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Psychological aspects of online learning implementation at Ukrainian universities

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Abstract. The relevance of the study lies in the fact that, unlike most European countries that returned to full-time education after the end of the coronavirus pandemic, Ukraine, due to active military operations on its territory, continued an online educational process for a long time and again faces the choice of a rational way of learning. That is why there is a need to evaluate all the weaknesses and strengths of the remote educational format. The purpose of the study is to analyse the advantages and disadvantages of implementing online education in Ukrainian universities during martial law. To achieve this purpose, a survey of 56 teachers of psychological disciplines with professional experience from 4 to 28 years was conducted; the answers received were analysed. The results showed that the advantages of online learning for students and teachers are common: mobility, high quality of digital content, partial automation of knowledge control, a variety of psychological and pedagogical tools, and stimulation of the development of digital and technological competence. The main problems of online learning for students are communication disorders: a lack of personality-oriented communication between peers, and a deepening of the social distance between students and teachers. In the field of psychological education, this disadvantage is closely related to the difficulty of mastering practical professional skills, which consist in organising trusting, close interaction between people. For teachers, this form of work offers wide opportunities for professional self-fulfilment, but at the same time is accompanied by overload, rapid emotional burnout, deterioration of health and quality of life. The paper substantiates the need to restore full-time education, considering the positive experience of online learning. The results of the study can become the basis for the development of practical measures aimed at preventing professional maladaptation of university teachers; combating the difficulties of socialisation and professionalisation of young people who received higher education during quarantine and martial law

Keywords: distance education; teachers; students; higher education institutions; digital educational environment; relationships in the educational space

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INTRODUCTION

The educational process of most Ukrainian higher education institutions is implemented online. This is a necessary measure, which was taken in 2020 due to the COVID-19 pandemic as temporary, but is now extended due to full-scale military operations and the occupation of the territories of Ukraine. Digital tools allow participants in the educational process to keep in touch and exchange information while in safe places. This is especially important for teachers and applicants who live in regions where intense fighting is taking place, and for forced migrants who have gone abroad but continue to study at Ukrainian universities, maintaining cultural and social ties with their homeland. Nevertheless, online learning has a number of limitations and disadvantages that require empirical research and theoretical and methodological understanding.

From the very beginning of the transition to a new learning format, academic discussions continue about the advantages and disadvantages of online learning. However, the number of theoretical and analytical studies in this area still greatly exceeds the number of empirical studies. A few surveys conducted at Ukrainian universities demonstrate a contradictory attitude of teachers and students to online learning (Sahaidak *et al.*, 2021; Nestulya & Shara, 2023). From the very beginning, distance learning was perceived by teachers with some hostility – as a negative phenomenon that requires additional effort, changes in the usual order of life and work; instead, students perceived it as more comfortable (Lytvynchuk, 2021). During the three years of implementing online technologies, there has been a certain change in attitude: the initial enthusiasm and expectations are gradually replaced by fatigue, frustration, and anxiety. There is evidence that in the conditions of distance learning, the psychoemotional state of students considerably worsens. Researchers note the problems of organising students' independent work due to the lack of developed algorithms for remote work and appropriate methodological skills of teachers; moreover, student motivation is low (Shpak, 2021; Novik & Meleshko, 2021). In addition, public dissatisfaction with the organisation of the educational process and its results is growing. Consumers of educational services, and often teachers themselves, talk about modelling the educational process and the “lost generation” (Strashko, 2022). At the same time, the digitalisation of society and its role in the formation of the cognitive sphere and social competencies of the new generation are actively discussed. In the modern knowledge society, people have almost unlimited access to the cognitive resources of humanity, so universities are gradually losing the monopoly of the knowledge supply (Bocheliuk, 2020). However, there is not enough accumulated data for a comprehensive and objective understanding of the psychological aspects of the widespread virtualisation of the educational environment.

The coronavirus pandemic has been overcome, and after two years of online education, most European schools and universities have returned to conventional education. Yet in Ukraine, due to active military operations, online

training continues and becomes large-scale, new challenges appear before education, and therefore a comprehensive examination of the features of remote learning is still relevant.

The purpose of the study is to analyse the advantages and disadvantages of online education in Ukrainian universities during martial law.

LITERATURE REVIEW

It is necessary to clearly distinguish between distance education and online education, which are often used as synonyms. Distance education as a special form of organising the educational process (along with full-time and part-time) has been known since the 1950s. This is a type of training in which the interaction between participants and initiators of the educational process takes place at a distance from each other, indirectly and mainly asynchronously – through conveying educational material via mail or internet communication (Hnatiuk, 2021). Today, several generations of distance education technologies have changed – from print publications, educational radio, and television to modern computer technologies and internet conferences.

For quite a long time, distance education was not an alternative to full-time education, meeting the educational needs of a relatively small number of adults, but at the beginning of the 21st century, due to the development of internet communication technologies, it turned into a powerful trend. Popular platforms appeared and quickly developed: Coursera, Prometheus, Udemi, Stanford Online, and many others, offering training courses from the best teachers of leading universities in the world. Such courses usually include: a) a set of short video lectures accompanied by presentations and additional educational materials (texts, PDFs, links to scientific sources, etc.); b) tools for assessing knowledge (usually automated) and feedback from students. The content of such courses is as formalised, universal, and verified as possible; they often become a kind of business card for universities. Distance learning, due to its flexibility, short duration, and other advantages, is the most convenient for adults who want to gain professional knowledge. Yet it is important to understand that creating a high-quality online course is a long and rather expensive process, including the work of not only teachers, but also auxiliary support staff, designers, and programmers.

The methodology of distance learning has been thoroughly developed by Ukrainian researchers (Bykov, 2005; Smulson, 2012; Hnatiuk, 2021). Its recognised advantages include: an individual work schedule (the ability to study at any time and in any place, independently decide how much time to devote to studying the material); the ability to combine education with the main activity, engage in several courses at the same time, study the latest innovations that are not covered by mass professional education; departure from paper media, availability and diverse presentation of educational materials (texts, tests, presentations, video materials, etc.), the ability to easily share them; reduced stress

during passing the intermediate and final certification, time and money saving for students (Gautam, 2020; Warren *et al.*, 2020). A wide range of online learning options and resources allow personalising the learning process in many ways to create a learning environment that meets the needs and characteristics of each student.

Nevertheless, distance learning has a number of limitations and disadvantages: it requires sufficient motivation, organisation, and self-control of students; it does not contribute to the development of communicative competencies and teamwork skills; it has limited opportunities to control the level of acquired knowledge. Technical problems or lack of a stable internet connection can suddenly interrupt the learning process. Moreover, in mastering many practical skills and disciplines, distance learning cannot replace real-life practice and the special equipment of university laboratories.

Distance learning involves a new role and functions of the teacher: general coordination of the cognitive process, adjustment of the course content, advising on the preparation of an individual student curriculum, management of educational projects and mutual support groups, task checking, and so on. Teacher-student interaction is usually ensured asynchronously at a convenient time for such work (Bykov, 2005). Teachers are expected to clearly structure the material, update it in a timely manner, create a trajectory for tracking students' success, ensure and maintain a high level of engagement and motivation (problem-based, practice-oriented approach, short lectures, visibility and accessibility). Distance learning also requires other skills from students, primarily self-organisation.

Online education, which is currently implemented in Ukrainian schools and universities, is not distance education. It does not have the main advantage of the latter – a flexible free schedule, when the student is engaged at a convenient time. The usual face-to-face classes were transferred to available (free) online resources that allow exchanging data and maintaining communication between participants. In some institutions, education has become hybrid, mixed: some forms of work are performed online, some – offline.

Thus, the term online learning should be understood as a forced form that imitates the content and methodological techniques of full-time learning, while using the available capabilities of internet resources. The methodology of such training develops spontaneously and haphazardly. It is still seen as a temporary measure. For three years, certain standards for online learning have not been developed, as well as the corresponding digital infrastructure. Therefore, each institution implements it as best it can. Zoom and Google Meet video conferences are usually used for lectures and seminars, group chats of popular messengers (Viber, Telegram) are used for distributing educational materials, Google Forms or private emails of teachers are used for knowledge control, and so on. This causes the problem of disparity and lack of adaptation of online resources, which requires the installation of many applications and digital competence.

The forced transfer of mass education to the online space has led to the loss of one of its main and major functions – the creation of a developing and stimulating educational environment (Perepelytsia, 2022). The absolute advantage of full-time training is that all participants in the process communicate and interact closely: a trusting relationship between the teacher and students is built, teamwork is established, healthy competition occurs, and so on. The study of subject disciplines is accompanied by pleasant human communication, jokes, and exchange of impressions and experiences – everything that creates pleasure from learning and forms the desire to attend classes.

Long-term studies of virtual communication show that such interaction of participants differs considerably in its psychological characteristics from face-to-face communication (Tavrovetska, 2020). Mediated by computer communication tools, it has the configuration and limitations of the latter. However, technology is evolving rapidly: it has gone from sending text messages to more or less completely creating the illusion of presence through video communication. Even the most advanced digital technologies are not able to provide subtle aspects of interaction in the study group: nonverbal communication, emotional expressiveness, motivational infection, empathy, etc. The leading role and main activity in such communication usually belongs to the teacher, and students take the position of passive contemplators, consumers. The lack of balanced communication, which includes not only the transmission of information but also emotional and energy exchange, leads to rapid professional burnout of teachers, who mostly give without receiving anything in return (Veldbrekht *et al.*, 2021).

On the other hand, students do not have the most important tools of socialisation in adolescence – the study group and the educational environment of the university. Nevertheless, existing studies do not confirm the lack of communication and loneliness in students studying online; this can be explained by adaptation to life in new conditions and transformation of ways of interaction (Rybak & Vasylykivska, 2022). This should affect personal development and professional identification; the long-term effects of such limited socialisation remain to be elucidated.

MATERIALS AND METHODS

In January-February 2023, a survey of 56 experts – teachers of psychological disciplines of higher educational institutions – was conducted. Among them are 29 candidates of sciences, 12 doctors of sciences, and 15 research fellows who combine teaching activities with education and scientific work. The professional experience of respondents ranges from 4 to 28 years, with an average of 14.3 ± 7.2 years. The respondents represent different regions of Ukraine, except for the eastern regions. During the research, 12.5% of respondents were international migrants, and 26.8% were internal migrants. The survey was voluntary and free of charge, participants were previously informed about the scientific purpose, methods of processing and storing the results, and they were guaranteed the confidentiality of

individual data. The entire process of organising the study was based on the recommendations of the European Commission (2021) on the ethics of conducting the survey and the preservation of confidential information.

Among the experts surveyed, 20 people (35.7%) started teaching their academic subjects remotely by 2019 (the earliest start was recorded in 2018), that is, before the spread of the pandemic and the mass transition of education to the online space. The vast majority of respondents (64.3 %) switched to teaching online in 2020-2021 due to the COVID-19 pandemic and the social restrictions caused by it.

At the time of the survey, 76.8% of respondents taught exclusively in an online format. 14.3% indicated that they teach mainly full-time, and another 8.9% represent a mixed form of education, in which 2/3 of the workload is implemented online. All experts who worked offline represent universities in the western regions of Ukraine (Lviv, Kamianets-Podilskyi, Ivano-Frankivsk).

Respondents filled out a Google form that contained a block of professional characteristics and five open-ended questions about the various advantages and disadvantages of online education, its impact on students' personalities. Participation in the study did not violate the rights and ethical standards developed for psychological research, was

voluntary, and all participants were informed about the purpose of the study:

1. What advantages and positive effects of online learning (as it is implemented in your institution) do you see for students?

2. What disadvantages and negative effects of online learning (as it is implemented in your institution) do you see for students?

3. What advantages and positive effects of online learning (as it is implemented in your institution) do you see for teachers?

4. What disadvantages and negative effects of online learning (as it is implemented in your institution) do you see for teachers?

5. In your opinion, how do graduates who studied mainly online differ from graduates of previous generations?

The responses received were processed by content analysis with the allocation of content categories and the calculation of the corresponding frequencies.

RESULTS

At the beginning of the study, the benefits of online learning for students and teachers were considered. The interviewed experts noted the positive aspects of online learning. The selected response categories are shown in Table 1.

Table 1. Content analysis of the benefits of online learning for different participants in the educational process

Students	n	%	Teachers	n	%
Mobility:					
flexible schedule and pace of work	22	39.29	flexible, free schedule, ability to plan one's time	12	21.43
time saving (on the road, speed of getting information)	13	23.21	time saving: test processing, road to work	11	19.64
ability to study anywhere	21	37.50	ability to join from anywhere in the world	8	14.29
ability to combine studies with other activities (household chores, work, etc.)	5	8.93	opportunity to attend events held in different places (classes, service meetings, national and international conferences)	7	12.50
Digital content quality:					
ease of receiving, distributing, and sharing information	19	33.93	ease of updating content and distributing training materials	6	10.71
high-quality training materials: visual content (presentations), video materials	14	25.00	extensive technical capabilities: using visibility, an online platform as a way to structure information	16	28.57
convenient and transparent reporting: electronic journals, automatic knowledge control, reduced written workload	13	23.21	reduced the paper load: electronic journals, the ability to test the student's knowledge by creating Google Forms	5	8.93
Educational environment:					
opportunity to continue studies in a safe environment	10	17.86	independence from the availability of presentation tools in the audience, easy access to internet resources during lectures	4	7.14
comfort of attending classes	16	28.57	Facilitated access to education for different categories of students	6	10.71
accessibility (via smartphone)	9	16.07			
Variety of psychological and pedagogical technologies and methods:					
expansion of classes beyond standard textbooks, application of various forms of work, numerous online resources, and digital technologies	15	26.79	a variety of forms of work and options for submitting material (cases, exercises, working in microgroups, etc.)	10	17.86

Table 1. Continued

Students	n	%	Teachers	n	%
Variety of psychological and pedagogical technologies and methods:					
interactivity, use of various online platforms (chats, surveys) to attract participants at different levels	6	10.71	interactivity, dynamic communication and interaction	6	10.71
reducing the intensity of classes	3	5.36	individual approach	2	3.57
Stimulation of the development of competencies and personal virtues:					
mastering modern technologies, innovation, and compliance with the requirements of the time	9	16.07	acquisition of new competencies, mastering modern information technologies and applications	18	32.14
formation of self-confidence; development of self-discipline, self-control, self-organisation	5	8.93	expansion of opportunities for professional self-fulfilment	7	12.50

The benefits of online learning for students and teachers are largely shared. This applies to increased academic and professional mobility, improved quality and variety of educational materials, and automated knowledge control.

In general, experts see more benefits of online learning for students than for teachers. Moreover, this form of work has greater opportunities for self-development and self-fulfilment for teachers than for students. The list of negative effects of online learning for students is

presented in Table 2. The main problem of online learning is the limitation of communication: the lack of live personality-oriented communication between peers and the deepening of social distance between students and teachers. In the field of psychological education, this disadvantage is combined with another – the difficulty of mastering practical professional skills, which consist precisely in organising trusting, close, therapeutic interaction between people.

Table 2. Content analysis of the disadvantages of online learning for students

Category and content of expert responses	n	%
Social isolation:		
lack of live communication between students in the group	28	50.00
social distance, barriers to communication between students and teachers	34	60.71
difficulties in establishing personal connections, a sense of isolation	12	21.43
lack of emotional, nonverbal, informal contact	10	17.86
inability to hold mass events: cultural, sports, etc.	6	10.71
Theorised educational material:		
difficulty in performing practical tasks and acquired practical skills	19	33.93
inability to implement activities related to live communication, such as trainings	5	8.93
inability to fully complete an industrial internship	5	8.93
Difficulties in controlling and reducing the quality of knowledge:		
constant distraction from classes, difficulty concentrating	15	26.79
superficial training, formal approach to completing tasks, opportunities for outright cheating	14	25.00
students turn off the camera and do other things that are not related to learning	13	23.21
difficulties of self-study of a large amount of material, without the support of a teacher	10	17.86
deterioration of the quality of material assimilation	7	12.50
lack of engagement, low student activity	7	12.50
Organisation of studying process:		
a large number of hours in front of the computer	13	23.21
technical problems: lack of internet or weak connection, power outage	11	19.64
insufficient equipment availability (lack of a tablet, laptop, computer, or having to share it with other family members)	9	16.07
lack of a favorable environment for learning at home	4	7.14
lack of recorded video lectures	3	5.36
Difficulties of personal development, unwillingness to learn independently:		
lack of self-discipline and self-organisation	16	28.57
loss of interest, difficulty of motivating to learn	15	26.79
inability of students to learn independently	5	8.93
difficulties of time management	3	5.36

In addition, the interviewed experts note a decrease in the quality of students' knowledge due to the features of the presentation of the material and its control tools. Behind this is a considerable limitation of the levers of psychological and pedagogical influence on students, non-formal ways to activate and motivate learning activities in the context of online education.

The conducted study places slightly different accents on the problems of online learning than those described earlier in the literature. The obtained data show that techni-

cal and organisational problems are significantly inferior to psychological ones (loss of social connections) and pedagogical ones (decrease in the quality of knowledge, inability to master practical skills). It is worth noting that some of these disadvantages may depend on local conditions and requirements of training in a particular institution. However, in general, these categories reflect the main challenges that students may face during online learning.

Table 3 demonstrated the challenges that teachers face in the online educational process.

Table 3. Content analysis of shortcomings of online training for teachers

Category and content of expert responses	n	%
Mental stress and fatigue:		
heavy workload	16	28.57
increased amount of time spent checking tasks sent by students	7	12.50
increased number of reporting documents	6	10.71
stress due to power outages or lack of communication	6	10.71
unbalanced professional and family life, lack of time for the family and raising their own children, etc.	16	28.57
emotional and professional burnout, demotivation	9	16.07
loss of health, deterioration of vision due to constant work in front of the monitor	6	10.71
lack of resources (time and energy)	3	5.36
Communication and interaction disorders:		
impossibility of full-fledged live communication; limited interaction only by verbal influences, impossibility of physical actions	14	25.00
lack of full return on students, low activity in the classroom	6	10.71
lack of communication with students outside the educational process	5	8.93
difficulty in discussing psychological topics and problems with students online when compared to face-to-face communication	3	5.36
reduced trust and respect for teachers	2	3.57
Difficulties in controlling knowledge and assessing it:		
inability to fully control the effectiveness of the acquired knowledge	17	30.36
inhibition in the development of practical skills, inability to perform practical exercises at the proper level	10	17.86
complicated monitoring of the completion of tasks and prevention cheating	5	8.93
Organisation of studying process:		
technical problems, dependence of the lesson on the quality of communication and system load	17	30.36
inconvenience or lack of skills in using online platforms	5	8.93
lack of ability to create high-quality recorded video lectures	4	7.14

More than half of the experts noted that online learning has led to an increase in the workload: this applies to the preparation of educational materials, the time required to monitor and verify students' tasks, and various forms of reporting. Contrary to the answers to the previous question of the questionnaire, experts indicate that the amount of time to check the tasks sent by students has significantly increased because their number has grown due to remote work technology. In the detailed responses, teachers note that the work actually continues 24/7; they are required to constantly be in touch with the administration and students. Regular technical failures greatly increase stress, because it is the teacher who is responsible for organising the lesson.

The imbalance of professional activities and other areas of life and the lack of opportunities for full-fledged

emotional recovery in the process of live communication with students lead to rapid professional burnout of teachers. Health problems due to stress, burnout, and constant work in front of the computer, especially rapid deterioration of vision are of particular concern.

More than a third of experts noted problems with communication, mastering practical skills, and controlling students' knowledge. These difficulties are shared by all participants in the educational process.

Some categories of answers were both among the advantages and disadvantages: distraction to extraneous matters, automation of knowledge control, increased workload, the need for self-organisation of students, and so on. This confirms the controversial nature of the topic and the need for further studies on the long-term psychological effects of online learning.

Predicting the features of psychological and professional development of graduates who studied exclusively online, compared with previous generations of students, many experts noted a lack of practical skills (30.4 %) and possible difficulties in interpersonal communication (17.9 %), which is almost equivalent to psychologists. Nevertheless, almost half of the surveyed experts (44.6 %) make optimistic forecasts – they assert that young people develop and change in accordance with social transformations. Teachers note the stress tolerance, independence, technological awareness, and digital competence of modern students, their ability to work with large amounts of information: analytical abilities, critical thinking, etc.

DISCUSSION

The empirical results confirm and clarify data from other researchers who have studied the impact of online education.

As early as 2020-2021, various authors drew attention to the devastating effects of online learning on students' mental development and physical health (Zemlianska *et al.*, 2020; Nazarenko & Polishchuk, 2021). After the initial enthusiasm generated by non-standard and seemingly easy learning in a comfortable environment, researchers in different countries have faced numerous challenges among both students and teachers. There was a drop in interest in learning (and life in general), apathy, lethargy, decreased concentration, and high levels of boredom and frustration. As a result, most students turn off the camera during classes and go about their own business – the same was noted by the experts involved. Academic lag, increased social distancing, and shifting the educational environment to the family circle can lead to increased stress and anxiety. Experts also write about zoom fatigue due to a sharp increase in screen time, which is manifested in nervous exhaustion and information overload. It is noted that classes in Zoom are more exhausting for teachers and students than direct communication in the classroom (Michelle, 2021). It is also worth considering the information overload of Ukrainians during martial law – due to the constant monitoring of news, causes of air alarms, and other emotionally significant information; this phenomenon is especially common among young people (Maksymova & Krasilova, 2023).

A well-known problem with online learning is the need to focus on the monitor image for a long time, and increased screen time as opposed to physical activity and other types of useful activities (Chu & Li, 2022). To maintain students' attention and engagement, it is important that online classes are clearly structured, interesting, interactive, and stimulate participants' activity. 4-6 hours spent daily in front of a screen can lead to visual disturbances, headaches, sleep disorders, spinal deformities, eating disorders, excess weight, and other problems (Stockwell *et al.*, 2021). This applies not only to students but also to teachers.

Most studies on the learning experience during the pandemic highlight the limitations of teacher-student interaction, which is a major barrier to implementing quality online education (Dumford & Miller, 2018; Bastos *et*

al., 2022; Rybak & Vasylykivska, 2022). Being in the company of peers, students not only study together, but also make friends, socialise, develop the ability to cooperate, argue, compete, and acquire valuable professional and personal qualities. Yet in a digital environment, physical interaction between participants is not possible. There are no group discussions, and there is virtually no personal communication. All this can cause feelings of isolation, which in turn negatively affects motivation and academic performance.

Communication limitations lead to participants not experiencing sufficient feedback from the educational environment. Although constant monitoring by teachers seems unpleasant, it is actually an effective method of improving student performance. In addition, loosening controls makes it much easier for students to leave online courses (Bay Atlantic University, 2022).

A large-scale survey of high school students, parents, teachers, and school leaders conducted by the state service for the quality of education of Ukraine in early 2022 (that is, after two years of online training in the context of the pandemic) showed a significant decrease in the quality of knowledge in the main subjects, primarily mathematics and language. The most prominent negative impact on learning outcomes is the inability of students to learn independently (State Service of Education Quality, 2022). The findings showed that these negative trends in the conditions of war are deepening and spreading to the sphere of higher education.

There is evidence that the negative effects of online learning are particularly noticeable for less academically trained students. Digitalisation of education improves the performance of students with high abilities, but at the same time reduces the performance of students with low abilities (Cellini, 2021). It is obvious that the effectiveness of online training varies in relation to different specialities and types of professional competencies. A large-scale survey of students from different countries showed that it sufficiently meets the need to acquire knowledge, but is ineffective for obtaining clinical or technical skills (Abbasi *et al.*, 2020).

The massive transition to online learning necessitates rethinking the professional responsibilities of teachers and the educational opportunities of higher education institutions. In theory, online education is an accessible and valuable tool for educators that allows them to showcase their creative abilities and professional competencies, create original intellectual products, implement their own vision of the subject matter, find inspiration within themselves, and inspire others. Yet in reality, for most teachers, the introduction of online learning is accompanied by an increase in workload and inadequate stimulation of activities.

Over time, students and teachers have developed the opinion that the negative impact of online learning outweighs the positive, so it should only be used with extreme caution when full-time learning is unavailable or impractical (Northenor, 2020). Other experts, on the contrary, argue that the negative effects of online learning, such as

feelings of isolation or increased screen time, are fully balanced by the positive aspects of this experience – accessibility and effectiveness of education (Bay Atlantic University, 2022). The accelerated introduction of online learning is seen as a positive effect of a global problem. Although it is difficult for many people to adapt to the new learning format, the rapid pace of technology development and social crises leave no other way than to do everything to adapt as quickly as possible.

CONCLUSIONS

The widespread introduction of computer and digital technologies in the educational process has become the new standard of higher education. Full or partial transfer of learning to the virtual space requires a revision of the ideology, strategy, and tools of higher education. Similar to most methods of education, online education has its pros and cons, which were detailed in this paper.

An expert survey of psychology teachers showed that the advantages of online training for all participants in the educational process are: mobility, high quality of educational material created using digital technologies, the ability to automate knowledge control, a variety of psychological and pedagogical tools for influencing the audience, stimulation of the development of digital competence of specialists. Nevertheless, specific problems of online learning can be noted. On the part of students, there are violations of social communication: deepening of social distancing, and a lack of personality-oriented communication. On the part of teachers, additional opportunities for professional self-fulfilment are offered, yet fatigue and overload, emotional burnout, and deterioration of the overall quality of life are noted. Therefore, transferring classes to a virtual space cannot replace the full-fledged academic environment of the university.

Regarding the restrictions in the study, it is worth noting that under martial law, it is impossible to discuss the unification of educational technologies and the complete transition of higher education to the virtual space. Teachers have different degrees of online workload, which greatly affects their ideas about the educational process.

The transition to a digital learning environment has implications for all participants who need to adapt to the new learning format. The prolonged socio-psychological effects of online learning are extremely interesting in both practical and theoretical aspects. In addition to a decrease in knowledge and competencies, one can expect difficulties in the professional identification of students, an increase in alienation, and social distancing. Nevertheless, in adapting to a new reality, new forms of thinking, norms of communication, and ways of socialisation will be developed.

Understanding the positive and negative aspects of online learning will help universities develop strategies for more effective implementation of vocational education. Online training is useful during martial law. However, conventional education in a university classroom or laboratory remains the preferred path that encourages students' social and intellectual development. The restoration of full-time education in the post-war period should consider the acquired experience and achievements and use them for the benefit of all participants in the educational process. For that reason, the research perspective is to examine the positive outcomes of online learning and implement them in conventional learning as a way to modernise and improve it.

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CONFLICT OF INTEREST

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Психологічні аспекти реалізації онлайн-навчання в українських університетах

Анотація. Актуальність дослідження зумовлено тим, що, на відміну від більшості європейських країн, які після завершення пандемії коронавірусу повернулися до очного навчання, Україна, через активні бойові дії на її території, тривалий час продовжувала навчальний процес в онлайн-форматі й знову стоїть перед вибором раціонального способу навчання. Саме тому існує потреба зважити всі слабкі та сильні сторони віддаленого освітнього формату. Мета роботи – здійснити аналіз переваг та недоліків реалізації онлайн-освіти в українських університетах під час воєнного стану. Задля досягнення мети проведено опитування 56 викладачів психологічних дисциплін з професійним стажем від 4 до 28 років; здійснено аналіз отриманих відповідей. Результати показали, що переваги навчання онлайн для студентів та викладачів спільні: мобільність, висока якість цифрового контенту, часткова автоматизація контролю знань, різноманіття психолого-педагогічних інструментів, стимуляція розвитку цифрової та технологічної компетентності. Головні проблеми онлайн-навчання для студентів полягають у порушеннях комунікації: дефіциті особистісно-орієнтованого спілкування між однолітками й поглибленні соціальної дистанції між студентами та викладачами. У сфері психологічної освіти цей недолік тісно пов'язаний з труднощами засвоєння практичних фахових навичок, які полягають в організації довірчої, близької взаємодії між людьми. Для викладачів така форма роботи розкриває широкі можливості професійної самореалізації, але водночас супроводжується перенавантаженням, швидким емоційним вигоранням, погіршенням здоров'я та якості життя. У статті обґрунтовано необхідність відновити очну освіту, урахувавши позитивний досвід онлайн-навчання. Результати проведеного дослідження можуть стати основою для розробки практичних заходів, спрямованих на запобігання професійної дезадаптації викладачів університетів; а також на профілактику труднощів соціалізації та професіоналізації молоді, що отримала вищу освіту в період карантину та воєнного стану

Ключові слова: дистанційна освіта; викладачі; студенти; заклад вищої освіти, цифрове освітнє середовище, взаємовідносини в освітньому просторі