical lack of representation of partners in relation to communication with each other, a number of communication barriers, including the communicative competence of the individual, its nonverbal part, lose their significance [24]. K. Young cites statistics according to which 91% of Internet addicts actively use Internet network services related to communication. In addition, the researcher identifies other reasons for the "entry" of teenagers and young men into the virtual space: 1) the desire of the individual to decide on his place in life, giving an answer to the question "Who am I?", "Why am I doing this?"; 2) the desire of a person to get acquainted with various aspects of intimacy, especially with the opposite sex, if it causes difficulties in the real world; 3) the desire to separate from parents. In the case when a young man cannot completely separate from his parents, the Internet provides him with the opportunity to feel independent; 4) since adolescence is considered a difficult period of life, the young man seeks to get rid of frustration caused by constant external pressure in the Internet environment free from responsibility [25]. According to A. Voyskunsky, the Internet for young men becomes the environment where the need for communication is met, which is difficult in real life. The motive for communicating on the Internet is to find new acquaintances with like-minded people, make friends, meet the need for emotional support and obscene communication [26; 27].

A. Skubchenko [28] notes that according to L. Obukhova, teenagers and young men, being on the Internet, are more likely to "search" than "think" or "teach". The researcher notes the emergence of the illusion of impunity and permissiveness on the Internet in people of early adolescence as psychological aspects of the development of Internet addiction and the desire of people of early adolescence to solve or avoid many problems and difficulties in everyday life. This entails the possibility of a violation of human rights,

which serves as a trap and, as a result, serious consequences in reality, that is, a decrease in the level of morality. The high probability of forming computer and Internet addiction in young men is also increasing due to the actualisation of the need for spatial and territorial autonomy, inviolability of their personal space. According to B. Mandel, one of the factors that provoke a person to replace real life with virtual space is a sense of insight into their own boundaries, which is supported by the ambivalent position of the mother about separation and maturation of a person of early adolescence [29].

I. Hasanova summarises that the Internet has become a powerful environmental factor, under the influence of which the personality of modern young people is formed. Adolescents and young men, due to the age-related immaturity of the individual, are most vulnerable to various kinds of negative influences. The negative consequences of excessive Internet addiction cover all areas of their lives, there are difficulties in educational and professional activities, problems communicating with peers, conflicts in the family, etc. [30]

MATERIALS AND METHODS

Theoretical analysis of the problem of Internet addiction, as one of the main types of addiction of modern high school students, proved their significance for the science and practice of an educational institution. In accordance with this, the task was to investigate the features of the manifestation of Internet addiction in early adolescents.

Based on the data obtained as a result of theoretical analysis, an empirical research programme was compiled to investigate the features of Internet addiction in early adolescence. An empirical study of high school students was conducted during October-November 2021 on the premises of the Chernivtsi multidisciplinary lyceum No. 11 "Prestige" in Chernivtsi. The survey involved students in grades 10-11 – 50 respondents aged 14-16 years. The gender differentiation is not indicated, because the task of the survey was not to investigate gender differences in the relationship between Internet addiction and social intelligence in early adolescence, so the sample was formed by randomisation.

The study was conducted in several stages:

- at the first stage – preparatory – the analysis of Ukrainian and foreign studies on the chosen problem was carried out; the scholarly apparatus of research was formulated; the concept of "Internet addiction" was substantiated; the classification and risk factors for Internet addiction in high school students were studied and generalised;

- at the second stage – ascertaining – a programme of empirical research was planned and diagnostic support was substantiated, which allowed investigating the features of Internet addiction in high school students; an empirical study was conducted, the obtained empirical data was processed, and an assumption was formulated about the need for timely primary prevention of Internet addiction, starting from adolescence.

- at the third stage – final – the generalisation of empirical data and the formulation of conclusions was carried out.

The applied tasks of the second stage included the survey of the following diagnostic indicators: the level of severity of Internet addiction in high school students and a separate analysis of the levels of severity of Internet addiction symptoms.

As the main methodology aimed at studying the level of Internet addiction in high school students, the method "Internet Addiction Scale" by S. Chen was used in the adaptation of V. Malygin and K. Feklisov with the statistical study [31]. The test allows simultaneously measuring specific symptoms of addiction, including: tolerance, withdrawal symptoms, compulsivity, and at the same time exclusively psychological aspects, such as: the ability to manage own time and the presence of intra-personal problems. A special advantage of the Chen test is its versatility, the ability to measure a single continuum of behaviour associated with the Internet resources from several points [32].

The "Chen Internet Addiction Scale" (CIAS scale) consists of 26 questions and includes 5 assessment scales:

- 1) scale of compulsive symptoms;
- 2) scale of withdrawal symptoms;

3) scale of tolerance;

4) scale of intrapersonal and health-related problems;

5) scale of time management [32].

In addition to the scale assessment, two types of supra-scale criteria are proposed – integral (key) symptoms of Internet addiction itself, including the first three scales and the criterion of negative consequences of Internet use (the last two scales). The sum of all scales or the total score is an integral indicator – a general indicator of the presence of Internet-dependent behaviour. Based on the results of primary analysis and adaptation, researchers V. Malygin and K. Feklisov propose the following thresholds for assessing Internet-addictive behaviour when using the Chen scale. From 27 to 42 – minimal risk of Internet addiction, from 43 to 64 – predisposition to Internet addiction, from 65 and above – a pronounced and persistent pattern of Internet addiction behaviour [31].

RESULTS AND DISCUSSION

Data obtained using the "Internet Addiction Scale" method by S. Chen was illustrated on Figure 1.

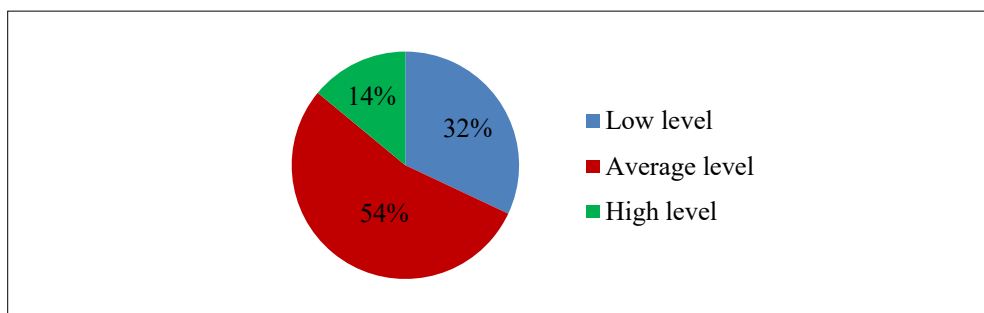


Figure 1. Overall level of Internet addiction in high school students (in %)

According to the results of the methodology, 54% of young men are more or less exposed to the negative influence of the Internet, they are at risk. The subjects show an average level of Internet addiction. This is the so-called prosocial group, a group of unstable Internet users who, under unfavourable circumstances, can move from a group prone to Internet addiction to a group dependent on the Internet. Such students spend much more time on the Internet and at the same time forget about their household chores and responsibilities. Usually, the interaction of a young man with the Internet is reduced to finding entertainment, games, the use of which takes quite a lot of free time. This level of predisposition to Internet addiction can be called the level of the so-called "user". Here, the user cannot take control of the time spent on the network, there are often problems with using the Internet. In relation to high school students with a tendency to Internet addiction, it is necessary to determine the complex impact of these problems on their lives to implement further therapeutic measures with corrective goals to prevent the transition to a high level of Internet addiction.

The remaining 32% of young men were not prone to Internet addiction. Respondents with a low level of Internet

addiction are ordinary Internet users, who can sometimes spend a little more time on the Internet, but at the same time control themselves. High school students in this group often turn to the network mainly to prepare for school classes, looking for the necessary information, for example, to develop presentations, write messages, essays, etc. 14% of high school students from the sample already have a pronounced persistent pattern of Internet-dependent behaviour. For representatives of a high level of addiction using the Internet adds significant problems in life. Level of Internet addiction corresponds to the level of an "advanced user". The user does not know how or probably does not want to control their time on the Internet. A person is constantly in a state of unconscious desire to access the Internet.

The main signs at the stage of development of Internet addiction can be observed such emotional and volitional disorders: loss of a sense of time, fixation on an addictive agent, which is accompanied by an emotional rise (euphoria, mental relaxation, a feeling of "take-off", carelessness, freedom, and increased imagination), anticipation, fantasies and dreams of being on the Internet, receiving positive experiences, emotions from Internet activities, a feeling of psychoemotional tension outside of the Internet. High school

students in this group are characterised by Internet addiction, which negatively affects their mental health. They can be described as young men with low emotional stability and poor adaptation. All this manifests itself in a dramatically changing mood, feelings of fear, depression, a sense of routine and monotony of life conditioned by the loss of the Internet. Such high school students are more sluggish, passive, inert, not inclined to mobilise efforts, and more aggressive. Their self-esteem is relatively lower compared to schoolchildren at the stage of interest in the Internet, because they experience a greater dependence on the imposed communication style.

Such results may be conditioned by the fact that, firstly, the modern educational system actively integrates the use of Internet resources during homework and in preparation for lessons. Secondly, the Internet has become the main platform for establishing friendly contacts or intimate and personal communication, as it is much easier for high school students to interact in a secure Internet environment than in direct communication.

Only a small number of high school students have a high level of severity of symptoms characteristic of Internet addiction (Fig. 2.), that is, compulsive symptoms, withdrawal symptoms, tolerance symptoms, and are aware of the degree of influence of the Internet on their lives, more than half do not feel the negative impact of the Internet. Only a third of high school students are aware of the problems associated with Internet use. Thus, for example, they notice that because of the Internet they can neglect personal hygiene, skip meals, and spend less time with their loved ones. Of these, 10% report a very high degree of influence of the Internet on their daily lives. The rest of the high school students do not notice in their lives the problems associated with using the Internet (Fig. 2). A third of high school students are unable to use their time efficiently due to the use of the Internet or have difficulty controlling it, while the majority of high school students believe that they can set priorities correctly, and the Internet does not interfere with their daily work.

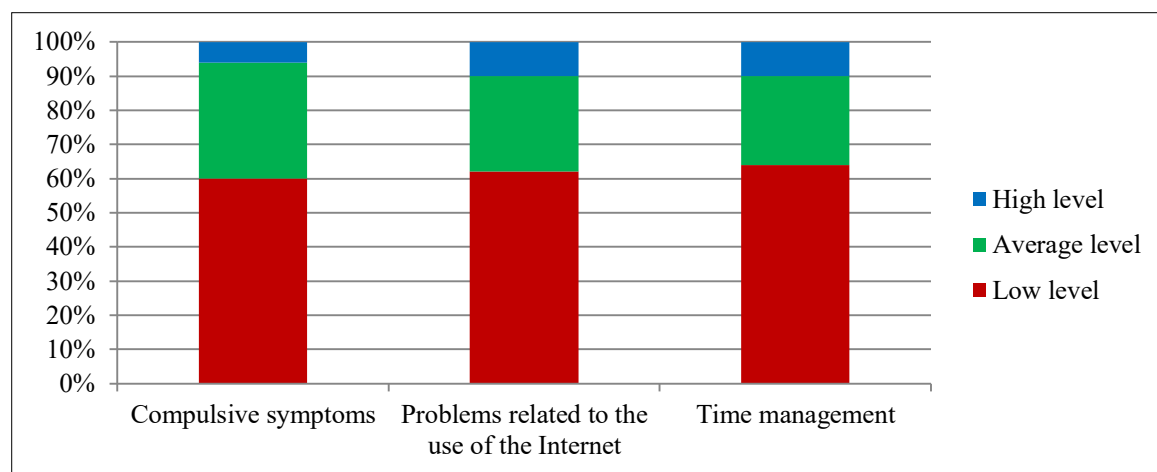


Figure 2. Distribution of respondents by severity levels of Internet addiction symptoms (in %)

During the comparison of the results of individual scales of the methodology and the overall level of Internet dependence, there is a discrepancy in the distribution of data. Thus, for example, 10-15% of high school students who showed medium and high levels of Internet addiction have a low level on the scales associated with individual manifestations of the negative impact of the Internet. This means that high school students are not aware of the negative consequences of excessive use of the Internet network, which indicates the need to inform students about the harm and impact of the Internet.

Based on the results of the study by V. Berezina, A. Sharov [33] it was also found that the vast majority of high school students, i.e., 58% of students, show a tendency to Internet-dependent behaviour, which can mean the desire to spend as much time as possible on the Internet. 30% of respondents were diagnosed with a minimal predisposition to Internet addiction, and 12% exhibit persistent Internet-dependent behaviour. The findings contradict the available data of researchers in their study on the greater severity

of compulsive symptoms in high school students, namely, the inability to overcome the desire to access the Internet, a feeling of discomfort if they are forced to stop using the Internet for an indefinite period of time.

Numerous studies, including by V. Kolesnikov, Yu. Melnik, L. Teplova [34], indicate the existence of age and gender differences in the use of the Internet service by young men and women. However, the researchers predict that with the mass use of Internet resources in recent years, the trend may decrease. In fact, the study confirmed the expected differences between different age groups surveyed and refuted the assumption that there are differences in Internet use between boys and girls.

When analysing age differences, it is necessary to consider the fact that most studies in this area cover a relatively narrow age range: adolescence, puberty, and early adulthood. Researchers S. Karacic and S. Oreskovic [35] as a result of an empirical study, found that the greatest risk of developing Internet addiction occurs at 15-16 years. This once again shows that excessive and active use of the Internet and its

services is typical just for adolescents, and with concomitant personal and social factors, it can lead to addiction.

Therefore, all of the above clearly confirms the urgent need for pedagogical and psychological prevention of Internet addiction, represented by a complex process aimed at informing schoolchildren about the mechanisms of Internet influence on a person, the causes of development, symptoms, and methods of manifestation of such addiction. Ultimately, knowledge about Internet addiction is necessary for high school students, they need to know about the consequences of excessive Internet use to ensure their own safety.

CONCLUSIONS

Internet addiction poses a threat to a person's physical and mental health, which forces researchers to investigate the factors that contribute to its occurrence and functioning. The main factors that provoke addiction to the Internet often include maladaptation of a person in society, problems associated with finding a common language with peers, violations in the functioning of the family, fear of starting an independent life. The Internet network provides an

opportunity for a person to escape from the real world to the world that they can create themselves.

Theoretical analysis of research papers has shown that the study of the problem of psychological dependence on the Internet, as a behavioural addiction, becomes quite an acute issue for people of early adolescence, since just like adolescents, young men are the main users of the Internet network. By analysing the results of an empirical study, it was found that the majority of high school students are characterised by a tendency to Internet addiction. This is manifested in the general indicator and integral indicators of the scales of S. Chen's methodology. Therefore, it is possible to emphasise the need for timely primary prevention of Internet addiction, starting from adolescence.

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Інтернет-адикція як один із основних видів залежності сучасних старшокласників

Анотація. Мережа Інтернет сьогодні є тим інструментом, який набуває імперативного значення у повсякденному житті. Пандемія у сучасному світі ще більше поглибила проблему інтернет-залежності, створюючи людству умови для тривалішого перебування онлайн. Оскільки основну частину користувачів становлять підлітки та юнаки, то вони формують основну групу ризику, яка схильна до інтернет-адикції. Метою дослідження стало вивчення особливостей інтернет-залежності у старшокласників у сучасних умовах розвитку українського суспільства. У процесі дослідження реалізовувався комплексний підхід, який передбачав поєднання таких методів: теоретичні (аналіз, синтез, узагальнення і систематизація концептуальних положень із досліджуваної проблеми); емпіричні (тестування, зокрема методика: тест-опитувальник «Шкала інтернет-залежності С. Чена» (CIAS в адаптації Л. Малигіна, К. Феклісова); метод статистичного опрацювання. У статті розглянуто проблему інтернет-адикції у сучасних умовах на прикладі старшокласників і наслідків, що виникають у зв'язку з такою залежністю; визначено симптоми інтернет-залежності та причини її розвитку. Виявлено відмінності у компонентах інтернет-залежності у юнаків із різним рівнем адикції. Згідно з результатами дослідження визначено, що більшість старшокласників характеризується схильністю до інтернет-залежності, що провокує необхідність своєчасної первинної профілактики інтернет-залежності, починаючи з підліткового віку. Також унаслідок порівняльного аналізу виявлено, що у досліджуваних зі стійкою Інтернет-залежною поведінкою переважно виражені компульсивні симптоми, симптоми відміни, симптоми толерантності, внутрішньоособистісні проблеми та проблеми зі здоров'ям, проблеми з керуванням часом і напруженість

Ключові слова: інтернет-залежність, залежність старшокласників, особливості інтернет-залежної поведінки, період ранньої юності

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Educational Work in General Secondary Education Institutions: Modern Aspects

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Abstract. The relevance of the research topic is due to the fact that the education system does not meet the needs of modern personality. To bring up and develop the necessary skills that will help the child to adapt to the conditions in society, it is necessary to adjust the systemic approach of educational institutions. After all, today it is necessary to have a considerable resource to effectively cope with life's difficulties. The foundation of this is laid during the school period. Therefore, the main task of educational institutions is to form a personality that is full of vitality and resilience in the modern world, strong spirit, initiative, morality, determination and great leadership potential, competitiveness, life skills, creativity and self-realisation. Therefore, based on this, the purpose of this article is to analyse the readiness of both teachers and students to innovate in the educational process at school. The object is the educational process itself as a major factor in innovative changes. The subject of research is the features of educational work in educational institutions. To effectively achieve the goal, several tasks were set, in particular, to analyse theoretical research on the topic of the article; determine the list of methods that will form the basis of empirical research; to conduct research and formulate conclusions, recommendations based on their results. As for the methods used during the writing – a range of theoretical (analysis, synthesis, generalisation, justification) and practical (content analysis, observation, conversation, testing, questionnaires) methods. The performed study provides an opportunity to generate the following results: today the teaching staff and students of secondary schools are not psychologically ready to introduce innovative mechanisms into the established educational process. In addition, the material and technical base of schools also does not correspond to the progressive strategies of modern personality development. Therefore, for the administration of educational institutions, there is an urgent need to work towards modern educational changes for the effective education of the younger generation. The results of the study will be useful for teachers, principals, social educators, psychologists, students of pedagogical universities and more

Keywords: educational institutions, personality, pupils, pedagogical workers, innovation processes, educational process

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INTRODUCTION

Today, secondary schools are in search of new educational development strategies that would meet the needs and demands of modern society in terms of shaping the personality of the younger generation [1]. School, as one of the types of socialisation of people and training of individuals to perform the role of an active subject of social relations, must meet the new trends and strategies of social development. The priority criterion for the development of the social and

economic, public, political, spiritual, and cultural life of the state is education. Education is also seen as a strategic resource for improving people's well-being and securing the interests and ensuring authority of the state at the international level. Therefore, modern education is considered to be a key factor of social progress [2]. It should be noted that the formation of an innovative orientation requires qualitative and quantitative changes in the activities of the educational

process participants. The innovative orientation of the educational process in a secondary school is characterised by a certain consistency of goals, objectives, and content of education to the modern requirements and needs of the participants in the educational process, and the speed of response and adaptation of the educational process to the new conditions of humanisation [2].

Education is the specific organisation of the environment to create favourable conditions for the self-development of the child. Educational institutions use the concept of “educational process” which includes the process of educational influence, i.e. the process of accepting the child’s personality and the process of self-education [3]. The key role in education is the implementation of a structural approach because it makes it possible to transform educational work from a chaotic set of teachers’ actions to the whole pedagogical interaction. Therefore, the question is how to create an educational system oriented at the multi-faceted development of children [4; 5]. The structure of the educational system consists of the subject and environmental component (teachers, students, and adults who participate in the functioning of an educational institution), the value-oriented component (i.e. a specific goal and values, a set of principles and perspectives); communicative component (inter-communicative relations); functional and activity component (this component is composed of the system-forming activities, their functions, orientations and content, as well as methods and forms of work); diagnostic and productive (criteria for evaluating effectiveness, assessment and analysis of performance). Today, the educational system is based on the performance of several basic functions: integrative (integration of different pedagogical strategies into one); regulatory (arrangement and controlling of pedagogical processes); developmental (ensuring system dynamics, namely optimisation of its functioning and updating) [1]. It is important to note that innovative changes in the educational process are extremely important nowadays because there is a significant decrease in students’ interest in culture, art, literature, and spiritual values. Therefore, innovation needs to be oriented towards the consolidation of current human, civic, and national values.

The purpose of this article is to analyse teachers’ and students’ readiness to introduce innovative processes into the educational system of secondary schools. *The object of the research* is an educational process as a key factor of innovative changes in schools. *The subject of the research* is peculiarities of educational work in secondary education institutions. To achieve the goal of the research several *tasks* have been formulated for implementation, including analysing educational methods in secondary schools; analysing the

psychological readiness of the participants in the educational process to introduce innovations into the process of children’s education; to identify a list of methods and techniques to achieve the research goal; to carry out empirical research on the psychological state of the study participants; to formulate findings and suggestions for improving the educational process in schools. The practical novelty of the research determines the need for scientific and methodological support in forming and ensuring an innovative orientation of the educational process in schools. The development of correctional programmes and courses aimed at improving the personal qualities of participants in the educational process to the acceptance of innovation in the field of education.

MATERIALS AND METHODS

The study used both theoretical and practical methods. Theoretical methods of research included analysis, synthesis, method of generalisation, comparison, and classification. Analysis and synthesis are two interrelated logical methods of scientific research, which are the process (imaginary or actual) of decomposition of the whole part into its component parts and a reverse process, that is, the integration of parts into a single whole. The method of analysis is valuable because the division of more complex phenomena into simple elements allows us to separate the important from the unimportant, and to reduce the complex to simpler. The method of synthesis, in turn, allows combining the parts and finding out the studied phenomenon as a whole. Comparison is characterised by placing the object or phenomena of reality in order to determine the similarity or dissimilarity between them, as well as finding common factors. The method of comparison is always an important basis for generalisation, which specifies the characteristic features of objects and makes it possible to group objects by species, groups, and other features (classification).

The educators and students were the participants in the empirical study. The study was based on the following educational institutions: Odesa Secondary School No. 105 I-III degrees, Odesa Secondary School No. 44 I-III degrees, Valky Secondary School No. 1 I-III degrees of the Kiliia region of Odesa oblast, Rozdilna Secondary School No. 2 I-III degrees of Odesa oblast, Petrivka Secondary School I-III degrees of the Limanskyi district of Odesa oblast, Prylymanske Secondary School I-III degrees of the Ovidiopol district of Odesa oblast, as well as other secondary schools in Odesa oblast. A total of 733 participants took part in the study, including 176 teachers and 557 students. Graphically, the study participants are demonstrated in Figure 1 below.

A range of practical methods was used in the research. The detailed description is demonstrated in Table 1.

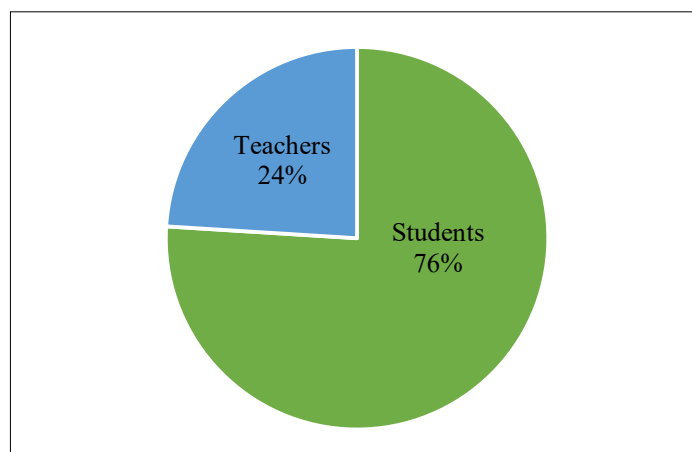


Figure 1. Quantitative composition of participants in the empirical study

Table 1. Description of practical research methods

Name of criterion		Methods used in the study
Provision criterion		Content analysis, conversation
Procedural criterion		Interview, express-evaluation of social and psychological microclimate in the team (O. Mykhailiuk); content analysis; methodology for studying teachers' satisfaction with their life in the educational institution (E. Stepanov)
Personal criterion		
Name of the factor	Value and motivation factor	M. Rokych's "Value Orientations" Methodology
	Cognitive factor	Test "Reflections on life experience" by N. Shchurkov
	Activity and behavioural factor	R. Ovcharov's methodology for communicative skills; E. Stepanov's methodology for defining community activism
	Reflexive factor	"Self-regulation" questionnaire by A. Osnytsky
	Motivation oriented factor	A. Rean's "Motivation for Success and Fear of Failure" diagnostic methodology; S. Stepanov's scale of readiness for creative and innovative activities
	Informational and cognitive factors	Questionnaire; a knowledge test on innovations in the educational process
	Communicative and perceptive factor	Diagnostics of effective pedagogical communication (modified version of O. Leontiev's questionnaire); methodology of empathic skills diagnostics (V. Boyko)
	Creative and operational factor	The SAT creativity scale and behaviour flexibility scale, monitoring, poll, people creative potential assessment methodology
	Reflexive factor	Reflexivity diagnostics (A. Karpov's questionnaire), L. Berezhnov's test "Reflection and self-development"

RESULTS

Two groups of respondents took part in the study, including teachers (176) and students (557). The work was carried out within the scope of the study of three criteria, in particular, provision, procedural, and personal. Each criterion includes a range of factors that were investigated separately. For example, consider the factors that make up the provision criterion. Firstly, the security of the educational process and the use of appropriate facilities. The results for this factor are as follows: a high level in Group 1 is 6.25% and in the second – 0.3%; a sufficient level of performance in Group 1 is 13.6% and in the second – 13.6%; an excellent level in Group 1 is 54% and in the second – 61.9%; a low level in

Group 1 is 26.1% and in the second – 24%. The results on this scale were obtained through content analysis and interviews with teachers and students. Second, the maintenance of the educational process and the use of technical equipment, and the necessary facilities. The results of this factor testify to the following: high indices are absent in both groups; a sufficient level in the first group is 7.6%, in the second – 9.6%; an excellent level in the first group is 58%, in the second – 54.6%; the low level of development in the first group is 34.1%, in the second – 36%. The results obtained mainly indicate that even though some technical equipment is available in schools, teachers do not always

use it during the educational process. And without its use, it is important to improve the educational process in general. Third, it's the creation and use of information and methodological support for innovative educational activities. The survey of teachers revealed that the highest indices were responsible for the excellent level of performance (57.4%), indicating a lack of information and methodological support for educational institutions. Fourth, it's the creation of a school-based system for training teachers in innovative educational activities. The obtained results show a low level of preparation of teachers for innovative changes in the educational process. Overall, the criteria suggest that educators are not ready for the introduction of innovative educational projects in secondary schools. This also applies to the general equipment of the schools. Hence, the heads of educational institutions still have a lot to work to do on the way to implementing innovations in the educational process.

As for the second criterion, the procedural one, the following factors were investigated. First, the implementation of methodological and organisational support for the development of an innovative orientation in the educational process. The data indicate low performance on this factor, i.e. the managers are faced with the main task of directing their work towards providing organisational and methodological support for the innovative orientation of the educational process at school. Secondly, the motivation of teachers to innovate in educational work and to support their initiatives. By this factor an overall low figure of 70.1% was identified, i.e. there is an underestimation of the capabilities of teachers to be motivated for innovative educational activities. The lack of incentives for teachers to make changes will not lead to the renewal of the educational institution. Thirdly, the level of social and psychological climate in the school. In general, the participants noted the presence of a positive climate (a sufficient level of 32.9%) in the organisation. Fourthly, the level of saturation and systematic use of new educational ideas, forms, methods, technologies, and models of educational systems in the educational process. A high figure is found in the level of the manifestation of the state (50.6%), which indicates that the majority of teachers do not realise the importance of introducing innovative changes in the education system and

are not interested in learning new skills in the educational process. The fifth criterion is the level of compliance of innovative processes with the educational problem and the specific features of the school. The majority of teaching staff and pupils gave preference to the satisfactory level using this criterion, in particular, 38% and 32.5% respectively. The detailed results of this study show that there are some problems related to the introduction of innovations into the educational process, namely the low level of organisational and methodological support and the lack of teacher training systems in schools for innovative changes.

Particular attention should be paid to the personal criterion, which characterises the individual development of students. This factor was used to investigate the following criteria: value and motivational, cognitive, behavioural, and reflexive. The value and motivational component is revealed in priority values, motives, and needs. The research was carried out with the help of M. Rokeach's method "Value Orientations". Summarising the data obtained it was found that the level of formation of value orientations is insufficient (the satisfactory level is 43.8%). This data only supports the need for the introduction of innovative processes into the educational and cultural process. The cognitive component, which was investigated through the method "Reflections on Life Experience" by N. Shchurkov revealed a lack of knowledge of moral standards and rules of behaviour which influence the behaviour of students and their interaction with others (the sufficient level of 51.1% and a low level of manifestation 34.1%). The behavioural component was investigated by means of the techniques from the "Communicative Tendency of Pupils" by R. Ovcharov "Diagnostics of the Level of Creative Activity of Pupils" and "Definition of Civic Activity". The results indicated the need to introduce new, effective forms and methods of education into education, which would contribute to the development of pupils (the sufficient level of manifestation is 38.6%). The reflexive component was investigated using the methods "Achieving the Purpose – Eliminating Disadvantages" and "Self-Regulation" [6]. The results concerning the reflexive component were low (48.6%), which indicates an unsatisfactory level of capacity for self-analysis and self-education. Graphically based results are presented in Figure 2.

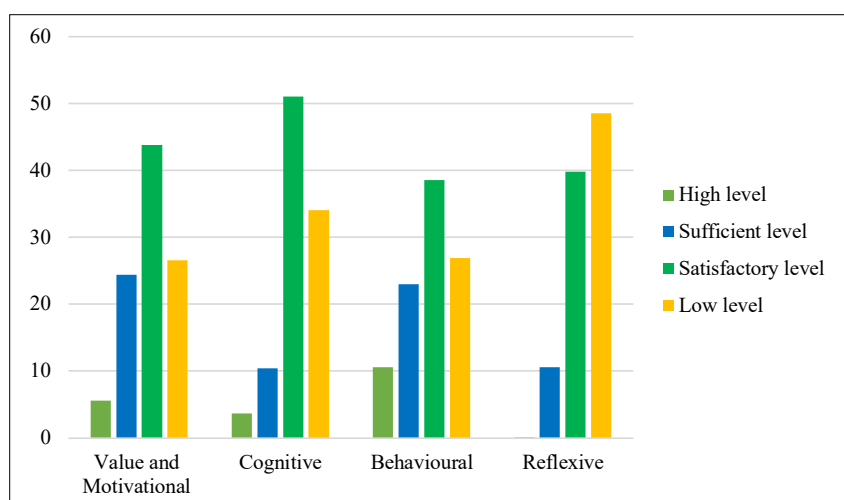


Figure 2. Level of personal criteria among secondary schools pupils

Studying the personal development of pedagogical staff, the results of the research are as follows: all the criteria, especially motivation-oriented, informational and cognitive, communicative and perceptive, creative and operational, and reflexive components are underdeveloped, which indicates a generally unsatisfactory level of development of teachers' innovative and educational competence. This, in

turn, makes it difficult to form an innovative orientation of the educational process at school. It is important to note that the results revealed a lack of motivation among the majority of teachers as well as a lack of understanding on the part of the school administration of the introduction of innovations in the educational process. Graphically obtained results are demonstrated in Figure 3.

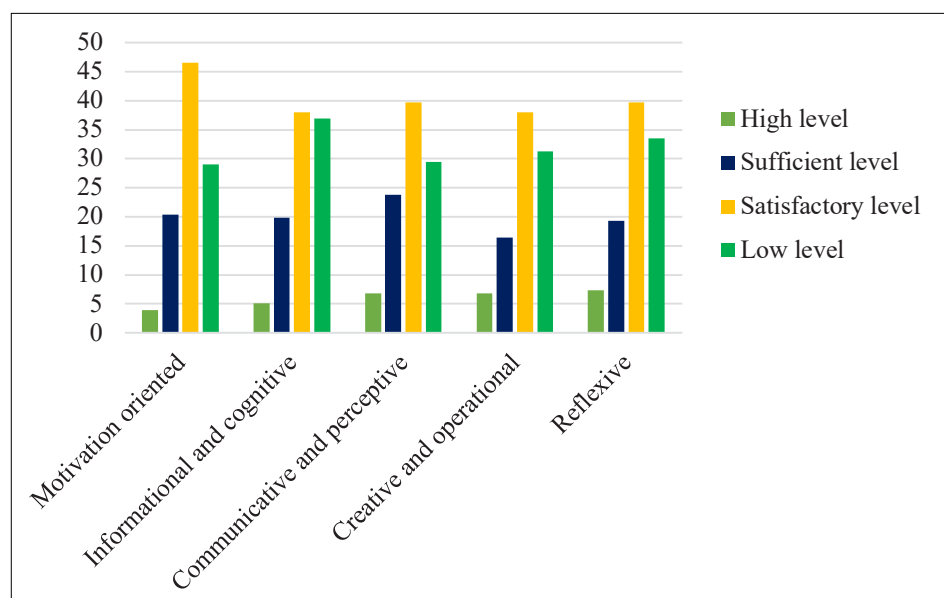


Figure 3. Level of personal criteria among the teaching staff at secondary schools

Hence, the results of the analysis due to the three factors allow drawing general indicators among the participants of the educational process (pupils and teachers). Among the teaching staff, the lowest indicators were recorded by the procedural criterion. It should be noted that within this criterion the scales "positive social and psychological climate at school" and "innovations compliance with the educational problem solution and specific features of the school, the region, and the needs of the educational process" had the highest indicators. This favourably influences innovation processes at the school. In terms of the personal and ensuring criteria, their results were at a sufficient level. Regarding the results among pupils, the results of the survey were within the average indicators for the ensuring, procedural, and personal criteria. This, in turn, indicates that the educational process at school does not contribute sufficiently to the personal development of students, which is manifested in their

lack of knowledge of certain moral norms and rules of behaviour, as well as their inability to productively establish contacts and cooperate, they lack reflexivity. For all those reasons, the implementation of innovations in the educational process is a necessary and common requirement in today's educational institutions.

DISCUSSION

The educational process is a certain interaction between the school administration, teachers, pupils, and the parents' committee, who are the actors of the educational process. The object is the created educational space in which pedagogical interaction takes place. The educational process is purpose-oriented and is evident in the interaction between teachers and pupils, where their joint development is carried out. Graphically, this interaction is represented in the graphical form (Fig. 4).

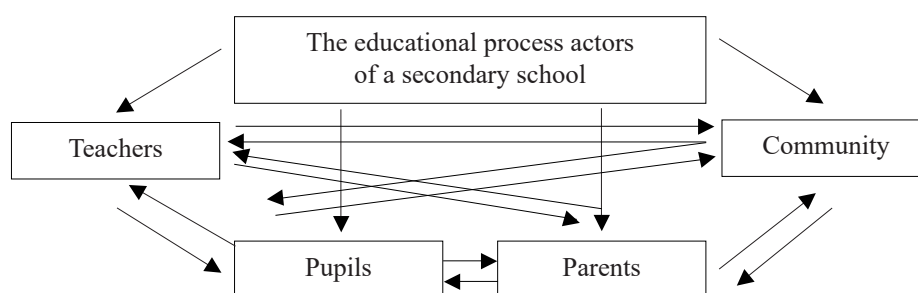


Figure 4. The subjects of a secondary school

Source: [7; 8]

Analysing the current approaches to the educational process, the main ideas and provisions should be identified. Firstly, the most important value of education is the child's personality, which means that the educational process should be based on the child's needs, abilities, and interests. Secondly, the educational process requires the development from the child's most immediate interests to the development of their social and spiritual needs. Thirdly, the development of one's personality and its improvement is not a means for the well-being of society, but a purpose of social life. Fourthly, the main goal of the educational process is the development of the child's personality, enrichment of value and sensitive sphere, and the formation of national needs. Fifthly, the actor of the educational process is a self-creator. Finally, an active personal position is manifested in the right of free choice and self-determination [9; 10].

Consider the types of innovative mechanisms in the educational process, which include innovations in cooperation with parents, community, etc.; innovations in supplementary education; innovations in the educational activity of an educator; innovations in the interaction between teachers and students, students among students, students and staff,

teachers and parents; innovations in the management of the educational process; innovations in organisational structures of school education; innovations in educational systems; innovations in the content of education [11-14].

The structure of innovative orientation of the educational process at school is very interesting to consider, as it includes three basic components that allow achieving the efficiency of introduced innovations. Thus, the resource criterion forms the basis for innovative orientation of the educational process at school and depends mainly on the availability and feasibility of every single resource in the innovation process. The functional and activity component reflects the efficiency of functioning and development of the key elements and links in the structure of innovative orientation of the educational process in schools [15; 16]. The reflective and regulatory component reflects the efficiency of the innovative process as a whole, compliance of obtained results with the purpose, self-analysis and immediate evaluation with the purpose of further targeted improvement of the innovative orientation of the educational process at school as well as the necessity of its correction. A detailed description of the structure is given in the form of a Table 2.

Table 2. Structure of innovative processes in secondary education institutions

Name of criterion		Characteristics of the criterion
Resource criterion	Material and technical resources	This factor implies the presence of a material base (modern), technical equipment, computers and interactive whiteboards. The availability of space and suitable facilities (sports arenas, concert halls, libraries, rooms for extracurricular club activities). This is an indispensable condition for the creation and implementation of educational innovations
	Informational resources	The informational criterion requires the availability of information and communication systems, information resources, as well as the provision of scientific and methodological information. It is also important to have an extensive video and audio library on new educational ideas, concepts, forms and methods, as well as on the problems of organisation, implementation, and expansion of innovations in the educational process
	Human resources	This factor is extremely important because it requires a quality selection of teaching staff and professionals who are directly involved in the education of children. The school's human resources include the selection of teachers, classroom managers, librarians, medical staff, chiefs of sections, clubs of interest. It is also important for schools to have innovative teachers and initiative groups. Worth mentioning that the teacher is the driver of innovation in education, they are as key element in shaping the innovative orientation of the educational process
Functional and operational	Communicative	This factor is responsible for the interaction between the participants of innovative educational activity and is the basis for innovative orientation of the educational process. It ensures the humanisation and harmonisation of relations between the subjects of the educational process, cooperation between teachers, pupils, and parents, cooperation with public and social organisations, as well as state institutions
	Search and creative	This factor consists in the study and research of educational issues, in the search and development of innovations in the educational process. This is due to the fact that the introduction of innovations depends on a specific educational problem which the innovation itself is based on; on the interests and needs of the actors of education, the capabilities of the teaching staff and the specifics of the educational institution
	Operational	This factor implies the process of acquisition and implementation of new ideas, forms, tools, and methods into the educational process. It provides a relationship both with science (productive ideas and innovative developments) and practice (adoption, dissemination, use of innovations in the educational process)

Table 2, Continued

Name of criterion		Characteristics of the criterion
Reflexive-regulatory	Evaluation	This factor involves a certain, organised, and continuous monitoring of the implementation of innovative processes for evaluation and prediction, and the identification of intermediate, final results. It also controls the correlation between the results obtained and those expected
	Analytical	It provides an analysis of achievements and failures in the implementation of innovative mechanisms. Identifies the positive and negative effects of innovation implementation in the educational process for their further correction
	Controlled	It provides for control and management at all stages of the innovative educational process, i.e. at the stage of shaping the innovative orientation of the educational process at school, constant monitoring of changes that take place in the development of educational participants

Thus, having analysed the structure of innovative mechanisms within the framework of secondary education institutions, the innovative orientation is characterised by the consistency of goals, objectives, and content of education to modern requirements and needs of education actors, the speed of response and adaptation of the educational process to the conditions of modern society [17; 18].

It is also important to consider the educational principles on which the organisation of the educational process is based. Four principles can be distinguished. The first is the principle of integrity, which ensures the unity and relationships of all levels of education. The second is the principle of progression, which defines the purpose, content, methods, tools, and organisational forms at all levels

of the educational system. The third is the principle of variability, which helps create conditions for the creation of flexible and dynamic educational structures, taking into account the basic needs of the state and the individual in the process of obtaining educational services. The fourth is the principle of adaptability, which means that pre-school, secondary, and post-school educational institutions are redeveloped following the age and psychophysiological peculiarities of the individual in the interests of his or her creative development [19; 20]. Looking at the modern educational institution, it differs considerably in terms of its activities from the programme that prevailed 10-20 years ago. A detailed description of the main activities is given in Table 3.

Table 3. The main areas of educational work in schools

The orientation of educational work in modern schools	Description of the scope of work
The moral education of pupils	This approach involves a purposeful and organised process of shaping moral attributes of a person, his/her character, skills, and habits of moral behaviour based on learning certain ideals, norms, principles of morality. Moral education means learning the moral code, beliefs, feelings, qualities, etc.
Behavioural culture of pupils	The notion of "behavioural culture" is interpreted as a whole range of moral skills and habits. Formation of cultural skills is formed through the demonstration of a certain behavioural pattern, then its implementation by pupils and constant training on the way to automation
A responsible attitude of pupils towards the learning process	It focuses on the development of certain socially relevant goals, among which is the immediate desire to learn well. The main purpose of this orientation is to develop an interest in knowledge, a key need being knowledge which is directly dependent on the internal conditions of the educational process
Labour and economic education	Labour education is understood as a system of certain educational mechanisms, with moral and psychological preparation of schoolchildren being the main motive for future professional engagement. Having mastered this knowledge at a high level, the individual acquires skills of scientific organisation of work. As for economic education, it is focused on acquiring knowledge regarding the general laws, the rules of development, and mechanics of production. The main purpose is to form a personality that is recognised in economic theory and to form the initial skills that enable one to take an active part in economic activity
National education	This orientation ensures the formation of harmoniously developed, highly educated, socially active, and knowledgeable people, who have a civic responsibility. Children's education through the cultural and historical experience of the native people, traditions, customs, and rituals, centuries-old educational traditions and spirituality
Folk traditions in educational work	The main focus of this programme is to encourage pupils to interact with folk traditions, develop a sense of respect for them, and develop a sense of national identity

Table 3, Continued

The orientation of educational work in modern schools	Description of the scope of work
Basics of community education	The concept of “civic education” is understood as education for the formation of civic consciousness, i.e. the feeling of people as morally, politically, and socially protected. The main objective of civic education is to formulate knowledge about the rights and duties of a citizen
Environmental education of pupils	The main purpose is to foster an environmental culture among pupils. “Environmental culture” is understood as an awareness of pupils of the value of nature, preservation of its natural wealth, as well as responsibility for one’s actions in relation to the use of natural resources
Environmental protection activities of educational actors	Environmental education goes hand in hand with environment protection activities, during which the pupils learn in practice how important it is to preserve nature and how forestry, gardening, and household activities are beneficial. Such activities help children acquire skills of proper behaviour in recreation areas, forests, riverbanks, etc.
Vocational guidance work	The work of vocational guidance in educational institutions must be carried out because a confused high school student needs to have a clear idea of what he or she wants to do in life. The focus of this orientation is designed to reveal each pupil’s potential and his or her ability to engage in a particular type of activity
Emotional culture of pupils	Understanding emotional manifestations (both one’s own and others’) is an important stepping stone to interpersonal interaction in the future. These activities are also useful because they provide students with a theoretical basis on how emotions arise and provide them with concrete methods of expressing emotions
Classes aimed at preparing pupils for family life	The training in this field is based on different aspects, such as general social, natural, legal, psychological, pedagogical, and economic ones. At its very essence, it is the cultivation of moral qualities, as an equal, respectful attitude to the representatives of another gender

Hence, not only the structure of educational work has been analysed, but also the innovative introduction of school education, which aims to develop a holistic individual who will successfully adapt to the constantly changing living conditions and be purposeful and productive. The aim of the new modern education is to focus on the child’s personality, his or her key values, interests and needs.

CONCLUSIONS

Having analysed the education process in secondary education institutions, it should be noted that the education system needs to be reformed, as the modern world demands future children to fulfil tasks that were not the same as before. The world has changed, so people should follow the scientific and technological progress step by step and educate children based on the qualities they need to stay firmly on their feet in adult life, to effectively adapt to change. Therefore, the aim of the article is to analyse the readiness of the educational process participants to the educational system reform, to the introduction of innovative processes in the educational process. In general, the survey results show that education process participants, especially teachers, are not sufficiently prepared for innovative changes in the educational process. In particular, the information and methodological support of educational institutions is at a low level of development. The educational institutions have low incentives for teaching staff to change the teaching and learning system. As for personal development, the results by all criteria (motivational,

communicative, reflexive) are insufficiently developed, which makes it difficult to acquire the innovative processes in the school. As for the pupils, their level of value orientations, knowledge of moral norms, and communicative skills are low. These results make it possible to understand the importance of innovative changes in the educational process.

From the results of the research, it became clear that the educational process is a systematic, ongoing process that has to be dynamic and change according to the needs of society. In the course of writing, such main actors of the educational process as teachers, pupils, parents, and the community were analysed. Based on the conditions of existence in the modern world, the education system should be based on the main areas of educational work, including moral education, labour, economic, civic, and environmental education, vocational guidance work and training of emotional culture. The aim of today’s education is to focus on the personal qualities of the individual, taking the needs, interests, and values of the individual as the guides. The conducted research does not exhaust all aspects of the problem of forming an innovative orientation of the educational process at school and indicates the need for its further study in such promising directions, as the improvement of scientific and methodological support of innovative educational process, improvement of training of teaching staff for innovative educational activity, organisation of psychological and pedagogical support for forming innovative educational competence of teachers.

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Виховна робота в закладах загальної середньої освіти: сучасні аспекти

Анотація. Актуальність теми дослідження викликана тим, що система освіти не задовольняє потреби у розвитку сучасної особистості. Щоб виховати та розвинути необхідні навички, які допоможуть дитині адаптуватись до умов у суспільстві необхідно корегувати системний підхід закладів освіти. Адже на сьогодні необхідно володіти неабияким ресурсом щоби ефективно справлятися із життєвими труднощами. Фундамент цього закладається саме в шкільний період. Тому провідним завданням закладів освіти є формування тієї особистості, яка наповнена життєздатністю та життєстійкістю в сучасному світі, міцним духом, ініціативністю, моральністю, цілеспрямованістю та неабияким лідерським потенціалом, конкурентоспроможністю, життєвою компетентністю, креативністю та самореалізацією. Отже, згідно з цим метою цієї статті є аналіз готовності як педагогічних працівників, так і учнів до інновацій в освітньо-виховному процесі в школі. Об'єктом є сам виховний процес як основний чинник інноваційних змін. Предметом дослідження є особливості проведення виховної роботи в закладах освіти. Для ефективного виконання мети було поставлено низку завдань до виконання, а саме: проаналізувати теоретичні дослідження з теми статті; визначити перелік методів, які сформулюють основу емпіричного дослідження; провести дослідження та сформулювати висновки, рекомендації за їх результатами. Щодо методів, які використовувались під час написання – це ряд теоретичних (аналіз, синтез, узагальнення, обґрунтування) та практичних (контент-аналіз, спостереження, бесіда, тестування, анкети) методів. Проведене дослідження дає можливість сформувати такі результати: на сьогодні педагогічний склад та учні загальноосвітніх закладів освіти психологічно не готові до введення інноваційних механізмів в усталений виховний процес. Крім того, матеріально-технічна база шкіл також не відповідає прогресивним стратегіям розвитку сучасної особистості. Тому для адміністрації освітніх закладів є нагальною потребою працювати у напрямі сучасних освітніх змін задля ефективного виховання підростаючого покоління. Результати дослідження будуть корисними педагогам, директорам, соціальним педагогам, психологам, студентам педагогічних вишів тощо

Ключові слова: заклади освіти, особистість, учні, педагогічні працівники, інноваційні процеси, освітній процес

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The Diagnostics of the Development of Cooperative Skills of Future Primary School Teachers

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Abstract. The study has focused on the importance of implementing the main provisions of the NUS concept, which produce the educational process based on subject-subject interaction. It has been emphasised that the new paradigm of future primary school teacher training generates new ideas into educational practice based on dialogue, cooperation, co-creation, collective action, respect for each individual, the need to understand another position, etc., which are formed in the process of cooperative learning. Therefore, pedagogical higher educational establishments should provide conditions in the system of professional training for the development of students' cooperative skills. The purpose of the study is to describe the diagnosis of the readiness of future teachers to improve cooperative skills with the help of interactive technologies in the educational process of primary school. The study applied the following methods: "Value orientations" (M. Rokych) and "Map of research of the motivational component of readiness", questionnaires, "Map of research of the communicative component of readiness". The authors have described the results of the study on motivational and value, cognitive, activity and communicative components of the readiness of future primary school teachers to form cooperative skills in younger students. It has been found that applicants for higher education in the second year of study are dominated by the average level of development of cooperative skills on all criteria, which aims to further improve the educational process in the lens of research. It has been emphasised that interactive technologies involve the organisation of cooperative learning, when individual tasks grow into a group, where each member of the group contributes to joint activities. The recommendations have been developed that are useful to take into account when organising the process of cooperative learning in classes at higher educational establishments

Keywords: cooperative education, methods of diagnosing cooperative skills, professional training of future primary school teachers

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INTRODUCTION

During the period of significant reforms in society (political, social, and economic), special attention to the development of professional skills of future primary school teachers is conditioned by the introduction of the conceptual foundations of the NUS, the requirements for the professional activity of primary school teachers. Specialists of this profile should consider the totality of psychological and pedagogical factors that affect the development of a primary school student and, in the future, the overall development of the personality. In the context of these changes in higher education institutions, there is a transition from passive forms of learning to active and interactive ones, in which attention is directed to the implementation of a person-oriented approach to the development of professional competence.

This determines the interest in introducing interactive learning technologies, in particular cooperative ones. The introduction of cooperative technologies brings the cognitive process of higher education institutions to another, more practical level, by strengthening the activity-based approach in education, to contribute to the development of professional competence of future primary school teachers as a lever of influence on the growth of the quality of education in Ukraine.

The World Economic Forum has published the Top-10 skills required for work in 5 years:

- analytical thinking and innovation;
- active learning strategies
- solving complex problems;
- critical thinking and analysis;

- creativity, originality, and initiative;
- leadership and social impact;
- use of technology, monitoring, and control;
- technology creation and programming;
- endurance, stress tolerance, and flexibility;
- logical argumentation, problem solving, and idea formation [1].

From this, it can be concluded that among the actual competencies that need to be formed in the growing generation, in the context of this study, there are the following: the ability to think analytically and critically, analyse and solve complex problems, think creatively, be able to cooperate and communicate in a team, evaluate and correct the results of activities. The study suggests that all these important skills and abilities can be effectively developed by organising cooperative and group work in the distance and mixed forms of training for future teachers. Only the teacher who has these competencies can form them in students.

Purpose of the study – to describe the diagnosis of readiness and develop recommendations for improving the process of forming cooperative skills in future primary school teachers using interactive technologies in the educational process of younger schoolchildren.

Research objectives: 1) diagnose the readiness of applicants for the higher education in speciality 013 “Primary education” of Mukachevo State University to form cooperative skills in younger schoolchildren; 2) describe recommendations for the development of cooperative skills by means of interactive technologies in the system of professional training of future primary school teachers.

LITERATURE REVIEW

Modernisation of higher pedagogical education is determined by a number of legislative acts (the National doctrine of education development in Ukraine in the 21st century [2], the Law of Ukraine “On Education” [3], the state standard of primary general education [4], etc.), which produce requirements for restructuring the content, improving organisational forms and the nature of relations between subjects of the educational process in accordance with current regulatory documents.

Modern researchers are working on the problem of forming cooperative skills in various areas, in particular:

- features of organisation and preparation of classes using cooperative learning technologies [5];
- role of interactive learning technologies in personality-oriented training of future primary school teachers [6];
- use of cooperative training technologies in the professional training of Austrian nurses [7];
- use of cooperative learning technologies as one of the conditions for improving the efficiency of work on the development of the foundations of self-realisation and creative self-development in future teachers of preschool institutions [8];
- development of skills through collaborative learning: negotiation, leadership, teamwork, reflection, etc. [9];
- theoretical and methodological foundations of the

introduction of cooperative learning technology in the educational process of higher educational institutions of Ukraine [10], etc.

Summarising the results of the study on the use of interactive technologies, in particular during the organisation of activities in groups, A. Bida expressed suggested that “students are better prepared for classes, take an active part in the assimilation of programme material in laboratory classes, while creating subject-subject relations between the student and the teacher, changing the attitude of students to classes” [11, p. 45]. Describing the current stage of development of the process of professional training of primary school teachers in Ukraine, L. Koval noted that “trends in the functioning of the new four-year primary school have made it necessary to develop personal and professional training of teachers and further develop the system of training future specialists”. At the same time, the researcher expressed a warning that “the modernisation of the system of training future teachers based on the timely response to innovative processes that occur in school education is conditioned by the fact that the mass pedagogical experience of universities is dominated by a gnostic approach to professional training, in which future specialists do not deal with the real context of professional activity, but with academic subjects, that is, the main goal of training remains the formation of strong scientific and subject knowledge” [12, p. 89]. L. Koval pays special attention to the readiness of future primary school teachers to model group interaction of students in the classroom according to the concept of the New Ukrainian School.

Interesting results of the study are presented by M.-E. Osiceanu, M. Danac on the organisation of the educational process based on cooperative learning: its positive and negative aspects and components: principles of cooperative learning, methods of organising groups, designing tasks in cooperative groups, coordinating educational activities in groups [13].

The problem of applying cooperative learning technologies in the process of training future primary school teachers, which are based on the organisation of interaction between students in small groups, is one of the underinvestigated aspects in pedagogy, which emphasises its importance.

MATERIALS AND METHODS

The level of formed cooperative skills of future primary school teachers was assessed on the premises of the pedagogical faculty, speciality “Primary education” of Mukachevo State University. The experiment was attended by 20 students of group PO-3, educational degree “bachelor” 2019 admission. The choice is conditioned by the fact that second-year students already had some ideas about the organisation of the educational process in the school since they mastered such disciplines as “Introduction to the speciality”, “Didactics”, “General foundations of pedagogy and the history of its development” and began to master professional methods of educational branches of primary education. The ascertaining

experiment was conducted during September 2021. Motivational and value, cognitive, activity, and communicative components of readiness of future primary school teachers to form cooperative skills were identified.

The method "Value orientations" (M. Rokych) was used to establish the level of development of the motivational and value component of the readiness of future primary school teachers to form cooperative skills [14]. The methodology developed by M. Rokych is based on the ranking of certain values. Respondents were offered lists of terminal and instrumental values that needed to be placed in order of their subjective significance (1 – low level of significance, 7 – high). One point indicates values that do not have any significance. Two – those that, in general, can be acceptable. Three – those that may be important. Four – values with a specific meaning. Five – important statements, but not a priority. Six – important values. And seven – what is put above all else. Processing the results obtained allowed the survey to conclude that the majority of students are focused on life-specific goals. At the same time, for a deeper study of the identified component of readiness for the development of cooperative skills of a future primary school teacher, respondents were asked to answer a number of questions from the questionnaire "map of research of the motivational component of readiness". Maximum possible number of points N_M , which could be obtained by a future teacher according to these indicators, was 14 ($N_M = 7 \times 2$).

To determine the level of formedness of the cognitive component of readiness of future primary school teachers for the development of cooperative skills, the study used a self-developed method of self-assessment of students by the level of their training – a test method for determining the level of theoretical knowledge. The test questionnaire consisted of 15 questions, the score of which was determined by the following indicators: 7 or less correct answers – low level, 8-11 correct answers – medium, 12-15 – high.

To identify the level of formedness of the activity component of readiness for the development of cooperative skills of the future primary school teacher, a survey was conducted. Students were offered a self-assessment form, adapted to this study for investigating the readiness to form cooperative skills in younger schoolchildren, which consisted of 20 questions. Using a 5-point rating scale, respondents had to determine their level of readiness for a particular feature, circling the score that corresponds to their opinion (1 – not at all; 5 – fully proficient) [15].

The development of the communicative component of the readiness of future primary school teachers to form cooperative skills in younger schoolchildren was determined by the level of development of speech abilities. Students were asked to fill out an adapted "map of the study of the communicative component of readiness" [16]. Quantitative assessment indicators and their characteristics were as follows:

– "0" points were awarded to students who did not have the desire to establish communicative relationships with students to organise the educational process and did not know how to do it well;

– "1" – used to evaluate future teachers who showed episodic aspirations and skills for the above-mentioned activities;

– "2" – students who showed in their professional activities a high level of the manifestation of the communicative component of readiness to form cooperative skills in younger schoolchildren.

Comparative, quantitative, and qualitative analysis of the results obtained determined the existence of a relationship between the studied phenomena.

RESULTS AND DISCUSSION

The concept of the New Ukrainian School focuses on the personal development of primary school students: creative and critical thinking, key and subject competencies, talents, and abilities. Modelling of the modern educational process that would implement these goals should include interactive group learning technologies, in particular, cooperative ones. Determining the effectiveness of training future primary school teachers for the development of cooperative skills involved the use of diagnostic tools that allowed identifying the degree of formedness of its components. The readiness of future primary school teachers to apply cooperative skills in professional activities is considered as an integrative personality development, which acts as a set, interaction, and interpenetration of motivational and value, communicative, cognitive, and activity components. According to these components:

– the motivational criterion provides for the development of the orientation of the future specialist in accordance with professional activity; the manifestation of interest in the chosen profession; a positive attitude to educational and future professional activities; the desire to develop professional abilities, self-awareness as a future professional. The purpose of professional training of a future primary school teacher in accordance with the requirements of the professional standard for professions "Primary school teacher of a general secondary education institution" is to acquire the ability of higher education applicants to solve complex specialised tasks of primary education" [17]. Here, one of the general competencies is "the ability to act based on ethical considerations (motives);

– communicative criterion (communicative component) – teamwork, interpersonal skills; the ability to clearly and convincingly express their thoughts and feelings using verbal and nonverbal means of communication, the ability to communicate with clients, colleagues, representatives of interacting organisations; tact and tolerance in communication. The professional standard for professions "Primary school teacher of a general secondary education institution" states that "to organise monologue, dialogue, and polylogic forms of communication with younger students, other participants in the educational process, representatives of society, respecting human rights and social values; form judgments that take into account social, scientific and ethical aspects" (PR-01) [17]. The thorough study, which has become a reference point in the investigation of the designated component, presented by

K. Fomin, O. Budnyk, L. Matsuk, O. Mykhalchuk, O. Kuzenko, A. Sirenko, N. Zakharasevych [18]. Researchers focused their attention on the development of dialogic speech in future teachers, which is the basis of cooperative communication;

– the cognitive component of teacher training covers a set of professional knowledge, skills and abilities reflected in the professional standard for professions “Primary school teacher of a general secondary education institution”. These include the following competencies: “to organise the educational process using digital technologies and distance learning technologies of younger schoolchildren, to develop students’ skills of safe use of digital technologies and services (PR-05); to integrate and use academic subject knowledge as the basis for the content of educational branches of the state standard of primary education (language and literary, mathematical, natural, technological, computer, social and health-improving, civil and historical, art, physical culture) and transform them into various forms (PR-06); to plan and organise the educational process in primary school, extracurricular activities, using various organisational forms of training and types of classes, in compliance with the principle of science and the requirements of regulatory documents of primary school (PR-09)” [17].

Cognitive criterion – provides for mastering a system of professional and functional knowledge; learning ability; research skills, basic general and thorough basic professional knowledge, the ability to generate new ideas. This criterion provides for the identification in the educational process of a higher educational institution of those types of student activities that are inherent in the future teacher (educational and cognitive, educational, free communication);

– the activity component of training a future teacher is represented in higher educational institutions both by conventional methods, forms and means of teaching for higher education (lectures, seminars, laboratory and practical classes, independent work) and by the introduction of non-conventional forms: press conference-lecture, “brainstorming”-seminar, “round table”-seminar, business game-seminar, etc. The choice of the form of organisation of the educational

process depends on the academic discipline, the content of the topic, the level of training of students and teachers, is designed to help ensure the most complete disclosure of the content of the topic under discussion, and achieve the greatest activity of students. The activity criterion is the ability to apply interactive technologies, the ability to apply knowledge in practice, the ability to organise, plan and solve problems, make decisions, develop and manage projects. The importance of this component is reflected in the professional standard for professions “Primary school teacher of a general secondary education institution”. In particular, “to organise monologue, dialogue, and polylogic forms of communication with younger schoolchildren, other participants in the educational process, representatives of society, respecting human rights and social values; form judgments that take into account social, scientific, and ethical aspects” (PR-01) [17].

Based on the selected criteria, the levels that characterise the degree of formedness of cooperative skills of future primary school teachers were determined: high, medium and low. The study of the motivational and value component of the readiness of future primary school teachers to form cooperative skills was carried out according to the method of “value orientations” (M. Rokych) [14]. From the list of values presented by the author, the study identified 7 terminal and 7 instrumental values inherent in the professional values of primary school teachers. The terminal ones were: active life, interesting work, knowledge, productive life, development, public recognition, creativity. Instrumental – education, responsibility, self-control, tolerance, breadth of views, honesty, responsiveness. Processing the results obtained allowed the survey to conclude that the majority of students are focused on life-specific goals. Thus, in the hierarchy of terminal values (Fig. 1) students are guided by: individual values (active life, productive life) – 5.6; values of professional self-realisation (interesting work, public recognition) – 5.02; values of knowledge – 3.9; values of development – 3.25; possibility of creative activity – 2.95 (average indicators are indicated).

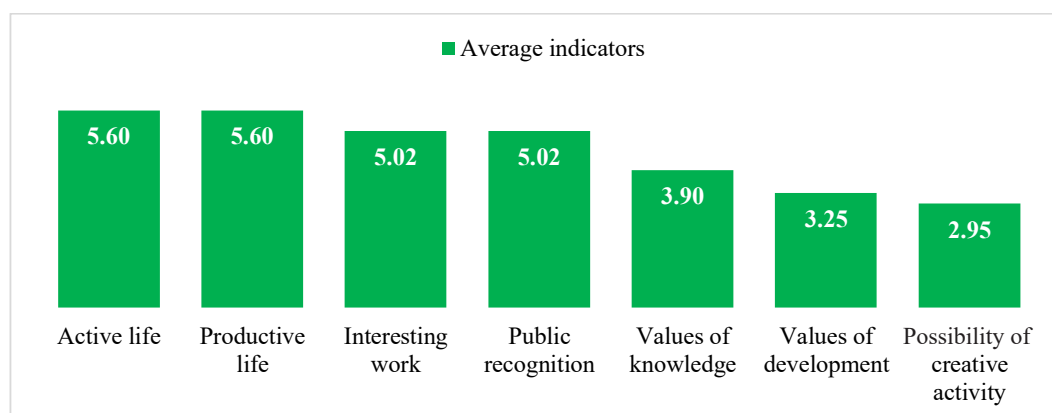


Figure 1. Students' terminal values (average indicators)

Among the most significant instrumental values (Fig. 2), students indicated (average indicators): responsibility – 5.4,

honesty – 4.8, education – 4.25, responsiveness – 3.8, self-control – 3.75, tolerance – 3.3, breadth of views – 2.7. It is

noteworthy that respondents are much less attracted to responsiveness – 3.8; self-control – 3.75; tolerance – 3.3, and

breadth of views – 2.7, that is, quite important instrumental values for professional activity fade into the background.

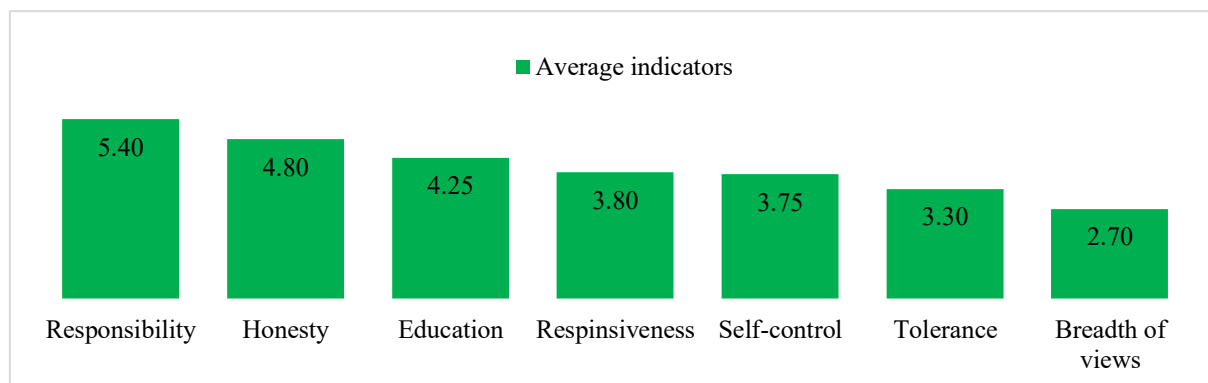


Figure 2. Students' instrumental values (average indicators)

At the same time, the study of the results of the questionnaire “Map of research of the motivational component of readiness” for the formation of cooperative skills of a future primary school teacher showed: 5 students received from 0 to 8 points (the lowest score received is 4), 11 students received from 9 to 11 points, and 4 students received from 12 to 14 points (the maximum number of points is 13). Notably, no student scored 14 points.

These indicators allowed calculating the coefficient of formedness of students' motivational component of readiness for the development of cooperative skills of the future primary school teacher K_M . Its minimum value was calculated by the equation (1):

$$K_{Mmin} = \frac{n_{Mmin}}{N_M} \quad (1)$$

where n_{Mmin} – the minimum number of points received by one student according to the observation card data (this is 4 points), N_M – the maximum possible sum of points of formedness of the motivational component (in the study N_M it was 14 points).

Then:

$$K_{Mmin} = \frac{4}{14} = 0.29$$

By analogy, the maximum value of the coefficient of formedness of the motivational component of readiness for this activity in future teachers was determined K_{Mmax} :

$$K_{Mmax} = \frac{13}{14} = 0.93$$

Therefore, the coefficient of formedness of the motivational component of readiness for the development of cooperative skills of a future primary school teacher varies from 0.29 to 0.93.

Test tasks for identifying the levels of the cognitive component are modelled taking into account the list of professional disciplines in the curriculum and the amount of knowledge on the research problem in their content. The

obtained indicators correlate with the scores obtained by students as a result of their testing. Only 25% of respondents showed a high level of knowledge, 55% – average, and 20% – low. The results of testing students on the level of formedness of cooperative skills are presented in Figure 3.

The form of self-assessment of the formedness of practical skills and readiness for the development of cooperative skills in younger schoolchildren for the study of the activity component contained 20 statements. The task had the following meaning: “Using a 5-point assessment scale, determine your level of readiness for a particular feature, circling the score that, in your opinion, corresponds to you (1 – not at all; 5 – fully proficient)”. Analysis of the results showed that the level of formedness of cooperative skills and professional skills is at an elementary level in 15% of respondents; at an average level – in 65% of students; at a high level – in 20%. The results of a survey of future primary school teachers conducted before teaching practice showed that a significant part of students rated their readiness for organising group work with students in the classroom, during excursions, and organising extracurricular activities.

An important role in primary school is played by the ability to organise, interact, and communicate with students. The map of the study of the communicative component of readiness contained 10 statements, which had to be evaluated with 0, 1, or 2 points. The maximum possible number of points that could be obtained for these indicators was 20 ($N_M=10 \times 2$). According to the results of the analysis of the observation map of the communicative component of readiness for the development of cooperative skills in younger schoolchildren, the following data were obtained: 4 students received from 0 to 10 points (the lowest score received was 6), 13 students received from 11 to 15 points, and 3 students received from 16 to 20 points (the maximum number of points was 17). Notably, no student scored 18 points or higher. The survey results showed that the vast majority of students have episodic aspirations and skills for communication activities. The generalised results of all the above components are shown in Figure 3.

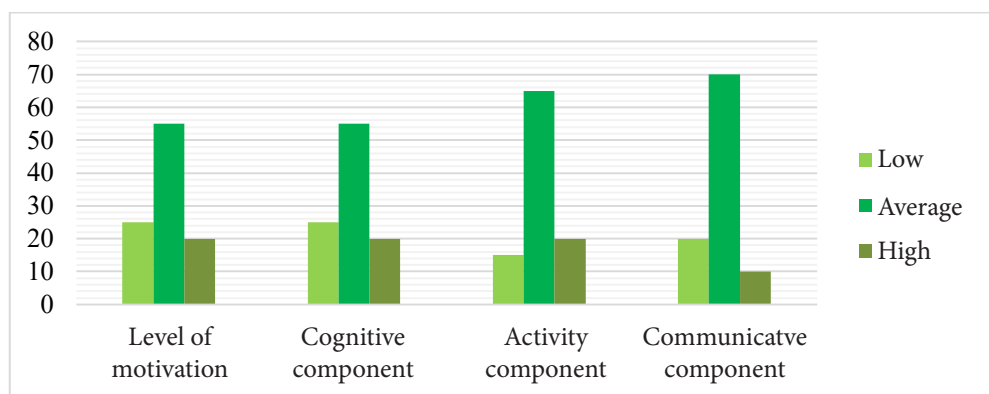


Figure 3. Quantitative indicators of the formedness of motivational, cognitive, activity, and communicative components of readiness of future primary school teachers at the ascertaining stage

The results of the experiment showed that students have an average level of formedness of cooperative skills. The national doctrine of education development of Ukraine [2] defines a strategy for further modernisation of education, which requires graduates of higher educational institutions to master productive technologies of cognition and improve the creative potential of the individual. Ukrainian researchers, in particular, N. Kichuk [19], Y. Kobyuk [20], Z. Onyshkiv [21], propose to apply the best experience of the European countries in professional and pedagogical training of future primary school teachers, in particular, “polyparadigmality: conventional academic, technological, individual, and research”. In accordance with this, higher education institutions are faced with the following tasks: to improve the quality of training of future teachers, to form pedagogical skills and abilities, to educate the future teacher as an active creative person. This prompted researchers to develop innovative approaches in the training of teachers.

Proof of the above is the results of a survey of 20 primary school teachers of the Mukachevo amalgamated territorial community. They were asked to answer the question: “What do you think are the advantages of a group form of educational activity in comparison with other organisational forms?”. Their answers were as follows:

1. Over the same period of time, the amount of work performed is significantly higher (10%).
2. High efficiency in mastering knowledge and developing skills (5%).
3. Skills to defend personal opinion are acquired (15%).
4. All students take part in solving the problem (15%).
5. Interest in learning increases, because with such an organisation of work, immersion in solving the question quickly occurs (20%).
6. Develops logical thinking (25%).
7. The ability to teach students business cooperation techniques is formed (10%).

Analysis of teachers’ responses indicates that the organisation of cooperative work requires teachers to have such competencies as the ability to analyse, integrate and synthesise information, organise group active activities of schoolchildren, conduct discussions and other types of communication.

Any technology has its own specific features, and their successful use requires the teacher to be competent and knowledgeable in them. First of all, it is worth mentioning the difficulties that arise in the process of applying cooperative technologies in the educational process of primary schools. These include:

- ignorance of the essence of cooperative learning technology;
- inability to apply it in practice;
- lack of understanding of the place of technology in the lesson structure.

To avoid such difficulties, the paper will give some provisions that are useful to consider when organising the process of cooperative training in HEIs:

1. All students should be involved in activities. For this purpose, it is advisable to choose such interactive exercises of cooperative learning that involve the active participation of everyone together with the teacher.
2. It is necessary to create a psychological attitude among all applicants for education to directly participate in various forms of activity. In this regard, it is useful to warm up, constantly encourage active participation in work, and provide opportunities for self-realisation.
3. The number of applicants should be limited (25-30). Only under this condition can there be productive work in small groups: the idea and suggestions should be heard, and each group will have the opportunity to present the results of its activities.
4. It is advisable to create comfort for joint group activities, which provides: the ability to easily transfer from one group to another, or from a small group to a large one. It is better to place the tables together so that each participant sat half-turned, could see the teacher (class leader) and had the opportunity to communicate in a small group. It is also important to prepare in advance manuals, research materials or cards necessary for active creative activities.
5. The rules and algorithm for performing the exercise should be discussed at the very beginning of the lesson and not violated (here it is advisable to recall the rules for working in groups).
6. The grouping of participants in the educational process should be based on voluntariness: it is appropriate

to use the principle of random choice. In addition, it is useful to apply the recommendations of O. Pometun [22] on the choice of methods.

In the process of forming cooperative skills in future primary school teachers, it is advisable to consider that interactive technologies provide for the organisation of cooperative learning, when individual tasks develop into group ones, where each member of the group contributes to joint activities. Thus, when preparing future teachers, great importance is paid to improving the organisation of their educational activities. With the introduction of technologies of cooperative learning and the widespread use of the method of group generation of ideas, intergroup dialogue, the method of participation of everyone, it is possible to increase not only interest in group learning among both teachers and applicants for education, but also to create conditions for high-quality mastery of those cooperative skills and experience that are in demand in the modern labour market.

The above indicates that the success of the development of cooperative skills will depend on the readiness of future primary school teachers for group interaction. To work in pairs, the following exercises can be used: "One against another", "One – two – all together", "Think, work in pairs, exchange thoughts", "Rotary threes", "Two – four – all together", "Dialogue", "Carousel". The exercises "Jigso", "Co-op Co-op", "Learning together", "Search method", "Synthesis of thoughts", "Joint project", "Information search", "Robin round" and others will help to develop skills in solving complex problems and creative tasks that require collective discussion. These methods are adapted to the Ukrainian educational practice of higher education, they can be combined in the process of modelling classes and used in combination with conventional teaching methods during classes: lectures, seminars, practical and laboratory classes. This combination will increase the effectiveness of the educational process in higher education institutions, improve relations between applicants for higher education, create a solid foundation for the development of independence, creative and critical

thinking, mastering the skills of cognitive activity, and personal development.

CONCLUSIONS

The conducted research gives grounds for the conclusion that ensuring an effective process of forming cooperative skills of future primary school teachers requires a change in approaches to the implementation of professional training. The answer to the challenges of our time is the use of cooperative learning technology, which is based on subject-subject interaction, the development of cognitive skills and abilities to independently construct pedagogical situations in the educational process of primary school.

The use of the described methods for diagnosing readiness for this type of activity allowed identifying the level of readiness of students at the stage of introducing a cycle of professional-oriented disciplines into the educational process. The results of the diagnostic experiment showed that 60% of students have an average level of cooperative skills development. The coefficient of formedness of the motivational component in future teachers, which can affect the change in readiness for the development of cooperative skills of a future primary school teacher, ranges from 0.29 to 0.93. Compliance with these recommendations and active use of cooperative teaching methods will help to change the indicators of readiness of future primary school teachers for the development of cooperative skills in younger students.

However, the study is not exhaustive on the problem of preparing primary school teachers for the formation of cooperative skills in younger schoolchildren. In further research, attention will be focused on improving and identifying new approaches to the formation of their cooperative skills as a component of readiness for professional activity.

The answer to the challenges of our time is the use of cooperative learning technology, which is based on a person-oriented approach, the development of cognitive skills and abilities to independently construct existing knowledge and acquire new.

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Діагностика сформованості кооперативних умінь майбутніх учителів початкової школи

Анотація. У статті спрямовано увагу на важливість реалізації основних положень Концепції Нової української школи, які продукують освітній процес на засадах суб'єкт-суб'єктної взаємодії. Наголошено, що нова парадигма підготовки майбутнього вчителя початкової школи генерує в освітню практику нові ідеї на основі діалогу, співпраці, співтворчості, колективної дії, поваги до особистості, потреби розуміння іншої позиції тощо, які формуються у процесі кооперативного навчання завдяки злагодженій діяльності викладача та студента. Тому педагогічні заклади вищої освіти мають забезпечити умови в системі професійної підготовки щодо формування у студентів кооперативних умінь. Метою дослідження є опис діагностики готовності майбутніх учителів щодо удосконалення кооперативних умінь за допомогою засобів інтерактивних технологій у навчальному процесі молодших школярів. У процесі дослідження були використані такі методи: «Ціннісні орієнтації» (М. Рокича) та «Карту дослідження мотиваційного компонента готовності», анкетування, «Карта досліджень комунікативного компонента готовності». Авторами описано результати досліджень мотиваційно-ціннісного, когнітивного, діяльнісного та комунікативного компонентів готовності майбутніх учителів початкової школи до формування у молодших школярів кооперативних умінь. З'ясовано, що у здобувачів вищої освіти другого року навчання переважає середній рівень сформованості кооперативних умінь за всіма критеріями, що націлює на подальше удосконалення освітнього процесу в об'єктиві досліджень. Наголошено, що інтерактивні технології передбачають організацію кооперативного навчання, коли індивідуальні завдання переростають у групові, де кожний член групи вносить свій вклад у спільну діяльність. Розроблено рекомендації, які корисно врахувати, організовуючи процес кооперативного навчання на заняттях у закладах вищої освіти

Ключові слова: кооперативне навчання, методи діагностики кооперативних умінь, фахова підготовка майбутнього вчителя початкової школи

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Combination of Empirical and Theoretical Knowledge as a Problem of Piano Pedagogy of Ukraine

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Abstract. Professional training of specialists in the field of musical art is an urgent task, as it contributes to the development of a performing and pedagogical culture, which is reflected in the understanding of a musical composition. High-quality music education ensures continuous professional and creative development. The purpose of the study is to determine the basic principles of combining empirical and theoretical knowledge in the educational process for training future musicians and pianists. The main methodological base of the study consists of: methods of theoretical (monographic, abstraction, and concretisation) and empirical (analysis, content analysis, generalisation of pedagogical experience, experiment) search. The study considers the main principles and trends in the development of modern piano pedagogy in Ukraine. The essence of the concepts of empirical and theoretical cognition in the context of the educational process is analysed and the features of their possible application in piano pedagogy are identified. An educational process model for training future pianists is proposed, which would allow providing favourable conditions for the development of a creative personality, better performing skills, and an independent professional performer. It is established that the specific features of piano pedagogy condition the need to adapt modern educational methods to the conditions of the educational process in the context of obtaining music education. As a result, during the application of the model for organising the teaching of piano art, which provides for the unity of theoretical and empirical cognition, the principles on which such a model should be based were identified. The practical value of the study lies in the fact that the development of a model for combining methods of theoretical and empirical cognition in the educational process of piano art students is proposed

Keywords: professional training of pianists, future musicians, musical education, models of the educational process, creative development

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INTRODUCTION

Professional education of musicians is a unique process, closely connected with the traditions in Ukrainian music education and the specific features of existing classic creative schools which are open for innovation. The fundamental difference between the training of musicians and the training of specialists in other fields of knowledge is the orientation of the entire training process to the development of the artistic personality of the graduate, considering the degree of one's giftedness. Such an ambitious goal does not allow unifying methodological approaches to training specialists in creative fields. The task of the teacher is not only to select

teaching methods and principles for each student to transfer their experience and the experience of their teachers but also to understand, adapt, and implement innovative pedagogical technologies.

A musical performer today is an active independent person, whose skill is based not only on reproducing musical material but also on creativity and creative self-fulfilment. Professional education for future pianists should be aimed at developing a personality capable of going beyond the narrow specialisation and ready for independent creative search, growth, and self-development. Considering the

new requirements that are currently being put forward for specialists in the field of musical art, it is necessary to review the methods used in musical, in particular, piano pedagogy. One of the issues of modern pedagogy is the combination of empirical and theoretical cognition. Today, the concept of empirical cognition is being given increased attention, some researchers consider its application to be the only necessary model of the educational process [1], and the question arises whether it would be appropriate to use such a technique in the field of musical piano education, which has a number of specific features. Thus, there is an issue of finding the optimal combination of empirical and theoretical cognition of the methods of piano pedagogy in Ukraine.

The issue under study of researchers [2-5] was the ways of improving performing skills in combination with the creative, artistic development of the future musician's personality. However, despite the fact that the issues of piano pedagogy are covered in many studies [6-8], not enough attention is paid to the specific methods of teaching musical art. Most studies [9-11] that analyse the specific features of piano pedagogy aim to consider ways to develop technical executive skills, but they require specific models of the educational process that can be applied in the training of future pianists.

An important component of a musician's professional training is their ability to independently analyse and interpret the artistic content of musical compositions. Notably, full-fledged mastery of these skills is possible only under the conditions of appropriate development of creative musical thinking of the student, a qualitative indicator of which is the ability to work independently. N. Guralnyk identifies the following main educational trends of modern piano training: the humanistic orientation of the educational process; the application of a scientific approach to solving complex artistic problems of analysing a piece of music; the development of potential capabilities and natural abilities of a pianist; the visibility of training (demonstration by a teacher of performing musical compositions); the examination of the features of the style of the Ukrainian piano school [2]. The principles of teaching piano art proposed by A. Mikhalyuk [3] can be added to the previously identified trends. Among the principles, the researcher determines the application of a personality-oriented approach, an intellectual and creative approach, orientation to the national and aesthetic values of the Ukrainian art of piano playing, the development of the ability of imaginative artistic analysis of a musical composition, stimulation of the creative expression of students, which in turn leads to the activation of their creative potential [3].

The purpose of the study is to develop the basic principles of combining empirical and theoretical knowledge in the educational process for training future musicians and pianists.

MATERIALS AND METHODS

According to the functional purpose of the study, methods of empirical and theoretical levels were used. Based on the

sources of accumulation of information material, the methods were divided into the examination of scientific sources and generalisation of individual pedagogical practice. The logic of examining the issue and conducting the study at the first stage was based on determining current trends in the development of music pedagogy; at the second stage, the problems of empirical learning were analysed.

The monographic method was used to collect factual research material, determine the relevance, analyse recent publications, and formulate the purpose of the study. The method of abstraction and concretisation allowed identifying current trends in the development of music pedagogy. It also determined the dynamics of the development of Ukrainian musical and pedagogical thought; natural trends in the development of phenomena in the theory and methodology of teaching music education and piano pedagogy; changes in the training of specialists in the music and educational sphere, the conditions under which the educational process takes place. The principles of conducting empirical training of piano students were determined using the methods of content analysis and theoretical generalisation. The analysis of the results obtained allowed comparing the findings of this study with the results of other Ukrainian and foreign researchers. The pedagogical experiment allowed developing a model for combining methods of theoretical and empirical cognition in the educational process of piano students. The graphical method allowed clearly reflecting the principles of experimental learning. The methodology of musical art is not limited only to the sphere of theoretical cognition but also contains a practical aspect.

RESULTS AND DISCUSSION

Current trends in the development of music pedagogy

Current trends in the development of music pedagogy, in particular, foreign ones are characterised by a radical change in their goals and objectives. If earlier the main functions of a teacher were to teach students performing skills and develop their creative imagination, today the essence of the educational process is increasingly reduced to the teacher's help in learning. G. Neuhaus's statement about the need for a teacher to become unnecessary for a student as soon as possible by instilling the independence of thinking, the ability to achieve goals, maturity, and self-cognition is known [1].

The problem of change in the usual methods of teaching the student is quite clear. In the process of gaining experience, each teacher develops a system of piano lessons, mostly based on traditions and supported by their own practical activities. Since a high-quality performance of the student on the exam with subsequent participation in a competition or admission to a higher special educational institution is the criterion of the success of pedagogical work in a music school, all the efforts of the teacher are directed to teaching a certain number of compositions to demonstrate the student's skills. Sometimes this training is very expensive for both the teacher and the student. However, this path is clear, methodically developed, and leads to results when working with competent students.

Thus, the main goal of modern musical piano education can be defined as the development of creativity and imagination of the student, musical and performing skills, the ability to understand music, critical thinking, the ability to take creative initiative, and independent thinking. However, some researchers of the foundations of the Ukrainian piano school note that today the practice of teaching is dominated mainly by conservative (reproductive) methods of piano teaching [4]. The importance of imitating the traditions of teaching piano art is undeniable, but the need to adapt music pedagogy to modern conditions of the educational environment cannot be rejected. Modern educational trends increasingly give preference to practical and empirical methods in the educational process.

Pedagogy should foster a love of musical art, artistic taste, and the ability to hear and understand music in the child. All this is greatly facilitated by learning the best examples of piano literature. Folk songs and dances, highly artistic works by Soviet, Ukrainian, and foreign composers are the approximate stages of the modern system of piano education for children. A teacher who is entrusted with the musical education and upbringing of a child should make music lessons interesting and exciting from the very beginning because it most often depends on the first months of classes whether the music will become a friend and joyful companion of a person or whether they will remain indifferent to it. Therefore, the teacher should apply the theoretical knowledge based on which lessons are built. For the organisation of piano pedagogy, it is important to recognise that learning and development are interrelated, but not identical processes. Admittedly, in the process of learning, when a certain amount of knowledge and skills is accumulated, development takes place. Development is identical not only to the expansion of knowledge. With development, the quality of a person's mental operations changes. The feedback of learning, in turn, based on development processes, is also important. The intellectual qualities of a student considerably affect the learning process. The one whose intellectual potential is higher learns better.

Moreover, the quality of musical thinking is determined not only by the amount of knowledge. It should be remembered that the emotional factor is of great importance in musical thinking. Therewith, music education considerably affects the overall intellectual level of the student, if developmental teaching methods are used during piano lessons. However, not every piano teacher knows how best to guide the student, what the student can do on their own, and what they can do under the teacher's guidance. The methods of developmental pedagogy when working with gifted children are of particular importance. Admittedly, it is necessary to find original ways of development and training that combine special education with a broad educational offer for such a student. A gifted child can considerably outperform their peers in development, but the improvement of original thinking requires special teaching methods that consider individuality. In the course of theoretical teaching, basic, general pedagogical laws are established and formulated that allow

explaining already discovered facts and predicting future events and facts [11]. The importance of the theoretical component of the educational process is conditioned by the study of historical experience, the laying of the foundations of the science of piano art, the basis for the professional education of a musician, and the creation of a scientific basis for the practical application of skills.

However, theoretical knowledge that is not applied in practice loses its power. For example, after theoretical learning of notes, it is necessary to consolidate this knowledge in practice. Note playing should start when the student is fluent enough on the keyboard, has a good command of the staff, picks up sounds and pauses, and has learned the notes of the original treble clef well. This is an important prerequisite for the student to continue playing without looking at the keyboard, musical text, and not their hands. When an adult or a child who has never studied music learns notes, this training is usually combined with the fact that they not only learn how the notes are named, placed, or written, but also try to learn to play right away. This is a difficult task. When teaching notes to a beginner, they should be invited to play them immediately with great attention. In the first classes, great attention should be paid to the oral reading of entries from a sheet with their own names. To do this, the student shows the corresponding note with a pencil and calls it out loud. The use of methods of empirical cognition serves as a strong motivating factor for learning, a tool for the development of stable practical skills of the student and their professional independence. The student must constantly learn independent work, improving the skill of performance, it is possible to become an independent creative person and a professional performer or teacher only this way.

That is why it is important to develop a student's creative thinking. Creativity develops in situations that require an intellectual search initiative from the student, when the student begins to be interested in finding new areas of creative development, in particular in narrowly oriented activities. Therefore, the teacher should be able to talk about music in a fascinating, imaginative, poetic way and present complex theoretical rules in an accessible, understandable form, considering the level of knowledge, interests of students, individual characteristics and character. It is advisable to use the teacher's explanation for the development of students' artistic imagination – this contributes to the necessary expressiveness and accuracy of the rhythmic performance of a piece of music. Thus, considering the concept of development of performing culture in learning to play the piano, A. Mikhalyuk notes that its content lies not only in the perfect mastery of performing technique but in musical-aesthetic, professional, creative, spiritual development [3]. V. Bulgakova and O. Tsuranova emphasise the importance of unity of performing and general musical development of students, the need to stimulate the development of creative initiative, independent thinking, considering the unity of principles of conscious and emotional, technical and artistic in educational activities [5].

O. Shcherbinina notes that the determining factor

in piano pedagogy is the individual principle of teaching, that is, ensuring the adaptation of pedagogical methods to the student's personality. According to the researcher, the individual approach to students, unfortunately, remains mostly only declared, and in the process of piano training, the student most often develops according to the parameters determined in advance by the teacher [4]. The fact that in modern foreign music education more attention is paid to the development of musician's creativity is emphasised by A. Mok. In particular, he notes that musical skills, knowledge, and concepts are currently only part of the learning process, while other aspects – the creation of music, its critical analysis, and understanding of music in context are coming to the fore [9].

The importance of applying a student-oriented approach is emphasised by many foreign researchers. Thus, K. West and T. Cain note that the curriculum should be adapted to students depending on the level of their previous training. A preliminary test can identify the level of students' knowledge, which would help develop a lesson plan, avoid presenting material already known to students, and allow focusing on students' weaknesses [10; 12]. Students of professional music educational institutions who achieve the goals of their training should consciously (but not without consulting a teacher) choose an individually planned educational trajectory, considering their abilities, natural talents, interests, needs, professional prospects, etc.

Thus, the result of proper musical education should be not only the skill of performance but also the establishment of a creative professional capable of independent creative analysis and production of ideas.

Analysis of the problems of empirical learning

The main problem of modern music pedagogy in Ukraine is the need to reorient to the training of an educated, creative musician who not only has perfect skills in performing piano works but also has a high level of both musical and general culture. Therefore, when choosing teaching methods, priority should be given to those that ensure the development of creative thinking of the student and the fulfilment of their potential, motivate them to learn, and accumulate individual creative qualities.

It is known by experienced professionals that only a student who has the necessary and sufficient creative freedom in various educational situations, for example, in choosing an interpretive solution, etc. can make intensive progress in personal and professional development. There can be no positive and stable results of teaching creative professions in conditions of bondage; however, the situation of unfreedom in real everyday pedagogical life occurs much more often, regardless of whether this is realised by the

participants in the educational process themselves or not [13].

Fundamentally important: freedom of cognitive activity and the rule of creative choice should not only be given to young musicians; they need to be especially encouraged to do so by placing them in conditions where they would be forced to show creative initiative and independence. In recent years, both in foreign and Ukrainian pedagogy, the ideas of using methods of empirical cognition are increasingly spreading. Unlike the conventional approach to learning, which involves more attention to theoretical methods (the presence of a clear and consistent system of presentation of material, exercises, assessment system), empirical learning is based on more flexible principles – the main focus is placed on the process of learning rather than on its content. Empirical approach (practical) – new facts are established in science and empirical laws are derived; accumulation, selection, comparison, mental analysis and synthesis, quantitative and qualitative processing of pedagogical facts obtained in the process of practical research. In the course of empirical learning, conditions are created that provide for the need for the student to take initiative, make decisions, and take responsibility for the results obtained. The empirical learning process allows students to experiment, be creative, and take part intellectually and emotionally.

Therewith, the role of the teacher is to choose the appropriate learning model, set tasks, explain conditions and rules, coordinate the process, monitor it indirectly, and help evaluate the results obtained. The purpose of empirical learning is to allow students to see the level of their own knowledge and skills on their own experience, to draw their own conclusions from the learning result obtained. In other words, empirical learning can be called "learning through experience" or "learning through activity."

Researchers from different countries examined the problems of empirical learning. For example, D. Kolb [13] proposed a four-step model of the process of learning and assimilation of information. In the experimental model, D. Kolb described two different ways to enrich experience: concrete experience and abstract conceptualisation. He also identified two ways to transform experience: reflexive observation and active experimentation [13]. According to D. Kolb, specific experience provides information that serves as a basis for reflection. From these reflections, students learn information and develop abstract concepts. In other words, learning consists of repetitive stages of "doing" and "thinking." Therefore, it is impossible to learn anything effectively just by learning theory. Similarly, training in which actions are performed thoughtlessly, without analysing their results, cannot be effective (Fig. 1).

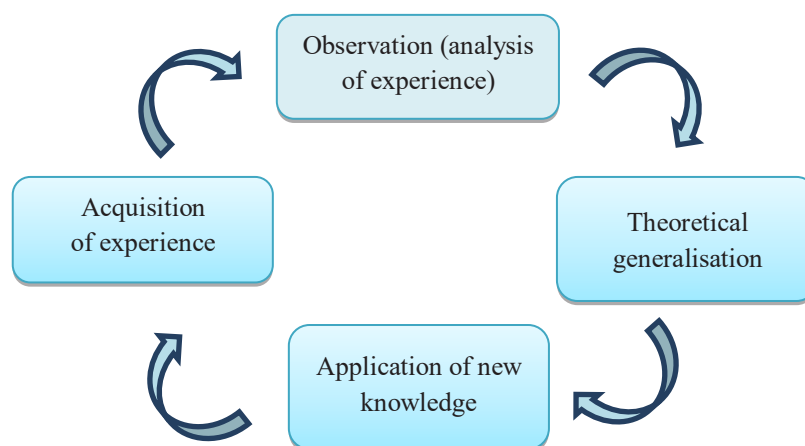


Figure 1. D. Kolb's model of experimental learning

Source: compiled by the author based on [13]

The essence of empirical learning is to gain knowledge and develop skills directly through practical experience. In empirical learning, students pass the stage of theoretical learning and begin to learn the subject through solving practical problems. During empirical learning, students learn from their mistakes, solving the problems they face with rather superficial knowledge. Empirical learning is based on the principles of student-centrism, maximum work without the participation and help of a mentor-teacher, the use of various experimental opportunities for learning, the availability of feedback-assessment of the experience that the student receives, in particular, step-by-step control of the learning process. Empirical learning should create the best conditions for developing the student's skills.

Apologists for empirical learning often rely on the concept of the so-called "learning pyramid". It was developed in the 1960s by the National Training Laboratories Institute for Applied Behavioral Science (USA), hereinafter referred to as NTL. Thus, different learning models, according to NTL studies, provide different levels of information retention. The concept offers seven basic learning models, graded in a pyramid according to the percentage of information that can be memorised as a result of their use. For example, after listening to a lecture, according to researchers, a person remembers only 5% of the information, after reading – 10%, listening – 20%, presentations/demonstrations – 30%, discussions – 50%, practical implementation – 75%, transmission of information to others/teaching others – 90% [14].

Thus, the "learning pyramid" assumes that some learning methods are more effective than others, and the use of some of them can lead to deeper learning and longer retention of information. However, this concept has been repeatedly criticised. For example, K. Letrud noted that the study is largely based on an unknown methodology of questionable quality, with an unknown reduction in the impact of certain parameters such as time, specificity of the tested groups, etc., which makes the results of the original study

unreliable [15]. Indeed, when planning a teaching model, it is necessary to consider that the group will include students who strive for different learning styles: while someone of the psychophysical type is closer to practical participation, the other student needs more time to analyse the information that can be provided through reading the material. It is necessary to include tasks and methods of work that are attractive to all students in the curriculum, which could help them use the strengths of the priority learning model and compensate for existing weaknesses.

The problem that the teacher faces today is not only to give the student special knowledge, which in one way or another would not be enough, since certain professional skills should be expanded, updated, transformed, etc. The problem is how to develop a set of personal and professional qualities and characteristics in a graduate of a music educational institution that would help them adapt to non-standard situations and reach the level necessary for meeting "production" tasks in a fairly wide range and of the right quality. The specificity of piano art lies in the fact that the basis of high-quality education is the development of professional performing skills, which is impossible with the use of empirical teaching methods exclusively. Piano education should be guided by the national and aesthetic values of the piano art of Ukraine because the Ukrainian piano school has a long tradition, both related to executive skills and pedagogical skills.

One of the foundations of high-quality piano education was the development of the critical thinking of the student. The development of the ability to independently analyse and interpret the artistic content of musical compositions can be ensured only under the conditions of appropriate theoretical training. Thus, according to the author's definition, piano pedagogy in Ukraine should be based on the use of a theoretical and empirical model of the educational process in the form of a gradual transition from the use of theoretical to the predominance of the use of empirical methods of scientific cognition (Table 1).

Table 1. Model of combining methods of theoretical and empirical cognition in the educational process (on the example of teaching piano art)

Theoretical cognition		
Purpose: familiarisation with the issue under study, accumulation of problematic issues, identification of contradictions	Training models: lectures, presentations, independent work with the material. Example: learning the basic principles of the development of modern musical art, demonstration of the skill of piano performance by a teacher, learning the features of the style of the Ukrainian piano school	Result: development of a theoretical basis, a request for new information, inclinations, and practical activities
Theoretical and empirical cognition		
Purpose: discussion of problematic issues, practical application of the obtained theoretical knowledge with the help of a teacher	Training models: joint practical work with the teacher, seminars, discussions, brainstorming sessions. Example: research activity in the field of musical creativity, analysis of a piece of music, practical classes on executive skills	Result: development of the ability to work independently, potential capabilities, and natural abilities of the pianist
Empirical cognition		
Goal: independent implementation of tasks and projects	Learning models: problem-based learning, project method. Example: preparation of a creative performance, creation of a piece of music	Result: acquisition of knowledge through practical experience, creation of a request for new information. Development of a pianist as an independent creative person

Source: compiled by the author

Empirical and theoretical methods of scientific cognition differ in content. The same issue can be examined in both ways, but the approach to this subject and its reflection in scientific results will be different. Empirical research in terms of its goals and research capabilities aims to examine phenomena, identify connections between them in the framework of scientific experiments, and apply other methods of empirical cognition: observation, measurement. With the theoretical method of scientific cognition, the main task of the course is to show substantial connections. In this regard, the essence of the object of the study is revealed theoretically through the laws discovered and formulated by the researcher [16].

Empirical and theoretical methods of scientific cognition differ in the specific features of interaction between the researcher and the object. The empirical approach is based on the direct interaction of the researcher with the object under study. The theoretical approach initially does not provide for such a direct interaction of the subject of cognition with the object. It is studied indirectly, because at this level the researcher works with an ideal, abstract image of the subject, using the results of empirical cognition (which excludes subsequent empirical clarification of such an image). Empirical and theoretical knowledge are closely

related. The result of empirical knowledge depends on the previous development of a theory that allows (or does not allow) understanding and interpreting the phenomenon under study. Without a preliminary theory, it is often impossible to say exactly what is being observed. Every scientific experiment is always based on a scientific idea, concept, or hypothesis [17].

It is worth noting that it is impossible to discuss the use of exclusively theoretical methods of cognition at the theoretical stage and only empirical and practical ones at the empirical stage. The above refers to the advantage of certain methods at each stage. A creative independent active personality of a pianist can be developed only under the conditions of implementing an activity-based approach in education along with the principle of unity of theoretical, practical, and empirical teaching methods.

CONCLUSIONS

The study established that piano pedagogy is a specific branch of education that requires updating and adapting modern educational methods to the reception of music education. Theoretical teaching methods are interrelated with practical ones, but during piano training, empirical methods should not be implemented without a theoretical

basis. Piano training cannot be based on empirical methods exclusively, it necessarily requires a theoretical basis – both in the field of developing knowledge of the theory of musical art, technical performance skills and in developing creativity and critical thinking of the student. The application of the model for teaching piano art, which provides for the unity of theoretical and empirical cognition, should be based on the following principles:

– orientation to the national aesthetic values of the Ukrainian art of piano playing;

– integrated use of theoretical and empirical methods of cognition;
 – a student-oriented approach;
 – focus on developing the potential and natural abilities of a pianist;
 – a gradual change of the role of the teacher to the facilitator-mentor, who only coordinates the learning process;
 – promotion of maximum student independence;
 – increase of student interest in investigation and development of research competencies.

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Поєднання емпіричного та теоретичного знання як проблема фортепіанної педагогіки України

Анотація. Професійна підготовка спеціалістів у сфері музичного мистецтва є актуальним завданням, оскільки сприяє формуванню виконавської, педагогічної культури, що відображається в розумінні музичного твору. Якісна музична освіта забезпечує постійний професійно-творчий розвиток. Метою дослідження є визначення основних принципів поєднання емпіричного та теоретичного знання під час навчального процесу з підготовки майбутніх музикантів-піаністів. Основну методологічну базу дослідження склали: методи теоретичного (монографічний, абстрагування і конкретизація) та емпіричного (аналіз, контент-аналіз, узагальнення педагогічного досвіду, експеримент) пошуку. У статті розглянуто основні засади та тенденції розвитку сучасної фортепіанної педагогіки України. Проаналізовано сутність понять емпіричного та теоретичного пізнання в контексті навчального процесу, визначено особливості їх можливого застосування у фортепіанній педагогіці. Запропоновано модель навчального процесу з підготовки майбутніх піаністів, яка б дозволила створити сприятливі умови для розвитку творчої особистості, формування кращої виконавської майстерності та становлення самостійного професійного виконавця. Визначено, що специфіка фортепіанної педагогіки зумовлює необхідність адаптації сучасних освітніх методик до умов навчального процесу в контексті отримання музичної освіти. Унаслідок цього, під час застосування моделі організації навчального процесу викладання фортепіанного мистецтва, що передбачає єдність теоретичного та емпіричного пізнання, було визначено принципи на яких повинна базуватися така модель. Практична цінність роботи полягає у тому, що запропоновано авторську розробку моделі поєднання методів теоретичного та емпіричного пізнання в навчальному процесі студентів-музикантів фортепіанного мистецтва

Ключові слова: професійна підготовка піаністів, майбутні музиканти, музична освіта, моделі навчального процесу, творчий розвиток

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Professional Development of Teachers of Preschool Education Institutions and Distance Learning: Advantages, Difficulties and Prospects

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Abstract. The relevance of the study is conditioned by the need to implement solutions that contribute to the development of schools and institutions, acting in changed organisational conditions, working using methods of scientific organisation of labour in the system of work of Design and Technology teachers. Solutions that allow organising the learning process using such methods contribute to the implementation of didactic and educational tasks defined by schools and educational institutions. The purpose of these measures is to ensure the implementation of the main curriculum, taking into account the limitations arising from the specifics of the activities being carried out. In the current circumstances, the key issue is reasonableness and consideration of the current state of the organisation of subject training, considering the correct approach to the material provided to students, instructions, and tasks. The purpose of the study is to consider effective methods of scientific organisation of labour in the system of work of Design and Technology teachers. The theoretical and methodological basis of the study consists of the following methods: correlation, empirical, and component analysis. It is important to constantly develop the skills in this area, use the wide variety of modern technologies dedicated to this activity, overcoming the technological barrier. Organisation and planning are one of the main conditions for the effectiveness of any conscious and purposeful activity of a teacher, especially long-term ones, throughout the school year. The system of work of a Design and Technology teacher distinguishes the tasks assigned to such a teacher in an educational institution in the context of the performed functions. The teacher should certainly take into account the tasks that follow from the analysis of the provisions of the educational process that regulate the sphere of activity of a school teacher. The practical significance lies in the productive use of methods of scientific organisation of labour in the system of work of Design and Technology teachers

Keywords: scientific organisation, curriculum, education, student, educational institution

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INTRODUCTION

Methods of scientific organisation of labour in the system of work of Design and Technology teachers determine the conduct of research and diagnostic activities of students, including diagnostics of individual development and learning needs, and psychophysical abilities of students to identify the causes of possible failure and support the strengths of students. After all, the most important task of a modern school is to prepare students to take responsibility for their own learning, developing their independence, creative education, thinking and actions, self-education, and improving

skills. Therefore, the role of the teacher changes, and they become an adviser, observer, mentor who organises the educational process [1]. This situation necessitates changes in education, including turning to new, more effective methods of scientific organisation of work. In this regard, methods of activating the educational process are of particular importance, including: didactic discussions, brainstorming, meta-plan, portfolio, decision trees, and a conceptual map. It is important to pay special attention to methods related to research, experiments, and observations. Regardless of the

methodological information, every Design and Technology teacher should implement their idea to reproduce a productive curriculum. The effect of the teacher's educational process, including the optimal selection of teaching methods, largely depends on the correct scientific organisation of work [2].

Features of labour activity require careful planning of the didactic process, especially when it is implemented by the method of educational programmes. Effective methods should prevail, as they stimulate activity, allow the students to develop creative thinking and the ability to work in a group. The teacher is required to achieve the goals planned in the education strategy, select and apply appropriate teaching methods and techniques. Consciously and systematically used method of work allows mastering knowledge together with the ability to use it in practice, developing the abilities and interests of students. In education, the idea of unity in differentiation should be implemented [3]. This means creating an environment in which, being aware of the individual needs and capabilities of children and young people, joint education of all schoolchildren is ensured, with an emphasis on students with special educational needs. The understanding educational needs strives to implement the idea of equal educational opportunities for all applicants for education. The scientific organisation of work should be profound and flexible. This is self-management in educational life, which is influenced by the obligations imposed by the environment. This is a multi-stage process that needs to be repeated and adapted to each new situation, which requires constant system work [4].

In the professional life of a Design and Technology teacher, it is very important to feel everything that they do and what brings them closer to career goals. The definition of individual career success can evolve at different stages of a professional career, so the challenge is to constantly understand which activities are important and produce the best results. A diverse set of concepts of personal achievement, working with a good team in a friendly environment, respect for others, thirst for work, continuous development, challenges, daily job satisfaction, and financial success effectively affect the use of methods of scientific organisation of labour in the system of work of Design and Technology teachers. Individual expectations determine how feelings associated with the implementation of personal professional intentions are formed. However, the two-way transfer of expectations plays a very important role of employers in relation to subordinates and employees, which justifies the implementation of methods of the scientific organisation regarding the use of working hours. In addition to working and trying to make better use of time, it is crucial to analyse the current state of tools that can improve time management. This refers not only to the proportions of time allocated into assigned professional activities, but also a combination of scientific, educational, and organisational responsibilities [5; 6].

The purpose of the study – to consider effective methods of scientific organisation of labour in the system of work of Design and Technology teachers.

MATERIALS AND METHODS

The theoretical and methodological basis of the study consists of the following methods: correlation, empirical, and component analysis. The correlation approach focuses on the interdependencies between educational phenomena, which is the most important goal and the main task of pedagogy. It is impossible to ignore the existence of relations of scientific organisation of labour in the system of work of Design and Technology teachers, but at the same time, there is a feeling that these relations are not clear. To better explain these processes, it is important to use functional interdependence. A functional relationship is a relationship between two variables. Each value of an independent variable corresponds to a strictly defined value. For a better understanding of correlation dependence, its relationship to causality should be included. The influence of an independent variable is the keystone of the scientific organisation of labour in the system of work of teachers. The correlation index serves only as a basis for understanding the measurement of correlation strength. Therefore, it should be used where conditions allow. Interpretation of the remaining correlation coefficients should always be based on comparisons of the relevant concepts and methods of scientific organisation of work.

The empirical method is defined as a set of formally deliberate mental and pre-considered actions involving the behaviour of a Design and Technology teacher, aimed at considering the scientific problem of labour organisation and a specific repetitive way to solve it. These are typical and repetitive methods of collecting, processing, analysing, and interpreting empirical data that are used to obtain the most or optimally substantiated answers to questions posed. This method is the broadest and most preferable concept in relation to the research technique. Technique, in turn, is a subordinate element in relation to concepts, and above the tool of consideration. The latter, in turn, has the narrowest scope and is a concept subordinate to both the essence of the method and the essence of the research technique. The question of a particular definition of concepts is not only a question of arbitrary designations, but also the result of two types of reasons. The first type of reason is a condition that attributes to this concept a set of features that can be used to predict the performance of actions. The second type of reason determines the principles of terminological typology that follow from the logical function of labour organisation. This means that the basis for the definition will be the meaning or content given to this concept by logic.

The component analysis consists in studying the principles and methods of research recommended and applied in the scientific organisation of labour of the system of work of Design and Technology teachers. The methodology is cultivated in a descriptive form, as a rule, on the example of research conducted so far in the field of pedagogical science, which is cultivated normatively, and attempts are made to establish the principles and methods of the research procedure mainly in the postulatory sense. This analysis requires special care about the growing methodological correctness.

Pedagogical reality, as a rule, is more complex than expected in the preparation of specific components of its implementation, so there is a need for deep knowledge of the organisation of the pedagogical labour system. Using this approach, it is always necessary to be aware of the tendency for representatives of empirical and praxeological pedagogy to clearly subordinate quantitative and qualitative indicators. This means that the Design and Technology teacher is not limited only to a quantitative or qualitative description or analysis of the studied facts, phenomena, processes, and events. The teacher tries to supplement and enrich the conducted quantitative research with qualitative ones.

RESULTS AND DISCUSSION

Modernisation and improvement of the quality of education are being carried out all over the world. Teachers on whom the success of schools, students, and citizens depends are the recipients of expectations, demands, and orders that often exceed their capabilities. One of the most important tasks of any Design and Technology teacher is to create and then improve the workshop and working methods, expand knowledge and skills, and improve the level of the school in which they work. Educating children and young people is the most important task of everyone who matters in the system of the future nation. A school that participates in student training should be open to its needs and expectations, especially those related to technological progress, information technology development, changes in the economy and family culture. In addition, it should constantly improve in the field of quality and the use of modern teaching methods. After all, every teacher would like to teach in a school that provides them with a satisfactory number and quality of teaching tools, appropriate equipment in classrooms with audiovisual tools and access to e-learning resources. Due to the introduction of necessary changes in the education system and the focus on its implementation in accordance with the abilities, needs, and capabilities, teachers should constantly change the methods of scientific organisation of work to those that are more related to the creative use of modern technology and means of communication, computers, and multimedia devices.

An important method of scientific organisation of work of Design and Technology teachers is the field of strengths and obstacles. Depending on what prevails, a strategy is chosen based on the elimination or strengthening of weaknesses. This technique is also useful when planning work. For each of the implementation measures, strengths and barriers are listed, which determine what actions to start with [7]. Next, it is important to consider the technique of completing the task. The conditional name of this technique follows from the designation of specific executive tasks. The starting point is to identify developmental weaknesses in planned activities. The main goal is planned for partial or intermediate goals and means of implementation. The structural method is divided into monthly goals, and these, in turn, into specific tasks that need to be completed during the month. Tasks are assigned to individual organisational

units of the school. In practical application, this method is ideal for a holistic understanding of activities, which allows controlling the harmonious implementation of the main goals. To analyse labour as the most important value of human activity, which consists in determining its main functions, it is worth considering the division of functions depending on their connection with pedagogical work into practical, diagnostic, reflexive, and critical. Most often, in school practice, a Design and Technology teacher is perceived as a performer of didactic and educational functions.

The transfer of knowledge and skills is based on the organisation of the unit associated with this function, which may differ in the application of various methods, forms, and methods. The teacher should treat their work as a value, therefore, it is necessary to constantly maintain or even improve their subject level. The scientific organisation of work can also be considered from the standpoint of the correct performance of related activities. If this is manual labour, then the activity is standardised by profession, with a certain use of machines, tools, and auxiliary tools. In the case of intellectual work, it cannot be limited to it [8]. The teacher performs their pedagogical work not only at school. The work of a teacher goes beyond pure didactics when there is involvement on their part in their own activities on the territory of the institution. This expansion refers to a broader interest in the entire spectrum of school life, all elements related to students through knowledge of their real abilities, expected work results, needs, opportunities, difficulties. This knowledge is necessary in order to choose such methods and tools that would help to understand and reach the applicant for education. The search for an effective form of educational planning, in accordance with the requirements of the definition of education, should be guided by the concept of strategic work. Assuming that learning is understood as an appropriate activity aimed at qualitative changes in students who are balanced in emotional and cognitive aspects, it is possible to combine the harmony of interactions in both these areas, which encourage them to look for a form of activity design that would provide optimisation of planning in both areas.

The teacher's work, which is the main dimension of professional activity, can be considered as a motive for students' behaviour. A teacher's work can take on meaning where it is understood as an object, dimension of activity, and scope of the contractor's procedure. In the work of a teacher, this is their area of training, the necessary amount of knowledge, knowledge of the legal foundations of the profession, current official regulations, and basic activities. The functional method deals with defining a set of identical activities with teaching functions, practical and related skills, and readiness to complete tasks. This is a kind of content of preparation for its implementation, a set of qualifications and skills that help in its implementation, measurable and visible consequences of its occurrence. The work of a teacher becomes a value when its implementation follows from the employee's attitude to the profession and highlights them as a responsible person, prepared for actions and interested in

the result. The proposed approach requires a reassessment of the conventional teacher's workshop, which is still focused on the implementation of the material, which at the same time allows effectively using the requirements for improving the effectiveness of education. Various factors and conditions determine that the scientific organisation of labour in the system of work of Design and Technology teachers is very diverse, its role and social scale are constantly growing [9; 10].

The concept of new solutions is derived from the theory of organisation and management, which denotes the process of adaptation to changing working conditions. It achieves an effective state through the openness of employees to new ideas and trends, continuous improvement of employees. The organisation initiates and supports these activities, which are constantly transformed taking into account individual components and interactions between these elements. Educational activities cover a very wide range and relate not only to education and preparation for the profession but also to the development of the worldview of teachers and students. Teachers should expand their knowledge and develop their skills. It is known that this has a positive effect on the results of improving the professional level of teachers related to school practice. It is important to develop them in a time adapted to the needs of students. But the forms and content offered as part of improving the organisation of work do not always meet the expectations of principals and teachers in general. According to new approaches to educational work, the task of teachers today is not only to transfer knowledge but also various types of skills related, in particular, to teaching methods. In order to change the working conditions, the school needs, on the one hand, autonomy, which will force changes to adapt to the individual situation, and on the other – the support of teachers, which will strengthen these processes and help prepare for meeting the established requirements.

The essence of the school is not so much to equip the student with knowledge thanks to modern technologies available at every step but to develop the ability to make the right choice, forming an optimal attitude to scientific work [11]. The course of the educational institution and its internal environment create requirements and challenges, the implementation of which contributes to the development of the internal climate of employees, knowledge, popularisation of learning ideas that encourage cooperation and a scientific approach to solving problems. The school community, as confirmed by pedagogical practice, is an impetus for making changes and is used to plan activities with the participation of external support. In order for organisational models of teachers' work to bring tangible results to the school, it is necessary to cooperate with management, teachers and auxiliary institutions – pedagogical institutions, psychological consultations. Success lies not so much in the proper execution of tasks on the part of the organisation that implements them, but in the ability to join forces and work together as a team. Design and Technology teachers, in the process of supporting the scientific organisation of work, should participate in the diagnosis of school development needs; plan

activities that allow making changes in the work process; introduce solutions and practices – new methods of work, solutions or recommendations for the future. Methods of scientific organisation of labour in the system of work of Design and Technology teachers show different types of the work process, help to recognise models of actions and initiate changes in the work of the school, which should be adapted to the school calendar and working hours of teachers, their number and resources of the educational institution.

The Design and Technology teacher should be able to create and improve the technique of their work, which includes: regulatory and legal documentation regulating their activities in the field of education; planning of premises with appropriate equipment and teaching tools; dynamic workplaces for organising various forms of student activity; properly designed documentation for organising the didactic and educational process; their own professional development [12]. The basis for creating a skill is a good preparation of the teacher for conducting classes and their purposefulness and teaching skills. The school should have a teacher who is dedicated to their work, can find innovative and optimal solutions, check their own results achieved and form, if necessary, adjustments to the current educational process through didactic measurements, research, and assessment. The method of organising education determines its effectiveness, that is, its forms of implementation, which in turn are determined by the goals of education, the number of students, the place and time of work, and the equipment of the school workshop that organises training. It is necessary to consider several factors that affect its implementation, which include: the level of knowledge of participants; the ability to combine the transmitted messages with their practical application, life experience, equipment of the institution; the organisation of training with didactic resources; the ability of participants to independently perform didactic tasks.

Methods of scientific organisation of work determine the organisational side of educational activities, which highlights the conditions, course of training, and types of activities of participants in the educational process. They are closely related to the educational goals and criteria set by the teacher. Effective learning is accompanied by systematic, effective, informed, and purposeful actions. It is based on a well-thought-out foresight of the activities that the teacher performs in the educational process based on the curriculum and is a prerequisite for effective teaching and learning [13]. A well-planned implementation of the subject by the Design and Technology teacher protects them from the randomness and chaos of activities and allows assessing how well they achieve their goals in the main curriculum. Preparing a clear plan requires a specific definition of goals, selection of educational material, methods of cooperation, verification and clarification of the principles of assessing the achievements of school students. This means that planning is preceded by an analysis of the content of training in three dimensions: goals, materials, and requirements. Methodological planning determines the course of individual educational activities. The document of methodological planning includes:

methodological plan, scenario, synopsis. The plan transforms the content of training into learning situations for the implementation of planned activities. Such situations are designed to achieve an appropriate cognitive experience.

Many researchers and specialists in this field have always dealt with planning issues. Its necessity and usefulness in everyday life, both private and professional, based on all kinds of experience, is currently non-negotiable. Many professions and occupations depend on actions that are thought out over time. The work of a Design and Technology teacher is particularly related to the planning process. This follows not only from the organisation of the school year and didactic classes, for which it is necessary to properly prepare. The teacher should outline activities in relation to their students, and often their parents. Every teacher who wants to achieve professional growth should plan it in advance, which is a legal requirement in this matter. Although school work is a life capital, socio-economic factors encourage individual development and entry into today's labour market. Usually, to facilitate the achievement of their goals, teachers combine such activities with professional development or the development of an educational institution. Moreover, in each school, teachers perform several managerial functions. It is almost impossible to take on such a function and perform it without appropriate plans. This applies to both principals and their deputies, subject teachers and other teaching staff who carry out their professional activities in schools and other educational institutions [14; 15].

Due to this multifaceted nature of the work, a teacher, in addition to performing their main duty within the limits of their competencies, carries out organisational, pedagogical, and methodological activities. The teacher acts as a leader and development stimulator, intermediary and negotiator. Factors that directly or indirectly affect the work of the profession of a Design and Technology teacher clearly indicate its complex and specific nature. However, a large number of responsibilities should not hinder personal development, which, in turn, is the key to achieving professional success. This is a system of measures that consists in determining the ways of implementing the intended activity, adapted to the conditions and general and partial goals of the activity. Many positive aspects of planning exist and are created independently, so it is possible to reduce surprise with upcoming events, restore order in completing tasks, use resources efficiently, focus on the most important things, and develop the habit of acting and thinking in an orderly manner. Only their mutual combination in a harmonious and optimal way will ensure effective actions. Moreover, the changing economic and geopolitical situation of the country in relation to the education system means that teachers are under extreme pressure from the various demands that the environment puts on them. Everyone wants to see them as diligent and conscientious people involved in all areas of the school's activities and its environment, people who can be great role models.

The organisational and social sphere determines the specifics of the institution of general secondary education,

which always has a significant impact on the planning of their own work by teachers. At the organisational level, it is possible to notice the following features: the goals of the school are fundamental, diverse, and long-term; they are generated by many institutions on a regular basis, so sometimes it is difficult to describe them in words; the school is an institution with the advantage of the human factor over equipment and technology; the school must form and work on the originality and uniqueness of the material, which is the personality of a young person, who, in turn, has their own goals, motivations, and attitudes; it is impossible to accurately measure the impact of the school on the consequences of its functioning [16]. On the other hand, at the social level, the specifics of the school include: the desires and expectations of society, which are growing rapidly in the era of modern civilisation, political and economic transformations; social pressure on the school arises in connection with the student population, the content of education, in terms of alternative sources of education, and the opening of countries to wide contacts between people; the desires and expectations of local society, which require a democratic school climate, joint responsibility, cooperation, and individualisation in the process of training and upbringing. This process fosters a sense of ownership and freedom, which strengthens the autonomy of the school and the cohesion of the teaching team [17].

Regardless of the working environment of the Design and Technology teacher, the planning process is also influenced by their personality. Positive, active and creative thinking, functional and psychological properties, and a pragmatic approach to own effectiveness are an introduction to creating, transforming, and improving oneself and own workshop. When planning and managing one's own work time and process, it is necessary to be aware of and make optimal use of all the strengths of personality and plan for their further development. In this case, the implementation of plans may be easier and bring tangible results, which, in turn, undoubtedly motivates further work. Among the many skills in the work of a teacher, the following can be particularly useful: interpersonal communication skills, organisational and managerial abilities, planning own work and career, effective use of opportunities inherent in employees, organising group work, training creative thinking, creating the image of a public person [18]. The above factors related to the teacher's working conditions and position, and factors related to their personality, obviously do not exhaust the opportunities and threats when planning their own work in school and extracurricular activities. However, they need to be carefully considered so as not to lead to an exceptionally large discrepancy between the size of the plans and their actual use in practice. It is also known from experience that planning is a dynamic process that is constantly changing.

Planning and management should not lead to rigidity and inflexibility in decision-making. They should be designed in such a way that alternatives can be identified that can be effectively applied in the event of a change in the system of goals, conditions, or means of implementation. In addition, many mental processes are involved in the planning

process. The one who plans, optimally imagines themselves, thinks, justifies, evaluates, and finally chooses and decides [19]. Planning functions include: purposefulness – all planning activities are subordinated at a certain point to the hierarchy of goals, because this is the only way to actively form management; forming character – refers to a rational course of action, namely the material, logical, and temporary consequence of performing planned tasks; orientation to the future – this orientation means, first of all, recognising and taking actions necessary to use future opportunities or avoid potential dangers; orientation to the process – this feature refers to the variable interdependence of partial plans that impose the existence of constant feedback. An action is a consequence of the idea of how it should happen. When planning the scientific organisation of labour in the system of work of Design and Technology teachers, it is useful to apply methods that facilitate work. One of such methods is the network technology method. After establishing the main goal, the types of activities required to achieve it are compared. These are key and core activities. Then the main and auxiliary activities that support key labour processes are summarised separately. In the end, there is a critical path, linking together in chronological order all those activities that require special attention [20; 21].

CONCLUSIONS

Scientific organisation of work at the school level helps to diagnose problems, plan and implement appropriate support. Building trust between staff and the school, especially the principal, is key to success in this process. Only then can schools open up to cooperation and assistance. The participation of

teachers in labour planning and management provides an opportunity for constant contact with people who struggle with similar problems. Sharing experiences and finding solutions to problems together allow teachers to look at specific difficulties from different perspectives. Interschool collaboration and planning networks are becoming an element of improvement. This is a form of work that facilitates self-study and collaboration, promoting the exchange of experience and acquaintance with the right practical solutions, creating innovative solutions and expanding professional competencies. The organisation of this type of work has proven to be one of the key and very well-appreciated elements of improving teachers and the overall curriculum. Special attention is paid to the development of key methods of labour organisation and the need to create didactic situations that contribute to this.

The relationship between the formulation of goals and the assessment of academic success is revealed. Its task at each stage of work is to prepare for the planning and implementation of the educational process, turning intentions into actions. Goal awareness seems crucial, as it motivates and gives a sense of meaningful time spent at school. The correct formulation of learning goals also helps the Design and Technology teacher prepare a coherent lesson and focus on specific activities. The effectiveness of methods of scientific organisation of work is possible if there are interdisciplinary aspects that allow creating appropriate conditions for cooperation and creative activity. System elements of methods of scientific organisation of labour require the definition of targeted measures to substantiate the specifics and essence of planning and managing the work of Design and Technology teachers.

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Використання методів наукової організації праці у системі роботи вчителів трудового навчання

Анотація. Актуальність дослідження полягає в тому, що виникає потреба впроваджувати рішення, що сприяють розвитку шкіл та установ, діючи в змінених організаційних умовах, працюючи з використанням методів і прийомів наукової організації праці у системі роботи вчителів трудового навчання. Рішення, що дозволяють організувати та реалізувати процес навчання з використанням таких способів, сприяють виконанню дидактичних і виховних завдань, визначених школами та навчальними закладами. Ціллю цих заходів є забезпечення реалізації основної навчальної програми з урахуванням обмежень, що впливають із специфіки діяльності, що здійснюється. За нинішніх обставин ключовим питанням є розумність і врахування сучасного стану організації предметного навчання з урахуванням правильного підходу до матеріалу, наданого учням, а також інструкціям і завданням. Мета дослідження – розглянути ефективні методи наукової організації праці у системі роботи вчителів трудового навчання. Теоретичну і методичну основи дослідження складають такі методи: кореляційний, емпіричний, компонентного аналізу. Важливо постійно розвивати свої навички в цій області, використовувати багату пропозицію сучасних технологій, присвячених цій діяльності, подолавши технологічний бар'єр. Організація і планування є одними з головних умов ефективності будь-якої свідомої та цілеспрямованої діяльності вчителя, особливо довготривалої, протягом усього навчального року. У системі роботи вчителя трудового навчання виділяються завдання, що покладаються на нього у навчальному закладі у зв'язку з виконуваною ним функцією. Він має неодмінно враховувати завдання, які впливають із аналізу положень освітнього процесу, які регулюють сферу діяльності шкільного педагога. Практична значимість полягає у продуктивному використанні методів наукової організації праці у системі роботи вчителів трудового навчання

Ключові слова: наукова організація, навчальна програма, освіта, учень, навчальний заклад

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Prevention and Correction of Pedagogical Neglect Based on Research Materials of German Universities

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Abstract. The issue of quality training of future teachers, in particular, in the context of prevention and correction of pedagogical neglect, is one of the leading areas for discussion in the modern European educational space. This is conditioned by a number of social and political factors that to some extent negatively affect the development of children, which, in turn, complicates the learning process and requires sufficient competence from the teacher. Therefore, the study of possible measures to overcome the pedagogical neglect of adolescents is extremely relevant and requires detailed consideration, in particular on the basis of German universities and the strategies they use in training teacher students. Thus, the purpose of the study is to analyse the current mechanisms and tools for preparing students for future work with pedagogically neglected adolescents in the German higher education system. The methodological tools for the study include functional and systematic approaches, analysis and synthesis, deduction, and the method of analysis of scientific literature. The study results consist in separating the theoretical and practical foundations of the question. That is, the concepts, signs, and features of the term of pedagogical neglect of adolescents are revealed. In addition, the factors influencing the emergence of such a negative social phenomenon are considered, including approaches of German universities to the prevention and correction of the dynamics of its emergence and existence. In the future study, it would be appropriate to consider the stages of development of the phenomenon of pedagogical neglect of adolescents in Asian countries. As for the practical value of the study, it is certainly extremely high, as its results can be used in the implementation of educational reforms in Ukraine, in particular, in the context of training students and developing their competence to work with pedagogically neglected adolescents

Keywords: adolescents, teacher students, German universities, higher education, pedagogical neglect

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INTRODUCTION

Preparation of future teachers to work with pedagogically neglected adolescents is a complex and lengthy process. This is primarily conditioned by the fact that this phenomenon arises from a number of social factors, therefore, it is impossible to choose one universal approach or strategy and on its basis. In addition, this process requires efforts not only from teachers at the university, but also directly from students who will pursue their professional teaching activities in the future, because to successfully carry out preventive or corrective work in the future, they need to develop personal qualities, such as critical thinking. Because of this, it is advisable to

consider the experience of German universities in teaching teacher students and their preparation for working with pedagogically neglected adolescents [1; 2].

Admittedly, it is first necessary to define the essence of this category of adolescents and establish their main differences from other groups of children. Thus, the concept of pedagogical neglect means persistent deviations from the norm in the moral consciousness and behaviour of children and adolescents, which is formed by the negative impact of the environment and mistakes in education [3]. However, such children and adolescents are mentally and physically healthy. That is why the complexity of working with them is

the right psychological approach, which, accordingly, requires the teacher to have high competence in this area [4; 5].

German scholars who study how to work with this group of subjects usually distinguish three groups of children with pedagogical neglect. The first group of pedagogical neglect includes adolescents who show systematically negative traits and qualities in certain situations, but they may have different interests, and most importantly, they have no deviations in moral or personal development. As for the second group of pedagogical neglect, it mostly includes adolescents who to some extent have various difficulties, in particular, in personal or ethical development. In addition, they are characterised by low performance and systematic conflicts with teachers, with peers, or family. To a greater extent, such adolescents are not motivated to participate in the cognitive process, and they do not master the learning material and show a pronounced negative attitude to work. To a greater extent, this group of adolescents consists of those who come from disadvantaged families. The third group includes adolescents, in which, unlike other groups, the level of pedagogical neglect is the most pronounced. That is why these people are characterised by the manifestation of affective reactions. In addition, they tend to communicate with antisocial companies and have a tendency to openly oppose themselves to others [6]. This classification is the most common in the leading German universities that train future teachers and it is the basis of methodological materials used in teaching students. Much attention in German higher education institutions is paid to the development of the future teacher's personality, i.e., most disciplines are aimed not only at training students, but also at their psychological versatility, flexibility, and resilience. Despite the fact that the issue of pedagogical neglect is widely disclosed in scientific doctrine, the experience of German universities is still unexplored [7].

Given the above, *the purpose of this study* is to conduct an in-depth investigation of the phenomenon of pedagogical neglect of adolescents and to follow the process of preparing student teachers in leading German universities to work with such children. To achieve this goal, the following tasks were performed: the theoretical content of the concept of pedagogical neglect was determined, the main socio-political factors influencing it, the views of German scholars on this issue, and modern methods for prevention and correction of pedagogical neglect of students were considered [8; 9].

MATERIALS AND METHODS

The issue under study is quite broad in scope, and therefore requires consideration of each of its elements to investigate it in depth. It is because of this that a number of scientific and methodological tools were applied, which allowed correctly building the course of work and revealing all aspects of this problem, both theoretical and practical. First of all, it is necessary to note the functional methodological approach, since on its basis a work plan was developed, the goal and objectives were formed. In addition, due to its use, the study was divided into several stages, which ensured its consistency and allowed considering each of the elements of this issue.

In addition, the systematic approach is important, since it consists in a comprehensive consideration of the problem under study. The value of this approach for this particular study is manifested in the fact that each component of the question was considered not only separately, but also in co-operation with other elements, which allowed studying the issue as a single integral object.

Considering general logical research methods, one of them is the analysis, which has played an extremely important role, since it allows one complex phenomenon, that is, the concept of pedagogical neglect of adolescents, to be divided into several elements. Accordingly, the paper highlights the theoretical significance of the above-mentioned concept, its features, features of its occurrence, and ways to overcome it, which are used in German universities, in particular during the training of future teachers. Based on the synthesis method, all the above-mentioned divided structural parts of the question were combined into a single research subject. This step established the relationship between these elements and trace their dependence on each other. In addition, this method allowed determining the main factor influencing the appearance of such a negative phenomenon in society as pedagogical neglect of adolescents.

Next, the deduction method was used, which formed a logical structure and course of work. Thus, it was determined that the study will take place from general to specific. At the beginning of the paper, the theoretical foundations of the issue were considered and investigated, that is, all its elements were analysed, their nature and properties were determined. As for the final component of the study, it used the formed theoretical aspect and, accordingly, it was applied to practice, namely to the German universities and to the methods of training future teachers in them. The main part of the study is the method of analysing the scientific literature, since it allowed considering and analysing a number of research papers, such as dissertations, monographs, abstracts, articles, and theses, which accordingly, provided an opportunity to get acquainted with the views and attitude of modern researchers to this issue and to consider the ways that they offer to carry out the prevention or correction of pedagogical neglect of adolescents. The study was conducted in three stages:

1. At the first stage, a plan, goals, and objectives were formed. In addition, the theoretical component of the question was investigated.
2. The second stage considered the practical implementation of measures for the prevention or correction of pedagogical neglect of adolescents, which are used in German universities to train future teachers.
3. At the third stage, the results were analysed, conclusions were formed, and the promising areas for future study on this topic were considered.

RESULTS

The problem of pedagogical neglect of adolescents is quite well investigated in pedagogical science, which explains its high relevance. It has been traced for about ten years, which clearly indicates a large number of studies on this topic. But

despite this, the pedagogical literature still does not have a clear and unambiguous interpretation of the concept of “pedagogical neglect”, which in turn is the subject of this study. Thus, the very concept of “pedagogically neglected” in modern pedagogical theory and practice is increasingly used as a synonym for the concept of “difficult” children. However, these concepts are by no means identical and have a number of differences. Thus, the term “pedagogical neglect” includes in its content precisely the history and duration of the upbringing of a teenager, and in turn “difficult” reveals directly the results of such education.

As for the German pedagogical encyclopedia, the concept of “pedagogical neglect” is interpreted there as a long-term and systematic deviation from the generally established norms in the moral consciousness and behaviour of adolescents, which are accordingly formed due to the negative influence of the surrounding social environment and mistakes during upbringing. However, to a greater extent, German researchers turn to the opinion that this term should be considered to a greater extent precisely as a deviation from the generally accepted rules in the behaviour of the individual, which is certainly conditioned by shortcomings in the process of education. In order to fully establish the essence of this category of adolescents and, accordingly, choose the right strategy for preparing future teachers to work with them, it is necessary to determine the main reasons for this behaviour among adolescents. Therefore, it is advisable to pay attention to the most important and significant factor that causes the appearance of such a phenomenon in society as pedagogical neglect of children, it is certainly the lack of proper upbringing in the family. This factor is a priority in the chain of development of such neglect in the sub-cell, since it distorts their imagination about the fixed social norms in society, and about the rules of behaviour that are characteristic of a developed participant in social relations [10; 11].

In addition, such social factors include frequent changes in schools and, accordingly, teachers and staff. Admittedly, this factor may arise from the life circumstances of the family, for example, frequent moves conditioned by the profession of parents. However, if a change in the educational environment occurs due to a low level of adaptation of a teenager to external conditions or due to unsatisfactory behaviour in previous educational institutions, then, accordingly, such a process should certainly be considered a factor that forms the pedagogical neglect of a teenager [12].

And in the end, it is necessary to consider an equally significant and extremely common social factor, such as the negative impact of the street and neglect. This factor is present in absolutely every country, including Ukraine and Germany. Its special danger lies in the fact that teenagers are systematically exposed to the harmful actions of friends or acquaintances who lead an immoral lifestyle, so their habits and actions are adopted, which deforms their consciousness and perception of the world. In Germany, it is quite common not to take a punitive approach but rather a loyal one, consisting not only of punishing and applying coercive measures to such young people but also of using the means to re-educate

them. This practice is used in the educational process in Germany on an ongoing basis, so future teachers at the university take special preparatory courses on educational work with such groups of people [13; 14]. Thus, all the factors considered characterise the same concepts that seem synonymous, since they have a common basis, which, accordingly, is clearly expressed in the presence of socio-pedagogical problems of various kinds in adolescents of different ages. Therefore, based on these features and properties of the concept of “pedagogical neglect”, it is advisable to form a single and integral interpretation of it, which will be based on the ideas of researchers and social factors that form it. Accordingly, pedagogical neglect – is a persistent deviation from the fixed and socially accepted rules of behaviour, moral consciousness, educational activities, which, manifests itself in the context of underdevelopment, lack of education, bad manners of a teenager, and their lag in development from their own capabilities, which are formed under the systemic negative influence of the environment, mistakes made in the course of their upbringing, frequent changes in the educational and communication environment, negative influence of third parties, neglect. Thus, it can be established that this problem is caused by various pedagogical reasons, thus, it can be eliminated only with the help of correction by pedagogical means [15].

Before considering the features of psychological and pedagogical prevention and correction of pedagogically neglected groups of children, it is necessary to investigate the structure and, accordingly, components of “pedagogical neglect”. Thus, the system that forms such neglect in adolescents consists of 3 elements. First of all, deviations from the norm in behaviour and learning activities, that is, incompetence, failure, difficulty in mastering educational material. This component, as a rule, is conditioned by the fact that the individual, personal experience of such adolescents is to a certain extent inferior, contradictory, that is, to a certain extent distorted. Such experience can include the acquired life and other skills, knowledge and skills, and the way they are applied and the dynamism of their use. The next component that forms pedagogical neglect in a child is a lag in the development of memory, thinking, imagination, emotional and volitional, moral qualities and characteristics of the individual. However, the significance and harmfulness of this structural element is conditioned not only by the given properties but also in some age features, respectively, only layered on these lags. As a rule, such age-related signs include heightened self-esteem, mood instability, rapid fatigue, conflict, irritability, immaturity in behaviour [16; 17].

As for the last sign of such a pedagogical deviation in a teenager, it is a deviation or to a greater extent distortions and contradictions in the process of establishing relations between pedagogically neglected persons and teachers or peers. In addition, negative attitudes towards oneself and one's capabilities, relatives, third parties, and other surrounding phenomena are characteristic. Accordingly, all this significantly complicates, distorts and, accordingly, slows down their educational activities and behaviour in society.

It is because of this that most teachers define pedagogical neglect as unpreparedness for school, underdevelopment, and bad manners of adolescents and children. Attention should be paid to the fact that in the training of future teachers in Germany, a significant role is given to the development of their competence in the context of direct provision of knowledge to students, according to the curriculum, students must have a certain level of knowledge for future work. This aspect is one of the main ones that differs from the training of teachers in Ukraine. Since in Ukraine, the school still has pronounced properties of industrial education, in which the main purpose of education and training is the direct acquisition of scientific knowledge by students, and the work of a teacher consists only in fulfilling the professional duty assigned to them. Accordingly, the transition to a new education system, which is characteristic of the European educational space, including the German one, changes the general understanding of education as a process of obtaining ready-made knowledge and the corresponding idea of a professional teacher as a carrier of ready-made Knowledge [18; 19].

DISCUSSION

Having studied the concept and properties of pedagogical neglect of adolescents, it is advisable to investigate the direct object of this work, namely, pedagogical prevention and correction of this phenomenon, which is used in curricula for training future teachers in Germany. Thus, as for psychological and pedagogical prevention, which is carried out by teachers in schools, it is a complete system of preventive measures related to the elimination of external causes, factors, and conditions that cause certain shortcomings in the development of children. The psychological and pedagogical correction is no less common than the previous tool, it is a set of special psychological and pedagogical influences on a neglected teenager to restore their personality as a subject of communication, activity, and self-consciousness. That is, the difference between such methods of influencing adolescents lies in the time stages and the degree of its neglect. Thus, preventive measures are taken at the initial level of pedagogical neglect of the child, and correction – immediately after negative manifestations on the part of the teenager [20; 21]. Therefore, the implementation of prevention and correction of pedagogical neglect of adolescents is carried out based on general principles, which in turn future teachers master even in the first training courses. They can include complex and systematic approaches to diagnosis, prevention, and correction, which consists in monitoring the activities of the future teacher.

A fairly common phenomenon in teacher's universities in Germany is the use of exercises and simulators for future teachers based on the above principle. The next common and effective principle is to take into account the age and personal characteristics of a pedagogically neglected teenager and establish the specifics of their pedagogical situation and its possible development. Such activities allow analysing the characteristics of individuals who fall into such categories, establishing their common features accordingly,

and developing effective ways to minimise their number. Another important principle on which pedagogical training in Germany is based is the professional competence and separation of functions of the future teacher, that is, the student. As a rule, it is implemented in practice by involving an intern student in conducting various types of training sessions, so that they can interact with pedagogically neglected children, even at the stage of training, and not directly during the performance of their professional duties [22; 23].

An extremely priority in the course of training future teachers is to put as the basis of their activities such a principle as relying on the positive in the personality of a teenager and focusing on the harmonisation of its development. The importance of using this principle in pedagogical work, especially with pedagogically neglected children, is precisely to find their positive aspects and develop them, so that the teenager strives to change for the better, paying attention to their positive traits, and not just the negative ones that society points out to them.

Admittedly, one of the main principles in the system underlying pedagogical prevention and correction is the unity and complementarity of psychological and pedagogical methods used by the teacher in work. German universities pay a lot of attention to this principle, which causes students to master additional specialised training courses, in particular in psychology. In Germany, the teacher combines the role of an ordinary and social teacher, which has a positive impact on the level of interaction and trust of students in teachers. In addition, talking about a group of pedagogically neglected teenagers, then the use of this principle as a basis by the teacher would not only find a common language and establish communication with the child, but also affect their level of knowledge in a particular academic discipline [24; 25]. As for the methods and tools for prevention, they should be chosen depending on the stage and level of pedagogical neglect of the teenager with whom the student will work in the future. Therefore, considering the early prevention of neglect, it is directly related and depends on the quality of the educational process and therefore has a general pedagogical character. Accordingly, for German universities, it is typical that a teacher student is taught to choose the right method of prevention, depending on the age of the teenager with whom they work. Thus, four separate groups of prevention methods can be distinguished. The first is to stimulate and motivate a teenager to participate in educational and cognitive game activities. As a rule, this can be done through games that are characterised by a cognitive nature, in addition to modelling situations aimed at developing emotional experiences in a teenager. Admittedly, a component of this method is to increase the interest of teenagers in the educational and well-mannered process and to attract their positive life experience to the process of communication between the teacher and the child. It is also equally important that the teacher actively uses situations that characterise their personal success in educational and cognitive activities in the development of tasks for working with such a teenager [26; 27].

The next group of prevention methods, which is also extremely common in the European educational environment, is the organisation of the life and activities of the children's educational team. This aspect is sometimes studied in German universities even in separate training courses and disciplines, which explains its priority. Thus, this method can be revealed by describing ways of its practical implementation, such as creating situations for personal and group perspective that allow removing barriers between teenagers who do not want to communicate with each other. In addition, this group includes the use of collective games, the development of collective-unified requirements, collective competitions, collective self-service, which allows placing a pedagogically neglected teenager in society to speed up the process of re-education and training, in particular, due to his adaptation in the educational environment [28-30].

Another group of measures for organising the prevention of pedagogically neglected groups of adolescents is communication and interaction in various situations. Such situations, as a rule, are modelled by the teacher, based on the chosen goal of the lesson, and also consist in the implementation of various psycho-emotional models, for example: judgment, pedagogical demanding, pedagogical warning, compassion, persuasion, respect, conflict resolution, analysis of action, understanding, motivation, trust. This approach forms the necessary emotional state in the classroom, to maximise the impact on the consciousness of a teenager and contribute to their re-education [31-33]. The latter group, which increasingly forms the basis for training teacher students and, accordingly, provides for their preparation for work with pedagogically neglected children, is called psychological and pedagogical influence and stimulation of child activity. Unlike the previous ones, to a greater extent, this group of preventive measures is abstracted from training and training materials. Therefore, an example of such measures is the provocation of joy in children; an appeal to love, compassion, shame, a sense of beauty; an appeal to self-love, self-respect; giving various examples, explanations, both regarding educational materials and additional questions of adolescents [34; 35].

Special attention should be paid to the psychological correction of pedagogical neglect of adolescents, since it is also quite often considered in the course of preparing teacher students in German universities for future work with such groups of children. Thus, unlike prevention, correction methods can be classified according to the object, that is, a neglected teenager, and their educational micro-society. In addition, it is possible to characterise the process of pedagogical correction based on the qualitative characteristics of individuals. Thus, such methods include those aimed at developing arbitrariness in the motor, cognitive, emotional spheres, behaviour, and communication, sometimes they are also called psychohymnastic methods. In addition, methods of cognitive training of verbal intelligence and methods of therapy by means of art are no less effective. Psychocorrection of signs and features of an individual subject of communication, that is, a pedagogically neglected teenager, is carried

out using the method of game correction of behaviour in a group of peers, methods of positive communication, role-playing learning, communication games and exercises, methods of loosening conventional positive roles and status movement of children [36-39].

In addition, violations of educational activity can be corrected by reducing the importance of the teacher during the lesson; reducing the needs associated with the internal position of the student; reducing sensitivity to assessment; forming an adequate self-assessment of school achievements. The above approaches are usually used against the background of a method of relaxation and responding to the school-related fears of an abandoned teenager. As for the violation of the development of self-awareness of an abandoned child, they are quite often corrected, especially in European countries, including Germany, through the use of psychological massage, identification, mirror image, confirmation of the uniqueness of the child, and the development of a positive perception of others [40]. In addition, an effective approach in this activity is the method of autosuggestion, which consists in the joint repetition of expressions – I want to, I can, I will. Based on the analysis, it can be established that the means of prevention and correction of pedagogical neglect are quite diverse, in particular in the context of the object, subject, purpose, and content. Thus, under the condition of their expedient and logical combination, directly in the process of implementing practical activities by full-fledged teachers or teacher students, and when choosing the right focus on overcoming developmental shortcomings, that is, harmonising the child's personality, improving the conditions of their education and upbringing by changing the socio-pedagogical situation can give positive and effective results [41; 42].

In addition, it is the teacher who should organise educational activities, depending on the content of the lesson. This stage is quite important, since its goal is to form a motivational cycle that corresponds to this work in adolescents. It is because of this that the training of future teachers who will work with pedagogically neglected children in German universities has a special plan and obliges students to master various strategies and methods for working with children [43]. An example of such an algorithm of work can be a number of stages, namely: from motivation at the beginning of work to motivation directly during the execution of work and then to motivation for completion. Thus, at the initial stage, the teacher needs to consolidate the motives of previous achievements, for example with the following expression: "We did a good job on the previous topic"; however, after that, it is necessary to cause teenagers some relative dissatisfaction: "but did not learn another important side of this topic"; subsequently, to strengthen motivation regarding orientation to future activities: "and in the meantime, for your future life it will be necessary, for example in such situations" [44; 45].

The next equally important step is to reinforce and improve the provoked motivation. That is, it is necessary to use alternating different types of activities materials of

different complexity, which in turn causes positive and negative emotions. In addition, it would also be effective to activate the independent search for educational resources by adolescents and connect them to self-control and self-assessment. The final stage is that each student leaves the learning process with a positive personal experience and that at the end of the lesson, a positive attitude for further learning is formed, that is, a positive motivation of the perspective. To achieve this result, it is necessary to reinforce the assessment activity of adolescents themselves, in particular by combining it with a detailed differentiated teacher's mark.

CONCLUSIONS

As a result of the study, it was found that the phenomenon of pedagogical neglect today is extremely relevant in every country. It is because of this that the paper considered the German experience, in particular, the algorithm and mechanism for preparing future teachers for pedagogically neglected teenagers. Therefore, in the beginning, the essence and theoretical content of the concept of pedagogical neglect were revealed, in addition, its main properties and features were characterised. Another important element was the investigation of the causes and social phenomena that affect the appearance of such neglect in adolescents. These factors include both social and subjective factors, but they arise

based on various pedagogical reasons, which indicates that they can only be eliminated by correction by pedagogical means.

In addition, the study was carried out based on the classification of groups of children, which was presented in the introduction and is the most common in the methodological materials of German universities. The paper also considered the fundamental principles on which the future professional activity of a teacher should be based. These principles reveal the essence of preventive and corrective measures and describe the necessary areas for their implementation. As for the selection of means and methods for implementing pedagogical prevention or correction, they should be chosen directly based on the existing level of pedagogical neglect of the child with whom the teacher will work in the future.

In the paper, it was established that it is the teacher who should organise the educational process. Therefore, when training teacher students, it is quite important to give them sufficient competence so that in the future they can effectively carry out pedagogical prevention and correction when working with pedagogically neglected children. As for future developments on this issue, it would be useful to investigate the current stages of development of the phenomenon of pedagogical neglect of adolescents in Asian countries.

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Профілактика і корекція педагогічної занедбаності за матеріалами досліджень німецьких вишів

Анотація. Питання, що стосується якісної підготовки майбутніх педагогів, зокрема у контексті профілактики та корекції педагогічної занедбаності, займає одне з провідних місць на обговорення у сучасному освітньому європейському просторі. Ця умова безумовно зумовлена низкою соціальних й політичних чинників, що певною мірою негативно впливають на розвиток дітей, що зі свого боку ускладнює навчальний процес та вимагає від педагога достатньої компетенції. Через це, вивчення можливих заходів щодо подолання педагогічної занедбаності підлітків, являється надзвичайно актуальним, та потребує детального розгляду, зокрема на основі німецьких університетів та стратегій, що використовуються ними під час підготовки студентів-педагогів. Отож метою роботи є аналіз поточних механізмів й засобів, для підготовки студентів до майбутньої роботи з педагогічно занедбанними підлітками, у системі вищої освіти Німеччини. Що ж стосується методологічного інструментарію для виконання роботи, то до нього належать функціональний, системний підходи, метод аналізу й синтезу, метод дедукції, а також метод аналізу наукової літератури. Щодо результатів у роботі, то вони полягають у виокремленні теоретичних і практичних основ поставленого питання. Тобто в дослідженні розкрито поняття, ознаки й особливості терміну педагогічної занедбаності підлітків. Окрім цього, розглянуто чинники, що здійснюють вплив на появу такого негативного суспільного явища, а також вивчено підходи німецьких ВНЗ щодо профілактики й корекції динаміки його появи та існування. У майбутніх дослідженнях доцільно розглянути етапи формування явища педагогічної занедбаності підлітків в азійських країнах. Практична цінність статті полягає у тому, що результати дослідження можуть бути використані під час реалізації освітніх реформ в Україні, зокрема у контексті професійної підготовки студентів-педагогів та розвитку їхньої компетенції для роботи з педагогічно занедбанними підлітками

Ключові слова: підлітки, студенти-педагоги, німецькі університети, вища освіта, педагогічна занедбаність

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