

Eduweb

Revista de Tecnología de
Información y Comunicación en Educación

ONLINE ISSN: 2665-0223

PRINT ISSN: 1856-7576



Volumen 16, No. 3.
Julio - Septiembre 2022

Universidad de Carabobo
Facultad de Ciencias de la Educación



UNIVERSIDAD DE CARABOBO

Rectora

Jessy Divo de Romero

Vicerrector Académico

Ulises Rojas

Vicerrector Administrativo

José Ángel Ferreira

Secretario

Pablo Aure

Facultad de Ciencias de la Educación

Decana

Ginoid Sánchez de Franco

Director Escuela de Educación

María Auxiliadora González

Dirección de Docencia y Desarrollo Curricular

María Cristina Arcila

Dirección de Investigación y Producción Intelectual

José Álvarez

Dirección de Asuntos Profesorales

Zoraida Villegas

Dirección de Estudios para Graduados

Flor Morales

Dirección de Administración

José Gregario López

Directora-Editora de la Revista Eduweb

Elsy Medina

Consejo de Desarrollo Científico y Humanístico

Vicerrector Académico Presidente

Ulises Rojas

Director Ejecutivo

Aaron Muñoz

Depósito legal: pp200702CA2520

ISSN: 1856-7576

© 2007, Eduweb

Código Revencyt: RVE022

Registrada en el Catálogo Latindex con el número de folio 19424

Directora General/Editora Jefe

Dra. Elsy Medina

Facultad de Ciencias de la Educación, Universidad de Carabobo

Subdirector

Dr. Honny Rosario

Facultad de Ciencias de la Educación, Universidad de Carabobo

Secretaría de redacción

Prof. Jesús A. Zambrano R.

Facultad de Ciencias de la Educación, Universidad de Carabobo

Consejo Editorial

Beatriz Mejías

Universidad Central de Venezuela

Freddy Rojas

Universidad Simón Bolívar

Katuska Peña

Universidad Nacional Experimental Francisco de Miranda

Madelen Piña

Universidad de Carabobo

Enrique Silva

Universidad Central de Venezuela

Magaly Briceño

Universidad Experimental Simón Rodríguez

Ruth Díaz Bello

Universidad Central de Venezuela

Ivel Páez

Universidad de Carabobo

Laybet Colmenares

Universidad de Carabobo

Comité asesor honorario internacional

Dr. Julio Cabero Almenara

Universidad de Sevilla, España

Dr. Francisco Martínez

Universidad de Murcia, España

Dr. Julio Barroso

Universidad de Sevilla, España

Dr. Álvaro Galvis Panqueva

Metacursos, USA

Dra. María del Carmen Llorente

Universidad de Sevilla, España

Dra. Magda Julissa Rojas Bahamón

Universidad de la Amazonia, Colombia

MSc. Diego Felipe Arbeláez

Grupo Lenguajes, Representaciones y Educación

Dr. Roberto Arboleda Toro

ACESAD, Colombia

Dra. Verónica Marín

Universidad de Córdoba, España

Asesor legal: Dra. Aura Piña R.

Comisión de Arbitraje

Hyxia Villegas
Universidad de Carabobo
Freddy Jara
Universidad de Carabobo
Xavier Vargas
Universidad de Carabobo
Juan Manzano
Universidad de Carabobo

Raymond Marquina
Universidad de los Andes
Adelfa Hernández
Universidad Central de Venezuela
Salomón Rivero
Universidad Nacional Experimental Francisco de
Miranda

Traductor y redacción en inglés:

Juan Carlos Briceño, Víctor Carrillo, Melba Noguera y Carlos Valbuena
Universidad de Carabobo

Autoedición versión digital
Francisco Antonio Ponte-Rodríguez
Universidad de Carabobo

Dirección de la Revista: Apartado de Correo 3812, Oficina de correos Trigal Sur, Valencia, Edo. Carabobo. Venezuela.
Correo electrónico: revistaeduweb@gmail.com

La revista Eduweb es una publicación cuatrimestral editada por la Coordinación del Programa de Especialización en Tecnología de la Computación en Educación de la Facultad de Ciencias de la Educación, Universidad de Carabobo. Es una publicación de ámbito nacional e internacional indizada en el índice de Revistas Venezolanas de Ciencia y Tecnología REVENCYT, en el Catálogo LATINDEX, Actualidad Iberoamericana, Dialnet, Red Iberoamericana de Innovación y Conocimiento Científico REDIB, y en Emerging Sources Citation Index.



Los contenidos de los trabajos publicados en la revista son de entera responsabilidad de los autores.

Versión electrónica de la Revista:

<http://revistaeduweb.org>

Esta edición se produce bajo el auspicio del Consejo de Desarrollo Científico y Humanístico y la Dirección de Postgrado de la Facultad de Ciencias de la Educación de la Universidad de Carabobo.

Se intercambia con otras revistas de carácter científico.

Contenido

Editorial.....	7
Organization of an inclusive educational environment for the development of children with special educational needs.....	9
Increasing the competitiveness of educational institutions in the conditions of internetization.....	23
The impact of digital and internet technologies on language development.....	41
Information technologies as a means of overcoming social-cultural barriers in the process of international students training.....	55
The application of communicative linguistics in the study of foreign languages (an example of the english language).....	67
Distance education in the conditions of martial law in institutions of higher education: development and practice.....	79
A transdisciplinary approach to teaching and building a higher education system.....	91
Creating a digital institution of higher education: theory and practice.....	106
The use of english as Lingua Franca to overcome language barriers and raise the level of education in modern conditions.....	121
Development of the concept of training students with special educational needs in institutions of higher education.....	134
Development of online and offline academic mobility of students in modern conditions.....	146
Innovative digital technologies in the pr-management specialists training for public administration bodies on the blended learning.....	160
Using of the language factor in modern conflicts of various levels.....	177
Training future pre-school professionals in psycho-pedagogical support for early childhood development.....	190
Features of the applying the information and communication technologies in the conditions of distance master's training of choir and orchestra conductors.....	205
Psychological and pedagogical features of training future social service workers.....	218
Cross-cultural competence formation for future teachers in integration processes.....	232
Comparing the efficiency of podcasts and mobile applications in the study of the german language by university students.....	245
Fundamental cognitive-semantic theories in linguistics.....	261
Formation of german linguistic translation competence among university students.....	274
Artistic and aesthetic senior preschool age child development: Organizational and management block.....	285
Volunteering as a technology for involving public activity and a factor of influence on the career strategies of youth.....	294

DE LOS FINES Y PROPÓSITOS DE EDUWEB, REVISTA DE TECNOLOGÍA DE INFORMACIÓN Y COMUNICACIÓN EN EDUCACIÓN

Eduweb, la revista de Tecnología de Información y Comunicación en Educación, es una publicación de carácter nacional e internacional de divulgación del conocimiento, del uso, aplicación y experiencias de las Tecnologías de la Información y Comunicación (TIC) en ambientes educativos. Con la revista se pretende divulgar las innovaciones que en materia de TIC están siendo implementadas y ensayadas en los diferentes niveles y modalidades del sistema educativo venezolano e iberoamericano. De igual manera contribuir a proyectar las experiencias de estudiantes de pre y postgrado, docentes, investigadores y especialistas en TIC en educación en la Universidad de Carabobo y en otras universidades de Venezuela y de otros países de Iberoamérica. Es una revista arbitrada e indexada adscrita al programa de la especialización en Tecnología de la Computación en Educación, de la Facultad de Ciencias de la Educación de la Universidad de Carabobo, registrada bajo el ISSN 1856-7576. Editada en formato impreso y digital.

Visión

Ser un espacio académico-científico de difusión y divulgación de las distintas tendencias del pensamiento universal ubicadas en el área de TIC en ambientes educativos, con altos niveles de calidad académica.

Misión

Promover y facilitar la difusión y divulgación de los productos de las investigaciones y experiencias de los docentes e investigadores de la Universidad de Carabobo y otras universidades del país y del mundo en el área de TIC en ambientes educativos; motivar la participación en redes comunes de información y publicación nacional e internacional; coordinar esfuerzos y velar por la calidad de las publicaciones a fin de procurar elevar el nivel académico del personal docente y de investigación mediante el desarrollo de trabajos de investigación como función esencial en su crecimiento académico.

Objetivos

Servir como órgano de divulgación de las TIC y su influencia en ambientes educativos. Estimular la producción intelectual no solo en los docentes e investigadores de la Universidad de Carabobo, sino también en otros centros de educación e investigación nacional e internacional.

Propiciar el intercambio cultural, académico, científico y tecnológico con otros centros de educación superior en Venezuela y el mundo.

EDITORIAL

Nowadays, the educational sphere is in the conditions of radical changes that have been observed in all aspects of social life. These changes lead to the emergence of the latest trends and directions in the development of the educational process.

It should be noted that modern transformations have affected all parts of the educational system, from preschool and general education to the system of higher educational institutions.

The tendencies of modern transformations concern both institutional changes and information support of educational processes, which are designed to optimize and rationalize the process of acquiring knowledge by the education seekers.

The application of the latest methods and training aids, which correspond to the current trends of rapid development of the scientific and technical sphere, is gaining considerable relevance. This encourages teachers to implement innovative methods, adapt these technologies as fully as possible for their effective use in the educational process.

Orientation towards innovative trends in updating the educational system requires significant changes in the content, structure and individual organizational components of the educational process. After all, these changes determine the modernization of the traditional education system; they impose the development and implementation of the latest pedagogical methods and technologies, focused on creativity and innovation, which ensure high rates of professional and personal development of the education seekers, promoting their self-fulfilment and the formation of personal skills of independent educational activities.

In particular, within the framework of implementing the principles of tolerance, respect for the individual features of children, in order to achieve impartiality and prevent students' discrimination, an important direction in the development of modern education is the active introduction of inclusive classes for training and socializing children and youth.

The rapid development of information technology is an important feature of modernity, which to a great extent determines the further development of social relations. Currently, high-quality teaching cannot be conducted without using the available information and computer technologies, resources and multimedia tools.

One of the main trends of the educational system nowadays lies in ensuring the digital transformation of higher education, in accordance with the requirements and opportunities of the market and in compliance with the integration processes in the global information and open educational space. This implies expanding the access of all participants to global digital resources, the fullest possible satisfaction of the educational needs of students in digital products, as well as effective electronic communication and cooperation of all those involved in the educational process.

Taking into account the current realities, in connection with a thorough modernization of the goals, forms, methods and means of training in institutions of both secondary and higher education, an important direction in the transformation of the educational system is the digitalization of the educational sphere, which is an important prerequisite for the competitiveness of educational institutions.

In connection with the issues outlined, transformational processes are of particular importance, providing for an increase in academic mobility of learning in order to ensure the possibility of participants in the educational process to study, teach, train or conduct scientific activities in various educational institutions, and, in particular, to increase the mobility of education seekers in the labour market in the future.

It should be emphasized that special attention is paid to the introduction of online education, the use of the latest electronic means, Internet platforms and other electronic and multimedia tools, which involves a significant modernization of the educational system and puts forward new requirements for the quality of training of teachers, psychologists, and social workers. The newest aspect of the electronic transformation of education is the organization of the work of digital educational institutions, which involves taking into account internal and external factors influencing the development and efficiency of the institution, for the satisfaction of all participants in the educational process and ensuring its maximum efficiency.

In the context of the above-mentioned trends, increasing the intercultural competence of teachers and other pedagogical workers, taking into account the peculiarities of the existing international integration processes, is of particular importance.

Taking into account the multifaceted nature of current trends in the field of preschool and general education, nowadays, considerable attention in the scientific and pedagogical field is devoted to the search for tools in order to ensure high quality of psychological support, as well as to the study of psychological and pedagogical features of the training of social service workers, who are important participants in the educational process.

The development of the newest tools of asynchronous and mixed learning, which can be used in martial law conditions to create the safest possible conditions for all participants in the educational process, has become of particular relevance.

The existing tendencies in the development of the educational field have led to the activation of certain aspects of the linguistic sphere, in particular, the development of certain issues of cognitive-semantic theory, the study of the formation features of education seekers' translation competence, etc. have gained popularity.

It is worth noting that pedagogical innovations have been reflected in the theory and practice of music education, causing the emergence of the latest theories in choreography. They have formed innovative concepts of musical education taking into account the scientific fundamentals of developing the innovative teacher's personal potential and new methodological aspects of modelling musical and educational activities for the formation of readiness for innovative activities of future music teachers.

Modern information and transformational changes in the educational sphere make it possible to implement flexible and effective educational and managerial programs, optimize the organizational and educational processes of the educational sphere, as well as change the principle of educational activities for the accumulation and transfer of knowledge to practical training and innovative personal development of education seekers.

Buryk Myroslav

Candidate of science in public administration (PhD)

Docent Department of Public Administration interregional academy of personnel management

Ukraine, Kyiv.

mir230480@gmail.com

Organization of an inclusive educational environment for the development of children with special educational needs

Organización de un entorno educativo inclusivo para el desarrollo de niños con necesidades educativas especiales

Nataliia Bakhmat

bahger.teacher@gmail.com

<https://orcid.org/0000-0001-6248-8468>

Deputy Dean of Scientific Activity and Informatization of Educational Process of Pedagogical Faculty, Doctor of Pedagogical Sciences, Professor, Department of Theory and Methods of Primary Education, Faculty of Pedagogics, Kamianets-Podilskyi Ivan Ohienko National University, Kamianets-Podilskyi, Ukraine.

Olha Vyshnyk

olhavyshnuk@gmail.com

<https://orcid.org/0000-0003-4030-4482>

Candidate of Pedagogical Sciences (PhD), Senior Teacher, Department of Theory and Methods of Primary Education, Educational and Scientific Institute of Pedagogy and Psychology, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine.

Alla Moskaljova

moskalla@ukr.net

<https://orcid.org/0000-0003-0213-0434>

Candidate of Psychological Sciences, Associate Professor, Department of Management Psychology, Central Institute of Postgraduate Education, SHEI "University of Educational Management", Kyiv, Ukraine.

Olga Fediy

olgafedj@gmail.com

<https://orcid.org/0000-0002-9988-7929>

Doctor of Pedagogical Sciences, Professor, Head of the Department of Elementary Education, Natural and Mathematical Disciplines and Methods of their Teaching, Faculty of Psychology and Pedagogics, Poltava National Pedagogical University named after V. G. Korolenko, Poltava, Ukraine.

Kateryna Lisovska

Lisovska_k@ukr.net

<https://orcid.org/0000-0001-7678-4508>

Postgraduate student, Faculty of Pedagogy, National Pedagogical University named after M. P. Drahomanova, Teacher of Primary Classes of Gymnasium No. 290 in Kyiv, Kyiv, Ukraine.

Recibido: 12/05/22
Aceptado: 26/08/22

Abstract

Recently in academic papers by educators and practical psychologists, the issue of searching for means and tools designed to make the life of people with disabilities full and independent has been increasingly raised. Many scientists point to the need for new forms of education that promote the integration of people with special needs into society. An inclusive education deserves special attention among them. This article aims to identify and characterize the benefits of an inclusive classroom for children's development and socialization. The article studies the academic papers on the work of inclusive classes from the perspective of their role in the development and successful socialization of education applicants. Also, it investigates the results of the questionnaire survey of teachers and parents of children studying in inclusive classes. During the research, we studied the content of the inclusive education concept and features of this educational process form, established the goals, and highlighted the most important aspects of creating an inclusive environment.

Keywords: inclusion, children with special educational needs, inclusive educational environment, socialization of children, benefits of an inclusive classroom for child development.

Resumen

Recientemente, en trabajos académicos de educadores y psicólogos prácticos, se ha planteado cada vez más el tema de la búsqueda de medios y herramientas diseñados para hacer que la vida de las personas con discapacidad sea plena e independiente. Muchos científicos señalan la necesidad de nuevas formas de educación que promuevan la integración de personas con necesidades especiales a la sociedad. Una educación inclusiva merece una atención especial entre ellos. Este artículo tiene como objetivo identificar y caracterizar los beneficios de un aula inclusiva para el desarrollo y la socialización de los niños. El artículo estudia los trabajos académicos sobre el trabajo de las clases inclusivas desde la perspectiva de su papel en el desarrollo y socialización exitosa de los aspirantes a la educación. Además, investiga los resultados del cuestionario de encuesta a profesores y padres de niños que estudian en clases inclusivas. Durante la investigación, estudiamos el contenido del concepto de educación inclusiva y las características de esta forma de proceso educativo, establecimos los objetivos y destacamos los aspectos más importantes de la creación de un entorno inclusivo.

Palabras clave: inclusión, niños con necesidades educativas especiales, ambiente educativo inclusivo, socialización de los niños, beneficios de un aula inclusiva para el desarrollo infantil.

1. Introduction

Integrating people with disabilities into the social community presents many challenges that require a comprehensive approach (Sharavara & Batsman, 2020).

When we consider the education of children with special needs, we are talking about a change in the basic educational principles in the community where these children are.

Today the whole world promotes the idea of full integration of people with disabilities into social life. That is why the term associated with these processes (inclusion means integration) is widespread. Accordingly, inclusive education allows people with special needs to have equal access to the educational process. At the same time, in the vast majority of countries, the situation with inclusive education is still in its early stages (Drach, 2020).

We should also note that in the learning environment, where children with special educational needs are raised, the socialization process, which takes place first in the family and then in school, is essential.

School plays the most crucial role in a child's adaptation to future adult life. Analysis and attention to a child's state of health, impairments of psychophysical development, parents' desire to provide an education at school, and effective family education give rise to national changes in the educational process. It is essential for every little person, especially for a child with special educational needs, as it contributes to her more effective development and the acquisition of socialization skills.

2. Literature review

Inclusive education is an educational model that allows children with special educational needs to learn with other students from the same school in the same classroom. Inclusive education aims to create conditions among peers for developing children with special educational needs and form tolerant attitudes of parents, teachers, and students towards children with disabilities (Drach, 2020).

The possibility of educating all children, regardless of the presence of developmental disabilities, in a mainstream school has long been a subject of research by scholars (Dell'Anna, 2021).

Over the past decade, such researchers as G. Porter, Y. Muñoz-Martínez, B. Francis, L. Archer, J. Hodgen, D. Pepper, B. Taylor, and M. Travers have devoted their studies to this problem.

Studies by teachers focus on the specifics of building the educational process for children with special needs in educational institutions, their rehabilitation, and social integration

(Muñoz-Martínez & Porter, 2018), (Francis, Archer, Hodgen, Pepper, Taylor & Travers, 2017).

As E. Miatto notes, engaging a child with intellectual and physical disabilities in the learning process plays a significant role in the education and upbringing of healthy children, fostering certain qualities in them, such as tolerance, mindfulness, ability to show care, and so on (Miatto, 2020).

According to J. Drach, a unique feature of this educational form is adapting a child with special educational needs to the school requirements (Drach, 2020).

V. O. Sukhomlynskyi (1976) noted that since there can be no collective without personality, there can be no learning of personality outside the collective. Children with developmental disabilities should not be left alone with their problems. Such children should develop in the same conditions as regular students. V. O. Sukhomlynskyi accurately noted that the collective could become an educational environment only if it is created through communication and joint activities that bring everyone joy and pleasure, develop the interests and skills of its members, and if there is an educated teacher who loves children (Drach, 2020).

Present-day inclusive education is based on the international legal acts of the UN Convention on the Rights of the Child, the recognition of the children's rights, the priority of universal values, the harmonious development of the individual, non-discrimination of children with special needs on any grounds. Thus, Article 23 of the Convention states that "...a child with mental or physical disabilities should lead a full and dignified life under normal conditions, which promote self-confidence and ensure her participation in the life of society... A child with special needs has the right to special care, education, and support for a full and dignified life under conditions that ensure maximum independence and social inclusion...." (Bondar & Zolotoverh, 2019).

Numerous specialists in the social, penitentiary, special education, and defectology field have devoted their works to the issue of integrated education and the upbringing of children with developmental disabilities: A. Kefallinou, S. Symeonidou, C. Meijer, V. Bondar, V. Zolotoverkh (Kefallinou, Symeonidou & Meijer, 2020), (Bondar & Zolotoverh, 2019).

Certain aspects of the problem of educating children with special needs in general educational institutions are considered in the works by R. Sharavara, O. Batsman, G. M. Jessup, A. C. Bundy, N. Hancock, A. Broom (Jessup, Bundy, Hancock & Broom, 2018), (Sharavara & Batsman, 2020).

An inclusive school, according to D. Paulsrud and C. Nilholm, aims "to give all students the opportunity for the fullest possible social life and active participation in the community, thereby ensuring full interaction and care for each other as complete members of society" (Paulsrud & Nilholm, 2020).

We agree with S. Roldán, J. Marauri, A. Aubert, and R. Flecha that engaging in this form of learning allows children with disabilities to interact, observe, and imitate normal children. In other words, children with disabilities can have the same social experiences as their other peers (Roldán, Marauri, Aubert & Flecha, 2021).

Researchers note that communicating with disabled people is also suitable for regular children, their families, teachers, and the local community (Dila & Wijayanti, 2020).

At the current stage of educational development of children with special educational needs, creating an inclusive educational environment is a priority. In such an environment, all children learn together in the general education system with programs adapted to the specific needs of each child (Ahsan & Sharma, 2018).

Priority aspects for creating an inclusive environment are breaking down stereotypical perceptions of teachers, students, and the learning process itself, creating a school atmosphere based on the idea of inclusion, building the school as a community focused on cooperation rather than competition, fostering the confidence of each employee and student in their abilities (Haegele & Zhu, 2017).

3. Aims

This study aims to determine the specifics of inclusive educational environment formation and its benefits for all participants.

4. Materials and methods

Practical research on the benefits of an inclusive educational environment was conducted through a survey using the SurveyMonkey service.

82 respondents, namely teachers of inclusive classes in general secondary education institutions, parents of children with special needs, and parents of other children studying in inclusive classes in 9 institutions of public education in Ukraine, took part in the opinion study on the positive aspects of the inclusive educational environment.

The survey was conducted using questionnaires, where respondents were asked to answer questions. After that, we calculated all respondents' average value of answers during the results assessment process.

5. Results

During the survey, we found out the respondents' opinions on the benefits for children with special educational needs of studying in an inclusive classroom (Figure 1).

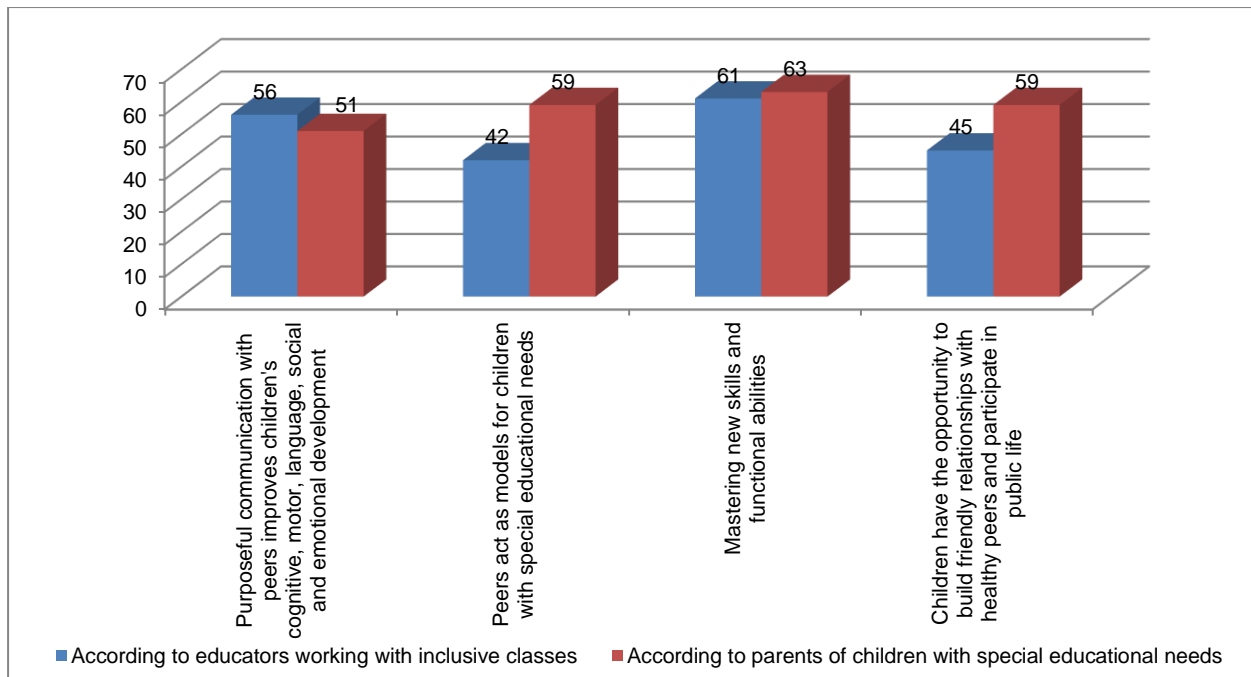


Figure 1. Benefits of inclusive education for children with special educational needs, %. Source: compiled by the authors.

As the survey results showed, in the opinion of teachers and parents of children with special educational needs, the most important benefit for children is mastering new skills and functional abilities. The survey participants estimated this aspect of inclusive education at 61% by teachers and 63% by parents.

The respondents also noted that purposeful communication with peers improves children's cognitive, motor, language, social, and emotional development. In addition, the fact that peers serve as models for children with special educational needs is a significant positive aspect of this educational process.

According to both parents and teachers, children with special needs must have the opportunity to build friendships with other peers and participate in the school's social life.

Respondents believe that a significant attention should be paid to the benefits of inclusive education for all children in the classroom (Figure 2).

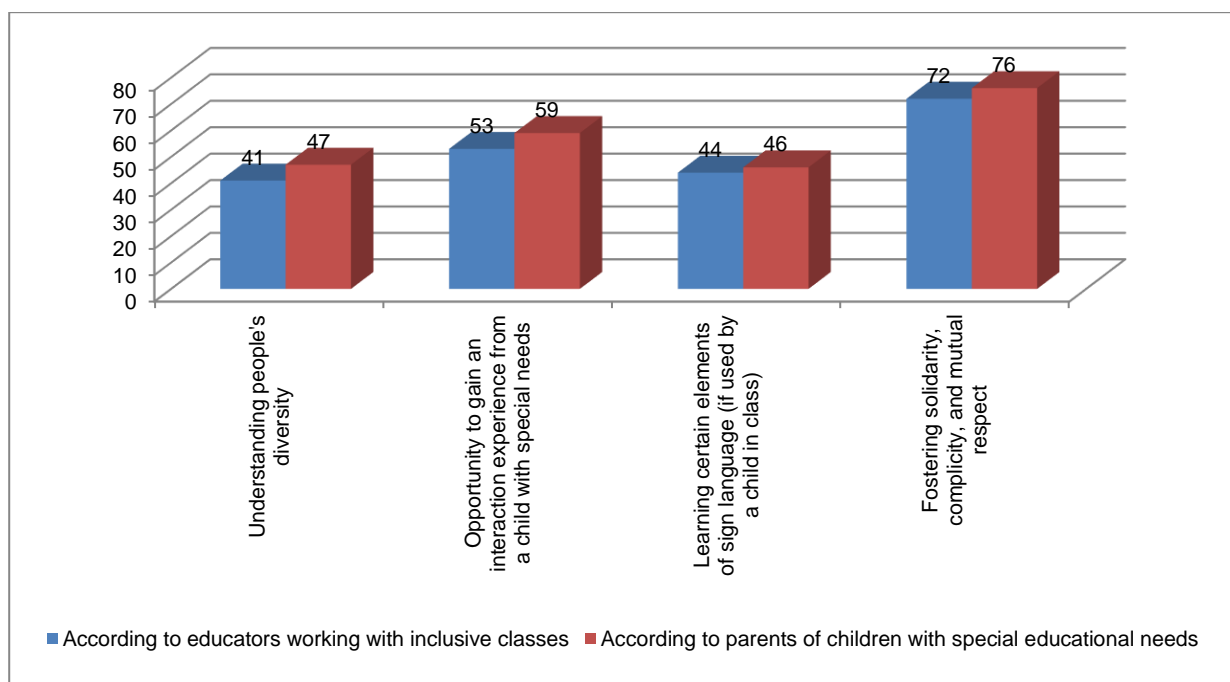


Figure 2. Benefits of inclusive education for all children in the classroom, %.

Source: compiled by the authors.

As noted by respondents, education in an inclusive classroom positively impacts the development and socialization process of all children. In particular, the most positive impact is stated in terms of fostering solidarity, complicity, mutual respect, the opportunity to experience communication with a child who has special needs, as well as understanding people's diversity, and learning certain elements of sign language (if a child uses it in class).

According to the respondents, the child's socialization is one of the most critical aspects of the educational process. Therefore, taking into account the topic of this study, respondents believe that the advantages of inclusive education, which contribute to a more effective process of socialization of children in inclusive classrooms, are (Figure 3):

- public awareness of the problems faced by children with special developmental needs;
- solidarity between children with special educational needs and their peers;
- effective social adaptation of a child with special educational needs;
- development of skills and personal strengths of a child with special educational needs;
- practical realization of educational role in building a more tolerant society.

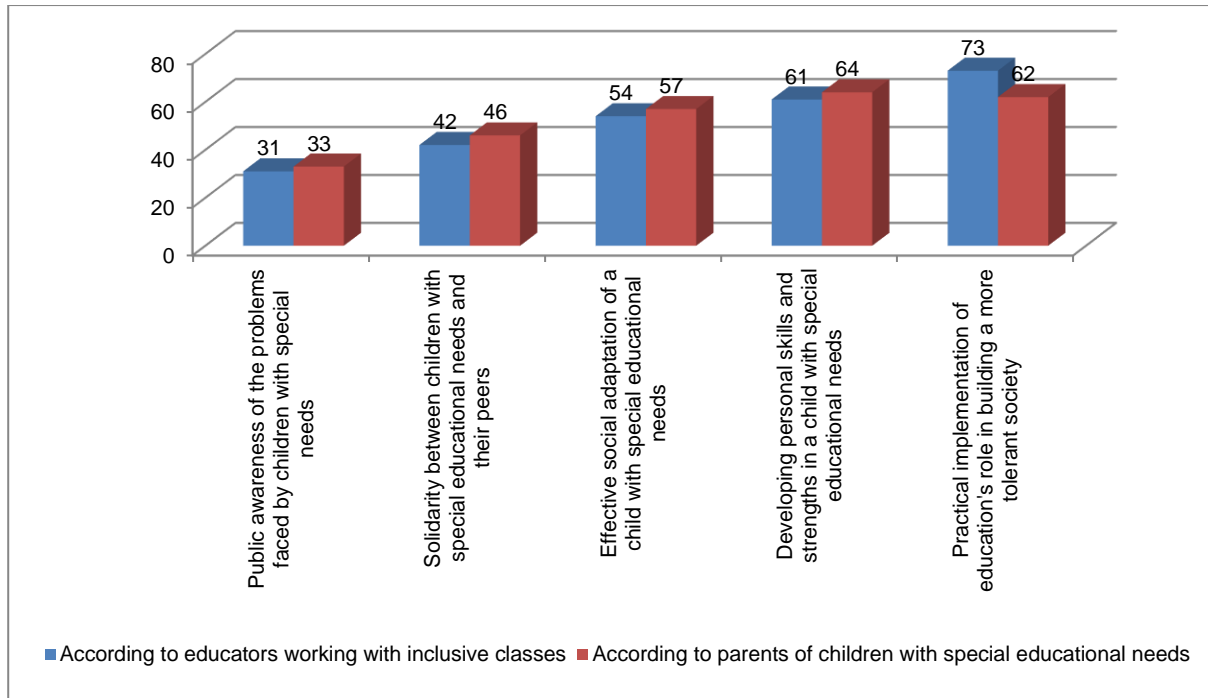


Figure 3. Benefits of inclusive education that contribute to a more effective socialization process for children in inclusive classrooms, %.
Source: compiled by the authors.

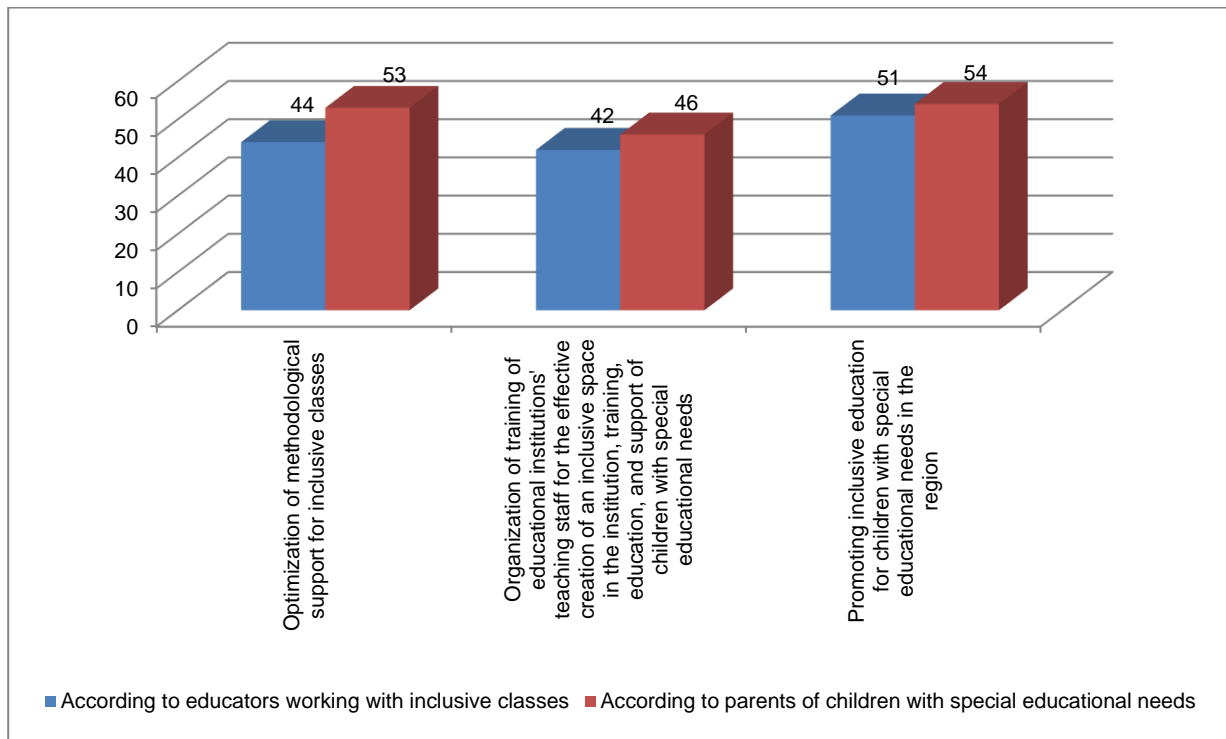


Figure 4. Main prospective tasks for the development of inclusive education, %.
Source: compiled by the authors.

Respondents believe that the main promising tasks for the development of inclusive education are (Figure 4):

- optimization of the methodological support for inclusive classes;
- organizing training of pedagogical staff of educational institutions for effective creation of inclusive space in the institution, training, upbringing, and support of children with special educational needs;
- advocating for the organization of inclusive education for children with special educational needs in the region.

6. Discussion

The academic research and findings of this study proved that all children benefit from inclusive education.

It provides the opportunity to:

- develop children's strengths and talents;
- include all applicants for education without exception in public schools and other community organizations;
- work toward a child's personal goal, taking into account their participation in the life of the classroom;
- involve parents in the learning process and the educational life of the institution;
- develop skills for learning about the world around them and respect the different abilities of others;
- develop friendships with other children;
- promote a positive image of the institution and spread respect for diversity and inclusion (Muñoz-Martínez, Vergara & Carrasco, 2021).

As H. Miyauchi notes, the constituent models of inclusive education are:

- a team approach;
- meeting the individual needs of children;
- cooperation with parents;
- creating a positive atmosphere in the children's team (Miyauchi, 2020).

A. Boza-Chua, K. Gabriel-Gonzales, and L. Andrade-Arenas support this viewpoint. They also note that inclusive education in public education institutions is an alternative to education in specialized institutions and has many advantages, among which the main one is that a child with special needs learns to live in society, forms an orientation to every day, complete life in close cooperation with the family. In contrast, the child creates an idea of their exceptional development features not as painful circumstances but as a way of life (Boza-Chua, Gabriel-Gonzales & Andrade-Arenas, 2021).

The inclusive education practice is based on accepting the individuality of each student and planning the education and learning process to meet the needs of each child with a disability. Inclusive education emphasizes the personalization of learning, developing individualized learning pathways (Opie, Deppeler, & Southcott, 2017).

The main difference between the processes of integration and inclusion is that the inclusion of all participants in the educational process changes the attitude toward children with disabilities, and the ideology of education changes in the direction of increasing the educational process harmony and its pedagogical and social orientation. Inclusive education contains resources that promote equality for all students and participation in all aspects of collective life.

In an inclusive learning environment, all children can succeed.

Based on a comprehensive literature review on this issue, Y. Muñoz-Martínez and G. Porter identify the following benefits for children with special educational needs:

- in an inclusive environment, children with disabilities demonstrate a higher level of social interaction with other children who do not have such disabilities;
- in an inclusive educational environment, the social skills and communication skills of children with developmental disabilities are improved;
- children with special needs learn a more challenging and in-depth curriculum, which leads to more effective skills acquisition and improved educational outcomes;
- social learning for children with special needs is enhanced through inclusive schools, where it often takes the form of group work. While working in small groups, children learn to see the person rather than the disability and begin to see that they have much in common with children with disabilities;
- friendships between children with and without disabilities tend to develop more in inclusive environments.

Studies have shown that children in inclusive environments have safer and more lasting relationships with friends than children in segregated environments. It is especially true when children attend a local school nearby and have more opportunities to meet with friends after school (Muñoz-Martínez & Porter, 2018).

It is good that children with special needs go to the same schools as their peers, in the same class as other children, live in a family, having the same rights and responsibilities. However, it is also essential that a child's personality is formed not in a closed circle of similar children - the deaf among the deaf, the blind among the blind, the mentally disabled among the mentally disabled - but in an environment that requires a higher level of communication, social interaction, provides mutual support, socialization, and adaptation in society (Szumski, Smogorzewska & Karwowski, 2017).

The studies show that inclusive classrooms focus primarily on developing students' strengths and talents rather than addressing their physical or mental problems. Interaction with other children promotes the cognitive, physical, speech, social, and emotional development of children with special educational needs. At the same time, children with normal developmental levels demonstrate appropriate behavior to children with special educational needs and motivate purposeful use of new knowledge and skills. In inclusive classrooms, interactions between students with special educational needs and other children help build friendly relationships between them so that children learn to accept and tolerate human differences and naturally become more responsive (Rueda, Muñoz-Martínez & Porter, 2021).

The arguments in favor of students in inclusive learning environments are indisputable. Therefore, the controversial claim that other children in inclusive environments receive a worse education or are in less favorable social circumstances can hardly be said to be proven.

Other children benefit in many ways from an inclusive environment, as do children with special educational needs. For example, having children with developmental disabilities in the classroom does not affect the performance of other students (Muñoz-Martínez & Porter, 2021).

As H. Miyauchi notes, children with disabilities can increase their self-esteem and strengthen their place in the learning process by mentoring others. Other children also have the opportunity to learn additional skills, such as learning Braille or communicating in sign language. Learning these skills can take place in a situation where everyone involved understands their importance and can put them into practice.

All children in an inclusive environment can learn to appreciate and respect children with special needs. They learn to see a person as a talent rather than a handicap and disregard the social labels associated with them (Miyauchi, 2020).

The strategic educational and upbringing goals of children with special educational needs are full integration into society, the ability to bear the social load with other peers, perceive intellectual and aesthetic values of society, and master moral and ethical norms of human relations. The achievement of this particular goal is possible only when the proper conditions for the development and education of this category of children are created in society (Kefallinou, Symeonidou & Meijer, 2020).

Currently, there are many problems in the implementation of inclusive education. Still, the state persuasively seeks to ensure that every child, regardless of health conditions, has the same opportunities to realize their right to education and develop the potential for a socially meaningful career in later adult life (Szumski, Smogorzewska & Karwowski, 2017).

Currently, the issue of children with special educational needs development, their education, and upbringing in educational institutions is one of the priorities in public policy of many countries worldwide. As a result, the system of upbringing and education is improved to ensure the comprehensive development of "special" children. Also, the best conditions are created for their integration into society. However, the educational organization, which focuses on the problems and needs of these children, requires more time and severe corrective actions aimed at a comprehensive approach to solving this problem (Opie, Deppeler & Southcott, 2017).

7. Conclusions

Hence, inclusive education is an environment where all students, regardless of their educational needs, can learn more effectively, improve their social skills, improve their communication abilities and feel a part of the community.

All the necessary measures are taken worldwide to preserve and expand the acquired experience of inclusive education and develop a new strategy of corrective and educational work with this category of children.

Education in inclusive classes according to already developed and approved particular standards, programs and textbooks will provide the highest level of general educational training and students' readiness for independent life. Thus, inclusive education may become a leading trend at the present stage of modernization of the education system for children with special needs. Educating children in inclusive classes, guaranteeing the right of the child to equal access to education, the choice of the volume and form of learning, thus taking into account the high social requirements for the education of students and the potential of each child, which is the key to preparing children for independent life and work.

8. Bibliographic references

- Ahsan, T., & Sharma, U. (2018). Pre-service teachers' attitudes towards inclusion of students with high support needs in regular classrooms in Bangladesh. *Nasen*, 45(1), 81-97. <https://doi.org/10.1111/1467-8578.12211>
- Bondar, V., & Zolotoverkh, V. (2019). Basic approaches to the introduction of inclusive education for children with special educational needs Inclusive and integrated learning: status, problems and prospects: a collection of scientific papers. According to the general edition of Acad. Prokopenko IF Kharkiv, Mitra, 28-29. Retrieved from: http://hnpu.edu.ua/sites/default/files/files/Kaf_zdor_ta_korr_os/Zbir_SPP_2019.pdf.
- Boza-Chua, A., Gabriel-Gonzales, K., & Andrade-Arenas, L. (2021). Inclusive Education: Implementation of a Mobile Application for Blind Students. *International Journal of Advanced Computer Science and Applications*, 12, 11. DOI: 10.14569/IJACSA.2021.0121189

- Dell'Anna, S. (2021). Evaluation models of an inclusive school system. Perspectives of dialogue between implementation, research and (self-) improvement [Modelli di valutazione di un sistema scolastico inclusivo. Prospettive di dialogo tra implementazione, ricerca e (auto-) miglioramento]. Digital Transformation Report. Retrieved from: https://www.researchgate.net/publication/351125364_Modelli_di_valutazione_di_un_sistema_scolastico_inclusivo_Prospettive_di_dialogo_tra_implementazione_ricerca_e_auto-miglioramento
- Dila, F. T., & Wijayanti, W. (2020). Management of Inclusion Curriculum in Public Elementary School, Giwangan. Conference: 2nd Yogyakarta International Conference on Educational Management/Administration and Pedagogy. DOI: 10.2991/assehr.k.201221.019
- Drach, J. (2020). Perspectives of the inclusive principle in higher education. Inclusive educational environment: problems, prospects and best practices: abstracts of the XX International Scientific and Practical Conference (Kyiv, November 18-19, 2020). 415 s. Retrieved from: https://uu.edu.ua/upload/Nauka/Novini/Actualni%20problemi_konferentsiya/2020/XX/inkluzija20_1.pdf
- Francis, B., Archer, L., Hodgen, J., Pepper, D., Taylor, B., & Travers, M. (2017). Exploring the relative lack of impact of research on 'ability grouping' in England: A discourse analytic account. *Cambridge Journal of Education*, 47(1), 1-17. <https://doi.org/10.1080/0305764X.2015.1093095>
- Haegele, J., & Zhu, X. (2017). Experiences of individuals with visual impairments in integrated physical education: A retrospective study. *Res. Q. Exerc. Sport*, 88, 425–435. Retrieved from: <https://www.tandfonline.com/doi/abs/10.1080/02701367.2017.1346781?journalCode=urqe20>
- Jessup, G.M., Bundy, A.C., Hancock, N., & Broom, A. (2018). Being noticed for the way you are: Social inclusion and high school students with vision impairment. *British Journal of Visual Impairment*, 2018,36, 90–103. Retrieved from: <https://journals.sagepub.com/doi/10.1177/0264619616686396>
- Kefallinou, A., Symeonidou, S., & Meijer, C.(2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(1), 1-18 DOI: 10.1007/s11125-020-09500-2
- Miatto, E. (2020). L'inclusione come un prisma: significati e prospettive di una incursione nel catalogo OPAC del SBN. *Education Sciences & Society*, 2, 285-287. DOI: 10.3280/ess2-2020oa9468
- Miyauchi, H. (2020). A Systematic Review on Inclusive Education of Students with Visual Impairment. *Education Science*, 2020, 10, 346. Doi:10.3390/educsci10110346
- Muñoz-Martínez, Y., & Porter, G. (2018). Planning for all students: promoting inclusive instruction. *International Journal of Inclusive Education*, 24(1). DOI: 10.1080/13603116.2018.1544301

- Muñoz-Martínez, Y., Vergara, F., & Carrasco, C. (2021). Training and Support for Inclusive Practices: Transformation from Cooperation in Teaching and Learning. *Sustainability*, 13(5), 2583. DOI: 10.3390/su13052583
- Opie, J., Deppeler, J., & Southcott, J. (2017). You have to be like everyone else: Support for students with vision impairment in mainstream secondary schools. *Nasen*. 32, 267–287. <https://doi.org/10.1111/1467-9604.12169>
- Paulsrud, D., & Nilholm, C. (2020). Teaching for inclusion – a review of research on the cooperation between regular teachers and special educators in the work with students in need of special support. *International Journal of Inclusive Education*, 1-4. DOI: 10.1080/13603116.2020.1846799
- Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How Inclusive Interactive Learning Environments Benefit Students Without Special Needs. *Frontiers in Psychology*, 12, 661427. DOI: 10.3389/fpsyg.2021.661427
- Rueda, C., Muñoz-Martínez, Y., & Porter, G. (2021). Classroom instruction and practices that reach all learners. *Cambridge Journal of Education*. 51(1). DOI:10.1080/0305764X.2021.1891205
- Sharavara, R., & Batsman, O. (2020). Features of training future social workers to work with students with disabilities in higher education. Inclusive educational environment: problems, prospects and best practices: abstracts of the XX International Scientific and Practical Conference (Kyiv, November 18-19, 2020). 415 s. Retrieved from: https://uu.edu.ua/upload/Nauka/Novini/Actualni%20problemi_konferentsiya/2020/XX/inkluzija20_1.pdf
- Sukhomlynskyi, V. O. (1976). Selected works: in 5 volumes. [edited by: O. G. Dzeverin (head) and others]. Kyiv: Rad. Shk.
- Szumski, G., Smogorzewska, J., & Karwowski, M. (2017). Academic achievement of students without special educational needs in inclusive classrooms: A meta-analysis. *Educational Research Review*, 21, 33-54. Retrieved from: <https://www.semanticscholar.org/paper/Academic-achievement-of-students-without-special-in-Szumski-Smogorzewska/2936db24765d8ba6ba11bafcf763624edf61d3b3>

Increasing the competitiveness of educational institutions in the conditions of internetization

Incrementar la competitividad de las instituciones educativas en las condiciones de la internetización

Yuliya Zhuravel

jul_zhur@ukr.net

<https://orcid.org/0000-0003-4065-540X>

Candidate of Economic Sciences, Lecturer, Lviv State College of Food and Processing Industry of the National University of Food Technologies, Lviv, Ukraine.

Yuliia Kuzmenko

yulyachechura@gmail.com

<https://orcid.org/0000-0001-5267-3088>

Candidate of Pedagogical Science, Institute of Management, Department of Education and Management of Educational Institution, Classic Private University, Zaporizhzhia, Ukraine.

Olesia Fedoruk

silence199023@gmail.com

<https://orcid.org/0000-0001-7646-9604>

PhD, Senior teacher, Department of Information and Document Communications, National University of Ostroh Academy, Ostroh, Ukraine.

Iryna Tymkiv

irinavasiruk@gmail.com

<https://orcid.org/0000-0002-9676-9572>

PhD in Philosophy, Teacher, Department of Philosophy and Social Sciences, Faculty of History, Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine.

Recibido: 12/05/22
Aceptado: 26/08/22

Abstract

Transformational social processes, the development of science and technology, changes in the value systems and orientations of the individual, the active introduction of digital technologies into all spheres of human life and economic systems, determine the need for the formation of new requirements for ensuring the quality of the educational process. At the same time, the development of technologies, foremost, the development of digital technologies determines great opportunities for the development of education, but the effective use of new technologies is possible only if the processes of management of educational systems are rationalized at the global level, the level of the state, and the level of a separate educational institution. Therefore, considering the relevance of the research, the article sets a goal: to develop mechanisms for increasing the efficiency of management of educational institutions through the introduction of digital technologies to ensure their competitiveness in the market for the provision of educational services in accordance with

new social requirements and global transformations. The object of research in the article is the management system of educational institutions. Methodology. The study analyzed trends and trends in the development of the education system and educational institutions by using methods of statistical analysis and comparison. To structure educational institutions according to the level of use of digital technologies, the leading international rankings QS World University Rankings, Webometrics, Google Scholar Citations and UniRank were analyzed. Based on the analysis, a structured set of indicators and control maps of ratings of the digital popularity of educational institutions were formed. As a result, the article models the effectiveness of using digital technologies as elements of the management system. The projection of the planned results of the use of digital technologies allows modeling the processes of the development of the education system as an element of managing the competitiveness of educational facilities. The results. As a result of the analysis, it was determined that ensuring the competitiveness of educational institutions in the conditions of social transformations significantly depends on the level of use of digital technologies for the promotion of the educational institution, image formation, popularization of its own scientific research and activity results, as well as journalistic activity. The expediency of using database resources, as well as social network resources as an element of the educational institution's digital promotion strategy to ensure its competitiveness, was determined, which was confirmed by analyzing the results of the leading world ratings. Among the main tasks of the management system, which solve the methods of using digital technologies, as well as the advantages that ensure the competitiveness of educational institutions, there are the following: mobile access to public information, a strategy of openness, positioning and creating a positive image, forming the image of an individual scientist and an educational institution by positioning journalistic activity, ensuring accessibility to information, increasing competitiveness by complying with modern trends in the development of an innovative information society.

Key words: education, digital technology, education management system, educational institutions, competitiveness of educational institutions, educational ratings, modeling of education system development processes.

Resumen

Los procesos sociales de transformación, el desarrollo de la ciencia y la tecnología, los cambios en los sistemas de valores y las orientaciones del individuo, la introducción activa de las tecnologías digitales en todas las esferas de la vida humana y los sistemas económicos, determinan la necesidad de la formación de nuevos requisitos para garantizar la calidad del proceso educativo. Al mismo tiempo, el desarrollo de las tecnologías, ante todo, el desarrollo de las tecnologías digitales determina grandes oportunidades para el desarrollo de la educación, pero el uso efectivo de las nuevas tecnologías solo es posible si se racionalizan los procesos de gestión de los sistemas educativos a nivel global, el nivel del estado y el nivel de una institución educativa separada. Por lo tanto, considerando la relevancia de la investigación, el artículo se plantea como objetivo: desarrollar mecanismos para incrementar la eficiencia de la gestión de las instituciones educativas a través de la introducción de tecnologías digitales para asegurar su competitividad en el mercado de la prestación de servicios educativos de acuerdo con las nuevas requerimientos sociales y transformaciones globales. El objeto de investigación en el artículo es el sistema de gestión

de las instituciones educativas. Metodología. El estudio analizó tendencias y tendencias en el desarrollo del sistema educativo y las instituciones educativas mediante el uso de métodos de análisis y comparación estadísticos. Para estructurar las instituciones educativas según el nivel de uso de las tecnologías digitales, se analizaron los principales rankings internacionales QS World University Rankings, Webometrics, Google Scholar Citations y UniRank. Con base en el análisis, se formó un conjunto estructurado de indicadores y mapas de control de calificaciones de la popularidad digital de las instituciones educativas. Como resultado, el artículo modela la efectividad del uso de tecnologías digitales como elementos del sistema de gestión. La proyección de los resultados planificados del uso de las tecnologías digitales permite modelar los procesos de desarrollo del sistema educativo como elemento de gestión de la competitividad de los establecimientos educativos. Los resultados. Como resultado del análisis se determinó que asegurar la competitividad de las instituciones educativas en las condiciones de las transformaciones sociales depende significativamente del nivel de uso de las tecnologías digitales para la promoción de la institución educativa, formación de imagen, divulgación de sus propias investigaciones científicas y resultados de la actividad, así como de la actividad periodística. Se determinó la conveniencia de utilizar los recursos de la base de datos, así como los recursos de las redes sociales como elemento de la estrategia de promoción digital de la institución educativa para asegurar su competitividad, lo cual se confirmó al analizar los resultados de los principales ratings mundiales. Entre las principales tareas del sistema de gestión, que resuelven los métodos de uso de las tecnologías digitales, así como las ventajas que aseguran la competitividad de las instituciones educativas, se encuentran las siguientes: acceso móvil a la información pública, estrategia de apertura, posicionamiento y creación una imagen positiva, formando la imagen de un científico individual y una institución educativa posicionando la actividad periodística, asegurando la accesibilidad a la información, aumentando la competitividad al cumplir con las tendencias modernas en el desarrollo de una sociedad de la información innovadora.

Palabras clave: educación, tecnología digital, sistema de gestión educativa, instituciones educativas, competitividad de las instituciones educativas, calificaciones educativas, modelización de los procesos de desarrollo del sistema educativo.

1. Introduction

In the conditions of changes and transformations of society, the education system should be reformed with the setting of new tasks, the formation of new methods and techniques of imparting knowledge and the formation of skills that would be popular both in the modern labor market and in the conditions of the modern information society. The use of digital technologies allows ensuring the competitiveness of the economic system in the conditions of the expansion of the digital market. Classical methods of work of educational institutions are beginning to lose relevance. In the conditions of humanity's existence in the system of digital technologies, with the transition to remote forms of education due to quarantine restrictions, classical forms of education and image formation are losing their relevance. According to the evidence of statistical analysis "April Global Statshot report" the number of Internet users exceeded 5 billion people in 2022, and the number of

Internet users is growing at a rate of 300 million people per year. This is almost 63 % of the planet's population. It is worth noting that the majority of people who are active users of the Internet are young people, which increases the role of the use of digital technologies in the education system, since young people are the main target audience for the provision of educational services. Thus, an important element of ensuring the competitiveness of educational institutions is the search for effective methods of using digital technologies in the educational process and the process of creating the image of an educational institution.

The purpose of the article is to determine ways to introduce mechanisms for improving management efficiency to ensure the competitiveness of educational institutions using digital technologies in the market for the provision of educational services in accordance with the requirements of society and transformational processes at the global level.

2. Literature review

With the beginning of the development of the Internet in the 1970s, scientists began to develop conceptual provisions for the individual principles of the use of Internet technologies in various spheres of human life, development of economic and social systems.

The issue of the introduction of digital technologies in education is relevant because these technologies are favorably perceived by students, therefore, they provide an opportunity to obtain better results. Scientists studied the issue of analyzing feedback from students as part of studying online courses. By using inductive analysis, a data model was developed from listeners' open-response tasks via video link and text format. The result of the study showed the negative and positive sides of the work of both formats, however, we note that each format was used remotely by using digital technologies and distance learning methods. The value of the educational process for students due to the use of digital technologies was not reduced, but on the contrary, its advantages were highlighted: mobility and accessibility from anywhere in the world, at any time and under any circumstances. So, this study of feedback from students evaluating the processes of using digital technologies in the distance learning system proved the advantages of digital processes in the educational process (Ari & Arslan-Ari, 2022).

One of the advantages of the educational process using digital technologies was its accessibility. Numerous of authors identified the need for a conceptual change in the paradigm of consideration of the system of access to education. We are talking about the inclusiveness of education for people with disabilities, as well as for those people who temporarily find themselves in conditions of inclusion, for example, with limited access to educational institutions during the pandemic, due to military conflicts and other factors. Therefore, the analysis of focus groups and individual interviews of students who were interviewed for the determine the role of digital technologies in the system of providing inclusive access to education, made it possible to define new views on the educational process using distance technologies (Pacheco, Lips, & Yoong, 2018).

Furthermore, it is advisable to analyze the issue of introducing digital technologies into business processes. Education is a service delivery area with a high degree of social role. Research conducted among representatives of business, non-governmental organizations and IT specialists determined the role of access to information in modern economic systems. An important element of the introduction of digital technologies to improve the efficiency of business processes is training and expanding the capabilities of employees and companies to use digital technologies. Therefore, it is appropriate to say that educational processes should not only use digital technologies directly, but also among the learning outcomes of students, it is appropriate to define the ability to master digital technologies for the development of business and economic systems (Taimur, Busch, Blount & Picoto, 2021, Oymana, Bala & Ozerb, 2022).

Therefore, when analyzing the processes of using digital technologies in the education system, it is appropriate to converse about their strategic role, and the implementation of such technologies must be defined as a strategic task. Among the main strategic advantages of the use of digital technologies in the educational process, the authors identify the impartiality and objectivity of the results of the assessment of students' skills and abilities, the long-term preservation of information, which is especially relevant in the context of Big Data processes. The strategy should consist not only in the use of digital technologies in the educational process. It is important to change the paradigm of the attitude of the educational and scientific community to the possibilities of using digital processes both in the educational process and to promote the results of their scientific research and innovative educational methods (Gupta, Kulkarni & Toksha, 2021).

It is significant to note that with the increase in the number and availability of gadgets, the process of using digital technologies in the educational process has become accessible and necessary. The development of technologies arouses great interest among young people, so even humanitarian blocks of disciplines and humanitarian specialties should be accompanied by digital support. In particular, the results of such a study were confirmed because of the analysis conducted by scientists among respondents studying for a pedagogical specialty. The purpose of the study was to determine the degree of perception of technological innovations by students of humanitarian specialties. Researchers offered students mobile applications and other information systems that help in learning. As a result of the conducted research, there was an increase in the effectiveness of student learning, which proved the effectiveness of the use of digital technologies in the educational process for humanitarian specialties. Separately, a similar study was conducted for students of technical specialties, which also confirmed with quantitative results the effectiveness of using digital technologies (Cabero-Almenara, Fernández-Batanero, & Barroso-Osuna, 2019).

Research into the role of technological factors in information and communication processes in the field of education is interesting. In particular, the mediating role of the teacher, the effectiveness of digital technologies in education, in particular artificial intelligence and the Internet of Things, are highlighted. However, the problem of man-

made stress and the overload itself in conditions of access to a large amount of information are being developed separately. Therefore, among the tasks of ensuring the competitiveness of educational institutions is the provision of effective management of methodical selection processes and the use of digital technologies to maximize the result of their use (Khan, Nisar, Sohail, & Shehzadi, 2021).

In addition to the application of digital technologies in the education system, an important aspect of ensuring competitiveness is the positioning of the educational institution in the global digital space. The image component is formed by positioning the institution through the work results of each individual employee. The teacher's portfolio, participation in ratings, positioning of achievements is a significant element of ensuring competitiveness. Most of the international educational ratings are formed by accumulating the results of the activities of the teaching staff. Another significant part of the rating is related to mentions of the educational institution in information sources, and the formation of attitudes towards the institution among employers and graduates and students. Thus, an important element of ensuring competitiveness is positioning among stakeholders, which can only be achieved through the effective use of digital technologies in the corporate communications system (Fong, Lee, Chang, Zhang, Ngai, & Lim, 2014).

The analysis of literary sources made it possible to determine the main directions of using digital technologies in the education system. However, the lack of mobile transformations in classical educational institutions determines the practical value of analyzing ways to increase the competitiveness of educational institutions using digital technologies. And the lack of a comprehensive approach to the definition of strategic vectors of management of digital processes in education among empirical studies requires finding ways to solve the outlined problems.

3. Methodology

The analysis of trends in the development of the education sector was carried out by using the methods of synthesis and analysis of statistical data, because of which problematic aspects of the development of the system were singled out. By analyzing the leading world ratings, which was carried out using the methods of statistical analysis and comparison, the structural and functional set of elements ensuring the competitiveness of educational institutions was determined. The task of the research is to determine the role of digital technologies in the education system, so the rating indicators were selected for analysis, which project the results of the institutions' work based on indicators of digital activity. The accumulation of these indicators and their structuring made it possible to determine the elements of the system for ensuring competitiveness. Such ratings for the analysis were the international QS World University Rankings (general rating of academic activity), Webometrics (conducting a comparative assessment of research work, the results of this work and the rating of official sites of educational institutions), Google Scholar Citations (citation ratings of scientific publications and a certain system reputation of scientists) and UniRank (the quality of the educational institution's representation on the Internet, on various web resources, activity in social networks, etc.). Using the

methods of induction and deduction, as well as by analyzing the indicators of these ratings, a structured set of indicators and a control map of the ratings of the digital popularity of educational institutions, as well as a dependence function of competitiveness, have been developed. Using mathematical modeling methods, a projection of the effectiveness of managerial influences on the use of digital technologies in the education system has been developed.

As a result, the article models the effectiveness of using digital technologies as elements of the management system. The projection of the planned results of the use of digital technologies allows modeling the processes of development of the education system. The results of management activities and the use of digital technologies by the world's leading educational institutions were selected for analysis.

4. Results

The development of the education system is directly proportional to the transformations in society. The development of the information society has determined new priorities for the educational process and ensuring the competitiveness of educational institutions. This is the use of digital technologies in most operational processes, as well as the construction of strategic management systems of the educational institution based on the effective use of current digital technologies and the search or development of new technologies.

Among the main trends in the development of education today, it is expedient to identify the following:

- democratization of educational processes, which determines free access to the choice of education, its forms and methods of acquiring knowledge and skills,
- a change in the leading role of classical education, which allows you to acquire knowledge and specific skills by taking individual courses,
- the development of the “lifelong education” trend, which determines the speed of knowledge obsolescence and the need to update it by finding additional materials, taking separate courses, and finding additional education resources. Such a situation occurs due to the speed of transformational processes in education and the development of science and technology,
- the development of the Internet made education accessible to people anywhere in the world. For example, citizens of Third World countries, who previously did not have access to educational resources, can study remotely, even learn certain materials for free, using the resources of open courses of educational platforms, such as, for example, Coursera,
- there is a trend towards an increase in the demand for educational services among women, which is an element of the democratization of society, especially in countries where the role of patriarchal society is clearly visible,

- the formats of school education are changing in accordance with the requests of children of the new generation, who are used to receiving information in larger volumes and have a flickering thinking, which is associated with the use of gadgets in preschool age,
- developed countries increase funding for their own educational systems, since society understands the relationship: a successful economy - modern technologies - an educated society that can work with these technologies and master them, forming a high added value of products.
- the education management system tries to find a balance between classical approaches and the centralization of educational development processes, and the autonomy of educational institutions,
- information resources are developing, digital learning methods are replacing outdated ones,
- the integration of educational institutions into a single global educational space is developing, cooperation between education and business is deepening, which determines additional requirements for educational institutions to ensure the competence of graduates for those innovative production methods offered by the world's leading companies.

Therefore, the leading trends caused by the processes of global integration, customer orientation (focusing on the demands of education seekers and the requirements of the labor market), as well as the introduction of digital technologies into all areas of human life and business processes, are democratization, the expansion of the autonomy of educational institutions, the departure from classical forms and methods of the educational process in favor of digital methods, which are the basis of the formation of the competitiveness of modern educational systems.

The trigger for the development of digital technologies in the education system can be called the following:

- growth in the number of Internet users (more than 5 billion people or 63 % of the world's population),
- expanding the possibilities of using the Internet,
- development of special information products for business and educational needs (platforms for communication, for example, Zoom, Google Meets, MC Teams; distance course platforms, for example, Moodle; applications for smartphones that allow automating most organizational processes in the education system, and offer interactive forms of education),
- the development of the mobile Internet, which makes the education system in the conditions of the use of digital technologies more accessible and operational,
- the development of social networks and the transfer of communications to the Internet space, since communications are one of the basic elements of the educational process in the “teacher-student” interaction system,

- digitization of other operational processes in the education system: bookkeeping, banking settlement system, etc.,
- definition of the Internet as the main source of information search, including educational information,
- the need to use digital technologies in socio-economic processes, which makes it urgent to adapt classical approaches to education to the realities of a digital society.

Having identified the triggers for the development of the education system, the authors selected ratings of educational institutions that most fully describe the level of use of digital technologies by the institution. Among the ratings selected by the authors for analysis: QS World University Rankings, Webometrics, Google Scholar Citations and UniRank.

These ratings reflect the processes of global integration of the education system, and confirm the described higher trends regarding the expansion of the autonomy of educational institutions, their orientation to the demands of consumers (students and businesses as potential employers), as well as requests for the expansion of the use of digital technologies. A brief description of the ratings according to which the study was conducted is presented in the Table 1.

Table 1.

Element-oriented analysis of the structure and a brief description of world ratings of leading educational institutions

The name of the rating	Description	Basic indicators	The number of educational institutions that are evaluated
QS World University Rankings	Generalized academic rating	International Students Ratio, International Faculty Ratio, Citations, Academic Reputation, Employer Reputation	over 1,400 universities from around the world
Webometrics	Quantitative analysis of Internet and web activity of educational and scientific activities	Public knowledge shared, Web contents Impact, Top cited researchers, Top cited papers	over 5000 universities from around the world
Google scholar Citations	Rating of journalistic activity and citations	Citations of authors	over 5000 universities from around the world
UniRank	Rating of the effectiveness of the use of Internet resources and the site	web metrics, the popularity (number of likes or fans count) of their main Facebook page, the popularity (number of followers) of their main Twitter page	13800

The basic indicator of the QS World University Rankings is determined by the academic reputation and the reputation of employees. Academic reputation makes up 40 % of the overall evaluation of the educational institution. This shows the importance of positioning information about the educational institution, its teaching methods, the results of research work, other important information that allows, firstly, to integrate into the global educational space, and secondly, to ensure the confirmation of intellectual property through the publication of research results. So, QS World University Rankings confirms the need to use digital technologies to ensure the most significant indicator for ranking an educational institution – reputation.

The Webometrics world university ranking is the result of data analysis by the Cybermetrics Lab research group, a resource of the Consejo Superior de Investigaciones Científicas (CSIC). The rating uses web indicators, quantitative results of journalistic activity, society’s access to information about education and scientific activity, indicators of visualization of the presence of an educational institution in social networks, analysis of organic issuance of domains of educational institutions’ sites, cyber network analysis. One of the additional rankings that analyzes journalistic activity from the Cybermetrics Lab group is Google Scholar Citations. It is appropriate to highlight the activity rating of sites and social networks separately. The results of the rating are presented in the Table 2.

Table 2.
The results of the rating are presented

№		Academic Reputation	Overall Score	Impact Rank*	Openness Rank*	Excellence Rank*	Google Scholar Citations	Web metrics	Facebook University Ranking	Twitter UR
1	Massachusetts Institute of Technology	1	1	1	4	15	1,017	1	1,307	1,137
2	Cambridge, United States	1	0,988	21	5	14	0,917	17	2,33	0,592
3	Stanford University	1	0,985	3	2	4	1,496	1	1,411	0,729
4	University of Oxford	1	0,984				0,911	12	4,267	0,832
5	Harvard University	1	0,976	1	1	1	1,812	1	6,148	1,224
6	California Institute of Technology (Caltech)	0,97	0,965	23	21	81	1,029	9	0,483	0,168
7	Yale University	0,97	0,997	10	13	29	0,747	10	1,366	0,565
8	UCL	0,95	0,986	43	10	6	0,853	45	0,541	0,120
9	University of Michigan	0,936	0,913	8	12	8	0,813	7	0,495	0,249
10	Imperial College London	0,932	0,922	6	69	10	0,621	81	0,401	0,137

* Webometrics

Analyzing the rating indicators of the leading educational institutions in the world, a function of directly proportional dependence of the university's competitiveness on the indicators selected for the formation of world ratings in the block of application of digital technologies was developed. At the same time, for the formation of dependence, the indicators were grouped into blocks, among which the following were selected: Academic Reputation, Web-metrics, Social media metrics. As a result of these indicators, the authors developed a structured control map of ratings of digital popularity of educational institutions, based on the structural and functional scheme of indicators of competitiveness – Figure 1.

In accordance with the developed structural and functional scheme of digital indicators of the competitiveness of educational institutions, it is proposed to apply the function of the dependence of competitiveness on indicators of the use of digital technologies, which was developed by the authors, formula 1

$$\sum_n^i GSC_i; SP_i; WOSP_i; HI_i; GAR_i; SNV_i; SV_i; SV_i; LFb_i; FFb_i; FT_i \quad (1)$$

Where, GSC – Google Scholar Citations,
 SP – Scopus publications,
 WOSP – WOS publications,
 HI – H-index,
 GAR – The number of requests to Google Adds,
 SNV – Number of site new visitors,
 SV – Number of site visitors,
 SV_i – The number of site views,
 LFb – Number of likes in Facebook page,
 FFb – Number of fans count in Facebook page,
 FT – Number of followers of their main Twitter page,
 i – number of the analysis object,
 n – total number of sample objects.

Table 1 shows the accumulated results according to the indicators of the proposed indicators of the best educational institutions. Based on the statistical data of the leading world ratings of educational institutions, it is proposed to develop a control map of ratings of the digital popularity of educational institutions. For this, it is necessary to reduce the rating indicators to a single dimension. Some of the rating indicators that are publicly available on the official sites of the rating organizations are presented in natural numbers, for example, Academic Reputation (QS World University Rankings), Facebook University Ranking (UniRank), Twitter UR (UniRank), Google Scholar Citations. Another part of the indicators is represented by the places of educational institutions in the ratings: Impact Rank, Openness Rank, Excellence Rank (Webometrix). To unify the evaluation indicators, the authors propose to define an indicator of 1.00 places in the rating per unit. Accordingly, each subsequent position in the rating will be lower by 0.01. Thus, for the

formation of control maps of ratings of digital popularity of educational institutions, a table of initial data was unified, which is presented in Table 3.

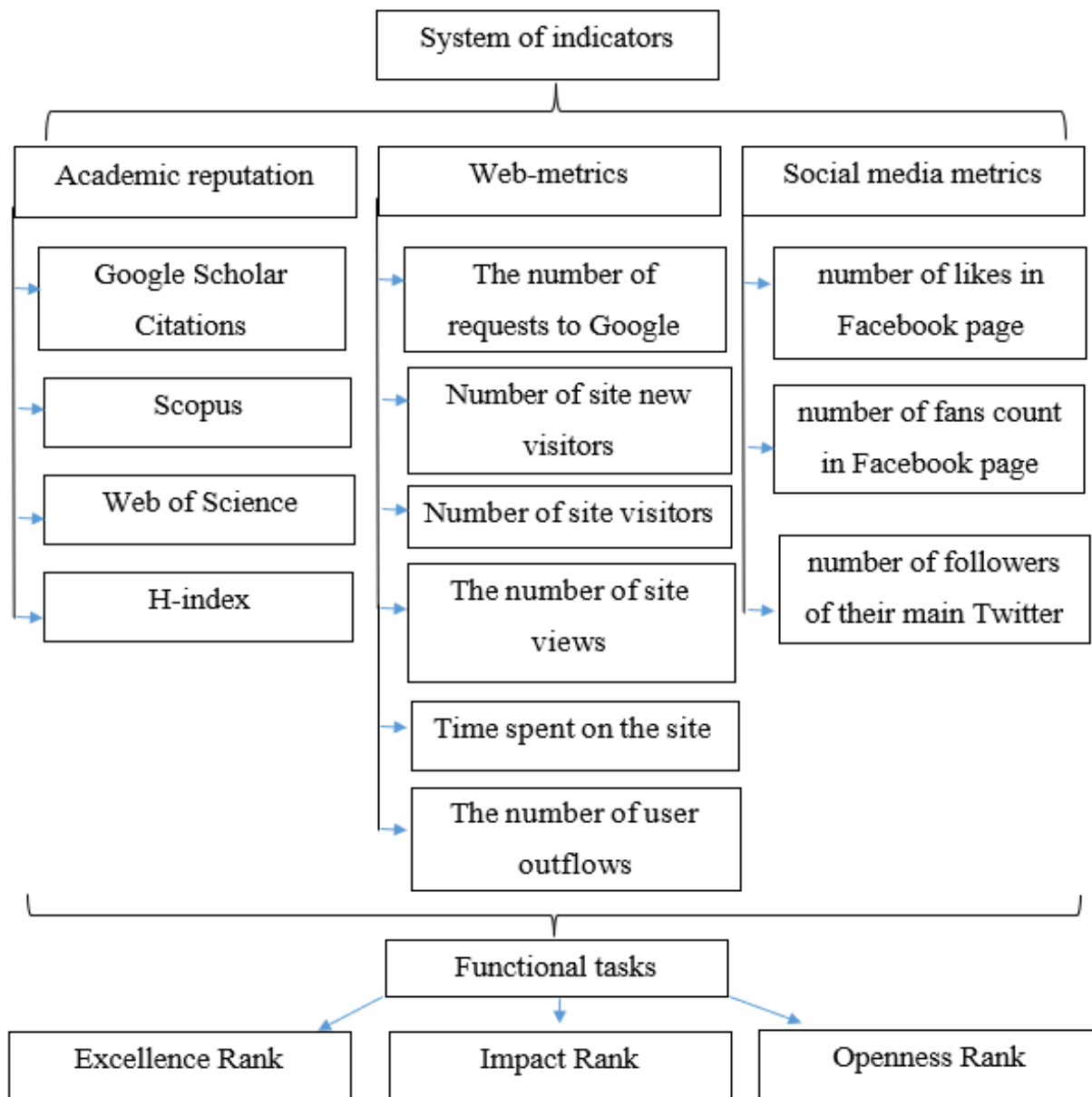


Figure 1. Structural and functional scheme of digital indicators of the competitiveness of educational institutions

Table 3.

Source data for the construction of control maps of ratings of digital popularity of educational institutions

i	Academic Reputation	GSC	J SP; WOSP; HI; GAR; SNV; SV; SVi	∫ FFb; LFb	FT	Groups of indicators		
						Impact Rank	Openness Rank	Excellence Rank
1	1	1,017	1	1,307	1,137	1	0,96	0,85
2	1	0,917	0,83	2,33	0,592	0,79	0,95	0,86
3	1	1,496	1	1,411	0,729	0,97	0,98	0,96
4	1	0,911	0,88	4,267	0,832	1	0,92	0,87
5	1	1,812	1	6,148	1,224	1	1	1
6	0,97	1,029	0,91	0,483	0,168	0,77	0,79	0,19
7	0,97	0,747	0,9	1,366	0,565	0,9	0,87	0,71
8	0,95	0,853	45	0,541	0,120	0,57	0,9	0,94
9	0,936	0,813	0,93	0,495	0,249	0,92	0,88	0,92
10	0,932	0,621	0,19	0,401	0,137	0,94	0,31	0,9

To analyze the initial data, a correlation analysis of the ratio of indicators was carried out. The results of the analysis are presented in the Table 4.

Table 4.

Results of correlation analysis of indicators of digital popularity of educational institutions

i	AR	GSC	J SP; WOSP; HI; GAR; SNV; SV; SVi	∫ FFb; LFb	FT
AR		0,62	-0,311	0,644	0,808
GSC	0,62		-0,154	0,656	0,653
J SP; WOSP; HI; GAR; SNV; SV; SVi	-0,311	-0,154		-0,24	0,556
∫ FFb; LFb	0,644	0,656	-0,24		0,737
FT	0,808	0,653	0,556	0,737	

As a result of the analysis, we have a high degree of correlation between Academic Reputation indicators and indicators of journalistic activity and positioning in social networks. However, the Academic Reputation indicator is weakly correlated with web activity indicators.

We will conduct a correlation analysis of the ratio of the resulting indicator of the overall QS rating to the selected indicators. The results of the correlation analysis are presented in Table 4.

Table 5.

The results of the correlation analysis of the final place in the rating for the selected digital indicators

	AR	GSC	J SP; WOSP; HI; GAR; SNV; SV; SVi	JFFb; LFb	FT
K	0,8	0,4	0,5	0,4	0,7

So, because of the correlation analysis, a high level of interdependence of indicators to the final place in the consolidated rating was determined, which confirms the hypothesis about the significant impact of digital indicators on the competitiveness of educational institutions.

As a result of the analysis, it is proposed to form a control map of ratings of the digital popularity of educational institutions. For this, we will use groups of indicators Impact Rank, Openness Rank, Excellence Rank. The statistical data summarized for these groups of indicators are presented in the diagram of Figure 2.

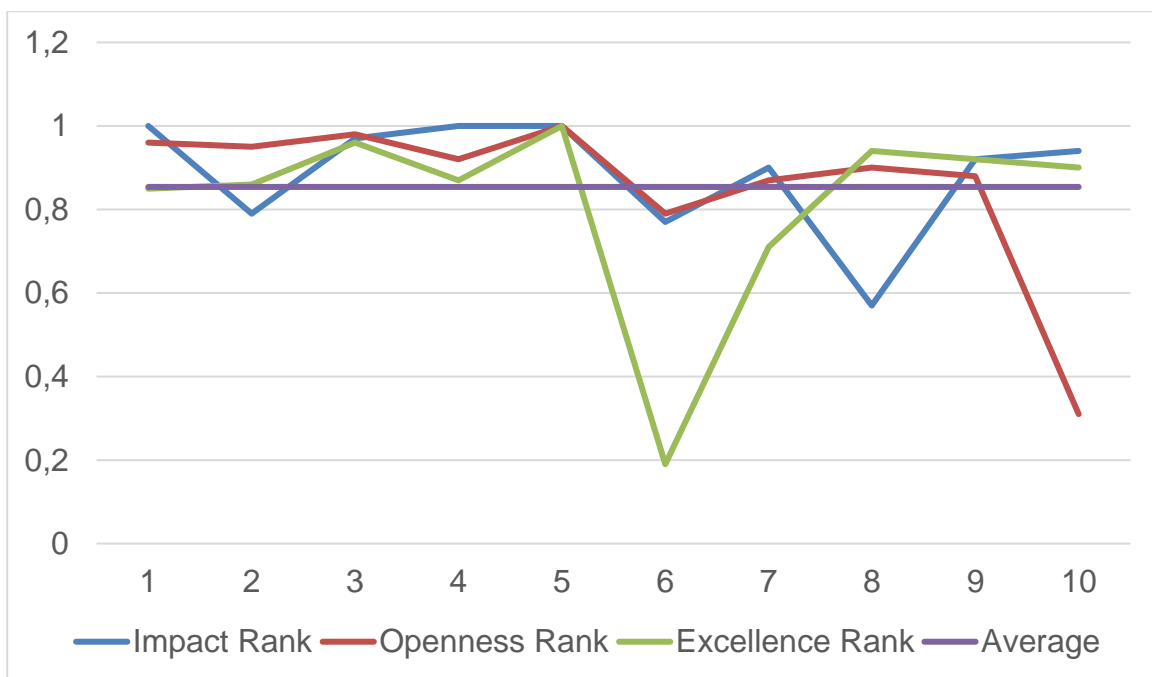


Figure 3. Control map of ratings of digital popularity of educational institutions

In Figure 3 presents a control map formed by groups of digital activity indicators of the world's leading educational institutions. The yellow line of the "average indicator" defines the border between satisfaction with the use of digital technologies in educational institutions (above the average) and the need to find management mechanisms for the introduction of digital technologies in the educational process and the positioning of the educational institution (below the average). This control map can be used to determine

the positions and projection of prospects for the development of digital technologies in an educational institution for ensuring its competitiveness.

5. Discussion

Digital technologies are actively being implemented in all spheres of people's lives. The development of digital technologies is closely related to the development of science and technology, and the needs of modern business in digital specialists and specialists of other specialties who have qualifications and skills in the use of digital technologies determine new requests for the education system (Adonis and Drira, 2007; Bautista-Puig, Orduña-Malea and Perez-Esparrells, 2022). The research hypothesizes that one of the key factors in ensuring competitiveness is the use of digital technologies in the education system.

To confirm the hypothesis, the leading world rankings of educational institutions were analyzed (Tutterow, and Evans, 2016; McCoy, Nelson and Weigle, 2018). Scientists note the role of ratings in the education system as an important factor of competitiveness. Because, firstly, the ratings form an unbiased and objective result of the assessment of the quality of the provision of educational services in accordance with the needs and demands of society. Secondly, the ratings indicate to educational institutions the most urgent tasks that must be performed by managers in order to ensure competitiveness (Markpin, Premkamolnetr, Ittiritmeechai, Wongkaew, Yochai, Ratchatahirun, Lamchatur apatr, Sombatsompop, Kanok-Nukulchai, Inn Beng and Sombatsompop, 2013; Doğan & Al, 2019). Based on the analysis of the leading world ratings, the authors proposed the introduction of a system of indicators characterizing the level of application of digital technologies as a factor of ensuring competitiveness.

Digital indicators, their implementation and impact on the quality of the educational process are a debatable topic among scientists (Jabnoun, 2009; Waheeduzzaman, 2007; Aranguren and Magro, 2020), however, it is worth noting that most scientists are inclined to the opinion that the introduction of digital technologies is directly proportional to the competitiveness of an educational institution. The research confirmed the hypothesis of directly proportional dependence of the selected indicators on the rating indicators of educational institutions, which was proved by the quantitative results of correlation analysis of static data of QS World University Rankings, Webometrics, Google Scholar Citations and UniRank ratings.

As a result of the study, it was proposed to use a control map of ratings of the digital popularity of educational institutions, which can be used in the management system of the competitiveness of educational institutions by determining the level of effectiveness of the use of digital technologies to create the image, reputation and positioning of the educational institution in accordance with public needs.

6. Conclusion

The study analyzed and systematized trends in the development of the education system, determined the important role of digital technologies in ensuring the competitiveness of educational institutions. With the purpose to confirm the hypothesis about the role of digital technologies in ensuring the competitiveness of educational institutions, the leading world rankings of educational institutions were analyzed and indicators that could affect competitiveness were determined. The hypothesis was confirmed by conducting a correlation analysis of the relationships between the indicators and the final ratings. Analyzing the rating indicators of the leading educational institutions in the world, a function of directly proportional dependence of the university's competitiveness on the indicators selected for the formation of world ratings in the block of application of digital technologies was developed. At the same time, for the formation of dependence, the indicators were grouping into blocks, among which the following were selecting: Academic Reputation, Web-metrics, social media metrics. Based on these indicators, a structured control map of ratings of digital popularity of educational institutions was developed, based on the structural and functional scheme of indicators of competitiveness.

7. Bibliographic references

- Adonis, A., and Drira, K. (2007). Model-based design methods for adaptive e-learning environments. *Interactive Technology and Smart Education*, 4(2), pp. 100-116. <https://doi.org/10.1108/17415650780000307>.
- Ahad, T., Busch, P., Blount, Y., & Picoto, W. (2021, January) Mobile Phone-based Information Systems for Empowerment: Opportunities for Ready-made Garment Industries. *Journal of Global Information Technology Management*, 24(1), pp. 57-85. <https://doi.org/10.1080/1097198X.2020.1866896>
- Aranguren, M. J., and Magro, E. (2020). How can universities contribute to regional competitiveness policy-making? *Competitiveness Review*, 30(2), pp. 101–117. <https://doi.org/10.1108/CR-11-2018-0071>.
- Ari, F., & Arslan-Ari, I. (2022, October) Examining nontraditional graduate students' experiences with video feedback in a fully online course. *The Internet and Higher Education*, Volume 55. <https://doi.org/10.1016/j.iheduc.2022.100858>
- Bautista-Puig, N., Orduña-Malea, E., and Perez-Esparrells, C. (2022). Enhancing sustainable development goals or promoting universities? An analysis of the times higher education impact rankings. *International Journal of Sustainability in Higher Education*, 23(8), pp. 211–231. <https://doi.org/10.1108/IJSHE-07-2021-0309>.
- Cabero-Almenara, J., Fernández-Batanero, J.M., & Barroso-Osuna, J. (2019, May) Adoption of augmented reality technology by university students. *Heliyon*, 5(5), <https://doi.org/10.1016/j.heliyon.2019.e01597>
- California Institute of Technology (Caltech) (n/d). Electronic resource. URL: <https://www.caltech.edu/>

- Doğan, G., and Al, U. (2019). Is it possible to rank universities using fewer indicators? A study on five international university rankings. *Aslib Journal of Information Management*, 71(1), pp. 18–37. <https://doi.org/10.1108/AJIM-05-2018-0118>
- Fong, R. W. T., Lee, J. C. K., Chang, C. Y., Zhang, Z., Ngai, A. C. Y., & Lim, C. P. (2014, January) Digital teaching portfolio in higher education: Examining colleagues' perceptions to inform implementation strategies, Volume 20, pp. 60–68. *The Internet and Higher Education*. <https://doi.org/10.1016/j.iheduc.2013.06.003>
- Gupta, P., Kulkarni, T., & Toksha, B. (2021) Challenges and Futuristic Approach of Blended Learning in Higher Education. Chapter 8. *Innovative Education Technologies for 21st Century Teaching and Learning*. CRC Press, pp. 19. <https://doi.org/10.1201/9781003143796>
- Harvard University. (n/d). Electronic resource. URL: <https://www.harvard.edu/>
- Imperial College London. (n/d). Electronic resource. URL: <https://www.imperial.ac.uk/>
- International rating UniRank. (n/d). Electronic resource. URL: <https://www.webometrics.info/en/transparent>
- International rating Webometrics. (n/d). Electronic resource. URL: <https://www.webometrics.info/en/world?sort=asc&order=ranking>
- International rating Google Scholar Citations (n/d). Electronic resource. URL: <https://www.webometrics.info/en/transparent>
- International rating QS. (n/d). Electronic resource. URL: <https://www.topuniversities.com/university-rankings/world-university-rankings/2022>
- Jabnoun, N. (2009). Economic and cultural factors affecting university excellence. *Quality Assurance in Education*, Vol. 17. No. 4, pp. 416–429. <https://doi.org/10.1108/09684880911005407>
- Khan, W., Nisar, Q.A., Sohail, S., & Shehzadi, S. (2021) The Role of Digital Innovation in E-Learning System for Higher Education during COVID 19. Chapter 6. *Innovative Education Technologies for 21st Century Teaching and Learning*. Prensa CRC, pp. 26. <https://doi.org/10.1201/9781003143796>
- Markpin, T., Premkamolnetr, N., Ittiritmeechai, S., Wongkaew, C., Yochai, W., Ratchatahirun, P., Lamchaturapatr, J., Sombatsompop, K., Kanok-Nukulchai, W., Inn Beng, L., and Sombatsompop, N. (2013). The effects of choice of database and data retrieval methods on research performance evaluations of Asian universities. *Online Information Review*, 37(4), pp. 538–563. <https://doi.org/10.1108/OIR-04-2012-0050>
- Massachusetts Institute of Technology. (n/d). Electronic resource. URL: <https://www.mit.edu/>
- McCoy, C. G., Nelson, M. L. and Weigle, M. C. (2018). Mining the Web to approximate university rankings. *Information Discovery and Delivery*, 46(3), pp. 173–183. <https://doi.org/10.1108/IDD-05-2018-0014>
- Oymana, M., Bala, D., & Ozerb, S. (2022, March) Extending the technology acceptance model to explain how perceived augmented reality affects consumers' perceptions. *Computers in Human Behavior*, Volume 128. <https://doi.org/10.1016/j.chb.2021.107127>

- Pacheco, E., Lips, M., & Yoong, P. (2018, April) Transition 2.0: Digital technologies, higher education, and vision impairment *The Internet and Higher Education*, Volume 37, pp. 1–10. <https://doi.org/10.1016/j.iheduc.2017.11.001>
- Stanford University. (n/d). Electronic resource. URL: <https://www.stanford.edu/>
- Tutterow, C., and Evans, J. A. (2016). Reconciling the Small Effect of Rankings on University Performance with the Transformational Cost of Conformity. *The University Under Pressure (Research in the Sociology of Organizations, Vol. 46)*, Emerald Group Publishing Limited, Bingley, pp. 265–301. <https://doi.org/10.1108/S0733-558X20160000046009>
- UCL. (n/d). Electronic resource. URL: <https://www.ucla.edu/>.
- University of Cambridge. (n/d). Electronic resource. URL: <https://www.cam.ac.uk/>
- University of Michigan. (n/d). Electronic resource. URL: <https://umich.edu/>
- University of Oxford. (n/d). Electronic resource. URL: <https://www.ox.ac.uk/>
- Waheeduzzaman, A. N. M. (2007). States, demographics and competitiveness of America's best universities. *Competitiveness Review*, 17(1/2), pp. 77–93. <https://doi.org/10.1108/10595420710816632>
- Yale University. (n/d). Electronic resource. URL: <https://www.yale.edu/>

The impact of digital and internet technologies on language development

El impacto de las tecnologías digitales e internet en el desarrollo del lenguaje

Lidiia Oliinyk

lidiadol1976@ukr.net

<https://orcid.org/0000-0003-1401-9223>

Candidate of Philological Sciences, Associate Professor, Department of Theory, Practice and Translation of German, Faculty of Linguistics, National Technical University of Ukraine Igor Sikorsky Kyiv Polytechnic Institute, Kyiv, Ukraine.

Nataliia Romaniuk

romaniuk971@gmail.com

<https://orcid.org/0000-0002-5667-1183>

Candidate of Philology, Associate Professor, Department of Publishing and Editing, Faculty of Journalism, Zaporizhzhya National University, Zaporizhzhia, Ukraine.

Halyna Kuznetsova

prorektor15@gmail.com

<https://orcid.org/0000-0002-3863-1911>

Vice rector, Associate Professor, Candidate of Pedagogical Sciences, Ukrainian Language, Literature and Teaching Methods Department, Faculty of Philology and History, Oleksandr Dovzhenko Hlukhiv National Pedagogical University, Hlukhiv, Ukraine.

Inna Horbenko

ingo16@ukr.net

<https://orcid.org/0000-0003-2190-0887>

Candidate of Philology, Associate Professor, Department of Publishing and Editing, Faculty of Journalism, Zaporizhzhya National University, Zaporizhzhia, Ukraine.

Nadiia Senchylo-Tatlilioglu

ifyc22@ukr.net

<https://orcid.org/0000-0001-9196-7118>

Candidate of Philological Sciences, Associate Professor, Department of Russian Language and Literature, Faculty of Literature, Ataturk University, Yakutiye, Turkey.

Recibido: 12/05/22

Aceptado: 26/08/22

Abstract

The article is devoted to studying the development of languages under the influence of computer technology. The article aims to determine the impact of digitalization and other factors on the development of Ukrainian and English languages. The study's central hypothesis is that digital technology has significant language development. To empirically confirm this hypothesis, a survey of Internet users was organized, who expressed their opinions about the use of new words (words of foreign origin and slang words) in the

process of communication. The study results showed that digital technology impacts language development, but users' vocabulary is expanding following the scope of digital technology. In particular, young people, even having a good knowledge of English, do not know business slang, while the mature generation has almost no knowledge of youth slang originating from entertainment. This study has practical significance for philologists and digital technology professionals who are looking for accessible methods of communication by expanding the speech vocabulary with words of computer origin.

Keywords: neologism, slang, digitalization, communication, social media, language.

Resumen

El artículo está dedicado a estudiar el desarrollo de los idiomas bajo la influencia de la tecnología informática. El artículo tiene como objetivo determinar el impacto de la digitalización y otros factores en el desarrollo de los idiomas ucraniano e inglés. La hipótesis central del estudio es que la tecnología digital tiene un desarrollo significativo del lenguaje. Para confirmar empíricamente esta hipótesis, se organizó una encuesta a usuarios de Internet, quienes expresaron sus opiniones sobre el uso de nuevas palabras (palabras de origen extranjero y palabras de la jerga) en el proceso de comunicación. Los resultados del estudio mostraron que la tecnología digital afecta el desarrollo del lenguaje, pero el vocabulario de los usuarios se está expandiendo siguiendo el alcance de la tecnología digital. En particular, los jóvenes, aún teniendo un buen conocimiento del inglés, no conocen la jerga de negocios, mientras que la generación madura casi no conoce la jerga juvenil proveniente del entretenimiento. Este estudio tiene un significado práctico para los filólogos y profesionales de la tecnología digital que buscan métodos accesibles de comunicación mediante la ampliación del vocabulario del habla con palabras de origen informático.

Palabras clave: neologismo, argot, digitalización, comunicación, redes sociales, lenguaje.

1. Introduction

No language in the world is a constant, unchanging construction of words and phrases. Therefore, it develops and is supplemented with new words and changes under various factors. This is influenced both by languages of international use, such as English, and by national languages of any country that is not popular worldwide - such as Ukrainian.

Language development today is most determined by digitalization, which has permeated all spheres of life. Today, the majority of the population of any developed or developing country uses social networks for entertainment and the Internet for work. Global processes promoting international trade development lead to the spread of international communication languages in business processes. Nowadays, knowledge of a foreign language, particularly English, is an essential factor for Ukrainians to get a highly paid job. Therefore, it is not surprising that under the influence of global processes, both

foreign language and digital technologies are used in the organization of international communications, which directly impact the development of language. Such communication processes use a vocabulary of common words that become understandable to all participants in business relations or communications. Phrases become shorter, and grammatical and syntactical rules of sentence formation change. Undoubtedly, we can say that digitalization affects language development, but it is only a hypothesis that requires empirical research and evidence.

This study aims to assess the impact of digitalization on the development of Ukrainian and English.

2. Literature overview

The problem of digital technology's impact on language development overall, and individual world languages, in particular, is relatively new in linguistics and has not yet been sufficiently studied. However, we can already identify several significant studies on this and related topics. The first works in this field began to appear in the 1980s. In particular, the article by Baron N. S (1984), a well-known researcher from Brown University, "Computer Communication as a Force Changing Language." Later, Baron devoted several full-fledged monographic studies to this problem, among which it is worth mentioning "Always connected: language in the world of Internet and mobile communication" (Baron, 2010).

The work of Gao L. (2006) on the changes in the Chinese language under the influence of computer communication and the Internet deserves attention. Another interesting, in our opinion, work is the article by Panyushkina O. (2014). "Language change under the influence of social networks (on the material of Spanish) ." Although this study considers only the Spanish language and reveals several specific features of communication in Spanish-language social networks, the author still makes several interesting generalizing conclusions:

Language is not a static set of words and depends on many processes occurring in the society of its speakers. The development of language is a natural process.

Digitalization plays a significant role in language development. The main consequence of digitalization is the formation of neologisms that form new concepts (Internet, e-mail, browser, server).

The emergence of neologisms affects both phonetic and grammatical aspects of the language, abbreviations, orthography, punctuation, etc., become widespread.

The most significant influence of information technology on the development of languages is in the formation of neologisms directly related to the computer sphere (Chatfield, 2013). So in the last few decades, such new words as avatar, hashtag, trolling, meme, spam,

lol, geek, etc., have appeared in the English vocabulary. All these words are slang not only in English but also in Ukrainian, especially among people who actively use social networks or work in the field of digitalization.

Thus, we can talk about the determining role of the extralinguistic factor - the development and mass distribution of information technology in the formation of language.

New digital words can be called differently in the scientific literature. In addition, researchers take different approaches to dividing the entire vocabulary into components: historical, formed by social networks, and remote work.

A chronology of digital neologisms:

- words and phrases that have existed since the advent of digital technology and are ingrained in each of these languages (computer, program, data, language, keyboard, programming);
- words and phrases that have appeared relatively recently (in the last 10-20 years) as a result of the emergence of new concepts (social networks, content, selfies, like);
- obsolete lexical units, connected with technologies that have gone out of use (diskette, ICQ, modem).

Neologisms of social networks:

- Internet memes are one of the most used sources of neologisms' appearance in both English and Ukrainian languages (Shchurina, 2012; Bauckhage, 2011). In addition, researchers of this phenomenon note that the ironic culture of Internet communication generates a vast number of new vocabularies, the use of which often goes beyond the Internet (in particular, most young people use such words as cringe, thrash, and slay in their usual environment).
- Abbreviations and emojis deserve a separate mention. They emerged under the influence of the widespread development of mobile communications and the rapid input of messages, for the exchange of which there are now many popular services (WhatsApp, Facebook Messenger, etc.). Among the consequences of this influence are the emergence of new acronyms, the widespread use of symbols, hashtags, emoticons instead of letters and words, etc. Furthermore, the desire to save time in everyday communication by typing leads to severe changes in the structure of orthography, punctuation, and grammar of the language. And this applies to the English and Ukrainian languages.

The neologisms of remote work. The development of digital technologies allowed the whole world to survive the Covid-19 quarantine restrictions successfully. A few months later, many production processes were switched to remote, which influenced the emergence of a new culture of communication via video conferencing. In this aspect, digitalization helped people quickly establish communications through meetings and calls

and set clear work deadlines and the amount of work to be done at home. That is how words such as meeting, call, and estimate without their Ukrainianized translation appeared in the active use of Ukrainian vocabulary.

Nowadays, the global Internet space creates a special multilingual and multicultural environment, where neologisms and new words and phrases are actively forming. The study of the Internet language is a separate scientific direction initiated by British researcher David Crystal (2001) and actively developed in Ukraine and other countries on the example of national languages. The international Internet community takes an active part in analyzing, disseminating, and popularizing these words. There are even constantly updated dictionaries of neologisms and Internet slang in the online space, which explain the meaning of words that are popular among young people (Pyrkalo, 1998; Stavytska, 2003).

Our research on scientific literature about the digital influence on language has led us to several conclusions:

- The emergence of new words is due to the emergence of new objects, phenomena, and concepts.
- Simplification of languages occurs for the sake of the economy of linguistic means in communication through the use of Internet messaging services, mobile communications, video telephony, etc.
- Globalization and internationalization of the world's languages occur through the Internet, which simplifies international communication.
- The spread of Internet culture, the popularity of memes, and cultural phenomena specific to the Internet community impact language as a tool of online and offline communication.

At the same time, it is still debatable whether the emergence of new words is a consequence of digitalization or globalization. The question of whether digital technology can enrich the language or whether it becomes more universal and international remains also open. All these questions will be explored in this study by an empirical method.

3. Methods and methodology

The methodological basis of the work was the research of scientists devoted to English and Ukrainian lexicology. During the study, descriptive, structural, and comparative methods were used. In determining the meanings of words, component analysis was used.

The study aims to test the empirical way of the hypothesis that digital technology affects the formation of language. To achieve the goal, the following tasks were carried out during the study:

- tested whether new slang words emerge more through digitalization than through globalization processes;
- determined the attitude of society to the problem of the impact of computer technology on language;
- verified whether the use of new slang words occurs more by the younger generation rather than the mature generation;
- identified the primary sources of vocabulary formation of everyday speech;
- it was checked whether the knowledge of English influences the understanding and use of slang language.

To conduct an empirical study, an online survey was organized, which was conducted from August 10-20, 2022. Fifty residents of Ukraine, who use the Internet, took part in the survey. Google Forms were used to organize the study, and links to the survey were distributed through social networks and messengers. The study's main audience was people aged 30 to 50 years. As a rule, people of this age form a sample of the employed population.

Since participation in the survey was voluntary and unobtrusive, we can conclude that the respondents' answers reflect the part of society for which this topic is essential. Other Internet users, who did not want to respond to this survey, are not socially active in networks or are not interested in sociological opinion.

The author's survey methodology highlighted common behavioral phenomena among people using social networks. In creating the methodology, several complex methodological problems were solved. First, a list of questions was formed, which had to be exciting and not alienate the average user from the survey. Specifically, Internet users were asked 12 questions:

- Your age?
- How do you rate your vocabulary?
- Do you often read fiction?
- Do you know one or more foreign languages at least at an average level?
- How often do you use social media to communicate?
- Do you use slang words in your everyday life?
- Do you use foreign language words in your everyday life?
- How do you feel about foreign and slang words in everyday language?
- Where do you get your vocabulary of foreign and slang words from?
- Do you know the meaning of the following slang words: trash (треш), crunch (крінж), slay (слей)?
- Do you know the meaning of the following words: feature (фіча), backup (бекап), update (апдейт)?
- Do you know the following business words: meeting (мітінг), call (кол), estimate (естімейт)?

Selecting these questions would answer the following questions:

- Identify the primary audience of individuals concerned about the issue of slang words and, in particular, determine how acute the problem is in the community. To do this, the results of the study should be based on the distribution of the audience by age (question #1) and the number of responses "Indifferent" or "Negative" to question #8, as well as the rate of use of slang words in normal conversation (question #6,7).
- Identify the main sources of language formation in society and determine the importance of social networks in forming vocabulary. To do this, it is necessary to rely on the indicator of the activity of reading fiction (question #3), which is certainly a source of language formation, as well as the answers to question #9.
- To determine the extent to which knowledge of a foreign language affects vocabulary formation. To do this, rely on the answers to questions #2,3,4,5,7.
- Determine which slang words are common to people of all ages. To do this, compare the results of answers to questions 1, 10, 11, and 12.

The questions were composed to cross-check the truthfulness of the results and exclude those answers that contradicted each other.

4. Research results

For empirical research, the author's team initiated an Internet audience survey. It is important to note that the form of the survey was made public on social networks with a wide age audience. Still, the adult population was more willing to participate in the study of the computer's impact on language. It indicates that this issue is not significant among young people, as it does not cause conflicting feelings and, consequently, a heightened interest.

As a result, most of the audience is represented by people from 30 to 50 years, formed by part of the employed population (Figure 1).

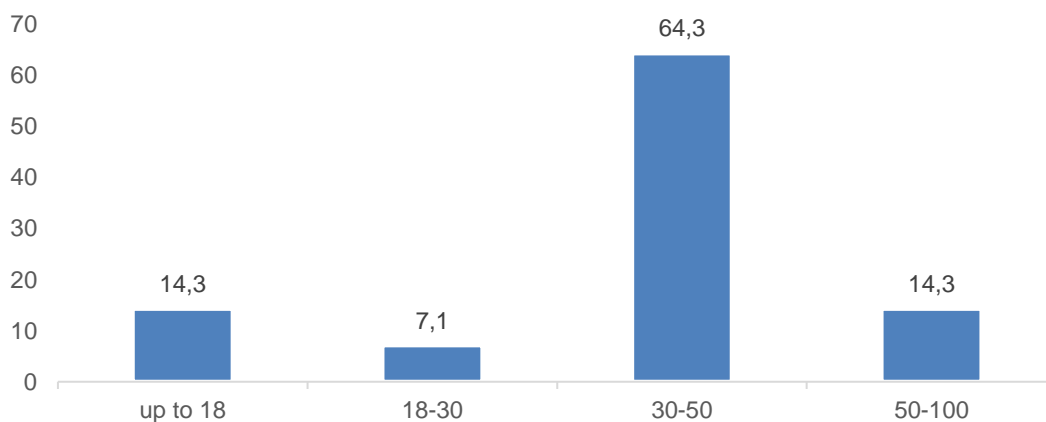


Figure 1. Age structure of the audience participating in the survey.

According to the classical theory of human speech development, regular communication and fiction reading are of great importance in vocabulary formation. Moreover, the more people read fiction, the wider is their vocabulary (Hoover & Gough, 1990; Vellutino et al., 2007). This study verified the hypothesis that reading books contribute to vocabulary expansion, and therefore most of the fiction readers interviewed have no problem with finding words on any topic (Figure 2).

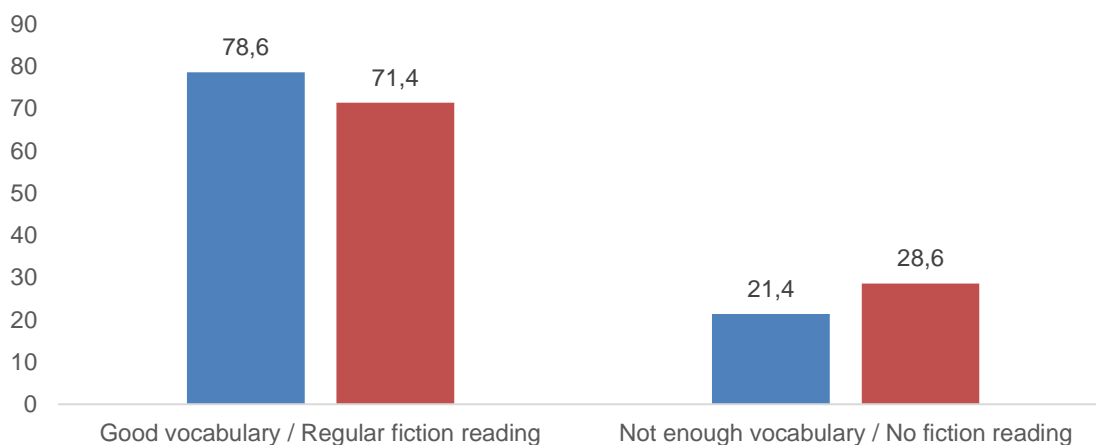


Figure 2. Dependencies between language skills and reading fiction.

The study found that 71.4% of respondents regularly read fiction, and about 28.6% noted that they get the necessary information from the Internet. Accordingly, 78.6% of respondents do not have problems with the dictionary and do not lack words in communication.

At the same time, the majority of Ukrainians (85,7%) actively communicate on social networks. However, only 14,3% of respondents rarely use social networks to communicate (Figure 3). Analysis of the survey results shows that to a greater extent, these answers are represented by the audience of the older generation.

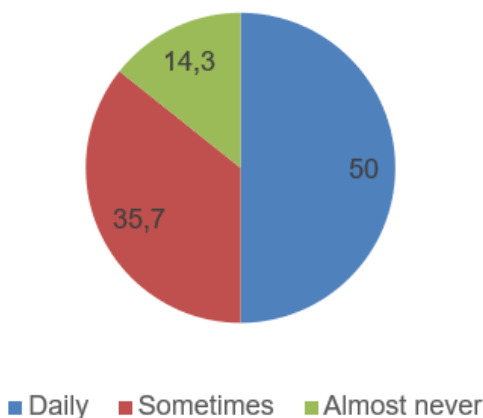


Figure 3. The use of social networks in everyday life.

In the context of globalization, the population's business activity is determined by the need to learn a foreign language, including English. The people of Ukraine actively migrate to work in different countries and works remotely in international companies. Hence, a significant part has an average knowledge of at least some language. Among the respondents, 57.1% answered that they have at least an intermediate understanding of a foreign language, which is the primary source of slang words and words of foreign origin (Figure 4).

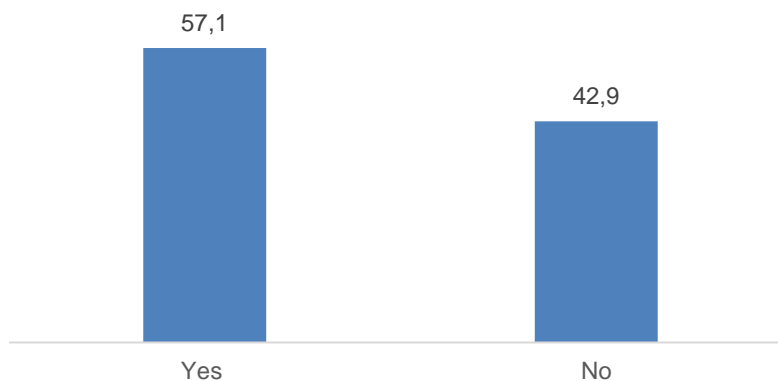


Figure 4. Assessment of foreign language skills.

Vocabulary enrichment with slang (non-literary) words happens to a greater extent in the process of live communication with young people, as well as through the information consumption from social networks (Figure 5). Many adults learn new words in the process of communication with their children, who overwhelmingly know most of the slang words used in social networks.

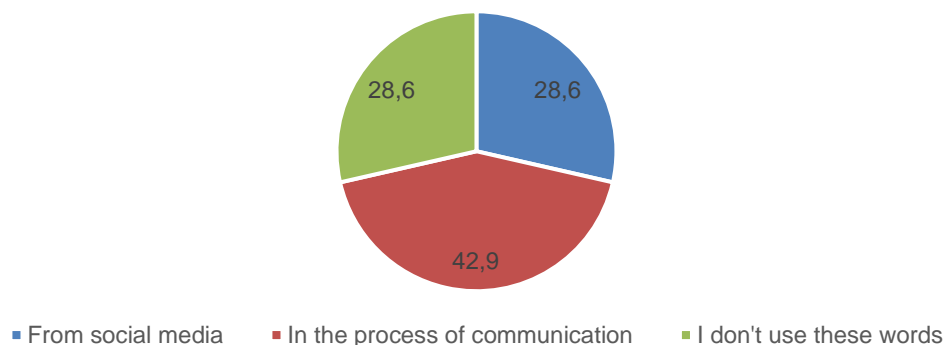


Figure 5. Sources of vocabulary enrichment with slang and foreign words.

Given that most of the audience is formed by the adult generation, it was interesting to confirm their attitude toward the use of slang words in everyday life. The majority of respondents showed that they have a positive attitude towards the addition of slang words to their speech. At the same time, some respondents (22%) believe it is a negative

phenomenon associated with excessive Americanization. About 36% of respondents do not consider the appearance of new slang words and words from the digital world as a problem (Figure 6).

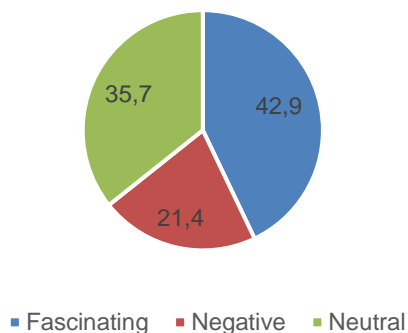


Figure 6. Attitudes toward the use of slang and foreign words in everyday life.

Respondents were asked if they knew some slang words used in youth, computer, and business environments that helped to test the survey results (Figure 7).

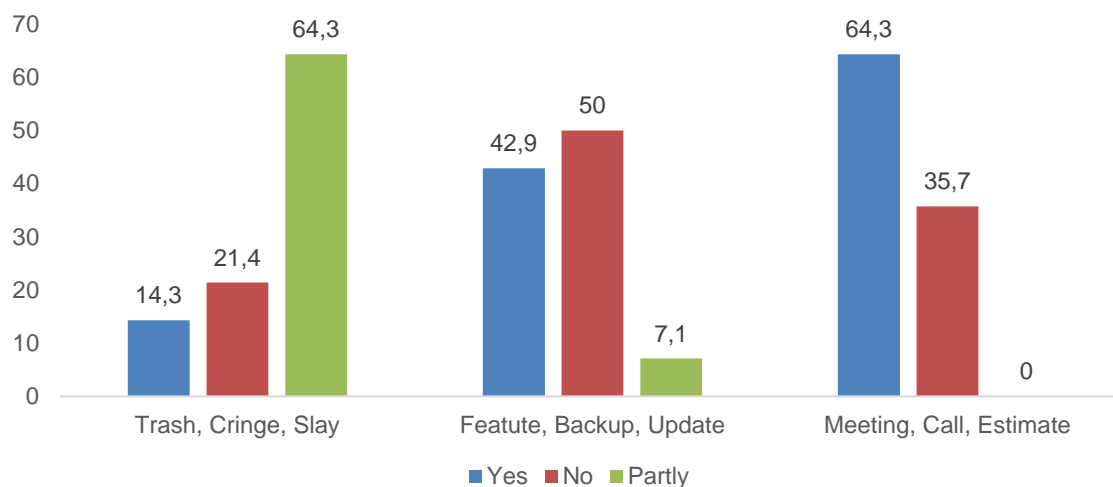


Figure 7. Understanding and using slang words in everyday life.

The study's results showed that, in general, young people know and use youth slang as they actively use social networks. As for the adult population, they mostly understand the words of business speech and partially understand the specific words of computer terminology.

5. Discussions

The study investigated whether the emergence of new words is a consequence of digitalization or other processes. Empirical research has shown that the primary source of new words is more social networks than foreign languages because there are

significantly more people who use social networks than people who speak foreign languages. Kuznetsova & Vahromova (2009) believe that no other area of human activity, except medicine, can compete with the sphere of computer technology regarding neologisms emerging. Both Ukrainian and English are significantly affected by informatization. Today English is not just an international language but the main language of the Internet and the most significant "supplier" of neologisms, connected with information technologies (to google - in Ukrainian "гуглити"; to log in – "залогінітись"; to photoshop, "відфотошопити", to friend- "зафрендити", to tweet – "твітнути" (Urban Dictionary (n/d); Collot & Belmore, 1996; Havlyuk, 2003). Souza et al. (2018) believe that the formation of such words is so great that they can form their digital language, which has long been the object of research by many software linguists looking for effective ways to interact with each other.

At the same time, computerization and digitalization have a direct and indirect impact on language. In particular, the indirect ways of influencing language are through globalization and the popularization of the American language globally (Hans, 2017).

Analysis of people's attitudes towards the emergence of new words showed that it is mostly positive, but some consider words from the digital world a negative phenomenon (Liu et al., 2019). According to the study by Maulidiya et al. (2021) and Golovanova & Yakimenko (2019), most of the younger generation actively uses slang in everyday life. At the same time, young people use slang not only during communication on social networks but also when they hang out with friends. Most young people believe that slang is better perceived by their peers than literary language, and the use of such words helps to form a reputation of a modern person and friendly relations. This fact confirms that communication in social networks stimulates speech development through the appearance of slang words. At the same time, literary language in everyday life becomes a sign of non-modernity and conservatism (Maulidiya et al., 2021).

In this case, there is a discursive moment when a certain part of the population and scientific researchers believe that using martial words weakens the value of the national culture and language (Semeniuk et al., 2020). There is a so-called process of Americanization of a weaker language, which can be seen not only in the Ukrainian language but also in other languages worldwide (Chaoyuan, 2016; Hjarvard, 2003). In general, the Ukrainian language, through rapid globalization, is losing its identity under the influence of information technology, and literary language in correspondence is used quite rarely - only as business correspondence.

It should be noted that the use of slang words generally does not depend on a person's social status or age. However, the list of these words is determined by the type of activity of the person on the Internet. In particular, people of working age, who have a regular jobs, have in their vocabulary foreign-language words necessary for the organization of work. In turn, young people practically do not understand business slang words and partially understand computer slang words. To know and understand certain slang words,

people need to be in the appropriate environment where they are used or to use slang word interpreters.

Most Ukrainian neologisms are formed by adding suffixes and endings to an existing English word, so they can often be recognized and understood in conversation. But there are also cases when it is impossible to understand their meanings without special interpretation, even with an average knowledge of English. The most widespread way of enriching the Ukrainian language with the vocabulary of information technology is borrowing, mainly from English. However, there is also a certain share of originally formed words and phrases, many of which act as synonyms.

6. Conclusions

According to the results of the study, we can conclude that digital technology does affect the development of speech. However, this is not the only influential factor. The factor of globalization is also essential, which manifests itself in the spread of English in all spheres of life, in particular business processes and the sphere of entertainment. The study's results showed that, in general, the young population is neutral to the emergence of new words, while older people have an ambiguous attitude. It happens because American words gradually displace the national, so the so-called process of Americanization of national languages takes place. The study's results also show that the use of slang words does not depend on age but more on the environment in which a person is. In particular, young people who use social media for entertainment have youth entertainment slang in their vocabulary. While the adult generation more often uses business slang, which is incomprehensible to young people. As for the direct impact of digitalization on language development, it is carried out through the emergence of new concepts, objects, objects, and phenomena in the computer sphere. These words change the English language, and then they are borrowed in other languages. At the same time, the words or phrases can remain unchanged or be modified according to the rules of construction of the corresponding part of speech responsible for the state of the object, its description, action, or characteristic. International communication, carried out using digitalization, is also important in language development. People who know foreign languages use in conversation words of foreign-language origin.

The practical significance of the research lies in its use by philologists and programmers to build unified communication dictionaries.

7. Bibliographic references

Baron, N. S. (1984). Computer Mediated Communication as a Force in Language Change. *Visible Language*, 18(2), 118-141. URL: <https://s3-us-west-2.amazonaws.com/visiblelanguage/pdf/18.2/computer-mediated-communication-s-a-force-in-language-change.pdf>

- Baron, N. S. (2010). *Always on: Language in an Online and Mobile World*. Oxford University Press, 304 p. DOI: <https://doi.org/10.1093/acprof:oso/9780195313055.001.0001>
- Bauchhage, C. (2011). Insights into Internet Memes. Proceedings of the Fifth International AAI Conference on Weblogs and social media (Barcelona, Catalonia, Spain. July 17-21, 2011). California, Menlo Park: The AAI Press, 42-49.
- Chatfield, T. (2013). The 10 best words the internet has given English. *Gardien*. URL: <https://www.theguardian.com/books/2013/apr/17/tom-chatfield-top-10-internet-neologisms>
- Chaoyuan, L. (2016). Review on language studies & globalization. *Intercultural communication studies*, XXV (3), 320-326. URL: <https://web.uri.edu/iaics/files/LI-Chaoyuan.pdf>
- Gao, L. (2006). Language contact and convergence in computer mediated communication. *World Englishes*, 25(2), 299-308. DOI: <https://doi.org/10.1111/j.0083-2919.2006.00466.x>
- Collot, M., and Belmore, N. (1996). *Electronic language: A new variety of english*. Amsterdam, Philadelphia: John Benjamins Publishing Company.
- Crystal, D. (2001). *Language and the Internet*. Cambridge, UK: Cambridge University Press, 272 p.
- Golovanova, D., & Yakimenko, I. (2019). The influence of Internet slang on the speech culture of modern youth. *Young Scientist*, 3(23), 1-3. URL: <https://moluch.ru/young/archive/23/1409/>
- Hans, V. (2017). Globalisation: Changing language and landscape in hybrid times. *International Journal of English Language, Literature*, 7(3). URL: <https://ssrn.com/abstract=2989413>
- Hjarvard, S. (2003). The globalisation of language. How the media contribute to the spread of English and the emergence of medialects. *Media, globalisation and identity*, III, 75-97. URL: DOI: <https://doi.org/10.1515/nor-2017-0272>
- Havlyuk, D. (2003). Materials for a dictionary of Ukrainian computer slang. *Language and History*, 63/64, 14-15
- Hoover, W., & Gough, P. (1990). The simple view of reading. *Reading and Writing*, 2(2), 127-160. URL: <https://link.springer.com/article/10.1007/BF00401799>
- Kuznetsova, N., & Vakhromova, E. (2009). To the question of the linguistic prospects of neologisms in the computer sphere. *Bulletin of the Nizhny Novgorod University*. N. I. Lobachevsky, 6-2, 270-275.
- Liu, S., Gui, D., Zuo Y., & Dai Y. (2019). Good Slang or Bad Slang? Embedding Internet Slang in Persuasive Advertising. *Frontiers*. DOI: <https://doi.org/10.3389/fpsyg.2019.01251>
- Maulidiya, R., Wijaya, S-E., Mauren, C., & Adha, T. (2021). Language Development of slang in the Younger Generation in the Digital Era. *OCF*. URL: <https://files.osf.io/v1/resources/xs7kd/providers/osfstorage/61cbd614b0ea71065db2b2b3?action=download&direct&version=1>

- Panyushkina, O. (2014). Change of language under the influence of social networks (On the material of the Spanish language). *Almanac of Modern Science and Education*, 3(82), 133-135.
- Pyrkalo, S. (1998). *The first dictionary of Ukrainian youth slang*. Kyiv.
- Shchurina, Y. (2012). Internet memes as a phenomenon of Internet communication. *Scientific Dialogue*, 3, 161-173.
- Stavytska, L. (2003). *A short dictionary of slang vocabulary of the Ukrainian language*. Kyiv: Krytyka, 336 p.
- Semeniuk, O., Leleka, T., & Moskalenko, O. (2020). Globalization of Ukrainian language lexical system: age, gender and educational dimensions. *Advanced Education*, 15. URL: <http://ae.fl.kpi.ua/article/download/174640/208595>
- Souza, C. Pádua, F., Lima, V., Lacerda, A., & Carneiro, C. (2018). A computational approach to support the creation of terminological neologisms in sign languages. *Computer Applications in Engineering Education*, 26(3), 517-530. DOI: <https://doi.org/10.1002/cae.21904>
- Urban Dictionary (n/d). Official site. URL: <http://www.urbandictionary.com/>
- Vellutino, F., Tunmer, W., Jaccard, J., & Chen, R. (2007). Components of reading ability: multivariate evidence for a convergent skills model of reading development. *Scientific Studies of Reading*, 11(1), 3–32. URL: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.6832&rep=rep1&type=pdf>

Information technologies as a means of overcoming social-cultural barriers in the process of international students training

Las tecnologías de la información como medio de superación de barreras socioculturales en el proceso de formación de estudiantes internacionales

Larysa Subota

lorasub@ukr.net

<https://orcid.org/0000-0003-4740-4486>

Doctor of Pedagogical Sciences, Assistant Professor, Professor, International Relations Department, Department of Ukraine Language, National Technical University "KhPI", Kharkiv, Ukraine.

Oksana Kravchuk

okskravth@gmail.com

<https://orcid.org/0000-0001-6502-5856>

Doctor of Pedagogical Sciences, Assistant Professor, Department of Language and Literature, Faculty of Letters, Ataturk University, Erzurum, Turkey.

Zhanna Davydova

davydovazhanna@khimu.edu.ua

<https://orcid.org/0000-0002-7514-8910>

Candidate of Pedagogical Sciences, Associate Professor, Department of Humanitarian and Social-Economic Disciplines, Postdoc Researcher, Medical Faculty, ETH Zurich, PIHE "Kharkiv International Medical University", Kharkiv, Ukraine.

Nina Tverezovska

tverezovskaya@nubip.edu.ua

<https://orcid.org/0000-0002-0672-9308>

Doctor of Pedagogical Sciences, Associate Professor, Professor, Department of Social Work and Rehabilitation, Faculty of Humanities and Pedagogy, National University of Life and Environmental Sciences of Ukraine, Ukraine.

Recibido: 12/05/22

Aceptado: 26/08/22

Abstract

The intensification of the development of digital technologies and their introduction into educational activities has necessitated the use of digital technologies in the educational process of higher educational institutions in order to overcome language barriers in the provision of educational services to foreign students. The purpose of the research lies in identifying the main problematic aspects and prospects for the application of digitalization as a means of overcoming language barriers in the education of foreign students. The methodological base of the academic paper consists of the following methods of scientific

research, namely: the method of theoretical analysis and synthesis, analysis and scientific abstraction, comparison and analogy, grouping and cluster analysis based on the k-means method, generalization and systematization. The results of the conducted research have made it possible to establish that overcoming language barriers in the education of foreign students significantly depends on the level of digitalization of the society and the system of higher education. Intensification of the use of digitalization as a means of overcoming language barriers in teaching foreign students will make it possible to minimize the level of language barriers and ensure the improvement of the quality of the educational process in the online environment through applying digital technologies, as well as create favourable conditions for conducting a simple and understandable language for foreign students.

Key words: higher education seekers, digital technologies, educational activity, language barriers, educational process, digitalization of education.

Resumen

La intensificación del desarrollo de las tecnologías digitales y su introducción en las actividades educativas ha hecho necesario el uso de tecnologías digitales en el proceso educativo de las instituciones de educación superior para superar las barreras del idioma en la prestación de servicios educativos a estudiantes extranjeros. El propósito de la investigación radica en identificar los principales aspectos problemáticos y perspectivas para la aplicación de la digitalización como medio para superar las barreras del idioma en la educación de estudiantes extranjeros. La base metodológica del trabajo académico consta de los siguientes métodos de investigación científica, a saber: el método de análisis teórico y síntesis, análisis y abstracción científica, comparación y analogía, agrupación y análisis de conglomerados basados en el método k-means, generalización y sistematización. Los resultados de la investigación realizada han permitido establecer que la superación de las barreras del idioma en la educación de estudiantes extranjeros depende significativamente del nivel de digitalización de la sociedad y del sistema de educación superior. La intensificación del uso de la digitalización como medio para superar las barreras del idioma en la enseñanza de estudiantes extranjeros permitirá minimizar el nivel de las barreras del idioma y garantizar la mejora de la calidad del proceso educativo en el entorno en línea mediante la aplicación de tecnologías digitales, así como como crear condiciones favorables para la realización de un lenguaje sencillo y comprensible para los estudiantes extranjeros.

Palabras clave: buscadores de educación superior, tecnologías digitales, actividad educativa, barreras idiomáticas, proceso educativo, digitalización de la educación.

1. Introduction

New challenges and dangers caused by destabilizing factors of the world economic order, globalization, geopoliticization and regionalization have led to the need to intensify the development of digital technologies in education, forasmuch as ensuring an

uninterruptable, high-quality and effective educational process in modern conditions is impossible without the use of distance learning methods.

The problems related to spreading the COVID-19 pandemic have initiated the intensification of the process of transition to other innovative forms of education, in which digitization plays a significant role, given that ensuring the safety of higher education seekers becomes possible only in the conditions of distance learning. It is obvious that the transfer of students to the territory of other countries in order to obtain professional training in the chosen speciality creates obstacles in the field of establishing dialogue, and language barriers do not contribute to free verbal expression, which is especially acute in the process of training students from other countries, where digital technologies are not sufficiently developed, and maintenance and modernization of digital equipment is rather expensive.

As a result, foreign students face problems of fear of public speaking, internal expectations of external criticism and fear of making mistakes and inability to express their own opinion, which indicates the presence of language barriers and the need to search for effective means of overcoming them. As evidenced by the results of existing scientific investigations in this sphere, digitalization technologies are capable of reducing the tension of the situation, creating comfortable conditions for foreign students and overcoming language barriers in their studies, which actualizes the research topic.

2. Literature Review

The integration of countries into the global educational space determines the accessibility of foreign students to the educational process in any country and stimulates higher education institutions to provide services to foreign students. Under such conditions, the need arises to establish a dialogue and build effective communication, in which important significance is attached to language training and ensuring the ability of students to use language skills in practice. It is obvious that the majority of foreign students experience certain difficulties in communication, which in the scientific discourse are called language barriers; that is, obstacles reducing the effectiveness of educational activities, making significant changes in personality development and leading to the emergence of interpersonal conflicts. Karasu (2014) associates language barriers with the appearance of psychological obstacles that arise in the process of receiving and transmitting information in the environment of interpersonal interaction, leading to the blocking of effective communication in the process of educational activities and causing insufficient motivation of students, decreasing their self-esteem. The scientist highlights the following most common language barriers in the education of foreign students, namely: the difficulties of perceiving a foreign language, problems in communication due to shyness, insecurity and the inability to express one's opinion, as well as contradictions in the culture of speech and the features of linguistic experience.

Samantaray (2020) emphasizes that, in addition to the mentioned above, from among the most significant language barriers, poor Internet connection in rural areas should be paid particular attention to; accordingly, students living in rural areas are unable to fully use the opportunities of digitalization of the educational process. The insufficient level of training of the teaching staff to implement the educational process in an online environment through using digital technologies is equally important. In addition, the development of digital education is still not able to normalize language barriers, forasmuch as different languages for communication do not contribute to the effective and rapid promotion of digital content, which is mainly formed using the English language, and students who do not speak it are limited in access to the use of available information.

A similar viewpoint is held by Ke & Balungile (2017), who believe that overcoming language barriers in education depends on the factors of the external and internal environment and on the social status of the students.

At the same time, Akhmetova et al., (2020) have studied the theoretical aspects and problems of overcoming language barriers, as a result of which they have singled out the main factors influencing the formation of language barriers and proposed methods and ways of overcoming them. Herewith, the scientists have considered various viewpoints on this scientific category and found out that language barriers are a kind of difficulties in producing speech, which are manifested in the individual subjective inability to use existing knowledge in the process of expressing thoughts.

Morgunova & Prikhodko (2020) associate overcoming language barriers with providing comfortable conditions for students, which contribute to the transfer of knowledge to learners in an understandable, accessible, simple and interesting way. Along with this, the scholars substantiate the feasibility of using such a method of removing language barriers as edutainment and emphasize the importance of using digital technologies when developing methods for overcoming language barriers.

Ryndak & Saldaeva (2021) consider the digitalization of education as one of the effective tools of the educational process, and the introduction of digital technologies as a method of acquiring skills and competencies by students in the process of implementing operational changes in the society, which contribute to increasing the level of access to education and reducing certain barriers. However, certain features of the digitalization of education are noted by the scientists, which are related to the need to solve the problem of improving the digital literacy of students. In this context, Schmidt & Tang (2020) are convinced that digitization is a strategic initiative towards improving the quality of teaching educational material to foreign students and an element of innovative development of the educational environment. At the same time, the scholars claim that the integration of digital technologies into the educational process is not a qualitatively new process in the educational environment, but the pace of technological progress in relation to them has intensified tremendously, which is manifested in the constant improvement of forms of digital technologies in the educational activities of higher educational establishments.

Falling in the opinion of previous researchers, Lütge et al., (2019) prove that digitalization produces new means, methods and forms of learning that differ from traditional ones in their multimodality and interactivity, and the formation of language barriers in the education of foreign students is considered one of the challenges of foreign language training, causing the deconstruction of the boundaries between traditional and digital education.

Ainslee (2018) considers digitalization as a means of overcoming language barriers in the education of foreign students from the point of view of modern requirements, as a response to the radical development of the digitization system of all spheres of the society in a global dimension. In this context, Nesterchuk et al., (2020) claim that the digitalization of education depends significantly on the level of development of the country; the problem of its increasing in the conditions of the COVID-19 pandemic has become especially relevant due to the transition to a distance form of education. At the same time, scientists single out a number of problematic issues that hinder the development of digitalization of the educational process, in particular, with regard to overcoming language barriers in the education of foreign students, namely: (1) insufficient development of digital technologies in the field of education; (2) lack of the relevant software; (3) unprofessionalism and insufficient level of knowledge of teachers and their inability to apply innovative digital technologies in the educational process; (4) unpreparedness of students and the impossibility of them gaining access to learning using digital technologies. As a rule, establishing communication between teachers and students is carried out by using popular educational sites or e-mail.

Savchenko (2018) has established a positive effect of using illustrative materials by teachers in the training educational disciplines, which are formed using digital technologies and activate the process of involving students in the educational process, and Gratis (2022) suggests several ways to overcome language barriers in teaching international students, including as follows: (1) using plain language; (2) searching for a reliable translation service and using the services of a translator; (3) conducting additional classes on language learning; (4) use of visual methods of communication; (5) resorting to frequent repetitions; (6) respectful attitude towards interlocutors. At the same time, the scientist notes that overcoming language barriers is a difficult task in the higher education system and requires the formation and use of innovative approaches to its solution, which can certainly be achieved thanks to the development and application of digital technologies, and Jureddi & Brahmaiah (2016) associate the achievement of a positive effect in this process with the timely identification of language barriers and the provision of proper conditions for their management.

Mao (2022) is convinced that the digitalization of education has a significant impact on overcoming language barriers in teaching foreign students, forasmuch as it contributes to the constant increase in the amount of data and information available to higher education seeks; the scholar has established that in highly developed countries, language barriers are less tangible, and their overcoming is characterized by the harmonious interaction of

students and teachers towards balancing the psychological climate in the study group and the formation of a perfect vocabulary.

3. The Research Goals

The purpose of the research lies in identifying the main problematic aspects and prospects for the application of digitalization as a means of overcoming language barriers in the education of foreign students.

4. Materials and Methods

In the academic paper, the identification of the main problematic aspects of the using digitalization as a means of overcoming language barriers in the education of foreign students has been carried out using the method of theoretical analysis and synthesis; elucidation of the essence of the scientific categories “language barriers” and “digitalization” has been conducted on the basis of the method of analysis and scientific abstraction; methods of comparison and analogy have been used for empirical assessment of the digitization level of the European Union’s states; the grouping of the countries of the European Union according to the indicator of the multidimensional index of digitization has been carried out using cluster analysis technologies based on the k-means method; generalization of the results of the conducted research, formation of conclusions and formulation of assumptions and hypotheses has been conducted using the method of generalization and systematization; the visual display of the effective indicators of the research has been carried out using graphical and tabular methods.

The countries of the European Union have been selected for the research.

The information base of the study is represented by reports for 2019-2021 DiGiX Update: A Multidimensional Index of Digitization, in which data on the multidimensional index of digitization are systematized.

5. Results

The issue of investigating digitalization as a means of overcoming language barriers in teaching foreign students has been in the centre of attention of the scientific community and practitioners for a long period of time, and its relevance is explained by the development of modern forms and methods of education, students’ access to obtaining education in other countries and the formation of a single global educational space. Undoubtedly, nowadays’ challenges and structural deformations necessitate the transition to other forms of education, the successful implementation of which is impossible without the use of innovative digital technologies. However, it should be noted that the digitalization of education, although it is developing at an accelerated pace, however, has a number of problematic aspects related to the different levels of access of education seekers to the Internet, the different possibilities of providing them with

technical means and different conditions for the digitization of social processes and phenomena.

At the international level, a methodology for assessing the state of digitization in the countries of the world has been developed and implemented, which is based on the comparison of the digitization degree of various spheres, including education, and involves the calculation of a multidimensional index of digitization. At the same time, the interrelationship between this indicator and the level of the country's development is determined; in particular, in highly developed countries, the multidimensional index of digitization is significantly higher, and, accordingly, the degree of access of foreign students to the educational process using digital technologies is more significant. The study of the main trends in the multidimensional index of digitization in the countries of the European Union in 2019-2021 (Figure 1) has made it possible to identify the highest values of the indicator in question in countries as follows: Denmark (MID: 0,9–1,0), Luxembourg (MID: 0,8–1,0), the Netherlands (MID: 0,9 – 1,0), Finland (MID: 0,9), Germany (MID: 0,8–0,9), Sweden (MID: 0,8–0,9) and Ireland (MID: 0,8); these countries are considered to be highly developed states with sustainable development, the quality of the providing educational services by higher educational institutions of which is characterized by high indicators and in compliance with European standards.

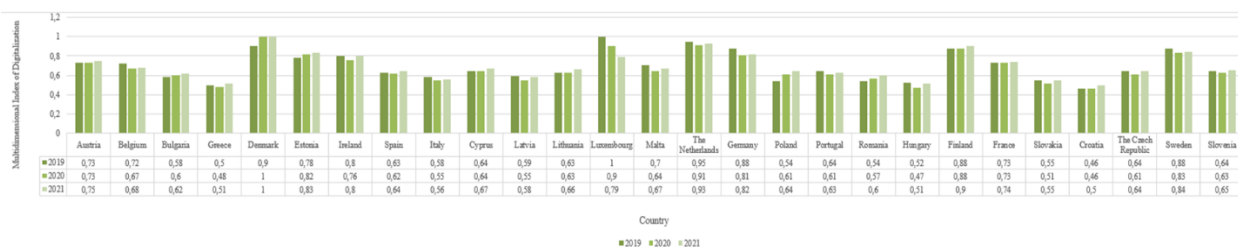


Figure 1. Dynamics of the multidimensional index of digitization in the countries of the European Union in 2019–2021.

Compiled based on: *Noelia Camara (2020a, b; 2022). DiGiX Update: A Multidimensional Index of Digitalization, 2019–2021.*

At the same time, significantly lower values of the multidimensional index of digitization are noted in countries that have undergone the process of transformational restructuring and have been reoriented to the European vector of development, in particular, as follows: Croatia (MID: 0,5), Latvia (MID: 0,6), Lithuania (MID: 0,6–0,7), Romania (MID: 0,5–0,6), Hungary (MID: 0,5), Slovakia (MID: 0,5–0,6), the Czech Republic (MID: 0,6) and Slovenia (MID: 0,6–0,7), where significant problems with ensuring the quality of education and creating proper conditions for providing educational services to foreign students are observed, in particular, with regard to language training of higher education seekers. The reformatting of educational activities from the post-socialist system to the European one requires significant efforts and coordination of the norms of the national education system with international ones. In addition, it is necessary to note the rather low value of the multidimensional index of digitization in Poland (MID: 0,5–0,6), Portugal (MID: 0,6) and Italy (MID: 0,6), where a significant number of foreign students acquire their education.

Taking into account the ambiguity regarding the development of the education system in the countries of the European Union and the uncertainty of the situation concerning the issue of ensuring its digitization, we consider it reasonable to conduct a study of the common and distinctive features of using digital technologies in the educational activities of higher educational institutions of the analysed group of countries.

As evidenced by the results of the grouping of the countries of the European Union in terms of the multidimensional index of digitization in 2019–2021, obtained on the basis of applying the cluster analysis technology based on the k-means method (Table 1), from among the countries of the European Union, three groups are distinguished that can be characterized by the level of digitalization of education as countries with a high level of digitalization, countries with a medium level of digitalization and countries with a low level of digitalization.

Table 1.

Grouping of the countries of the European Union according to the indicator of the multidimensional index of digitization in 2019–2021.

Multidimensional Index of Digitization					
2019		2020		2021	
Country	Cluster number	Country	Cluster number	Country	Cluster number
Denmark	1	Denmark	1	Denmark	1
Ireland		Estonia		Estonia	
Luxembourg		Ireland		Ireland	
The Netherlands		Luxembourg		Luxembourg	
Germany		The Netherlands		The Netherlands	
Finland		Germany		Germany	
Sweden		Finland		Finland	
Austria	2	Sweden		Sweden	
Belgium		Austria	2	Austria	2
Estonia		Belgium		Belgium	
Spain		Bulgaria		Bulgaria	
Cyprus		Spain		Spain	
Lithuania		Cyprus		Cyprus	
Malta		Lithuania		Lithuania	
Portugal		Malta		Malta	
France		Poland		Poland	
The Czech Republic		Portugal		Portugal	
Slovenia		France		France	
Bulgaria	3	The Czech Republic		The Czech Republic	
Greece		Slovenia		Slovenia	
Italy		Greece	3	Greece	3
Latvia		Italy		Italy	
Poland		Latvia		Latvia	
Romania		Romania		Romania	
Hungary		Hungary		Hungary	
Slovakia		Slovakia		Slovakia	
Croatia		Croatia		Croatia	

Compiled based on: Noelia Camara (2020a, b; 2022). *DiGiX Update: A Multidimensional Index of Digitalization, 2019–2021*.

In 2019, the first cluster included such countries as: Denmark, Ireland, Luxembourg, the Netherlands, Germany, Finland and Sweden, which position themselves as countries with a binary system of higher education with a traditional university sector and a network of specialized educational institutions; they offer various educational programs for training higher education seekers with an orientation to the needs of foreign student. It should be noted that in such countries, institutions of higher education pay due attention to mastering several foreign languages by students in order to reduce the likelihood of language barriers in the process of implementing the educational process; at the same time, they pay particular importance to the acquisition of knowledge and skills in the use of information technologies, which, in combination with the study of foreign languages, allows training highly qualified and competitive specialists.

It is worth noting the practice of the Netherlands in the field of digitalization of educational activities in higher educational institutions, which is characterized by a stable tradition of training foreign students under bachelor's and master's programs due to the wide use of the English language in the educational process and the possibility of applying distance and mixed forms of education. As a rule, in this country, the risks of language barriers are minimized, and foreign students get the opportunity to demonstrate their own knowledge and abilities in conditions convenient for them. Similar tendencies are observed in higher educational institutions of other countries of the analysed group, which was joined in 2020 and 2021 by Estonia, the higher education system of which is fully in line with European standards.

The second cluster in the analysed period includes the following countries, namely: Austria, Belgium, Bulgaria, Spain, Cyprus, Lithuania, Malta, Poland, Portugal, France, the Czech Republic, and Slovenia, which ensure high quality provision of educational services in the field of higher education and help education seekers in choosing academic disciplines; however, there are certain difficulties regarding the professional adaptation of foreign students and their psychological preparation for communication in a foreign language. At the same time, the development of digital technologies and the process of digitization of higher education in these countries are at the stage of formation, development and integration into the system of European standards, which, to some extent, restrains the opportunities of higher education seekers to implement their own achievements and gain access to a full-fledged education.

The third cluster includes Greece, Italy, Latvia, Romania, Hungary, Slovakia, and Croatia, which have been undergoing transformational restructuring for a long time and have not completed higher education reforms yet. In this group of countries, problems with ensuring communication between foreign students and their perception of educational material are often revealed. Moreover, there are facts of deepening the language barriers, which are caused by the real interaction of students and their functioning as individuals in a group, as well as those caused by the complexity of language perception, problems in expressing one's own opinion, lack of confidence in one's own abilities and opportunities to speak a foreign language. The contradictions in the culture of

communication are equally important in this context, which are manifested in the desire to impose incomprehensible stereotypes, traditions and customs on foreign students.

The outlined problems of the presence of language barriers in teaching foreign students in higher educational institutions of certain countries of the European Union necessitate the search for effective ways, methods and means of overcoming them. It is beyond argument that one of these means is digitalization, which contributes to the intensification of learning processes and obtaining by students of educational services under conditions that are as comfortable as possible for them.

6. Discussion

The intensification of the development of digital technologies and their spread to various spheres of social life make it necessary to conduct reformation of the existing education system in the countries of the European Union. The processes of integration into a unified international educational space intensify the need to involve the latest digital technologies in the educational process in order to quickly adapt foreign students to the conditions of study in higher education institutions of another country and their successful acclimatization.

In the course of the research, it has been established that in many countries of the European Union, especially in those that have gone through transformational restructuring (Greece, Italy, Latvia, Romania, Hungary, Slovakia, and Croatia), the processes of strengthening the problems of emergence and deepening of language barriers during the implementation of the educational process with the participation of foreign students are observed. This is primarily due to the insufficiently high level of foreign language mastering in higher educational institutions and the incompleteness of the implementation of European standards of higher education to the conditions of the functioning of national higher education systems.

It should be noted that the countries of the European Union have been divided into three groups according to the degree of digitization of the educational process in which foreign students are involved. The first group consists of highly developed countries according to all indicators (Denmark, Ireland, Luxembourg, the Netherlands, Germany, Finland and Sweden); the second group includes countries with a sufficient level of development (Austria, Belgium, Bulgaria, Spain, Cyprus, Lithuania, Malta, Poland, Portugal, France, the Czech Republic and Slovenia), however, with existing problems in the field of higher education, in particular, with regard to overcoming language barriers in the education of foreign students, forasmuch as innovative digital technologies are used improperly and not to the full extent; the third group includes countries of the transitive type (Greece, Italy, Latvia, Romania, Hungary, Slovakia and Croatia), the process of reforming higher education in which is at the stage of completion, and the intensification of the necessity to apply digital technologies in the education of foreign students is caused more by the problems of providing distance and mixed learning than by ensuring proper conditions for foreign students.

7. Conclusions

Thus, the obtained results of the research regarding the main problematic aspects and prospects for the use of digitalization as a means of overcoming language barriers in the education of foreign students makes it possible to state that language barriers in the process of training foreign students manifest as their individual inability to use existing knowledge when expressing their own opinion. It has been proven that in countries with a higher level of digitization of the society, namely: (Denmark (MID: 0,9–1,0), Luxembourg (MID: 0,8–1,0), the Netherlands (MID: 0,9–1,0), Finland (MID: 0,9), Germany (MID: 0,8–0,9), Sweden (MID: 0,8–0,9) and Ireland (MID: 0,8), a lower level of language barriers has been revealed, which, at the same time, is confirmed by the increased study of several foreign languages in higher educational institutions of these countries. It has been established that from among the most common language barriers in the education of foreign students, the following ones should be noted, namely: the difficulty of perceiving and understanding a foreign language, the problems of expressing one's own opinion in a foreign language, and the contradictions of culture, traditions and customs, which can be solved thanks to the development of digital education and by implementing the educational process in an online environment using digital technologies, a simple language and visual methods of communication.

8. Bibliographic references

- Ainslee, J. (2018). Digitalization of Education in the 21st Century. Elearning Industry. Available at: <https://elearningindustry.com/digitization-of-education-21st-century>
- Akhmetova, A.Z., Gamper, J., & Dalbergenova, L.E. (2020). The Problem of overcoming the language barrier when learning a foreign language in higher education institutions. Theoretical and applied problems of Language Education, 4(100), 104–114. Available at: DOI <https://doi.org/10.31489/2020Ped4/104-114>
- Camara, N. (2020a) DiGiX 2019 Update: A Multidimensional Index Digitalization. Bbva Research. Available at: <https://www.bbvaesearch.com/en/publicaciones/digix-2019-tracking-digital-evolution/>
- Camara, N. (2020b) DiGiX 2020 Update: A Multidimensional Index Digitalization. Bbva Research. Available at: <https://www.bbvaesearch.com/en/publicaciones/digix-2020-update-a-multidimensional-index-of-digitization/>
- Camara, N. (2022) DiGiX 2021 Update: A Multidimensional Index Digitalization. Bbva Research. Available at: <https://www.bbvaesearch.com/en/publicaciones/digix-2022-update-a-multidimensional-index-of-digitization/>
- Gratis, B. (2022). Overcoming language barrier to communication. Typetalk. Available at: <https://www.typetalk.com/blog/overcoming-language-barriers-communication/>
- Jureddi, D.N., & Brahmaiah, N. (2016). Barriers to effective Communication. Journal of English Language and Literature (JOELL), 3(2). 114–115. Available at: <https://www.joell.in/wp-content/uploads/2016/03/114-115BARRIERS-TO-EFFECTIVE-COMMUNICATION.pdf>

- Karasu L. (2014). Ways of overcoming communication barriers by foreign students in the process of educational activities. *Scientific Bulletin of the South Ukrainian National Pedagogical University named after K.D. Ushinsky*, 1–2, 77–84. Available at: <http://dspace.pdpu.edu.ua/bitstream/123456789/31111/1/13.pdf>
- Ke, Yu., & Balungile, S. (2017). Overcoming Language Barriers: Lessons Learnt from Migrant Children. *Perspectives in Education*, 35(1), 157–170. Available at: https://www.academia.edu/72450485/Overcoming_language_barriers_lessons_learned_from_migrant_children
- Lütge, C., Merse, T., Mustrup, C., & Stannard, M. (2019). Crossovers: Digitalization and literature in foreign language Education. *Studies in Second Language Learning and Teaching*, 9(3), 519–540. Available at: <https://doi.org/10.14746/ssllt.2019.9.3.5>
- Mao, W. (2022). Analysis of the Psychological Barriers to Spoken English from Big Data and Cross-Cultural Perspectives. *Frontiers Psychology*, 13. Available at: <https://doi.org/10.3389/fpsyg.2022.899101>
- Morgunova, N.S., & Prikhodko, S.O. (2020). Language barriers and opportunities to overcome them in the process of learning a foreign language by students of technical higher education institutions. *Innovative pedagogy*, 30(1), 109–112. Available at: DOI <https://doi.org/10.32843/2663-6085/2020/30-1.22>
- Nesterchuk, O.A., Grishin, O.E., & Chepurnaya, A.M. (2020). Digitalization as the “new normal” of higher Education. *Journal of Physics: Conference Series*, 1691. Available at: doi: 10.1088/1742-6596/1691/1/012068
- Ryndak, V.G., & Saldaeva, O.V. (2021). Digitalization as a Purpose and a Means of Ensuring the Efficiency of Inclusive Education. *International Journal of Scientific Engineering and Science*, 5(5), 37–46. Available at: https://www.academia.edu/50006416/Digitalization_as_a_Purpose_and_a_Means_of_Ensuring_the_Efficiency_of_Inclusive_Education
- Samantaray, P.K. (2020). Digitalization a new phenomenon in Higher Education. *Digital Learning*. Available at: <https://digitalllearning.eletsonline.com/2020/06/digitalization-a-new-phenomenon-in-higher-education/>
- Savchenko, O. (2018). Means of overcoming the language barrier in teaching speaking to students with low English proficiency. IV International Scientific and Practical Internet Conference. Available at: <http://conferences.neasmo.org.ua/uk/art/4413>
- Schmidt, J.T., & Tang, M. (2020). Digitalization in Education: Challenges, Trends and Transformative Potential. *Führen und Managen in der digitalen Transformation*. Wiesbaden: Springer Gabler. Available at: https://doi.org/10.1007/978-3-658-28670-5_16

The application of communicative linguistics in the study of foreign languages (an example of the english language)

La aplicación de la lingüística comunicativa en el estudio de lenguas extranjeras (un ejemplo de la lengua inglesa)

Natalia Kosharna

n.kosharna@kubg.edu.ua

<https://orcid.org/0000-0003-4841-6219>

Candidate of Pedagogical Sciences, Associate Professor, Head of Foreign Languages and Methodology Department, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Ilona Ordynska

ilonaordynska@ukr.net

<https://orcid.org/0000-0001-9673-8576>

PhD in Philology, Senior Instructor, Foreign Language Department, Faculty of Operational and Service Activities, B. Khmelnytsky National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi, Ukraine.

Nataliia Hlushkovetska

hlushkovetska.@kpnu.edu.ua

<https://orcid.org/0000-0001-6034-468X>

Candidate of Philological Sciences, Senior Lecturer, Department of Foreign Languages, Kamianets-Podilskyi Ivan Ohiienko National University, Kamianets-Podilskyi, Ukraine.

Nataliia Nehrych

natalia.negrych@gmail.com

<https://orcid.org/0000-0002-7186-7205>

Candidate of Philological Sciences, Assistant Professor, Department of the English Language, Faculty of Foreign Languages, Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine.

Tetiana Lysenko

lysenko.tetiana@iit.kpi.ua

<https://orcid.org/0000-0003-3081-6329>

Senior Teacher, Department of English for Technical Purposes, Faculty of Linguistics, National Technical University of Ukraine Igor Sikorsky Kyiv Politechnical Institute, Kyiv, Ukraine.

Recibido: 11/05/22

Aceptado: 25/08/22

Abstract

The present research examines a set of methods and approaches concerning using modern linguistic innovations in teaching English as a foreign language. Communicative linguistics is among the priority directions in this field. The purpose of the research lies in establishing the efficiency of using a communicative approach for learning English in the framework of university education; the attitude of Ukrainian students to the communicative method, the involvement of the possibilities of communicative linguistics

in mastering English is determined. The methodology of the research is complex, based on the pedagogical experiment. Descriptive method, synthesis and analysis have been used to determine the theoretical fundamentals of the research. Statistical methods have been used to measure the achievements and attitudes of the experiment participants. The main hypothesis lies in the fact that the methods and tools of communicative linguistics facilitate and speed up the process of mastering English. The results of the research have shown that despite a number of difficulties, the participants of the experiment approve the introduction of a communicative approach in learning English; their academic results and communication skills have increased. Moving forward, there should be experimental research involving linguistic innovations in the practice of learning foreign languages.

Key words: communicative linguistics, English, communicative approach, speaking, English as a foreign language.

Resumen

La presente investigación examina un conjunto de métodos y enfoques relacionados con el uso de innovaciones lingüísticas modernas en la enseñanza del inglés como lengua extranjera. La lingüística comunicativa se encuentra entre las direcciones prioritarias en este campo. El propósito de la investigación radica en establecer la eficiencia del uso de un enfoque comunicativo para el aprendizaje del inglés en el marco de la educación universitaria; se determina la actitud de los estudiantes ucranianos hacia el método comunicativo, la participación de las posibilidades de la lingüística comunicativa en el dominio del inglés. La metodología de la investigación es compleja, basada en la experiencia pedagógica. Se ha utilizado el método descriptivo, la síntesis y el análisis para determinar los fundamentos teóricos de la investigación. Se han utilizado métodos estadísticos para medir los logros y actitudes de los participantes del experimento. La hipótesis principal radica en que los métodos y herramientas de la lingüística comunicativa facilitan y agilizan el proceso de dominio del inglés. Los resultados de la investigación han demostrado que, a pesar de una serie de dificultades, los participantes del experimento aprueban la introducción de un enfoque comunicativo en el aprendizaje del inglés; sus resultados académicos y habilidades de comunicación han aumentado. En el futuro, debería haber una investigación experimental que involucre innovaciones lingüísticas en la práctica del aprendizaje de lenguas extranjeras.

Palabras clave: lingüística comunicativa, inglés, enfoque comunicativo, habla, inglés como lengua extranjera.

1. Introduction

In the modern educational process, it is natural to work on the intensification and improvement of methods of learning foreign languages. The resources of communicative linguistics, which provide an opportunity to choose the most effective and modern technologies in the educational process, are no exception (Zhernova, 2018).

The communicative approach in language teaching is one of the basic approaches to teaching foreign languages; the main focus of this approach is on interaction in various forms of communication for learning, which turns out to be the final goal of language learning. In a number of studies, such approaches are called as the audio-lingual methods (Leong & Ahmadi, 2016), involving the development and expansion of a conditional-functional curriculum. Learning English with the help of such a method is extremely popular in the world and deserves its introduction and implementation in the field of Ukrainian university education.

According to a number of scientific investigations (Lin & Hsieh, 2001), the toolkit of communicative linguistics is designed to formulate an educational complex that supports such positions as discursive competence, psychomotor skills and competencies, strategic competencies. Discursive competence includes linguistic competence, textual competence and pragmatic competence. The practical principles of using the contents and means of communicative linguistics can be used in the formation of linguistic competence, textual competence and pragmatic competence.

The communicative method of teaching English is aimed at forming a number of micro skills: listening, reading, speaking and writing. Those who learn a foreign language often do not have the opportunity to gradually enter the context of the language. Sometimes a foreign language is available to students only at lectures and practical classes; consequently, one of the tasks of the teacher is to encourage them to communicate in the classroom, work in pairs and in a group. Such measures in a number of practical investigations and theoretical studies (Sim & Pop, 2014) have been identified as valuable for the formation and improvement of students' communicative competence. This provides students with greater opportunities for communication and builds confidence in their own speaking skills. Developing confidence and getting rid of the fear of speaking a new language contributes to better language acquisition (Kiki-Papadakis & Chaimala, 2016). Methods of developing confidence in one's own speech activity, removing speaking anxiety are called the most significant negative factors of the communicative nature (Hyesook & Lee, 2005).

Research work on improving the quality of educational opportunities of universities in teaching English is in the prospect. Communicative methods, which should remain an active component of education, are no exception.

2. Aims

The purpose of the research lies in collecting, reviewing and analysing the data of the experiment on improving the effectiveness of learning communicative skills in English by students of Ukrainian universities. An important component of the work is establishing the usefulness of using a communicative approach for teaching English within the framework of university education, investigating the attitude of Ukrainian students to the involvement of communicative linguistics opportunities in the process of mastering English.

The research purpose outlined involves solving a number of tasks as follows:

- to determine the evolution of the success of EG students through preliminary and final testing;
- to identify the main fundamentals that make up the communicative approach in learning English;
- to establish the respondents' assessment of the introduction of a communicative approach for learning English.

3. Materials and Methods

40 students of business specialities (073 “Management”, 241 “Hotel and restaurant business”) of Kamianets-Podilskyi Ivan Ohiienko National University were involved in the experiment; they studied English and voluntarily agreed to participate in the experiment. Data collection was carried out from September 2021 to December 2022 (1 semester of the academic year).

All participants of the experiment were divided into 2 groups: the experimental group (EG), which chose to study English with the active use of the communicative linguistics tools, and the control group (CG), in which standard curricula and materials were used that were the basis for learning English for several years. For each group, the academic performance was measured at each stage of the experiment.

The present research has a complex nature; it combines both qualitative and quantitative methods of analysis with the use of descriptive methods, which is necessary for almost all social studies. This is due to the fact that social studies cannot be represented only by quantitative approaches, without evaluation by members of a certain group, the society. The descriptive method is used to present theoretical material.

In order to obtain data, the main tools in the scientific work are questionnaires, surveys and observations, which are used to find out answers to research questions. The research consisted of III stages.

The first stage is the organizational one. Training and methodological materials are prepared, questionnaires are compiled, the questioning process is organized, and groups of students are formed who agree to participate in the experimental study. Respondents give their consent voluntarily, and the research team guarantees privacy; the information received will not go beyond the data collected for the experiment.

At the second stage, a preliminary assessment of the success level of the respondents and their assessment of the proposed program is carried out; thematic priorities are considered in terms of the communicative approach. At this stage, observation and survey methods are used; researchers collect and perform data analysis, which is then used as a basis for answering the research questions.

At the third (final) stage, a final assessment of the academic performance level and an assessment of respondents' priorities in learning English is carried out. At this stage of the research, the obtained data are processed and used in such a way that they can be used to obtain answers to the problematic research questions.

In order to obtain a comprehensive understanding of the analysis, researchers use some theoretical studies as a reference in order to determine the problematic research questions, namely, the concept of communicative components of educational technology, communicative competence, difficulties in mastering English, the specificity of the communicative approach for language teaching.

The results of the analysis and description, which have been taken from the questionnaire data on the basis of the respondents' responses, are presented in the form of a description of statistics.

From among the difficulties and risks of the experiment, it is worth mentioning the insufficient time period of the experiment, which would provide an opportunity to carry out an in-depth qualitative study; consequently, it is not possible to determine the reasons for changes in the respondents' assessments.

4. Literature Review

The theory and practice of communicative linguistics contain those tools and methods that will contribute to the active formation of students' communicative competence. It is from such positions that researchers consider innovative approaches in mastering foreign languages (Kiki-Papadakis, & Chaimala, 2016; Sim, Pop, 2014). The methods of learning successful communication are studied, namely: the skills of conducting an eristic dialogue, participating in debates (Goh, & Burns, 2012; Patil, 2008), forming linguistic and cultural competences through communication (Jeong, 2006; Arbol del, 2018). Professional problems arising from insufficient communication skills in English are considered on a separate basis (Qing, 2011). For instance, issues in the tourism industry connected with insufficient English language skills of employees (Lee, Son, 2006); educational problems related to insufficiently high-quality teaching of the English language of communication in universities and the need to change curricula in the direction of activating communication skills (Erazo et al. (2019) are of particular importance.

One of the main goals of modern education is the formation of the correct motivation of students to communicate in English in the professional field (Bayram-Jacobs, 2015). The researchers noted that the traditional educational and pedagogical methods used to train speaking skills were ignored by most of the students who were involved in the research program. Therefore, in a number of similar scientific works, the importance of using innovations, the application of interactive, stimulating, those actualizing the communicative capabilities of a person for learning a foreign language are determined.

The investigation of Communicative Language Teaching (CLT) is being conducted in the context of teachers' and students' attitude towards it, the method of teaching in the communicative learning environment. Communicative Language Teaching of a foreign language involves participants in authentic communication, it develops communicative abilities, communicative competence. Students are more engaged; the learning process is more effective and accelerated, assuming that teachers provide the relevant opportunities in communicative activities at different levels and act in the interests and in accordance with the needs of education seekers (Littlewood et al., 1981). Such studies were carried out in connection with the involvement of high technologies in mastering a foreign language (Bruin et al., 2014). These are important developments of action algorithms, methods of their implementation in the communicative environment. Their improvement and technological know-how is the subject of further scientific investigation and appear to be a real research problem (Fujita et al., 2017). From among the difficulties of the practical implementation of the communicative approach, the following ones should be outlined, namely: the difference between the levels of mastery of a foreign language among students; the insufficient number and quality of educational materials that use the communicative principles of learning a foreign language – this is also relevant for non-native English speakers who are determined to improve communication changes.

The attitude of the participants of the educational process to the communicative method of teaching English with the involvement of information technologies was actively considered (Synorub, Medynska, 2019). Weaknesses and strengths of this approach were identified; further development prospects were determined.

5. Results

In the course of the research experiment, a number of organizational, teaching-methodical and educational measures were introduced, which were supposed to promote the use of communicative methods for teaching English. Its efficiency and usefulness were to be evaluated by the participants of the experiment.

The educational program with application of the communicative approach is based on the use of categorization and the functional potential of language and its structures. A communicative approach to learning involves the consideration of three positions, as follows:

- work on the constant use of the English language as a means of communication;
- using language to perform important educational tasks;
- student-centred approach, where the needs of the student are a priority.

At the first (preparatory) stage of the research, preliminary preparation was carried out for the implementation of the English language learning program based on the communicative linguistics tools. A set of educational and methodological materials was prepared; preliminary consultations were held with teachers who agreed to participate in the experiment.

At the second stage of the research, control testing was conducted at the beginning of the semester, which showed the level of mastery of communicative skills and theoretical fundamentals of English. Along with this, it was suggested to separately define such a topic, which hasn't been categorically perceived; the respondent hasn't coped with it. The results are represented in percentages.

Table 1.

Results of preliminary testing of groups (author's development).

Topics	Groups	Number of persons	Average score (based on a 100-point scale)	I categorically do not perceive it
Understanding	EG	20	46	6%
	CG	20	44	4%
Lexical Resource	EG	20	66	10%
	CG	20	70	12%
Phraseology	EG	20	35	28%
	CG	20	34	32%
Writing	EG	20	66	5%
	CG	20	69	3%
Speaking in the context	EG	20	46	18%
	CG	20	44	16%

The results of testing have revealed that the level of students' speaking skills is at the level of 45 points according to the 100-point rating scale in both groups, while writing skills and vocabulary on average are 68 points and 68 points respectively. This indicates a potential readiness to intensify communicative activity; however, there are certain communication difficulties, the fear of communicating in a foreign language, which has become an obstacle and requires the use of communicative linguistics methods.

During the semester, training was conducted in the EG, which involved the active use of a communicative approach; listening was actively implemented; with the help of interactive methods and dramatization as a pedagogical technology of teaching a foreign language, communication skills are activated in order to conduct dialogues, conversations in a group, to pronounce monologues on professional topics. At the end of the semester, control testing was conducted. The result was measured in percentage.

Table 2.
Results of final testing of groups (author's development).

Topics	Groups	Number of persons	Average score (based on a 100-point scale)	I categorically do not perceive it
Understanding	EG	20	56	3%
	CG	20	46	3%
Lexical Resource	EG	20	76	4%
	CG	20	74	10%
Phraseology	EG	20	48	12%
	CG	20	36	30%
Writing	EG	20	76	4%
	CG	20	71	3%
Speaking in the context	EG	20	66	9%
	CG	20	50	13%

Based on the results assessing knowledge and skills acquired by respondents in the EG and CG, the academic performance in the experimental group was higher by 8%, and the negative perception of the communicative approach and difficulties in communicating in English in the experimental group was less by 12% than at the beginning. The greatest improvement in the academic performance in the EG is related to the study of phraseology in the experimental group; the academic performance in this topic increased by 13%.

At the final stage, an analysis of students' academic performance was conducted, as well as the level of their positive and negative attitude towards the program implemented. At the beginning and at the end of the academic semester, students in CG and EG were asked to evaluate the curriculum according to which they were studying. It was necessary to choose only one of three positions: positive, medium and negative attitude.

Table 3.
Comparative table of students' academic performance and their evaluation of the program (curriculum) negative.

Pre-testing	Group	Number of students	Positive	Medium	Negative
	EG	20	24%	65%	11%
	CG	20	23%	66%	11%
Post-testing	EG	20	38%	56%	6%
	CG	20	26%	65%	9%

As a result, the rejection of the communicative approach to learning English in the experimental group decreased by 5%, and the rejection of communication activity in the CG remained within the margin of error of 2%. The positive attitude towards applying the communicative approach in the EG increased by 18%, while the CG, which followed the

traditional curriculum, continues to be sceptical concerning using the communicative linguistics tools.

At the final stage, a survey was also conducted regarding the respondents' assessment of the introduced learning technology.

Table 4.

Assessment of respondents' priorities in mastering English (author's development).

Issue	Agree		Possibly		Disagree	
	EG	CG	EG	CG	EG	CG
Communication in English in a group is a real communication that promotes learning and mastering the language	58%	40%	10%	23%	32%	37%
Support of learning processes	48%	32%	32%	40%	20%	28%
English is a valuable asset for me	46%	35%	21%	27%	33%	38%
The ability to communicate in English accelerates the learning process	70%	52%	24%	38%	6%	10%

As the results show, the majority of respondents value the ability to communicate in English – 70 % in EG, 52% in CG, respectively. By the way, students have rated the importance of mastering English as a language of professional communication (EG – 68 %, and CG – 63 %). The importance of internal communication in the group as a language of learning has also given high results (EG – 80 % and CG – 72 %). In general, the value of the communicative component in mastering English in EG is 7 % higher than in CG.

The data obtained have shown that communicative competence is an active request of future specialists; consequently, further work should be done towards improving the educational process related to development and active implementation of communication skills.

6. Discussion

The importance of applying the methods of communicative linguistics in the process of learning English has been determined in a number of scientific studies (Gilakjani, 2016; Ampatuan, San Jose, 2016). In fact, active communication activity is of great importance for successful interaction in business communication and private interaction with people. The activation of communication activity is considered as a way of transmitting messages, forms of embodiment of ideas and meanings in a simple, clear and understandable form (Aronin, Singleton, 2018). A study was also conducted on the necessity to include mastering English to the educational curriculum of students studying at tourism and business direction in Asian countries, forasmuch as it was the communication skills that were insufficient for university graduates of this speciality (Ho, Ya-Yu, 2020). Actually, the

participants of our experiment have indicated the need to consider and study such positions as “communication in context” (71% of respondents), “understanding” (68% of respondents) with the involvement of a communicative approach.

The results obtained in the study (Summaira et al., 2015) indicate to the fact that the attitude of teachers and students towards the communicative approach in learning English is generally positive. However, the researchers have highlighted difficulties in communication, unwillingness to actively use English in communication; it is suggested to work on educational programs (curricula) in the future, updating an individual approach to communication (Summaira et al., 2015). According to the results of the present research, respondents from the control group consider communication in English to be an important component of successful learning (68%). Along with this, respondents in the control group (67%) believe that English is a valuable asset for students. The necessity to involve students in language situations of professional communication should provide them with the experience of using English as a language of communication in the context of another language. It is also worth paying particular attention to the practice of turning to watching news in English, films, reading books and newspapers, watching electronic news media, etc. Active work with the communicative component of the language existence will help not only to acquire new knowledge, but also to develop communicative competence, to get acquainted with different types of texts, to maintain a connection with English outside the educational process. The communicative approach in teaching the language should be based on free choice and effectively achieve a decent level of language proficiency.

7. Conclusion

During the experiment, the research group has obtained a number of results, which provide the conclusions as follows: it is possible to facilitate mastering English by applying the approaches of communicative linguistics to the activation of students' speaking skills.

In the course of the research, it has been established that students who used the tools and the possibilities of the communicative approach in their studies had higher academic results in the sections of activation of communication activity, the ability to conduct a dialogue, understand and communicate successfully: the academic performance rate in the experimental group was higher by 8%, and the negative perception of the communicative approach and difficulties in communicating in English in the experimental group was lower by 12%. The growing demand for professionals, who can communicate in English in their professional activities, has drawn particular attention to English as the language of professional communication, the need to intensify communication activities. Educational support of English as a foreign language in business, science and culture should be well implemented; it should use the best acquisitions of linguistics, psychology and pedagogy.

Therefore, practical experimental investigations should be continued in the development of new teaching technologies in mastering English; as a result, this would help teachers,

students and researchers to gain more knowledge and operational opportunities in teaching a foreign language in order to develop students' communicative competencies.

8. Bibliographic references

- Ampatuan, R., A., & San Jose, A. (2016). Role Play as An Approach in Developing Students Communicative Competence. *International Journal for Innovation Education and Research*, 4, 18-24. <http://dx.doi.org/10.3968/j.ccc.1923670020110704.317>
- Arbol del, E.V. (2018). Innovative Teaching Methods in Specialised Translation, *Modern Journal of Language Teaching Methods*, 8(12), 426-436. <https://doi.org/10.26655/mjltm.2>
- Aronin L., & Singleton D. (2018). Twelve Lectures on Multilingualism. Retrieved from URL <http://www.multilingual-matters.com/display.asp?isb=9781788922050>
- Bayram-Jacobs, D. (2015) RRI: What is it? How to integrate in Science Education. Retrieved from <https://www.researchgate.net/publication/279204567>.
- Bruin, A., Treccani, B., & Sala, S. (2014). Cognitive Advantage in Bilingualism An Example of Publication Bias? *Psychological Science*, 26(1), 99–107. <https://doi.org/10.1177/0956797614557866>.
- Erazo, M.A., Ramírez, S.I., Encalada, M.A., Holguín, J.S., & Zou, J. (2019). English Language Skills Required by the Hospitality and Tourism Sector in El Oro, Ecuador. *Theory and Practice in Language Studies*, 9(2),156-167 <https://doi.org/10.17507/tpls.0902.05>
- Fujita, R., Terui, M., Araki, T., & Naito, H. (2017). An analysis of the English communication needs of people involved in tourism at Japanese rural destinations. *Journal of Global Tourism Research*, 2(1). https://doi.org/10.37020/jgtr.2.1_53
- Gilakjani, A. (2016) A review of EFL learners' speaking skill and the strategies for improvement 6 (9), *Modern Journal of Language Teaching Methods (MJLTM)*, 56-63 <https://doi.org/10.26655/mjltm.2016.12.1>
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge, 301.
- Ho, Ya-Yu, (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 27, <https://doi.org/10.1016/j.jhlste.2020.100271>.
- Jeong, K. O. (2006). Promoting communicative language teaching in EFL context: An English writing course mediated through the Web. *English Education Research [영어교육연구]*, 18, 47-68.
- Kiki-Papadakis, K., & Chaimala, F. (2016). The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Romanian Magazine for Multidimensional Education [Revista Romaneasca pentru Educatie Multidimensionala]*, 8(2), 71-87. <http://dx.doi.org/10.18662/rrem/2016.0802.06>
- Lee, S., & Son, J. M. (2006). The use of ICT in Korean middle school English classrooms: Practices and challenges. *English Language Teaching*, 18(1), 49-73

- Leong, L. M., Ahmadi, S. M. (2016). An Analysis of Factors Influencing Learners' English-Speaking Skill, *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Littlewood, W., William, L., & Swan, M. (1981). *Communicative language teaching: An introduction*. Cambridge university press.
- Lin, B., & Hsieh, C. T. (2001). Web-based teaching and learner control: A research review. *Computers & Education*, 37(3), 377-386. <https://doi.org/10.12691/education-5-1-3>
- Park, H., & Lee, A. (2005). L2 learners' anxiety, self-confidence and oral performance. *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics*.
- Patil, Z.N. (2008). Rethinking the objectives of teaching English in Asia, *Asian EFL Journal*, 10(4), 227-240. Retrieved from http://www.asian-efl-journal.com/December_08_zn.php
- Qing, X. (2011). Role Play-An Effective Approach to Developing Overall Communicative Competence/Jouer le role d'une approche efficace pour le developpement global des competence communicative, *Cross-Cultural Communication*, 7(4), 36-39 <https://doi.org/10.3968/j.ccc.1923670020110704.317>
- Sim, M., & Pop, A. (2014). The impact of social media on vocabulary learning: Case study Facebook. *Annals of the University of Oradea. Economic Science Series*, 23(2), 120-130. Retrieved from URL <https://ideas.repec.org/a/ora/journal/v2y2014i2p120-130.html>
- Summaira, S., Mansoor, Z., & Tariq, R. (2015). Teachers' and Students' Perceptions of the Communicative Language Teaching Methodology in the CALL Environment: A Case Study, *Procedia - Social and Behavioral Sciences*, 199, 730-736. <https://doi.org/10.1016/j.sbspro.2015.07.604>
- Synorub, H., & Medynska, O. (2019). Development of information culture of students of humanitarian specialities. *Information Technologies and Learning Tools*, 72(4), 152-167. <https://doi.org/10.33407/itlt.v72i4.2922>
- Zhernova, A. (2018). Information and Communication Technologies in Higher Education: Toward the Preparedness of the Subjects of Education for Innovation. *Scientific Research in Social and Political Psychology*, 33, 172-179. <https://doi.org/10.2139/ssrn.3771966>.

Distance education in the conditions of martial law in institutions of higher education: development and practice

Educación a distancia en las condiciones de la ley marcial en instituciones de educación superior: desarrollo y práctica

Hanna Marynchenko

anya.marinchenko@gmail.com

<https://orcid.org/0000-0003-3208-0546>

PhD in History, Teacher of History Department, Faculty of Pedagogy and Psychology, V. O. Sukhomlynskyi National University of Mykolaiv, Mykolaiv, Ukraine.

Nataliia Nosovets

tala2774@gmail.com

<https://orcid.org/0000-0003-1536-4870>

PhD in Pedagogical Sciences, Head of the Department of Pedagogy, Psychology and Methodology of Technological Education, Faculty of Technology, T. H. Shevchenko National University «Chernihiv Colehium», Chernihiv, Ukraine.

Yurii Bezruchenkov

br7920@gmail.com

<https://orcid.org/0000-0003-0347-1812>

PhD, Associate Professor, Department of Tourism, Hotel and Restaurant Business, Educational and Research Institute of Commerce, Serving Technology and Tourism, Luhansk Taras Shevchenko National University, Poltava, Ukraine.

Yuliia Oliinyk

yulchonok78@gmail.com

<https://orcid.org/0000-0003-3214-0422>

PhD, Associate Professor, Department of Hygiene and Ecology № 1, Kharkiv National Medical University, Kharkiv, Ukraine.

Svitlana Bykova

byikovas@ukr.net

<https://orcid.org/0000-0001-9730-776X>

PhD of Psychological Sciences, Associate Professor, Department of Philosophy, Political Sciences, Psychology and Law, Odessa National Academy of Civil Engineering and Architecture, Odessa, Ukraine.

Recibido: 13/05/22
Aceptado: 27/08/22

Abstract

The aim of the article is to establish the peculiarities of existing obstacles and promising directions of online education system development in the context of military conflicts of the present. The research is based on the results of the study of scientific literature in the field of online education during war and the study of practical aspects of this issue. The

analytical and bibliographic method was used to conduct the study by studying the scientific literature on the issues of online education in higher education during martial law. An online questionnaire survey of the heads of departments of higher education institutions working with students during military conflicts in the territory of the HEIs was also used. As the heads of departments of higher education noted in their responses, the main obstacles to the development of online education are the lack of development and implementation of educational online platforms, the low rate and quality of creation or adaptation of information technology and e-learning tools.

The participants of the survey identified promising areas of development of online learning in higher education during military operations: updating of software and hardware, providing higher education institutions with quality Internet access and distance learning, taking into account current trends in information and educational technologies.

Key words: online education, learning process during military conflicts, obstacles to online education, perspectives on online education, education during wartime, learning process in higher education institutions.

Resumen

La tarea de organizar el proceso educativo en línea no es nueva para la sociedad actual, pero la necesidad de un aprendizaje en línea efectivo tiene más sentido y se vuelve especialmente relevante para los países que se encuentran en una zona de conflicto militar u ocupación relacionada. Bajo la ley marcial, la comunidad educativa está particularmente preocupada por la adecuada organización de la instrucción y la calidad de la educación. Esto incluye un apoyo integral para todos los participantes en el proceso educativo, dado que la capacidad de satisfacer las necesidades humanas básicas, incluso en un nivel elemental, se ve interrumpida en particular por factores externos. Estos factores están relacionados con la imprevisibilidad de los factores de seguridad debido al agravamiento de la política de relaciones interestatales (Olugbenga, 2020). Garantizar el derecho de los niños y jóvenes a la educación en el contexto de la guerra se convierte en un desafío tanto para los educadores como para la sociedad. como un todo. Un aspecto importante del estudio de este tema es determinar las perspectivas para el desarrollo del soporte de información, la calidad del contenido digital y los recursos educativos para su uso en el aprendizaje a distancia durante la guerra. El objetivo del artículo es establecer las peculiaridades de los obstáculos existentes y las direcciones prometedoras del desarrollo del sistema de educación en línea en el contexto de los conflictos militares del presente. La investigación se basa en los resultados del estudio de la literatura científica en el campo de la educación en línea durante la guerra y el estudio de los aspectos prácticos de este tema. Se utilizó el método analítico y bibliográfico para realizar el estudio mediante el estudio de la literatura científica sobre los temas de la educación en línea en la educación superior durante la ley marcial. También se utilizó una encuesta de cuestionario en línea de los jefes de departamentos de instituciones de educación superior que trabajan con estudiantes durante conflictos militares en el territorio de las IES. De acuerdo con los resultados del trabajo, se analizaron los principales tipos de obstáculos y se delinearon las posibles perspectivas

para el desarrollo de la educación en línea en las instituciones de educación superior que operan durante los conflictos militares.

Palabras clave: educación en línea, proceso de aprendizaje durante conflictos militares, obstáculos a la educación en línea, perspectivas de la educación en línea, educación en tiempo de guerra, proceso de aprendizaje en instituciones de educación superior.

1. Introduction

Society is experiencing a profound social crisis in a country where military conflict is taking place. Military actions force civilians to leave their homes and property and flee to peaceful regions.

Not only does higher education not lose its significance for residents of the territories where military operations are taking place, but it also makes the issue more relevant, since it is a prerequisite for successful employment in the future.

The task of organizing the educational process online is not new to society today, but the need for effective online learning makes more sense and becomes especially relevant for countries that find themselves in a zone of military conflict or related occupation. Under martial law, the educational community is particularly concerned with the proper organization of instruction and the quality of education. This includes comprehensive support for all participants in the educational process, given that the ability to provide basic human needs, even at an elementary level, is disrupted in particular by external factors. These factors are related to the unpredictability of security factors due to the aggravation of the politics of inter-state relations. Ensuring the right of children and youth to education in the context of warfare becomes a challenge for both educators and society as a whole. An important aspect of the study of this issue is to determine the prospects for the development of information support, the quality of digital content and educational resources for use in distance learning during the war.

It is worth noting that online learning has already become commonplace all over the world. It became possible due to the partial transfer of secondary and higher education to this format in 2020, the year of the widespread coronavirus infection COVID-19 and the threatening epidemiological situation. Distance learning has become an affordable way for students to get a quality higher education (Shehab & Khalifa, 2021).

Therefore, at the present stage of society development there is an urgent need to create and develop a clear system of distance online education, the results of which are officially confirmed by diplomas and certificates of state standard. The development of online distance education for young people and adults is a prerequisite for the sustainable development of society around the world.

The theoretical part of this research presents the views of scholars on the advantages of online learning in HEIs, the challenges of this type of educational process organization related to military conflicts, possible reasons for the suspension of the educational process during military operations, the peculiarities of the training organization in the online system.

The practical part of the paper includes an assessment of the success criteria of online education in higher education institutions, the features of the educational process, which should be taken into account when planning prospective directions of development of online education in wartime. In addition, it shows the main aspects of online education that are given insufficient attention in higher education institutions in wartime regions, obstacles to the development of online education, as well as promising areas of development of online education in higher education during wartime.

The research found that most of the criteria for the quality of the educational process relate to the issue of the educational process safety as well as providing access to high-speed Internet and equipment that supports the appropriate technical requirements for acquiring/transferring information. In addition, the study has demonstrated that when planning the educational process development in the online system, one should primarily take into account the qualification of personnel, compliance with additional security measures and regime restrictions, as well as specific requirements in the field of education. The results of the analysis revealed that insufficient attention is paid to such aspects of online education as monitoring the safety situation in the work of educational institutions and training of educational managers regarding actions in case of danger alongside educational and informational activities on online provision of educational process during military operations.

The aim of the study is to determine the position of the heads of departments of higher education institutions working with students in higher education concerning the particularities of online learning, namely to establish the advantages and promising directions of online education during military conflicts in the country where the educational process is organized.

Based on the results of this analysis, the problems associated with the implementation of new strategies for teaching students during the war are highlighted.

2. Literature review

Despite the obvious advantages of online learning in higher education institutions, the introduction of the educational process in electronic format involves solving a number of issues for both students and for academic staff of educational institutions (Riera Guasp, Ardid, Vidaurre & Dueñas, 2018), (Rajab, 2018).

For academic staff, the real challenge of online learning was the significant increase in the time required to provide a quality learning process. In particular, the time for preparing

lecture classes, checking homework, and maintaining electronic and hardcopy records of attendance and success of education applicants has doubled (Ali, Khalil & El-Sharkawy, 2020).

The major reasons for the suspension of the educational process during warfare are considered to be the lack of a clear plan of action for the use of online learning for all participants in the educational process and the lack of adequate facilities of institutions of higher education that could ensure the proper quality of online education (O'Doherty, Dromey, Loughed, Hannigan, Last & McGrath, 2018), (Nikadambaeva, 2020), (Morin, 2020).

Considering the challenges of online learning organization, scientists pay attention to the issues of qualified support of the student by the educator or other authorized persons during online learning. Such qualified support should begin at the stage of searching for proposals of distance learning programs and accompany the student during the entire learning process (Langedard, Kiani, Nielsen & Svensson, 2021)

However, a review of the literature on the development of online education in times of war has shown that the issue of developing special strategies for working with higher education applicants during military conflicts remains unresolved. This is due to the lack of specialized software and information developments for working with students that take into account the specifics of receiving education specifically during military conflict (during its exacerbation especially) in the territory where the educational institution or students studying at such institutions are located.

3. Materials and methods

A case study of obstacles and prospects of online education in contemporary military conflicts in higher education institutions was conducted by interviewing 812 people, namely heads of departments of higher education institutions in Zhytomyr, Lviv, Kyiv and Ternopil regions of Ukraine. The survey was organized by means of a questionnaire survey through the Alchemer service.

In the survey, respondents were asked a series of questions about the major aspects of the use of online education strategies in wartime. Survey participants were asked to express their position on each question as a percentage between 0 and 100%.

4. Results and Discussion

An essential part of the research questions concerned ascertaining the primary success criteria for online learning in higher education institutions (Figure 1):

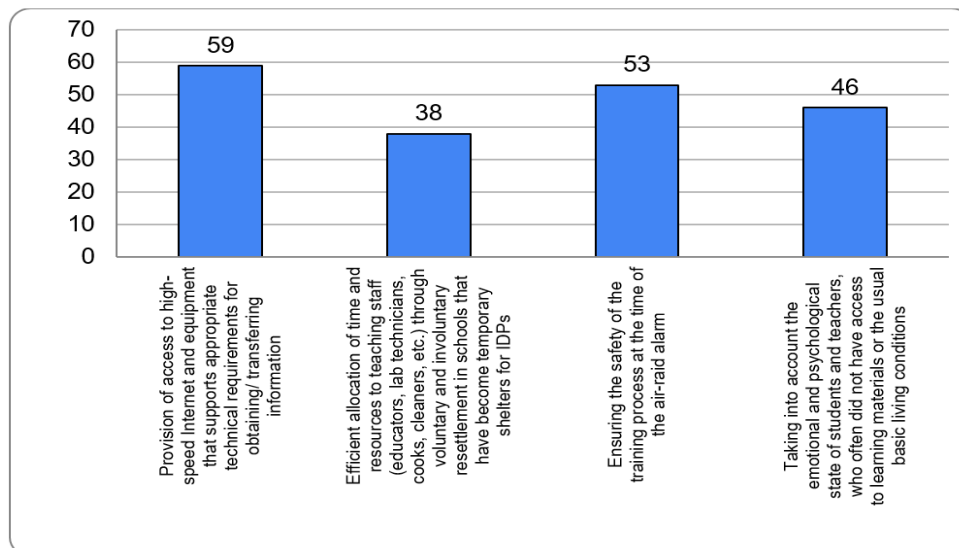


Figure 1. Criteria for the success assessment of online learning in higher education institutions

Source: built by the authors.

As shown in Figure 1, most of the quality criteria for the educational process relate to the issue of providing access to high-speed Internet and equipment that supports the relevant technical requirements for obtaining/transferring information, as well as to the security of the educational process.

When organizing the online education process in higher education, the following features of wartime educational activities should be taken into account, according to the respondents:

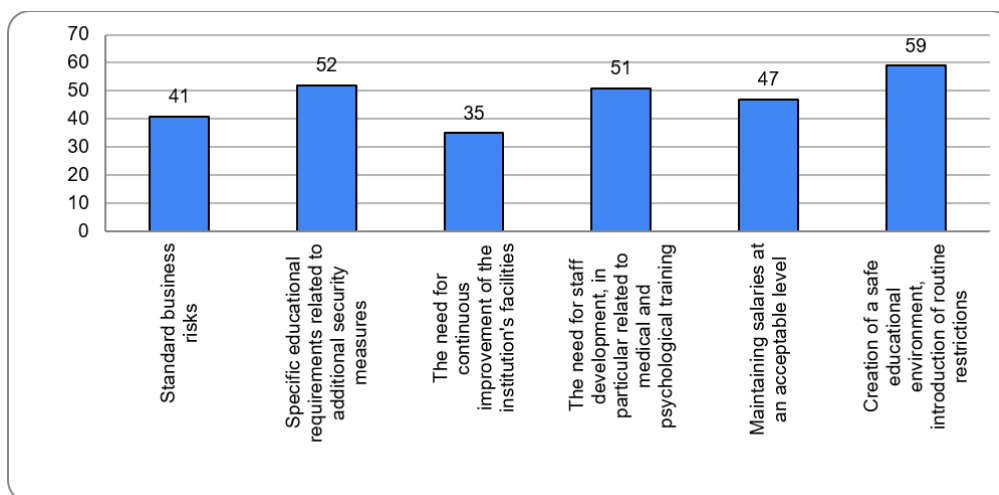


Figure 2. Features of the educational process that need to be taken into account when planning the future direction of online education in wartime, %

Source: built by the authors.

Respondents believe that when planning the development of the educational process in an online system, staff development, additional security measures and regime restrictions as well as specific requirements in the field of education should be taken into account first.

The analysis has identified the following critical aspects of online education that are insufficiently addressed in HEIs in war zones, according to respondents (Figure 3):

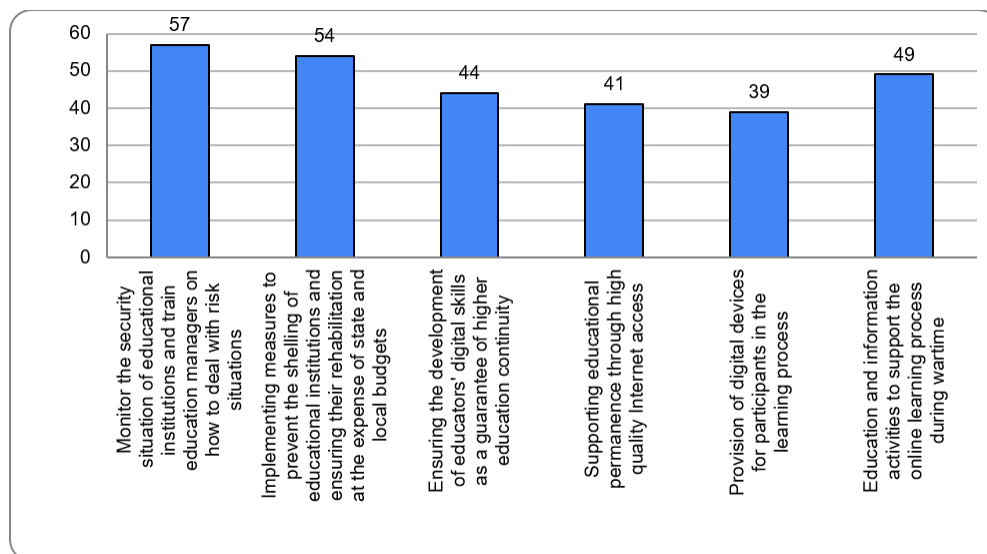


Figure 3. Critical aspects of online education that have not been sufficiently addressed by higher education institutions in war zones, %

Source: built by the authors.

- monitoring the safety situation of educational institutions and training educational managers on actions to be taken in the event of danger;
- implementing measures to prevent the shelling of educational institutions and ensuring their rehabilitation at the expense of state and local budgets;
- education and information activities on online education during wartime.

As the heads of higher education departments pointed out in their responses, the main obstacles to the development of online education are (Figure 4):

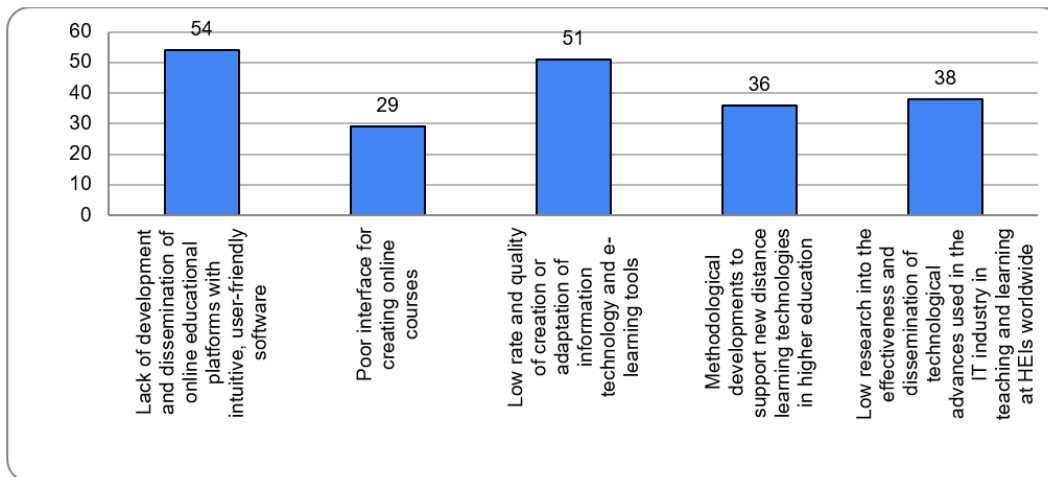


Figure 4. Key obstacles in the development of online education, %
Source: built by the authors.

- lack of development and dissemination of online educational platforms with intuitive, user-friendly software;
- low pace and creating quality or adaptation of information technology and e-learning tools.

Survey participants identified the following forward-looking areas for the development of online learning in higher education during wartime:

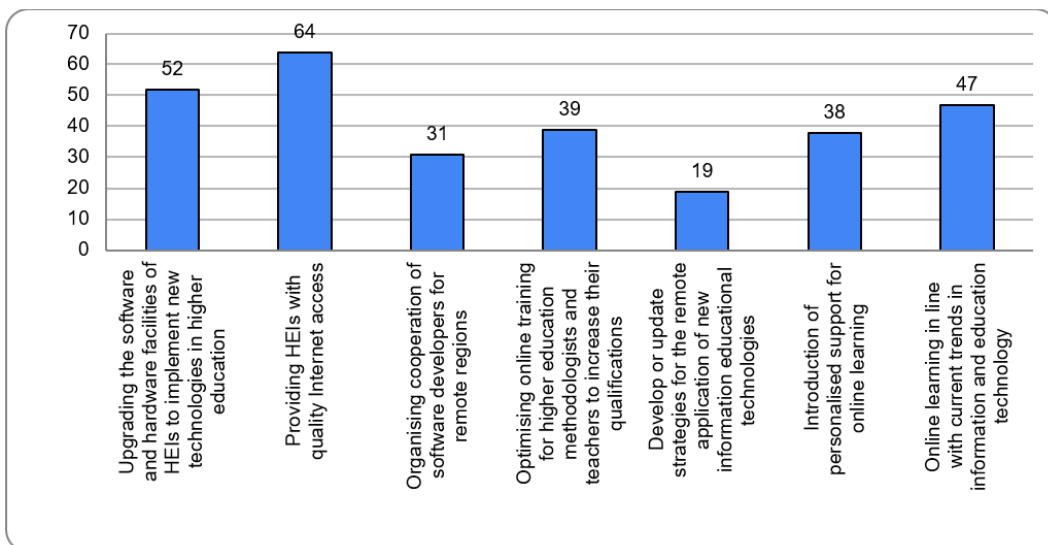


Figure 5. Perspectives on the development of online learning in higher education during wartime, %
Source: built by the authors.

- upgrading the software and hardware facilities of HEIs to incorporate new technologies in higher education;
- providing higher education institutions with quality Internet access;
- distance learning based on current trends in the development of information and education technology.

In the most difficult time for society as a whole and for the education system, which is the period of military conflict, educators mobilize and exhibit a high level of professionalism to provide online learning (Gao, 2021).

Experience shows that, as a rule, humanitarian headquarters and accommodation facilities for internally displaced persons have been established on the basis of educational institutions and, at the same time, higher education institutions have successfully continued online education. A number of socio-humanitarian and methodological problems related to the organization of the training process are addressed by the education authorities with the support of law enforcement agencies and local self-government. Among the priority tasks of training provision are the provision of information support for teaching staff and students, organizing the transfer of the institution to other regions of the country if necessary, and methodological and methodological support for the educators' work (Atieku-Boateng, 2021), (Shoufan, 2019).

Effective online learning is the outcome of planning learning using systematized databases, quality online teaching models, and organizing classes using the latest online platforms (Palvia, S. et al., 2018).

The study of the different types of interaction between participants in the learning process, which involve organizational and informational support for student-information content links, student-student and student-teacher links, is one of the most robust studies of online learning. It also demonstrates that the presence of each of these types of interaction, if significantly integrated into the learning process, contributes to achieving the desired learning outcomes (Hillier, 2018).

As mentioned by M. Mohammed and N. Ja'ashan (2020), planning for online learning involves not only identifying the content to be covered, but also carefully tracking how the different types of interaction that are critical for high learning outcomes will be supported.

This approach is also supported by S. Zarei and S. Mohammadi (2021), who recognise online learning as an effective social and cognitive process rather than simply a matter of transferring information according to the curriculum. Professionals who have developed online programmes for higher education institutions over the years indicate that effective online learning should be the basis for organizing the learning process and support students not only academically, but also through cross-curricular and other social support (Alqahtani & Rajkhan, 2020).

Usually, the planning, preparation and development period for a full online course at a university is six to nine months before the beginning of the course. Thus, an important difference between the conventional way of learning process and online learning is the increased speed of preparation of standard educational sessions and the limited software resources used by methodologists and educators (Serdyukov, 2017).

Thus, developing the sphere of education and science, supporting its ability to ensure the realization of the country's intellectual potential, ensuring the creation and use of the achievements of national and world science and technology, and ensuring security and social safety during military conflicts is only possible by organizing an effective online education system (Ratheeswari, 2018).

As the results of the research by scholars indicate, in order to meet the economic, social, cultural and other needs of society, to continue to shape the innovation vector of the economy especially during times of military conflict, it is necessary to focus on the following aspects of higher education development, namely its online sphere:

- creating appropriate conditions for scientists and innovators to continue their scientific, scientific-technical and innovative activities online;
- developing programmes for the return of scientists and innovators who have been forced to leave the country because of martial law;
- restoring and upgrading the science and innovation infrastructure network in the e-sector (Shehab & Khalifa, 2021).

5. Conclusions

Consequently, an examination of the literature on the topic under study leads to the conclusion that the issue of protecting the right to safe quality education for higher children and youth is an important issue not only of the historical past, but also of the present. The restructuring of the education system of modern society in the context of military conflicts is evidence of its ability to transform itself through online space, mainly through the mobilization of managerial, intellectual, human and technical resources in the organization of the learning process.

Nonetheless, an effective educational process is only possible if the safety standards of the participants in higher education and a comprehensive approach to its rational organization are respected, which is possible by implementing a number of effective educational strategies to address the various challenges of building online education in times of military conflict.

6. Bibliographic references

Ali, K. A. G., Khalil, H. E. M., & El-Sharkawy, F. M. (2020). Impacts of Online Remote Education on the Learning Process among Nursing Students. *Open Journal*

- of Nursing, 10(9), 810-830.
<https://www.scirp.org/journal/paperinformation.aspx?paperid=102859>.
- Alqahtani, A., & Rajkhan, A. (2020). E-learning critical success factors during the COVID-19 pandemic: a comprehensive analysis of E-learning managerial perspectives. *Education Sciences*, 10(9), 216.
<https://doi.org/10.3390/educsci10090216>
- Atieku-Boateng, H. (2021). An evaluation of the effectiveness of online education and the extent to which online education will be replacing the traditional classroom teaching. *Academia Letters*, 2806. <https://doi.org/10.20935/AL2806>
- Gao, H. (2021). Analysis of Network Classroom Environment on the Learning Ability of College Students. *Technology, Knowledge and Learning*, 26(1). DOI: 10.1007/s10758-020-09457-3
- Hillier, M. (2018). Bridging the digital divide with off-line e-learning. *Distance Education*, 39(1), 110–112. Doi: 10.1080/01587919.2017.1418627
- Langedard, U., Kiani, K., Nielsen, S. J., & Svensson, P. A. (2021). Nursing students' experiences of a pedagogical transition from campus learning to distance learning using digital tools. *BMC Nursing*, 20(1), 1–10. <https://doi.org/10.1186/s12912-021-00542-1>
- Mohammed, M., & Ja'ashan, N. (2020). The Challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal (AWEJ)*, 11(1), 124-137. <https://dx.doi.org/10.24093/awej/vol11no1.11>
- Morin, K. H. (2020). Nursing education after COVID-19: Same or different? *Journal of Clinical Nursing*, 29(17–18), 3117–3119. <https://doi.org/10.1111/jocn.15322>
- Nikadambaeva, K. B. (2020). Possibilities For Using E-Sources of Educational Methodology in Online Education During Quarantine. *The American Journal of Social Science and Education Innovations*, 02(08), 164–173. <https://doi.org/10.37547/tajssei/volume02issue08-25>
- O'Doherty, D., Dromey, M., Loughheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). Barriers and solutions to online learning in medical education - an integrative review. *BMC medical education*, 18(1), 130. <https://doi.org/10.1186/s12909-018-1240-0>
- Olugbenga, M. (2020). Prospects and Challenges of Online Education in Secondary Schools in Northern Nigeria. *Journal of American Academic Research*, 8(1), 78-81.
- Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online Education: Worldwide Status, Challenges, Trends, and Implications, *Journal of Global Information Technology Management*, 21(4), 233–241. Doi: 10.1080/1097198X.2018.1542262
- Rajab, K. (2018). The Effectiveness and Potential of E-Learning in War Zones: An Empirical Comparison of Face-to-Face and Online Education in Saudi Arabia, *Institute of Electrical and Electronics Engineers*, 99, 1-1. DOI: 10.1109/ACCESS.2018.2800164

- Ratheeswari, K. (2018). Information communication technology in education. *Journal of Applied and Advanced Research*, 3(1), 45-47. DOI: <https://doi.org/10.21839/jaar.2018.v3iS1.169>
- Riera Guasp, J., Ardid, M., Vidaurre, A., & Dueñas, J. (2018). Students' perception of auto-scored online exams in blended assessment: Feedback for improvement. *Educacion XX1*, 21(2), 79-83. <https://doi.org/10.5944/educxx1.19559>
- Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research in Innovative Teaching & Learning*, 2397-7604. <https://www.emerald.com/insight/content/doi/10.1108/JRIT-10-2016-0007/full/html>
- Shehab, A., & Khalifa, M. (2021). valuation of the Current Challenges of Nursing Students about Online Nursing Education at the Middle Region in Iraq. *Annals of the Romanian Society for Cell Biology*, 25(5), 4864- 4870.
- Shoufan, A. (2019). Estimating the cognitive value of YouTube's educational videos: A learning analytics approach, *Computers in Human Behavior*, 92, 450–458. doi: <https://doi.org/10.1016/j.chb.2018.03.036>
- Zarei, S., & Mohammadi, S. (2021). Challenges of higher education related to e-learning in developing countries during COVID-19 spread: a review of the perspectives of students, instructors, policymakers, and ICT experts. *Environmental Science and Pollution Research*, 6. <https://link.springer.com/article/10.1007/s11356-021-14647-2>

A transdisciplinary approach to teaching and building a higher education system

Un enfoque transdisciplinario para la enseñanza y la construcción de un sistema de educación superior

Larysa Udovychenko

l.udovychenko@kubg.edu.ua

<https://orcid.org/0000-0002-5698-557X>

Doctor of Pedagogical Sciences, Professor, Department of Ukrainian Literature, Comparative Studies and Grinchenko Studies, Institute of Philology, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Iryna Pyatnitska-Pozdnyakova

musik_prof@ukr.net

<https://orcid.org/0000-0002-7211-1602>

Doctor of Art Studies, Associate Professor, Department of Musical Art, V. O. Sukhomlinskyi National University of Mykolaiv, Mykolaiv, Ukraine.

Iryna Skliar

irinaskl08@ukr.net

<https://orcid.org/0000-0002-1660-3899>

Candidate of Philological Sciences, Associate Professor, Docent, Ukrainian Philology Department, Faculty of Social and Linguistic Communication, Horlivka Institute for Foreign Languages of the State Higher Educational Institution "Donbas State Pedagogical University", Dnipro, Ukraine.

Andriy Pavliv

apavelli1116@gmail.com

<https://orcid.org/0000-0002-6149-2972>

Doctor of Architecture, Associate Professor, Department of Design and Architecture Fundamentals, Institute of Architecture and Design, Lviv Polytechnic National University, Lviv, Ukraine.

Olena Fonariuk

f-ev@i.ua

<https://orcid.org/0000-0001-7879-5884>

Candidate of Pedagogical Sciences, Associate Professor, Department of Algebra and Geometry, Faculty of Physics and Mathematics, Zhytomyr Ivan Franko State University, Zhytomyr, Ukraine.

Recibido: 14/05/22
Aceptado: 26/08/22

Abstract

Transdisciplinarity in higher education involves the formation of competence that enables the practical use of acquired knowledge, skills, and abilities from various disciplines in order to solve applied problems. The purpose of the academic paper lies in highlighting the features of using the transdisciplinary approach in the modern system of higher education. The present research is based on the transdisciplinarity concept as a way of solving complex social

problems due to the properties and competencies of the individual to use knowledge, skills and abilities for solving complex problems. Results. Transdisciplinarity (TD) in the system of higher education is manifested as a form of education that ensures the formation of competence in specialists for solving complex problems based on a holistic approach and knowledge that is on the border of different disciplines. It has been revealed that TD is a new form of problem solving due to the specialist's transdisciplinary knowledge and his competence to apply it to the existing problem in the subject area. Thus, transdisciplinarity in higher education is the formation of knowledge, skills and abilities in order to find a way for solving complex social problems. Higher educational institutions form transdisciplinary competence as a personal quality.

Key words: transdisciplinarity, higher education system, transdisciplinary competence, specialists' competencies.

Resumen

Para superar con éxito los desafíos de un entorno externo dinámico, los especialistas de diversas esferas de la vida deben poseer un conjunto ampliado de competencias y un alto nivel de flexibilidad. La transdisciplinariedad en la educación superior implica la formación de competencias que permitan el uso práctico de los conocimientos, habilidades y destrezas adquiridos en diversas disciplinas para resolver problemas aplicados. El propósito del artículo académico radica en resaltar las características del uso del enfoque transdisciplinario en el sistema moderno de educación superior. La presente investigación se basa en el concepto de transdisciplinariedad como forma de solución de problemas sociales complejos debido a las propiedades y competencias del individuo para utilizar conocimientos, habilidades y destrezas para la solución de problemas complejos. El método de análisis de contenido se ha utilizado en el curso de la investigación con el fin de estudiar cualitativamente el concepto de transdisciplinariedad del sistema de educación superior. Resultados. La transdisciplinariedad (TD) en el sistema de educación superior se manifiesta como una forma de educación que asegura la formación de competencias en especialistas para la solución de problemas complejos a partir de un enfoque holístico y de conocimientos que se encuentran en la frontera de diferentes disciplinas. Se ha revelado que el TD es una nueva forma de resolución de problemas debido al conocimiento transdisciplinario del especialista y su competencia para aplicarlo al problema existente en el área temática. Así, la transdisciplinariedad en la educación superior es la formación de conocimientos, habilidades y destrezas con el fin de encontrar el camino para la solución de problemas sociales complejos. Las instituciones de educación superior forman la competencia transdisciplinar como una cualidad personal.

Palabras clave: transdisciplinariedad, sistema de educación superior, competencia transdisciplinar, competencias de los especialistas.

1. Introduction

In order to successfully overcome the challenges of a dynamic external environment, specialists from various spheres of life should possess an expanded set of competencies

and a high level of flexibility. In addition to experience and knowledge in the professional field, specialists should develop personal, creative, systemic, social-cultural skills in various disciplines with the possibility of their integration in their own activities. Such necessity arises in accordance with the goals of sustainable development, the emergence of complex problems requiring knowledge, abilities, skills from various disciplines (Risopoulos-Pichler, Daghofer & Steiner, 2020). In response to such needs, the transdisciplinary approach is becoming more and more relevant as an integral component of the disciplinary approach, which involves the formation of the skill of adaptation, flexibility of specialists to the changing requirements of professional life, focused on the actualization of internal capabilities (Nicolescu, 2011). Therefore, higher educational institutions should integrate transdisciplinary knowledge into the education system in order to train specialists capable of solving complex problems of sustainable development. The formation of this type of knowledge requires multidimensionality of the educational process and redefining the values of higher education (Nicolescu, 2012). Transdisciplinarity is considered as a competence to ensure sustainability, which specialists develop as a personal skill in the process of undergoing educational programs (Tejedor, Segalàs & Rosas-Casals, 2018).

The purpose of the academic paper lies in highlighting the features of using the transdisciplinary approach in the modern system of higher education.

2. Literature Review

Transdisciplinarity in its various manifestations has gained popularity in higher education as a way to solve complex societal problems (Jia, Wang & Fengting, 2019) by enabling the productive crossing of boundaries between different fields of knowledge and communities of practice (van Baalen, de Groot & Noordegraaf-Eelens, 2021).

Transdisciplinarity is a research strategy that crosses the disciplinary boundaries of different sciences in order to form a complex, holistic approach to problem solving. This refers to investigations focusing on problems that cross the boundaries of two or more disciplines (Battisti, 2018). For instance, this approach is effective when investigating the effectiveness of information systems for conducting biomedical research (bioinformatics), based on concepts or methods that were originally developed within one discipline, but later began to be used by several others. Ethnography, which uses a field research method originally developed in anthropology, can also serve as an example. This research method is also used, for example, in epidemiology. Therefore, the transdisciplinary approach provides scientists with inputs and methods, facilitating a systematic way of solving a problem.

Transdisciplinary education is an education that harmoniously combines various disciplines towards building new knowledge and forming cognitive abilities, stable knowledge and skills in an individual. “Transdisciplinarity” characterizes such studies that go “through”, “across” disciplinary boundaries; they go “beyond” specific disciplines. Joint

research projects are called the transdisciplinary ones (Muller & Flohr, 2016). Transdisciplinarity in science is a higher stage of research, which is not limited to interdisciplinary connections, but transfers them to the middle of the global system, without strict boundaries between disciplines. This is the way the principle of scientific research was designated, which describes programs of a scientific approach towards problems going (transcending) beyond the boundaries of established academic disciplines. This process also occurs in accordance with the growth in the number and spread of the influence of convergent technologies. Mastering the ideology of transdisciplinarity should mean the ability to implement such research strategies that take into account the multi-level and complexity of reality, know how not to oppose, but to introduce the complementarity principle. Needless to say, this requires certain thinking skills, the use of cognitive techniques on the part of researchers (Christensen et al., 2006).

In the second meaning, transdisciplinarity is understood as a personal property, the competence of a “generalist”, and is interpreted as a high level of versatility, universality of knowledge of a specific person. Let us emphasize the obvious importance of educational technologies in this personalized direction of transdisciplinarity. It can be immediately noted that the task of higher education can be considered the formation of a personality with such integrative skills and competencies.

Table 1.

Five examples of how TD is conceptualized

Author	Paper category	TD concept
Muller & Flohr (2016)	Paper reviewed academic paper (case study)	TD use for describe the effort to achieve deeper understanding and cooperation in addressing problem situation within complex system. TD essentially concerns the articulation between disciplines, rather than their relations, as is the case with pluri and interdisciplinary.
Shin et al. (2006)	Conference paper (case study)	TD is defined as new form of learning and problem solving involving cooperation among different part of society and academia in order to meet complex challenges
Hugill & Smith (2013)	Peer-reviewed academic paper (case study)	TD is between disciplines across the different disciplines and beyond all disciplines. It encourage an active engagement with real-world problem, a transformative practice and a constructive approach to problem-solving
Al-Hagla (2012)	Peer-reviewed academic paper (case study)	Four features od TD: it develops a distinct but evolving framework to guide problem-solving efforts; the solutions involve movement in many directions; theoretical and empirical work; the diffusion and dissemination of new knowledge to participants that take place through rather than after this process; it is dynamic and constantly evolving.
Stenberg & Fryk (2012)	Peer-reviewed academic paper (case study)	TD implied that all actors – professionals working in the academic, public and private sectors as well as members of civil society – are considered knowledge producers, bearers, and users.

Source: Van Baalen, De Groot & Noordegraaf-Eelens (2021).

Balsiger (2015) proposes four types of transdisciplinarity (soft, hard, inclusive and reflexive) in order to identify ways for moving from one type to another in changing circumstances towards ensuring the collaboration of interested parties and knowledge integration opportunities. Hampson, Gregor & Assenza (2013) have integrated the advanced concepts of complexity, integration, resilience, and deep learning (including intersectoral learning). The latter concept (that is, deep, intersectoral learning) has inspired and contributed to the emergence of transdisciplinarity, the creation of “new, small, adaptive “interspaces” between higher education and other sectors of the society”. McGregor & Volckmann (2013) argue that transdisciplinarity is the best way to create interdisciplinary spaces to enable deep, intersectoral learning and deep, complex, integrative knowledge generation in order to address the challenges facing humanity in the XXI century (McGregor & Volckmann, 2013).

3. Methodology

The present research is based on the transdisciplinarity concept proposed in the scientific works of Shin et al., (2006), van Baalen, de Groot & Noordegraaf-Eelens (2021), who define TD “as a new form of learning and problem solving involving cooperation among different parts of the society and academia in order to meet complex challenges”, a method of solving complex social problems. The interpretation of transdisciplinarity as values of the individual, the person’s competencies has been used in the course of the research (Tejedor, Segalàs & Rosas-Casals, 2018). Such approach has made it possible to reveal the features of using the transdisciplinary approach in the modern system of higher education in Ukraine.

The content analysis method for the qualitative study of the concept of transdisciplinarity of higher education has been used in the course of the research. In order to conduct the analysis, competencies (knowledge, abilities, and skills) have been used, which are enshrined in the National Qualifications Framework of Ukraine in accordance with 5–8 educational and qualification levels (EQL). Content analysis also has made it possible to identify the competencies that are formed in specialists, in accordance with the transdisciplinarity concept. By the way, the present academic paper article analyses the Standards of higher education of Ukraine: first (bachelor’s), second (master’s) and third level (doctor of philosophy degree), in the field of knowledge 05 “Social and behavioural sciences”, speciality 051 “Economics”.

4. Results

In the National Strategy for the Development of Education in Ukraine for 2012-2021, one of the main tasks is the development of standards of higher education, oriented on the competence-based approach, which will be coordinated with the new structure of educational and qualification (educational and scientific) levels of higher education and with the National Framework of Qualifications (NFQ).

In the NFQ, transdisciplinarity is defined as the competence (combination of knowledge, abilities and skills) of a professional, which is formed at 5–8 educational and qualification levels (Table 2). The evidences of using the transdisciplinary approach in the higher education system of Ukraine, in particular, are as follows:

- 1) the introduction of a competence-based approach to learning;
- 2) the determination of a set of knowledge, abilities, skills that should contribute to solving complex problems, problems in specialized areas of professional activity, contribute to the formation of creative solutions, the development of cognitive abilities;
- 3) the determination of integral, general and professional competencies, from among which the following ones are important, namely: critical thinking, communication, the ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts (the 7th level), critical analysis, evaluation and synthesis of new and complex ideas (the 8th level).

Thus, in the system of higher education of Ukraine, the transdisciplinary approach is used to a greater extent in the course of training of specialists of the 7th and 8th qualification levels, who possess knowledge on the border of disciplines and can generate new knowledge, ideas.

Table 2.

Description of qualification levels and their corresponding competencies of specialists

Level	Knowledge	Skills/Abilities	Communication
5	Comprehensive specialized empirical and theoretical knowledge in the field of study and/or professional activity, awareness of the limits of this knowledge	a wide range of cognitive and practical abilities/skills necessary for solving complex problems in specialized areas of professional activity and/or education; revealing creative solutions or answers to well-defined concrete and abstract problems based on the identification and application of data; planning, analysis, control and evaluation of one's own work and the work of others in a specialized context;	interaction with colleagues, supervisors and clients on issues related to understanding, skills and performance in the professional field and / or in the field of study; conveying one's own understanding, knowledge, judgments, experience to a wide range of people (colleagues, managers, clients), in particular' in the field of professional activity;
6	Conceptual scientific and practical knowledge, critical understanding of theories, principles, methods and concepts in the field of professional activity and/or education	advanced cognitive and practical skills/abilities, mastery and innovation at the level necessary for solving complex specialized tasks and practical problems in the field of professional activity or education	conveying information, ideas, problems, solutions, one's own experience and arguments to specialists and non-specialists, data collection, interpretation and application; communication on

			professional issues, including in a foreign language, orally and in writing;
7	Specialized conceptual knowledge that includes current scientific achievements in the field of professional activity or field of knowledge and is the basis for original thinking and conducting research, critical understanding of problems in the field and at the boundaries of fields of knowledge	specialized skills/problem-solving skills necessary for conducting research and/or carrying out innovative activities in order to develop new knowledge and procedures; the ability to integrate knowledge and solve complex problems in broad or multidisciplinary contexts; the ability to solve problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility;	clear and unambiguous presentation of own knowledge, conclusions and arguments to specialists and non-specialists, in particular, to persons who are studying
8	Conceptual and methodological knowledge in the field or on the border of fields of knowledge or professional activity	specialized abilities/skills and methods necessary for solving significant problems in the field of professional activity, science and/or innovation, expansion and reassessment of already existing knowledge and professional practice; initiating, planning, implementing and correcting a consistent process of thorough scientific research with due academic integrity; critical analysis, evaluation and synthesis of new and complex ideas;	free communication on issues related to the field of scientific and expert knowledge with colleagues, the wider scientific community, society as a whole; the use of academic Ukrainian and foreign languages in professional activities and research;

Source: Verkhovna Rada of Ukraine (Resolution of the Cabinet of Ministers of Ukraine No. 1341, 2022).

Competence-based approach is the focus of the educational process on achieving results, which are hierarchically subordinated competencies as follows: key, integral, general and special (professional). The strategy of modernization of the Ukrainian education has laid core competencies (CCs) as the basis of the updated content of education. The main result of the activity of the HEI should be a set of state-declared CCs in the intellectual, social-political, communication, and information spheres. CCs are represented through various universal mental means, tools (ways, methods, techniques) of achieving goals (results) by a person that are significant for him. Every member of the society, to one degree or another, should master the CCs. CCs provide an opportunity for a person to achieve results in uncertain, problematic situations; solve problems independently and in cooperation with others; cope with situations for which there is no complete set of developed tools. The definition and selection of CCs is carried out by consumers of educational outcomes on the basis of sociological research and public discussion and depends on the abilities and qualities that are currently valuable in this

society. In the modern Western society, the normative basis for the selection of CCs is the basic principles of human rights, democratic values and goals related to the sustainable development of CCs, which are manifested and acquired by a person in activities that have value for him.

The standards of higher education contain competencies that determine the specifics of the training of specialists in the speciality 051 “Economics” and learning outcomes that express exactly what a student should know, understand and be able to do after successfully completing the educational program. They are mutually agreed upon and correspond to the descriptors of the National Qualifications Framework. Institutions of higher education independently determine the list of disciplines, practices and other types of educational activities necessary for acquiring the competencies defined by the Standards. The lists of competencies and learning outcomes given in the Standards are not exhaustive. Institutions of higher education may indicate additional competencies and learning outcomes when forming the profile of educational programs (curricula). Teaching and learning involves a combination of lectures, practical and laboratory classes, consultations, independent work on solving applied problems, fulfilment of coursework and projects, performance of bachelor’s qualification work. The ultimate goal of the educational programs is the training of specialists – the possession of modern economic thinking and the relevant competencies necessary for the successful performance of professional duties in the field of economics.

According to the Standard of Vocational Pre-Higher Education, from among the competencies of a specialist, which testify to the use of transdisciplinarity in higher education, the following ones should be highlighted, namely:

- 1) integral as the ability to solve typical specialized tasks and practical problems in the economic sphere or in the learning process;
- 2) general;
- 3) special or professional ones.

As evidenced by the data in Tables 3–5, a higher education and qualification level (EQL) corresponds to a higher level of specialist’s competence.

Table 3.
List of competencies of a professional junior Bachelor in Economics

Competence	Essence
<i>Integral competence</i>	The ability to solve typical specialized tasks and practical problems in the economic sphere or in the learning process, which requires the application of the provisions and methods of economic science, and may be characterized by certain uncertainty of conditions; the ability to bear responsibility for the results of their activities; exercise control over other persons in certain situations.
<i>General competencies</i>	GC 5. The ability to search, process and analyse information from various sources. GC 6. The ability to apply knowledge in practical situations. GC 7. The ability to use information and communication technologies.
<i>Special competencies</i>	SC 1. The ability to identify information and understand the problems of the subject area, the basic principles of the functioning of the modern economy. SC 4. The ability to conduct an economic analysis of the functioning and development of economic entities. SC 5. The ability to plan the activities of economic entities in the conditions of a changing environment. SC 6. The ability to solve professional tasks related to the organization of the activities of individual divisions of economic entities. SC 7. The ability to perform tasks related to the functioning of the management system of economic entities. SC 8. The ability to justify economic decisions based on an understanding of the regularities of economic systems and processes. SC 9. The ability to carry out activities in the interaction of business entities. SK 10. The ability to identify problems and propose ways to solve them during the analysis of specific situations of an economic nature

Source: Ministry of Education and Science of Ukraine (MES, 2022 a).

Integral competence reflects the key goal of training a specialist – the comprehensive solution of complex problems and tasks, which corresponds to the goals of transdisciplinarity in higher education.

Table 4.
List of competencies of a Master's Degree in Economics

Competence	Essence
Integral competence	The ability to identify and solve complex economic tasks and problems, to make appropriate analytical and managerial decisions in the field of economics or in the learning process, which involves conducting research and/or implementing innovations under uncertain conditions and requirements.
General competencies	GC1. The ability to generate new ideas (creativity). GC2. The ability to abstract thinking, analysis and synthesis. GC5. The ability to work in a team. GC6. The ability to develop and manage projects. GC8. The ability to conduct research at the appropriate level.
Special competencies	SC3. The ability to collect, analyse and process statistical data, scientific and analytical materials, which are necessary for solving complex economic problems, to draw reasonable conclusions based on them. SC4. The ability to use modern information technologies, ways and methods of research of economic and social processes, adequate to the established research needs. SC6. The ability to formulate professional tasks in the field of economics and solve them, choosing the appropriate directions and appropriate methods for their solution, taking into account the available resources. SC7. The ability to substantiate management decisions regarding the effective development of economic entities.

Source: Ministry of Education and Science of Ukraine (MES, 2022 b).

Special (professional) competencies include an interdisciplinary approach – the ability to use the provisions and research methods of mathematics, statistics, management, economic analysis, etc. in order to solve problems in various professional spheres of activity and to use information and communication technologies.

Table 5.
List of competencies of a Doctor of Philosophy in Economics

Competence	Essence
Integral competence	The ability to produce new ideas, solve complex problems in the field of economics, as well as conduct one's own scientific research, the results of which have scientific novelty, theoretical and practical significance, which involves a deep rethinking of existing and the creation of new holistic knowledge and/or professional practice.
General competencies	GC01. The ability to abstract thinking, analysis and synthesis. GC02. The ability to search, process and analyse information from various sources. GC03. The ability to work in an international context. GC04. The ability to generate new ideas (creativity). GC05. The ability to solve complex problems of the economy on the basis of a systematic scientific worldview and a general cultural outlook while observing the principles of professional ethics and academic integrity.

**Special
competencies**

SC01. The ability to conduct original research, achieve scientific results that create new knowledge in economics and related interdisciplinary areas, and can be published in leading scientific publications in economics and related fields.

SC03. The ability to use modern methodologies, methods and tools of empirical and theoretical research in the field of economics, computer modelling methods, modern digital technologies, databases and other electronic resources, specialized software in scientific and scientific-pedagogical activities.

SC05. The ability to identify, conduct in-depth analysis and solve problems of a research nature in the field of economics, taking into account economic risks and possible social-economic consequences, to evaluate and ensure the quality of performed research, including on issues of European and Euro-Atlantic integration.

SC06. The ability to substantiate and prepare economic decisions based on an understanding of the patterns of development of social-economic systems and processes using mathematical methods and models.

SC07. The ability to initiate, develop and implement complex scientific projects in the economy and interdisciplinary approaches related to it, to show leadership and responsibility in their implementation; commercialize the results of scientific research and ensure compliance with intellectual property rights.

Source: Ministry of Education and Science of Ukraine (MES, 2022 c).

The framework of problem-solving competencies states that solving complex problems, such as those achieved through innovative business processes, requires a dynamic and holistic interaction of the following factors of professional competence in the field, namely:

- 1) specific knowledge, skills, abilities, and methods (by contrast with the other four dimensions of competence, this focuses on specific disciplines or areas);
- 2) systemic competence, that is, understanding and working with complex processes, events and systems; this includes designing problem-solving processes and choosing the methods to be applied);
- 3) sociocultural competence, that is, the ability to cope with different social and cultural conditions as part of effective processes of communication and interaction between disciplines and between organizations and interested parties;
- 4) personal competence, that is, a person's ability to reflect and develop personally;
- 5) it is also a necessary condition of sociocultural competence; and creative competence, that is, the ability to create new, original solutions for undefined, open problems as a prerequisite for the development of innovation; it goes beyond routine problem solving.

5. Discussion

The conducted research confirms the conclusions that transdisciplinarity in the system of higher education is manifested as a form of education, which ensures the formation of competencies in specialists to solve complex problems based on a holistic approach and knowledge that is on the border of different disciplines. As in the scientific works of Shin

et al., (2006), van Baalen, de Groot & Noordegraaf-Eelens (2021), in the course of the present research, it has been empirically found that TD is a new form of problem solving through the transdisciplinary knowledge of a specialist and his competence to apply them to an existing problem in the subject area. Thus, transdisciplinarity in higher education is the formation of knowledge, skills and abilities in order to find a way to solve complex social problems. Higher educational institutions form transdisciplinary competence as the value of the personality (Tejedor, Segalàs & Rosas-Casals, 2018).

Transdisciplinarity has emerged in response to criticism of the standard set of knowledge in the disciplines of the curricula of HEIs. The problem of using the acquired knowledge in the process of learning in practice is still relevant. This problem especially concerns the using of acquired knowledge from various disciplines for solving issues in professional activity. In the 1970s, for the first time, discussions about such a problem were heard between scientists and practitioners in the process of planning of curricula. In the 1990s, transdisciplinarity is again considered as a relevant approach in higher education for solving new, complex, global problems (climate change and sustainable development, problems in various spheres of the society, including science, technology, and social problems, political, economic). Currently, transdisciplinarity is characterized by a focus on problems that require creative solutions, the involvement of various interested parties and socially responsible science (Bernstein, 2015).

Despite the relevance of transdisciplinarity, single-disciplinary courses still prevail in higher educational institutions (Vienni Baptista & Rojas-Castro, 2020). Exceptions are such interdisciplinary courses as philosophy, planning, which are integrative disciplines. Scientists note that the creation of transdisciplinary teams in practice does not provide a solution to the problem (Max-Neef, 2005). By the way, it is difficult to create a transdisciplinary environment within higher educational institutions (McWilliam, Hearn & Haseman, 2008). This may be due to the fact that transdisciplinarity involves the formation of the skill of adaptation and constant flexibility in specialists, but not every individual has the ability to develop such a skill (Psycharis et al., 2018). The selection of specialists in a transdisciplinary team should include an assessment of adaptability and flexibility, which is currently absent in universities.

Higher education should provide an opportunity to become familiar with transdisciplinary ideology, interdisciplinary methods (Tasdemir & Gazo, 2020). The system of higher education, despite constant reforms, is still quite inert. Consequently, it is obvious that a transdisciplinary approach should provide for the development and formation of skills that are most in demand on the labour market (Hoinle, Roose & Shekhar, 2021), in particular, as follows: system thinking, complex problem solving, creativity, result-oriented teamwork.

Most interdisciplinary initiatives in higher education fit into the discourse of problem solving, where the joint production of knowledge, a proactive approach to learning is relevant (Baumber et al., 2020). In addition, they fit into a scheme of broad collaboration and deep integration (Baumber et al., 2020), which is understood as strict

transdisciplinarity. Within the framework of such a discourse, the experience related to “innovation” fits into the sphere of reflexive transdisciplinarity, which depends to a great extent on the efforts of the subjects of education.

6. Conclusion

Transdisciplinarity in various manifestations has gained popularity in higher education as a way to solve complex social problems. Transdisciplinary education is an education that harmoniously combines various disciplines to build new knowledge, and it forms cognitive abilities, stable knowledge and skills in an individual. The evidences of using a transdisciplinary approach in the higher education system of Ukraine are as follows:

- 1) implementation of a competence-based approach to education;
- 2) determination of a set of knowledge, abilities, skills that should contribute to the solution of complex tasks, problems in specialized areas of professional activity, contribute to the formation of creative solutions, the development of cognitive abilities;
- 3) determination of integral, general and professional competencies, among which the following ones are of a particular importance: critical thinking, communication, ability to integrate knowledge and solve complex problems in broad or multi-disciplinary context (the 7th level), critical analysis, evaluation and synthesis of new and complex ideas (the 8th level).

In the system of higher education of Ukraine, the transdisciplinary approach is used to a greater extent in the training of specialists of the 7th and 8th qualification levels, who possess knowledge on the border of disciplines and can generate new knowledge, ideas.

7. Bibliographic references

- Al-Hagla, K. S. (2012). The role of the design studio in shaping an architectural education for sustainable development: The case of Beirut Arab University. *Archnet-IJAR*, 6(1), 23–41.
- Assenza, G., Gregor, K., & Hampson, G. P. (2013). Education in the 21st century—towards a “University of the Future”. In *Die Arbeitswelt im 21. Jahrhundert* (pp. 95-105). Springer Gabler, Wiesbaden.
- Battisti, C. (2018). Unifying the trans-disciplinary arsenal of project management tools in a single logical framework: Further suggestion for IUCN project cycle development. *Journal for Nature Conservation*, 41, 63–72.
- Balsiger, J. (2015). Transdisciplinarity in the class room? Simulating the co-production of sustainability knowledge. *Futures*, 65, 185-194.
- Baumber, A., Kligyte, G., van der Bijl-Brouwer, M., & Pratt, S. (2020). Learning together: A transdisciplinary approach to student–staff partnerships in higher education. *Higher Education Research & Development*, 39(3), 395–410.
- Bernstein, J. H. (2015). *Transdisciplinarity: A review of its origins, development, and current issues*. City University of New York (CUNY)

- Christensen, T., Takamura, J., Shin, D., & Bacalzo, D. (2006). Go With The Flo: A report on a collaborative toilet design project that utilized a transdisciplinary approach. Wonderground – DRS International Conference 2006, 1–4 November, Lisbon, Portugal. <https://dl.designresearchsociety.org/drs-conference-papers/drs2006/researchpapers/1>
- Hoinle, B., Roose, I., & Shekhar, H. (2021). Creating transdisciplinary teaching spaces. Cooperation of universities and non-university partners to design higher education for regional sustainable transition. *Sustainability*, 13(7), 3680.
- Hugill, A., & Smith, S. (2013). Digital creativity and transdisciplinarity at postgraduate level: The design and implementation of a transdisciplinary masters programme and its implications for creative practice. *Digital Creativity*, 24(3), 191–207.
- Jia, Q., Wang, Y., & Fengting, L. (2019). Establishing transdisciplinary minor programme as a way to embed sustainable development into higher education system: Case by Tongji University, China. *International Journal of Sustainability in Higher Education*, 20(1), pp. 157-169.
- Max-Neef, M. A. (2005). Foundations of transdisciplinarity. *Ecological economics*, 53(1), 5–16.
- McGregor, S. L., & Volckmann, R. (2013). Transversity: Transdisciplinarity in higher education. *Leading transformative higher education*, 58–81.
- McWilliam, E., Hearn, G., & Haseman, B. (2008). Transdisciplinarity for creative futures: what barriers and opportunities? *Innovations in Education and Teaching International*, 45(3), 247–253.
- MES (2022 a). Standard of higher education of Ukraine: first (bachelor's) level, field of knowledge 05 "Social and behavioural sciences", speciality: 051 "Economics". Approved and put into effect by the order of the Ministry of Education and Science of Ukraine dated November 13, 2018 No. 1244. [File PDF] <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/051-Ekonomika-bakalavr.28.07-1.pdf>
- MES (2022 b). Standard of higher education of Ukraine: second (master's) level, field of knowledge 05 "Social and behavioural sciences", speciality 051 "Economics". Approved and put into effect by the order of the Ministry of Education and Science of Ukraine as of 04.03.2020 No. 382. [File PDF] <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2020/03/051-ekonomika-M.pdf>
- MES (2022 c). Standard of higher education of the third (educational and scientific) level, the degree of Doctor of Philosophy in the field of knowledge 05 "Social and behavioural sciences", speciality 051 "Economics". <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2022/05/10/051-Ekonom.dokt.fil.424-10.05.2022.pdf>
- Muller, B., & Flohr, T. (2016). A Geodesign approach to environmental design education: Framing the pedagogy, evaluating the results. *Landscape and Urban Planning*, 156, 101–117.
- Nicolescu, B. (2011, May). The need for transdisciplinarity in higher education. In Keynote talk at the International Higher Education Congress "New Trends and Issues", Istanbul, Turkey, May 27 (Vol. 29, p. 2011).

- Nicolescu, B. (2012). The need for transdisciplinarity in higher education in a globalized world. *Transdisciplinary Journal of Engineering & Science*, 3. <https://doi.org/10.22545/2012/00031>
- Psycharis, S., Kalovrektis, K., Sakellaridi, E., Korres, K., & Mastorodimos, D. (2018). Unfolding the Curriculum: Physical Computing, Computational Thinking and Computational Experiment in STEM's Transdisciplinary Approach. *European Journal of Engineering and Technology Research*, 19–24.
- Resolution of the Cabinet of Ministers of Ukraine No. 1341. On the approval of the National Qualifications Framework. Verkhovna Rada of Ukraine. Resolution of the CMU as of November 23, 2011. (2022). <https://zakon.rada.gov.ua/laws/show/1341-2011-п#Textю>
- Risopoulos-Pichler, F., Daghofer, F., & Steiner, G. (2020). Competences for solving complex problems: A cross-sectional survey on higher education for sustainability learning and transdisciplinarity. *Sustainability*, 12(15), 6016.
- Shin, D., Christensen, T., Takamura, J., & Bacalzo, D. (2006). Go With The Flo: A report on a collaborative toilet design project that utilized a transdisciplinary approach. Lisbon, Portugal: Wonderground - DRS International Conference 2006, 1-4 November.
- Stenberg, J., & Fryk, L. (2012). Urban empowerment through community outreach in teaching and design. *Procedia-Social and Behavioral Sciences*, 46, 3284–3289.
- Tasdemir, C., & Gazo, R. (2020). Integrating sustainability into higher education curriculum through a transdisciplinary perspective. *Journal of Cleaner Production*, 265, 121759.
- Tejedor, G., Segalàs, J., & Rosas-Casals, M. (2018). Transdisciplinarity in higher education for sustainability: How discourses are approached in engineering education. *Journal of cleaner production*, 175, 29–37.
- van Baalen, W. M., de Groot, T., & Noordegraaf-Eelens, L. (2021). Higher education, the arts, and transdisciplinarity: A systematic review of the literature. *Research in Education*, 111(1), 24–45.
- Vienni Baptista, B., & Rojas-Castro, S. (2020). Transdisciplinary institutionalization in higher education: a two-level analysis. *Studies in Higher Education*, 45 (6), 1075–1092.

Creating a digital institution of higher education: theory and practice

Creación de una institución digital de educación superior: teoría y práctica

Anastasiia Bessarab

staicy@ukr.net

<https://orcid.org/0000-0003-3155-5474>

Doctor of Sciences in Social Communications, Professor, Department of Special Education and Psychology, Faculty of Rehabilitation Pedagogy and Social Work; Municipal Institution of Higher Education “Khortytsia National Educational Rehabilitation Academy” of Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine.

Anastasiia Turubarova

turubarovaan@gmail.com

<https://orcid.org/0000-0002-4806-4519>

Ph.D. in Psychology, Assistant Professor, Department of Special Education and Psychology, Faculty of Rehabilitation Pedagogy and Social Work; Municipal Institution of Higher Education “Khortytsia National Educational Rehabilitation Academy” of Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine.

Galyna Gorshkova

siriussirius40@gmail.com

<https://orcid.org/0000-0002-2666-7925>

Doctor of Philosophy, Senior Teacher, Department of Special Education and Psychology, Faculty of Rehabilitation Pedagogy and Social Work; Municipal Institution of Higher Education “Khortytsia National Educational Rehabilitation Academy” of Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine.

Iryna Antonenko

irinaantonenko80@gmail.com

<https://orcid.org/0000-0003-4612-6568>

Candidate of Psychological Sciences, Associate Professor Department of Special Education and Psychology, Faculty of Rehabilitation Pedagogy and Social Work; Municipal Institution of Higher Education “Khortytsia National Educational Rehabilitation Academy” of Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine.

Nataliya Rukolyanska

n.rukolianska@gmail.com

<https://orcid.org/0000-0001-8983-9280>

Candidate of Philological Sciences, Assistant Professor, Department of Special Education and Psychology, Faculty of Rehabilitation Pedagogy and Social Work; Municipal Institution of Higher Education “Khortytsia National Educational Rehabilitation Academy” of Zaporizhzhia Regional Council, Zaporizhzhia, Ukraine.

Recibido: 11/05/22

Aceptado: 25/08/22

Abstract

The transfer of activities to the virtual space under modern conditions is recognized as an important factor in the success of political, economic, social and cultural relations in the

society. Currently, social challenges and strategic directions of professional and personal development of the young generation require the creation of an effective educational system that would take into account the conditions of the digital reality in which the general economic, business and social spheres around the world function. Taking into account the above-mentioned, nowadays, the goal of higher education lies in coordinating the actions of its various subjects for the most effective educational influence on children and youth in the digital space, combining the efforts of the state, education, family and the real economy, creating a safe digital environment conducive to the development of the student's personality. The issue of organizing the successful operation of digital institutions of higher education is extremely urgent, taking into consideration the global trends of the transition of the educational sphere to blended and distance learning. The purpose of the academic paper lies in analysing the various standpoints of scientists regarding the functioning of a modern digital institution of higher education, as well as investigating the practical aspects of organizing the educational process in higher education by virtue of digital tools. Methodology. In the course of conducting the research, bibliographic and analytical methods have been used in order to analyse the scientific literature on the activities of digital institutions of higher education, as well as an online survey for the practical clarifying the individual features of the activities of a digital institution of higher education. Results. Based on the results of the research, the principal aspects of the operation of digital institutions of higher education have been analysed and the preferences of students of such institutions in the areas of improving the virtual educational process have been established.

Key words: digitization, digital institution of higher education, online education, digital educational technologies, virtualization of the educational process.

Resumen

La transferencia de actividades al espacio virtual en las condiciones modernas se reconoce como un factor importante en el éxito de las relaciones políticas, económicas, sociales y culturales en la sociedad. Actualmente, los desafíos sociales y las direcciones estratégicas del desarrollo profesional y personal de la generación joven requieren la creación de un sistema educativo efectivo que tenga en cuenta las condiciones de la realidad digital en la que funcionan las esferas económicas, empresariales y sociales en general en todo el mundo. Teniendo en cuenta lo anterior, hoy en día, el objetivo de la educación superior radica en articular las acciones de sus diversas asignaturas para la más efectiva incidencia educativa de los niños y jóvenes en el espacio digital, aunando los esfuerzos del estado, la educación, la familia y la economía real, creando un entorno digital seguro y propicio para el desarrollo de la personalidad del alumno. El tema de organizar el funcionamiento exitoso de las instituciones digitales de educación superior es extremadamente urgente, teniendo en cuenta las tendencias globales de la transición de la esfera educativa a la educación semipresencial y a distancia. El propósito del trabajo académico radica en analizar los diversos puntos de vista de los científicos sobre el funcionamiento de una institución de educación superior digital moderna, así como

investigar los aspectos prácticos de la organización del proceso educativo en la educación superior en virtud de las herramientas digitales. Metodología. En el curso de la realización de la investigación, se han utilizado métodos bibliográficos y analíticos para analizar la literatura científica sobre las actividades de las instituciones digitales de educación superior, así como una encuesta en línea para la práctica que aclara las características individuales de las actividades de una institución digital de educación superior. Resultados. Con base en los resultados de la investigación, se han analizado los principales aspectos del funcionamiento de las instituciones digitales de educación superior y se han establecido las preferencias de los estudiantes de dichas instituciones en las áreas de mejora del proceso educativo virtual.

Palabras clave: digitalización, institución digital de educación superior, educación en línea, tecnologías digitales educativas, virtualización del proceso educativo.

1. Introduction

Digitization as a way of including a person in the social environment is a feature of nowadays and an important prerequisite for successful functioning in a civilized society, forasmuch as this means of communication makes it possible to level out geographical, social-cultural, demographic and other types of barriers to information exchange and provides additional opportunities for intellectual, social, communicative and other types of personality development.

Under such conditions of global digital consumption, the focus of attention of both scientists and all other members of the society as potential participants in the educational process is the digitization of higher education as an environment where relations regarding the creation and development of an intellectual product accumulate.

The theoretical part of the present research represents the viewpoints of scientists regarding the relevance of digitalization of the educational environment, the essence of the process of virtualization of a higher educational institution; it provides an overview of the challenges facing higher educational institutions in connection with the organization of the learning system using electronic educational tools, characterizes the essence of development and meaningfulness of virtual educational process.

The practical part of the research includes clarifying the advantages of using Internet tools in the educational process of a digital university, identifying the priority of skills that students would like to improve thanks to the use of virtual tools in the course of acquiring education, highlighting the desired areas of work of public organizations and international educational structures regarding the development of digital institutions of higher education, as well determining the basic development problems of this type of higher educational institutions and the desired directions of improving the training of their teachers.

According to the results of the research, it has been established that the main advantages of the digitalization of the educational process based on students' standpoint are as follows: the creation of favourable conditions for the development of independent learning skills, the opportunity to choose material for self-development, the formation of personal mobility, and the increase of motivation for self-education and self-development. In the course of the research, it has been revealed that the degree-seeking students consider the improvement of psychological, digital abilities and public speaking skills should be the priority areas of professional training for teachers. As the survey has shown, by the aid of using virtual tools during training in digital institutions of higher education, in addition to the acquired knowledge in the speciality, students would like to improve such skills as the ability to apply the knowledge acquired in online education, to master the algorithm for solving typical technical problems in distance learning, as well as to acquire communication skills of organizing the educational process in the online educational environment. Respondents consider training the potential higher education seekers the skills of working with digital technologies and electronic resources and increasing the level of access to electronic resources of all strata of the population to be the desired directions of the work of public organizations and international educational structures. As the survey has shown, the principal problems faced by degree-seeking students in digital institutions of higher education are the formalization of education, the very high pressure on students in the educational process and the low level of teachers' skills on working with digital tools.

2. Literature Review

Taking into account the complication of the economic, political and social conditions that have developed around the world, primarily due to the spread of the COVID-19 pandemic and the intensification of the military aggression of the Russian Federation against Ukraine, the education system faces complex challenges related to the ability of higher educational institutions to ensure quality, sustainability and continuity of education and professional development of its education seekers.

The above-mentioned makes it necessary to use blended and distance forms of education, which contributes to the strengthening of reforms in the field of education related to the digitalization of the educational environment, ensuring high-speed access of educational institutions to the Internet, providing education seekers, scientists and teachers with the opportunity to work with digital tools.

Currently, scientists pay considerable attention in their work to various aspects of the activities of higher educational institutions in the conditions of digitalization of the educational process (Alenezi, 2021), (Rodríguez-Abitia & Correa, 2021).

In particular, Castro, M.L., Tamayo, J.A., Arango, M.D., Branch, J.W., & Burgos emphasize that digitalization reflects the modern paradigm of the society development,

when the competitiveness and effectiveness of online learning turn up as vital qualities for specialists in all fields of activity (Castro, Tamayo, Arango, Branch, & Burgos, 2020).

Digitization facilitates the simplification of the educational process, making it more flexible and adapting it to the realities of today, which ensures the training of competitive specialists (Marks & Al-Ali, 2020).

Taking into account the successful international experience of educational activity in the online mode and the creation of network of digital higher educational institutions, the need and possibility of digitalization of higher education in current conditions is obvious (Areshonkov, 2020).

However, the concept of “digitization of a higher educational institution” is much more voluminous in content than simply introducing modern information and communication technologies into the educational process of universities. A modern digital university is an educational institution that has undergone fundamental changes in the structure, content of education, approaches to management, the process of human capital development, scientific activity, and the education quality management system (Luk’yanenko & Stepanenko, 2018).

F. Rampelt, D. Orr and A. Knoth agree with this view point, noting that digitalization of higher education is a complex and ambiguous process. Along with this, scientists emphasize that digitalization of higher education also has negative aspects that should be taken into account when planning transformations (Rampelt, Orr & Knoth, 2019).

In this regard, V. Areshonkov points to a reduction in the number of higher education seekers in the conditions of open and online education, as well as to a real increase in the load on teachers in the conditions of digitalization of the educational process, certain aspects of which have not normatively taken into account in the system of standardization of labour remuneration yet. In addition, the function of socialization of education seekers, who, to a certain extent, are not included in the micro society of the university and are individualized in the digital environment, is levelled, while there is a potential threat of destruction of the traditional educational model, which is expressed in a decrease in the quality of the educational process and a partial loss of the content of humanitarian knowledge in the process of digitalization of education (Areshonkov, 2020).

Starting from 2020, in the framework of introducing mass blended and distance learning, the universities of the world were forced to quickly enter the environment of digital education (Saputra, Onyemaechi & Sutanto, 2022).

Higher educational institutions have faced a number of challenges, namely:

- search for the optimal model of digitalization by every particular university;
- the need to establish a convenient structure of the university and combine the components of this structure into an effective system;

- combining the elements of information and communication technologies available in each university into a system on the basis of which a digital university emerges, and transforming technical means of education into effective network tools;
- determination of the role, tasks and types of activities of scientific, scientific-pedagogical and pedagogical workers of such an educational institution;
- replacing the traditional educational space with a virtual network space;
- search for distance learning methods and techniques suitable for educational goals;
- establishment of effective communication of all participants of the educational process in the network environment (Areshonkov, 2020).

The process of digitalization of education involves substantiating the legality of its main provisions, establishing ways of implementing the approved pedagogical concept within the framework of its effective use, regulating regulatory and methodological aspects, determination of the place of digital technologies in didactics and the system of integrative knowledge, delimiting the areas to which these provisions relate, conditions for the effective functioning and development of the sphere under study, the introduction of training the teachers and the establishment and implementation of the standards of their professional activity (Brdesee, 2021), (Vidor & Budde, 2022).

3. Aims

The purpose of the research lies in figuring out the principal aspects of the work of a modern digital higher educational institution from the point of view of students, namely: establishing the advantages of using digital tools in the educational process of a digital university, the priority of skills that students would like to improve thanks to the use of virtual tools in the course of training, identifying the desired areas of work of public organizations and international educational structures regarding the popularization and promotion of the development of digital institutions of higher education, outlining the main problems of the development of this type of higher educational institutions and the desired directions for improving the training of their teachers.

4. Materials and Methods

A practical study of the features of the functioning of a modern digital institution of higher education was conducted in 2022 by surveying 173 students of 12 higher educational institutions located in Kyiv, Zhytomyr, Lviv and Khmelnytskyi regions of Ukraine. Respondents acquire higher education in humanitarian and technical specialities with the use of the latest digital technologies.

The survey was conducted through an online questionnaire using the Simpoll service.

5. Results and Discussion

In the course of conducting the research, the viewpoints of the respondents regarding the general advantages of the digital transformation of education were figured out. Students of institutions of higher education participating in the survey had the opportunity to be participants in the educational process both offline and under the conditions of the institution operation by virtue of using digital services; consequently, they can assess the advantages and disadvantages of virtual tools applied to ensure the educational process.

Figure 1 reflects the distribution of survey participants' responses regarding the basic positive features of digital learning as follows.

As it can be observed from Figure 1, the principal advantages of the digitalization of the educational process for students of both humanitarian and technical specialities include the creation of favourable conditions for the development of independent learning skills, the opportunity to choose the most valuable material for self-development, the formation of personal mobility, the ability to quickly adapt to unpredictable and rapidly changing conditions, increasing motivation for self-education and self-development.

In the process of the survey, the preferences of the education seekers regarding the directions of training the pedagogical workers, which should precede the involvement of teachers in the organization of the educational process in a digital institution of higher education, were figured out (Figure 2).

The study has revealed that the education seekers consider the improvement of their psychological and pedagogical, digital abilities and public speaking skills to be the most significant directions of professional training of teachers.

In the course of the survey, the prioritization of skills that students would like to improve by virtue of using the virtual tools while studying in digital institutions of higher education was studied (Figure 3).

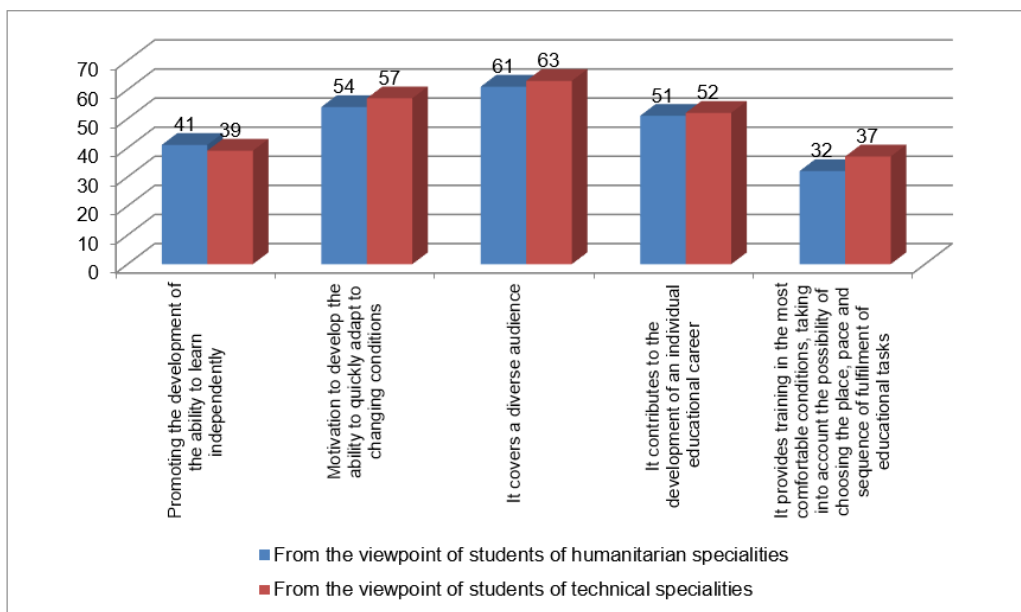


Figure 1. Advantages of using digital tools in the educational process in institutions of higher education, %.

Source: it has been compiled by the authors.

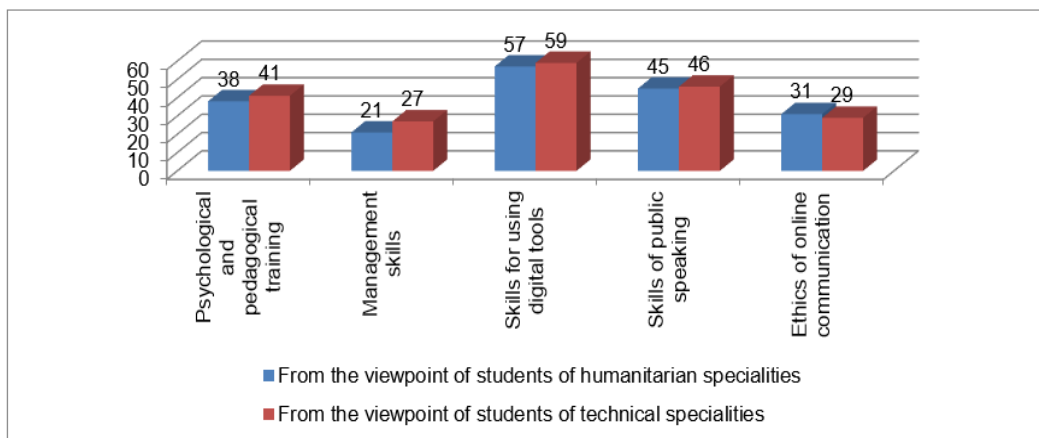


Figure 2. The preferences of education seekers regarding the directions of training the pedagogical workers prior to their involvement into the educational process, %.

Source: it has been compiled by the authors.

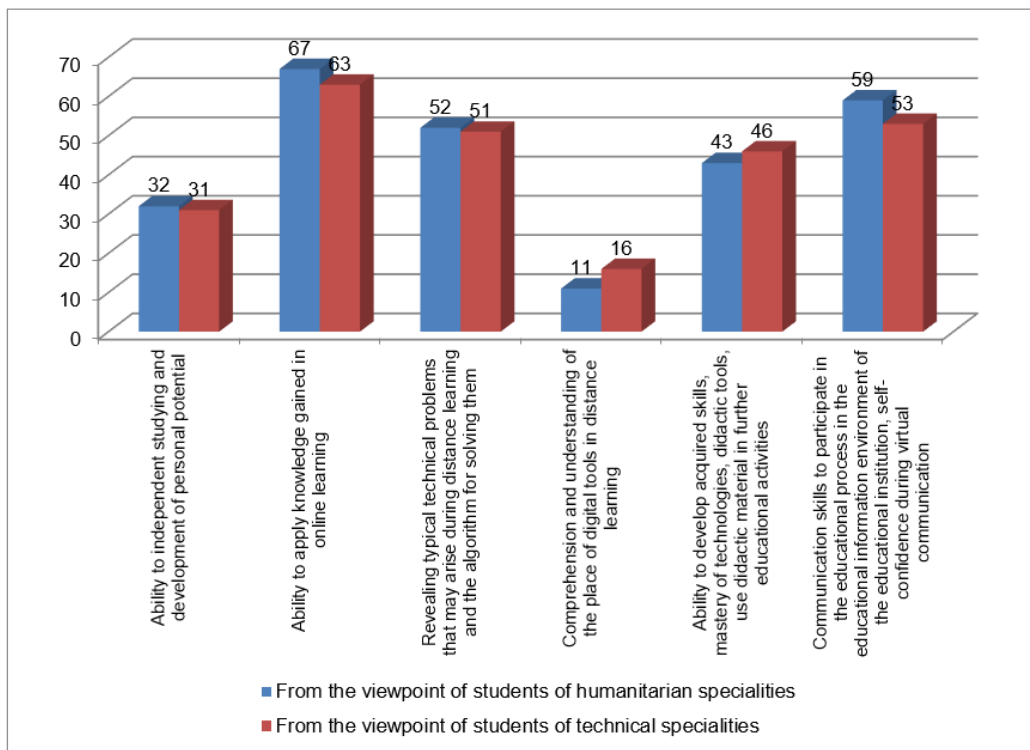


Figure 3. The prioritization of skills that students would like to improve by virtue of using the virtual tools while studying in digital institutions of higher education, %.
 Source: it has been compiled by the authors.

As the analysis of the answers of the survey participants has shown, by virtue of using the virtual tools when studying in digital institutions of higher education, the degree-seeking students, in addition to the acquired knowledge in their specialty, would like to improve the skills as follows: the ability to apply the knowledge gained in online education, to comprehend the essence of typical technical problems that may arise during distance learning, and to establish the algorithm for solving them, as well as to acquire communication skills in order to organize the educational process in the educational information environment of the educational institution.

An important question posed to the respondents was to find out the desired, from the point of view of education seekers, directions of work of public organizations and international educational structures regarding the popularization and promotion of the development of virtual education (Figure 4).

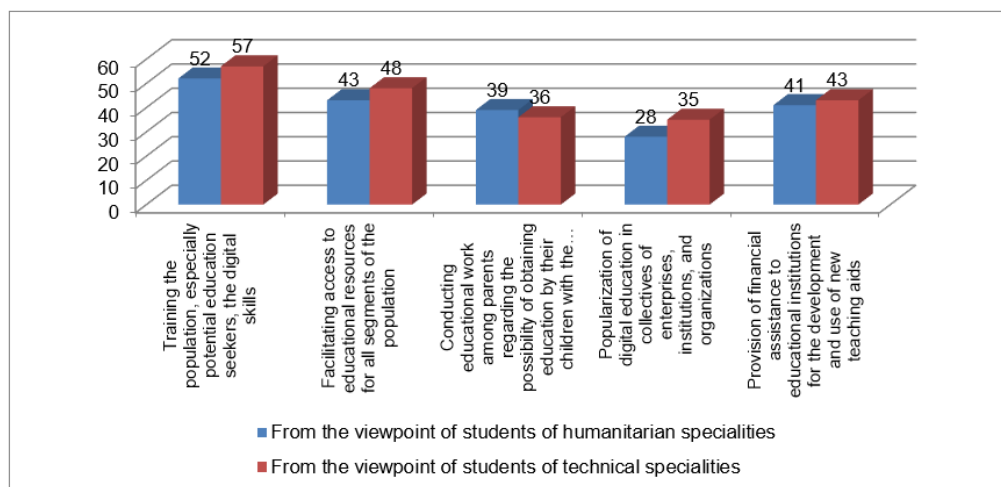


Figure 4. The desired directions of work of public organizations and international educational structures regarding the popularization and promotion of the development of digital institutions of higher education, %.

Source: it has been compiled by the authors.

As it can be observed from Figure 4, the desired areas of work of public organizations and international educational structures in the direction of popularization and promotion of the development of digital institutions of higher education are as follows: training potential education seekers the skills of working with digital technologies and electronic resources, increasing the level of access to electronic resources of all segments of the population and providing financial assistance to digital educational institutions in order to improve the software of the educational process.

The basic problems of the development of digital institutions of higher education, which, according to the survey participants' viewpoints, need an urgent solution, include as follows (Figure 5).

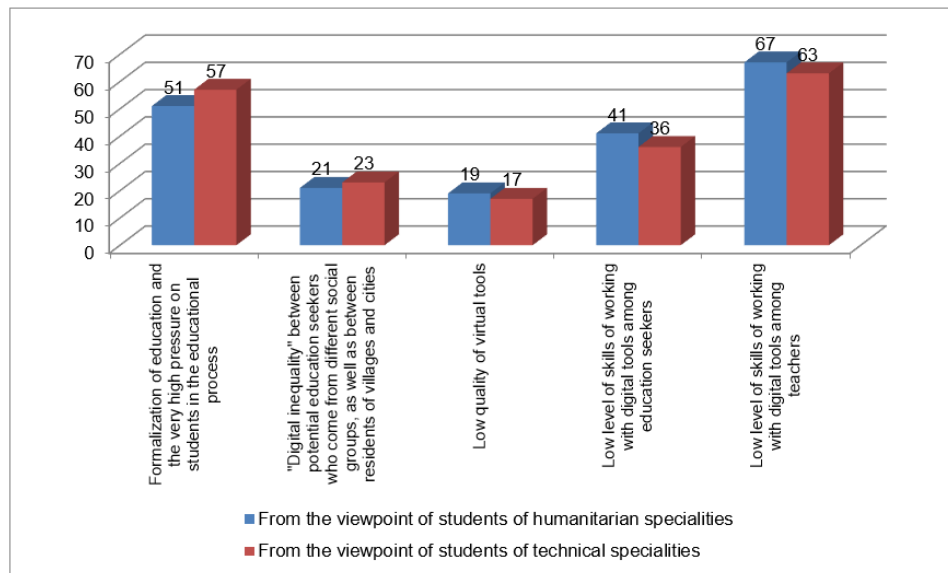


Figure 5. The basic problems of the development of digital institutions of higher education, %.

Source: it has been compiled by the authors.

As the survey has shown, the basic problems faced by education seekers in digital higher educational institutions are the formalization of education and the very high pressure on students in the educational process, as well as the low level of skills of teachers in using and applying the digital tools.

According to the standpoint of Y. B. Rajabalee and M. I. Santally, qualitative changes in the global educational space are impossible without global digitalization – the organization of the educational process by virtue of modern digital technologies. Taking the outlined into consideration, in order to achieve qualitative transformations in the educational sphere, it is necessary to organize the preparatory process, as well as to introduce digital transformation as a new educational paradigm (Rajabalee & Santally, 2021).

At the same time, H. Q. Yousaf, S. Rehman, M. Ahmed and S. Munawar believe that the organization of independent work of students, their effective interaction with teachers have become the main issues that require the use of modern methods and technologies of learning. For teachers, the main challenges related to the digitalization of education have become the following ones, namely: acquisition of skills and abilities to methodically competently and technically optimally select the content of the educational material, to be able to visualize the essential parts of this content, to create cases for independent work of students, to organize interactive activities during mastering the new material, to apply the innovative methods, while combining elements of mixed and distance learning (Yousaf, Rehman, Ahmed & Munawar, 2022).

The development of digital education is taking place due to the improvement of technologies contributing to the creation of virtual and real links between education, science, society, government, business and innovation. It is the digital education that promotes the effective cooperation of a wide range of lecturers, students, pupils, teachers in the field of acquiring new knowledge and acquiring digital skills (Fischer, Imgrund, Janiesch & Winkelmann, 2020).

K. Sandkuhl and H. Lehmann emphasize that digital educational technologies allow designing the learning process in such a way that it is mobile, differentiated, individual, interesting and diverse (Sandkuhl, & Lehmann, 2017).

At the same time, such scholars as J. Selingo, C. Clark, D. Noone and A. Wittmayer note that modern virtual educational technologies provide the opportunity for the teacher to automate most of his work, free up human resources for searching, communication and individual work with students, get instant feedback communication from them and increase the efficiency of management of the educational process (Selingo, Clark, Noone & Wittmayer, 2020).

Therefore, the digitalization of education involves the use of mobile and Internet technologies by students, thereby increasing the horizons of their knowledge, expanding their boundaries. The productive use of digital technologies, the involvement of education seekers into independent research, the selection of information, participation in project activities form in students new competencies necessary for success in the XXI century.

Recently, open online resources have been actively created and used, implementing numerous tools, starting with individual tasks and tests and ending with complex courses (modules) with the formation of the necessary skills (Al-araibi, Mahrin & Yusoff, 2019).

This tendency is confirmed by S. Karpliuk, who, in particular, notes that the dynamics of the development of online education is reflected in increasing the availability of online courses (Karpliuk, 2019).

The development and meaningfulness of the virtual educational process is carried out with the help of software solutions that provides an opportunity to construct training courses from available sources of information and in specialized software environments, systems of author development and automated design. The system of virtual education makes it possible to effectively apply new technological means and unlimited information resources in the educational process. Online courses and blended learning create a field of unlimited educational opportunities, focusing on the specific needs of each person, regardless of their place of residence, but in accordance with their interests and abilities. Such changes require the teacher to be proficient in the digital educational environment. Against this background, the future task of all universities lies in improving the qualifications of teachers in terms of digital competencies, focusing not only on the development of courses, but also on using and applying the digital environment in the

educational process. The digital environment requires teachers to possess a different mentality, a different worldview, the use of more progressive means of working with students (Karpliuk, 2019).

In addition to traditional educational tools, nowadays, non-traditional software tools are used in the society, which can be explained by the growth of innovative competence of participants in the educational process (Barna & Kuzminska, 2020).

The basic changes that can be observed in the educational system of the world today are the changing role of higher educational institutions, which should not only ensure the educational process, but also become a platform for creating innovations with the constant use of the latest scientific developments, combining resources to implement joint projects, creating scientific and educational online platforms (Yehorchenkova, Teslia, Khlevna & Kychan, 2020).

As the results of the conducted survey have shown, the digitalization of the educational environment in higher educational institutions is aimed at the comprehensive development of the student's personality; it contributes to increasing the overall effectiveness of training due to the individualization and differentiation of the educational process.

As V. Huzhva notes, digital tools facilitate communication between students and help organize joint learning, contributing to the reduction of social inequality, free access to open educational systems and a global array of information in a digital educational environment (Huzhva, 2019).

6. Conclusions

Therefore, the conducted research makes it possible to conclude that nowadays digitalization is a key factor in improving the system of higher education in the world. In addition to the direct impact on the efficiency of the educational process, the use of virtual tools in higher education has a number of indirect advantages forasmuch as thanks to digitalization, the educational process becomes more accessible and flexible. The present research has confirmed the relevance of the virtualization of the educational space, in particular, the search for more effective ways of implementing electronic tools as a set of means that optimize learning, ensure personalization and automation of routine educational processes.

The conducted survey has proven that the digitization of the educational environment in higher educational institutions is one of the driving forces for developing an effective society based on the "digital economy" and training educated future specialists; after all, it is impossible to fully integrate into the modern economic and social system without skills in working with information and digital technologies. At the same time, the main problems faced by higher educational institutions during the transition of the educational environment to the virtual space are the low digital literacy of teachers and students, the

excessive workload of students with formal tasks and the lack of experience and the necessary educational tools that would allow them mastering the necessary learning technologies.

7. Bibliographic references

- Al-araibi, A., Mahrin, M. N., & Yusoff, R. (2019). Technological aspect factors of E-learning readiness in higher education institutions: Delphi technique. *Education and Information Technologies*, 24, 1. <https://doi.org/10.1007/s10639-018-9780-9>.
- Alenezi, M. (2021). Deep Dive into Digital Transformation in Higher Education Institutions. *Education Sciences*, 11(12), 770. <https://doi.org/10.3390/educsci11120770>
- Areshonkov, V. (2020). Digitization of higher education: challenges and answers [Tsyfrovizatsiia vyshchoi osvity: vyklyky ta vidpovidi]. *Visnyk NAPN Ukrainy – Bulletin of the National Academy of Sciences of Ukraine*, 2, 2. <https://doi.org/10.37472/2707-305X-2020-2-2-13-2>
- Barna, O., & Kuzminska, O. (2020). Determining the readiness of a higher education institution for digital transformation. *Modern information technologies and innovative teaching methods: experience, trends, perspectives: materials of the 4th International Scientific and Practical Internet Conference [Vyznachennia hotovnosti zakladu vyshchoi osvity do tsyfrovoy transformatsii. Suchasni informatsiini tekhnolohii ta innovatsiini metodyky navchannia: dosvid, tendentsii, perspektyvy: materialy IV Mizhnarodnoi naukovo-praktychnoi internet-konferentsii]*, Ternopil, TNPU im. V. Hnatiuka, 92–93. http://dspace.tnpu.edu.ua/bitstream/123456789/15374/1/31_Barna_Kuzminska.pdf
- Brdese, H. (2021). A Divergent View of the Impact of Digital Transformation on Academic Organizational and Spending Efficiency: A Review and Analytical Study on a University E-Service. *Sustainability*, 13(13), 7048. DOI: <https://doi.org/10.3390/su13137048>
- Castro, M.L., Tamayo, J.A., Arango, M.D., Branch, J.W., & Burgos, D. (2020). Digital Transformation in Higher Education Institutions: A Systematic Literature Review. *Sensors*, 20(11), 3291. DOI: <https://doi.org/10.3390/s20113291>
- Fischer, M., Imgrund, F., Janiesch, C., & Winkelmann, A. (2020). Strategy archetypes for digital transformation: Defining meta objectives using business process management. *Information & Management*, 57(5), 103262. <https://doi.org/10.1016/j.im.2019.103262>
- Huzhva, V. (2019). Digital transformation of universities [Tsyfrova transformatsiia universytetiv]. *Eastern Europe: Economics, Business and Management [Skhidna Yevropa: ekonomika, biznes ta upravlinnia]*, 21, 597–604. <https://ir.kneu.edu.ua/handle/2010/36938?show=full>
- Karpluk, S. (2019). Materialy metodolohichnoho seminaru NAPN Ukrainy of digitization of the educational process in higher education. *Information and digital educational space of Ukraine: transformational processes and development prospects. Materials of the methodological seminar of the National Academy of Sciences of Ukraine [Osoblyvosti tsyfrovizatsii osvitnoho protsesu u vyshchii shkoli. Informatsiino-tyfrovoyi osvittii prostir Ukrainy: transformatsiini protsesy i perspektyvy rozvytku]*. Kyiv, 188–197. <https://cutt.ly/7CBKxuA>

- Luk'yanenko, D., & Stepanenko, O. (2018). Digital university: the project of building a digital university at the Vadym Hetman Kyiv National University of Economics. In *Digital Economy: Proceedings of the National Scientific and Methodological Conference [Digital university: proiekt rozbudovy tsyfrovoho universytetu v DVNZ "Kyivskiy natsionalnyi ekonomichnyi universytet imeni Vadyma Hetmana"]*. In Tsyfrova ekonomika: Zbirnyk materialiv Natsionalnoi naukovo-metodychnoi konferentsii], Kyiv, KNEU, 245–249. <https://bit.ly/30tuCOP>
- Marks, A., & Al-Ali, M. (2020). Digital Transformation in Higher Education: A Framework for Maturity Assessment. *International Journal of Advanced Computer Science and Applications*, 11(12), 1. <https://doi.org/10.14569/IJACSA.2020.0111261>
- Rajabalee, Y. B., & Santally, M. I. (2021). Learner satisfaction, engagement and performances in an online module: Implications for institutional e-learning policy. *Education and Information Technologies*, 26(2), 1-34. <https://doi.org/10.1007/s10639-020-10375-1>
- Rampelt, F., Orr, D., & Knoth, A. (2019). Bologna Digital 2020. White Paper on Digitalisation in the European Higher Education Area. University Forum Digitization. https://hochschulforumdigitalisierung.de/sites/default/files/dateien/2019-05_White_Paper_Bologna_Digital_2020_0.pdf
- Rodríguez-Abitia, G., & Correa, G. (2021). Assessing Digital Transformation in Universities. *Future Internet*, 13(2), 52. <https://doi.org/10.3390/fi13020052>
- Sandkuhl, K., & Lehmann, H. (2017). Digital Transformation in Higher Education – The Role of Enterprise Architectures and Portals. *Digital Enterprise Computing*, 49–60. <https://dl.gi.de/handle/20.500.12116/119>
- Saputra, N., Onyemaechi, U., & Sutanto, H. (2022). Synergizing Learning Resources and Online Experience: The Pivotal Role of Digital Lecturing Skill in Higher Education. *GATR Journal of Management and Marketing Review*, 7(2), 54–65. [https://doi.org/10.35609/jmmr.2022.7.2\(1\)](https://doi.org/10.35609/jmmr.2022.7.2(1))
- Selingo, J., Clark, C., Noone, D., & Wittmayer, A. (2020). The Hybrid Campus – Three Major Shifts for the Post-COVID University. New York: Deloitte Centre for Higher Education Excellence. https://www2.deloitte.com/content/dam/insights/articles/6756_CGI-Higher-ed-COVID/DI_CGI-Higher-ed-COVID.pdf
- Vidor, S., & Budde, C. E. (2022). A Maturity Assessment Model for Cyber Security Education in Europe. In book: *Information Security Education - Adapting to the Fourth Industrial Revolution*, 60–74. https://doi.org/10.1007/978-3-031-08172-9_5
- Yehorchenkova, N., Teslia, Yu., Khlevna, Yu., & Kychan, O. (2020). Methodological aspects of creating a digital university [Metodolohichni aspekty stvorennia tsyfrovoho universytetu]. *Bulletin of the National Technical University "Kharkiv Polytechnic Institute" [Visnyk Natsionalnoho tekhnichnoho universytetu "Kharkivskiy politekhnichnyi instytut"]*, 1, 31–36. <https://doi.org/10.20998/2413-3000.2020.1.4>
- Yousaf, H. Q., Rehman, S., Ahmed, M., & Munawar, S. (2022). Investigating students' satisfaction in online learning: the role of students' interaction and engagement in universities. *Interactive Learning Environments*, 3. <https://doi.org/10.1080/10494820.2022.2061009>

The use of english as Lingua Franca to overcome language barriers and raise the level of education in modern conditions

El uso del inglés como lengua franca para superar las barreras del idioma y elevar el nivel de educación en las condiciones modernas

Liliia Kopchak

lilija.kopchak@pnu.edu.ua

<https://orcid.org/0000-0002-1554-1868>

Senior Instructor, Department of Foreign Languages and Country Studies, Faculty of Tourism, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

Marianna Zhumbei

marianna.zhumbej@pnu.edu.ua

<https://orcid.org/0000-0002-8883-4135>

PhD, Associate Professor, Department of Foreign Languages and Country Studies, Faculty of Tourism, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

Liubov Terletska

l.terletska@kubg.edu.ua

<https://orcid.org/0000-0002-3690-5691>

Candidate of Pedagogical Sciences, Senior Lecturer, Department of Foreign languages and Methodology, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Kateryna Konchovych

konchovichkaterina@gmail.com

<https://orcid.org/0000-0001-8035-9205>

Candidate of Pedagogical Sciences, Senior Teacher, Department of the English Language, Literature with Teaching Methodologies, Faculty of Humanities, Mukachevo State University, Mukachevo, Ukraine.

Nataliia Kanonik

kanonik.np@gmail.com

<https://orcid.org/0000-0001-7403-8915>

Candidate of Science, Senior Teacher (Lecturer), Department of Faculty of Foreign Philology, Faculty of Foreign Philology, Conversational English, Lesya Ukrainka Volyn National University, Rivne, Ukraine.

Recibido: 14/05/22

Aceptado: 25/08/22

Abstract

The present research considers the thesis about the determining role of English as a lingua franca. The purpose of the academic paper lies in establishing the features of teaching English as a lingua franca in educational university practices, as well as

determining the mediation level of the Ukrainian educational environment in communication in English. The research methodology is based on a comprehensive approach, where a descriptive method is used to describe the theoretical material; statistical methods and the questionnaire method are used for implementation, processing and analysis of research results. The central place is devoted to the pedagogical experiment. The result of the research has shown the effectiveness of the using English as a lingua franca in the educational process; such practices have received positive feedback on the part of the participants of the educational process. Along with this, the evolution of English as a lingua franca in convergence has been revealed, as well as in the communication process of the participants of the educational process. In prospect, it is expedient to continue systematic studies of the evolution of educational discourse in the era of globalization, to determine the transformations of English as a lingua franca, cultural identity on communication.

Key words: lingua franca, intercultural communication, English, national identity.

Resumen

La presente investigación considera la tesis sobre el papel determinante del inglés como lingua franca, que es condición esencial para una comunicación exitosa en el marco de los procesos de globalización, y se reduce la mediación del espacio comunicativo ucraniano. El propósito del trabajo académico radica en establecer las características de la enseñanza del inglés como lingua franca en las prácticas educativas universitarias, así como determinar el nivel de mediación del entorno educativo ucraniano en la comunicación en inglés. La metodología de investigación se basa en un enfoque integral, donde se utiliza un método descriptivo para describir el material teórico; Los métodos estadísticos y el método del cuestionario se utilizan para la aplicación, el procesamiento y el análisis de los resultados de la investigación. El lugar central está dedicado al experimento pedagógico. El resultado de la investigación ha demostrado la efectividad del uso del inglés como lingua franca en el proceso educativo; dichas prácticas han recibido retroalimentación positiva por parte de los participantes del proceso educativo. Junto a ello, también se ha puesto de manifiesto la evolución del inglés como lengua franca en convergencia, así como en el proceso de comunicación de los participantes del proceso educativo. En perspectiva, es conveniente continuar estudios sistemáticos de la evolución del discurso educativo en la era de la globalización, para determinar las transformaciones del inglés como lengua franca, teniendo en cuenta la influencia de la identidad cultural en la comunicación.

Palabras clave: lengua franca, comunicación intercultural, inglés, identidad nacional.

1. Introduction

Globalization processes in the modern educational process have led to the intensification of studying English, which has given students the opportunity to choose the most effective

and modern technologies for future professional activities (AL-Mansouri, 2021; Bramschreiber, 2012; Ko et al., 2013).

The modern interpretation of the lingua franca concept, which is presented in scientific investigations and practical developments, is used to designate a special sociolinguistic category, that is, a functional type of language that is used in modern conditions as a means of communication and interaction between speakers of different languages in different spheres of interaction (Jenkins & Leung, 2014). Globalization processes have created a requirement for humanity to define and develop a universal communication tool that would allow effective communication between representatives of different countries, regions, and continents. This is precisely the position of English – it is the language of global communication. Such status of English has had a significant impact on pedagogical programs (curricula), teaching techniques as a lingua franca in educational activities. Changes in the approaches of teachers to teaching this language, ways to improve the teachers' skills, the development of new methodological materials and educational complexes have become the scientific issues of recent years. A number of studies in this direction have contributed to the reconfiguration in the teaching English as a lingua franca, the creation of models for the education of teachers who constantly conduct training based on English language programs (Deniz et al., 2016).

It is worth considering the methods of teaching English as a lingua franca, which emphasize the cultural component of communication, on a separate basis. This is a focus on the representation of language as an effective means of intercultural communication. There is also a research standpoint, according to which the effectiveness of teaching English can only be guaranteed in the absence of a single closed culture as a carrier of specific language norms that are directive for their observance (Bowles, 2015). Flexibility and modernity in ELF teaching can be ensured through the development of cultural-linguistic awareness and sensitivity as a main component of the educational process in the context of considering English as a lingua franca. The specificity of teaching is also significantly influenced by the fact that a large number of representatives of different cultures, traditions, linguistic experience use a common language, transforming it in a certain way (Dombi, 2011).

As a result, the lingua franca is influenced by the context in which it is used, and such additional influence should be taken into account in the initial process, choosing certain approaches in teaching and learning the language. The specificity of English as a lingua franca, respectively, is the fact that this language is actively used not by one or a few native-speaking cultures, but by many more people around the world. That is precisely why the method of teaching this language should be changed based on the image of a single cultural space of a limited circle of speakers; in today's global world, English is a means of intercultural communication. Changing the context of language perception, methods of its teaching require changes, scientific explorations and pedagogical searches both at the level of students and at the level of training teachers for practical activities. It is necessary to work on the development of new programs for the training of

specialists who use the lingua franca language, as well as apply new technics to training teachers who are not afraid to change their approaches to the process of teaching English as a lingua franca.

Cavalheiro (2015) in his scientific work argues that it is also necessary to work on training programs for teachers that provide new approaches to English as a lingua franca, forasmuch as practical skills combined with theory play a decisive role in the quality preparation of a modern specialist.

2. Aims

The purpose of the research lies in establishing the features of teaching English as a lingua franca in educational university practices, as well as to determining the mediation level of the Ukrainian educational environment in communication in English. The purpose outlined has involved the solution of a number of tasks as follows:

- to establish the main and additional features of English as a lingua franca;
- to determine the components of cultural and linguistic identity of the respondents;
- to characterize the respondents' perception of cultural identity in the space of English as a lingua franca;
- to determine the assessment of learning English as a lingua franca by participants of the educational process.

3. Materials and Methods

In order to effectively implement the research purpose concerning determining the basic principles and effective methods of teaching English in the conditions of globalization, theoretical methods of analysis and synthesis, as well as a descriptive method were used. The pedagogical experiment was the main method of the research, which also involved the application of survey and observation methods. This method is empirical; consequently, the research group was not able to define the proposed educational and methodological complex as universal, the basis for systemic changes in the educational paradigm.

The foreign students in the direction of information technologies who studied English as a lingua franca at Khmelnytskyi National University (Ukraine), at the Faculty of Information Technologies during the 2021 - 2022 academic year were the objects of the present research. The total number of respondents amounted to 20 people studying at the first (bachelor's) level of higher education. All students were grouped into a study group that used the method of learning English as a lingua franca.

A variable in the group is the introduction and approval of the educational and methodological complex, where English is taught as a lingua franca. All students expressed their consent to participate in the experiment; an additional agreement was

signed on the desire to participate in the educational and research project. Having received the consent of the university administration, the research group signed a memorandum guaranteeing the privacy and anonymity of all participants.

The experiment consisted of 3 stages.

At the stage I, the investigation of the components of cultural and linguistic identity was carried out; the place of the principal and additional features of English as a lingua franca was determined; methodical settings were developed; organizational work of teachers and students with methodical and educational material was conducted; consultations of teachers and students were organized. Materials for the survey were prepared based on the theory of cultural identity (Jameson, 2007).

At the stage II, the general picture of the cultural and national identity of the respondents was determined; students' biological, social, cultural and educational data were presented and studied as important parameters for the organization of foreign language learning.

The questionnaire conducted at the (final) stage III contained a block of closed-ended questions designed to demonstrate the respondents' assessment of the features of the proposed learning of English as a lingua franca.

The questionnaire was devoted to the attitude of students to educational materials, their motivation and attitude to learning English language as a lingua franca; the main didactic positions that were involved in the educational process in order to increase the motivation towards learning a foreign language were considered.

The basic difficulties faced by the researchers, include as follows: the relatively short duration of the experiment (within one academic year); the lack of an opportunity to conduct an in-depth qualitative study that would explain the motivation of the respondents' decision-making. All participants of the experiment gave written consent to participate in it; the questionnaire was conducted with preservation of privacy and anonymity of the respondents.

4. Literature Review

Successful communication between representatives of different cultures and nations requires the use of a common language – that is, lingua franca. English is one of such languages; consequently, numerous studies are devoted to considering the important role of this language in communication processes and intercultural communication (Deniz et al., 2016). Communication between representatives of different cultures can be ensured by means of English, despite the fact that not all participants of the communication are authentic speakers of this language (Köktürk, 2012; Bilal et al., 2019). In such cases, English should be used in a different way; this way of using it affects the quality of

interaction and understanding, forasmuch as the knowledge level of the interlocutor's language may be far from native, and it does not imply its free use.

In a number of studies (Tashakori & Haghghat, 2019; Rababah, 2020; Kaur & Birlik, 2021), cultural identity is presented as a multidimensional, complex feature, which in the dynamic context of learning is a useful perspective for considering the need to introduce methods of learning English as a lingua franca into university education. A separate position is the consideration of intracultural aspects of being in mastering English as a lingua franca (Kramsch, 2014; Sifakis, 2014).

Taking into consideration the main positions of the theory of cultural identity (Jameson, 2007), a methodology has been developed for working in experimental groups that help to find out the influence of cultural identity on the communication in English of foreign students studying in the Ukrainian higher educational institutions. According to Jameson's theory (Jameson, 2007), cultural identity manifests itself at the verbal level through six components as follows: social affiliation, profession, geography, life philosophy, linguistic and biological traits in the cultural aspect.

The studies were carried out on the features of intercultural communication in Finnish - Swedish business communication (Kankaanranta & Lu, 2013; Grazzi, 2015). It was revealed that while using English as a lingua franca, all respondents did not allow more frank, simple, more private communication; on the other hand, while communication took place in their native language, it was more informal, easy and open. In continuation of such studies, a hypothesis was put forward that differences may decrease in case of long-term interethnic communication in English. By the way, the signs of convergence were mentioned in some scientific works, which sometimes occurred during intercultural communication between Finns and Koreans (Jung, Louhiala-Salminen, 2012).

The problems of teaching English as a lingua franca are also part of the research paradigm in pedagogy, linguistics and teaching methodology (Tawafak et al., 2018; Kuzmina et al., 2020). Representation of a language as an effective means of intercultural communication is based on methods of teaching English as a lingua franca. In particular, flexibility in teaching EFL should be ensured by the rejection of a single target culture as a bearer of specific language norms, which should be strictly observed (Grazzi, 2015). The development of cultural competence and sensitivity towards a language should be the main focus of education in the context of considering English as a lingua franca.

Specific features of English as a lingua franca were studied. It is also influenced by the fact that this language is used by many speakers who influence it through the knowledge of their languages and cultures and the introduction of their peculiarities into the language being studied. Thus, the number of non-native English speakers exceeds the number of native English speakers (Dombi, 2011; López-Barrios & Debat, 2014).

5. Results

Let's consider educational practices where English is taught taking into account its position as a lingua franca, where the motivation to learn English, the formation of communicative and professional skills, the creation of texts in oral and written form in the conditions of a multinational professional environment is presented.

The core position of the language of the globalized world is its widespread use in various communicative situations, various discourses, by speakers of different languages and cultures, and pronunciation, lexical composition and syntagmatic relations depend on this. This factor was taken into account during the 1st (preparatory stage) of the project.

The English language has basic and additional features, as a lingua franca, necessary for its wide use and assimilation by non-native speakers. Attention to the features of grammatical constructions and pronunciation is necessary in order to ensure the intelligibility of the language between speakers in the conditions of international communication.

The main features should be taken into account in the development of teaching methods, preparation of the educational and methodological complex for the course. Non-core features will not play a significant role in successful international communication with a lingua franca; however, in our opinion, they should be discussed within the framework of the language learning program. Lexical stress and features of vowel pronunciation can be presented as particular qualities of English. It is also possible to present grammatical variations in different forms of English as a lingua franca; consequently, this has been introduced during the first preparatory stage of the experiment.

Table 1.

Basic and additional features of the English language as a lingua franca (author's development).

Basic features	Additional features
initial clusters of consonants; all consonant sounds apart from [θ], [ð] and [ʃ]; distinctions between lengths of vowels; mid-central NURSE vowel linguistic stress	consonant sounds [θ], [ð] and [ʃ]; final clusters of consonants; reduced and weak forms of vowels; intonational tones; stress-based rhythm; the individual vowel quality lexical stress

At the 2nd stage of the program, respondents were surveyed about their cultural and linguistic identity in the context of learning English as a lingua franca.

Table 2.*Components of cultural and linguistic identity (author's development).*

Components	Parameters
Profession, occupation	Educational field, future profession, place of study
Social status	Economic, social, educational level
Sociocultural data	Nationality, region, city (village)
Philosophical and religious beliefs	Religious and political identity
Linguistic aspect	Language, mother tongue, dialect, polylingualism
Biological and cultural characteristics	Race, ethnicity, gender, age

Taking into account the main positions of the theory of cultural identity (Jameson, 2007), it is possible to find out the influence of cultural identity on the features of communication in English by foreign students in joint study groups. The broad and multidimensional context of cultural identity, into which a new language is gradually interwoven, is a useful perspective for the implementation of successful intercultural communication.

In the process of interviewing, parameters of cultural identity were established in groups of respondents.

In the course of the survey, it has been established that all respondents have the same educational level, study in two related specialties; the group has a large number of respondents who are bilingual. Such people usually find it easier to perceive foreign languages. In addition, students from Nigeria use English as a second language, while students from Morocco use French as a second language. Therefore, the practice of using the language as lingua franca is familiar to more than 50% of respondents. Such kind of the survey contributed to the creation of educational programs and tasks that would take into account the professional features, social and linguistic realities of the group.

Table 3.*Map of cultural identity (according to Jameson, 2007) in groups, which are taught in English (author's development).*

Educational direction, future profession, place of study	122 Computer science - 8 people 126 Information systems and technologies - 12 people
Nationality, ethnicity, region, city (village)	Hausa (4 people), Igbo (2 people) - Nigeria Arabs (3), Jews (1) – the city of Rabat (3), the city of Sale (1) (Morocco) Arabs (3) – the city of Amman (2), the city of Irbid (1), Jordan Arabs (1) – the city of Tyre, Lebanon Chinese (2) - Gansu Province, China Uighurs (4) - Hunan Province, China
Language, mother tongue, polylingualism	Polylinguals – 14 people: second language is English (6 people); the second language is French (4 persons); the second language is Chinese (4 people). Only Chinese (2 persons); Only Arabic (4 people)

Gender, age	Females - 6 people, males - 14 people. 20 years old (16 people), 22 years old (3 people), 24 years old (1 person)
Religious and political identity	Muslims - 11 people Buddhists - 2 persons Christians - 6 people Jews - 1 person
Economic, educational level	social, Incomplete higher education - 20 people Representatives of the middle class - 20 people

At this stage, the respondents' vision of cultural identity in the space of using English as a lingua franca was also presented. The results are presented in percentages.

As it can be observed from the results of the table, the study group is multinational; consequently, this makes it possible to see how the respondents perceive themselves and others in the process of communication in English. By the way, another positive point was revealed while interviewing respondents for the collection of such data: the project participants were able to speak and analyse the purpose and features of their own perception of intercultural communication, as well as the motivation for using English as a lingua franca. Only 33% of all respondents consider it a priority to understand the language of their interlocutors. From among the respondents, 80% of the Chinese and the Uyghurs have prioritized the situation of communication when you are understood. That is, work on high-quality pronunciation has become the most important aspect.

Table 4.

Summary data of respondents' perception of cultural identity in the space of using English as a lingua franca (author's development).

No	Respondents	Years of staying	Country of origin	Country of staying	Purpose of communication (priority)
1	The Chinese The Uyghurs	2020 -2022	China China	Ukraine Ukraine	I am understood (80%) I understand (20%)
2	The Moroccans	2020 -2022	Morocco	Ukraine	I am understood (50%) I understand (50%)
3	The Nigerians	2020 -2022	Nigeria	Ukraine	I am understood (60%) I understand (40%)
4	The Jordanians	2020 -2022	Lebanon Jordan	Ukraine Ukraine	I am understood (80%) I understand (20%)

At the III stage of the research, a survey was conducted regarding the respondents' assessment of using the methodology of teaching English as a lingua franca. The results of work and training on the project were collected and systematized; the conclusions of the effectiveness of the implemented measures were summarized. Respondents were offered a series of statements with which they had to agree by placing a '+' sign opposite the statement. The respondents were allocated as follows: table G1 - Nigerian students, G2 - Chinese students; G3 - Moroccan students; G4 - students of Lebanon, Jordan. For

80% of Chinese students (Chinese and Uyghurs), the priority is correct pronunciation, a situation where you are understood.

Table 5.

The result of the participants' assessment of the experiment of learning English as a lingua franca (author's development).

Question	G1	G2	G3	G4
English is an international language that helps students communicate and learn	65%	60%	63%	68%
English becomes a tool for professional growth	27%	29%	24%	25%
Communication in English is a means of increasing the communication capabilities of a professional	43%	37%	30%	28%
Students can get additional knowledge of the profession, more opportunities to win a grant, competition, project	18%	14%	20%	22%
Communicative English proficiency affects the possibility to find a better job on the labour market	65%	47%	64%	58%
Knowledge of phonetics, grammar, vocabulary, conversational ability, listening skills affect the success of communication and conversation	74%	74%	82%	70%
Learning a foreign language is faster in the process of active communication	42%	33%	28%	24%
English language skills contribute to the development of students' professional skills	43%	40%	48%	42%

The approach to the respondents' perception of cultural identity in the space of English as a lingua franca will provide a real picture of the respondents' motivation; this will contribute to the effective learning of a foreign language in the context of acquiring professional, intercultural skills, and improve the ability to communicate in an international environment. These skills are necessary for working in a global world, where people of many nationalities and languages can work coincidentally in the same structure. The statement about the need to know and use knowledge of phonetics, grammar, vocabulary, speaking ability, and listening skills for successful communication has received the greatest approval from the respondents (75% of the respondents in total). On average, 64% of students have identified English as the language of international communication, which is necessary for study and work.

6. Discussion

A number of studies have considered the problems of effective learning of English as a lingua franca (Kankaanranta, Lu, 2013; Bayyurt, Akcan, (2015). Along with this, the search for pedagogical technologies continues that can be effectively applied in the educational environment and affect the motivation of learning English. As the conducted research shows, the demand for using English as an international language is growing steadily (75% in total). 55% of students turned out to be bilingual; that is, they have experience of using the language as lingua franca (English, French) for interethnic communication. For the majority of respondents (75%), for controlled motivation, it is important to understand that the success of international communication with the help of

lingua franca is related to knowledge of phonetics, grammar, vocabulary, speaking ability, listening. Mastering the means of implementing knowledge of the language of international communication provides opportunities for quality education, including mastering a profession in international groups. This makes it possible to improve one's professional level and be easily involved in the educational process. In this regard, our research notes a general positive assessment of the approach to teaching English as a means of international communication.

In the study of communicative features of communication in English as a lingua franca (Kankaanranta, Louhiala-Salminen, 2010); Kankaanranta, Lu, 2013), specific features of communication in the business environment between representatives of international Finnish companies located in Beijing and Shanghai are considered. The scholar has found that the evolution of English as a business lingua franca can be detected in the signs of convergence shown by the respondents when evaluating Chinese - Finnish professional communication in English (Vettorel, 2014). Three components of cultural identity were also highlighted, which were defined as particularly relevant in professional communication in English and stimulated openness and directness, namely: professionalism, young age, use of English as a lingua franca. In our research, more than 64% of students have identified English as the language of international communication, which is necessary in further professional activities.

7. Conclusion

Based on the results of the research conducted, on a practical level, international communication using English as a lingua franca is a dynamic hybrid that significantly depends on discursive practices and contexts in which it is implemented. It is important to understand that the lingua franca is not a monolithic stable system in the educational process, it is a communication resource, changes in which depend on the social-cultural and economic and political changes of the global world.

The demand among students towards using English in education and professional work practice is steadily growing. Therefore, the development of methods of teaching English as a lingua franca is relevant. This will also influence the motivation to learn foreign languages. The majority of students (a total of 54%) have identified the importance of learning English as a lingua franca for further professional development.

The choice of an English language curriculum and approaches to teaching and learning are strongly influenced by the context in which the resource will be used. This aspect also affects approaches to the motivation of participants in the educational process.

English in the global world should not be perceived as the product of only one native-speaking nation, one culture. Therefore, in the future, it is necessary to work on the development of new forms and methods of teaching, where the image of not a single carrier culture is used, but a focus on language as a means of international

communication. These changes in the context of the perception and use of English as a lingua franca require changes in the methods and content of the teaching and training of English language teachers at the global level.

8. Bibliographic references

- AL-Mansouri, A. (2021), Information and Communication Technologies in Higher Education. SSRN Electronic Journal. <http://dx.doi.org/10.2139/ssrn.3771966>
- Bayyurt, Y., & Akcan, S. (2015). Current perspectives on pedagogy for ELF. *Current perspectives on pedagogy for English as a lingua franca*, 1-9.
- Bilal, A. Q., Ghayyur, S. A. K., Kanwal, S., Nazir, Z., & Ruba, I. (2019) Motivation in selection of open-source software license: economic and social perspective. *Journal of Theoretical and Applied Information Technology*, 97(24), 3868-3878
- Bowles, H. (2015). ELF-Oriented Pedagogy: Conclusions. In: Bowles, H., Cogo, A. (eds) *International Perspectives on English as a Lingua Franca. International Perspectives on English Language Teaching*. London: Palgrave Macmillan. https://doi.org/10.1057/9781137398093_11
- Bramschreiber, T., & Koldenhoven, R. (2012). Taking Peer Feedback to Heart. *Educational Leadership*, 70(3). Retrieved from URL: <https://www.ascd.org/el/articles/taking-peer-feedback-to-heart>
- Cavalheiro, L. (2015). *English as a Lingua Franca: Bridging the Gap between Theory and Practice in English Language Teaching*. (Doctoral dissertation) Universidade de Lisboa, Portugal.
- Deniz, E.B., Özkan, Y., & Bayyurt, Y. (2016). English as a Lingua Franca: Reflections on ELF-Related Issues by Pre-Service English Language Teachers in Turkey. *The Reading Matrix: an International Online Journal*, 16, 144-161.
- Dombi, J. (2011). English as a Lingua Franca in Intercultural Communication. *Bulletin of the Transilvania University of Brasov*, 4(53), 183-187.
- Grazzi, E. (2015). Linking ELF and ELT in Secondary School through Web-Mediation: The Case of Fanfiction. In: Bowles, H., Cogo, A. (eds) *International Perspectives on English as a Lingua Franca. International Perspectives on English Language Teaching*. London: Palgrave Macmillan. https://doi.org/10.1057/9781137398093_4
- Jameson, D. A. (2007). Reconceptualizing Cultural Identity and Its Role in Intercultural Business Communication. *The Journal of Business Communication* (1973), 44(3), 199–235. <https://doi.org/10.1177/0021943607301346>
- Jenkins, J., & Leung C. (2014). *English as a Lingua Franca. The Companion to Language Assessment*, Antony John Kunnan. John Wiley & Sons, 13, 1-10. <https://doi.org/10.1002/9781118411360.wbcla047>
- Jung, Y., & Louhiala-Salminen, L. (2012). Korean employees are direct. Politeness and rapport in international professional encounters. *Dispute Resolution Studies Review*, 10, 179–210. <https://doi.org/10.16958/DRSR.2012.10.2.179>
- Kankaanranta, A., & Louhiala-Salminen, L. (2010). “English? — Oh, it’s just work!” A study of BELF users’ perceptions. *English for Specific Purposes*, 29, 204-209. <https://doi.org/10.1016/J.ESP.2009.06.004>

- Kankaanranta, A., & Lu, W., (2013). The Evolution of English as the Business Lingua Franca: Signs of Convergence in Chinese and Finnish Professional Communication. *Journal of Business and Technical Communication*, 27(3), 288-307. <https://doi.org/10.1177/1050651913479919>
- Kaur, J., & Birlik, S. (2021). Communicative effectiveness in BELF (English as a business lingua franca) meetings: 'Explaining' as a pragmatic strategy. *The Modern Language Journal*, 105(3), 623-638. <https://doi.org/10.1111/modl.12717>
- Ko, J., Sammons P., & Bakkum, L. (2013). Effective Teaching: a review of research and evidence. CfBT Education Trust. Retrieved from URL: <https://www.educationdevelopmenttrust.com/our-research-and-insights/research/effective-teaching>
- Köktürk, Ş. (2012). Forms and Multifunctionality of Interruptions and Simultaneous Speaking in Ordinary Talk – proposal of a Universal Model for the Evaluation of Interruptive Speech Sequences. *International Journal of Linguistics*, 4(3), 551- 571. Doi: 10.5296/ijl.v4i3.2137 U
- Kramersch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, 98(1), 296-311.
- Kuzmina, M. O., Protas, O. L., Fartushok, T. V., Raievska, Y. M., & Ivanova, I. B. (2020) Formation of Students' Competence of Tertiary Educational Institutions by Practical Training Aids, *International Journal of Higher Education*, 9(7), 279-288. <https://doi.org/10.5430/ijhe.v9n7p279>
- López-Barrios, M., & Debat, E. V. D. (2014). Global vs. local: Does it matter? In *International perspectives on materials in ELT* (pp. 37-52). London: Palgrave Macmillan.
- Rababah, I. (2020). The Reality of Using Modern Teaching Methods in Teaching Arabic for Speakers of other Languages from Teachers' Perspective. *Journal of Social Sciences (COES&RJ-JSS)*, 9(1), p. 58-94 <https://doi.org/10.25255/jss.2020.9.1.58.94>
- Sifakis, N. C. (2014). ELF awareness as an opportunity for change: A transformative perspective for ESOL teacher education. *Journal of English as a Lingua Franca*, 3(2), 317-335.
- Tashakori, S., & Haghghat, S. (2019). Designing the intelligent system detecting a sense of wonder in English speech signal using fuzzy-nervous inference adaptive system (ANFIS). *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, no 10(1), 55-63. Retrieved from URL: <https://pdfs.semanticscholar.org/5c91/68e029024642f76d362bb396e176d793e9fd.pdf>
- Tawafak, R.M., Romli, A.B., Arshah, R.B.A., & Almaroof, R.A.S, (2018). Assessing the Impact of Technology Learning and Assessment Method on Academic Performance: Review paper. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(6), 2241-2254. <https://doi.org/10.29333/ejmste/87117>
- Vetorel, P. (2014). English as a lingua franca in wider networking. In *English as a Lingua Franca in Wider Networking*. De Gruyter Mouton.

Development of the concept of training students with special educational needs in institutions of higher education

Desarrollo del concepto de formación de estudiantes con necesidades educativas especiales en instituciones de educación superior

Marian Tripak

tmm.75@ukr.net

<https://orcid.org/0000-0001-6924-5469>

PhD in Economics, Associate Professor, Department of Inclusive Economics, Cybernetics and Computer Sciences, ERIHE «Kamianets-Podilsky State Institute» (Podilsky Special Education and Rehabilitation Socio-Economic College), Kamianets-Podilsky, Ukraine.

Tamara Vasyliuk

Vasilyuk08@gmail.com

<https://orcid.org/0000-0001-7770-1575>

Candidate of Pedagogical Science, Head teacher, Department of Social Pedagogy and Social Work, Faculty of Psychology and Education, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine.

Olena Pysarevska

o_len_ka@ukr.net

<https://orcid.org/0000-0001-5166-1464>

Doctor of Philosophy, Assistant Professor, Department of French Philology, Faculty of Foreign Languages, Lviv National University of Ivan Franko, Lviv, Ukraine.

Ivanna Razmolodchykova

ivanna.razmolodchikova@ukr.net

<https://orcid.org/0000-0002-6051-1991>

Doctor in Pedagogy, Associate Professor, Department of Social Pedagogy and Social Work, Faculty of Psychology and Education, Kryvyi Rih State Pedagogical University, Kryvyi Rih, Ukraine.

Roman Melnyk

roman.p.melnyk@lpnu.ua

<https://orcid.org/0000-0002-7791-229X>

Ph. D in History, Associate Professor, Department of History, Museology and Cultural Heritage, Institute of Humanities and Social Sciences, Lviv Polytechnic National University, Lviv, Ukraine.

Recibido: 16/05/22

Aceptado: 27/08/22

Abstract

The aim of the article is to identify the characteristics of the different teaching strategies used in higher education for students with developmental disabilities based on a review of the academic literature on higher education for students with special educational needs and a study of the practical aspects of the issue. Methodology. To conduct the research, analytical and bibliographical methods were applied in reviewing scientific literature on

the application of different learning strategies in higher education for students with special educational needs. In addition, an online questionnaire survey of educators and methodologists working with students with special educational needs was used. Results. The main characteristics of modern learning strategies for students with special educational needs have been analysed as a result of the work.

Key words: inclusive education, students with special needs, learning strategies, pedagogical inclusion strategies, pedagogical approach.

Resumen

El objetivo del artículo es identificar las características de las diferentes estrategias didácticas utilizadas en la educación superior para estudiantes con discapacidades del desarrollo a partir de una revisión de la literatura académica sobre educación superior para estudiantes con necesidades educativas especiales y un estudio de los aspectos prácticos del tema. Metodología. Para realizar la investigación se aplicaron métodos analíticos y bibliográficos en la revisión de literatura científica sobre la aplicación de diferentes estrategias de aprendizaje en la educación superior para estudiantes con necesidades educativas especiales. Además, se utilizó una encuesta de cuestionario en línea de educadores y metodólogos que trabajan con estudiantes con necesidades educativas especiales. Resultados. Como resultado del trabajo se han analizado las principales características de las modernas estrategias de aprendizaje para alumnos con necesidades educativas especiales.

Palabras clave: educación inclusiva, estudiantes con necesidades especiales, estrategias de aprendizaje, estrategias de inclusión pedagógica, enfoque pedagógico.

1. Introduction

Educational international trends, initiated in recent decades by many international and intergovernmental organisations, have gained the support of education systems in many countries around the world. According to these trends, it is the primary responsibility of civil society to ensure and guarantee the right to educational needs in order to obtain a quality basic education.

Reforms and the use of new technologies in inclusive education contribute to the implementation of educational innovations in line with the modern worldview model of the social system.

Accordingly, research into the effectiveness of using various learning strategies for students with special educational needs is particularly relevant in terms of the need to select and apply the best possible forms of educational organisation for this category of educational applicants.

The theoretical part of this study highlights the views of scholars on the organisation of learning strategies in higher education for students with special educational needs. In addition, a brief overview of differentiated, problem-based, programmed and personalised learning strategies has been presented. The advantages of inclusive education have also been identified and the basic principles for developing learning strategies for such individuals have been examined, taking into account patterns and characteristics of intellectual development of students with special needs, their skills and ability to absorb knowledge.

The practical part of the research includes assessment of pedagogical employees' level of theoretical knowledge and practical skills in teaching students with special educational needs, study of the effectiveness of applying individual modern strategies for organizing work with students who have special educational needs. The survey has investigated the spread of certain types of educational strategies for working with students, as well as established the main problems of studying and applying new strategies for teaching students with special educational needs.

According to the results of the study, it was found out that the most pedagogical staff have personified and problem-based approaches to teaching persons with special educational needs. At the same time, according to teachers and methodologists, the most effective for working with students with special needs are socio-game technologies, personified and problem-based types of teaching. According to the results of the survey, the most common are technologies related to the individualization of the educational process, technological solutions aimed at the correction of educational and behavioural difficulties, as well as teaching strategies that provide a special mechanism for assessing the educational performance of special students.

The results of the analysis highlight the problems associated with the introduction of new strategies for teaching students with special educational needs.

2. Literature Review

Any learning strategy in higher education for students with special educational needs should be based on a pedagogical system that is able to maintain a balance between what is needed for successful learning tasks and what teachers can provide, given the limited capacity of education applicants (Zavaraki & Schneider, 2019).

Pedagogical interaction, the role of which is recognised globally, acts as a key and most humanistic principle. It is essential to meet the cognitive needs of each student and to maximise positive learning outcomes within the diversity of abilities, interests and individual psychophysical developmental characteristics of students in the same group (Cameron, Matre & Canrinus, 2022).

Among student learning strategies there is differentiation, which is based on some form of consideration of the individual characteristics of higher education applicants with

special needs when grouping them for the purpose of separate learning in the classroom. Differentiation can be seen as one of the means of implementing person-centred learning, providing for the construction of individual educational trajectories taking into account the child's subjective experiences, preferences and values, as well as the actualisation of personal physical and mental functions in the process of solving learning tasks. On the basis of this principle, differentiated teaching takes place, allowing for maximum approximation to the cognitive needs of the students and their individual characteristics. In terms of the differentiation approach, the educator modifies the learning process in such a way that each student has the opportunity to improve his/her skills as much as possible, working in a group that takes into account the similarities in the individual-typological development characteristics of several classmates (Rodríguez-Cano, Cuesta-Gómez, Delgado-Benito & Fuente-Anuncibay, 2022), (Smith, Tani, Yates & Dickinson, 2022).

Problem-based learning strategy is a type of learning organisation in which the assimilation of scientific knowledge is aligned with the student's independent exploratory activities. The system of methods is based on problem solving (Morley, Banks & Haslingden, 2020).

This type of teaching structures the learning process in such a way that it is transformed from informational to personal. This is possible through the teacher's conscious creation of problem situations – certain psychological states arising in the process of performing tasks and requiring the discovery (assimilation) of new knowledge about the subject, methods and conditions of performance. The use of elements of problem-based learning in pedagogical practice of higher education requires the educator to have the technique of identifying challenges and constructing their solution system (Maher, Morley & Fimusanmi, 2019).

Programmed learning is learning with material implemented from a programmed source (a textbook designed according to specific requirements or a computer programme) (Smith & McGannon, 2018).

The major premise of personalised learning is to focus on the individuality of the student, the development of his personality in the learning process (Reyes, Meneses & Melián, 2021).

However, a review of the literature on the topic of research has demonstrated that the issue of developing special strategies for working with higher education applicants with special educational needs remains unresolved, since there are no specialised strategic systems for working with students that take into account their specific development and educational needs.

3. Aims

The aim of the research is to determine the position of methodologists and educators working with students with special needs in higher education regarding the application of various learning strategies that would be effective for such education applicants.

4. Materials and Methods

Practical research on current approaches to the application of different teaching strategies for students with special educational needs was conducted by interviewing 719 people. The respondents were methodologists from education departments of oblast state administrations, educators and pedagogical staff who carry out teaching activities working with students with special educational needs in higher education institutions in Lviv, Kyiv, Khmelnytskyi and Ternopil oblasts of Ukraine. The survey was organized by means of a questionnaire survey through the Typeform service.

In the survey, respondents were asked a number of questions on the prior aspects of applying learning strategies for students with special educational needs. Survey participants were asked to express their position on each question as a percentage between 0 and 100 %.

5. Results and Discussion

The first set of research questions concerned establishing the degree of preparedness of the educational process participants to implement the latest types of technologies and strategic directions of special needs students' education. The participants of the survey were asked to assess the level of mastery of different strategic directions in teaching students with special needs (Figure 1).

As can be seen from Figure 1, pedagogical staff are most proficient in personalised and problem-based approaches to teaching persons with special educational needs. At the same time, methodologists rated the degree of mastery of these approaches higher than pedagogical staff by 3–4 per cent.

A crucial aspect of effective education for students with special needs is the issue of the effectiveness of applying selected modern teaching strategies in the educational institution where the interviewees work or with which they cooperate (Figure 2).

As the study has shown, the most effective, according to teachers and methodologists, for working with students with special needs are socio-game technologies (the effectiveness of this type of strategies is estimated at 39 and 42 per cent respectively), personalised learning (52–57 per cent) and problem-based learning (43–46 per cent).

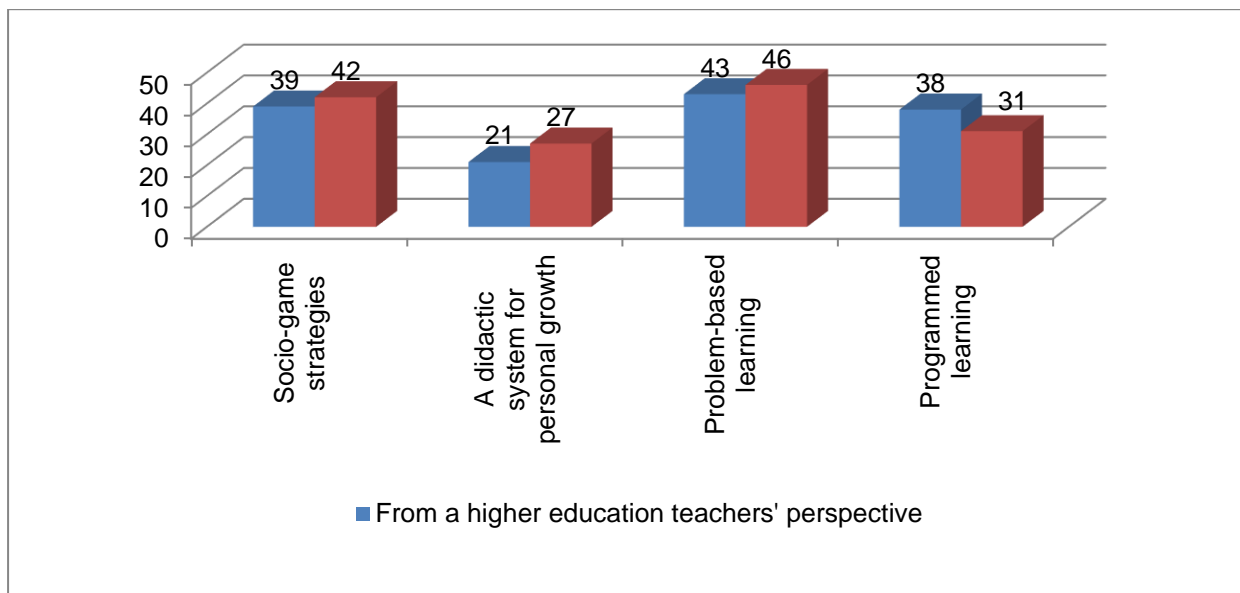


Figure 1. The level of proficiency of survey participants in theoretical knowledge and practical skills for using selected training strategies for students with special educational needs in professional life, %.

Source: constructed by the authors.

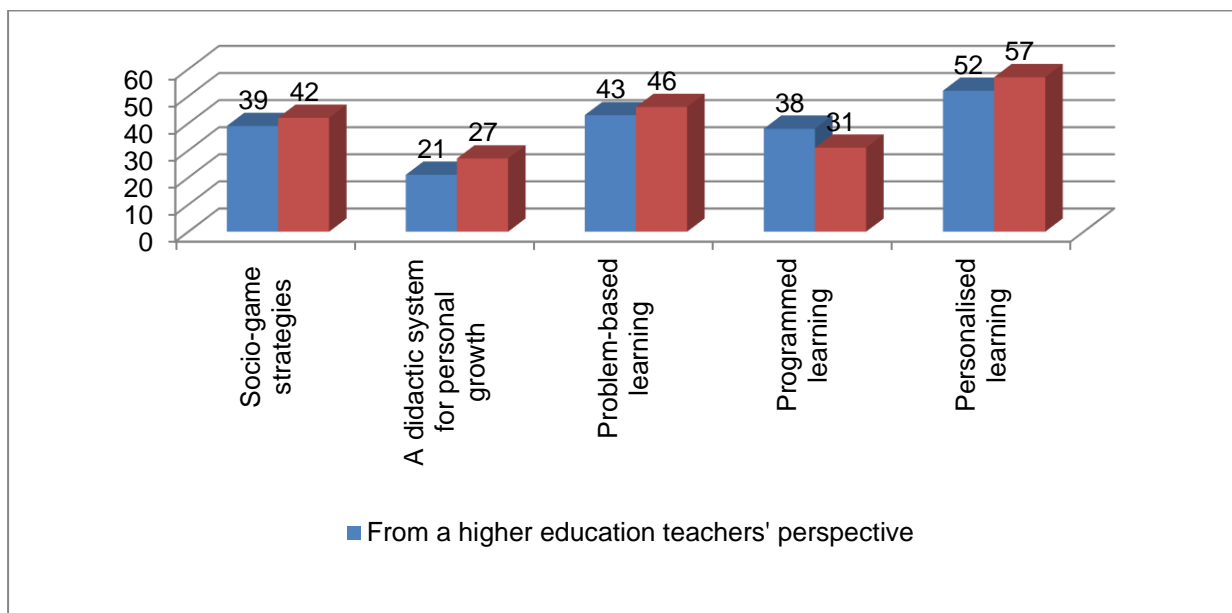


Figure 2. Effectiveness of applying selected modern training strategies to the organisation of work with students with special educational needs at the educational institution, the respondents work at or cooperate with, %.

Source: constructed by the authors.

The interviewees emphasise that through socio-game strategies, the didactic tasks of cooperative learning are accessible to all actors in the educational process. Their use makes it possible to successfully involve students with special educational needs in collaborative learning, allows all participants to acquire the skills of interaction with peers and at the same time creates a different development strategy for each subject of the educational process.

An important step in the research is to establish the issue of the spread of individual educational strategies for working with students with special educational needs in higher education institutions. Highlighting the most common technologies is necessary in order to further plan the implementation of new learning strategies (Figure 3).

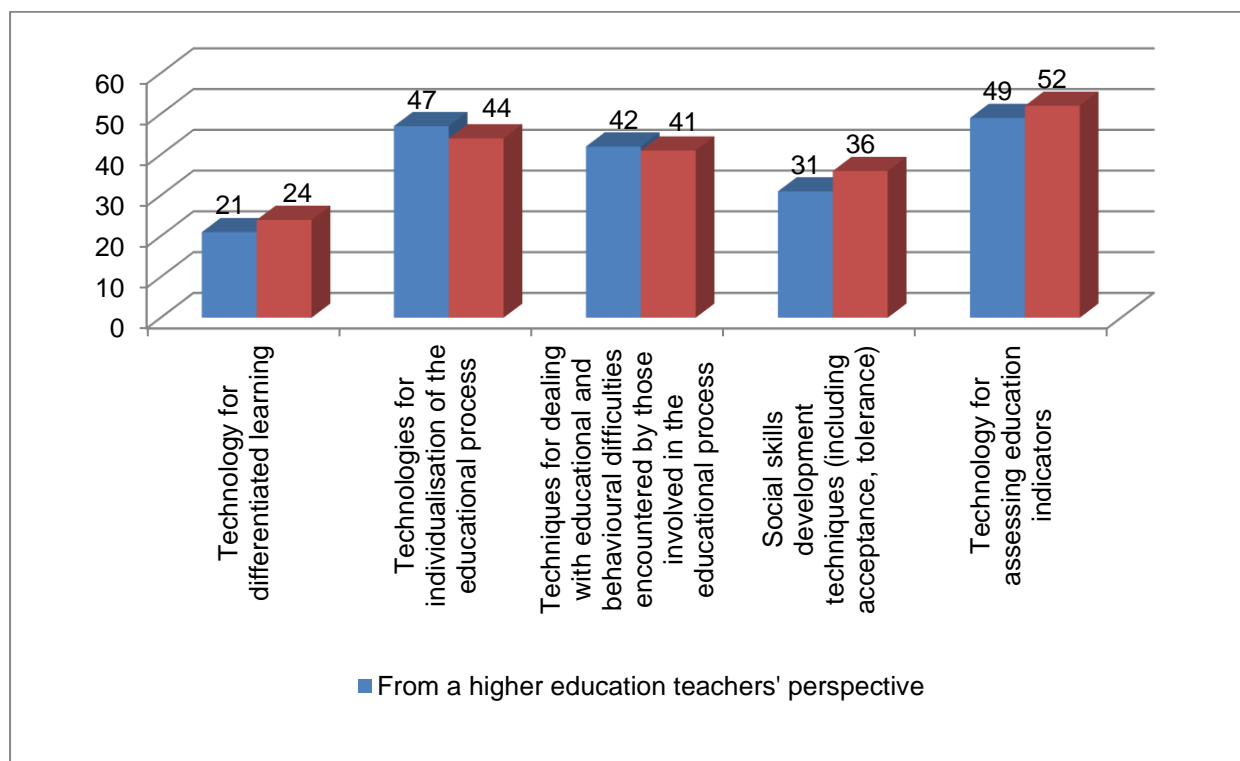


Figure 3. Extent to which certain types of educational strategies for working with students with special educational needs are disseminated in higher education institutions, %.

Source: constructed by the authors.

Figure 3 shows that the most common technologies, according to the respondents, are those related to individualisation of the educational process, technological solutions aimed at correcting educational and behavioural difficulties, and learning strategies that provide a specific mechanism to assess the performance of the educational process.

Based on this analysis, the following challenges related to the implementation of new strategies for teaching students with special educational needs are highlighted (Figure 4).

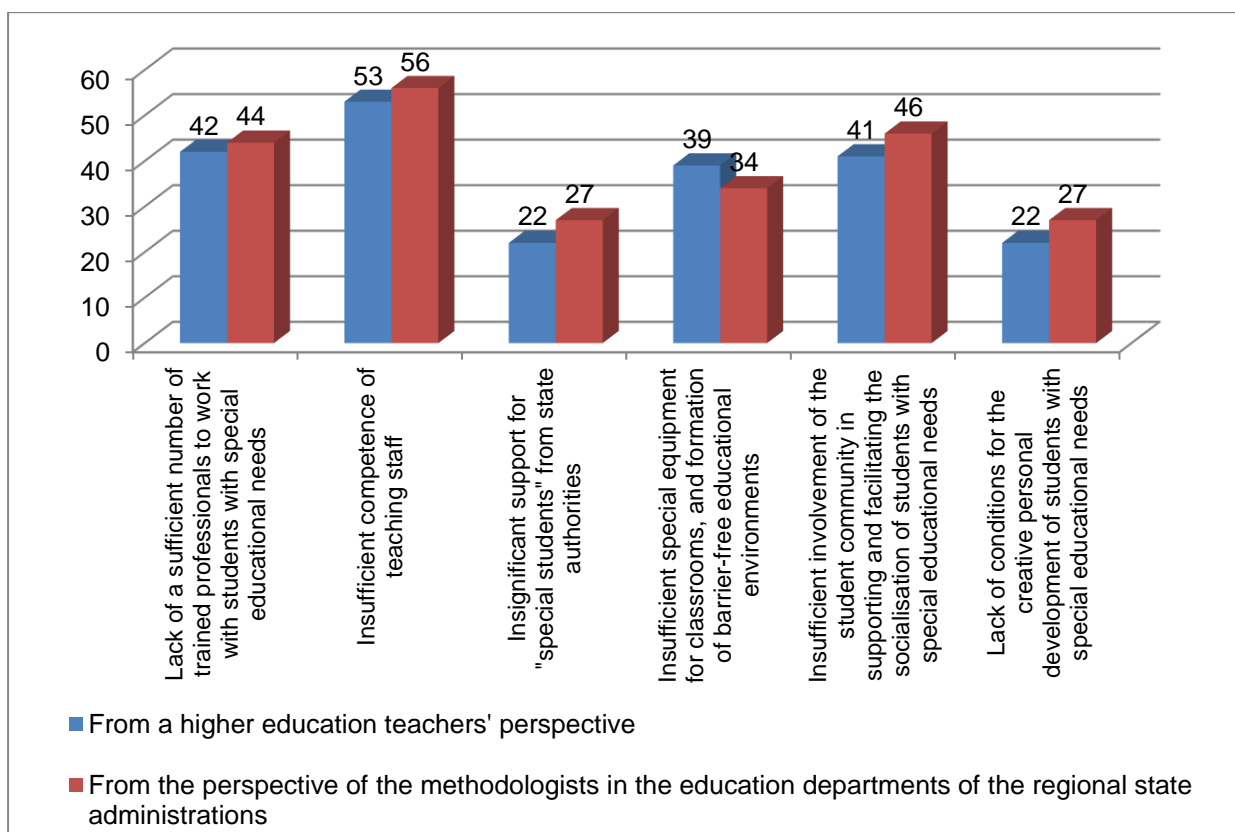


Figure 4. Main challenges in exploring and applying new strategies for teaching students with special educational needs, %.

Source: constructed by the authors.

Research on the system of organising education for students with special needs in higher education institutions reveals a number of problems. Firstly, there is a lack of trained professionals to work with students with special educational needs. Secondly, there is low family and peer support for “special students” and insufficient special equipment for classrooms, classrooms and the barrier-free educational environment of higher education institutions (Zanobini & Viterbori, 2020).

Thus, the results of the study of scientific literature on the topic of research allow us to state that in the modern system of higher education provision for students with special educational needs different approaches are used. They involve learning in the general education environment and consider the accessibility, taking into account the individual characteristics of each student, in particular the level of psycho-physical development. Any discrimination becomes impossible through this (Molina Rolda'n, Marauri, Aubert & Flecha, 2021).

At the same time, quality inclusive education is not only a broader process than integration, which involves making education accessible to everyone. It is also a system that includes the development of a child-centred methodology that recognises that all

children are individuals with different learning needs. Therefore, education needs to be flexible enough to meet different educational needs (Kefallinou, Symeonidou & Meijer, 2020).

Based on a rethinking of traditional paradigms of the education system for people with special needs as well as the goals and values of education for such students, ways and means to improve it are actively sought. Moreover, new methodologies for teaching, educating and developing students with special needs are justified (Anderson & Boyle, 2019).

Considering the regularities and peculiarities of the intellectual development of students with special needs and the existing ability to acquire knowledge, skills and abilities, when developing educational strategies for such persons, educational researchers adhere to the fundamental principles, namely:

- the use of indirect methods that are not used in the education of children with normal-typical development and have a corrective and compensatory effect of the impaired function through other mental processes;
- the systematic selection of techniques and methods that provide comprehensive action and provide not only information within the educational programme, but also corrective and physical and mental functions in general;
- nurture the applicant's confidence in retained forms of verbal and non-verbal activity, especially at an early stage of the educational programme, and provide for the development of a personalised system for applying the acquired knowledge in the future, taking into account the student's developmental peculiarities (Brown, Te Riele, Shelley & Woodroffe, 2020), (Cavioni, Grazzani & Ornaghi, 2017).

The education of students with special needs in higher education places increased demands on all participants in the educational process. It requires an increased effort on the part of students with special educational needs – the psychological and intellectual resources of the individual. Understanding, tolerance as well as physical and moral assistance are required from other students. When it comes to educators working in groups with students with special needs, they need professionalism, special knowledge, and specific personal qualities. This, in turn, leads to the need to provide all participants in the educational process with the necessary psychological, medical and social support (Hulvershorn & Mulholland, 2018).

As emphasized by A. Kart and M. Kart, (2021), a crucial component of inclusive-environmental approaches is the adherence to a strategy of psychological and pedagogical support of inclusive education in higher education from the perspective of organised system of reflective, cognitive, activity, affective-volitional aspects. They aim to develop all components of the personal potential of the educational process subjects, depending on their abilities.

The tasks related to the staffing of educational institutions are solved by developing and implementing competency-context strategies in a specially created educational environment of professional training, which aims to develop the preparedness of future educators to work in educational institutions where students with special educational needs will study. The procedural level of training such specialists includes:

- developing a criteria-diagnostic toolkit to investigate the status and development of future educators' readiness to inclusive education for children with special educational needs;
- developing and implementing a practical component of education in the practical training centres for specialists in different disciplines, taking into account their future work in groups where students with special needs will study;
- developing and implementing research training;
- monitoring the formation of professional preparedness of future defectologists in an inclusive environment (Tai, Mahoney, Ajjawi, Bearman, Dargusch & Dracup, 2022), (Davis & Watson, 2001), (Harris & Dargusch, 2020).

Today, experts in educational provision in inclusive settings around the world point to the value diversity of such learning. They see it as a major resource for developing multidirectional collaboration, which helps to generate different perspectives on decision-making in exceptional situations (Kilpatrick, Johns, Barnes, Fischer, McLennan & Magnussen, 2017).

6. Conclusions

Consequently, a review of the literature on the topic of the study leads to the conclusion that the policy of the state and higher education institutions to educate students with special needs should not only focus on motivating people with disabilities to study specifically in higher education institutions, but also consider social environment factors and their impact on the development of higher education in general. Therefore, higher education institutions that develop an inclusive educational environment attract students with special needs who are highly motivated to train, whose potential and skills are often higher than those of other students, and as a consequence, the state will not only receive a diploma but above all a motivated specialist over time.

Research on the system of organisation of education for students with special needs in higher education institutions reveals a lack of sufficiently trained specialists to work with students with special educational needs, low family and peer support for “special students” and insufficient special equipment for classrooms, classrooms and the barrier-free educational environment of higher education institutions.

As a result of a range of effective learning strategies to address the different challenges of special needs education, higher education institutions should become inclusive, where

every student receives support and necessary services according to his or her individual educational path.

7. Bibliographic references

- Anderson, J., & Boyle, C. (2019). Looking in the mirror: Reflecting on 25 years of inclusive education in Australia. *International Journal of Inclusive Education*, 23(7-8), 796–810. <https://doi.org/10.1080/13603116.2019.1622802>
- Brown, N., Te Riele, K., Shelley, B., & Woodroffe, J. (2020). Learning at home during COVID-19: Effects on vulnerable young Australians. Peter Underwood Centre for Educational Attainment, University of Tasmania. https://www.utas.edu.au/__data/assets/pdf_file/0008/1324268/Learning-at-home-during-COVID-19-updated.pdf
- Cameron, D., Matre, M., & Canrinus, E. (2022). Accommodating Students With Special Educational Needs During School Closures Due to the COVID-19 Pandemic in Norway: Perceptions of Teachers and Students. *Frontiers in Education*, 3. <https://doi.org/10.3389/educ.2022.856789>
- Cavioni, V., Grazzani, I., & Ornaghi, V. (2017). Social and emotional learning for children with learning disability: Implications for inclusion. *International Journal of Emotional Education*, 9(2), 100–109. <https://psycnet.apa.org/record/2017-56176-008>
- Davis, J., & Watson, N. (2001). Where are the children's experiences? Analysing social and cultural exclusion in "special" and "mainstream" schools. *Disability & Society*, 16(5), 671–687. <https://doi.org/10.1080/09687590120070060>
- Harris, L., & Dargusch, J. (2020). Catering for Diversity in the Digital Age: Reconsidering Equity in Assessment Practices. In *Re-Imagining University Assessment in a Digital World*, edited by M. Bearman, P. Dawson, R. Ajjawi, J. Tai, and D. J. Boud. Springer, 95–110. DOI: https://doi.org/10.1007/978-3-030-41956-1_8
- Hulvershorn, K., & Mulholland, S. (2018). Restorative practices and the integration of social emotional learning as a path to positive school climates. *Journal of Research in Innovative Teaching & Learning*, 11(1), 110–123. <https://doi.org/10.1108/JRIT-08-2017-0015>
- Kart, A., & Kart, M. (2021). Academic and social effects of inclusion on students without disabilities: A review of the literature. *Education Sciences*, 11(1), 16. Doi: 10.3390/educsci.11010016
- Kefallinou, A., Symeonidou, S., & Meijer, C. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. *Prospects*, 49(1), 1–18. DOI: <https://doi.org/10.1007/s11125-020-09500-2>
- Kilpatrick, S., Johns, S., Barnes, R., Fischer, S., McLennan, D., & Magnussen, K. (2017). Exploring the Retention and Success of Students with Disability in Australian Higher Education. *International Journal of Inclusive Education*, 21(7), 747–762. DOI: <https://doi.org/10.1080/13603116.2016.1251980>
- Maher, A., Morley, D., & Fimusanmi, J. (2019). The impact of a special school placement on self-perceptions of confidence and competence among prospective PE teachers. *European Physical Education Review*, 25(2). <https://doi.org/10.1177/1356336X17746949>

- Molina Roldán, S., Marauri, J., Aubert, A., & Flecha, R. (2021). How inclusive interactive learning environments benefit students without special needs. *Frontiers in Psychology*, 12, 661427. <https://doi.org/10.3389/fpsyg.2021.661427>
- Morley, D., Banks, T., & Haslingden, C. (2020). Including pupils with special educational needs and / or disabilities in mainstream secondary physical education: A revisit study. *European Physical Education Review*, 27(2). <https://doi.org/10.1177/1356336X20953872>
- Reyes, J., Meneses, J., & Melián, E. (2021). A systematic review of academic interventions for students with disabilities in Online Higher Education. *Frontiers in Psychology*, 4, 569–586. <https://doi.org/10.1080/08856257.2021.1911525>
- Rodríguez-Cano, S., Cuesta-Gómez, J., Delgado-Benito, V., & Fuente-Anuncibay, R. (2022). Educational Technology as a Support Tool for Students with Specific Learning Difficulties-Future Education Professionals' Perspective. *Sustainability*, 14, 6177. <https://doi.org/10.3390/su14106177>
- Smith, B., & McGannon, K. (2018) Developing rigor in qualitative research: Problems and opportunities within sport and exercise psychology. *International Review of Sport and Exercise Psychology*, 11(1), 101–121. <https://doi.org/10.1080/1750984X.2017.1317357>
- Smith, C., Tani, M., Yates, S., & Dickinson, H. (2022). Successful School Interventions for Students with Disability During Covid-19: Empirical Evidence from Australia. *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-022-00659-0>
- Tai, J., Mahoney, P., Ajjawi, R., Bearman, M., Dargusch, J., & Dracup, M. (2022). How are examinations inclusive for students with disabilities in higher education? A sociomaterial analysis. *Assessment & Evaluation in Higher Education*, 5, 1. <https://doi.org/10.1080/02602938.2022.2077910>
- Zanobini, M., & Viterbori, P. (2020). Students' well-being and attitudes towards inclusion. *European Journal of Special Needs Education*, 679–689. <https://doi.org/10.1080/08856257.2021.1920213>
- Zavaraki, E., & Schneider, D. (2019). Blended Learning Approach for Students with Special Educational Needs: A Systematic Review. *Journal of Education & Social Policy*, 6(3), 155–156. DOI: 10.30845/jesp.v6n3p12

Development of online and offline academic mobility of students in modern conditions

Desarrollo de la movilidad académica en línea y fuera de línea de los estudiantes en condiciones modernas

Oleh Bakhmat

gerbah@ukr.net

<https://orcid.org/0000-0002-8015-1567>

Doctor of Agricultural Sciences, Professor, Department of Ecology and General Biological Subjects, Faculty of Agrotechnology and Nature Management, Higher Educational Institution "Podillia State University", Kamianets-Podilskyi, Ukraine.

Larysa Lisina

la_lisina_01@ukr.net

<https://orcid.org/0000-0001-6121-6647>

Doctor of Pedagogical Sciences, Professor, Department of pedagogy, Faculty of Psychological and Pedagogical Education and Arts, Berdyansk State Pedagogical University, Berdyansk, Ukraine.

Iryna Udovenko

Irinaudovenko8@gmail.com

<https://orcid.org/0000-0001-5971-8365>

Candidate of Economic Sciences, Associate Professor, Department of Geodesy, Cartography and Cadastre, Faculty of Forestry and Horticulture, Uman National University of Horticulture, Uman, Ukraine.

Liudmyla Nikolenko

l.nikolenko1@gmail.com

<https://orcid.org/0000-0001-8708-3117>

Candidate of Pedagogical Sciences, Docent, Department of Pedagogy and Special Education, Faculty of Psychology and Special Education, Oles Honchar Dnipro National University, Dnipro, Ukraine.

Natalia Buhlai

buglay@ukr.net

<https://orcid.org/0000-0002-0674-4313>

Doctor of Science in History, Professor, Department of History, Faculty of Pedagogy and Psychology, Mykolaiv V. O. Sukhomlynskyi National University, Mykolaiv, Ukraine.

Recibido: 16/05/22

Aceptado: 22/08/22

Abstract

The purpose of the research lies in identifying the problematic aspects of ensuring academic mobility of students in the conditions of distance learning. The research methodology consists of the methods as follows: statistical, scientific abstraction, analogy, comparison, analysis, synthesis, graphic, tabular, systematization,

generalization. The results of the research prove that the academic mobility of students is one of the effective methods of exchanging experience, knowledge and professional skills in order to increase the competitiveness of the future specialist and his ability to meet the requirements of the globalized labour market. In the course of the research, the problems of ensuring the academic mobility of students have been identified, namely: a low level of awareness of the possibilities of academic mobility, motivation and their financial capacity, the lack of interrelationship between the level of education and income, low rates of development of virtual academic mobility. Taking into consideration the downward trends in the participation of students from Ukraine in EU projects on academic mobility (969 in 2018, 852 in 2019, 1191 in 2020, respectively), it is proposed to intensify the process of obtaining a double diploma by students; to form a mechanism for guaranteeing further employment with a high level of remuneration; to introduce programs of educational crediting of academic mobility by commercial banks.

Key words: higher education seekers, educational process, distance learning, academic mobility, single educational space.

Resumen

El propósito de la investigación radica en identificar los aspectos problemáticos para garantizar la movilidad académica de los estudiantes en las condiciones de la educación a distancia. La metodología de la investigación consta de los siguientes métodos: estadístico, abstracción científica, analogía, comparación, análisis, síntesis, gráfica, tabular, sistematización, generalización. Los resultados de la investigación prueban que la movilidad académica de los estudiantes es uno de los métodos efectivos de intercambio de experiencias, conocimientos y habilidades profesionales con el fin de incrementar la competitividad del futuro especialista y su capacidad para atender los requerimientos del mercado laboral globalizado. En el transcurso de la investigación, se han identificado los problemas para garantizar la movilidad académica de los estudiantes, a saber: un bajo nivel de conciencia de las posibilidades de movilidad académica, motivación y su capacidad financiera, la falta de interrelación entre el nivel de educación y ingresos, bajos índices de desarrollo de la movilidad académica virtual. Teniendo en cuenta las tendencias a la baja en la participación de estudiantes de Ucrania en proyectos de la UE sobre movilidad académica (969 en 2018, 852 en 2019, 1191 en 2020, respectivamente), se propone intensificar el proceso de obtención de una doble titulación por parte de los estudiantes; formar un mecanismo para garantizar más empleo con un alto nivel de remuneración; introducir programas de acreditación educativa de movilidad académica por parte de la banca comercial.

Palabras clave: buscadores de educación superior, proceso educativo, educación a distancia, movilidad académica, espacio único educativo.

1. Introduction

Achieving the goals of the Bologna process and the formation of a single global educational space are considered among the priority tasks and directions of development of national educational systems. Ensuring effective exchange of experience, knowledge, national values, interactive networks, implementation of joint research projects and conducting scientific investigations contribute to the development of international educational integration and allow improving the quality and accessibility of education. Under such conditions, academic mobility becomes of particular importance, which involves obtaining opportunities to study, teach, undergo internships and carry out scientific activities in institutions of higher education or in scientific institutions both on the territory of a certain country and outside its borders on the conditions of preserving the place of study of students and the teachers' main work place.

The issue of studying the academic mobility of students has become particularly acute during the transition to mixed and distance learning mode, caused by the challenges of the COVID-19 pandemic and the full-scale military invasion of the Russian Federation on the territory of Ukraine. It is obvious that the specified topic is extremely relevant and requires the study and detailing of the features and problems of ensuring the academic mobility of students in current conditions.

The purpose of the research lies in identifying the problematic aspects of ensuring academic mobility of students in the conditions of distance learning.

2. Literature Review

The processes of integration into the world educational space intensify the need for standardization and development of international academic mobility, which is especially relevant in the conditions of modern challenges and dangers necessitating the transition to a distance form of obtaining education. In this context, Silva et al. (2020) defines the strategies of distance education and are convinced that it is the distance form of learning that contributes to the development of academic mobility of students, as it provides a possibility for active participation in projects using a virtual environment and does not require students to stay outside the country.

Vovchuk et al. (2021) consider the academic mobility of students in the conditions of distance learning as one of the effective ways to exchange knowledge and increase the competitiveness of future specialists, while highlighting both its positive and negative factors. In particular, scientists identify the following positive aspects, namely: the ability and skills of students to freely choose ways of interacting with the environment, establishing intercultural communication, the ability to consider their country through the prism of cross-culture and comparison with the cultures of other countries. From among the main problems of academic mobility of students, the following should be highlighted, namely: the lack of proper material, technical and financial support, insufficient number of specialists coordinating activities in this direction, lack of appropriate infrastructure that

allows effective exchange of students, insufficient development of the system of informing about programs of academic mobility of students, as well as low level of students' legal knowledge about the possibilities of their participation in academic mobility. Therefore, Kovbatiuk & Shevchuk (2020) claim that the constant development of educational integration, which allows implementing the basic principles of academic mobility of students, including in the conditions of distance learning, is of great importance.

Gopaul & Pifer (2016) also follow a similar standpoint and consider academic mobility as a promising direction of educational integration into a single world space, and Shvydun (2021) believes that it as a tool for the modernization of national educational systems and the professional success of future specialists.

In the conditions of 2019–2022, the issue of access of higher education seekers to the educational process became more acute as a result of the spread of the COVID-19 pandemic and military operations on the territory of Ukraine; consequently, this has led to the actualization of the issue of the development of virtual academic mobility in the context of the informatization of social life, which has become the subject of scientific studies of Savitska & Livitska (2022).

At the same time, Liu, Che et al. (2022) emphasize the dominant influence of the factor of globalization on the academic mobility of students, forasmuch as the dissemination of knowledge in the international dimension is an extremely necessary and important task of our time; after all, academic mobility stimulates the internationalization of higher education, and, according to the viewpoint of Pedersen (2021), is professionally significant for future specialists; therefore, it should be implemented within the framework of specific educational programs.

Moreover, Van der Wende (2015) has investigated that the academic mobility of students activates the process of attracting international talents, which guarantees the innovative development of the country, and intercontinental mobility allows reducing disparities between countries in terms of skill shortages. However, Liu, Liang et al. (2022) believe that the European model of education and ensuring the academic mobility of students is more perfect, and the educational process in institutions of higher education in the countries of the European Union is more effective than in the countries of Asia; therefore, tendencies are observed towards activating the academic mobility of students in compliance with the European direction of development.

Stoicheva (2022) considers academic mobility as a condition for the modernization of higher education in the countries of the European Union; the scholar is convinced that the COVID-19 pandemic has caused the development of international cooperation in the direction of distance format and accelerated those changes that were inevitable in the development of education and innovative technologies. At the same time, the scientist claims that such countries as Great Britain (15 %), France (10 %) and Germany (10 %) have the highest share of foreign students.

Undoubtedly, the European educational space is highly developed and capable of providing support to developing countries. A clear example of such international cooperation is the European Union's Erasmus+ educational program, which is effectively implemented in an online learning environment, and since 2020, it is a response to the challenge of the spread of the COVID-19 pandemic. In this context, Koris et al. (2021) consider the international academic mobility of students as a tool for the internationalization of higher educational institutions, which allows acquiring, in addition to professional and language skills, digital communication skills. However, scientists assess certain risks of academic mobility of students in the conditions of distance learning, which are manifested in the increase in the level of outflow of intellectual capital from countries with a lower level of development and its inflow into highly developed countries. As a result, structural deformations occur in both national and international educational systems. In addition, significant differences in the social-economic status of students also significantly affect their academic mobility, which is confirmed by the level of access of students to academic mobility.

Yıldırım et al. (2021) note a decrease in cooperation between institutions of higher education and business structures, which affects the decrease in the level of students' acquisition of practical skills in the learning process. At the same time, the transition to distance learning has intensified the development of online education and created new learning methods. The comments of Kercher, J. (2021) are relevant, who argues that the academic mobility of students in distance learning conditions leads to a decrease in the number of higher education seekers who seek to study in other countries, forasmuch as most of them seek to combine study abroad with employment, which becomes impossible with distance learning. This theory is shared by Kim (2017), who claims that academic mobility of students is a way of crossing international borders for the purpose of further employment abroad.

The challenges of the COVID-19 pandemic have stimulated the beginning of the process of reformatting the global educational system and necessitated structural changes in national educational systems. The problems that have arisen in the process of such restructuring were supplemented by risks and threats to the world education system caused by the military confrontation of Ukraine against the armed aggression of the Russian Federation, forasmuch as a significant number of higher education seekers, whose share is estimated at 43,71 % of the total number (World Migration Report, 2022), were forcibly relocated to the territory of European countries, where they continue their studies and do not plan to return to Ukraine.

Thus, the issue of investigating the academic mobility of students in the conditions of distance learning acquires special importance and requires in-depth study.

3. Materials and Methods

The research methodology consists of the following methods of economic analysis, namely: a statistical method used to study the dynamics of the number of foreign students

in Ukraine and Ukrainian students abroad; method of scientific abstraction, analogies and comparison in order to identify the main problems of academic mobility of students under conditions of distance learning; the method of analysis and synthesis in order to determine the essence of the “academic mobility of students” concept; graphical and tabular analysis in order to display the obtained research results; method of systematization and generalization for the purpose of formulating conclusions.

The information base of the research includes the works of domestic and foreign scientists, reports of international organizations, in particular as follows: World Migration Report, 2022; IIE Center for Academic Mobility Research and Impact, 2018; National Office Erasmus, 2021; National Office Erasmus+UA, 2021.

4. Results

The strengthening of the influence of modern challenges and threats intensifies the need to make transformational changes in the development of the existing education system, review approaches, methods and models of education, as well as ensure proper conditions of access to the educational process. The COVID-19 pandemic and the aggravation of the military conflict on the territory of Ukraine has made it impossible for education seekers to get access to the educational process and intensified the necessity of transition to the implementation of the educational process in a digital environment. It becomes obvious that traditional methods, forms and models of education have lost their relevance, and the transfer of a significant share of higher education seekers from Ukraine to the territory of other countries and the need for access to the educational process in non-standard conditions has exacerbated the problem of harmonizing the national system of higher education with the European one.

Undoubtedly, the academic mobility of students for a long period of time has been in the centre of attention and is one of the strategic directions of the development of higher education institutions and the organization of the educational process in these establishments, forasmuch as it provides an opportunity for students to establish an effective cultural dialogue, expand the boundaries of their horizons, acquire new unique professional skills, and that is not least importantly, to improve knowledge and skills in foreign languages. In addition, academic mobility contributes to increasing the competitiveness of future specialists both on the domestic and international labour market and, at the same time, significantly affects the improvement of the quality indicators of education and science in the country, which brings national educational systems closer to the requirements of international educational standards, and also increases the general level of education of the population.

It is worth noting that Ukraine has taken significant steps in the direction of activating the academic mobility of students, in particular, the participation of Ukraine in the Erasmus+ Program of the European Union deserves particular attention, according to which, during 2015–2020, more than 11 532 students had the opportunity to study in institutions of

higher education in Europe and 5 474 foreign students acquire knowledge and professional skills in higher education institutions of Ukraine (Figure 1).

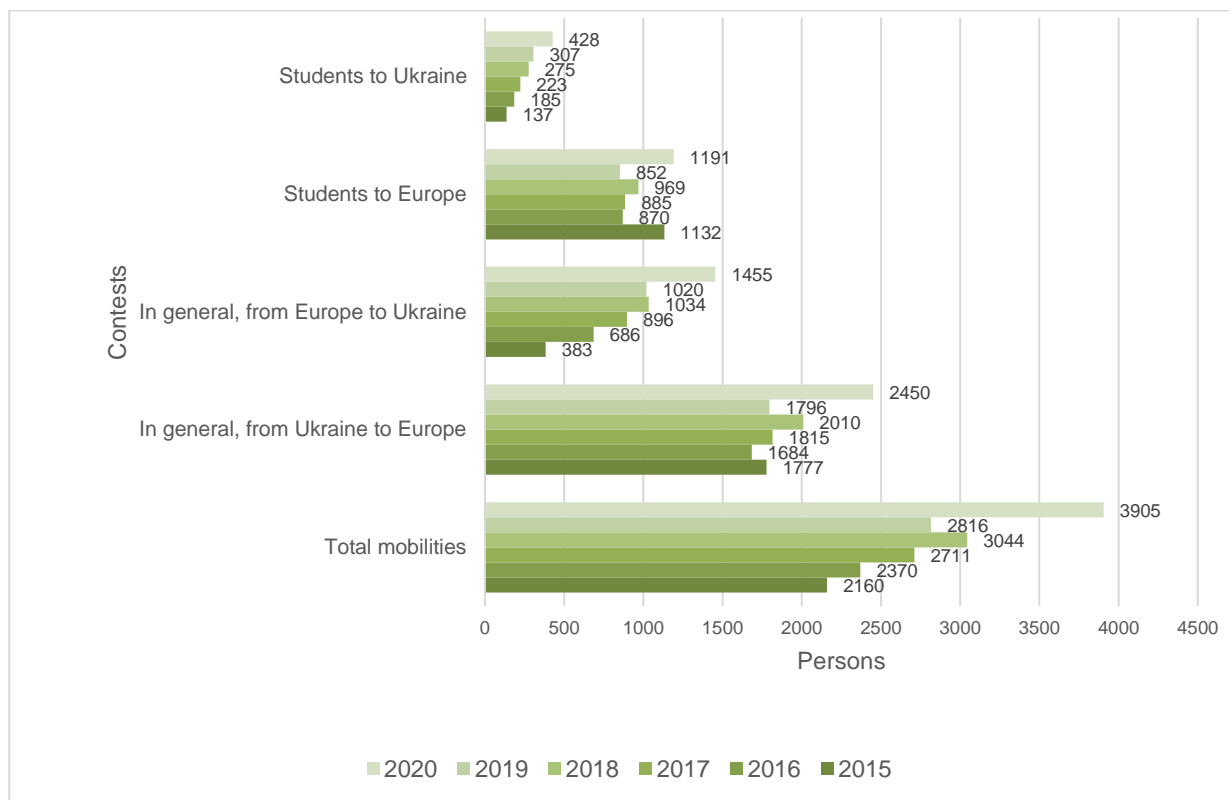


Figure 1. Dynamics of academic mobility of students in 2015–2020.

Source: it has been compiled based on *Participation of Ukrainian organizations in the EU-Funded Programme Erasmus+ 2014–2020*. (National Office Erasmus+UA, 2021)

In general, as evidenced by the results of the conducted studies, the dynamics of mobility is characterized by a growing trend in the period 2015–2018. In 2019, a slight decrease was observed from 3040 to 2816, however, in 2020, a sharp increase to 3905 was recorded. At the same time, the analysis shows that the external academic mobility has an advantage over the internal ones, which confirms the predominance of the number of students leaving for European countries over those moving to Ukraine. However, it should be noted that the flow of students to Europe cannot be characterized as stable throughout the analysed period, as evidenced by certain cyclical changes. As for the flow of foreign students into Ukraine, there is a clear and stable upward trend, even in the crisis period of 2019.

In general, assessing the trends of student mobility, it can be stated that the period 2015–2018 is characterized by upward trends; in 2019 a decrease in the number of Ukrainian students abroad was recorded, however, in 2020 the situation improved (Figure 2).

Poland, Germany, Spain, Lithuania and Romania are among the most active countries of the European Union cooperating with Ukraine within the framework of projects on academic mobility of students. It should be noted that from among foreign students studying in Ukraine as of 2020, the majority are from India (18 095 persons), Morocco (8 832 persons) and Turkmenistan (5 322 persons).

At the same time, within the framework of the Erasmus+ Program implemented by the European Union, the number of submitted projects on the organization of academic mobility of students increases every year (Figure 3).

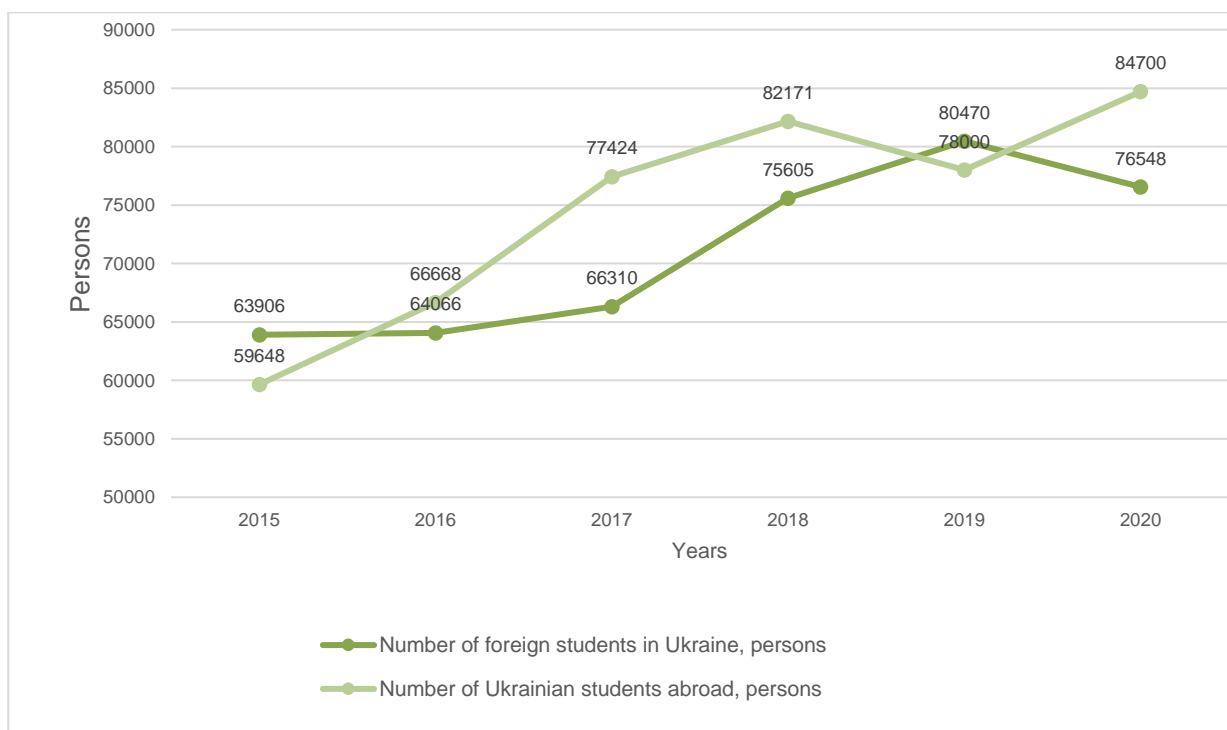


Figure 2. Dynamics of the number of foreign students in Ukraine and Ukrainian students abroad in 2015–2020.

Source: it has been compiled based on *Foreign students in Ukraine* (Ministry of Education and Science of Ukraine, 2021)

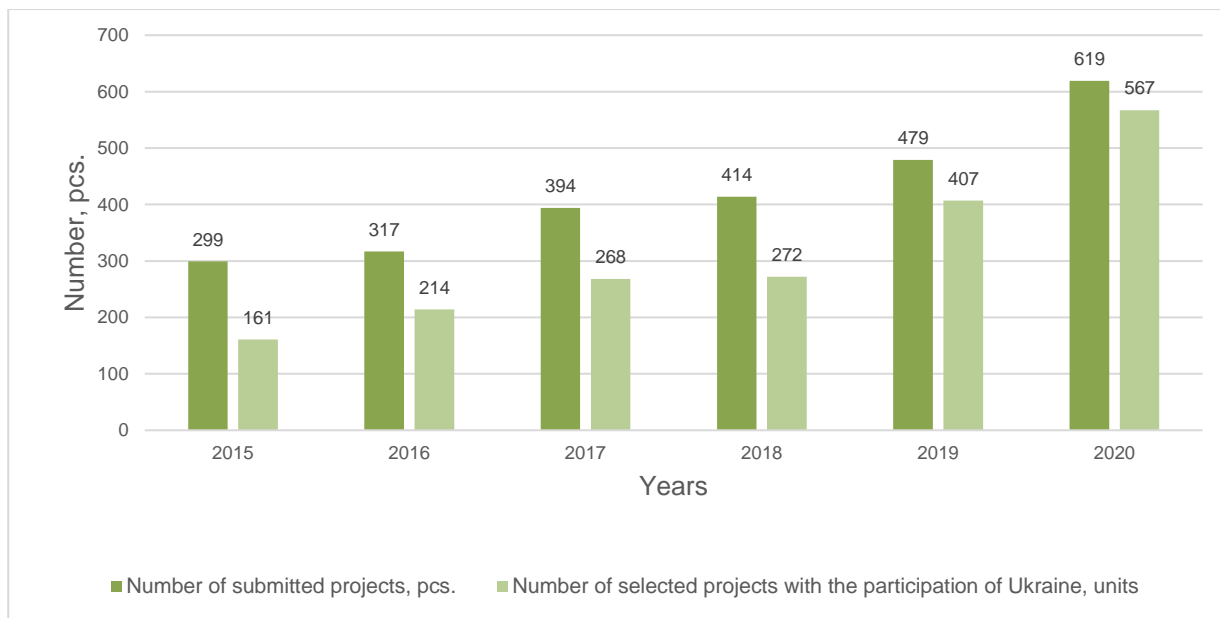


Figure 3. Dynamics of the number of submitted projects within the framework of the Erasmus+ Program and the number of selected ones implemented with the participation of Ukraine.

Source: it has been compiled based on Participation of Ukrainian organizations in the EU-Funded Programme Erasmus+ 2014–2020. (National Office Erasmus+UA, 2021)

At the same time, in the conditions of Russia’s military aggression against Ukraine, a significant number of new challenges and unforeseen circumstances have arisen regarding ensuring the appropriate level of academic mobility of students. Taking into account the destabilizing factors, on March 2, 2022, Commissioner Maria Gabriel has announced the possibility of maximum flexibility in the implementation of Erasmus+ projects, in which students of Ukraine are involved, in order to ensure continuity of activities and guarantee safety. Accordingly, the lion’s share of students, participating in various academic mobility projects, are located in such countries of the European Union as Poland, Germany, the Czech Republic and Slovakia (Figure 4), which requires special attention to them on the part of the respective country.

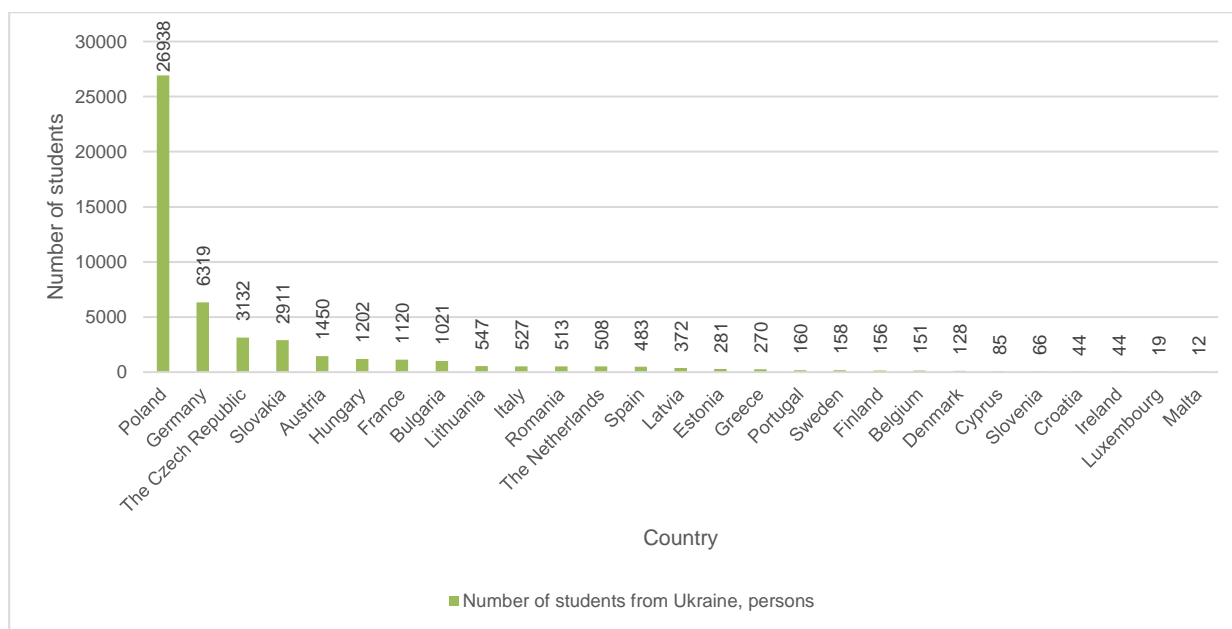


Figure 4. The number of students from Ukraine studying in higher education institutions of the European Union countries in 2020, persons.

Source: it has been compiled based on *Russia's war against Ukraine: Ukrainian students in the EU* (European Parliament, 2022)

Particular attention should be paid to the interaction between Ukraine and Poland regarding the academic mobility of students, the number of which in this country of the European Union is 55 % of the number of foreign students, because, from the Polish point of view, Ukrainian students bring significant amounts of investment to the country. A similar situation exists in Slovakia, where Ukrainian students make up 30 % of the total number of foreign students.

Thus, the situation in the field of academic mobility of students in the countries of the European Union and in Ukraine indicates the presence of a significant number of problems of ensuring its effectiveness and requires the development of effective mechanisms for solving it. Under such conditions, the establishment of international cooperation between Ukraine and the countries of the European Union on the basis of integration into a single global educational space becomes of primary importance.

5. Discussion

The presence of destabilizing factors in the development of world and national educational systems necessitates reformatting methods and forms of education and actualizes the development of distance education. Taking into account all the challenges of today, at the moment, appropriate conditions have been created for the formation of a single global educational space and the appropriate level of access of students to academic mobility has been ensured. It should be noted that in relation to the countries

of the European Union, the legal framework for academic mobility of students is more developed than in Ukraine, and students of foreign higher educational institutions receive a wider range of educational services. Domestic legislation is characterized by a significant level of declarativeness and does not contribute to ensuring a stable growing rate of academic mobility of students, forasmuch as there is still no mechanism for systematizing data on the components of academic mobility, the scientific base for forecasting its state and trends, as well as consequences for the society, has not been formed yet. Moreover, in modern conditions, it is possible to single out a number of issues of academic mobility of students, which have become particularly acute during the transition to distance learning, in particular as follows:

- 1) a low level of awareness among students concerning the possibilities of academic mobility and about the terms of enrolment in specific programs, financing of the mobility period, about living conditions and about the possibilities of receiving grants and scholarships, which requires the activation of the activities of higher educational institutions in the direction of strengthening informational support for students regarding participation in academic mobility programs;
- 2) low level of student motivation; after all, most academic mobility programs involve simultaneous study in two institutions of higher education, which increases the load on students. The solution to the mentioned problem can be achieved by providing students with the opportunity to receive a double diploma and guaranteeing future employment prospects;
- 3) low level of financial capacity of students, forasmuch as current expenses, travel and accommodation expenses are paid by students' parents, which involves substantiating the possibility of full or partial state financing of academic mobility programs and the introduction of a system of crediting educational programs related to academic mobility on affordable terms;
- 4) the low level of virtual academic mobility, which has been slightly increased by the introduction of distance learning in the process of countering the challenges of the COVID-19 pandemic and the war between Ukraine and the Russian Federation. Virtual academic mobility is an effective tool for providing access to students and international projects and programs; along with this, it eliminates a number of limitations, in particular, regarding the number of participants involved in the educational process, attachment to a certain place and time, as well as regarding simultaneous study in several higher educational institutions;
- 5) the absence of a relationship between the level of education of specialists and their income, which turns the acquisition of higher education into a desire to receive a diploma as a formal confirmation of one's education, which requires an increase in the level of wages, especially for young specialists in order to stimulate them to positive changes.

Solving the issues outlined will make it possible to increase the indicators of academic mobility of students and will allow implementing their opportunities in the conditions of distance learning as effectively as possible.

6. Conclusions

Therefore, the obtained results of the studies conducted on the problematic aspects of ensuring the academic mobility of students in the conditions of distance learning provide grounds for the conclusion that the processes of ensuring international educational integration require the activation of effective academic mobility of students. It has been established that the academic mobility of students significantly depends on the model of the national education system; in particular, the countries of the European Union are more attractive towards the implementation of educational projects than countries of the transitive type, including Ukraine, which establishes international educational cooperation within the framework of academic mobility, mainly with such countries as India, Morocco, Turkmenistan, Azerbaijan, China, Turkey and Egypt. The main problems of academic mobility of students have been identified, which include the low level of awareness of students regarding the possibilities of academic mobility, the lack of motivation to participate in projects and the relationship between the level of education and the income of specialists, and the low level of financial solvency of students. In the conditions of distance learning, the possibilities of academic mobility are significantly strengthened by innovative digital technologies that allow implementing the main principles, functions and tasks of academic mobility in a virtual environment and contribute to the avoidance of such limitations as the number of participants simultaneously participating in the educational process, time and place limitations of educational classes, etc.

7. Bibliographic references

- European Parliament (2022). Russia's war against Ukraine: Ukrainian students in the EU. https://ukraine.europarl.europa.eu/cmsdata/250612/0134_Briefing_Ukrainian_students.pdf
- Gopaul, B., & Pifer, M. (2016). The Conditions of Movement: A Discussion of Academic Mobility between Two Early Career Scholars. *Higher Education Quarterly*, 70(3), 225–245. Available at: <https://doi.org/10.1111/hequ.12092>
- IIE Center for Academic Mobility Research and Impact. (2018). A World on the Move. Trends in Global Student Mobility. Available at: <https://www.iie.org/Research-and-Insights/Publications/A-World-on-the-Move>
- Kercher, J. (2021). International Student Mobility in the wake of COVID-19. The Global Window on Higher Education. Available at: <https://www.universityworldnews.com/post.php?story=20211122121828241>
- Kim, T. (2017). Academic mobility, transnational identity capital and stratification under conditions of academic capitalism. *Higher Education*, 73, 981–997. Available at: <https://doi.org/10.1007/s10734-017-0118-0>
- Koris, R., Mato-Diaz, F. J., & Hernández-Nanclares, N. (2021). From real to virtual mobility: Erasmus students' transition to online learning amid the COVID-19 crisis. *European Educational Research Journal*, 6. Available at: <https://doi.org/10.1177/14749041211021247>

- Kovbatiuk, M., & Shevchuk, V. (2020). Academic Mobility of Students under the Conditions of Development of Educational Integration. *Herald UNU International Economic Relations and World Economy*, 30. Available at: DOI: <https://doi.org/10.32782/2413-9971/2020-30-17>
- Liu, D., Che, S., & Zhu, W. (2022). Visualizing the Knowledge Domain of Academic Mobility Research from 2010 to 2020: A Bibliometric Analysis Using Cite Space. *SAGE Open*. Available at: <https://journals.sagepub.com/doi/10.1177/21582440211068510>
- Liu, S., Liang, W., Onuma, M., & Rithkerd, T. (2022). A study of the academic challenges faced by the Western students in Chinese universities. *International Journal of Educational Development*, 90. Available at: <https://doi.org/10.1016/j.ijedudev.2022.102557>
- Ministry of Education and Science of Ukraine (2021) Foreign students in Ukraine. Ukrainian State Center of International Education. Available at: <https://studyinukraine.gov.ua/zhittya-v-ukraini/inozemni-studenti-v-ukraini/>
- National Office Erasmus (2021). Overview of New Opportunities within EU-Funded Programme Erasmus+ 2021–2027. Available at: https://erasmusplus.org.ua/wp-content/uploads/2022/08/ukraine-under-erasmus_december_1_1_2021.pdf
- National Office Erasmus+UA (2021) Participation of Ukrainian organizations in the EU-Funded Programme Erasmus+ 2014–2020. Available at: https://erasmusplus.org.ua/wp-content/uploads/2019/10/Ukraine%20under%20Erasmus_June_17_2021.pdf
- Pedersen, T. D. (2021). Mobilising international student Mobility: Exploring policy enactments in teacher education in Norway. *European Journal of Education Research, Development and Policy*, 56(2), 292–306. Available at: <https://doi.org/10.1111/ejed.12451>
- Savitska, V., & Livitska, N. (2022). Academic Mobility of Students in the Conditions of Digitalization of Higher Education. Adam Marszałek Publishing House [Wydawnictwo Adam Marszałek]. Available at: https://www.academia.edu/75746088/ACADEMIC_MOBILITY_OF_STUDENTS_IN_THE_CONDITIONS_OF_DIGITALIZATION_OF_HIGHER_EDUCATION
- Shvydun, L. (2021). Educational mobility in the conditions of the pandemic. *Multiversum Philosophical almanac*, 1(173), 155–173. Available at: DOI: <https://doi.org/10.35423/2078-8142.2021.1.1.11>
- Silva, M., Arruda, M., Zwierewicz, M., Stefenon, S., Ferreira, F., Klaar, A., & Yamaguchi, C. (2020). The Mobility of Professors in Performing Distance Education Activities. *International Journal for Innovation Education and Research*, 8(4), 514–526. Available at: https://www.academia.edu/es/45194773/The_Mobility_of_Professors_in_Performing_Distance_Education_Activities
- Stoicheva, M. (2022). Academic Cooperation and Mobility: in the Context of the COVID-19 Pandemic. “Az-buki” Newspaper, 94(3), 25–33. Available at: <https://doi.org/10.53656/ped2022-3s.02>

- Van der Wende, M. (2015). Internstional Academic Mobility: Towards a Concentration of the Minds in Europe. *European Review*, 23(S1), 70–88. Available at: DOI: 10.1017/S1062798714000799
- Vovchuk, L. V., Petrun, M. F., & Popadych, O. O. (2021). Distance learning of students as a condition for their academic mobility in the European educational space. *Multidisciplinary Research: Perspectives, Problems and Patterns [Multidisziplinäre Forschung: Perspektiven, Probleme und Muster]*, 3, 36–37. Available at: DOI: 10.36074/logos-26.11.2021.v3.09
- World Migration Report (2022). International Organization for Migration. Available at: <https://publications.iom.int/books/world-migration-report-2022>
- Yildirim, S., Bostanci, S. H., Yildirim, D., & Erdogan, F. (2021). Rethinking mobility of international university students during COVID-19 pandemic. *Higher Education Evaluation and Development*, 15(2), 98–113. Available at: DOI: 10.1108/HEED-01-2021-0014

Innovative digital technologies in the pr-management specialists training for public administration bodies on the blended learning

Tecnologías digitales innovadoras en la formación de especialistas de gestión de relaciones públicas para organismos de la administración pública en el aprendizaje combinado

Tetiana Mamatova

tatyana.mamatova@gmail.com

<https://orcid.org/0000-0003-1844-5377>

Doctor of Sciences in Public Administration, Professor, Department of Public Administration and Local Self-Government, Education and Research Institute of Public Administration, Dnipro University of Technology, Dnipro, Ukraine.

Iryna Chykarenko

irina_chikarenko@ukr.net

<https://orcid.org/0000-0001-7381-7773>

Doctor of sciences in Public Administration, Professor, Department of Public Administration and Local Self-Government, Educational and Scientific Institute of Public Administration, Dnipro University of Technology, Dnipro, Ukraine.

Oleksii Chykarenko

chikarenko@ukr.net

<https://orcid.org/0000-0003-1464-378X>

PhD in Public Administration, Associate professor, Department of Journalism, Management Faculty, University of Customs and Finance, Dnipro, Ukraine.

Tetiana Kravtsova

t.kravtsova2019@gmail.com

<https://orcid.org/0000-0002-5138-3799>

Candidate of Technical Sciences, Associate Professor, Department of Public Administration and Local Self-Government, Education and Research Institute of Public Administration, Dnipro University of Technology, Dnipro, Ukraine.

Oleg Kravtsov

olkravtsov2020@gmail.com

<https://orcid.org/0000-0002-8027-1796>

Candidate of Chemical Sciences, Associate Professor, Department of Public Administration and Local Self-Government, Education and Research Institute of Public Administration, Dnipro University of Technology, Dnipro, Ukraine.

Recibido: 12/05/22

Aceptado: 20/08/22

Abstract

Objective. The paper examined the information digital technologies effectiveness in the PR-management specialists training for public administration bodies on the blended learning

model. The research methodology is based on a mixed-methods approach and a combination of qualitative and quantitative design to fully cover the use of digital technology in the training of professionals under martial law. Results. It has been demonstrated that through a combination of different digital technologies in the higher education institutions of Ukraine, depending on the stage of training and type of lesson, a flexible inclusive approach was used, making provision for the creation of common standards for teaching through digital technology. Innovative digital technologies were used depending on the stage of the educational process (communication and interaction; conducting lectures and seminars; transferring learning materials and exchanging them; digital content development; knowledge evaluation and academic performance rating). As the higher education institutions of Ukraine significantly improved the asynchronous learning models, the preparation level of both educators and students for the complete transition to asynchronous learning given the war was markedly higher. It is deemed that the flexible self-study model during the war ensures the general competencies development, however students have not mastered a sufficient level of professional practical competencies.

Keywords: digital technologies of higher education institutions, professionals training under crisis conditions, PR-management expert training, public administration.

Resumen

Objetivo. El documento examinó la eficacia de las tecnologías digitales de la información en la formación de especialistas en gestión de relaciones públicas para los órganos de la administración pública en el modelo de aprendizaje combinado asíncrono bajo la ley marcial. La metodología de investigación se basa en un enfoque de métodos mixtos y una combinación de diseño cualitativo y cuantitativo para cubrir completamente el uso de la tecnología digital en la formación de profesionales bajo la ley marcial. Resultados. Se ha demostrado que a través de una combinación de diferentes tecnologías digitales en las instituciones de educación superior de Ucrania, según la etapa de formación y el tipo de lección, se utilizó un enfoque inclusivo flexible, previendo la creación de estándares comunes para la enseñanza a través de medios digitales. tecnología. El modelo de aprendizaje asíncrono ha hecho posible que profesores y alumnos elijan el momento, el lugar de interacción y los métodos de aprendizaje. Se utilizaron tecnologías digitales innovadoras según la etapa del proceso educativo (comunicación e interacción; realización de conferencias y seminarios; transferencia e intercambio de materiales de aprendizaje; desarrollo de contenidos digitales; evaluación de conocimientos y calificación del rendimiento académico). A medida que las instituciones de educación superior de Ucrania mejoraron significativamente los modelos de aprendizaje asíncrono durante la pandemia, el nivel de preparación tanto de los educadores como de los estudiantes para la transición completa al aprendizaje asíncrono dada la guerra fue notablemente mayor. Se considera que el modelo de autoaprendizaje flexible durante la guerra asegura el desarrollo de competencias generales, sin embargo los estudiantes no han dominado un nivel suficiente de competencias prácticas profesionales. Por lo tanto, es necesario encontrar formas de desarrollar competencias profesionales en medio de la crisis y, por lo tanto, la selección de tecnologías digitales innovadoras y efectivas que contribuyan a la formación de habilidades prácticas de

los especialistas en gestión de relaciones públicas para los organismos de la administración pública.

Palabras clave: tecnologías digitales de instituciones de educación superior, formación de profesionales en condiciones de crisis, formación de expertos en gestión de relaciones públicas, administración pública.

1. Introduction

Under modern conditions, the training of PR- management experts for public administration bodies is carried out on the basis of the latest approaches, methods and tools. Innovative digital learning technologies are one of the training tools used by educators, which provides the possibility for the organization of asynchronous hybrid learning model, especially relevant during the period of martial law. Asynchronous learning style involves the use of different digital technologies for interaction between educators and students, learning strategies are based on a combination of digital technologies. Innovative strategies include solving the problem of effective communication, interaction, interactivity, and students' active involvement in the educational process. During the pandemic, the use of digital tools in the educational process increased considerably, and blended learning models were improved by integrating innovative digital tools (Goudeau et al., 2021). Therefore, Flexible and Inclusive Teaching models are emerging and evolving. Different technologies are combined here to deliver classes. These new strategies include learning scheduling based on hybrid, virtual, personalized courses developed by management.

The aim of the article was to assess the efficiency of information digital technologies in training PR-management experts for public administration bodies on the asynchronous blended learning model under martial law.

2. Literature review

Innovative Digital Technology in the Training of Public Administration Professionals

The effects, benefits, and results of using digital technology in the training of professionals are actively discussed in the literature. Through the review of theoretical and empirical research, the main digital tools used in teaching activities were classified and highlighted:

- 1) digital technologies of information presentation;
- 2) digital technologies of educational process management, including communication, student involvement in debate, discussion, teamwork, assessment, monitoring and knowledge checks;
- 3) digital technologies of teachers' technical support; 4) digital technologies.

Innovative digital technologies also provide centralized technical support for faculty using a suite of digital tools during lectures, seminars, discussions, and student group

collaboration (Bao, 2020). ICTs facilitate the integration of active learning strategies, in particular, the active use of learning platforms, online services (Student response systems' (SRS), social media, video conferencing technologies. The common technologies used by educators include a website based on the most widely applied learning management system (LMS) (Google Class and Edmodo), while video conferencing is the second most powerful and frequent tool (Zoom and Skype).

These digital media contribute to the implementation of active learning strategies. The effectiveness of digital technologies is to increase students' motivation, interactivity, and engagement, contributes to the productivity of this performance through the ability to tailor courses to students' interests (Kopcha et al., 2016; Subhash & Cudney, 2018).

The introduction of technology affects the teaching strategy. Depending on the type of digital tool and its use in a particular learning context, it corresponds to the current and strategic learning activities and actions of the educator. For instance, the use of presenting information technologies will indicate a digital content oriented learning strategy and the transfer of knowledge from an educator to a pupil, a student. The use of technology to engage pupils and students in debate, discussion, teamwork, for knowledge checks means implementing student-centered knowledge generation strategies (individual centered strategies and conclusion formation) (Kirkwood & Price, 2013). Therefore, it is important for educators to perceive the use of technology as a part of student-centered learning to obtain better learning results (Kim et al., 2013).

Asynchronous blended learning model

The asynchronous blended learning model is one of the hybrid learning models that flourished in the 2000s (Graham, 2009; Graham, 2013). Blended learning includes any combination of methods, including common educational practices of face-to-face instruction with asynchronous or synchronous learning styles using technology (Zhang et al, 2021). Synonymous with blended learning is hybrid learning using digital technologies (Dang et al., 2016). Digital technology is used as a strategic tool to ensure unrestricted access to learning materials and improve student performance.

With the onset of the pandemic, innovative digital technologies have made asynchronous learning styles one of the predominant styles in different higher education institutions, contributing to institutional transformation. Despite trends in the growing role of various blended learning models, higher education institutions still need to improve concepts, theories, and practices in this context (Graham, 2018).

Hybrid learning involves a combination of face-to-face (traditional teaching) and digital learning formats, a convergence of two archetypal environments of learning activities: traditional face-to-face (F2F) and technology-mediated environments (Graham, 2009). Blended learning also involves a combination of various methods, pedagogical approaches, and technologies (Smith & Hill, 2019; Hrastinski, 2019). Blended learning

models are a form of distance learning, in particular the following types of the latter have been identified in the literature (Tirziu & Vrabie, 2015; Thai, De Wever & Valcke, 2017; Asarta & Schmidt, 2020; Ożadowicz, 2020). Among the latter there are conservative traditional face to face courses (f2f), supplemented with digital technologies and tools for knowledge transfer and assessment (Power Point or Prezi presentations, online tests, quizzes). Hybrid (blended) models, combining various types of online learning, offline traditional courses with possible student access to virtual sessions based on learning management systems can also be found there. The asynchronous learning model is a form of hybrid learning, which involves interaction between participants in the educational process based on group and individual activities, an active approach to learning activities. Flipped classroom (FC) is the most innovative blended learning model (BL), which allows students to access learning materials, technical content offline at any time through virtual platforms, exchange through cloud services, online learning management systems (LMS). Traditional lectures in this model are replaced by classroom meetings organized in the form of discussions, brainstorming on problem solving in the presence of the teacher/mentor.

Hrastinski (2019) defines hybrid learning models, which include the asynchronous (flexible) model of content transfer, knowledge through an online environment on an individualized student schedule. Hrastinski (2019) also identifies models such as:

- 1) the community of inquiry framework involves the cognitive, instructional, social presence of researchers as the foundation of learning;
- 2) the rotation model involves alternating teaching methods (online, group or individual projects, classroom-based learning);
- 3) the self study mixed model – in addition to traditional courses students can also take one or more courses by choice;
- 4) the extended virtual model – students can allocate time to participate in courses and distance learning online.

Petronzi & Petronzi (2020) explore innovative blended learning models, distinguishing between synchronous and asynchronous (flexible, autonomous) styles that interact between the main actors of the educational process in higher education institutions. Mentioning 'synchronous', Petronzi & Petronzi (2020) refer to a learning environment in which students are in the same place (Internet, campus) at the same time with access to the same materials. Asynchronous refers to flexible, autonomous learning by students using digital technology.

3. Methodology

The research is based on a qualitative and quantitative assessment (Papastylianou & Alyfantis, 2021) of the effectiveness of using innovative digital technologies in the training of public administration professionals. Qualitative assessment involved the analysis of the educational process of training specialists, their competencies in the higher education institutions of Ukraine that offer educational training programs for specialists in public

administration and management. For the qualitative analysis we have used educational programs in the field of knowledge “Public Administration and Management” and working programs of the training discipline “PR-technologies and communications in public administration” of the leading higher education institutions of Ukraine according to the rating of the Center for International Projects “Euro Education” and international expert group IREG Observatory on Academic and Excellence (the sixteenth academic rating of Ukrainian higher education institutions Top 200 Ukraine 2022) (Ministry of Education and Science of Ukraine, 2022). Content analysis of educational training programs and work programs of academic discipline allowed to form the main competences of specialists. These competences were further included in the quantitative assessment by students to identify the perception of their competencies development level during the period of training under martial law. The content analysis also made it possible to reveal the most common innovative digital technologies used by higher education institutions during martial law and to determine students’ perception of such technologies.

Quantitative assessment of the effectiveness of the use of innovative digital technologies in the training of specialists in public administration is based on the method of structured interviews of selected students for qualitative analysis of higher education institutions training programs. For this purpose, using the Google Form, a questionnaire was formed that included questions on:

- 1) the types of digital information technologies used by higher education institutions for communication and interaction processes, lectures and seminar sessions, transfer of training materials, materials exchange, assessment and knowledge checks;
- 2) students’ perception of their own competencies level acquired in training using the asynchronous blended learning model under martial law. Web questionnaires were sent out to 120 students who participated in the course “PR-technologies and communications in public administration” of the leading higher education institutions of Ukraine”. The survey was conducted in June 2022.

A questionnaire adapted from previous studies (Raven & Park, 2015) was used to conduct the survey. The questionnaire includes characteristics (constructs) of learning technologies to assess their quality and effectiveness. Specifically, the effectiveness of digital technologies depended on the following characteristics:

- 1) students’ prior experience in digital technologies;
- 2) technology characteristics of lectures and seminars held with various types of digital technologies;
- 3) perceived usefulness;
- 4) perceived ease of use of technologies;
- 5) attitudes toward digital technologies as tools for developing competencies under martial law.

Students rated each construct on a scale of 1–5, where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Previous experiences were also rated on a scale of 1–5, where 1 is low, 5 is high.

Table 1.
Characteristics (constructs) of students' performance in using digital technology

Constructs	Measures
Prior Experience	Please evaluate your digital experience before taking the PR Technology and Communications in Public Administration course
Technology Characteristics	The content of the video lectures, seminars is accurate. The content of the video lectures, seminars is accurate. The content of the video lectures and seminars is concise and relevant. The content of the video lectures and seminars is clear
Perceived Usefulness	I believe that the use of video lectures, tutorials, and seminars conducted has improved my performance in the course. I believe that the use of video lectures of learning materials, tutorials and the seminars conducted have improved my performance in the course. I believe that the use of video lectures of study materials and the seminars conducted made it easier to do homework. In general, I find the video lectures, training materials, and seminars conducted useful for my future activities
Perceived Ease of Use	It was easy to access the video lectures and register for the seminar to attend it. It was easy for me to watch the video lectures and materials presented at the seminars. My interactions with the video (e. g., play/pause, forward/backward) were clear and understandable
Attitude	In my opinion the most effective way is to use video lectures, video seminars and teaching materials at the same time. I believe that the course in general contributed to the development of general competencies (communication, search, processing and analysis of information; cooperation in a team and autonomously; use of information and communication technologies) I feel that taking the course in general contributed to the development of professional (vocational) competencies: a) communication with representatives of other professional groups at different levels; b) organizing and conducting communication events that promote public relations (press conferences, presentations, briefings, round tables, etc.); c) the ability to conclude relevant information documents; d) ensuring readability and proper audio perception of prepared PR texts with the help of special professional tools; e) development of image strategies and tactics to create an image of the organization, the person; f) identification and assessment of the image qualities of a person (individual, leader, politician, manager); g) study of the image demands of different population groups; explanation of the image management principles; h) modeling and justifying one's own opinion on the methodology of building an image; i) creating a positive image of the institution, organization, firm, enterprise in the Internet space

Source: designed by the author using the basic characteristics of digital technologies developed in Park et al., (2018).

4. Results

Analysis of educational programs for training specialists in public administration and management

The curricula of Ukrainian higher education institutions provide education, the formation of professional skills of public administration specialists in accordance with the requirements of employers and critical skills needed in future career development. Training is based on a combination of problem-based and student-centered approaches to learning; blended learning technologies; lectures, practical and seminar classes, laboratory work; coursework; field trips to government and local authorities; creative works and assignments in the form of home-tests, calculation assignment and papers; performing case-study, project activities, business games, academic “round tables”.

Training of specialists in PR-management involves the passage of training courses integrated into the educational and professional programs “administrative management” in the field of knowledge, specialty of public administration and management. The study discipline is characterized by the following indicators: the number of credits – 4, the total number of hours. – 120, 2 modules, 20 hours of lectures and 20 hours of seminars. The PR-technologies and communications in public administration course is a separate academic discipline of educational programs for training specialists in public administration. Through the training of this discipline, specialists have to form professional (vocational) competence directly related to PR-management. Among these competences, there is the ability to establish social interaction, cooperation. Furthermore, it is crucial to develop the ability to organize information and analytical support of management processes using information technology and resources (in particular the development of measures to implement electronic government) and the ability to use digital and smart technologies. The last but not least important is the ability to represent public administration bodies in relations with other state bodies, local self-government bodies, public associations, organizations, enterprises, institutions regardless of ownership, and citizens, to establish effective communication with them. Therefore, in the training of public relations management specialists, it is important to cultivate competencies to use digital technology in order to effectively communicate with different stakeholders. After completing the course, students should form general and professional competencies (Table 2), in particular, among the general, the ability of autonomy and teamwork, the use of digital technology are worth noting. Professional competencies are highly specialized and form the skills of the future specialist in PR-management.

The purpose of teaching the discipline of PR-technology is to familiarize students with the history of formation and development of public relations, leading PR-technologies in various activities of modern society; forming their skills and abilities to organize effective public relations institution, enterprise, firm, as well as holding various PR-actions; ensuring their mastery of professional tools PR-textualist.

Under martial law, higher education institutions have predominantly set up flexible blended learning models. The interaction phases during lectures and seminars have been asynchronous due to the different locations of students. For the safety of students, the administration of higher education institutions provided teaching and learning opportunities at any convenient time for most students. Not only seminars, but also lectures were conducted asynchronously: video lectures and seminars were uploaded to the Learning Management System (LMS) Moodle for students to work through independently.

Table 2.

The main abilities (competences) of students after taking the discipline

Ability (competence)	Essence
Common	communicate in the state language both orally and in writing; search, process and analyze information from different sources; identify, set and resolve problems; cooperate in a team and autonomously; use information and communication technologies
Professional (vocational)	communication with representatives of other professional groups of different levels (with experts from other branches of knowledge/types of economic activity); organizing and conducting communication events that promote public relations (press conferences, presentations, briefings, round tables, etc.); ability to conclude relevant information documents: press releases, press bulletins, backgrounds, case histories, fact sheets, editions and other materials for publication in the press, greetings, etc.; ensuring readability and proper audio perception of prepared PR texts with the help of special professional tools; development of image strategies and tactics for creating an image of an organization, person; identification and assessment of the image qualities of a person (individual, leader, politician, manager); study of image requests from different population groups; explanation of image management principles; modeling and justification of one's own opinion on the methodology of building an image; creating a positive style of the institution, organization, company, enterprise in the web space

Source: systematized by the author based on.

The organization process of the lectures included presentation of materials to students through LMS Moodle in the form of presentations, videos, references and resources where learning materials are located. Various digital technologies were used at each stage of the lecture organization. At the presentation stage of lecture materials educators used LMS Moodle and Panopto software, which allows to record a lecture and place it on LMS Moodle. At the discussion stage of lecture materials, Telegram, Viber, Microsoft Teams programs were used, where students could ask questions and discuss homework posted on LMS Moodle for each lecture in real time after processing each lecture. In order to maintain effective communication processes educators were adjusted through programs Telegram, Viber, Microsoft Teams. Moreover, educators were advised to use Canvas templates to develop presentations of lecture materials and digital content.

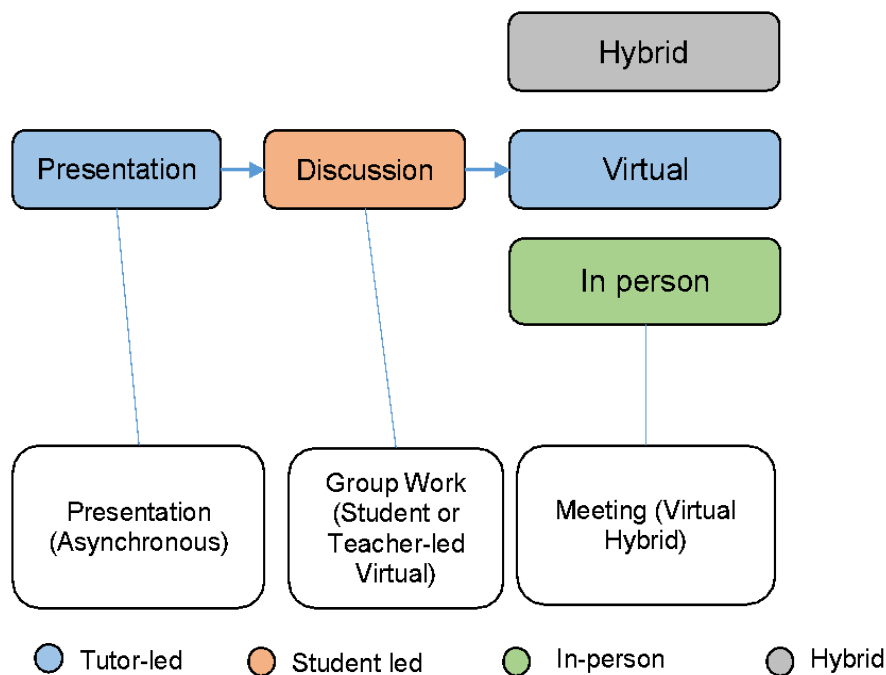


Figure 1. The process of lecture arrangement during martial law
Source: compiled by the author.

In the higher education institutions of Ukraine in general, educators were offered standard digital technology as part of asynchronous blended learning. Technical support for educators was provided using the FIT Canvas resource. The administration of higher education institutions offered educators to use Canvas templates to create presentations, which were perceived by students as the most interactive tools in teaching and learning lecture materials. In this way, the higher education institutions provided a teaching unification. At the same time, by combining different digital technologies depending on the stage of learning and the type of class, a flexible inclusive approach was used, providing for the creation of common teaching standards through the digital technologies used in teaching, supplemented by the ability of educators and students to choose the time, place of interaction, teaching methods.

The process of organizing seminars within the framework of the course is also based on a flexible, inclusive approach, asynchronous learning. For seminars the instructors used Microsoft Teams and Panopto software, which allows students to view video seminars asynchronously and to download them via other digital technologies. Video seminars created through Panopto could be integrated into LMS Moodle. At the stage of the actual seminar in a hybrid or virtual environment, Microsoft Teams program was mainly used; at the stages of discussing the results of seminars, discussions, assigning homework – programs, Telegram, Viber, Microsoft Teams.

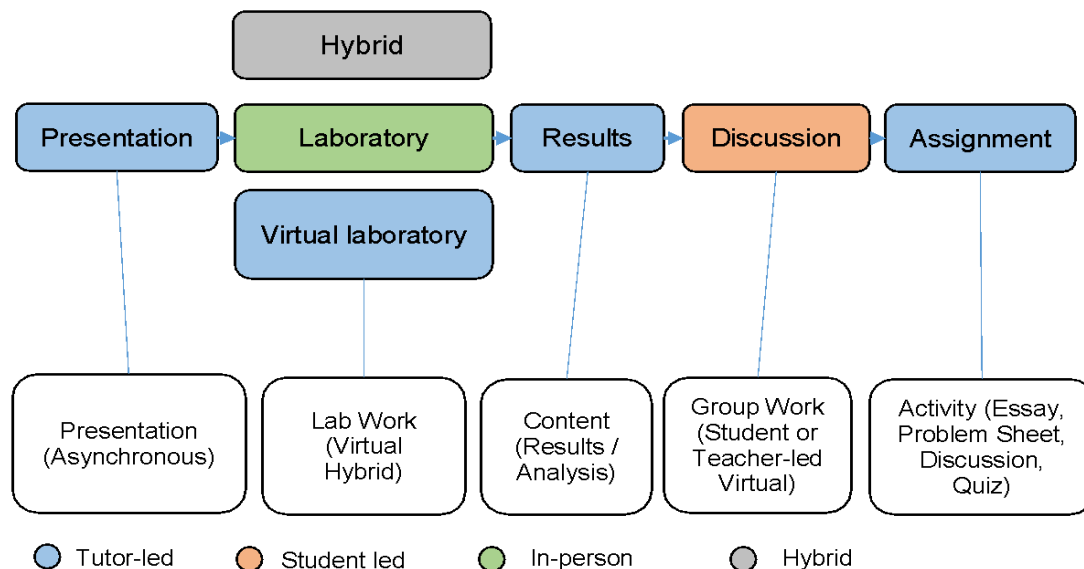


Figure 2. Seminar organizational process according to the asynchronous blended learning model during martial law
 Source: compiled by the author.

The main innovative digital technologies used by teachers in the process of teaching the educational subject:

- 1) for communication and cooperation processes: Telegram, Viber, Microsoft Teams;
- 2) for lectures and seminars: LMS Moodle, Microsoft Teams;
- 3) for the teaching materials transfer, exchange of materials: LMS Moodle, lecture material or seminars video recording with program Panopto, which allows asynchronous viewing of video recorded by the educator during a lecture, seminar and uploaded to the LMS; for the digital content development application Canvas, which contains templates for presentations of materials;
- 4) to assess and check knowledge: LMS Moodle.

As the higher education institutions of Ukraine have improved asynchronous learning models significantly during the pandemic, the preparation level of educators and students for a full transition to asynchronous learning under war conditions has been noticeably improved.

Evaluating the effectiveness of innovative digital technologies in the training of public administration professionals

Students' evaluations of digital technology perception revealed that 8 % used technology to some extent, 50 % used technology frequently in education, and 42 % were regular users of technology (Table 3).

The assessment of technological characteristics of multimedia by students shows that most students agree with the relevance of video lectures and seminars (a score of 4–5 was given by 70 % of students), the accuracy, conciseness, relevance of lecture materials, seminars (a score of 4–5 was given by 65 % of students), the understandability of lectures, seminars (a score of 4–5 was given by 58 % of students).

Table 3.

Distribution of students' responses to digital technology use experience, technology characteristics, perceived usefulness, ease of use, %

Constructs	Measures	Estimation				
		1	2	3	4	5
Prior Experience	Please evaluate your digital experience before taking the PR Technology and Communications in Public Administration course	0 %	0 %	8 %	50 %	42 %
Technology Characteristics	The content of the video lectures, seminars is relevant	0 %	9 %	22 %	38 %	32 %
	The content of the video lectures and seminars is accurate, concise, and relevant	4 %	8 %	23 %	46 %	19 %
	The content of the video lectures and seminars is clear	9 %	12 %	22 %	35 %	23 %
Perceived Usefulness	I believe that the use of video lectures, learning materials and seminars conducted have improved my academic performance in the course	14 %	18 %	24 %	32 %	12 %
	I believe that the use of video lectures of training materials and the seminars conducted have increased my effectiveness in the course	12 %	21 %	30 %	18 %	20 %
	I believe that the use of video lectures of study materials and the seminars conducted made it easier to do homework	9 %	20 %	28 %	19 %	23 %
	In general, I find the video lectures, training materials, and seminars conducted useful for my future activities	8 %	14 %	33 %	27 %	19 %
Perceived Ease of Use	It was easy to access the video lectures and register for the seminar to attend it	2 %	4 %	6 %	21 %	68 %
	It was easy for me to watch the video lectures and materials presented at the seminars	4 %	7 %	18 %	30 %	42 %
	My interactions with the video (e. g., play/pause, forward/backward) were clear and understandable	1 %	3 %	8 %	19 %	69 %

Source: estimated by the author.

Among the respondents 44 % consider that the use of video lectures, learning materials and seminars conducted improved their progress in the course, 32 % disagreed and 24 % were neutral about the statement. 38 % of students believe the use of video lectures, tutorials, and seminars conducted are a tool to enhance their own performance, 33 % disagree with the effectiveness of digital technology, and 30 % are neutral on this statement. 46 % of students surveyed believe that video lectures, learning materials, and conducted seminars are useful for future activities, 22 % disagree, and 33 % are neutral on this statement.

The assessed level of perceived ease of use of video lectures, passing seminars in online learning also varies. 68 % rated a high level of ease of access to videos and seminars. 42 % indicated ease of viewing videos and materials presented during seminars. 69 % indicated a high level of interaction, clarity, and comprehensibility.

Students' attitudes toward lectures, video seminars, and study materials are generally effective (76 % gave a grade of 4–5) (Table 4). At the same time, the attitude towards the acquired competences in the conditions of asynchronous learning during the martial law significantly differs. 9 % of students noted that taking the course did not contribute to the development of general competencies, 15 % assessed the impact of the course on the development of abilities neutrally, while the majority of students noted the effectiveness of the course in the development of general competencies (76 %). The assessment of the development of professional competencies was different, because under martial law it was impossible to conduct practical training activities, in particular activities to communicate with representatives of other professional groups of different levels or to conduct communicative activities that promote public relations. Accordingly, the assessment of the positive impact of the course on practical skills was generally negative. 5 % of students noted that the course in general contributed to the development of competence of communication with representatives of other professional groups of different levels; 8 % of students noted the formation of competence of organizing and conducting communication events; 46 % of students noted the development of the ability to prepare relevant information documents; 43 % noted the formation of the ability to ensure readability and proper audio perception of prepared PR texts with the help of special professional tools; 43 % noted the development of knowledge in the development of image strategies and tactics to create an image of the organization, person; 58 % of students noted that the course helped to develop the ability to study the image requests of different population groups, an explanation of the principles of image management; 68 % developed the ability to model and justify their own opinion on the method of building an image; 58 % increased the ability to create a positive style of the institution, organization, company in the web space.

Table 4.
Students' attitudes toward the effectiveness of different formats of asynchronous learning, competency development during blended learning

Constructs	Measures	Estimation				
		1	2	3	4	5
Attitude	In my opinion the most effective way is to use video lectures, video seminars and teaching materials at the same time	4 %	8 %	13 %	37 %	39 %
	I believe that the course in general contributed to the development of general competencies (communication, search, processing and analysis of information; cooperation in a team and autonomously; use of information and communication technologies)	3 %	6 %	15 %	37 %	39 %
	I feel that taking the course in general contributed to the development of professional (vocational) competencies:					
	a) communication with representatives of other professional groups at different levels;	38 %	30 %	28 %	3 %	2 %
	b) organizing and conducting communication events that promote public relations (press conferences, presentations, briefings, round tables, etc.);	41 %	39 %	13 %	5 %	3 %
	c) the ability to conclude relevant information documents;	8 %	15 %	32 %	36 %	10 %
	d) ensuring readability and proper audio perception of prepared PR texts with the help of special professional tools;	9 %	19 %	29 %	28 %	15 %
	e) development of image strategies and tactics to create an image of the organization, the person;	11 %	20 %	27 %	26 %	17 %
	f) identification and assessment of the image qualities of a person (individual, leader, politician, manager);	5 %	7 %	20 %	35 %	33 %
	g) study of the image demands of different population groups; explanation of the image management principles;	9 %	12 %	22 %	32 %	26 %
	h) modeling and justifying one's own opinion on the methodology of building an image;	8 %	9 %	15 %	30 %	38 %
i) creating a positive image of the institution, organization, firm, enterprise in the Internet space.	10 %	13 %	19 %	30 %	28 %	

Source: estimated by the author.

5. Discussion

This study reveals the effectiveness of innovative digital technologies in the training of public administration and management professionals under martial law. Higher education institutions were forced to create conditions for a complete transition to an asynchronous blended learning model. Given the high level of technology use in higher education institutions during the pandemic, the study found a high level of user experience in the use of technology in training. At the same time, due to martial law, students were deprived of the opportunity to develop practical competencies, in particular communication skills, communication with representatives of other professional groups of different levels or conducting communication activities that promote public relations, most important for PR managers. Therefore, most assessments of skill development were assessed neutrally or negatively by students. Similar findings are also found in De Guzman (2020), where students in the College of Business and Public Administration expressed neutral views of skill development, abilities during instruction. De Guzman (2020) noted a lack of readiness for the synchronous mode of teaching students, requiring the college to find additional ways to teach in the event of an emergency. This study found a high level of user experience and readiness for asynchronous instruction. Harris & Nikitenko (2014) also found a high level of readiness of public administration students for online learning. Harris & Nikitenko (2014) explain the success of asynchronous technology-based learning in an online environment by the Theory of Self-Directed Learning (SDL) and the Theory of Self-Regulated Learning (SRL). This view is also expressed in Umek et al., (2015), "e-learning requires high student self-regulation and independence or their e-learning effectiveness may be low".

To improve the asynchronous learning model under martial law, it is appropriate to (Selvanathan, Hussin & Azazi, 2020): review current programs; establish clear goals and expected program outcomes; identify training methods and activities that can be organized online to develop practical competencies for PR managers; determine organization and presentation of activities, identify training material for each activity; select appropriate assessment models; identify skills and other requirements for access and establish requirements related to resources and infrastructure.

6. Conclusion

Through a combination of different digital technologies, a flexible, inclusive approach was used in higher education institutions of Ukraine, depending on the stage of learning and the type of class, providing for the creation of common standards of teaching through digital technologies. The asynchronous learning model provided the opportunity for teachers and students to choose the time, place of interaction, and teaching methods. Innovative digital technologies were used depending on the stage of the learning process (communication and interaction; conducting lectures and seminars; transfer of learning materials, exchange of materials; development of digital content; assessment and control of knowledge). Since the Ukrainian higher education institutions have improved asynchronous learning models remarkably during the pandemic, the preparedness level

of educators and students for the full transition to asynchronous learning under martial law was significantly higher.

It was stated that during the war the flexible self-study model provided the development of general competencies, however students have not mastered a sufficient level of professional practical competencies. Thus, there is an urge to search for ways to develop professional competencies in a crisis, and therefore the selection of effective innovative digital technologies that will contribute to the formation of practical abilities of specialists in PR-management for public administration bodies.

7. Bibliographic references

- Asarta, C. J., & Schmidt, J. R. (2020). The effects of online and blended experience on outcomes in a blended learning environment. *The Internet and Higher Education*, 44, 100708.
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking Higher education institution. *Human Behavior and Emerging Technologies*, 2(2), 113–115.
- Dang, Y. M., Zhang, Y. G., Ravindran, S., & Osmonbekov, T. (2016). Examining student satisfaction and gender differences in technology-supported, blended learning. *Journal of Information Systems Education*, 27(2), 119.
- De Guzman, M. J. J. (2020). Business administration students' skills and capability on synchronous and asynchronous alternative delivery of learning. *Asian Journal of Multidisciplinary Studies*, 3(1), 28–34.
- Goudeau, S., Sanrey, C., Stanczak, A., Manstead, A., & Darnon, C. (2021). Why lockdown and distance learning during the COVID-19 pandemic are likely to increase the social class achievement gap. *Nature Human Behaviour*, 5(10), 1273-1281.
- Graham, C. R. (2009). Blended learning models. In *Encyclopedia of Information Science and Technology*. Second Edition (pp. 375–382). IGI Global.
- Graham, C. R. (2013). Emerging practice and research in blended learning. In *Handbook of distance education* (pp. 351–368). Routledge.
- Graham, C. R. (2018). Current research in blended learning. *Handbook of distance education*, 173–188. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315296135-15/current-research-blended-learning-charles-graham>
- Harris, R. A., & Nikitenko, G. O. (2014). Comparing online with brick and mortar course learning outcomes: An analysis of quantitative methods curriculum in public administration. *Teaching Public Administration*, 32(1), 95–107.
- Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends*, 63 (5), 564–569.
- Kim, C., Kim, M. K., Lee, C., Spector, J. M., & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and teacher education*, 29, 76–85.

- Kirkwood, A., & Price, L. (2013). Examining some assumptions and limitations of research on the effects of emerging technologies for teaching and learning in higher education. *British Journal of Educational Technology*, 44(4), 536–543.
- Kopcha, T. J., Ding, L., Neumann, K. L., & Choi, I. (2016). Teaching technology integration to k-12 educators: A ‘Gamified’ approach. *TechTrends*, 60(1), 62–69.
- Ministry of Education and Science of Ukraine (2022). The sixteenth academic rating of the Higher Education Institutions of Ukraine. Retrived from: <https://mon.gov.ua/ua/news/oprilyudneno-shistnadcyatij-akademichnij-rejting-zvo-ukrayini>
- Ożadowicz, A. (2020). Modified blended learning in engineering higher education during the COVID-19 lockdown – Building automation courses case study. *Education Sciences*, 10(10), 292.
- Papastyliaou, A., & Alyfantis, G. (2021, April). The distance education process in the National School of Public Administration and Local Government (ESDDA): a necessity or an opportunity to modernise learning? In 2021 IEEE Global Engineering Education Conference (EDUCON) (pp. 880–884). IEEE.
- Park, J. Y., Byun, C. G., Sung, C. S., & Choi, D. S. (2018). A study on the effectiveness of entrepreneurship education programs in higher education institutions: A case study of Korean graduate programs. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(3), 26.
- Petronzi, R., & Petronzi, D. (2020). The Online and Campus (OaC) Model as a Sustainable Blended Approach to Teaching and Learning in Higher Education: A Response to COVID-19. *Journal of Pedagogical Research*, 4(4), 498–507.
- Selvanathan, M., Hussin, N. A. M., & Azazi, N. A. N. (2020). Students learning experiences during COVID-19: Work from home period in Malaysian Higher Learning Institutions. *Teaching Public Administration*, 0144739420977900.
- Smith, K., & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research. *Higher Education Research & Development*, 38(2), 383–397.
- Subhash, S., & Cudney, E. A. (2018). Gamified learning in higher education: A systematic review of the literature. *Computers in human behavior*, 87, 192–206.
- Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and guiding questions with feedback. *Computers & Education*, 107, 113–126.
- Tirziu, A. M., & Vrabie, C. (2015). Education 2.0: E-learning methods. *Procedia-Social and Behavioral Sciences*, 186, 376–380.
- Raven, A., & Park, C. W. (2015). Information quality as a determinant of task-technology fit in using communication technology for simple task. *Issues in Information Systems*, 16(1).
- Umek, L., Keržic, D., Tomaževic, N., & Aristovnik, A. (2015). Moodle E-Learning System and Students’ Performance in Higher Education: The Case of Public Administration Programmes. *International Association for Development of the Information Society*.
- Zhang, Z., Li, Z., Han, M., Su, Z., Li, W., & Pan, Z. (2021). An augmented reality-based multimedia environment for experimental education. *Multimedia Tools and Applications*, 80(1), 575–590.

Using of the language factor in modern conflicts of various levels

Uso del factor lenguaje en conflictos modernos de varios niveles

Tetiana Vydaichuk

t.vydaichuk@kubg.edu.ua

<https://orcid.org/0000-0001-7290-0006>

PhD in Linguistics, Associate Professor, Docent, Department of Ukrainian Language, Institute of Philology, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Natalia Rusachenko

n.rusachenko@kubg.edu.ua

<https://orcid.org/0000-0002-0354-2900>

PhD in Linguistics, Associate Professor, Docent, Department of Ukrainian Language, Institute of Philology, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Nataliia Lakhno

n.lakhno@kubg.edu.ua

<https://orcid.org/0000-0002-5741-463X>

PhD in Linguistics, Associate Professor, Docent, Department of Ukrainian Language, Institute of Philology, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Hanna Moskalchuk

h.moskalchuk@kubg.edu.ua

<https://orcid.org/0000-0002-6806-4954>

Methodist, Educational and Methodological Center of Accreditation and Licensing Borys Grinchenko Kyiv University, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Tetiana Nesterenko

tetiananesterenko1207@gmail.com

<https://orcid.org/0000-0001-8987-4350>

Candidate of Philological Sciences. Associate Professor, Department of Ukrainian Philology and Journalism, Faculty of Ukrainian Philology, Foreign Languages and Social Communications, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Kropyvnytskyi, Ukraine.

Recibido: 19/05/22

Aceptado: 23/08/22

Abstract

Language is the basis of a nation's cultural identity. The language is formed over the years, absorbing traditions, national identity, reflecting the peculiarities of everyday life, culture, crafts, traditions, and religion. The history of the people is clearly reflected in linguistic features. As a result of geopolitical processes, some languages of the world become more widespread or are considered languages of international communication, such as English, while other languages die out, turning into languages that are almost not used, and their use among peoples is artificially supported thanks to special cultural

programs. The article analyzes the real causes of conflicts based on the use of language and analyzes the current geopolitical situation. To confirm the hypotheses put forward in the article, the results of the conducted sociological survey and its interpretation with the projection of the results for the formation of geopolitical development trends based on the use of language issues in geopolitical positioning are given.

Keywords: national self-identity, language issue, geopolitical situation, language conflicts, international development, causes of national.

Resumen

El idioma es la base de la identidad cultural de una nación. El idioma se forma a lo largo de los años, absorbiendo tradiciones, identidad nacional, reflejando las peculiaridades de la vida cotidiana, la cultura, la artesanía, las tradiciones y la religión. La historia del pueblo se refleja claramente en los rasgos lingüísticos. Como resultado de procesos geopolíticos, algunas lenguas del mundo se generalizan o son consideradas lenguas de comunicación internacional, como el inglés, mientras que otras lenguas se extinguen, convirtiéndose en lenguas que casi no se utilizan, y se apoya artificialmente su uso entre los pueblos. gracias a programas culturales especiales. El artículo analiza las causas reales de los conflictos basados en el uso del lenguaje y analiza la situación geopolítica actual. Para confirmar las hipótesis planteadas en el artículo, se entregan los resultados de la encuesta sociológica realizada y su interpretación con la proyección de los resultados para la formación de tendencias de desarrollo geopolítico a partir del uso de las cuestiones del lenguaje en el posicionamiento geopolítico.

Palabras clave: autoidentidad nacional, problema lingüístico, situación geopolítica, conflictos lingüísticos, desarrollo internacional, causas de lo nacional.

1. Introduction

The formation of national self-awareness and identity takes place, firstly, using language, its study, use in everyday life, positioning in the world. Therefore, the territories that were under the rule of other nationalities during different historical periods are faced with the problem of preserving or restoring the wide use of the language that dominated this territory historically. States that have a certain influence on these territories (satellite states, former colonial states, states that have economic dependence, states that have gained independence and are only forming the foundations of their own statehood, etc.) try to maintain their geopolitical influence, including by seeking mechanisms of minimizing the processes of historical language development in these territories. The question of the impact on the language development of various historical periods, which contributed to the formation of the modern language ecosystem in the world, is relevant. Statistics are interesting, if we turn to the question of the most used language in the world by the number of native speakers, then among the main languages will be Chinese (1,296,461,000 people), Spanish (460,000,000 people), English (379 000,000 people), Hindi (341,000,000 people), Arabic (313,177,600). At the same time, the analysis of the

most widespread languages by the number of countries in which the language is considered native is a little different. In particular, English is the language of international communication, despite the fact that the area of the continent where this language originated is only 130 thousand square kilometers, English is spoken in 137 countries of the world. Arabic is spoken in 59 countries, French in 54 countries (although this language is not even among the TOP-5 languages used by most people on the planet). Therefore, these statistical data make it possible to determine the influence of language on geopolitical processes, and the formation of political, cultural, economic, and social dependence of states on the state whose language is the basic language in the country. At the same time, it is worth noting that such systems were formed in different historical periods, under the influence of different historical factors. Most of the language systems formed in the territories of those countries where the language is not native to people were formed by imposing this language, through military and civil conflicts, political influences, the conquest of territories, etc. So, the article determines the interdependence of the factors of language development and the formation of conflicts because of the language issue in different territories in different historical periods.

2. The purpose of the article

Therefore, the purpose of the article is to find the interrelationships of language issues in the origin and development of conflicts at different levels. In accordance with the goal of the research set in the article, the following tasks were completed:

- a retrospective analysis of language issues was carried out by analyzing outstanding historical events and their impact on the spread of the language at the global level,
- the conflicts that started on the basis of the resolution of the language issue were defined and analyzed,
- a sociological survey was conducted and its results were summarized, with the subsequent projection of the results on a modern map of military conflicts in the world,
- the search for ways to overcome crisis situations and conflicts that started due to the language issue was carried out.

3. Literature review

The beginning of the development of civilizations is usually equated with the development of speech and language. Initially, life in a collective, which was determined by the need for joint hunting and protection of one's territory, determined the requirement for the ability to exchange information - to create systems of sounds, and later symbols, understandable to a certain community, for the purpose of transmitting the information. The expansion and development of information transmission systems gradually led to the appearance of language and speech in humans (Green, and Scott (2011)). Historians associate the new civilized period of human development with the emergence of the communications system. The formation of the skill of speaking dates back to approximately 2.5 million years ago, during the period of Homo habilis. People of this

period did not yet have a language, but could produce a system of sounds that differed from each other, accordingly, their fellow tribesmen could understand the need that caused the appearance of a particular sound in another representative of the tribe (Park (2007)). With the development of different parts of the brain, researchers separately highlighted the development of Broca's area, which is responsible for the language area (Šubrt (2019)).

Therefore, the formation of the first civilizational formations is associated both with the processes of uniting people into groups to lead a common life, and with the emergence of speech, which helped representatives of the same group to communicate with each other, and also ensured their self-identification - the understanding of belonging to one or another group.

Changes in climatic conditions, the need to unite for protection not only from wild animals, but also from neighboring tribes who fought for access to better lands with drinking water and territories for hunting, determined the need to form not just groups, but to create these groups a certain hierarchy. The transition from a nomadic to a settled way of life determined new requirements for establishing a household, and an increase in the number of members of one group also determined the need for further development of the broadcasting system (Šubrt (2019)).

With the development of settled land use, certain social relations began to appear, which can be characterized as the seeds of the modern system of statehood. The first civilizations formed on the territory of Africa and Asia formed the seeds of statehood, and the basis of self-identification, the formation of people belonging to one state, even to one civilization, was language itself (Brokalaki, and Patsiaouras (2022)). The first written references to the way of life, life activities, culture, and traditions of ancient peoples, which were able to be preserved only thanks to the appearance of language and speech in the state, and later writing, have reached our times. Communications and writing helped form the mechanisms of state administration: records of historical events, orders, keeping records of household items, conducting trade transactions - all these processes became possible only when people learned to speak and, having developed a separate system of signs, to write. Language has become not only an element of identification of a person to a certain tribe, but also a means of developing household and economic relations. Therefore, the analysis of the first civilizations made it possible to determine the functions that language performed in ancient civilizations:

- self-identification, formation of belonging to a certain hierarchical group,
- running a household, trading operations,
- a way of passing down traditions from generation to generation.

With the development of shipping and the formation of a system of settlements of representatives of the same states in different territories, the movement of culture, peculiarities of life, traditions and languages across the territories that were mastered began. For example, during the Hellenistic period, the Greeks built their colonies

settlements on the territories of Southern Italy, Sicily, the coast of the Black and Azov seas, and near the southern coast of Asia Minor. The sociopolitical, economic, and cultural influences of the ancient Hellenes spread to these territories. Although over the years, most of the Greeks who settled in these territories were assimilated by those peoples who came to conquer these territories after the construction of city-polices there, local settlements of Greeks, their culture, traditions, and language continue to develop in the system of local diasporas (Kavoura, and Bitsani (2013), Ellis-Barrett (2017)).

If the Hellenistic period is characterized by the creation of new settlements, then the period of the antiquity of the Ancient Roman Empire was already characterized by the imposition of laws, rules, norms of life, lifestyle, traditions, culture, and language on those peoples who were conquered during the creation of the empire.

With the collapse of the Great Roman Empire and the beginning of the Age of Great Geographical Discoveries, the states of medieval Europe also began to spread their signs of self-identity to other countries: those they fought with or those they turned into colonies. The era of the great Christian campaigns determined the confrontation between the two faiths, Christian and Muslim (Salifu Mahama (2012)). In essence, the wars that lasted for a long period were very bloody and characterized by intolerance of people of one religion to people of another religion, in fact, they were caused only by the struggle for material resources and power over these resources (Sirin (2012), Maney (2005)). The ideological basis of these conflicts was intended only to justify to society the reason for their appearance because the material goods won during these wars went only to a small pro-government group, and the mass population had to understand that the struggle was waged precisely on an ideological basis (Uluğ and Cohrs (2017)).

Since the beginning of the colonial period, most of the participants of the conquering expeditions were nevertheless focused on the search for precious metals, minerals, and other resources that were expensive in the homeland and could provide a person with a safe existence. The ideological basis of these processes was no longer so fundamental, the conquistadors mastered new lands with the aim of forming settlements, recruiting slaves, and enriching themselves. The most prosperous lands of South America and Africa were conquered, and the population lost its identity, language, religion, and lifestyle and the system of state formation was imposed (Garcelon (2014), Odugu (2020)).

An important stage of social transformation was also the industrial revolution, which caused revolutionary currents in England, France, and other European countries, and the First World War caused the collapse of those empires that did not accept the changes of innovative development Austro-Hungarian Empire and the Russian Empire. The latter, both during the tsarist period and during the period of the Bolshevik regime, imposed its rules on the occupied territories and carried out violent Russification of the peoples who traditionally lived in these territories. With the annexation of new territories, either representatives of local clans loyal to the imperial authorities or directly imperial governors came to power, whose activities were aimed at destroying national self-identification,

including the destruction of the language, translation of books, textbooks, training, information sources into the Russian language, bans and suppression of the language of the peoples who lived in the occupied territory (Ismail (2014), Elliott (1986)). With the collapse of the Soviet Union, the issue of national self-identification of the independent states that regained their independence because of the collapse gained great relevance. Accordingly, the part of the population that was Russified or the Russian population that was resettled for the assimilation of territories, with the help of propaganda and information warfare, is used for the purpose of carrying out social transformations and provoking civil or military conflicts (Odugu (2020)). The results of the analysis were grouped and presented as an author's development - a retrospective matrix of causal relationships of the transformation of the language issue in the context of social challenges.

4. Methodology

The research is based on the analysis of the world's leading experience in solving language issues to prevent possible social and political conflicts. In order to provide a comprehensive analysis, the authors turned to the retrospective of the issue, using the methods of literary analysis of scientific periodicals, modern sources of information, where the analysis of cause and effect relationships of language issues, its development and conflicts between different countries, as well as civil conflicts is carried out. Conducting a retrospective analysis made it possible to make a projection of the influence of various states on the formation of the social system, including the language issue, which was drawn on the world map with the indication of historical periods and the results of certain historical processes. Projection and further analysis of trends by forecasting the development of events through the formation of a system of influencing factors on language development and geopolitical positioning made it possible to determine modern centers of possible conflicts. By conducting a sociological survey, analyzing its data, and confirming the reliability of the results by using correlation-regression analysis of the obtained results, the hypothesis of the influence of the language issue on global and local conflicts was put forward. As a result of the conducted research, recommendations were provided on the possibilities of avoiding language-based conflicts by implementing best practices of tolerance and tolerance as an element of sustainable development.

5. Results

Conducting a retrospective analysis of the development of historical processes, their impact on transformations in society and the role of language in these processes made it possible to develop a matrix of causal relationships of the transformation of the language issue in the conditions of social challenges - Table 1.

Table 1.

The matrix of cause-and-effect relationships of the transformation of the language issue in the conditions of social challenges.

Historical period	Causes of social transformations	Consequences of social transformations	The role of language in social transformations	A change in the spread of the language to other countries
Development of the first civilizations	Change in forms and methods of work, leading a household, transition to a sedentary lifestyle	The formation of the first state formations, the first self-identification of the population by belonging to certain social and public groups	Language became the basis of the hierarchical structure of the first civilizations, allowed people to self-identify in a certain group	The appearance of the first languages, alphabets, writing systems, etc. Formation of the first families of languages
Age of Hellenism	The development of shipping led to the formation of cities-settlements on the territory of the coast, which bordered the state of the Hellenes	The formation of social systems like the systems of the Ancient Greeks, which allowed territories to develop based on the best developments in the philosophical and social sciences	Exchange of scientific and philosophical knowledge, cultural exchange, formation of the foundations of Hellenistic state formation, development of the first cities-settlements through the spread of language, culture, and social development	The spread of the language in the territory where new settlements were formed
The era of the Great Roman Empire	Conquest of new territories for the purpose of enrichment and expansion of power	The formation of a powerful empire, the individual territories of which preserved their own self-identification: the language of tradition, everyday life	Language was not a problematic aspect of the formation of the empire, because the territories were subordinated primarily to the imperial authority, and national self-identification was not a priority of the conquerors	Language mixing through the first ever powerful globalization movement within a single empire
Colonial period	The Age of Great Geographical Discoveries and the superiority of numerous countries in technological development allowed the start of colonial wars of conquest on the American, African, and Asian continents	The colonizers destroyed the social order of the colonial territories, including social processes, religion, and language.	Language became a tool for the destruction of national self-identification and an opportunity to communicate with enslaved peoples without obstacles	The spread of Spanish, Portuguese, English, and French languages to the colonial countries of Africa, Asia, and America
The collapse of the empires of Central	Due to the obsolescence of	The collapse of the empires led to a	The restoration of national self-	An attempt to develop the national

and Europe	Eastern	socio-political and socio-economic processes, which were caused by the inhibition of the processes of technological development due to obstacles from the ruling elites, the collapse of empires and their reformation took place	partial recovery of the national self-identification of the peoples that were part of them	identification manifested itself in the spread of the language of those peoples who were under the influence of the empire	languages of the peoples that were part of the empires
The period of Bolshevism	of	After a short period of support for national self-identification, Russification, and harsh terror of those who developed the processes of national self-identification began	Forced Russification had a significant impact on the formation of the culture and history of the peoples that were part of the USSR, national self-identification was destroyed and subordinated to the interests of the central government	Russification contributed to the spread of the Russian language to the regions and territories that were captured, the national languages of the territories were destroyed or subordinated to the interests of the central government	The spread of the Russian language to the countries of the post-Soviet space: Ukraine, Belarus, Kazakhstan, Turkmenistan, Tajikistan, Kyrgyzstan, Armenia, Georgia, Azerbaijan, Latvia, Lithuania, Estonia, Moldova
The overpopulation crisis		The rapid population growth of the countries led to the first position in the TOP language usage of the country with the largest population	Expanding the influence of countries with the largest population in economic and social development	The development of the economy and the need for a labor force, the involvement of high-tech specialists led to the greater popularization of the language of China and India, which were able to ensure the development of the economy, including due to many the labor force	The increasing number of people using Chinese and Hindi
Current state		The development of the processes of sustainable development, democracy, freedom, and tolerance determined the opportunities for national self-identification of countries that did not have such an opportunity	Formation of new principles of social development based on freedom and democracy	Language again becomes an element of national self-identification, its free use allows people to choose, the global nature of socio-economic processes led to the formation of the language of international communication - English	The formation of the modern number of languages and dialects

Therefore, analyzing the data in the table and the results of the retrospective analysis, it was determined that at the initial stages of the development of civilization, language

served as an element of communication to provide for everyday needs, later the issue of language became an issue of cultural exchanges and the development of society, but very soon the issue of language turned into mechanisms of influence of some social groups to others, from one state to other states. Thus, the manipulation of language and national identity issues turned into political issues.

It is possible to prove the hypothesis regarding the processes of political language manipulation for the purpose of developing conflicts by analyzing the relationship between the number of countries in which a certain language is spoken and the number of conflicts, which is presented in Table 2.

Table 2.

The relationship between political conflicts and the number of countries speaking the same language.

Language	Number of countries where this language is spoken	The number of conflicts on a national basis
English	137: UK, USA, Canada, Australia, New Zealand, Papua New Guinea and many other countries in Oceania, Ireland, East Africa, South Africa, Nigeria, Gambia, Ghana, Sierra Leone, Liberia, Guyana, Belize, most of the West Indies, Cyprus, Malta, Philippines	Anglo-Boer War 1899-1902, The Falklands War 1982, British colonial wars (1803-1805; 1814-1816; 1817-1818; 1823-1826; 1839-1842; 1845-1846, 1848-1849; 1845-1872), Black War in Tasmania 1819, Indian Wars. "Road of Tears" (1831), Sepoy uprising (1857-1858), Second Anglo-Burmese War (1852-1853)
Arabic	59: countries of North Africa, Saudi Arabia, Iraq, Syria, Yemen and other countries of the Middle East	
French	54: France, Monaco, Luxembourg, Belgium, Switzerland, Italy (Vallee d'Aosta), Canada (Quebec), West and Central Africa, Djibouti, Tunisia, Comoros, Vanuatu, USA (Louisiana)	Madagascar uprising 1947-1948, French Algeria (1830-1862; Rise of Abd al-Qadir)
Chinese	39: China, Taiwan, Singapore, Malaysia	Taiping Rebellion (1850–1864),
Spanish	31: Spain, South America (except Brazil, Suriname, Guyana and French Guiana), Mexico, Central America (except Belize), Equatorial Guinea, Cuba, Dominican Republic	Spanish War (for the independence of Catalonia) 1936-1939, Rif War 1921-1926, War for the independence of the Spanish colonies in America (1810-1826), First Pacific War (1864–1866), Cuba's Ten Years' War for Independence from Spain (1868-1878)
Persian	30: Iran, Afghanistan, Tajikistan, Uzbekistan	
German	28: Germany, Austria, Switzerland, Luxembourg, Liechtenstein, Belgium	The war of the second coalition 1798-1802,
Russian	19: Russia, Ukraine, Kazakhstan, Belarus, Lithuania, Latvia, Estonia, Kyrgyzstan, Moldova, Tajikistan, Georgia (as well as Abkhazia and South Ossetia), Armenia, Azerbaijan, Turkmenistan, Uzbekistan, Germany, Israel, USA and other countries	Gromadyanskaya war in Russia 1917-1922, The Hungarian crisis 1956, Czechoslovak crisis 1968, Romanian uprising 1989,

Turkish	4: Turkey, Germany, Bulgaria, Cyprus	Serbian uprisings (1804-1813; 1815-1817). Russian-Turkish war (1806-1812). Greek Revolution (1821-1830). Dispersal of the Janissary corps (1826). Russian-Turkish war (1828-1829). Bosnian uprising (1831), Crimean War (1853-1856), "April uprising of the Bulgarians" in the Ottoman Empire (1876), Greco-Turkish War (1897)
----------------	--------------------------------------	--

The table presents the military conflicts of the 19th-21st century, which related to the national liberation struggle. After analyzing all the conflicts that were presented in the table, the following reasons for the occurrence of wars based on national problems were identified:

- national liberation movement in the colonial and post-colonial periods,
- protection of national self-identity within empires,
- formation of national self-identity after leaving the power of empires,
- formation of national self-identity after the collapse of empires,
- protection of national self-identity when former empires try to regain their influence on the state.

The analysis also showed that those countries that did not spread the language through the processes of evolutionary development of civilization, and not through colonial ways, did not have military conflicts based on the language issue in recent centuries (in particular, countries where Arabic and Persian languages are widespread). Also, there were practically no military conflicts based on the language issue in China because the country also developed monolithically, and not by joining its empire of separate independent territories.

Imperialist influence consists in keeping pro-imperial elements in power, focusing attention on the formation of pro-imperial elites, and restoring control over resources. In this aspect, the place and role of the language issue as an element of influence on an independent state after its stay as part of the empire is interesting.

We can cite an example of using the language issue to restore imperial ambitions in the post-Soviet space. With the collapse of the Soviet Union, member states got the opportunity to form their own international, economic, and social policies. The restoration of national self-identity has begun: the development of education in the country's native language, the restoration and development of national culture, literature, and historical heritage. However, there was practically no change in the ruling elites, especially at the level of individual regions, which determined a certain influence of the Russian Federation on the processes of forming the sociopolitical system and the processes of state formation. Gradually, this influence was minimized due to generational changes and the formation of new social priorities. We present the data for analysis in Table 3.

Table 3.

Analysis of the language structure of the population of Ukraine 2001-2022.

Year	The fate of those who consider Ukrainian their native language in the population structure	The fate of those who consider Russian their native language in the population structure
2001	50,4%	29,6
2010	57%	25,3%
2022	83%	15%

Therefore, the analysis of statistical data on the language structure of the population shows a tendency towards a decrease in the number of the population that defines Russian as their native language. With the beginning of full-scale Russian aggression against Ukraine on February 24, 2022, the number of people who identify Russian as their native language has reached a historic low since the beginning of independence. At the same time, the number of people who define the Ukrainian language as their native language has increased significantly, which determines the high degree of self-identification caused by the full-scale invasion.

To determine the influence of the language issue on the formation of conflicts, a sociological survey was conducted among Ukrainians after the start of full-scale military aggression. The survey results are presented in Table 4.

Table 4.

Mutual coordination of influencing factors on the formation of conflicts.

Impact factor	Assessment of impact on a 10-point scale, respondents by age				The coefficient of correlation of indicators					
	18-25	26-35	36-50	51-more	F1	F2	F3	F4	F5	F6
F1 Language factor	8	8	7	5		-0,98	-0,98	0,98	-0,91	-0,81
F2 Economic factors	6	6	7	7	-0,98		0,904534	-0,98	-0,90	0,90
F3 Struggle for resources	6	6	7	8	-0,98	0,904534		1	-1	0,94
F4 Struggle for territories	4	4	5	6	0,98	-0,98	1		-1	0,94
F5 The struggle for human capital	5	5	4	3	-0,91	0,90	-1	-1		-0,94
F6 Geopolitical struggle	7	8	9	10	-0,81	0,90	0,94	0,94	-0,94	

Conducting a sociological survey among Ukrainians after the beginning of the full-scale military aggression of the Russian Federation against Ukraine made it possible to determine the high correlation dependence of numerous causes of conflicts in

independent territories that emerged from the composition of imperial formations through the analysis of correlation ties.

6. Discussion

So, as a result of the analysis, the factors influencing the formation of national self-identity and the struggle of peoples for it in the conditions of the colonial system and the formation and collapse of empires were determined. After analyzing the conflicts of the 19th-21st century, the main historical events that became the cause-and-effect relationships of their appearance were determined, in particular: the national liberation movement in colonial countries, the protection of national identity as part of empires, the formation of national identity after leaving the power of empires, when the former empires tried to regain their influence on the state. Language as an element of the formation of national self-identity was identified as one of the factors that can provoke conflict in the event of oppression. The analysis of post-Soviet independent countries, where the reverse influence is observed, became interesting. In connection with the Russification of parts of the empire during the period of the tsarist and Bolshevik regimes, in an attempt to restore the empire, the powers-that-be call not for national self-identity, but for the protection of imperial elements. In particular, the analysis carried out based on the results of a sociological survey on the causes of conflicts in independent territories that emerged from the imperial formations among Ukrainians after the beginning of the full-scale military aggression of the Russian Federation against Ukraine, through analysis of correlations, the following factors were determined to play a high role: the language factor, economic factor, struggle for resources, territories, human capital, geopolitical struggle.

7. Conclusion

Thus, as a result of the conducted analysis, a retrospective of the development of the processes of formation of conditions for the protection of national self-identity was determined. The language was identified as one of the factors of national self-identity. Initially, language was formed with the aim of ensuring social processes and exchange of experience, but later it turned into a tool for manipulating human consciousness. Therefore, the formation of national identity, and the factors that influenced their role in historical processes determined the importance of the language issue in the development of conflicts associated with the national liberation movement in colonial countries, the protection of national identity as part of empires, the formation of national identity after leaving the power of the empires, when the former empires tried to regain their influence on the state.

8. Bibliographic references

Brokalaki, Z., & Patsiaouras, G. (2022), Commodifying ancient cultural heritage: the market evolution of the Parthenon temple. *Journal of Historical Research in Marketing*, 14(1), pp. 4-23. <https://doi.org/10.1108/JHRM-09-2020-0036>

- Elliott, P. (1986), Ethnic Minorities and Public Libraries: Self-Help and Opportunities for Co-Operation. *Library Management*, 7(4), pp. 3-63. <https://doi.org/10.1108/eb054885>
- Ellis-Barrett, L. (2017), A Chronology of Ancient Greece. *Reference Reviews*, 31(3), pp. 30-31. <https://doi.org/10.1108/RR-11-2016-0257>
- Garcelon, M. (2014), The developmental history of human social practices: From social analytics to explanatory narratives. *Social Theories of History and Histories of Social Theory (Current Perspectives in Social Theory, Vol. 31)*, Emerald Group Publishing Limited, Bingley, pp. 179-220. [https://doi.org/10.1108/S0278-1204\(2013\)0000031005](https://doi.org/10.1108/S0278-1204(2013)0000031005)
- Green, S.L., & Scott, C.M. (2011), Chapter 6 The history of speech and language impairments. *History of Special Education (Advances in Special Education, Vol. 21)*, Emerald Group Publishing Limited, Bingley, pp. 119-149. [https://doi.org/10.1108/S0270-4013\(2011\)0000021009](https://doi.org/10.1108/S0270-4013(2011)0000021009)
- Ismail, A. (2014), Philosophy, language policy and the knowledge society. *Education for a Knowledge Society in Arabian Gulf Countries (International Perspectives on Education and Society, Vol. 24)*, Emerald Group Publishing Limited, Bingley, pp. 37-57. <https://doi.org/10.1108/S1479-367920140000024005>
- Kavoura, A. and Bitsani, E. (2013), Managing the World Heritage Site of the Acropolis, Greece. *International Journal of Culture, Tourism and Hospitality Research*, 7(1), pp. 58-67. <https://doi.org/10.1108/17506181311301363>
- Maney, G.M. (2005), Variations in the causes of ethnonationalist violence: Northern Ireland, 1969–72. *International Journal of Conflict Management*, 16(1), pp. 70-96. <https://doi.org/10.1108/eb022924>
- Odugu, D.I. (2020), Language Revolution: Education and Social Change at Linguistic Crossroads. *Annual Review of Comparative and International Education 2019 (International Perspectives on Education and Society, Vol. 39)*, Emerald Publishing Limited, Bingley, pp. 279-304. <https://doi.org/10.1108/S1479-367920200000039023>
- Park, J. (2007), Evolution of concept networks and implications for knowledge representation. *Journal of Documentation*, 63(6), pp. 963-983. <https://doi.org/10.1108/00220410710836466>
- Salifu Mahama, E. (2012), Disability and development: the role of language and e-learning. *Multicultural Education & Technology Journal*, 6(3), pp. 162-176. <https://doi.org/10.1108/17504971211254001>
- Sirin, C.V. (2012), Examining the role of identity in negotiation decision making: the case of Cyprus. *International Journal of Conflict Management*, 23(4), pp. 413-439. <https://doi.org/10.1108/10444061211267281>
- Šubrt, J. (2019), The Two Lines of Theoretical Thinking in Sociology. Individualism, Holism and the Central Dilemma of Sociological Theory. Bingley: Emerald Publishing Limited, pp. 19-113. <https://doi.org/10.1108/978-1-78769-037-020191003>
- Uluğ, Ö.M., & Cohrs, J.C. (2017), "Who will resolve this conflict if the politicians don't?": Members' of Parliament understandings of the Kurdish conflict in Turkey", *International Journal of Conflict Management*, Vol. 28 No. 2, pp. 245-266. <https://doi.org/10.1108/IJCM-10-2015-0071>

Training future pre-school professionals in psycho-pedagogical support for early childhood development

Formación de futuros profesionales de preescolar en apoyo psicopedagógico al desarrollo infantil

Antonina Karnaukhova

a.karnaukhova@kubg.edu.ua

<https://orcid.org/0000-0001-6476-8084>

Candidate of Pedagogical Sciences, Docent, Department of Preschool Education, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Olena Polovina

o.polovina@kubg.edu.ua

<https://orcid.org/0000-0001-6021-5677>

Candidate of Pedagogical Sciences, Associate Professor, Department of Preschool Education, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Larysa Harashchenko

l.harashchenko@kubg.edu.ua

<https://orcid.org/0000-0001-5004-6136>

Candidate of Pedagogical Sciences, Associate Professor, Department of Preschool Education, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Inna Kondratets

i.kondratets@kubg.edu.ua

<https://orcid.org/0000-0001-7816-0766>

Candidate of Pedagogical Sciences, Senior lecturer, Department of Preschool Education, Pedagogical Institute Boris Grinchenko University of Kyiv, Kyiv, Ukraine.

Tatyana Ponomarenko

ponomarenko.tet5@gmail.com

<https://orcid.org/0000-0002-6801-0403>

Doctor of Pedagogical Sciences, Professor, Department of Preschool Education, Pedagogical Institute, Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Recibido: 20/05/22

Aceptado: 23/08/22

Abstract

The main tasks of pre-school education specialists become the formation of a favourable educational environment for children's development, efficient organization of time and interaction with children. The training of future specialists should be focused on their personal and professional maturity in order to develop the child's personality and improve the quality of preschool education. The aim of the article was to empirically study the approaches to preparing future specialists of preschool education for psychological and pedagogical support of early childhood development. The research methodology includes

content analysis of regulatory documents and standards in the preschool education subsystem, analysis of secondary data from a survey of Ukrainian university students regarding satisfaction with the disciplines that provide training in early childhood psychological and pedagogical support. The results indicate the use of the competent approach in the training of specialists embedded in the main standards of the preschool education subsystem. The standards define the requirements for the child's mandatory competencies and educational outcomes as well as the competencies of the child's educator. The need for alignment and revision of the professional standard for educator as well as the standard for higher education in the context of the alignment of competencies acquired by students in the process of education has been identified. The results of the survey indicate a high level of student satisfaction with the training in the discipline "Psychological and pedagogical foundations of early childhood".

Keywords: psychological and pedagogical support, early childhood development, preschool professionals, competent approach.

Resumen

Las tareas principales de los especialistas en educación preescolar se convierten en la formación de un entorno educativo favorable para el desarrollo de los niños, la organización eficiente del tiempo y la interacción con los niños. La formación de los futuros especialistas debe estar enfocada a su madurez personal y profesional para desarrollar la personalidad del niño y mejorar la calidad de la educación preescolar. El objetivo del artículo fue estudiar empíricamente los enfoques para preparar a los futuros especialistas de educación preescolar para el apoyo psicológico y pedagógico del desarrollo infantil temprano. La metodología de investigación incluye el análisis de contenido de los documentos reglamentarios y las normas en el subsistema de educación preescolar, el análisis de datos secundarios de una encuesta a estudiantes universitarios ucranianos sobre la satisfacción con las disciplinas que brindan formación en apoyo psicológico y pedagógico a la primera infancia. Los resultados indican el uso del enfoque competente en la formación de especialistas inserto en los principales estándares del subsistema de educación preescolar. Los estándares definen los requisitos para las competencias obligatorias del niño y los resultados educativos, así como las competencias del educador del niño. Se ha identificado la necesidad de alineamiento y revisión del estándar profesional del educador así como del estándar para la educación superior en el contexto del alineamiento de competencias adquiridas por los estudiantes en el proceso de formación. Los resultados de la encuesta indican un alto nivel de satisfacción de los estudiantes con la formación en la disciplina "Fundamentos psicológicos y pedagógicos de la primera infancia".

Palabras clave: apoyo psicológico y pedagógico, desarrollo infantil temprano, profesionales de preescolar, enfoque competente.

1. Introduction

The preschool education subsystem, as a socio-state form, carries out professional and pedagogical work with the younger generation, in particular dealing with the early childhood development. The development of human resources is therefore one of the most fundamental areas for optimizing the activities of professionals in the modernization of preschool education. Normative documents, particularly those of a strategic nature, recognize the priority given to this area of education (the Preschool Education Development Concept, amendments to the Preschool Education Law, and the introduction of the basic component of preschool education). The main tasks of preschool education specialists are the formation of a favourable educational environment for the development of children, the effective time organization and interaction with children. The processes of pre-school education modernization prioritize the personal position of the educator to form a positive attitude towards psychological and pedagogical work. Modernization processes imply the creation of conditions for the child's all-round development, the display of initiative and creativity, the provision and creation of opportunities for their self-expression and activity. A specialist's most positive attitude towards his or her own work will facilitate effective interaction with children and the educator's understanding of the motives and methods of such interaction. Therefore, the training of future specialists should be focused on their personal and professional maturity in order to develop the child's personality and to improve the quality of preschool education. Taking into account the processes of modernization of preschool education in Ukraine, it is crucial to study in detail the process of preparing future specialists in preschool education for psychological and pedagogical support of early childhood development.

The aim of the article is to empirically investigate approaches to preparing future preschool professionals for psychological and pedagogical support for early childhood development.

2. Literature review

As a result of a theoretical analysis of scientific literature, psychological and pedagogical support is seen as a holistic, systematically organised activity. It creates the socio-psychological and pedagogical conditions for the successful learning and development of each child in the educational environment (Rubtsov & Judina, 2010; Korotaeva & Svyattseva, 2016; Meyliyevna, 2019; Qosimovna, 2021; Mirzamaxmudovna, 2022). A special feature of psychological and pedagogical support in preschool education is to meet the current professional needs of the educator and to ensure conditions for their involvement in the creative search for optimal models of interaction with the students (Babunova et al., 2017). In general, the effectiveness of teacher training for such activities is ensured by the creation and implementation of a set of conditions (Stephen, 2012; Isroildjanovna, 2019; Qizi & Sattorovich, 2022):

- 1) formation of motivation of pedagogical activity, actualization and enrichment of educator's experience (presentation of own activity, professional development courses, open revisions);
- 2) organization of interaction of a psychologist with educators of preschool education institutions (providing reflection of their professional activity);
- 3) organization of methodological support – creation of self-education programme as an important factor in the development of each educator (School of Young Educator, information and communication technologies), mastering of educational technologies (seminars, trainings, coaching consultations);
- 4) organization of a system of comprehensive support for teachers
- 5) existence of an administrative incentive system for preschool teachers;
- 6) development and implementation of information and methodological aids.

Thus, the essence of psychological and pedagogical support for future ECE teachers is to provide assistance and support in making decisions in difficult situations of professional choice based on the study of their interests, potential development field, peculiarities of interaction of subjects of educational process (Mirzajonova & Parpiyeva, 2022). This understanding allows to build support from the educator as well as from other interaction subjects. Such psychological and pedagogical support contributes to the professional development of future ECE teachers, their personal and professional development, as well as solving the problems of preschool education organization (Dilshod, 2021). The main components of psychological and pedagogical accompaniment of professional training of future ECE teachers are psychological and organizational-educational (pedagogical). The psychological component of support is represented by the systematic activity of future educators using the principle of interconnection of diagnostic, correctional and developmental activities (Esonova, 2021; Mirzajonova & Parpiyeva, 2022). Organizational and educational (pedagogical) component provides a unified information field for all participants of psychological and pedagogical support, as well as its analysis and actual evaluation. This component is implemented in the activities of the ECE teacher through educational work with the teaching staff and administration of the preschool organization based on the use of various forms of active multi-subject interaction of all participants (Korotaeva & Chugaeva, 2019; Dilshod, 2021). The analysis and evaluation of the existing support system allows the development and improvement of the system, ensuring its most important characteristics – openness and developmental character (synergy). The training of future specialists should include the development of psychological and pedagogical competence of preschool teachers in the training programmes framework, the implementation of which involves several stages: motivational and constitutive, practice-oriented, prognostic. (Telychko, 2020).

The following varieties of support in the professional training of future specialists of preschool education institutions are delineated by Nepomniashcha (2019): psychological, pedagogical, communicative, speech, methodological, social, monitoring, etc. The overall goal of psychological and pedagogical support is to ensure comprehensive development of future ECE specialist (subject) based on a combination of scientific-theoretical,

methodological and practical components of training future ECE teachers, which is reflected in curricula. The prior role in the professional training belongs to the cycle of disciplines of professional and practical training, pedagogical practice, which is the main component and result of forming professional preparedness of future ECE specialists.

Ivakh (2016) focuses on an interdisciplinary approach to the training of early childhood education specialists. It provides an optimal combination of normative knowledge, skills, formation of personal-professional qualities, the real level of development of future educators' readiness to work with young children.

As a result of a theoretical analysis of scientific literature, psychological and pedagogical support is seen as a holistic, systematically organized activity in the course of which socio-psychological and pedagogical conditions are created for the successful learning and development of each child in the educational environment. Psychological and pedagogical support in preschool education is characterized by the satisfaction of teachers' actual professional needs and by the provision of conditions for their involvement in the creative search for optimal models of interaction with their students.

The essence of psychological and pedagogical support for future ECE teachers is to provide assistance, support in making decisions in difficult situations of professional choice based on the study of their interests, potential development field, peculiarities of interaction of subjects of the educational process. This understanding allows building support from the educator as well as from other subjects of interaction. Such psychological and pedagogical support contributes to the professional development of future ECE teachers, their personal and professional development, as well as solving the problems of preschool education organization.

3. Methodology

The study used content analysis methods to examine strategic documents in the preschool education subsystem, which form the conceptual, theoretical and practical, and methodological basis for the training of specialists in preschool education. In particular, the Concept of Preschool Education Development, amendments to the Law of Ukraine "On Preschool Education", the Basic Component of Preschool Education, Professional Standard "Early Childhood Educator", Standards of Higher Education of Ukraine: first (bachelor) and second (master) level of knowledge 01 "Education / Pedagogy", specialty 012 "Preschool Education" were considered. The comparative method was used to assess the correspondence between the professional standard defining the key competencies of educators and the higher education standards for training educators of the first and second educational qualification levels.

The second part of the study uses secondary data from a survey of student satisfaction with the discipline "Psychological and pedagogical foundations of early childhood" in the educational programme "Preschool education" of the bachelor degree of full-time education. The sample of students was formed on the basis of secondary data on the

quality of teaching and learning in this discipline of such HEIs of Ukraine: Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ivan Franko National University of Lviv, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University. Secondary survey data are available on the website of the National Agency for Education Quality Assurance (2022 a; 2022 b; 2022 c).

The alumni survey took place on the e-resource Google Forms. In total, the secondary survey results of 108 full-time students were processed. The survey results contain answers to questions related to determining the level of satisfaction with the discipline “Psychological and pedagogical foundations of early childhood”.

4. Results

Pre-school education is an integral component and the first level in the education system – the starting platform for the child’s personal development. Approved in January 2021, the Basic Component of Preschool Education, which is the State Standard for Preschool Education in Ukraine, will improve the quality of preschool education in Ukraine and bring it into line with international standards. It is based on the ideas of humanistic pedagogy, patriotic and civic education and the shared responsibility of the state, community, family, teacher educators and other professions involved in the care, care and development of pre-school children (Ministry of Education and Science, 2022 a). The state standard for preschool education reflects the relationship between the values of preschool education, the areas of education (content) and the process of shaping the child’s experience in various activity types. This will ensure the educational result – the competence of the pre-school child, and the conditions under which these competences can be achieved. The basic component of preschool education is based on the competence approach, the key competencies of which are continued in the State Standard of Elementary Education for specific educational areas. The continuity between preschool and primary education can also be traced through the development of cross-curricular skills common to preschool and primary education: to demonstrate creativity and initiative, to manage emotions, to express and justify one’s opinion, to think critically, to make decisions, to solve problems and to cooperate in a team.

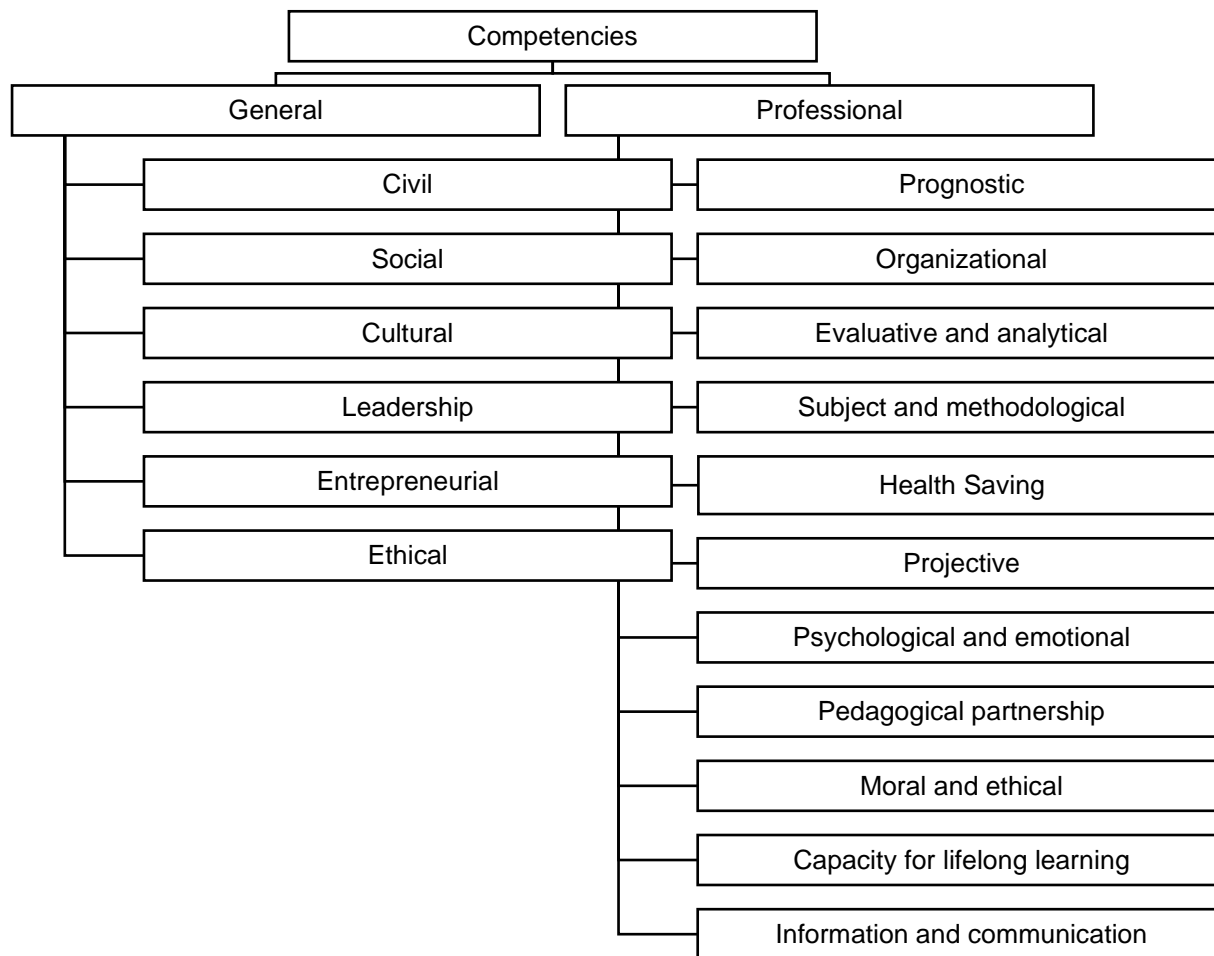


Figure 1. Competencies of a preschool teacher in accordance with the professional standard “Early Childhood Educator”.

Source: Ministry of Education and Science of Ukraine (2022 b).

The professional standard “Early Childhood Educator” (Figure 1) defines the main goal of the educator’s activity as the organization of training, education and development of children in pre-school education by developing key competencies in accordance with the state standard (Ministry of Education and Science, 2022). In comparison, the learning objectives of higher education standards define the training of specialists in the development, training and education of children of early childhood and preschool age in the educational system and the family, who are able to solve specialized tasks in the warehouse, characterized by the complexity and uncertainty of the conditions of application of the theory and methodology of preschool education. Consequently, the higher education standards do not include targets for shaping the major competencies of the pupils. The basic component of preschool education also provides for the use of the competence approach and defines the requirements for compulsory competencies of the child and the child’s educational outcomes.

The competencies defined in the Professional Standard correspond to the educator competencies defined in the Standards of Higher Education for Early Childhood Education at the first (Bachelor) and second (Master) levels of education (Table 1). For example, social competence corresponds to professional competence CS-19 – the ability to interact communicatively with children, parents, colleagues, and general competence – CG-6 the ability to interact interpersonally. Cultural competence corresponds to the general competence of preserving and enhancing cultural values. Leadership competence corresponds to professional CS-17 – the ability to take responsibility for decision making in unforeseen work conditions.

Table 1.

List of competencies of a first-level education specialist

Competencies	List
Integral competencies	The ability to solve complex specialised problems and practical problems in pre-school education for the development, learning and education of young and preschool children. It involves the application of general psychological and pedagogical theories and professional methodologies of preschool education and is characterised by a complex and uncertain environment.
General competencies	CG-1. Ability to realise his/her rights and obligations as a member of society, to realise the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine. CG-2. Ability to preserve and enhance moral, cultural, scientific values and achievements of society, based on the understanding of history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, equipment and technologies, use different types and forms of active leisure and leading a healthy lifestyle. CG-3. An ability to think abstractly, analyse and synthesise. CG-4. An ability to communicate in the national language both orally and in writing. CG-5. Ability to assess and ensure the quality of work performed. CG-6. Ability to interact interpersonally. CG-7. Ability to learn and master modern knowledge. CG-8. Ability to use knowledge in practical situations. CG-9. Performance of safe activities.
Special (professional) competencies	CS-1. Ability to work with sources of educational and scientific information. CS-2. Ability to develop basic qualities of personality (autonomy, independence, creativity, initiative, freedom of behaviour, self-awareness, self-esteem, self-respect) in young and pre-school children. CS-3. Ability to develop curiosity, cognitive motivation and cognitive activities in young and preschool children. CS-4. Ability to form primary ideas of object, natural, social environment, properties and relations of objects; development of self-consciousness (“I” of the child and its place in the environment). CS-5. Ability to develop speech as a means of communication and interaction with peers and adults in the early and preschool years. CS-6. An ability to teach young and preschool children the skills of conscientious following of socially recognized moral norms and behavior rules.

- CS-7. An ability to promote national patriotism among young children and preschool children.
- CS-8. The ability to form the skills of ecologically safe behavior and activities in the home, nature and environment in early childhood and preschool age children.
- CS-9. Ability to develop perceptual, mnemonic processes, different forms of thinking and consciousness in young and preschool children.
- CS-10. Ability to prepare Individual Development Program and documents necessary for the education of children with special educational needs, familiarity with universal design in education and reasonable accommodation.
- CS-11. The ability to form an elementary understanding of different forms of art and means of artistic expression (word, sound, paint, etc.) and the experience of independent creative activity in young and pre-school children.
- CS-12. The ability to develop young and preschool children physically, to correct and improve their health by means of physical exercises and motor activity.
- CS-13. The ability to organize and supervise play (conducting), art, speech, and art-productive (visual, musical, theatrical) activities of early childhood and preschool age children.
- CS-14. The ability to form healthy lifestyle skills of preschool and early childhood children as a basis of health culture (valedological culture) of the individual.
- CS-15. Ability to individual and differentiated development of early childhood and preschool children with special educational needs, according to their abilities.
- CS-16. Ability to educate early childhood and preschool children in tolerant attitude and respect for others, preventing and counteracting bullying.
- CS-17. The ability to take responsibility for decision-making in unforeseen work situations.
- CS-18. The ability to find and elaborate the necessary educational information and apply it in the work with children, parents.
- CS-19. The ability to communicate with children, parents and colleagues.
- CS-20. The ability for self-education, self-development, continuity in education for constant deepening of general and vocational training, making education a lifelong process.

Source: Ministry of Education and Science of Ukraine (2022 c).

At the same time, competencies that correlate with entrepreneurial competence as the ability to creatively search for and implement new ideas, self-presentation and results of own activities, ability to plan own career, management of cultural and social projects are missing in the Standard of Higher Education. Integral competence in solving complex problems in practice can partially correlate with entrepreneurial competence. This requires alignment and revision of the standards with the requirements of the educator and specialist whose training takes place according to the approved standards of higher education.

The training of pre-school education specialists in psychological and pedagogical support of early childhood development includes the study, knowledge acquisition and skills formation within the discipline "Psychological and pedagogical principles of early childhood". The quality of training is assessed on the basis of a questionnaire on the discipline, where the overall level of student satisfaction is determined.

Table 2.
Results of a student satisfaction survey on the discipline “Psychological and pedagogical principles of early childhood”

Questions	Answer options					Satisfaction
	1	2	3	4	5	
1) Rate the level of workload of the discipline, where 1 is the absence of tasks for independent study of the discipline, 5 is an excessive load of additional tasks	0	0	0	50	50	100 %
2) I've had enough time to master the learning discipline	Yes 100 %	No	Rather yes	Rather no	-	100 %
3) I have had enough extracurricular time to complete the self-study tasks of the course	Yes 100 %	No	Rather yes	Rather no	-	100 %
4) Rate the level of compliance of the content of the course with the chosen speciality on a scale of 1 – not compliant at all, 5 – fully compliant	0	0	0	0	100 %	100 %
5) The content of the educational discipline provides an opportunity to acquire the competencies needed for further professional activity	Yes 100 %	No	Rather yes	Rather no	-	100 %
6) The content of the academic discipline is relevant and modern	Yes	No	Rather yes	Rather no		Satisfaction 100 %
7) Have you had the opportunity to develop “soft skills” (debating and public speaking skills, communication with colleagues and supervisors, interpersonal communication, negotiating, teamwork, time management, creativity, ability to organise and conduct classes, writing grant proposals, managing research projects, etc.) while studying this discipline?	Yes	No				Satisfaction 100 %
8) Rate the level of teaching in the subject and the methods used by the educator to improve learning, on a scale where 1 is low, 5 is high				50 %	50 %	Satisfaction 100 %
9) I have always had feedback from the educator while studying the subject and have	Yes 100 %	No				Satisfaction 100 %

had the opportunity to consult (get help from) him/her on various substantive and organisational issues.						
10) During the course, I and other students had the opportunity to choose certain tasks, topics (subtopics, individual substantive issues of the topic), topics of coursework or to propose our own topics, forms and methods of performing the chosen tasks, etc.	Yes 100 %	No				Satisfaction 100 %
11) Specialised laboratory equipment and specialised software were used in the study of the discipline	Yes	No				Satisfaction 50 % 50 % A psychodiagnostic and corrective developmental laboratory is available for the educational process.
12) The discipline is adequately provided with teaching materials available in the electronic library and on the university's distance learning platform	Yes 100 %	No				Satisfaction 100 %
13) Rate the quality of a distance learning course in an academic discipline, where 1 is a poor course, 5 is a course that is informative and as full of learning material as possible	1	2	3	4 100 %	5 100 %	Satisfaction 100 %
14) I have been informed in advance about the criteria, procedures, forms and deadlines for the current and final control of knowledge in the discipline	Yes	No				Satisfaction 100 %
15) I consider the current assessment of knowledge in this subject to be objective	Yes	No	Rather yes	Rather no		Satisfaction 100 %
16) Rate the overall level of satisfaction with the quality of teaching in the discipline on a scale where 1 is low teaching quality, 5 is a high one	1	2	3	4	5	Satisfaction 100 %

Source: National Agency for Education Quality Assurance (2022 a; 2022 b; 2022 c).

5. Discussion

Within the framework of a certain study programme, students acquire general competences, which are also of a universal nature. This category includes knowledge, understanding, skills and the ability to apply them in practice. The list of recommended special (professional, subject-specific) competences correlates with the description of the corresponding qualification level of the NQF (Kravets, 2018).

Professional training is a process of students' active assimilation of knowledge, skills and abilities in the relevant area, as well as a system of various activities focused on the student's personal development, where the result is the readiness to perform their professional duties (Avramenko, 2018). This study identifies a certain level of inconsistency between the competencies defined in the professional standard of a pre-school teacher and the standards of teacher training. As defined by the Basic Component of Preschool Education, practitioners in the preschool sector are required to provide psychological and pedagogical support for child development during the preschool years. The higher education system instead is not sufficiently aligned with the needs of pre-school educational institutions in the context of the abilities and skills of professionals.

The gradual system of education implemented in Ukraine is aimed at continuous improvement of the professional competence of a specialist, which should be carried out by him/her both in educational institutions and in the process of independent work on oneself in practical activities (Melnyk, 2015). The competencies of preschool education specialists formed in the process of training should meet the professional requirements defined in the professional standard of an educator based on the competency-based approach. In addition, the skills and abilities of the specialist necessary for psychological and pedagogical support should take into account the features of preschool children. Characteristic features of modern preschool children are emotional sensitivity, unbalanced nervous system; mental activity and considerable intellectual awareness; steady interest and attraction to computer games, household appliances; differences in value orientations, which is caused by their belonging to families with different levels of well-being (Melnyk, 2015). As in the work of other specialists, this article reveals a mismatch between the abilities of specialists who are formed in the process of learning and the requirements of pre-school education institutions. Therefore, most pre-school educators lack preparedness to take these children's characteristics into account in the pre-school educational process. The professional knowledge and skills they have acquired through basic vocational training and practical experience of working with children do not fully meet the child development goals. The professional competences of educators need to be revised and improved according to the challenges of modern society and the needs of children. Undoubtedly, professional competence is not a constant value. The process of professional competence formation is never finished and can be constantly improved (Konovalchuk, 2015; Myskova, 2018).

6. Conclusion

The results of the study indicate the use of a competency-based approach in the training of professionals, which is embedded in the core standards of the preschool education subsystem. The standards define requirements for the child's compulsory competencies and educational outcomes, as well as the competencies of the educator. At the same time, there is a mismatch between the abilities of the professionals being formed in the process of training and the skills requirements for early childhood educators. Thus, the professional knowledge and skills acquired by them in the process of basic professional training and practical work experience with children do not provide full implementation of the child development objectives. The need for harmonization and revision of the professional standard for educators and the standard for higher education in the context of harmonization of the competences acquired by students in the process of training has been revealed. The results of the survey demonstrate a high level of student satisfaction with the training in the discipline "Psycho-pedagogical foundations of early childhood".

7. Bibliographic references

- Avramenko, O. (2018). Training of future specialists in preschool education to accompany the socialization of young children on the materials of the educational discipline "Psychological and pedagogical foundations of early childhood". *Problems of modern teacher training*, 18, 9-17.
- Babunova, Y. S., Gradusova, L. V., Pustovoytova, O. V., & Shepilova, N. A. (2017). Psychological and pedagogical support in positive socialization of preschool-aged children. *Revista ESPACIOS*, 38(55).
- Dilshod, M. (2021). Pedagogical-psychological ways of formation of description and creativity in pre-school children. *Middle European Scientific Bulletin*, 18, 294–297.
- Esonova, M. A. (2021). Improving the Preparation of Children for School Education on the Basis of the Curriculum in the Preschool System. *Middle European Scientific Bulletin*, 18, 24–26.
- Isroildjanovna, I. N. (2019). Psychological and Pedagogical Problems of Modern Preschool Education. *European Journal of Research and Reflection in Educational Sciences*, Vol, 7(12).
- Ivakh, S. M. (2016). Training of future preschool education specialists to work with young children. *Collection of scientific works "Pedagogical Sciences"*, 2(74), 122-126.
- Konovalchuk, I. I. (2015). Training future specialists of preschool education based on competence approach: a theoretical analysis. *Scientific Bulletin of Chernivtsi University*, 65-72.
- Korotaeva, E. V., & Svyattseva, A. V. (2016). Initiative development in preschool children. *Procedia-Social and Behavioral Sciences*, 233, 280–286.
- Korotaeva, E., & Chugaeva, I. (2019). Socio-moral development of preschool children: Aspects of theory and practice. *Behavioral Sciences*, 9(12), 129.
- Kravets, L. M. (2018). Competency-based approach to training preschool education professionals. *Innovations in Education*, 1(7), 148-157.

- Melnyk, N. I. (2015). Preparing Future Educators to Work with Preschool Children: A Competency-Based Approach. Monograph Uman: Publishing and Polygraphic Center "Vizavie", 208 p.
- Meyliyevna, B. M. (2019). Pedagogical support and development of the intellectual opportunities of children in preschool education. *European Journal of Research and Reflection in Educational Sciences*, 7(12).
- Mirzajonova, E. T., & Parpiyeva, O. R. (2022). Modern Special Preschool Education: Problems and Solutions. *Journal of Pedagogical Inventions and Practices*, 9, 100–106.
- Mirzamaxmudovna, X. J. N. (2022). Pedagogical psychological aspects of socialization of educators of preschool institutions. *Devotees of education [Ta'lim fidoyilari]*, 21 (6), 47–50.
- MoES (2022a). The basic component of pre-school education, <https://mon.gov.ua/ua/osvita/doshkilna-osvita/bazovij-komponent-doshkilnoyi-osviti-v-ukrayini>
- MoES (2022b). On approval of the professional standard "Educator of preschool institution". <https://mon.gov.ua/ua/npa/pro-zatverdzhennya-profesijnogo-standartu-vihovatel-zakladu-doshkilnoyi-osviti>
- MoES (2022d). Higher education standard. The second (Master's) level of higher education. Master's degree. Field of Knowledge 01 Education/Pedagogy, speciality 012 Pre-school Education. Order of the Ministry of Education and Science of Ukraine from 29.04.2020. № 572. <https://mon.gov.ua/storage/app/media/vyshcha/standarty/2020/05/2020-zatverd-standart-012-m.pdf>
- MoES (2022c). Standard of Higher Education of Ukraine: first (bachelor) level, field of knowledge 01 - "Education/Pedagogy", specialty 012 - "Pre-school education". Order of the Ministry of Education and Science of Ukraine from 21.11.2019 № 1456. <https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2021/07/28/012-Doshk.osvita-bakalavr.28.07.pdf>
- Myskova, N. M. (2018). Modern approaches to the preparation of future professionals of preschool education. *National Education*, (2), 11-17.
- National Agency for Education Quality (2022a). Information on the self-assessment of the educational programme "Pre-school Education" of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. <https://vspu.edu.ua/content/img/education/sam/sam4.pdf>
- National Agency for Education Quality (2022b). Information on the self-evaluation of the educational programme "Pre-school Education" at Ivan Franko National University of Lviv. <https://lnu.edu.ua/wp-content/uploads/2021/10/2021-11197-info.pdf>
- National Agency for Education Quality Assurance (2022c). Information on the Self-Assessment of the Educational Programme "Pre-school Education" Volodymyr Vynnychenko Central Ukrainian State Pedagogical University. https://www.cuspu.edu.ua/images/files-2021/03/VS_DO-PO_mag_2021.pdf
- Nepomniashcha, I. M., & Nepomniashchaya, I. N. (2019). Psychological and pedagogical support of professional training of future specialists of preschool education

- institutions. Scientific bulletin of South Ukrainian National Pedagogical University named after K. D. Ushynsky, 3(128), 165-171.
- Qizi, S. M. Z., & Sattorovich, E. Z. (2022). Priorities of psychological services in preschool educational organizations. *Web of Scientist: International Scientific Research Journal*, 3(3), 900–904.
- Qosimovna, H. G. (2021). The concept of the development of the giftedness of Preschool Children of Creative Self-Realization. *Middle European Scientific Bulletin*, 10.
- Rubtsov, V. V., & Judina, E. G. (2010). Current problems of preschool education. *Psychological Science and Education*, 15(3), 5–15.
- Stephen, C. (2012). Looking for theory in preschool education. *Studies in Philosophy and Education*, 31(3), 227–238.
- Telychko, T. V. (2020). Psycho-pedagogical support for the professional training of future pre-school teachers. *Scientific and Chasopys [NAUKOWYI CHASOPYS]*, 88. http://www.chasopys.ps.npu.kiev.ua/archive/73/part_2/73-2_2020.pdf#page=88

Features of the applying the information and communication technologies in the conditions of distance master's training of choir and orchestra conductors

Características de la aplicación de las tecnologías de la información y la comunicación en las condiciones de formación de máster a distancia de directores de coro y orquesta

Lyudmyla Shumska

choirsvitych@ukr.net

<https://orcid.org/0000-0002-1440-049X>

Honored Art Worker of Ukraine, Professor, Department of Vocal and Choral Skills, Educational and Scientific Institute of Arts named after Alexander Rostovsky, Nizhyn Gogol State University (NGSU), Nizhyn, Ukraine.

Mykola Shumskyi

choirsvitych@ukr.net

<https://orcid.org/0000-0002-0377-973X>

People's Artist of Ukraine, Professor, Department of Instrumental and Performing Training, Educational and Scientific Institute of Arts named after Alexander Rostovsky, Nizhyn Gogol State University (NGSU), Nizhyn, Ukraine.

Galyna Savchuk

galinakas@ukr.net

<https://orcid.org/0000-0002-2170-3747>

Honored Art Worker of Ukraine, Professor, Department of Theory and Methodology of Music Education, Choral Singing and Conducting, Faculty of Arts named after Anatoly Avdiievsky, M. Dragomanov National Pedagogical University (NPU), Kyiv, Ukraine.

Yuliia Puchko-Kolesnyk

puchko-kolesnik@ukr.net

<https://orcid.org/0000-0002-1313-1291>

Honored Art Worker of Ukraine, Candidate of Art Criticism, Professor, Department of Choir Conducting, P. I. Tchaikovsky National Music Academy of Ukraine, Kyiv, Ukraine.

Nelia Velychko

nelya.velichko@ukr.net

<https://orcid.org/0000-0001-7172-5779>

Honored Worker of Culture of Ukraine, Professor, Department of Choir Conducting P. I. Tchaikovsky National Music Academy of Ukraine, Kyiv, Ukraine.

Larisa Chyncheva

l.v.chyncheva@npu.edu.ua

<https://orcid.org/0000-0001-9254-8214>

Candidate of Pedagogical Sciences, Associate Professor, Department of Theory and Methodology of Education, Choral Singing and Conducting, Faculty of Arts named after Anatoly Avdiievsky, M. Dragomanov National Pedagogical University (NPU), Kyiv, Ukraine.

Recibido: 21/05/22

Aceptado: 23/08/22

Abstract

The purpose of the academic paper, based on the results of the analysis of the viewpoints of scientists regarding the selection and application of information and communication technologies in the conditions of distance education of choir and orchestra conductors and the study of practical aspects of the master's training of specialists in choral and orchestral conducting, lies in revealing and identifying the main features of the professional training of this type of specialists. Methodology. In the process of conducting the research, an analytical and bibliographic method has been used to study the scientific literature on the issues of distance master's training of choir and orchestra conductors, as well as a questionnaire to conduct a survey of choral and orchestral conductors. Results. Based on the results of the research conducted, the features of the choice and application of information and communication technologies in the conditions of distance master's training of choir and orchestra conductors have been analysed, and basic information has been prepared on the effectiveness of using various information.

Keywords: information and communication technologies, use of information tools in distance learning, conducting and choral activity, innovative tools, an orchestra conductor's activities.

Resumen

El propósito del trabajo académico, basado en los resultados del análisis de los puntos de vista de los científicos sobre la selección y aplicación de las tecnologías de la información y la comunicación en las condiciones de educación a distancia de directores de coro y orquesta y el estudio de los aspectos prácticos de la formación de maestría de especialistas en dirección coral y orquestal, radica en revelar e identificar las principales características de la formación profesional de este tipo de especialistas. Metodología. En el proceso de realización de la investigación se ha utilizado un método analítico y bibliográfico para estudiar la literatura científica sobre los temas de formación de maestría a distancia de directores de coro y orquesta, así como un cuestionario para realizar una encuesta a directores de coro y orquesta. Resultados. Con base en los resultados de la investigación realizada, se han analizado las características de la elección y aplicación de las tecnologías de la información y la comunicación en las condiciones de formación a distancia de maestría de directores de coro y orquesta, y se ha elaborado información básica sobre la efectividad del uso de diversas informaciones.

Palabras clave: tecnologías de la información y la comunicación, uso de herramientas de información en la educación a distancia, dirección y actividad coral, herramientas innovadoras, actividades del director de orquesta.

1. Introduction

The principal criterion for the development of higher pedagogical art education is the quality of training of future specialists, which is determined not only by the body of

knowledge of the basics of pedagogical methods, but also by the ability to transfer this knowledge in the process of both live and direct communication with students and in the process of distance learning.

Music and pedagogical training involves the acquisition of professional competence and the possession of methodical tools, primarily information and communication technologies, in order to be able to communicate with teachers during the training process, as well as with higher education seekers for the transfer of knowledge.

Taking into consideration the development of information technology, the use of the Internet in distance learning is becoming increasingly popular. With the help of this unique universal tool, you can transfer information from the teacher to the students anywhere in the world. The term “distance learning” is often used synonymously with the term “online learning”, which should not be confused, forasmuch as the provision of education is only controlled by educational institutions and teachers, and the student is responsible for the quality and content of the knowledge obtained. In other words, online learning is the result of distance learning.

In the educational arts industry, the issue of improving the training of art specialists, especially future choir masters, is extremely relevant nowadays. The formation of a highly professional conductor is one of the complex problems of music pedagogy; this is due to the fact that the conductor, among other professions, is one of the youngest and most difficult directions in the musical field, which requires special training tools.

The theoretical part of the present research represents the viewpoints of scientists regarding the conditions for self-fulfilment of a conductor, substantiates the need for innovation-oriented training of future choir and orchestra conductors, considers the features of using both theoretical and practical methods of conducting and choral activity, which must be used by a future teacher of fine arts.

The practical part of the research includes an assessment of the effectiveness of using the information and communication tools during distance training of choir and orchestra conductors from the point of view of various aspects of professional training, the feasibility of using the information and communication technologies, the degree of importance of possessing various types of knowledge as prerequisites for the application of information and communication technologies during the educational process, the efficiency level of using the certain types of information and communication tools during distance learning of choral and orchestral conductors.

Based on the results of the research conducted, it has been established that classes on the systematization of musical and performing activities and on the study of the theoretical fundamentals of introductory teaching methods are the most effective during distance training of choir and orchestra conductors. In addition, the survey has shown that, according to the respondents' standpoint, from the perspective of the efficiency of the

distance form of education of the orchestra conductor in the class of choral conducting, the activities with one teacher and one student at one lesson, as well as individual work of students turned out to be the most expedient and appropriate ones. According to the research results, the important prerequisites for using the information and communication technologies in the course of training are as follows: previously acquired knowledge of the main parameters of the conducting process, mastery of technical conducting skills and methods of transmitting syncopation, emphasis, mixing sounds, and technical performance of works at different tempos. Also, according to the survey participants' viewpoint, Google-meet resources and specialized platforms for orchestra conductors are the most effective during remote training of choir and orchestra conductors.

The purpose of the research lies in determining the standpoint of choir and orchestra conductors regarding certain aspects of using the information and communication technologies during their distance training, namely, in the process of studying under the master's program.

2. Literature Review

The necessity to implement the professional potential of choir and orchestra conductors as fully as possible during distance master's training actualizes the issue of using innovations and person-oriented approaches in the educational process (Akbarova, Dyganova, Batyrshina & Adamyan, 2021).

A. Martínez defines the innovative activity of a music teacher as a complex whole system, a set of different types of actions and means that correspond to the development of innovative processes aimed at the creation and implementation by teachers of their own work system in the context of the modernization of art education (Martínez, 2021).

The application of innovative pedagogical technologies as a principle of pedagogy development creates conditions for the development of the individual, the implementation of his right to individual creative participation, initiative and freedom for self-development. The innovative educational activity involves a qualitative change of the student's personality compared to the previously prevalent, traditional education system. The main goal of the teacher's innovative activity is to develop one's own ability to motivate actions, independently orient oneself in the information obtained, and form creative, non-standard thinking using new achievements in science and pedagogical practice (Yavgildina, Batyrshina, Kamalova & Dyganova, 2019), (Jansson & Balsnes, 2021).

The necessity for innovation-oriented training of the future art teacher is determined by the following factors, namely:

- social-economic changes taking place in the world have necessitated a fundamental restructuring of the educational system, methodology and technology of the organization of the educational process in educational institutions;

- changes in the scope and composition of educational disciplines dictate the search for new forms of organization and technologies of learning;
- today's innovations are not reduced to recommended innovations, but become obligatory ones;
- creation of a competitive situation in connection with market relations in the society and reforms of the secondary school (Dag, Balsnes & Bygdéus, 2018), (Jansson, Elstad & Døving, 2019a).

It is beyond any doubt that the innovative training of future specialists in modern institutions of higher art education is a guarantee of their competitiveness on the labour market (Jansson, Elstad & Døving, 2019b).

Considering the issue outlined, it should be noted that the system of education at the university, especially in the artistic and pedagogical field, has its own specifics. In addition to training the choir and orchestra conductor for activities, it is necessary to prepare him for self-fulfilment as a professional musician. In this process, it is important to form a desire for self-development, self-improvement and development of musical and pedagogical creative abilities in future professionals. The result of self-fulfilment of a teacher-musician should be the need for constant self-development and self-improvement, motivation for the development of creative potential (Talmage & Purdy, 2021).

In this regard, J. Wong and A. Bautista note that distance independent educational activity with the help of innovative technologies gives an innovative impetus, activates the search and awakens interest in new (Wong & Bautista, 2017).

M. Bonshor emphasizes that the innovative efforts of the future conductor may be caused by various motives (increasing the effectiveness of the educational process; trying to attract attention, gain recognition, etc.), the true essence of which is not easy to find out, forasmuch as they may change over time. The positive motivation of the master's student towards active educational activities with the help of innovative technologies is manifested in the satisfaction of his personal and professional needs, such as the creation and application of new, improving pedagogical skills, overcoming professional difficulties (Bonshor, 2017).

In the conducting and choral activity of a future specialist, it is necessary to use both theoretical and practical methods, especially analysis, comparison, modelling, collection and accumulation of information. Self-fulfilment in practical educational activities consists not so much in repetition, consolidation and assimilation, but in experiencing, evaluating, forming and expressing, which can be successfully implemented only under the condition of comprehensive use of the latest information and communication technologies (Antunes, Quirós & Justino, 2017).

Analysing the possibilities of the educational system regarding the development of artistic competences of future choral and orchestral conductors with the help of distance education, it becomes clear that this form of education, which has become a necessity of the time, can have a temporary nature, especially when studying specialized subjects (Dag & Balsnes, 2020).

3. Materials and Methods

The practical study of modern approaches to the process of professional master's training of choir and orchestral conductors was carried out by interviewing 462 choir and orchestral conductors engaged in professional activities in art institutions of Kyiv, Lviv, Ternopil and Ivano-Frankivsk regions of Ukraine. The survey was conducted by means of a questionnaire using the Typeform service.

4. Results and Discussion

As the results of the survey have shown, modern teachers-conductors point to the need to improve the training of students – future conductors to work with the choir using the latest information and communication technologies.

In particular, the latest teaching means can be high-quality training tools in numerous aspects of the professional training of future conductors. The answers regarding the expediency of using information and communication mechanisms from the perspective of their effectiveness during the educational process were allocated by the survey participants as follows (Figure 1).

As it can be observed from Figure 1, according to the survey participants' viewpoint, the classes on the systematization of musical and performing activities and on the study of the theoretical fundamentals of the introductory training methods turned out to be the most effective ones during distance learning mode for choir and orchestral conductors.

Along with this, considering the content of the conductor's activities in the class of choral conducting, it should be noted that in addition to studying musical material with students, one should talk about quality control of performance, knowledge of the features of the conductor's gestures, analysis of the causes of difficulties. Some forms of such work are most effective through direct communication.

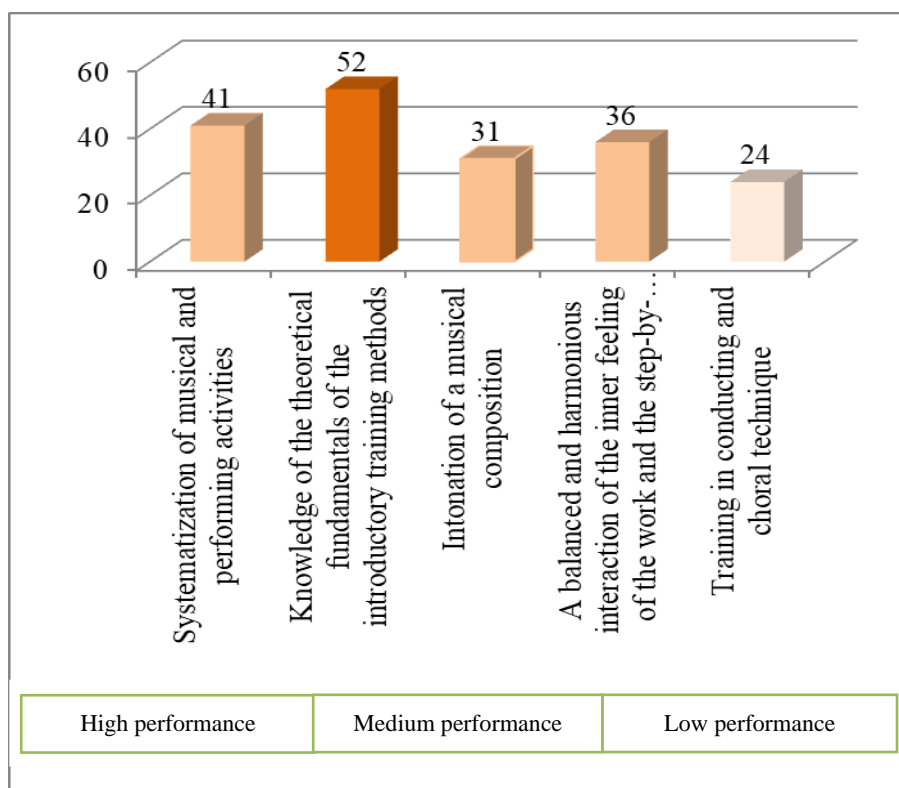


Figure 1. The effectiveness of using the information and communication tools during distance learning of choir and orchestra conductors from the perspective of various aspects of professional training, %.

Source: it has been compiled by the authors.

Assessing the effectiveness of distance learning for a conductor in the class of choral conducting, in the course of the research it has been established the expediency of using the information and communication technologies (Figure 2).

Thus, the survey has revealed that, according to the respondents' viewpoint, from the perspective of the efficiency of the distance form of training of a conductor in the class of choral conducting, it is most expedient to work in one lesson with one teacher and one student, as well as provide an individual work of students.

Analysing the prerequisites for the use of the information and communication technologies during training, the respondents pay attention to the fact that a master student should possess knowledge based on previous experience in studying choral conducting, namely, to know fully well as follows (Figure 3).

As it can be seen from Figure 3, the important prerequisites for using the information and communication technologies during the educational process are previously acquired knowledge of the main parameters of the conducting process, mastery of technical

conducting skills and methods of transmitting syncopation, emphasis, mixing sounds, and technical performance of works at different tempos.

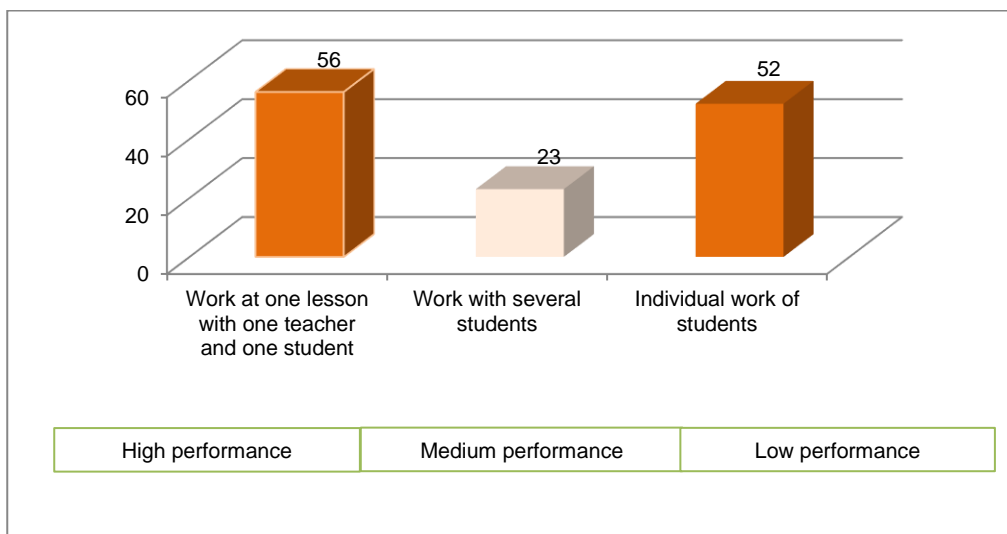


Figure 2. The expediency of using the information and communication technologies from the perspective of the efficiency of the distance form of training of a conductor in the class of choral conducting, %.

Source: it has been compiled by the authors.

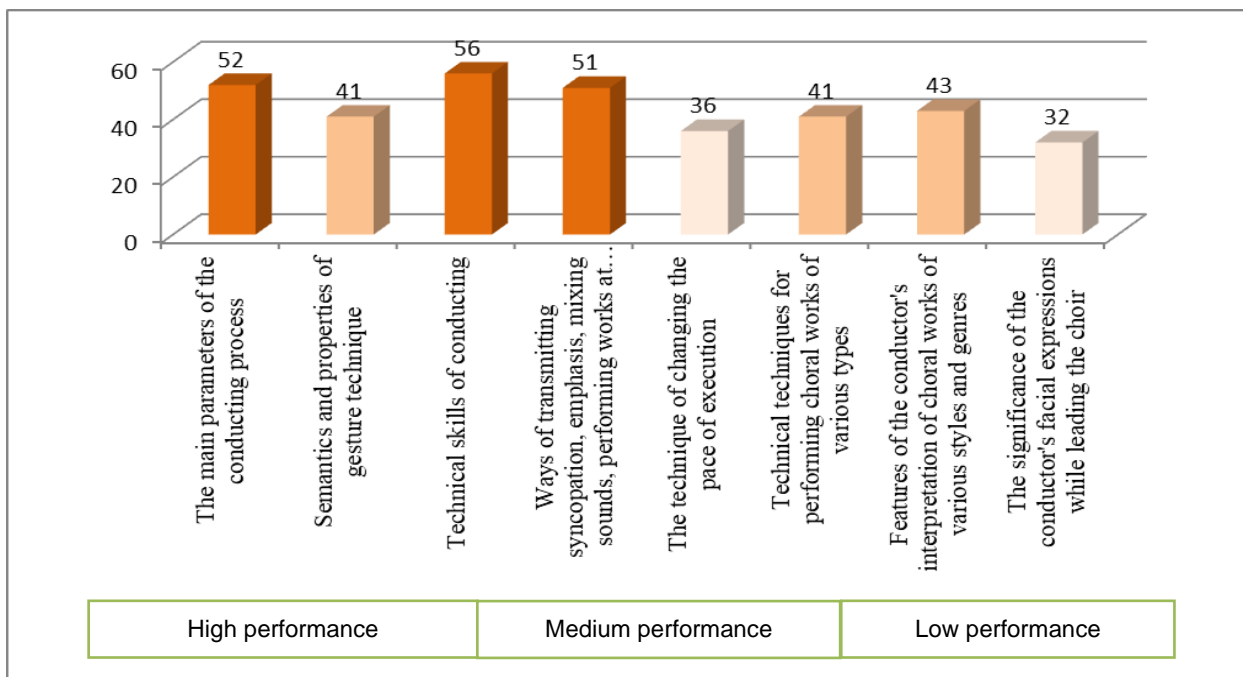


Figure 3. The degree of importance of mastering various types of knowledge based on previous experience of studying choir conducting as prerequisites for the use of information and communication technologies during the educational process, %.

Source: it has been compiled by the authors.

In the course of conducting the survey, the respondents were asked to assess the efficiency level of using the information and communication tools of various types (Figure 4), namely.

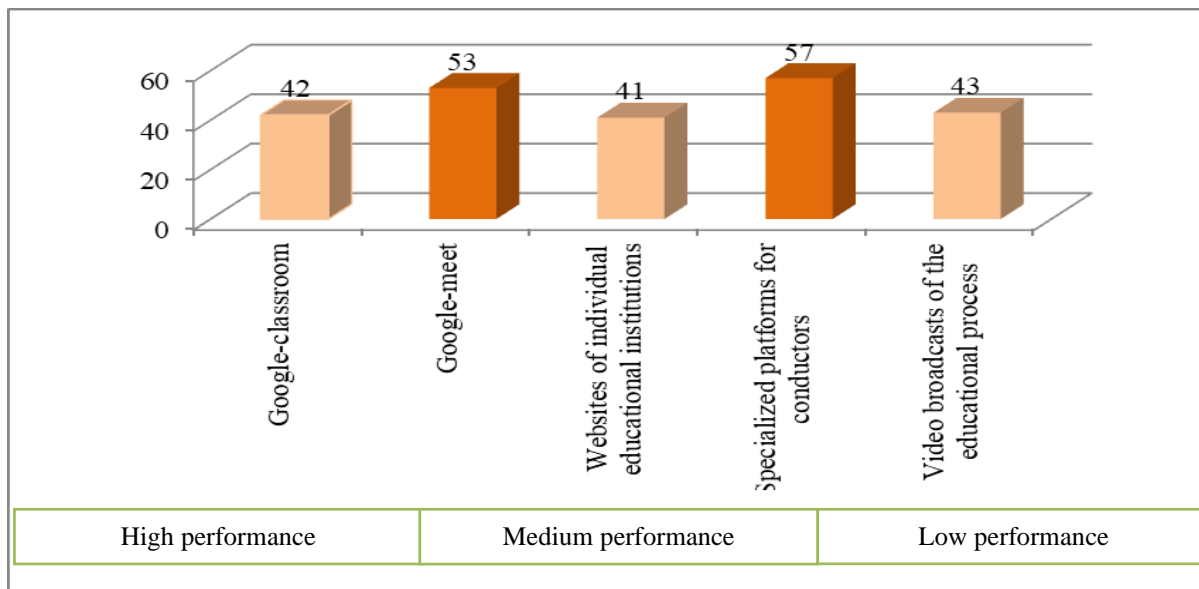


Figure 4. The efficiency level of using the information and communication tools of various types during distance learning of choir and orchestra conductors, %.

Source: it has been compiled by the authors

As it can be observed from Figure 4, Google-meet resources and specialized platforms for conductors are the most effective during remote training of choir and orchestra conductors, according to experts' viewpoint in this profile.

Therefore, as modern tendencies in the scientific and educational art sphere testify, currently, in the context of globalization processes and innovative technological changes in all spheres of the society, the use of various information, intellectual and innovative educational technologies is gaining great importance in the development of education. The educational process is implemented through communication between people. Consequently, nowadays, the use of various informational, intellectual educational tools of communication is of particular significance for the development of education (Poulios & Kamperou, 2022).

The information and communication educational technologies are learning, scientific research and management technologies based on the application of computer and other information technologies, as well as special software, information and methodological support (Tian, 2022).

The information technologies can also be focused on using the special technical information tools, primarily such as: electronic textbooks, multimedia systems; expert

systems; automatic design systems, specialized databases; electronic library catalogues and global, national (regional, local) networks, etc.

The professional activity of an orchestra conductor lies in solving a number of organizational and musical-creative tasks related to conducting rehearsals and concerts (Prichard, 2017).

Considering that the activity of the head of a musical group is naturally diverse, it includes not only work with an orchestra or ensemble, but also self-cultivation, independent work on a musical composition; the quality of this type of activity depends on the level of professional training of the conductor, the presence of certain abilities and personal qualities.

The transition to innovative means of acquiring higher education is being actively implemented in pedagogical educational institutions of the world. It becomes mandatory not only to use new scientific knowledge in the educational process, but also to include creative searches in educational activities, to develop new organizational and methodological innovative technologies, various activities contributing to the development, self-fulfilment and bringing out the best in students (Wang, 2022).

Currently, scientists pay much attention to improving the educational process in terms of the subjects of the conducting cycle. Recognizing the complex, multicomponent nature of the activity of a choir conductor, as well as its connection with the nature of the acquired knowledge and skills, scientists assign a leading place in the process of conducting choral education to the independence of learning.

For instance, M. Qin points out the necessity to solve the main professional tasks based on the transfer of accumulated general and professional experience, including the application of an activity approach to conducting special choir-conductor training for students and defines choir-conductor training as a system of interrelated components, which, on the one hand, fulfils the social task of training competent specialists of a broad profile, and on the other – meets the needs of students in their personal and professional development (Qin, 2020).

Q. Liu, L. Cheng, A. L. Jia and C. Liu talk about strengthening the connection of theoretical fundamentals with practical skills in the process of acquiring knowledge on conducting activities, in which the role of reproductive training in conducting is minimized (Liu, Cheng, Jia & Liu, 2021).

Taking into consideration the fact that the main goals of the conductor's choral training of the future teacher – musician are the setting of the conductor's apparatus, the selection of conducting techniques for the expressive performance of the work, as well as the maximum development of the student's professional erudition, preparation for conducting practice, it becomes clear that the priority in the selection of teaching aids is given to the conscious improvement of the student's professional skills through mastering a range of

conducting gestures, as well as a solid theoretical base grounded on the principles of selection and construction of educational material and the latest information and communication tools.

The purpose of updating the system of organizing the educational process in art schools lies in creating conditions and situations that purposefully influence the independent activity of education seekers, positive motivation and the formation of a creative space for acquisition of knowledge, skills and abilities. The free choice of the individual learning trajectory of each student contributes to the active development of his creative abilities, the ability to make creative decisions and reproduce fundamentally new creative ideas, while overcoming the boundaries of art courses, which have previously clearly defined the range of educational topics and their distribution by classes and semesters (Tao, Fu, Wang, Zhang & Qu, 2019).

A teacher of a modern art school is not only a carrier of knowledge, but also a specialist specializing in using the innovative educational technologies. He determines the individual creative style of students' activity and carries out the process of interaction with students and their parents. At all stages of the formation and upbringing of a child, the education system should take into account all the conditions for the formation of educational motivation and actively use a variety of techniques and methods to promote art education.

The effective use of the latest information and communication technologies contributes to the overall positive attitude of the child to learning art, readiness to perform all educational tasks, the formation of individual skills and independence of students (Tao, Fu, Wang, Zhang & Qu, 2019).

S. Prichard believes that the main objectives of choir and conductor training should be closely related to educational and developmental functions, as well as practical testing of the quality of the acquired knowledge. The definition of the content of each specific topic, section and lesson should be carried out taking into account the integrity of education in accordance with the modern requirements of pedagogical science, age characteristics, which make it possible to bring the educational material and educational repertoire closer to the features of development and abilities of students (Prichard, 2017).

Strengthening and improving the practical orientation in the training of a choir conductor enables the graduate to be mobile in a new professional and life situation, to act efficiently, confidently and effectively, and to rely on relevant special knowledge, creative skills and acquired practical experience in using the information technologies (Liu, Cheng, Jia & Liu, 2021).

The requirement for the development and use of innovative means of training choir and orchestra conductors is determined by the specifics of the reform and development of modern music and pedagogical education, the need to take into account the nature of this

development and, accordingly, directions of research in this field. Identification of the most important aspects of development, focusing on the problems of global and specific phenomena of art education, the introduction of innovative approaches is the main goal of developing the theory and practice of art education at the present stage.

5. Conclusions

Under conditions of the globalization of musical culture in the modern world, the strengthening of the tendency to preserve national cultures, the poly-functional basis of the creative activity of choral groups and their leaders is of particular importance. A modern professional choral conductor should possess a high professional level, closely related to professional culture, the readiness to mobilize all his musical and artistic abilities in order to fulfil the functional tasks of the cultural present time.

The conducted research illustrates the advantages of distance learning of choir and orchestra conductors with application of the information and communication technologies. In addition, the survey has made it possible to establish that effective distance learning for this type of specialist requires previously acquired knowledge of the main parameters of the conductors' process as an important prerequisite for the use of information and communication resources in training.

6. Bibliographic references

- Akbarova, G., Dyganova, E., Batyrshina, G., & Adamyan, A. (2021). Distance choral conducting training of future music teachers. *Revista on line de Política e Gestão Educacional*, 25(2), 750–758. <https://doi.org/10.22633/rpge.v25iesp.2.15257>
- Antunes, M., Quirós, J., & Justino, M. (2017). The relationship between innovation and total quality management and the innovation effects on organizational performance. *International Journal of Quality & Reliability Management*, 34, 4. <https://doi.org/10.1108/IJQRM-02-2016-0025>
- Bonshor, M. (2017). Conductor Feedback and the Amateur Singer: The Role of Criticism and Praise in Building Choral Confidence. *Research Studies in Music Education*, 39(2), 139–160. <https://doi.org/10.1177/1321103X17709630>
- Dag, J., & Balsnes, A. (2020). Choral conducting education: The lifelong entanglement of competence, identity and meaning. *Research Studies in Music, Education*, 43(3). <https://doi.org/10.1177/1321103X19863184>.
- Dag, J., Balsnes, A., & Bygdéus, P. (2018). Nordic Choral Conductor Education: Overview and Research Agenda. *Nordic Research in Music Education Yearbook*, 19, 137–170. <https://nmh.brage.unit.no/nmh-xmlui/handle/11250/2641917>
- Jansson, D., & Balsnes, A. H. (2021). Turning points in shaping choral conducting practice: six tales of Norwegian conductors' professional development. *Music Education Research*, 24(2), 195–208. <https://doi.org/10.1080/14613808.2022.2053507>

- Jansson, D., Elstad, B., & Døving, E. (2019a). Universality and situatedness in educating choral conductors. *Music Education Research*, 6, 344–358. <https://doi.org/10.1080/14613808.2019.1626362>
- Jansson, D., Elstad, B., & Døving, E. (2019b). Choral conducting competences: Perceptions and priorities. *Research Studies in Music Education*, 6, 1–3. <https://doi.org/10.1177/1321103X19843191>
- Liu, Q., Cheng, L., Jia, A. L., & Liu, C. (2021). Deep reinforcement learning for communication flow control in wireless mesh networks, *IEEE Network*, 35(2), 112–119. <https://doi.org/10.1109/MNET.011.2000303>
- Martínez, A. (2021). Online learning in higher music education: Benefits, challenges and drawbacks of one-to-one videoconference instrumental lessons. *Journal of Music Technology and Education*, 13(2–3), 181–197. https://doi.org/10.1386/jmte_00022_1
- Poulios, I., & Kamperou, E. (2022). Business Innovation in Orchestra Organizations Supported by Digital Technologies: The Orchestra Mobile Case Study. *Sustainability*, 14(7), 3715. DOI: <https://doi.org/10.3390/su14073715>
- Prichard, S. (2017). A mixed-methods investigation of preservice music teaching efficacy beliefs and commitment to music teaching. *Journal of Research in Music Education*, 65(2), 237–257. <https://journals.sagepub.com/doi/full/10.1177/0022429417710387>
- Qin, M. (2020). Understanding preservice music teachers' intention to remain in the profession: An integrated model of the theory of planned behaviour and motivation theory. *International Journal of Music Education*, 39(1), 025576142096314. DOI: <https://doi.org/10.1177/0255761420963149>
- Talmage, A., & Purdy, S. (2021). Leading Choirs and Singing Groups for Adults Living with Neurogenic Communication Difficulties: Semi-structured Interviews with Current and Potential Facilitators in New Zealand. *New Zealand Journal of Music Therapy*, 19, 54–85. <https://www.musictherapy.org.nz/wp-content/uploads/2022/05/NZJMT2021No19-TalmagePurdy.pdf>
- Tao, D., Fu, P., Wang, Y., Zhang, T., & Qu, X. (2019). Key characteristics in designing massive open online courses (MOOCs) for user acceptance: an application of the extended technology acceptance model. *Interactive Learning Environments*, 11, 882–895. <https://doi.org/10.1080/10494820.2019.1695214>
- Tian, H. (2022). Interactive Music Instructional Mode Based on Cloud Computing. *Wireless Communications and Mobile Computing*, 9. <https://doi.org/10.1155/2022/7493417>
- Wang, Z. (2022). Integration and Sharing of College English Teaching Resources Using Cloud Computing Platform. *Mobile Information Systems*, 1–4. <https://doi.org/10.1155/2022/8202229>
- Wong, J., & Bautista, A. (2017). How do Teachers Define the Notion of Professional Development? The Case of Primary Music Teachers. *Professional Development in Education*, 44(4), 539–556. doi: <https://doi.org/10.1080/19415257.2017.1369450>
- Yavgildina, Z., Batyrshina, G., Kamalova, I., & Dyganova, E. (2019). Readiness of future music teachers for creative self-actualization. *Humanities & Social Sciences Reviews*, 7(6), 742–748. DOI: <https://doi.org/10.18510/hssr.2019.76112>

Psychological and pedagogical features of training future social service workers

Características psicológicas y pedagógicas de la formación de los futuros trabajadores de los servicios sociales

Nataliia Zaveryko

nzaveryko@ukr.net

<https://orcid.org/0000-0002-3331-5004>

PhD in Pedagogics, Professor, Department of Social Pedagogy and Special Education, Faculty of Social Pedagogics and Psychology, Zaporizhzhya National University, Zaporizhzhya, Ukraine.

Yuliana Matskevich

yuliana30-12@ukr.net

<https://orcid.org/0000-0003-1341-9604>

PhD in Pedagogics, Associate Professor, Department of Social Pedagogy and Special Education, Faculty of Social Pedagogics and Psychology, Zaporizhzhya National University, Zaporizhzhya, Ukraine.

Olena Balukhtina

balukhtina.olena@gmail.com

<https://orcid.org/0000-0002-1085-6908>

PhD in Historical Sciences, Associate Professor, Department of Social Work and Psychology, Faculty of Social Sciences, National University Zaporizhzhia Polytechnic, Zaporizhzhya, Ukraine.

Oksana Sementsova

sementsova.ok@gmail.com

<https://orcid.org/0000-0001-7666-2666>

Candidate of Psychological Sciences, Docent, Department of Special Education, Faculty of Physical Culture and Sport Management, National University Zaporizhzhia Polytechnic, Zaporizhzhya, Ukraine.

Larysa Ivanova

Lar17115@ukr.net

<https://orcid.org/0000-0002-9286-0264>

Candidate of Philosophical Sciences, Associate Professor, Department of Pedagogy and Psychology of Educational Activity, Faculty of Social Pedagogics and Psychology, Zaporizhzhya National University, Zaporizhzhya, Ukraine.

Recibido: 18/05/22

Aceptado: 21/08/22

Abstract

The system of training future workers of social services is being transformed in connection with a number of challenges in the social-economic sphere, significantly differentiating within the EU countries. The purpose of the academic paper lies in analysing psychological and pedagogical features in the educational training of social service specialists using the example of EU countries. Methodology. A qualitative design based

on a content analysis of the legal framework, statistical data and analytical reports posted on the website of the European Association of Schools of Social Work (2022) have been used in the present research. The results show that social work as an educational training program includes three educational levels: bachelor's, master's and doctoral studies. In general, in the EU countries, general requirements regarding the structure and content of educational programs are determined, which are established by legislation. Educational programs are built on a competency-based approach, which involves the formation of professional skills of specialists. Educational institutions specializing in the training of social workers are also experience changes in curricula in accordance with changes in social practice and European education standards, the growing role of practical experience, internships, and research projects. The training programs use the competency-based approach to overcome social problems and changes in social security systems.

Keywords: social work, social work, social protection, training of social workers, social security.

Resumen

El sistema de formación de los futuros trabajadores de los servicios sociales se está transformando en relación con una serie de retos en el ámbito socioeconómico, diferenciando significativamente dentro de los países de la UE. El propósito del trabajo académico radica en analizar las características psicológicas y pedagógicas en la formación educativa de los especialistas en servicios sociales utilizando el ejemplo de los países de la UE. Metodología. En la presente investigación se ha utilizado un diseño cualitativo basado en un análisis de contenido del marco legal, datos estadísticos e informes analíticos publicados en el sitio web de la Asociación Europea de Escuelas de Trabajo Social (2022). Los resultados muestran que el trabajo social como programa de formación educativa comprende tres niveles educativos: licenciatura, maestría y doctorado. En general, en los países de la UE se determinan requisitos generales en cuanto a la estructura y contenido de los programas educativos, los cuales son establecidos por la legislación. Los programas educativos se construyen sobre un enfoque basado en competencias, lo que implica la formación de habilidades profesionales de especialistas. Las instituciones educativas especializadas en la formación de trabajadores sociales también están experimentando cambios en los planes de estudio de acuerdo con los cambios en la práctica social y los estándares educativos europeos, el papel cada vez mayor de la experiencia práctica, las pasantías y los proyectos de investigación. Los programas de formación utilizan el enfoque basado en competencias para superar problemas sociales y cambios en los sistemas de seguridad social.

Palabras clave: trabajo social, trabajo social, protección social, formación de trabajadores sociales, seguridad social.

1. Introduction

The system of training future workers of social services is being transformed in connection with a number of challenges in the social-economic sphere, significantly differentiating within the EU countries. The migration and demographic crises in Europe, the growth of youth unemployment, gender inequality, and the digitalization of labour markets have led to the need to revise the educational system of training. In a number of the most developed countries (Germany, Italy, France), the competency-based approach to training has been implemented to train specialists capable of solving complex problems regardless of the subsystem of the social sphere. Social work as a field of training involves a combination of different disciplinary paradigms, which accordingly requires a review of the psychological and pedagogical conditions for the training of specialists. "Social work is both interdisciplinary and transdisciplinary, and draws on a wide array of scientific theories and research" (European Association of Schools of Social Work, 2022). Social work is based not only on theoretical fundamentals and studies, which are in constant development, but also on theories from other humanitarian sciences, in particular, pedagogy and psychology, social pedagogy. More and more attention is paid to empirical investigations and research projects in the education of specialists. Teaching and learning requires social work educators to use pedagogical approaches that ensure a thorough understanding of real-life scenarios (Addo Koers & Timpson, 2022). Taking into account the indicated changes in the training of specialists, it is relevant to study the features of psychological and pedagogical conditions in the educational training of social service specialists.

The purpose of the academic paper lies in analysing psychological and pedagogical features in the educational training of social service specialists using the example of EU countries.

2. Literature Review

The expansion of educational programs of social work and social services in higher education in Europe had been taking place taking into account social-economic problems and a high level of social cohesion (Lyons, 1999). The economic growth of the EU countries contributed to full employment, and as a result, access to social security systems and protection against such risks as illness, old age, disability, etc. However, the emergence of new challenges in the social sphere led to the expansion of socially vulnerable sections of the population. As a result, educational training programs that were targeted at certain population groups required transformations (Campanini & Frost, 2004). Several changes have taken place in education over the past decades due to declining levels of social cohesion in many European countries (Laparra & Pérez-Eransas, 2012). The training of social services workers has been affected by such changes as the transformation of labour markets, the quality of employment, new labour models in connection with digitalization during the transition to a global economy (Opačić & Žganec, 2021; Vilka & Lotko, 2021). As a result, people, employed in various spheres of the economy, became less protected, the level of access to social security decreased, which

especially affects young people, migrants, and vulnerable segments of the population (Foessa, 2019). The high level of unemployment and instability of employment have given rise to an increase in the demand for social services from people without income. The emergence of new types of families without the possibility of providing care to vulnerable segments of the population, the aging of the population, the growing number of elderly people requires changes in the psychological and pedagogical conditions for the training of social service specialists (Martínez-Virto & Pérez-Eransus, 2018). The basic tendencies that influenced the training of social workers were as follows: an increase in demand for social services, budget adjustments and new functions in the management of the social security system, causing the weakening of the model of social assistance, which functioned on the basis of individual case management (Martínez-Virto & Sánchez-Salmerón, 2019). The modern approach to social assistance involves a rapid professional response with a strong bureaucratic component to control limited financial resources, reflecting the new model of social security (Kloppenburger & Hendriks, 2021; Lazăr, 2021). Therefore, the conditions for the training of specialists, focused on their competence (knowledge, abilities, skills), are changing (Garrett & Bertotti, 2016; Ioakimidis, Santos & Herrero, 2014; Karagkounis, 2016). The EU countries have been faced with a fundamental task of political and social reconstruction of the education system, in the context of which the competence of social workers is of central importance. This is due to the fact that knowledge, abilities and skills combine a universal scientific basis and the possibility of their adaptation to specific social contexts and problems. Education in the field of social work should use the diverse experience of EU countries in solving social issues in order to create future-oriented educational programs (Lorenz, 2021).

3. Methodology

A qualitative design based on a content analysis of the legal framework, statistical data and analytical reports posted on the website of the European Association of Schools of Social Work (2022) have been used in the present research. In order to assess the psychological and pedagogical features in the educational training of social service specialists on the example of the EU countries, the following countries were selected, namely: Finland, France, Germany, Italy, Lithuania, and Cyprus. Various social-economic prerequisites, the structure of labour markets and models of social security systems were the main criteria for choosing these countries for the purpose of analysing the training systems of social service specialists.

4. Results

In Finland, social work is an independent discipline in the system of training of specialists in social services. Students study this discipline at the university on the basis of an integrated research model. The study model is developed within the concept of a socially oriented state (that is, a state that focuses on the welfare of citizens). Scientific disciplines within the limits of social work include three levels of education: bachelor, master and doctor of social sciences. Only those students who underwent training for five years at

the university can submit an application for the position of professional social worker and received a bachelor's degree in Finland in Finland (Lähteinen et al., 2017). In general, Finland is one of the leading countries in the development of the system of training of social service specialists. Social workers play a key role in the social service delivery system, often working in a highly professional environment that includes, for example, psychologists, medical practitioners, primary school teachers, early childhood nurses with practice and labour market service experts, rehabilitation experts. In Finland, many positions of practicing social workers remain free, despite the high level of educated students in the country.

In Finland, among the main problems of social workers, bureaucracy in the management system and a high level of workload. Therefore, social workers cannot concentrate on systematic preventive work. In Finland's training, emphasis is on research that study the problems of social work in the country. Such broad multidisciplinary contextualization, particularly in the social and behavioural sciences, typically limits curricula.

The system of higher education in social work in Finland includes two parallel systems of educational institutions: polytechnics and universities. The education system clearly distinguishes the goals of these types of educational institutions. Each establishment owns its own learning profile. Education at universities includes research and the actual training program for specialists who are closely related. The main task of the two types of educational institutions is to conduct research and use their results in work and education. Polytechnics are interdisciplinary institutions of higher education, which are focused on the development of practical relations with the labour market, regional development, solving social problems in the regions. Over the past ten years, thanks to the state investment, the number of students who are studying in specialties in social work at six universities in Finland has increased rapidly. At the same time, the number of students who are enrolled in the programs of learning on social sciences are reduced. In a year, about 350 new students are credited to the training programs for social work, which have the right to get a bachelor's degree. Due to the large number of applicants and the popularity of social work, applicants undergo a complex process of entrance exams. Nevertheless, this also partially ensures the low level of screening and motivation of students.

Most of the graduates are satisfied with the education environment, the content and quality of study, as well as the level of research. Almost all the students enrolled receive a bachelor or master degree. About 340 graduates annually receive an application for work in social services. The next feature of the education system in the field of Finland's social work provides for the autonomy of the country's universities. Educational institutions in this way can determine the content of the training program and coordinate them with the requirements of the labour market. Although general guidelines of the structure and content of educational programs are legislatively set, faculties own powers to determine the content of the program and targeted competencies, individual courses for students (Lähteinen et al., 2017). In Finland, cooperation has been established within the framework of the National University Network of Social Work (Sosnet), which enables

active national management of education and discussion of the content and structure of social work degrees. Curricula are based on social work courses and interdisciplinary contextualization, particularly in the social and behavioural sciences. Educational programs are compiled on the competency-based approach, which involves the formation of professional skills of specialists. Education for training specialists in social work is based on university researches in social sciences. Also in educational institutions, students are provided with professional and practical knowledge, which makes it possible to obtain the status of a qualified social worker. Education develops academic abilities and at the same time research skills. In the learning process, students learn to understand society based on a scientific approach, master the skill of critical target, which occupies a central place in the curriculum. Thus, the Finnish system of education in social work is an integrated research model, where studies are integrated into educational programs (Lähteinen & Matthies, 2021).

The French education system applied for training future social workers is based on school education and on-the-job training (internship). Practical activities of students always occupy a significant part of the educational program. Various education reforms in France (2007, 2011 and 2018) have ensured the change of educational programs of educational institutions in accordance with changes in social practice and European education standards. The main elements of these education reforms were as follows:

1. Establishing professional guidelines for skills, activities, training and certification systems – since 2007 – structured diplomas, forasmuch as training programs is organized around a defined list of skills. This has become a main basic change in the culture of social work educational program. This has ensured increased mobility of specialists and a more individualized educational career path. Individualization of curricula is now a key main element of educational courses. Educational institutions develop the content and structure of education for their combination with students' courses. Students are given the opportunity to improve or get a certificate for the skills that Gateway Systems have been purchased through the new mechanism.
2. A modern approach to alternative education has been implemented, which contributes to the professionalization process transformation. Places of internship have become a qualification space: the field of internship of specialists is in contractual relations with institutions for the training of social workers. Training is built on the basis of the tutoring system. Managers offer internships based on expertise in which they are competent.

Internships in the French social services training system have always played a significant role in education; however, recent reforms have structured and strengthened the educational environment where theoretical and practical skills are formed. Reforming of the French education system for social work specialists has ensured the transition from preparatory schools to higher educational institutions. These reforms have enhanced the role of research in education and ensured the acquisition of the necessary skills of social workers (Bergougnan & Fondeville, 2021).

In Germany, educational programs for training specialists in social work field are an important part of professional training in accordance with social-economic challenges. The process of academicization of social work, which had begun in the 1970s, became a prerequisite for the emergence of modern structures and conditions of education in the field of social work. After the establishment of applied sciences universities, they began to offer social work programs. Currently, in Germany, they are called universities of applied sciences (UAS). For 30 years, these programs have been merged into social work programs in almost all educational institutions. However, in the field of social sciences, many subjects and programs related to social work continue to exist. A feature of Germany in the training of specialists is a scientific and pedagogical program with an emphasis on social pedagogy that studied at universities. In some cases, through universities are studied without disciplinary relations with educational sciences. In 2019, 132 362 students studied social sciences in Germany (including social work, social sciences, sociology, social pedagogy, but excluding pedagogical sciences) (Statistisches Bundesamt, 2022); and 94 801 of these students were women (Statistisches Bundesamt, 2022). Such statistics suggest that social work is still popular as a professional in women in Germany. In the country, mainly social work courses are studied in educational institutions, the organization of which lies with the state, Church, as well as more and more cases of private financing. In recent years, the number of students is growing. Today, almost all educational institutions offer magistracy programs in the field of social work. Universities have a high level of influence on the development of social work.

Universities have a significant impact on representatives of the scientific community thanks to the research activity and reputation built into their structure. Another feature of education in Germany lies in the fact that score in the field of social work is significantly different in different federal lands. Differences in the education system are manifested in the duration of research, general structure and learning subcs. Therefore, it is impossible to give an exact characteristic of models of training, subjects, structure and conditions of education in the field of social work. Many federal districts have general features of education, for example, by most students studying the methods of social work, the rules of communication, law, sociology, psychology, and medicine during research. Many German regions have developed double research models in the field of social work in order to form practical experience. Faculties of social work are self -organized in the Department of Social Work (FBTS, Fachbereichstag Soziale Arbeit). FBTS is the national official representative of faculties and departments of social work in state and church universities. Being the highest collegiate body of academic self-governance, FBTS brings together the professional, educational and organizational activities of about 80 seats or members. One result of FBTS' work is the development of the Qualification Framework for Social Work (Qualifikationsrahmens Soziale Arbeit – QR SozArb) as a education framework in the social work field in Germany. QR SozArb is a subject specific framework for social work that defines key competencies in accordance with the Bologna Process. In the preamble, the Social Work Qualification Framework refers to the international definition of social work, describing competencies in accordance with the international context. The document defines social, technical, and methodological and personnel skills, takes into account the ethical component of the activity of a social worker. It has been

also determined that skills are formed in a disciplinary, interdisciplinary or transdisciplinary way (Laging, Schäfer & Lorenz, 2021).

In Italy, the training of social workers uses an approach based on competencies to overcome social problems, challenges and changes in the social security system. Education in the field of social work is included in the academic context and is provided at universities. Italy does not have a double system of polytechnic and academic universities, unlike other European countries. Social work is currently included in the university system of higher education as well as almost all other professional educational courses. Such professional programs, for example, for teachers, nurses, rehabilitators, were gradually included in the higher education system in similar areas. In 2018, 98 Italian universities proposed 36 courses of bachelor's level and 35 courses of the master's level in the field of social work. However, at the same time, the number of courses has declined over the past few years: for example, in 2014 there were 44 baskets. This is a consequence of the reform of the government and new criteria established by the government of the country. The number of enrolled every year is almost stable, and about 1,300 students participate in undergraduate programs at the national level. In addition to the minimum requirements established by the ministry, each higher educational institution can freely develop plans and special training programs, compile programs in accordance with its vision, visit, development strategy and respond to local needs. Universities can use the remaining loans and resources thanks to their own autonomy. Thus, important decisions are made at the local level and at the level of a separate university, and the composition of the university leadership affects the composition of the educational programs of social work. The influence also has existing educational institutions in the direction of social work. Moreover, due to the growth of autonomy due to the reform of 2010, the diversification of educational programs in the country has increased. Subjects in the field of social work develop the principles, methods and basics of social work (usually at different levels), organize social services, seminars and tutoring for the practical training of students (Bertotti, 2021).

Social security services in Lithuania were little developed due to chaos in connection with the transition from the Soviet system to democracy. As a result of the transition of the state, many families and individuals fell into new social problems, such as poverty, unemployment, crime and lawlessness. Students' duties in the first year of study in the field of social work are focused on such skills as involvement / empathy, solving problems, evaluation, communication and work with any available resources. In the second year of training, students usually conduct research, focusing on applying the main skills of social work in evaluating and solving problems at the level of social protection system. In this way, students and graduates of the Centre created several new public programs (Lorenz, 2021). In the scientific work of Tunney & Kulys (2014), a model of field education is proposed in order to promote the formation of basic knowledge, values and social work skills, the connection establishment between educational institutions and social security institutions, and the impact determination of education programs on the community well-being in Lithuania. The model includes the components as follows: 1) Core social work

professional values, knowledge, and skills; 2) Educational program development and development of student skill; 3) Agency-service development among placement agencies; 4) Impact on the community as a result of the educational program's contribution to social service development.

The education of specialists in the social work field in Cyprus remains at an early stage of development. There is not any state faculty established in the country, despite the obvious need to train specialists in social work at state universities. The country also lacks a culture of social work, regardless of the existence of private programs. This may be due to the fact that social welfare has never been one of the priorities of local political policy. The modern educational system is a mixture of various educational approaches and models from different educational systems (British, American), adapted to the realities of Cyprus. Social work in the country was the result of the collapse of traditional systems that supported and ensured the cohesion of social systems. The maturity of the education system in the training of social workers in such countries as the USA and Great Britain played an additional role in the transfer of knowledge to individual scholars from different cultural and educational backgrounds (Panagiotopoulos & Zachariades, 2021).

5. Discussion

Educational training programs in the EU countries in the field of social work testify to the search for effective models and approaches to the training of social service specialists. In particular, the most common is competency-based approach, which has been implemented in Finland, Germany, France, and Italy. In the framework of countries, there is a significant differentiation of social needs depending on the structure of socially vulnerable segments of the population. In some countries, social workers are responsible for assessing people's eligibility to social benefits, which determines the need for relevant skills. In other countries, the emphasis is on counselling. In some cases, social responsibilities are defined by so-called gaps in the system, when other services, for example, the medical, educational or judicial systems, go beyond their powers, which cause a number of social problems for different categories of the population. This determines the content and structure of educational programs, pedagogical features of training, framework of qualifications. It should be noted that the methodological basis of training inherent in training models is gradually being transformed in the HEIs of EU countries. Methodological "schools" that have previously characterized learning models and training institutions, such as psychodynamic, psychosocial, behavioural or systems approaches, no longer predominate in these countries. Instead of that, pragmatic considerations guide the choice of teaching methods, with a strong emphasis on evidence-based practice and investigations (Ziegler, 2020).

The training of social service specialists is also characterized by the need to maintain orientation to national requirements from the point of view of the legislative framework, social policy, service structures and social-economic context, cultural factors. In addition, specialists should possess appropriate scientific status; they should focus on universal

aspects of human behaviour and social, economic and historical processes (Harrikari & Rauhala, 2018).

Thus, it is possible to identify several problems in the system of training of social service specialists in the EU countries. There are considerable disagreements in the academic level and status of education in the field of social work. Despite the universal desire for full “academization”, which means access to universities at all three educational levels of bachelor, master and doctor of philosophy, there still remains a pronounced dualism between “classical” universities and other higher educational institutions offering a more professional orientation to education in the field of social work. However, it has been found that more and more the 8th degree-level training programs are appearing in German “universities of applied sciences”. In most countries that have introduced a PhD in social work field, there is still a dependence on so-called neighbouring disciplines such as sociology, psychology or pedagogy. The same applies to the qualifications of staff teaching social work courses. The requirement for a doctor of philosophy degree for staff holding academic positions is gaining popularity. This is especially evident in Italy, where 30 years ago the professional association carried out a strong campaign to train social workers exclusively in universities (Facchini & Giraldo, 2013). In EU countries, internships are also practised, structured and designed appropriately to help students achieve standards of professional responsibility.

For a number of countries where social work was in the process of becoming an academic discipline, the Bologna process was useful as a tool to achieve full integration into academic structures, to fulfil formal requirements and to justify the minimum duration of educational programs in the field of social work. The strict adherence to the rule of 3 + 2-year education cycles also meant that, for instance, Finland was forced to split its integrated 5-year program into two stages. Specialists in Germany opposed such standardization. In general, the idea that all university courses in EU countries should follow a three-year cycle with pre-defined levels of competence outlined in the Dublin Descriptors has become acceptable. However, there was uncertainty regarding the qualification level of training programs in the field of social work. Taking into consideration the increasing demands on the social work profession arising from increasingly complex social needs, it is not realistically possible to cover all areas of practice and all methods at the bachelor’s level. However, students enrol in specialized master’s and even PhD courses without adequate funding and support on the part of employers. At the same time, training programs for social service specialists are mainly offered at the expense of students. Therefore, the majority of students are looking for a job already after obtaining the first educational level. Accordingly, employers, as a rule, do not recognize higher qualifications in terms of a higher level of salary.

It is also worth considering the issue of specialization within the training programs of social services specialists. Some countries have always emphasized the general nature of education, which would allow graduates to find work in various fields and acquire the necessary specialized skills “on the job place”. Others, however, have supported separate

areas of specialization from the very beginning. Despite attempts to cluster training around pre-defined areas of social work, the various fields of social work practice are increasingly differentiated due to new social requirements. The bachelor's degree courses do not provide sufficient time to cover other disciplines, such as family work, medical or psychiatric social work, disability, probation, and work in educational institutions. Practical social issues such as community work or community service or work in crisis situations such as with refugees or during a pandemic are also not taken into account. Furthermore, it is a paradoxical trend that the idea of an organically structured accumulation of knowledge and skills, starting from a common core and branching out into increasingly specialized areas of practice and methods, is disappearing. At the academic level of the humanities, this shift away from the model of basic and specialized methodological fields can be explained by the influence of postmodernism and its critique of "dominant narratives". On a practical level, agency policy leans towards the demands of pragmatism ("what works best"), for which evidence-based learning models built on empirical research form the basis in parallel to empirical developments in medicine.

4. To a large extent, it depends on the issue of accreditation of training courses. In countries where it is a matter of state power, the influence of political priorities and lobbying is significant. If this liability is delegated to the corresponding professional association, this can lead to greater autonomy or practical orientation. In the part where it is completely left in the academic bodies, there is a danger of a clash with professional and professional interests or agency; As a result, when the curricula becomes too "academic", employers receive more power in which graduates they want to hire in certain positions. The professional quality of education, however, depends not so much on the procedural organization of accreditation, but also on the content that was formulated, for example, in the form of a "qualification structure", which were introduced between academies and representatives of the profession, which were recently agreed in Germany. In the part where this was not achieved, there is a tendency, especially after privatization both in the provision of services and in education in which the title and qualification differences are not crazy. It seems that this happens, for example, in Latvia, where in parallel with social workers there are professions such as "social rehabilitologists", "organizers of social benefits", "social guardians" and even "social workers of charitable organizations (Karitas)" have grown. Nevertheless, progress can be achieved only when all interested parties in the field of vocational education in the field of social work are combined together, instead of leaving quality control in only one institution.

5. A separate issue is the professional registration of social work graduates as a prerequisite for employment in appointed positions in the social work. In this regard, the contradiction between such positions remains mainly unresolved, namely: professional interests that often arise from the example of other professions, such as psychology or medicine, which through their "guilds" managed to establish a high degree of autonomy and control from access to access their professions with appropriate political influence; academic interests that can consider registration as a restriction on innovation based on research, but there is a risk that obtaining higher education does not guarantee automatic

admission to a professional register; wider political interests, striving either to restriction, leave the problem of employment in the free labour market and its changing requirements, or influence the profession, imposing the ideological conditions of registration. Maintaining a professional registry, of course, is a means of ensuring the quality of services and ensuring that licensed specialists are held accountable for their practice. Nevertheless, it greatly depends on, for example, on the constant updating of skills and how cases of negligence are considered. The risk of “depression” of social work arises not so much from the absence or weakness of the regulations on registration, but also from the tendency to privatize public services that can bypass registration.

6. Conclusion

Social work as an educational training program includes three educational levels: bachelor's, master's and doctoral studies. In general, in the EU countries, general requirements regarding the structure and content of educational programs are determined, which are established by legislation. Universities remain empowered to determine the program content and target competencies of specialists, the content of individual courses. This contributes to increasing the autonomy of educational institutions for the training of specialists, increasing the diversification of educational programs. Curricula are based on social work courses and broad interdisciplinary contextualization. Educational programs are compiled on the competency-based approach, which involves the formation of professional skills of specialists. Changes in curricula in accordance with changes in social practice and European education standards are also characteristic for educational institutions specializing in the training of social workers, as well as the growing role of practical experience, internships, and research projects. The training programs use the competency-based approach in order to overcome social problems and changes in social security systems.

7. Bibliographic references

- Addo R., Koers, G., & Timpson, W. (2022). Teaching sustainable development goals and social development: a case-study teaching method. *Social Work Education*. <https://doi.org/10.1080/02615479.2022.2112168>
- Bergougnan, R., & Fondeville, F. (2021). Social Work Education and Training in France: A Long History of Being Energised by an Academic Discipline and International Social Work. In *Social Work Education in Europe* (pp. 65-88). Cham: Springer.
- Bertotti, T. (2021). Social work education in Italy: Backwards and forwards in the establishment of the social work discipline. In *Social Work Education in Europe* (pp. 111-135). Cham: Springer.
- Campanini, A., & Frost, L. (2004). European social work: Commonalities and differences. *European social work: Commonalities and differences* (pp. 7– 15). Roma: Carocci.
- European Association of Schools of Social Work (2022). Global Definition of Social Work. <https://www.eassw.org/language/english/>

- Facchini, C., & Tonon Giraldo, S. (2013). The university training of social workers: Elements of innovation, positive and critical aspects in the case of Italy. *British Journal of Social Work*, 43(4), 667-684.
- Foessa. (2019). VIII Informe sobre Exclusión y Desarrollo Social de España [VIII report on exclusion and social development of Spain]. Madrid: Fundación. URL: <http://www.plataformatercersector.es/sites/default/files/20190612%20VIII%20Informe-FOESSA-2019-resumen.pdf>.
- Garrett, P. M., & Bertotti, T. F. (2016). Social work and the politics of 'austerity': Ireland and Italy. *European Journal of Social Work*, 20(1), 29–41.
- Harrikari, T., & Rauhala, P. L. (2018). *Towards glocal social work in the era of compressed modernity*. Routledge.
- Ioakimidis, V., Santos, C. C., & Herrero, I. M. (2014). Reconceptualizing social work in times of crisis: An examination of the cases of Greece, Spain and Portugal. *International Social Work*, 57(4), 285–300.
- Karagkounis, V. (2016). Social work in Greece in the time of austerity: Challenges and prospects. *European Journal of Social Work*, 20(5), 651–665.
- Kloppenburg, R., & Hendriks, P. (2021). Reconstruction of Social Work Education in the Netherlands. In *Social Work Education in Europe* (pp. 171-191). Cham: Springer.
- Laging, M., Schäfer, P., & Lorenz, M. (2021). Social Work and Social Work Education in Germany: Development and Challenges in a Scientific and Practice-Based Profession and Its Education. In *Social Work Education in Europe* (pp. 89-109). Cham: Springer.
- Lähteinen, S., & Matthies, A. L. (2021). Based Social Work Profession in the Finnish Welfare State. In *Social Work Education in Europe* (pp. 43-63). Cham: Springer.
- Lähteinen, S., Raitakari, S., Hänninen, K., Kaittila, A., Kekoni, T., Krok, S., & Skaffari, P. (2017). *Social work education in Finland: Courses for competency*. National social work university network Sosnet.
- Laparra, M., & Pérez-Erasmus, B. (2012). *Crisis y fractura social en Europa: Causas y efectos en España [Crisis and social fracture in Europe: Causes and effects in Spain]*. Colección de estudios sociales nº 35. Barcelona: Obra social La Caixa.
- Lazăr, F. (2021). The Revival of Romanian Social Work Education and Its Prospects. In *Social Work Education in Europe* (pp. 193-209). Cham: Springer.
- Lorenz, W. (2021). Introduction: Current Developments and Challenges Facing Social Work Education in Europe. In *Social Work Education in Europe* (pp. 1-17). Cham: Springer.
- Lyons, K. (1999). *Social work in higher education. Demise or development?* Aldershot. URL: <https://www.taylorfrancis.com/books/mono/10.4324/9780429437830/social-work-higher-education-karen-lyons>
- Martínez-Virto, A.L., & Pérez-Erasmus, B. (2018). The primary care model of social services to debate: Dilemmas and professional reflections around the case of Navarre. *Cuadernos de Trabajo Social*, 31(2), 333–343.
- Martínez-Virto, L., & Sánchez-Salmerón, V. (2019). Regional inclusion policies in Spain: New approaches and keys to their effectiveness. *Journal of Regional Research*, 44, 12–28.

- Opačić, A., & Žganec, N. (2021). Challenges for Social Work Education in Croatia: Lessons from a Post-socialist Context. In *Social Work Education in Europe* (pp. 137-151). Cham: Springer.
- Panagiotopoulos, C., & Zachariades, A. (2021). Development of Social Work Practice and Education in Cyprus. In *Social Work Education in Europe* (pp. 19-42). Cham: Springer.
- Statistisches Bundesamt (2022). Official site. <https://www.destatis.de>
- Tunney, K., & Kulys, R. (2014) Social Work Field Education as Social Development, *Social Work in Mental Health*, 2(2-3), 59-75. https://doi.org/10.1300/J200v02n02_05
- Vilka, L., & Lotko, M. (2021). Social Work Education in Latvia: Post-crisis Impact and Development Perspectives. In *Social Work Education in Europe* (pp. 153-170). Cham: Springer.
- Ziegler, H. (2020). Social work and the challenge of evidence-based practice. *European social work—A compendium*, 229-272.

Cross-cultural competence formation for future teachers in integration processes

Formación en competencias transculturales para futuros docentes en procesos de integración

Nataliia Borysenko

nataborisenchik15@gmail.com

<https://orcid.org/0000-0001-9403-5009>

Candidate of Pedagogical Sciences, Associate Professor, Department of Theory and Method of Preschool and Primary Education, Faculty of Pedagogical, Kherson State University, Ukraine.

Nataliia Sydorenko

natalasidorenko@gmail.com

<https://orcid.org/0000-0003-2050-4938>

PhD in Philological Sciences, Associate Professor, Department of Theory and Methods of Preschool and Primary Education, Faculty of Pedagogical, Kherson State University, Ukraine.

Iryna Grytsenko

grytsenko62@gmail.com

<https://orcid.org/0000-0003-2653-6113>

Candidate of Pedagogical Sciences, Docent, Department of Pedagogy and Psychology of Preschool and Primary Education, Faculty of Pedagogical, Kherson State University, Ukraine.

Veronika Denysenko

veronikaden@ukr.net

<https://orcid.org/0000-0002-5461-6914>

Candidate of Pedagogical Sciences, Docent, Department of Pedagogy and Psychology of Preschool and Primary Education, Faculty of Pedagogical, Kherson State University, Ukraine.

Yuliia Yurina

jurinajulija1974@gmail.com

<https://orcid.org/0000-0003-3197-9090>

Candidate of Philological Sciences, Associate Professor, Department of Ukrainian and Slavic Philology and Journalism, Faculty of Ukrainian and Foreign Philology and Journalism, Kherson State University, Ukraine.

Recibido: 20/05/22

Aceptado: 24/08/22

Abstract

The article is devoted to the improvement of cross-cultural competence for future teachers. The study aims to develop directions and tools for the cross-cultural competence of teachers at different levels of organization and regulation of teaching education in the conditions of integrative processes.

The study's central hypothesis is that cross-cultural competence cannot be formed by implementing educational programs and requires an integrated approach at all levels of

the pedagogical process. The relevance of the methods and tools for the cross-cultural competence formation of the future teacher in the conditions of integration processes is determined by three factors: transformation of the labor market, aggravation of intercultural perception problems in the world, insufficient amount of scientific research on this topic.

The research methods are used: analysis, synthesis, systematization, comparison, induction, and deduction. The study results allowed to form recommendations for the cross-cultural competence development of the future teacher at the individual, teaching, institutional and regulatory levels. The main content of the recommendations is the possibility of organizing practical communication experiences between students of different nationalities. The study's practical significance consists in the possibility of its use in the educational programs of pedagogical institutions of higher education.

Keywords: cross-cultural competence, integration processes, pedagogy, higher education institutions.

Resumen

El artículo está dedicado a la mejora de la competencia intercultural para futuros profesores. El estudio tiene como objetivo desarrollar direcciones y herramientas para la competencia intercultural de los profesores en los diferentes niveles de organización y regulación de la formación docente en las condiciones de los procesos integradores.

La hipótesis central del estudio es que la competencia intercultural no puede formarse mediante la implementación de programas educativos y requiere un enfoque integrado en todos los niveles del proceso pedagógico. La pertinencia de los métodos y herramientas para la formación de competencias interculturales del futuro docente en las condiciones de los procesos de integración está determinada por tres factores: transformación del mercado laboral, agravamiento de los problemas de percepción intercultural en el mundo, cantidad insuficiente de investigaciones científicas sobre este tema.

Se utilizan los métodos de investigación: análisis, síntesis, sistematización, comparación, inducción y deducción. Los resultados del estudio permitieron formar recomendaciones para el desarrollo de competencias transculturales del futuro docente a nivel individual, docente, institucional y normativo. El contenido principal de las recomendaciones es la posibilidad de organizar experiencias prácticas de comunicación entre estudiantes de diferentes nacionalidades. El significado práctico del estudio consiste en la posibilidad de su uso en los programas educativos de las instituciones pedagógicas de educación superior.

Palabras clave: competencia intercultural, procesos de integración, pedagogía, instituciones de educación superior.

1. Introduction

The relevance of the methods and tools formation of the intercultural competence of the future teacher in the conditions of integration processes is caused by three factors:

The labor market transformation in the conditions of globalization, where intercultural competence becomes one of the specialists' most critical soft skills.

The growing problems associated with geopolitical division, where in the conditions of global crisis, it is important to preserve human values and adequately respond to intercultural and international relations issues.

Insufficiently covered in scientific approaches to forming cross-cultural competence of future teachers in individual, online, or distance learning conditions.

According to recent sociological research by the Future Institute (Davies et al., 2020) and numerous academic studies (Klafegn, 2017; Elphinstone, 2018), professionals' cross-cultural competence is one of the most demanded in today's labor market. It is due to the overall social integration processes, which are caused by rapid social and economic globalization (Rettig, 2017).

The problem of intercultural communication has been relevant for quite a long time, especially in the United States and other democracies, where the issue is escalated by racism and intolerance of national and other minorities (Mori, 2021). It is especially true in Ukraine and Russia, which have become direct participants in a war conflict called the war for democratic values in society. On the part of the Russian authorities, there has been propaganda of ethnophile and racist doctrine about the "Russian world" for decades. On March 15, 2022, the Declaration of the "Russian world" was promulgated, and signed by over a thousand Orthodox theologians (Metropolitan Epiphanius, 2022), blessing the military aims of the destruction of Ukrainians as a nation. Today, the world is concerned about the military confrontation between Russia and Ukraine. In particular, democratic society is taking Ukraine's side, putting pressure on the Russian government, and applying discriminatory measures against Russians in response to military aggression against the Ukrainian nation (Ray, 2022; Lika, 2022). Under such conditions, the problem of building communication at the international level is exacerbated (Lika, 2022).

Therefore, participants of negotiations should understand not only the current political and social situation in the countries but also their history, culture, religion, and preconditions of the conflict. They also should understand the current feelings of citizens, which as a result, will allow for choosing the right words during speeches, negotiations, and decisions at the international level.

All of these global economic and political processes are conducted by professionals who are trained and educated accordingly. Therefore, teachers, lecturers, consultants, and

tutors have an essential place in such professionals' training in international communication processes (Villegas & Lucas, 2002).

Many companies are creating platforms for education and professional development in various fields. Traditional educational institutions, such as schools and universities, also turn to distance learning technologies. At the same time, the lecture developers need to consider the intercultural features of communication between the teacher and the student since representatives can form the audience from dozens of countries. In the communication process, it is important not to touch on issues that make the perception of information uncomfortable.

Thus, today's teachers must be well-rounded, tolerant, unbiased individuals. They must stand outside of socio-cultural conflicts and confrontations and clearly understand the importance of educating proactive professionals who respect the speaker and listen to him, but at the same time are not afraid to show their cultural and national characteristics and defend their interests.

The study aims to develop tools and directions for cross-cultural competence forming at different educational levels under integrative processes.

The study's central hypothesis is that cross-cultural competencies cannot be formed by implementing educational programs but require an integrated approach at all levels of the pedagogical process.

To achieve the goal, the following tasks will be carried out in the course of the study:

- to carry out a critical review of the literature in the field of study to identify key problems related to cross-cultural competencies;
- to propose practical directions for solving critical problems related to cross-cultural competencies that can be adapted to the formal education environment;
- to consider discussion points and formation of cross-cultural competencies in future educators, taking into account their activities in an integrative society.

2. Literature Review

Intercultural competencies are widely researched in academic circles. However, they are defined differently by different researchers, depending on the purpose of applying these competencies. For example, the concept of fostering multicultural, poly-cultural, and intercultural competence is widely researched, which has differences between themselves at the theoretical level, but at the practical level of pedagogy, these issues are solved by the same methods. Issues of multicultural competence in the pedagogical process have been widely researched in the scientific literature since the 1990s (Chisholm, 1994; Davidman & Davidman, 1994; Gollnik & Chinn, 1990; Giroux, 1994; Taylor, 1994).

Regarding cross-cultural competence, this concept has been more explored not from a pedagogical perspective but from the standpoint of building a future professional's skill. In particular, Klafegh J. (2017), in his study, notes that the skill of cross-cultural competence is one of the most important in the 21st century for employers - large multinational companies, which is a characteristic of integration processes and globalization of the economy. Furthermore, Elphinstone L. (2018), in his study, also emphasizes the importance of cross-cultural competence in a global society in the context of integrative processes.

The peculiarity of Klafegh J.'s (2017) research is that cross-cultural competence cannot be manifested among people who take a job. It is verified only during their direct activity because cross-cultural competence combines numerous components that cannot be covered in the employee's interview process.

Filmer & Herbig (2018) show their study's relevance to developing cross-cultural competence. They offer the importance of competence for future professionals who constantly work with a multicultural range of users - healthcare professionals (Huddart et al., 2020; Han et al., 2014). At the same time, the scientific significance of the study lies in the systematization of methods for the development of multicultural competence, described in the scientific literature by 34 researchers. During the study, the authors show that it is impossible to isolate multicultural competence using interviewing because, in this process, people meet moral standards without taking into account real situations that can completely change the rapid response, behavior, and attitude towards the interlocutor in a multicultural environment.

In contrast to Filmer & Herbig (2018), Elphinstone L. (2018), in her study, notes that the primary identifier of cross-cultural competence is the cultural intelligence factor (CQ). Unfortunately, this indicator is difficult to identify with specific competency sets for psychologists. Still, the Cultural Intelligence Indicator model creates the potential for future research in this area and allows for a foundation of focus on specific pedagogical practices.

McAllister & Irvine (2000) confirm the idea of the impossibility of quickly identifying cross-cultural competence. In their study, the authors show that pedagogical professionals use different methods to influence teachers in multicultural education. However, such one-time interventions do not produce unambiguous results because they focus on the content rather than the intercultural communication process itself.

Overall, we can conclude from the reviewed literature that intercultural competence is the process of a person's entry into another culture through learning about its characteristics and developing their own culture. In turn, a teacher's intercultural competence consists of creating conditions for students in which opportunities for self-realization in the intercultural world are created, which contributes to a conflict-free identification of a person in a multicultural space within the integration processes.

3. Research Methods

The novelty of the research is formed by the systematization of scientific and pedagogical methods of cross-cultural competence formation for specialists, taking into account integrative processes obtained by critical analysis of scientific literature, systematization of research results, and search for common features and differences.

With the application of comparison methods of foreign approaches and synthesis of information, the hypothesis based on the need for an integrated approach to the introduction of development cross-cultural competence directions among students was obtained. Furthermore, by classifying educational measures of educational process regulation, a four-level approach to forming cross-cultural competence among professionals is proposed: individual or student level, teaching level, institutional level, and regulator level.

Each level has equal importance in the formation of students' cross-cultural competence. The proposal's value is confirmed by the international experience of developing cross-cultural competence among future teachers in developed countries, as well as the lack of practical, effective mechanisms for developing cross-cultural communication skills in the pedagogical process of higher educational institutions in Ukraine.

In the conditions of integration processes, globalization development, and computer technologies, the main recommendations for the formation of cross-cultural skills are based on the stimulation of practical communication between representatives of different countries through the Internet through video conferences or other formats. As for Ukraine, its integration into the European Union allows for improving the cross-cultural qualities of specialists by stimulating educational and non-educational tourism.

4. Results

According to the results of the studied literature, it is possible to understand that the problem of cross-cultural education for future teachers cannot be solved only by introducing specific disciplines or lectures in the educational processes. The cross-cultural competence of students and future teachers is brought up to a greater extent by stimulating their active interaction with the world. So it is necessary to create such conditions in which the competence will be obtained naturally and, therefore, will effectively manifest in the process of further labor activity.

The development of cross-cultural competence takes place at four levels, as reflected in Fig.1.

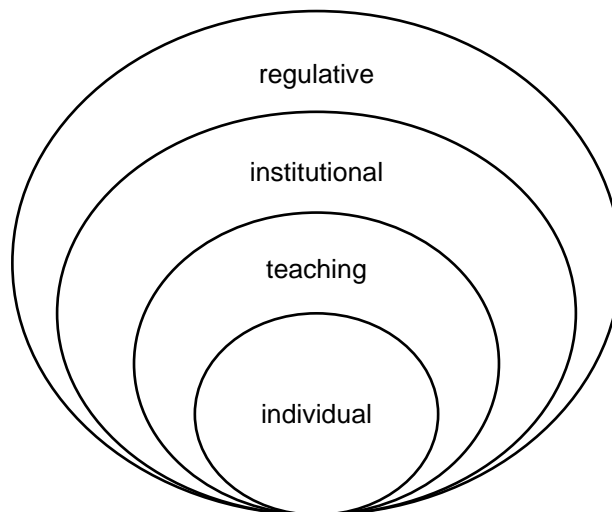


Figure 1. Cross-cultural competence development levels of future teacher.

Note: compiled by the author

Let us consider the main ways and techniques used to develop future teachers' cross-cultural competence at all levels.

Individual level. In the conditions of integrative educational and socio-economic processes, it is becoming easier to obtain cross-cultural skills. The main tools for acquiring such a skill are the Internet and traveling. But every interaction in society begins with learning a foreign language that allows communication, in which features of the culture and worldview of the interlocutors are obtained. Therefore, each student should set several goals for improving their knowledge of a foreign language and practicing communication in a cross-cultural environment. A person striving to develop cross-cultural competence should be socially active and find ways to live communication with people from other countries under different pretexts. It allows becoming comfortable in communicating with representatives of other nationalities and, therefore, without fear, prejudice, or stereotypes to dialogue and absorb the features of their speech, behavior, attitudes, and worldview. Traveling to different countries is another effective way to develop cross-cultural competence, as it allows you to create an openness to all information. Moreover, being in a foreign-language environment, an individual instinctively adapts to the new environment by observing the actions of the local population, thereby learning the peculiarities of the worldview of other cultures. Within the learning environment, it is essential to participate in scientific and practical international conferences, do volunteer work and receive volunteers from other countries, and help organize the life of students. It is not unreasonable to prepare for such communication in advance by studying the peculiarities of the current life, history, and culture of the interlocutor's country. Today the Internet offers short answers to questions you need to know when communicating with representatives of different countries.

Teaching level. It is essential for a teacher who develops methods for building cross-cultural competencies to self-improve them. The teaching profession offers many perspectives to expand the possibility of cross-cultural perception. In particular, a teacher can work with an audience formed by representatives of different cultures, allowing the practice to adapt to the specifics of the culture and world perception of students from different countries. Students often lack sufficiently developed cross-cultural competencies, so they are afraid of foreigners and do not know how to start a conversation and make friends with them. In such a case, the instructor's function is to accelerate the students' acquaintance, allowing them to overcome the barrier of uncertainty quickly. To form cross-cultural teaching skills, individual cross-cultural skills described above should be developed in oneself. Still, additionally the responsibility to organize the formation of such skills among students should be taken. To this end, techniques and methods are created to develop cross-cultural communication. These include reading books, watching movies, studying history, communicating on social networks, etc. To perfect the acquired knowledge in practice, the instructor can initiate students to participate in international scientific conferences, student exchange programs, experience, etc. Therefore, it is important to have constant sources of information about the availability of clubs, discussions, and events with representatives of the international community and to prepare students for them within the program of formation of cross-cultural competencies. The primary tool of daily practical training remains the Internet, which is available in almost every institution of higher education. Therefore, the organization of online conferences, marathons, meetings, or regular communications allows to instill in students the liberty and courage to communicate with representatives of different nations.

Institutional level. Each student in higher education is at their level of multicultural development. At the same time, a higher level of action is always associated with non-racist behavior and the desire to gain profound knowledge about other cultures and nations. Thus, student teachers always begin their own cross-cultural development within university doors at different levels; therefore, identical programs cannot be applied to everyone. To introduce cross-cultural education tools and methods into higher teacher education programs, it is necessary to prepare students for this information so that the level of cross-cultural perception of the world will be about the same. To begin to concretely enhance cross-cultural communication through the study of culture, history, and foreign languages, all students should be attuned to the perception of such information, preparatory activities in which students learn how to interact in an online environment and not be afraid to communicate with representatives of other countries in a foreign language. Educational activities aimed at developing such skills should be initiated, organized, and provided at the institution level.

Regulatory level. The introduction of effective methods of cross-cultural education for the student is impossible without financial support and changes in the regulation of secondary and higher education. State regulators of education should reorient educational programs to the needs of the global economy, which implies training specialists with developed

cross-cultural competencies. To implement such programs, it is necessary to take care of the financial, technical, and technological support of educational institutions and establish international cooperation with representatives of different countries so that theoretical methods of cross-cultural competence formation can be tested in practice.

Let us summarize the research by drawing up practical recommendations for forming cross-cultural competencies among future teachers in an integrative environment.

Table 1.

Practical directions of cross-cultural competence formation among future teachers.

Level	Practical Recommendations
Individual	Study of foreign languages Studying the culture and history of countries representatives of communicative processes Travel, gaining practical experience of interaction with representatives of different countries Brief preparation for communicative processes with representatives of different countries Participation in scientific conferences, student exchange programs, volunteer projects
Teaching	Expediting the acquaintance of students from different countries and decreasing the communication barrier Organization of cross-cultural communication practices through the Internet Organization of practice of live communication with representatives of different countries Organization of case studies in which students from different countries have to cooperate. Student exchange programs with other countries Organizing additional language courses for instructors and students. Organization of international online conferences or international free-lance conferences with representatives from different countries.
Institutional	Student exchange programs with other countries Organizing additional language courses for instructors and students. Organization of international online conferences or international free-lance conferences with representatives from different countries. Organizing volunteer programs to teach a foreign language or culture Creating faculty exchange programs with universities in other countries Organization of joint educational projects of international level Organization of admission rules for foreign students and development of methods for their adaptation to the current environment Organization of techno-technological capability of free international communication within the classroom
Regulatory	Financial support of the technical-technological development of cross-cultural student-faculty interaction Initiation of international cooperation in the exchange of pedagogical experience Preparation of appropriate legal and regulatory support for the possibility of forming flexible cross-cultural skills programs Formation of policies to stimulate foreign language learning

5. Discussions

Functional areas of cross-cultural competence development among teachers have been the subject of research by many scholars. In particular, at Midwestern University in the United States, teachers Seeberg, V. and Minick, T. (2012) developed a program for cross-cultural competence development among students. The study's authors identify a list of knowledge teachers working in the context of globalization and integrative processes should have. This knowledge in pedagogical practice is obtained mainly by cognitive methods and abstract approaches, and they have no practical training, tools, or techniques (Cushner & Brennan, 2007, p. 3). The authors point out that cross-cultural competence cannot be achieved by learning specific disciplines in a class or group. It requires active engagement with the world (Mansilla & Jackson, 2011; Sperandio, Grudzinski-Hall & Stewart-Gambino, 2010). However, accumulated experience has made it possible to create and put into pedagogical practice methods based on socio-historical, socio-cultural knowledge and peculiarities of integrative processes in the world. Cross-cultural education involves intellectual exercises based not on tasks but situational problems with practical pedagogical solutions.

A practical methodology for building cross-cultural skills was shown by Seeberg, V. and Minick, T. (2012) as an example of addressing the issue of interaction between students of different races. Most of the students of these educators come from middle-class families. So, more often, the children grew up in an isolated environment among the community of white people and could not have a high level of cross-cultural competence. Practical work on developing these competencies continued for several semesters and was based on the organization of communications via the Internet, particularly videoconferences. The whole program of communication development had ten sections distributed for the entire period of pedagogical education. The system of competence evaluation created a unique problem. For this reason, CCC (cross-cultural competence) standard was created; it was based on the following factors:

- flexibility of the interlocutor, the ability to deviate from their stereotypes;
- emotionality - the ability to form valuable emotions for communication;
- stability - the ability to defend their point of view, regardless of the beliefs of other nation representatives;
- openness - readiness to receive new information.

In turn, the pedagogical practice of developing countries, particularly Ukraine, today is based on the formation of student development programs as part of the study programs of special subjects. They also must develop communication skills using a foreign language, social and labor development by modeling the interaction between representatives of different countries in different situations. Denisenko (2007) believes that cross-cultural competencies are developed by doing different exercises, studying history and cultural studies, improving foreign language knowledge, and self-development.

Other authors highlight the importance of reading books in developing cross-cultural competence (Nunan, 1999; Widdowson, 2003), studying the features of communication through films in a foreign language, communication in social networks (Skarlet, 2020), live communication (Khomich, 2014), studying nonverbal features of communication, education of humanity and tolerance (Mori, 2021).

6. Conclusion

The literature analysis shows that implementing cross-cultural education methods in educational processes is real, and they are effectively used both in schools and institutions of higher education. However, it is impossible to assess the level of cross-cultural education using standard educational methods, just as it is impossible to measure the level of cross-cultural competence in future professionals during interviews. This skill has a hidden, profoundly psychological content and should be acquired not only in traditional education but also in the process of personal formation.

A scientific literature study allows the development of a four-level cross-cultural competence formation model for future teachers: individual, teaching, institutional and regulatory. The primary responsibility for gaining competence lies on the individual, who must independently strive for self-development and knowledge of the world. The main methods of developing competence are studying foreign languages and their practical use in real-life situations. The main tasks of a teacher when developing students' competence are to organize training and create an environment for competence development. The institute's main task is the technical and organizational provision of the possibility of practical formation of cross-cultural competence among students. Finally, the regulator should ensure the flexibility of the educational process and sufficient financial support so that educational institutions within their program can meet the objectives of cross-cultural competence training.

The main points of discussion in the topic study are related to the effectiveness of cross-cultural competence development within higher education programs. At the same time, the international experience of pedagogy indicates that a more effective way to develop this type of competence is to organize live communicative activities between representatives of different nations.

The practical significance of the research lies in the possibility of using the methods and tools of cross-cultural competence development by students, teachers, and educational institutions.

The topic of further research tools is the development of cross-cultural skills that can be used in formal education.

7. Bibliographic references

- Chisholm, M. (1994). Preparing teachers for multicultural classrooms. *The Journal of Educational Issues of Language Minority Students*, 14, 43-68. URL: <https://studylib.net/doc/7111663/chisholm--i.-m.--1994-.-preparing-teachers-for-multicultural>
- Cushner, K., & Brennan, S. (2007). *Intercultural student teaching: A bridge to global competence*. Lanham, MD: Rowman & Littleton Education. URL: https://www.researchgate.net/publication/234589792_Intercultural_Student_Teaching_A_Bridge_to_Global_Competence
- Davidman, L., & Davidman, P. (1994). *Teaching with a Multicultural Perspective: A Practical Guide*. ERIC. URL: <https://eric.ed.gov/?id=ED373132>
- Davies, A., Fidler, D., & Gorbis, M. (2020). *Future Work Skills 2020*. Institute for the Future. URL: https://www.iff.org/uploads/media/SR-1382A_UPRI_future_work_skills_sm.pdf
- Denisenko, M. (2007). He sees the formation of multicultural communicative competence in high school students in reading English-language cultural and regional studies texts. *Foreign languages*, 2, 16–22. URL: <https://acortar.link/Xrsiya>
- Elphinstone, L. (2018). Cultural competence for teachers and students. In K. D. Keith (Ed.), *Culture across the curriculum: A psychology teacher's handbook* (46–67). Cambridge University Press. <https://doi.org/10.1017/9781316996706.005>
- Filmer, T., & Herbig, B. (2018). Effectiveness of Interventions Teaching Cross-Cultural Competencies to Health-Related Professionals With Work Experience: A Systematic Review. *Journal of Continuing Education in the Health Professions*, 38(3), pp.213-221. DOI: <https://doi.org/10.1097/CEH.0000000000000212>
- Giroux, H. (1994). Doing the Cultural Studies: Youth and the Challenge of Pedagogy. *Harvard Educational Review*. Harvard, 3(64), 278–308. DOI: <https://doi.org/10.17763/haer.64.3.u27566k67qq70564>
- Gollnik, D., & Chinn, P. (1990). *Multicultural education in a pluralistic society*. Columbus, OH: Merrill. URL: https://nanopdf.com/download/early-childhood-and-teacher-education-faculty_pdf
- Han, H., Nelson, E., & Wetter, N. (2014). Medical students' online learning technology needs. *Clin Teach*, 11(1), 15–19. DOI: <https://doi.org/10.1111/tct.12092>
- Huddart, D., Hirniak, J., & Sethi, R. (2020). MedStudentCovid: How social media is supporting students during COVID-19. *Med Educ*, 54(10). DOI: <https://doi.org/10.1111/medu.14215>
- Khomich, L. (2014). Multicultural education in the context of general cultural development of the teacher's personality. Kirovograd: Imex-LTD, 212 p. URL: <http://ipood.com.ua/e-library/zagalnokulturniy-rozvitok-osobistosti-pedagoga-v-umovah-postindustrialnogo-suspilstva/polikulturna-osvita-v-konteksti-zagalnokulturnogo-rozvitku-osobistosti-pedagoga/>
- Klafegn, J. (2017). *Cross-Cultural Competence as a 21st Century Skill. Building Better Students: Preparation for the Workforce*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199373222.003.0004>

- Lika, I. (2022). Why cultural backlash against Russians is wrong. Analysis. URL: <https://www.aa.com.tr/en/analysis/analysis-why-cultural-backlash-against-russians-is-wrong/2526384>
- Mansilla, V.B., & Jackson, A. (2011). Educating for global competence: Preparing our youth to engage the world. Council of Chief State School Officers' EdSteps Initiative & Asia Society Partnership for Global Learning. URL: <https://asiasociety.org/files/book-globalcompetence.pdf>
- McAllister, G., & Irvine, J. (2000). Cross Cultural Competency and Multicultural Teacher Education. *Review of Educational Research*, 70(1), 3-24. DOI: <https://doi.org/10.3102/00346543070001003>
- Metropolitan Epiphanius (2022). Deny Patriarch Kyrill the throne through heresy and racism. URL: <https://www.pravda.com.ua/eng/news/2022/02/27/7326533/>
- Mori, Y. (2021). Day of Tolerance. How to become tolerant in yourself to others. *Suspilne*. URL: <https://suspilne.media/181178-den-tolerantnosti-ak-vihovuvati-v-sobi-tolerantne-stavlenna-do-insih/>
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers, 330 p. URL: <https://www.worldcat.org/title/second-language-teaching-learning/oclc/40787504>
- Ray, R. (2022). The Russian invasion of Ukraine shows racism has no boundaries. *Brookings*. URL: <https://www.brookings.edu/blog/how-we-rise/2022/03/03/the-russian-invasion-of-ukraine-shows-racism-has-no-boundaries/>
- Rettig, T. (2017). Why cross-cultural competency is among the 10 most important skills of the future. *Medium*. URL: <https://medium.com/@rettigtim/why-cross-cultural-competency-is-among-the-10-most-important-skills-of-the-future-c128226ee8c1>
- Skarlet, V. (2020). Formation of multiculturalism of future foreign language teachers in the context of multicultural education. *Bulletin of Taras Shevchenko National University of Luhansk. Pedagogical Sciences*, 5(336), 168-175. [https://doi.org/10.12958/2227-2844-2020-5\(336\)-168-175](https://doi.org/10.12958/2227-2844-2020-5(336)-168-175)
- Seeberg, V., & Minick, T. (2012). Enhancing Cross-cultural Competence in Multicultural Teacher Education: Transformation in Global Learning. *International Journal of Multicultural Education*, 14(3), 1-22. <https://files.eric.ed.gov/fulltext/EJ1105060.pdf>
- Sperandio, J., Grudzinski-Hall, M., & Stewart-Gambino, H. (2010). Developing an undergraduate global citizenship program: Challenges of definition and assessment. *International Journal of Teaching and Learning in Higher Education*, 22(1), 12-22. <https://files.eric.ed.gov/fulltext/EJ913525.pdf>
- Taylor, E.W. (1994). Intercultural competency: A transformative learning process. *Adult Education Quarterly*, 44(3), 154-174. <https://doi.org/10.1177/074171369404400303>
- Villegas, A. M., & Lucas, T., (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 3(1), 20–22. <https://doi.org/10.1177/0022487102053001003>
- Widdowson, H. (2003). *Defining Issues in English Language Teaching*. Oxford: Oxford University Press.

Comparing the efficiency of podcasts and mobile applications in the study of the German language by university students

Comparación de la eficiencia de podcasts y aplicaciones móviles en el estudio del idioma alemán por estudiantes universitarios

Lidiia Oliinyk

lidiadol1976@ukr.net

<https://orcid.org/0000-0003-1401-9223>

Candidate of Philological Sciences (Ph. D.), Associate Professor, Department of Theory, Practice and Translation of German, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine.

Iryna Gaman

irinagaman32@gmail.com

<https://orcid.org/0000-0002-9042-5162>

Candidate of Philological Sciences / PhD in Philology, Associate Professor, Department of Theory, Practice and Translation of German, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine.

Olena Chaikovska

chaikovska24@gmail.com

<https://orcid.org/0000-0001-9945-4296>

Candidate of Philological Sciences (Ph. D.), Docent, Department of Theory, Practice and Translation of German, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" Kyiv, Ukraine.

Olena Bezzubova

abezzubova@gmail.com

<https://orcid.org/0000-0003-2767-7217>

Candidate of Philological Sciences / PhD in Philology, Associate Professor, Department of Theory, Practice and Translation of German, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine.

Marianna Paustovska

mpaustovska@ukr.net

<https://orcid.org/0000-0002-1228-2178>

Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Romance Languages, Pedagogical Faculty of Romano-Germanic Philology, Kyiv National Linguistic University, Kyiv, Ukraine.

Recibido: 23/05/22
Aceptado: 25/08/22

Abstract

The article aims to study and compare the efficiency and effectiveness of podcasts and mobile applications in the study of the German language by students of the faculty of linguistics. The research involved several key stages: (1) studying scientific publications

that demonstrate the experience of using the studied methods in teaching a foreign language in university; (2) selecting a sample from the 2- and the 3-year students of the faculty of linguistics, Philology; (3) the diagnostic stage that includes testing to identify the level of knowledge of students and dividing participants into groups according to the test results; (4) the forming stage that presupposes studying with the use of podcasts and a mobile application; and (5) the final stage with re-testing followed by quantitative and qualitative analysis of the research results. It has been discovered that podcasts and the mobile application have a higher efficiency of learning a foreign language, compared to the method of traditional home assignment. At the same time, podcasts are more effective in developing students' communicative competence, enriching vocabulary and improving the knowledge of orthoepic standards of the German language, while the mobile application showed the best results in developing students' grammar, spelling and punctuation skills.

Keywords: German language teaching methods, podcasts, mobile applications, mobile learning, distance learning, effective methods of studying German language.

Resumen

El artículo tiene como objetivo estudiar y comparar la eficiencia y eficacia de los podcasts y las aplicaciones móviles en el estudio del idioma alemán por parte de los estudiantes de la facultad de lingüística. La investigación involucró varias etapas clave: (1) estudiar publicaciones científicas que demuestren la experiencia del uso de los métodos estudiados en la enseñanza de una lengua extranjera en la universidad; (2) seleccionar una muestra de los estudiantes de 2 y 3 años de la facultad de lingüística, Filología; (3) la etapa de diagnóstico que incluye pruebas para identificar el nivel de conocimiento de los estudiantes y dividir a los participantes en grupos de acuerdo con los resultados de las pruebas; (4) la etapa de formación que supone estudiar con el uso de podcasts y una aplicación móvil; y (5) la etapa final con nuevas pruebas seguidas de análisis cuantitativo y cualitativo de los resultados de la investigación. Se ha descubierto que los podcasts y la aplicación móvil tienen una mayor eficiencia en el aprendizaje de un idioma extranjero, en comparación con el método de asignación tradicional en el hogar. Al mismo tiempo, los podcasts son más efectivos para desarrollar la competencia comunicativa de los estudiantes, enriquecer el vocabulario y mejorar el conocimiento de los estándares ortográficos del idioma alemán, mientras que la aplicación móvil mostró los mejores resultados en el desarrollo de las habilidades de gramática, ortografía y puntuación de los estudiantes.

Palabras clave: métodos de enseñanza del idioma alemán, podcasts, aplicaciones móviles, aprendizaje móvil, aprendizaje a distancia, métodos efectivos para estudiar el idioma alemán.

1. Introduction

The use of various technical teaching aids has been an urgent problem of scientific research since the end of the last century. Alongside the development and improvement of computer and mobile technologies, pedagogical science has formed its set of techniques related to the use of multimedia technologies in the educational process. Today, there is hardly a university student who does not have a smartphone with access to the World Wide Web. In addition, numerous studies and social surveys confirm the fact that various digital gadgets have long been an integral part of the lives of modern youth, taking up more and more of their time and attention. 2020 posed a new challenge for the global educational space. The pandemic that has spread around the world has forced in a short time to form and apply a totally new approach to education at all levels, namely distance learning. Although methods of using mobile applications and podcasts while studying a foreign language have been the subject of a lot of theoretical and practical research in the fields of pedagogy and linguistics, the comparative efficiency of such applications remains insufficiently studied. In our opinion, practical developments in this direction are also insufficient. In particular, there are no specialized mobile applications for students of higher educational institutions of philological faculties to learn German in contrast to mobile apps for learning English.

Domestic and foreign lecturers substantiate in their scientific research the potential of mobile learning, prospects for its development, advantages and disadvantages.

The research focuses on the didactic characteristics and methodological functions of podcasts, the choice of texts for podcasts (authentic vs. adapted texts, types of texts), the mechanism of organizing the learning process through podcasts (Sysoiev, 2014). In the scientific articles where mobile applications are the subject of research, the functionality of educational mobile applications, range of trained skills, target audience are evaluated (for example, studies removed applications that are aimed only at learning basic speaking and reading skills needed during a short stay in a foreign country, during a tourist trip), focus only on selected applications or only on training certain skills (listening) (Demouy, Jones, Kan, Kukulska-Hulme & Eardley, 2015; Kukulska-Hulme, Norris & Donohue, 2015; Gafni, Biran & Rahmani, 2017; Jamaldeen, Hewagamage & Ekanayaka, 2018; Hwang & Fu, 2019; Nalyvaiko, Vakulenko & Zemlin, 2020).

Note that both practice-oriented research (for example, the creation of mobile applications to expand vocabulary) and theoretical review of sources relate exclusively to English-language materials, although among the common platforms with podcasts in the general list for the most popular languages (English, French, German) is mentioned such as www.podcast.de. (Andersen, 2013; Wu, 2015; Khalitova & Gimaletdinova, 2016; Zhang, 2016; Oriogu, Ejemezue & Ogbuiyi, 2018; Hwang, Hsu & Hsieh, 2019).

Having analyzed 16 scientific publications, Czech researchers Kacetl and Blanka Klímová (2019) state the mobile learning is becoming an integral part of the educational process

in higher education institutions. The authors also note a significant number of benefits of using mobile devices when teaching a foreign language, namely mobility, individual orientation, etc. The researchers, having studied the experience of using mobile applications in learning a foreign language, point out a number of peculiarities:

- mobile application significantly increases students' interest in studying the subject;
- lecturers should control the use of a mobile application in the educational process;
- an important disadvantage of educational mobile applications is that they are mostly developed not by specialists in foreign language teaching;
- mobile applications allow to provide a maximum of individual approach while language learning and increase students' motivation.

A Spanish educator, Ghada Awada (2016), researched the effectiveness of using the WhatsApp mobile application when learning a foreign language, and also studied its potential as a method of increasing students' motivation to study. The author of the experiment argues that mobile learning can be a logical complement to traditional teaching forms and methods. In addition, it corresponds to the realities of modern learning, increases the level of social communication of students during online discussions, promotes the use of authentic materials necessary for comprehensive learning (p. 2).

Mobile applications and podcasts help to expand vocabulary, grammar, improve the perception of oral speech of native speakers. The most popular applications and podcasts to learn foreign languages are the following: Duolingo, LinguaLeo, Listening Drill, Bussu, Mondly, Learn German, Rosetta Stoneta, etc. The list encompasses the most effective programs for learning foreign languages. The number of downloads of these applications reaches 5 million. The programs are designed both for children and adults. The functions of these programs include: (1) online games to score points, (2) creating one's own voiced vocabularies, (3) materials for listening, reading, writing, video lessons, grammar and vocabulary exercises.

A huge advantage is the availability of a clear and easy to use interface, several types of interactive training and the fact that applications are free. Using certain applications, one can learn the language from scratch and can study it from the level that he/she has already reached.

Mobile applications are polycoded texts. In linguistics, a polycoded text is defined as a complex structural unit that contains signs of different semiotic systems: text, images (pictures, photographs, diagrams, histograms, various schematic images, etc.), voice, and music. The main advantage of such texts is their high informational and polysemantic value. According to I. Kolehaieva (2015), additional components help decode the information contained in the text more easily, provided that they are optimally selected and used (p. 107). The textual component in such units is defined as verbal one, and all other auxiliary components in national linguistics have received the definition of iconic

ones. Polycoded podcasts are mostly a combination of video and audio components (Heil, Wu, Lee & Schmidt, 2016).

A number of researchers (Agafonova, 2011; Odínokaya & Nesvetova, 2017; Klímová & Prazak, 2018; Kuimova, Burleigh, Uzunboylu & Bazhenov, 2018) studied the relevance and efficiency of using mobile applications to develop foreign language competencies of students of non-philological specialties. The researchers point out that although modern students actively use mobile phones in everyday life, the use of smartphones in the educational process is not widespread. The authors of the research also pay attention to the problem of lack of specialized mobile applications to learn foreign languages by students of higher education institutions, as well as that there is a lack of methods for developing the lexical competence in these popular applications.

Sangeeta Johri (2020) identifies the following shortcomings of mobile learning: lack of pedagogical justification when using these programs; a high cost of applications; lack of contact with people, etc.

A significant number of publications are also devoted to the use of podcasts in the study of a foreign language at a higher education institution. O. Betsko (2012) characterizes this phenomenon as follows: "Podcasts are audio blogs or online broadcasts that can be easily downloaded to an MP3 player and listened to at any time convenient for the user; these are individual files or a series of files that are posted to the same address on the Internet and are regularly updated. Podcasts are most in demand among owners of electronic equipment like personal computers, portable players and all kinds of mobile devices. For the convenience of playing podcasts, appropriate software has been developed. It regularly requests the website for new recordings, in order to download them to the user's computer. The user, in turn, decides how and where he/she uses the recordings. Podcasts usually have a specific theme and frequency, with which they are uploaded" (p. 35).

The full potential of this technology is revealed in the process of teaching a foreign language, because the language itself, as a means of transmitting information, is the object of study (Stefancik & Stradiotová, 2020). When teaching different types of speech, the use of podcasts promotes increase in motivation to learn a foreign language, the emergence of a variety of phonetic material, the development of listening skills and the ability to perceive different speech styles with different accents and intonations, the improvement of speaking skills (Troshina & Verbickaja, 2015).

Thus, the scientific literature provides mainly theoretical research on the use of mobile applications and podcasts in the study of a foreign language with only few dedicated to methods of using social networks and the development of an original mobile application or podcast. Apart from that, methodology of creating podcasts and mobile applications to learn foreign languages at a higher education institution is insufficiently discussed. There are also no studies on comparing the effectiveness of the most popular methods of mobile

learning, in particular the use of social networks, messengers, podcasts and mobile applications. Therefore, the purpose of our study is to compare the effectiveness of podcasts and mobile applications in the study of foreign languages by students, identify the main disadvantages of these teaching methods as well as formulate further recommendations for their elimination.

2. Aim and hypothesis

Preliminary study of the chosen topic has given grounds to hypothesize that mobile applications have greater potential for effectiveness in learning German by students of philological faculties, as their structure allows creating a polycoded didactic unit that optimally combines signs of different semiotic systems: visual, sign and audio systems, etc.

The aim of the study consists of several key points:

- to specify the frequency of mobile apps and podcasts use by university students in their daily lives;
- to carry out a comparative analysis of the use of podcasts and mobile applications when teaching the German language to the second- and the third-year students of the faculty of linguistics;
- to formulate guidelines for improving the efficiency of mobile learning technologies in the study of German in a higher education institution based on quantitative and qualitative analysis of the results.

3. Methods

Research Design

In the process of working on the chosen topic, we used the following mixed research methods:

- surveying (to specify the frequency of use and the intended use of mobile apps and podcasts by students);
- testing (to determine the level of proficiency in German of students);
- pedagogical experiment (the formulating stage);
- mathematical analysis (calculation of averages and percentages) and
- data analysis.

Participants

We conducted the survey among 120 students and 6 lecturers of the faculty of linguistics (the 2nd and 3rd years of studying) of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, as this number is sufficient to be considered

representative, and all students, according to the curriculum, have the level of language proficiency of at least B1. This level, from the experience of teaching the authors of the study, involves the possession of such language skills and knowledge that would be sufficient for independent work, in particular with mobile apps and podcasts for learning foreign languages.

Instruments and Procedure

To obtain information on the level of familiarity and use by students of applications and podcasts of various functionalities and topics we used questionnaires in the form of Google-Forms with clearly defined "closed" questions, namely dichotomous yes - no (the first question of the questionnaire "Does your smartphone have Internet access ») and polyvariate (the second and third questions of the questionnaire "Which of the following mob applications / podcasts do you use? "), at the same time deliberately abandoned semi-closed questions, as the survey aims primarily to determine the activity of the use of educational mobile applications and podcasts in comparison with at least two other types (based on general trends in content distribution on the Internet with the target audience "youth" were chosen entertaining and aimed at health promotion mobile applications and podcasts).

To determine the level of proficiency in German of students was conducted a testing with the combined tasks, formed in accordance with the knowledge and skills that need to be tested. To determine the level of communication skills, tasks from the books of preparation for the German language exams were used Goethe Zertifikat; Telc B1-B2 (part of the exam "speaking" and "writing"). To test the level of grammar knowledge were involved test tasks from the German-language site Sicher B1-B2. <https://www.hueber.de/sicher/einstufungstest>.

Calculation of averages and percentages based on the usual rule of determining the arithmetic mean of numerical indicators of results.

Data Analysis

At the preparatory stage of our research, we conducted a short survey among the students. The purpose of this stage of the experiment is to specify the frequency and the intended use of mobile apps and podcasts by students.

The next (diagnostic) stage of the experiment was to conduct educational testing of students in order to determine the level of proficiency in German according to three key indicators:

- communication skills (including orthoepic standards);
- the knowledge of grammar (the use of articles, declension);
- writing skills (spelling and punctuation).

The test consisted of three sections, the maximum number of points that could be obtained for each type of task was 20, the total number of points was 60.

The tasks were divided in the way so that quantitative and qualitative analysis of the effectiveness of the use of podcasts and mobile applications in the study of the German language could be carried out according to the results of the experiment.

According to the results of the diagnostic testing students were divided into 3 groups for the further pedagogical experiment. The division was carried out in such a way that the total number of points received by students in each group was approximately the same. The pedagogical experiment lasted for two months.

The first group studied according to a standard plan and received traditional tasks to get prepared for seminars (including tasks that involved multimedia means, i.e. audio files to the textbooks, etc.).

To get prepared for practical classes, the second group actively used podcasts selected by a lecturer according to the topics they worked on during the classes.

The third group, when preparing for classes, used the DW Learn German application. This free application is available for every Internet user. Its feature is that it offers to study the German language on several levels: A1, A2, B1, B2 of general German and B1 of professional German. The last of these courses contains several sections, which students studied in accordance with the topics of the classes.

The final stage of the experiment involved re-testing of these student groups. For this purpose we used a similar test with modified theoretical and lexical material.

Ethical issues

The experiment was conducted in compliance with all ethical principles necessary in the implementation of such investigations (Bryman & Bell, 2007), namely in compliance with the principles of transparency, integrity, anonymity, protection of personal data of participants (name, surname of students encoded under digital symbols), avoidance of discrimination, the right of participants to participate voluntarily and if desired to leave it at any stage (confirmed by students at the beginning of the experiment with an electronic signature). The course, results and methods of research correspond to its purpose and allow to check the set hypotheses.

4. Results

We will mention that the hypothesis formulated at the beginning of research provided comparing the efficiency of podcasts and mobile applications in the study of the German language by students of philological faculties. The results of the survey on the preparatory stage of our research (specification of the frequency of use and the intended use of mobile

apps and podcasts by students), which correlates with first key point of the aim of the study, are provided in the table.

Table 1.

Frequency of use of mobile applications and podcasts by the second- and the third-year students of the faculty of linguistics.

Number of students who have a smartphone with Internet access	The average number of mobile applications in smartphones, including:			The average number of podcasts that students watch during the day, including:		
	Entertaining (including online stores, social networks, etc.)	Educational	Aimed at health promotion	Entertaining	Educational	Aimed at health promotion
200	8	2	3	5	1	3

The results of the survey showed that all students have modern mobile devices and access to the World Wide Web. Most students use mobile applications of entertaining nature, including games, social networks, and messengers. 20% of the total number of mobile applications installed by students on their smartphones are educational or focused on healthy lifestyle and nutrition. Besides, the results of the survey show that podcasts are 40% generally less used by students. The survey showed that students spend much of their free time using mobile applications. However, few students use them in their studies. In our opinion, such interest in mobile applications should be used by teachers in order to intensify students' learning activity, increase motivation to study subjects, increase the amount of time students spend learning material, developing future professional skills and abilities.

The results of both diagnostic and final testing are represented in the form of diagrams:

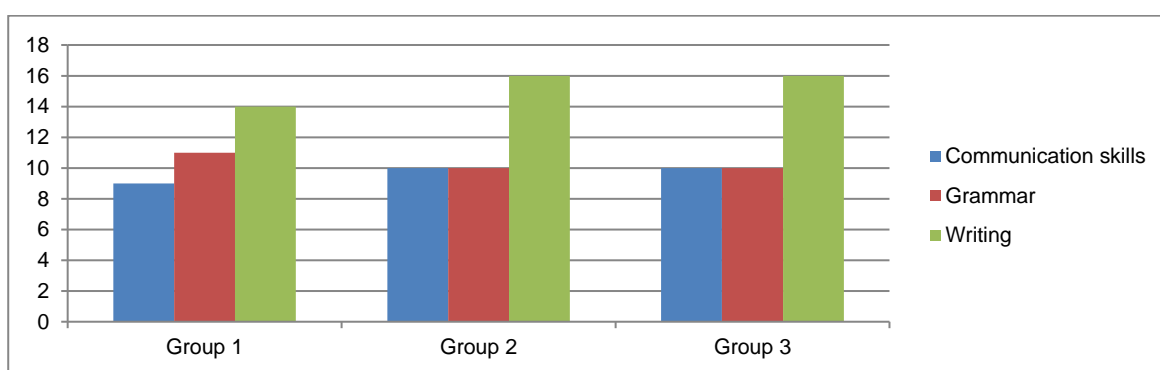


Figure 1. The results of the diagnostic testing of three student groups of the faculty of linguistics that participated in the study (the average value of points obtained by a group is indicated).

As the results of the diagnostic testing show, before the experiment students scored the biggest number of points for writing. Speaking part of testing was challenging for the students in terms of the use of vocabulary units as well as observing orthoepic standards of the German language in speech.

The results of the final testing for convenience are also represented in the form of a diagram:

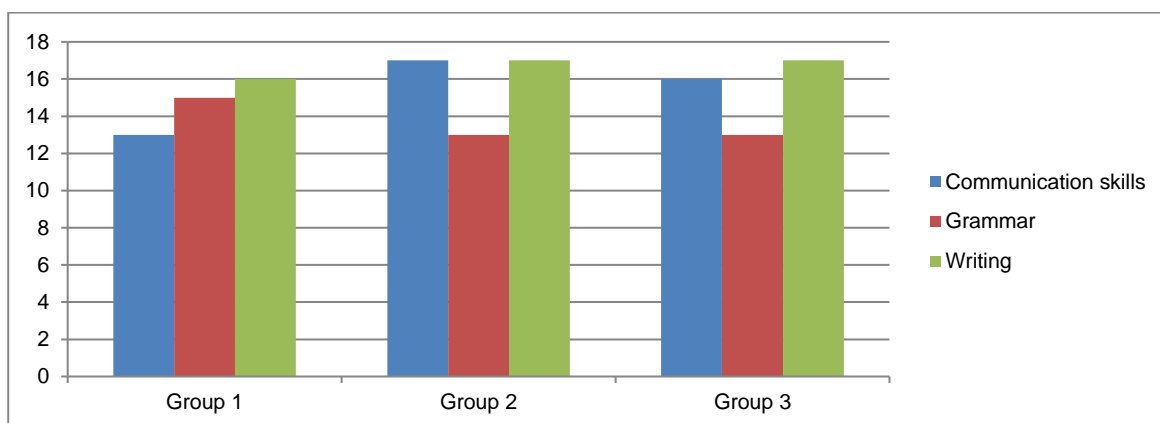


Figure 2. The results of the final testing of three student groups of the faculty of linguistics that participated in the study (the average value of points obtained by a group is indicated).

Comparison of the results of two tests enables to determine the effectiveness of the methods used in quantitative terms (realization of the second key point of the aim):

- communication skills of student group 1 improved by 44%, we can observe the largest increase in the level of communication skills in the group that worked with podcasts, which is 70%;
- students group 3 demonstrated better results according to this criterion by 60% compared to the initial data of the diagnostic testing. According to the obtained results, the most effective method for improving students' communication skills was active use of podcasts in preparation for classes. Traditional tasks without the use of mobile applications proved to be the least effective;
- grammar knowledge of students group 1 has improved by 36%, and this is the highest figure among 3 groups. In the second group, students showed a result 20% higher than the previous one, the group that worked with the application received 30% better points.

Thus, the most effective methods of developing students' grammar skills turned out to be tasks in textbooks and the mobile application. Spelling skills of student group 1 have improved by 14%, and spelling skills of groups 2 and 3 – by 6 percent, respectively.

Comparison of the data of the diagnostic and final stages of the experiment gives grounds to draw up the following conclusions:

- the use of mobile learning by students when studying a foreign language significantly increases the level of communication skills compared to traditional methods of learning German;
- podcasts due to their content have a greater potential to develop communication skills of students while learning German, compared to the mobile application;
- the use of a mobile application allows increase in the level of knowledge of grammatical standards of the German language better than podcasts, however, according to this criterion mobile learning is inferior to traditional methods of learning a foreign language at a higher education institution;
- podcasts and mobile applications are much inferior to traditional methods of learning a foreign language in the development of students' spelling and punctuation skills.

5. Discussion

Introduction sentence. Digitalization and remoteness, as integral features of modern education, open not only opportunities for all participants in the educational process, but also pose challenges to them. Teachers are expected to master and competently apply new technologies.

Statement of the problem. Mobile applications and podcasts are technical learning tools that teachers have integrated into the learning process before the comprehensive distance education introduced in connection with the coronavirus pandemic. The organization of distance learning, as well as the active use of mobile applications and podcasts by students in their spare time reinforces the need to study the effectiveness of their use in the educational process. The expediency of use of these tools in the study of a foreign language by students of philology is not in doubt, but their analysis requires a clearer framework, namely the definition of the best opportunities in comparative terms particularly with regard to the formation of skills and knowledge of a foreign language.

Review of the Methodology. For comparison of the efficiency of podcasts and mobile applications in the study of the German language by university students were involved qualitative, quantitative methods (surveying, testing, pedagogical experiment (the formulating stage), mathematical analysis and data analysis.

Summary of the main results. The hypothesis about the greater potential of the mobile app for effectiveness in learning German by students of philological faculties (in comparison with podcasts), formulated at the beginning of the research, partially confirmed. As experiment results show, a mobile application has proved to be more effective means of learning German than podcasts. In our opinion, this result is due to the structure and content of mobile applications, i.e. their polycode. There was also a difference in the possibilities of using mobile applications and podcasts to develop certain

skills and knowledge: through learning with mobile applications, the best results are recorded for successful learning of German grammar, while podcasts help to improve communication skills. However, both elements of mobile learning have not been effective enough in comparison with traditional methods of learning a foreign language in the development of students' spelling and punctuation skills, which, in our opinion, are still inferior in priority to the knowledge of grammar and communication skills (speaking and writing).

Reference to previous research. Thus, experiment results correlate with conclusions of the previous researches about the functions of mobile learning as logical complement to traditional teaching forms and methods and about necessity to control of use of a mobile application by the lecturer while working on materials of mobile apps and podcasts by students (selection of topics, types of text, degrees of complexity, responsible homework checking). In our comparative research we have managed to cover the levels of formation of different skills and knowledge of the foreign language, and not just follow the training of some of them (for example, listening training with podcasts).

Discussion of the results. The learning potential of mobile applications is much higher compared to podcasts, due to the fact that the student turns from a passive viewer into an active user. Most podcasts are aimed at a passive perception of information by students, and feedback only takes place in chat or during a discussion after the information is perceived. The mobile application, on the other hand, is aimed at the active participation of the learner. Apart from the perception of information, students have to complete various tasks, and only in case of successful performance they can access the next information block.

The issue of the quality of mobile content available for learning a foreign language deserves special attention. It is worth mentioning that in online stores there are no specialized applications aimed at learning the German language for specific purposes. There are also no applications for learning German for students of philological faculties, designed with the participation of qualified linguists. We are convinced that theoretical research into the use of mobile applications for learning a foreign language should end with the practical development of such content with the involvement of respected linguists and educators.

Recommendations for educators. Implications for practice. To increase the effectiveness of mobile German language learning and teaching German in higher education institutions, it is necessary to find out the reason for such differences, as well as outline the ways of improvement and the principles for developing own podcasts and mobile applications by lecturers. The development of a mobile application is a difficult and troublesome task that requires additional effort from the lecturer, however, as the results of numerous studies (including ours) show the mobile learning is an urgent requirement of nowadays, without which further development of modern education is impossible. If more time and attention are allocated for students to use mobile applications, the

efficiency and effectiveness of learning a foreign language in a higher education institution will significantly increase.

Polycoded podcasts consist of video and audio components. This feature creates certain obstacles for students to master spelling and grammar rules of the German language. Lecturers who create their own podcasts for distant work with students should take this feature into account. Grammar rules shall be clearly visualized and be in students' line of sight for some time. As the results suggest, students better understand the rules and standards that they perceive not only by ear but also visually. For this purpose it is essential to use screenshots that include standards and rules as well as examples of how a word is spelled. Such podcasts will obviously have to be additionally edited that will require additional time, but in this case, the effectiveness of a podcast as a learning means will increase significantly.

An important component of the effectiveness of any teaching method is the constant control by a lecturer over the learning process. This is what distinguishes higher education at an educational institution from self-education. When choosing or creating a mobile application to learn German, the lecturer must make sure that its form and content are fully consistent with the educational and didactic objectives of higher education.

Suggestions for further research. A small sample of our study requires further confirmation of mobile applications to be more effective in learning a foreign language than podcasts. It should be noted that the study was not conducted under the conditions of distance learning – thus requiring additional research of the issue.

Limitations. A small sample of our study requires further confirmation of mobile applications to be more effective in learning a foreign language than podcasts. It should be noted that the study was not conducted under the conditions of distance learning – thus requiring additional research of the issue.

6. Conclusion

The experimental research proved that the use of mobile applications by university students has greater potential to increase the level of knowledge of a foreign language than podcasts. This, should be taken into account by foreign language lecturers when choosing the means of mobile learning, especially in the context of distance learning. The study has revealed the advantages and disadvantages of using podcasts and a mobile application when learning a foreign language. It has been discovered that podcasts contribute to the development of students' communication skills, but the lack of visualization does not allow proper development of students' grammatical skills in German. The results of the study give grounds to assert the need to develop specialized programs for learning German for students of philological and non-philological specialties with the involvement of lecturers, linguists, educators and IT specialists.

7. Bibliographic references

- Agafonova, E. A. (2011). Using case study and Internet resources as active methods of teaching a foreign language in a technical university. *Young scientist*, 6, 114-116. Retrieved 16 December 2020 from <https://moluch.ru/archive/29/3283/>
- Andersen, I. (2013). Mobile Apps for Learning English. A Review of 7 Complete English Course Apps: Characteristics. Similarities and Differences. Retrieved 12 January 2020 from <https://docplayer.net/2154577-Mobile-apps-for-learning-english.html>
- Awada, G. (2016). Effect of WhatsApp on critique writing proficiency and perceptions toward learning. *Cogent Education*, 3, p. 46
- Betsko, O. (2012). Didactic and methodological fundamentals of podcasts integration to the foreign language teaching in high school [Dydaktychni ta metodychni zasady intehratsii podkastiv v protses navchannia inozemnoi movy u vyshchii shkoli]. Scientific conference "The newest educational technologies". Retrieved 12 January 2021 from: <http://confesp.fl.kpi.ua/ru/node/1074>
- Bryman, A., & Bell, E. (2007). *Business Research Methods* (2nd ed.). New York: Oxford University Press
- Demouy, V., Jones, A., Kan, Q., Kukulska-Hulme, A., & Eardley, A. (2015). Why and how do distance learners use mobile devices for language learning? *The EUROCALL Review*, 23(2), 10-24. <https://doi.org/10.4995/eurocall.2016.5663>
- Gafni, R., Biran Aчитuv, D., & Rahmani, G. (2017). Learning Foreign Languages Using Mobile Applications. *Journal of Information Technology Education: Research*, 16(1), 301-317. <https://doi.org/10.28945/3855>
- Heil, C.R., Wu, J.S., Lee, J.J., & Schmidt, T. (2016). A review of mobile language learning applications: Trends, challenges, and opportunities. *The EUROCALL Review*, 24, 32-50. <https://doi.org/10.4995/EUROCALL.2016.6402>
- Hwang, G.-J., Hsu, T.-C., & Hsieh, Y.-H. (2019). Impacts of different smartphone caption/subtitle mechanisms on English listening performance and perceptions of students with different learning styles. *International Journal of Human-Computer Interaction*, 35, 333-344. Doi: 10.1080/10447318.1543091
- Hwang, G.-J., & Fu Q-K. (2019). Trends in the research design and application of mobile language learning: a review of 2007-2016 publications in selected SSCI journals. *Interactive Learning Environments*, 27(4), 567-581. Doi: 10.1080/10494820.2018.1486861
- Jamaldeen, F.F., Hewagamage, K.P., & Ekanayaka, Y. (2018). Design Guidelines for Creating Mobile Language Learning Applications, *JIM*, 12(3), 52-74. <https://doi.org/10.3991/ijim.v12i3.8153>
- Johri, S. (2020). Using mobile apps for teaching ESL in higher education settings. *Multibriefs: Exclusive*. Retrieved 16 December 2020 from <https://exclusive.multibriefs.com/content/using-mobile-apps-for-teaching-esl-in-higher-education-settings/education>
- Kacatl, J., & Klímová, B. (2019). Use of Smartphone Applications in English Language Learning - A Challenge for Foreign Language Education. *Education Sciences*, 9(3), 179. <https://doi.org/10.3390/educsci9030179>

- Khalitova, L., & Gimaletdinova, G. (2016). Mobile technologies in teaching English as a foreign language in higher education: a case study of using mobile application instagram. In L. Comez Chova, A. Lopez Martinez, I. Candel Torres (Ed.), ICERI 2016 Proceedings: 9 th annual International Conference of Education, Research and Innovation (pp. 6155–6161). Seville, Spain: IATED.
- Klímová, B., & Prazak, P. (2018). Evaluation of the effectiveness of the use of a mobile application on students' study achievements – A pilot study. In B. Klímová & P. Prazak, Challenges and Opportunities in the Digital Era (pp. 37–44). Springer: Berlin, Germany.
- Kolehaieva, I. (2015). Polymodality of senses reflected in polycode texts or another view about anthropocentrism in linguistics [Polimodalnist vidchuttiv u dzerkali polikodovosti tekstiv, abo shche raz pro antropotsentryzm u linhvistytsi]. Notes in Romano-Germanic philology, 2, 105–112. Retrieved 15 December 2020 from <http://rgnotes.onu.edu.ua/article/view/73115>
- Kuimova, M., Burleigh, D., Uzunboylu, H., & Bazhenov, R. (2018). Positive effects of mobile learning on foreign language learning. TEM Journal, 7(4), 837–841. <https://doi.org/10.18421/TEM74-22>
- Kukulska-Hulme, A., Norris, L., & Donohue, J. (2015). Mobile pedagogy for English language teaching: a guide for teachers. London, England: British Council, 43 p. 9.
- Nalyvaiko, O., Vakulenko, A., & Zemlyn, Yu. (2020). The use of mobile application “Drops” while foreign languages studying [Vykorystannia mobilnoho dodatku «drops» v protsesi vyvchennia inozemnykh mov]. Electronic scientific professional edition “Open Educational E-Environment of the Modern University” (8), 107-120. <https://doi.org/10.28925/2414-0325.2020.8.10>
- Odinokaya, M., & Nesvetova, S. (2017). The podcasts system in the learning process of foreign languages of students in technical universities [Uchebnye podkasty v obuchenii inostrannomu yazyku studentov tekhnicheskogo vuza]. Interactive science 4(14), 61-63. Retrieved 27 December 2020 from https://www.researchgate.net/publication/316449183_The_podcasts_system_in_the_learning_process_of_foreign_languages_of_students_in_technical_universities
- Oriogu, Ch. D., Ejemez, Ch. I., & Ogbuiyi, C. D. (2018). The use of mobile devices in learning foreign languages: survey of a private university. Library Philosophy and Practice. Retrieved 16 December 2020 from https://digitalcommons.unl.edu/libphilprac/1984/?utm_source=digitalcommons.unl.edu%2Flibphilprac%2F1984&utm_medium=PDF&utm_campaign=PDFCoverPages
- Sysoiev, P. (2014). Podcasts in foreign language teaching [Podkasty v obuchenii inostrannomu yazyku]. Language and culture, 2(26), 189-201.
- Stefancik, R., & Stradiotová, E. (2020). Using web 2.0 tool podcast in teaching foreign languages. Advanced Education, 14, 46-55. <https://doi.org/10.20535/2410-8286.198209>
- Troshina, Yu., & Verbickaja, N. (2015). Mobile teaching of foreign language: notion, functions, models [Mobil'noe obuchenie inostrannomu yazyku: ponyatie, funkcii, modeli]. Contemporary problems of science and education, 3, 480–490.

- Wu, Q. (2015). Designing a smartphone app to teach English (L2) vocabulary. *Computer & Education*, 85(C), 170–179. <https://doi.org/10.1016/j.compedu.2015.02.013>
- Zhang, S. (2016). Mobile English learning: An empirical study on an APP, English Fun Dubbing. *iJET International Journal of Emerging Technologies in Learning*, 11(12), 4–8. <https://doi.org/10.3991/ijet.v11i12.6314>

Fundamental cognitive-semantic theories in linguistics

Teorías cognitivo-semánticas fundamentales en lingüística

Nataliia Mushyrovskya

nat.mushyrovskya@gmail.com

<https://orcid.org/0000-0003-1319-1101>

Candidate of Physiological Sciences, Associate Professor, Department of Stylistics and Culture of the Ukrainian Language, Faculty of Philology, Rivne State University of Humanities, Rivne, Ukraine.

Inna Kholod

innahorobets@ukr.net

<https://orcid.org/0000-0003-1748-936X>

Doctor of Philosophy in Philology, Senior Lecturer, Department of Ukrainian and Foreign Languages, Faculty of Management and Law, Vinnytsia National Agrarian University, Vinnytsia, Ukraine.

Oksana Neher

oksanahalay83@gmail.com

<https://orcid.org/0000-0002-9823-8329>

Candidate of Philological Sciences, Associate Professor, Department of Ukrainian Language, Faculty of Philology, Uzhhorod National University, Uzhhorod, Ukraine.

Iryna Zozulia

irazozulya15011985@gmail.com

<https://orcid.org/0000-0002-1496-6143>

Candidate of Pedagogical Science, Associate Professor, Department of Linguistic, Faculty of Information Electronic Systems, Vinnytsia National Technical University, Vinnytsia, Ukraine.

Iryna Pavliuk

iryana.pavliuk@pnu.edu.ua

<https://orcid.org/0000-0003-4414-974X>

Candidate of Philological Sciences, Associate professor, Department of English Philology, Faculty of Foreign Languages, Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

Recibido: 24/05/22
Aceptado: 26/08/22

Abstract

The article studies fundamental cognitive-semantic theories (Langacker, Lakoff, Fillmore, Croft) used in linguistics. The paper shows the use of ideas that can change the educational system with the aim of improving the teaching of linguistic disciplines in higher education. The relevance of the study is to improve the education quality for linguistics specialists and the possibility of implementing the study results to improve the teaching methodology. Particular focus is on the theories, tools, and methods of teaching foreign languages, which are essential components of quality learning and the formation of knowledge and skills among students of linguistic specialties. The study aims to systematize the theoretical foundations and directions of the cognitive-semantic theory in linguistics to determine the relevance of

teaching this theory to the educational process. In the course of the study, general scientific methods of knowledge are applied, in particular analysis and synthesis of theoretical and practical information, as well as methods of questioning and statistical methods of analysis. The hypothesis of the study: the system of basic theoretical innovations used in the complex of cognitive-semantic theories is effective in the field of humanities research. It is an effective tool in the learning process in process of learning foreign languages. The result of the study is to determine the need to study theories of linguistics, which represent effective directions in the postmodern mainstream. The article shows the place of cognitive-semantic theories in the modern practice of teaching foreign languages. The study's practical significance lies in the possibility of applying the results in constructing foreign language learning methodologies in higher education institutions.

Keywords: linguistic theory, cognitive semantics, cognitive linguistics, concepts, categorization, frames, semantic fields, prototypes, metaphor.

Resumen

El artículo estudia teorías cognitivo-semánticas fundamentales (Langacker, Lakoff, Fillmore, Croft) utilizadas en lingüística. El artículo muestra el uso de ideas que pueden cambiar el sistema educativo con el objetivo de mejorar la enseñanza de las disciplinas lingüísticas en la educación superior. La relevancia del estudio es mejorar la calidad de la educación de los especialistas en lingüística y la posibilidad de implementar los resultados del estudio para mejorar la metodología de enseñanza. Se presta especial atención a las teorías, herramientas y métodos de enseñanza de lenguas extranjeras, que son componentes esenciales del aprendizaje de calidad y la formación de conocimientos y habilidades entre los estudiantes de especialidades lingüísticas. El estudio tiene como objetivo sistematizar los fundamentos teóricos y las direcciones de la teoría cognitivo-semántica en lingüística para determinar la relevancia de la enseñanza de esta teoría para el proceso educativo. En el curso del estudio, se aplican métodos científicos generales de conocimiento, en particular análisis y síntesis de información teórica y práctica, así como métodos de cuestionamiento y métodos estadísticos de análisis. La hipótesis del estudio: el sistema de innovaciones teóricas básicas utilizado en el complejo de teorías cognitivo-semánticas es efectivo en el campo de la investigación en humanidades. Es una herramienta eficaz en el proceso de aprendizaje en el proceso de aprendizaje de lenguas extranjeras. El resultado del estudio es determinar la necesidad de estudiar teorías de la lingüística, que representan direcciones efectivas en la corriente principal posmoderna. El artículo muestra el lugar de las teorías cognitivo-semánticas en la práctica moderna de la enseñanza de lenguas extranjeras. La importancia práctica del estudio radica en la posibilidad de aplicar los resultados en la construcción de metodologías de aprendizaje de lenguas extranjeras en instituciones de educación superior.

Palabras clave: teoría lingüística, semántica cognitiva, lingüística cognitiva, conceptos, categorización, marcos, campos semánticos, prototipos, metáfora.

1. Introduction

One of the essential subjects of cognitive semantic theory is meaning. The concept of cognitive linguistics is conventional, and it summarizes several theories that belong to this term: semantics, phonology, metaphor theory, cognitive grammar, semantic prototype theory, frame semantics, etc. Each of the ideas listed above has its characteristics, but they also share many features. In particular, they all adhere to common cognitive-functional positions and views on the nature of language, where the main criterion of its application are algorithms and sequences. Moreover, this approach to foreign language learning is conceptually new and innovative in the organization of translations, rapid learning of phrases, frames, cultural scripts, and other forms of expression of thought.

One of the main approaches of cognitive theory is the assumption that speech is not a separately isolated and inborn characteristic. Instead, it is a mode of expression acquired, even though the genetic manifestations of the need to communicate are weighty enough. But at the same time, mastering language to express one's needs is an acquired characteristic that involves learning. Language acquisition completes many factors, including physiological and socio-cultural factors.

This understanding of the communication nature forms the empirical question if learning grammar is a natural or acquired property (Tomasello, 1995; Levinson, 2003) or if it is related to the acquisition of collective experience, a set of cognitive abilities justifies cognitive-semantic theories.

If we talk about the methodological study of a foreign language, cognitive semantics is used in the pedagogical process to make the study of vocabulary and phraseology easier. The works of some researchers (Langacker, 1991; Lakoff, 1993; Taylor, 2012; Lemmens, 2015) aim to develop such language learning practices. In general, however, cognitive semantics is used in education to study semantics, poetics, and stylistics.

But there is another view, in particular, that the theory of cognitive semantics is at the root of cognitive linguistics, which denies the traditional formal pressure of linguistics on phonology, pragmatics, and syntax. Semantics, in this case, as the study of words' meaning, is perceived through constructed content that is conveyed verbally to convey perceptions of the world. This breadth of scientific interest in cognitive semantics is why such areas, which traditionally belong to pragmatics and semantics, are studied from a new perspective. For example, Tendahl, Gibbs (2008), and Fried (2010) point out the importance of using cognitive to simplify the study of stylistic and phraseological language features, which should be actively used in educational materials. This approach is currently unconventional, modern, and innovative.

In general, cognitive-semantic theories are based on the thesis that the lexical meaning is basic. The lexical meaning is not an explanation of reality; it can be related to reality, explain or express it. The connection is not assumed to be with reality but human

consciousness, experience, or attitude to the phenomenon. It means that semantics is not objective by itself, but semantic meaning allows us to explain meaning in terms of an encyclopedic dictionary. In this light, semantic theories are based on the idea that semantics is not a constant or a standard but changes according to the development of human thinking. Thus, the views acquire an interdisciplinary basis and are connected with cognitive anthropology and psychology. On the same basis, the prototype theory and the mental model appear, which interpret the meaning of a word not as a primary but as a secondary and changeable phenomenon.

Thus, a new approach in education is created, based not on the purely theoretical and narrowly sectoral study of language but on the possibility of applying linguistic tools in interdisciplinary research.

2. Objectives

This study aims to determine the main theoretical foundations and directions of cognitive-semantic theory in linguistics, as well as the effectiveness of studying the basics of cognitive linguistics, the feasibility of applying cognitive-semantic methods, and higher philological education:

- to achieve the goal in the course of the study, the following tasks will be solved;
- to determine the main cognitive-semantic theories within the framework of the course “Cognitive approaches to the semantics of linguistic units” relevant for modern education;
to evaluate the effectiveness of the methodology application through the study of changes in students’ academic performance;
to determine the degree of interest and positive evaluations of respondents involved in learning a foreign language using the cognitive-semantic approach.

3. Materials and Methods

For the purpose of empirical research, an experiment was set within the framework of the pedagogical process among first-year students studying the specialty 035 Philology. Seventy-two students took part in the study. Data collection took place between September 2020 and April 2021. Coverage of the audience – from different universities of Ukraine, in particular Kamyianets-Podolsky National University named after Ivan Ogiienko (Faculty of Foreign Philology), Kharkiv National University named after G. Skovoroda (Faculty of Foreign Philology).

The pedagogical experiment was conducted in three stages. First, the teaching process involves a lecture, “Cognitive approaches to the semantics of linguistic units”, where the emphasis is placed on the practical application of the methods of cognitive-semantic theory in metamodernist linguistics.

The preparatory stage consisted of testing students to ascertain students initial knowledge of cognitive linguistics.

The first stage involved:

- Collecting personal data and determining the students' involvement in the study.
- Making a curriculum and collecting teaching and learning materials.
- Creating thematic sessions that allow for a better practical understanding of the material.

To systematize the analytical data, students were divided into four groups. KG1 and KG2 – control groups that did not have the course “Cognitive approaches to the semantics of language units” in their programs, so the hours were used to study the theory of translation and the basics of language communication.

The groups EG1 and EG2 are experimental groups with the course “Cognitive approaches to the semantics of language units” in their curricula.

Respondents' answers were voluntary; the research team provided written assurances of survey confidentiality. The information collected was provided anonymously and was not shared with others nor distributed or disclosed by the research team.

The second phase of the experiment took place at the end of the first semester. This phase measured respondents' success in the theory and practice of using cognitive approaches and language learning, particularly in the course of foreign language translation. The test consisted of 20 questions, five dealing with translation skills and knowledge of phraseology, and 15 having a theoretical and methodological aspect. At this stage, observation and questioning methods were used. The research team collected and analyzed data on students' successful learning in the experimental and control groups. According to the study's results, the data were collected, which allows for making a conclusion about the program's effectiveness.

The third stage is the final stage, which consists of evaluating the success of knowledge acquisition in the control and experimental groups; final analysis of the results is carried out, which involves processing the data and forming conclusions about the problematic issues that show the effectiveness of the program. To get a complete picture of the analysis, the group resorted to several theoretical studies and the use of the statistical analysis methodology, the results of which are shown in this study.

4. Literature Review

Researchers began actively studying cognitive-semantic theories in the middle of the 20th century. General features of the theory development are described by the researchers: Croft (2015), Fillmore (1988), Fried (2010), and Goldberg (1995). This theory's root is that

language provides a system of constructions, which are perceived as conditional language signs. The combination of these forms explains their meaning and use. Each structure is the holder of a specific meaning, which is not always the sum of the meanings of the component words. For example, A. Goldberg (1995) indicated that any type of construction is valuable for understanding the nature of language and types of social behavior. Such an assumption allows the development of unique methods of studying idioms, party, and phraseology. In learning a foreign language, the cognitive-semantic approach will enable building phrase semantic fields not according to the nuclear and peripheral principle but based on a deeper understanding of speech. This approach, in general, makes it possible to simplify significantly learning a foreign language, as confirmed by researchers Hapsari, Wirawan (2018), and Ko et al., (2013). If we talk about the research context, this approach is used to construct atypical constructions (Fillmore et al., 1988).

Separate from the other theories stand out the experimental direction, which is associated with the prototype theory and natural categorization, which is provided in the studies of Croft (2015) and Perek (2015). This direction is based on standard features of cognition through language and describes cognitive activity and human capabilities. The approach centers on concepts such as categorization and conceptualization. Categorization provides the intuitive ability to group words and speech components and use them to form a definite network based on the human experience. Categorization makes it easier to understand grammar, morphology, and phonology when learning foreign languages. Furthermore, the definition of categorization in linguistic knowledge allows us to form notions of effective mechanisms of language use depending on the situation.

Model of cognitive semantics is also based on the idea of prototypical meaning and emphasizes the basis of schema networks. Such constructed structures are low-level, involving attributes and relationships between them. Each constructed schema leads to prototypes. Such studies stand at the base of the field of cognition (Fuchs et al., 2019), and cognitive linguistics (Hapsari & Wirawan, 2018). They allow the building of constructions that have unifying characteristics for categories. Separately, algorithms are being developed to use such theories to create methodological materials for foreign language learning in international university programs (Kiki-Papadakis & Chaimala, 2016).

Recent research shows that generalization as a way of language learning can be applied within high-level schemas and at a lower level, which allows for determining the content and nature of generalization in a language construct (Perek, 2015; Vykhreshch et al, 2019). There are also cognitive constructions that can combine elements into one type. For example, an utterance like Tanya caught a ball; she ate an apple; Dan opened a window, semantically generalized verbs and are integral units of the utterance, having their semantic properties.

5. Results

The main theories of new age linguistics are based on the relationships between human consciousness and mental characteristics, which are represented by the structure of the collective mind, and are also the collective experience and constituent elements of the linguistic system. Educational materials, which are devoted to cognitive-semantic theories, allow systematizing new linguistic research problems and successfully applying them in educational programs. Therefore, the theoretical and practical orientation of the course has a systematic nature, which students should perceive as a holistic project.

The educational components should provide an overview of the main cognitive-semantic theories of contemporary linguistics. In particular, students should understand the basics of categorization, frames, semantic fields, dominants, prototypes, metonymies, metaphors, and semantic relations. An essential element of basic knowledge is an introduction to cognitive grammar (Langacker), metaphor theory (Lakoff), frame semantics (Fillmore), and constructive grammar (Croft). These theories can be used in systemic statutes in the structure of language and cross-lingual systems. A significant component of such learning is the application of knowledge to independent and practical work. Such assignments take the form of brief research based on specific outgoing data that students receive as a result of processing fiction texts, translations, and other text assignments, which have a comparative nature and are chosen by students.

Before beginning the experiment, the research team assessed students' level of understanding of the main cognitive-semantic approaches that are used in linguistics. For this purpose, students were offered a test.

Table 1.

Awareness level of students in the experimental and control groups based on the author's technology

	Unsatisfactory	Satisfactory	Good	Excellent
EG1	2 %	58 %	29 %	10 %
EG2	0	72 %	20 %	8 %
CG3	2 %	65 %	23 %	10 %
CG4	1 %	63 %	25 %	11 %

According to the study results, we can see that the first test result is relatively low, and the majority of respondents directly understand the subject of the study. The average score for the two groups is 65 %, which corresponds to a "satisfactory" grade. However, it should be noted that some students do not have a basic understanding of the methodology at all. Therefore, approximately 1.5 % of students have an unsatisfactory score.

At the first stage of the educational program, students got acquainted with the course’s objectives, main tasks, and components “Cognitive approaches to the semantics of language units”. According to the authors’ team, this part of the education is quite essential, as students learn about the role of the verbalization process in the structure of communicative and speech development courses. It is especially important for linguistics students who develop so-called soft skills based on character formation and approach to acquiring new knowledge. Since this approach is a priority part of this course, the teaching relies on several essential components of cognitive semantics, which are presented in Figure 1.

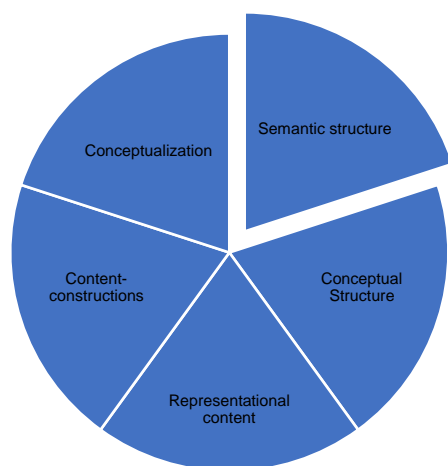


Figure 1. The components of cognitive semantics

The second stage of the study involved testing students’ knowledge of the main theories of cognitive linguistics, as well as their ability to use them on a practical level. Based on the testing results, which falls at the end of the first semester, there was a control of knowledge and analysis of success rates.

Table 2.
Success rates in the experimental and control groups

	Unsatisfactory	Satisfactory	Good	Excellent
EG1	0 %	50 %	34 %	16 %
EG2	0	62 %	26 %	12 %
CG3	0 %	63 %	26 %	11 %
CG4	0 %	60 %	28 %	11 %

According to the data in Table 2, we can see that the performance of the experimental group after the students passed half of the course on average is higher than the performance of the control group. For EG1, the highest marks rate is 50 %, and for EG2 – 38 %, there are no unsatisfactory marks in the group. According to the second stage

results, we can see positive dynamics in academic performance in the groups which took the course Cognitive Approaches to Semantics of Linguistic Units.

The third or final stage is devoted to evaluating productive knowledge, which includes several indicators. The control tests made it possible to evaluate the theoretical knowledge level and the students' ability to apply it in practice. Thus, the main criteria for the quality of education are students' ability to make a high-quality translation, independent text editing, selection of lexical and stylistic features of the text, and analysis of the artistic and stylistic components. Also, an important criterion is the ability to implement different cultural scenarios and discursive practices using various statements and the whole arsenal of text-forming means. Finally, the use of idioms is an important criterion of success, confirming theoretical knowledge and a high level of practical use.

Table 3.
Progress in the experimental and control groups

	<i>Unsatisfactory</i>	<i>Satisfactory</i>	<i>Good</i>	<i>Excellent</i>
EG1	0 %	48 %	36 %	16 %
EG2	0	58 %	26 %	16 %
CG3	0 %	60 %	28 %	12 %
CG4	0 %	59 %	30 %	11 %

According to the results of the completion of the pedagogical experiment in order to evaluate the effectiveness of the cognitive-semantic theory course, we can conclude about a high level of success among students. In particular, high scores received 52 % in the first experimental group and 42 % in the second experimental group. On the other hand, the control group received 40 % and 43 %; at the same time, it should be noted that the success rate on average increased by 6 %.

The final stage of the study is devoted to which of the proposed techniques and pedagogical materials were the most effective and exciting for students. To determine the most effective methods, students put a plus or minus next to the line with the question. The resulting figure is provided as a percentage.

Thus, during the discipline, students were asked to focus on the possibility of obtaining several skills and assess how important they are for students' practical activities. For this purpose, we created a survey, the results of which are systematized in Table 4.

Table 4.
Survey results on teaching method effectiveness

Main thematic blocks	EG1 yes (+)	EG2 yes (+)	CG1 yes (+)	CG2 yes (+)
Cognitive grammar: theory, case studies	42 %	38 %	24 %	18 %
Frame semantics: theory, case studies	58 %	57 %	27 %	32 %
Radical construction grammar: theory, case studies	48 %	42 %	23 %	20 %
Metaphor theories: theory, case studies	52 %	50 %	41 %	44 %

Processing of the survey results showed that the received knowledge is positively evaluated by 16 % of the respondents, who believe that the provided material is effective. Therefore, it is possible and convenient to use it in practice. Active implementation of technologies allows to realize the full pedagogical potential and create a platform for high-level training professionals with critical thinking skills and developed communicative competencies. As a way of human mental activity verbalization, the cognitive-communicative approach contributes to the development of knowledge and obtaining high results in the course of learning. This approach solves a number of problems related to foreign languages and is especially valuable in acquiring the skills of text translation and literary creativity.

6. Discussion

The meaning of cognitive semantics theories is a well-studied issue (Lemmens, 2015; Findik & Ozkan, 2013) but, in turn, remains debatable. All published theories rely on a set of basic concepts of conceptualization, categorization, and construction, and the generalization of theories is implemented in a system of prototypes. This conceptualization is based on encyclopedic knowledge, which provides an explanation of a word. Categorization allows us to understand a word through its alternative explanations. Constructing will enable one to understand variants of use on the basis of patterns of models of practical experience. The above principles should not be limited to the consideration of lexical units, they should work at the core of language structures at the level of lexeme, morpheme, and idiom. In their research, Goh & Burns (2012) shows many different projects in the field of cognitive semantics, where the methods of activation and improvement, translation skills acquisition, comparable research, in which the main components are verbalism, which allows finding meaning by applying experience, cognitive and communicative skills, etc.

The use of drawer-type schemes and dependency trees is a positive experience. They allow focusing not only on the form of the linguistic unit but also on prosodic, semantics, and pragmatics (Sytar, 2015). The results of this study show the effectiveness of introducing the main theories of cognitive semantics into the foundation of linguistics students' education. The basic concepts, techniques and attitudes were positively evaluated by both experimental and control groups. Furthermore, the development of cognitive semantics theory, along with cognitive pragmatics and relevance theory

(Tendahl & Gibbs, 2008), allows the evaluation of the compatibility of stylistic labeling patterns of metaphors. Such views form a new approach in understanding metaphors and its relation to real-life situations (Takimoto, 2020). Thus, a separate area of application of the course is textual formation, text translation, comparative research, and the formation of students' own research projects.

7. Conclusion

Active application of the ideas of cognitive-semantic theory is an essential component of the professional development of a linguistic specialist, as well as an important component of the pedagogical process, which aims to educate professionals in linguistics. The course Cognitive approaches to the semantics of linguistic units address the following theories in linguistics: cognitive grammar, metaphor theories, frame semantics, and construction semantics.

To define the essence of the cognitive-semantic theory, we first studied the concepts of the frame, metaphor, categorization, conceptualization, prototype, and concept. Then, to apply cognitive-semantic ideas in practice, several methods allow the specialist to form texts, study texts and correctly interpret metaphors, metonymies, and semantic fields. As a result of the new course, students have improved the dynamics of their performance in mastering the program with the application of cognitive linguistics theory and successfully began to apply the theory in solving practical assignments. According to the results of the application of this course, the academic performance in the experimental group increased by 16 % due to the increase in good and excellent grades. At the same time, there were no unsatisfactory grades in all groups after the end of the course.

In general, students were optimistic about the fundamental theories of the course. The conducted seminars were aimed at developing skills to enhance the professional level of future specialists. Especially the students appreciated the thematic blocks to improve translation skills, the basics of editing, and the use of phraseology. In the future, the theory methods will be improved and directed to practical application in work with foreign languages. This contributes to preparing highly qualified specialists among university graduates and pedagogy specialists who can achieve high-efficiency results.

8. Bibliographic references

- Croft, W. (2015). Functional Approaches to Grammar. *International Encyclopedia of the Social & Behavioral Sciences (Second Edition)*, 470–475. <https://doi.org/10.1016/B978-0-08-097086-8.53009-8>
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge, 301 p.
- Goldberg, A. (1995). *Constructions: A Construction Grammar Approach to Argument Structure*. University Of Chicago Press, 271 p.

- Hapsari, P. D., & Wirawan, F. (2018). The Significant Connection between Communicative Competence and Cognitive Ability in Speaking English of English Debating Team. *Humaniora*, 9 (2), 149–159. <https://doi.org/10.21512/humaniora.v9i2.4492>
- Fillmore, C., Kay, J., & O'Connor, M. (1988). Regularity and Idiomaticity in Grammatical Constructions: The Case of let alone. *Language*, 64(3), 501–538.
- Findik, C., & Ozkan, S. (2013). A model for instructors' adoption of learning management systems: Empirical validation in higher education context. *Turkish Online Journal of Educational Technology*, 12(2), 13–25. Retrieved from URL: <https://eric.ed.gov/?id=EJ1015409>
- Fried, M. (2010). Constructions and Frames as Interpretive Clues. *Belgian Journal of Linguistics*, 24, 83–102.
- Fuchs, L., Fuchs, D., Malone, A., Seethaler, P., & Craddock, C. (2019). The Role of Cognitive Processes in Treating Mathematics Learning Difficulties Mathematical Cognition and Learning. *Cognitive Foundations for Improving Mathematical Learning*, 5, 295–320. <https://doi.org/10.1016/B978-0-12-815952-1.00012-8>
- Kiki-Papadakis, K., & Chaimala, F. (2016). The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Romanian Magazine for Multidimensional Education [Revista Romaneasca pentru Educatie Multidimensionala]*, 8 (2), 71–87. <http://dx.doi.org/10.18662/rrem/2016.0802.06>
- Ko, J., Sammons, P., & Bakkum, L. (2013). *Effective Teaching: a review of research and evidence*. CfBT Education Trust. Oxford University Department of Education. Retrieved from URL: <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2013/reffective-teaching-2013.pdf>
- Lakoff, G. (1993). *The contemporary theory of metaphor. Metaphor and thought*, Cambridge, 245 p.
- Langacker, R. W. (1991). *Concept, Image, and Symbol*. Berlin and New York: Mouton de Gruyter, 405 p.
- Langacker, R. W. (1999). *Grammar and Conceptualization*. Berlin and New York: Mouton de Gruyter, 427 p. URL: https://www.academia.edu/7454705/Langackers_Cognitive_Grammar_chapter_The_Bloomsbury_Companion_to_Cognitive_Linguistics
- Lemmens, M. (2015). Cognitive semantics. *Routledge Handbook of Semantics*. London & New York: Routledge, 90–105.
- Levinson, S. (2003). *Space in Language and Cognition: Explorations in Cognitive Diversity*. Cambridge: Cambridge University Press. 389 p. <https://doi.org/10.1017/CBO9780511613609>
- Perek, F. (2015). *Argument structure in usage-based construction grammar. Experimental and corpus-based perspectives*. Amsterdam/Philadelphia: Benjamins, 256 p.
- Sytar, H. (2015). Construction grammar as theoretical background of the study of phraseologized sentence. *Typology and functions of language units*, 2(4), 192–205. <https://evnuir.vnu.edu.ua/bitstream/123456789/7092/1/192-205.pdf>

- Takimoto, M. (2020). Investigating the effects of cognitive linguistic approach in developing EFL learners' pragmatic proficiency. *System*, 89, 102213, <https://doi.org/10.1016/j.system.2020.102213>
- Taylor, J. R. (2012). *The Mental Corpus: How Language is Represented in the Mind*. Oxford: Oxford University Press, 384 p. <https://doi.org/10.1093/acprof:oso/9780199290802.001.0001>
- Tendahl, M., & Gibbs, R. (2008). Complementary perspectives on metaphor: Cognitive linguistics and relevance theory. *Journal of Pragmatics*, 40(11), 1823–1864. <https://doi.org/10.1016/j.pragma.2008.02.001>
- Tomasello, M. (1995). Language is not an instinct. *Cognitive Development*, 10, 131–156. [https://doi.org/10.1016/0885-2014\(95\)90021-7](https://doi.org/10.1016/0885-2014(95)90021-7)
- Vykhreshch, A. V., Hnatyshyn, S. I., Klymenko, A. O., Medynska, O. Y., Synorub, H. P., & Horpinich, T. I. (2019). Development of information culture of students of humanitarian specialities. *Information Technologies and Learning Tools*, 72(4), 152–167. <https://doi.org/10.33407/itlt.v72i4.2922>

Formation of german linguistic translation competence among university students

Formación de la competencia de traducción de lingüistas alemanes entre estudiantes universitarios

Valentyna Gutnyk

abcdefghijklmnopqrstu@ukr.net

<https://orcid.org/0000-0002-3237-327X>

Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Romance Languages, Pedagogical Faculty of Romano-Germanic and Ukrainian Philology, Kyiv National Linguistic University, Kyiv, Ukraine.

Sorina Solomko

fantasie@ukr.net

<https://orcid.org/0000-0002-3037-931X>

Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Romance Languages, Pedagogical Faculty of Romano-Germanic and Ukrainian Philology, Kyiv National Linguistic University, Kyiv, Ukraine.

Marianna Paustovska

mpaustovska@ukr.net

<https://orcid.org/0000-0002-1228-2178>

Candidate of Pedagogical Sciences, Associate Professor, Department of Germanic and Romance Languages, Pedagogical Faculty of Romano-Germanic and Ukrainian Philology, Kyiv National Linguistic University, Kyiv, Ukraine.

Iryna Trutsunenko

i.trutsunenko@gmail.com

<https://orcid.org/0000-0003-3546-6495>

Senior Lecturer, Department of Theory, Practice and Translation of the German Language, Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Kyiv, Ukraine.

Elvira Horbach

elvira.gorbach@gmail.com

<https://orcid.org/0000-0002-0566-0265>

Senior Lecturer, Department of Germanic and Romance Languages, Pedagogical Faculty of Romano-Germanic and Ukrainian Philology, Kyiv National Linguistic University, Kyiv, Ukraine.

Recibido: 26/05/22

Aceptado: 28/08/22

Abstract

Everyone who wants to succeed in professional, scientific, and practical activities needs interpreting skills. They are a must in international business cooperation. Today no international negotiations can do without an interpreter. The study aims to determine the peculiarities of forming the translation competence of German language students. For this

purpose, an experiment was conducted in one of the higher educational institutions of Ukraine, which, according to the results obtained, allows us to evaluate students' success and study the conditions for the formation of future translators' competence. The research tasks are solved using the methods of description, observation, formative experiment, and statistics. The use of general scientific methods allows for determining positive changes in the experimental and control groups in the process of forming translation competence during the German language study. It is assumed that the creation of pedagogical conditions and the use of modern information resources can increase the skills level of future translators. It will have a positive impact on their employment and successful professional activities. To increase future translators' professionalism, it plans to develop educational projects to form translation competencies. To master them while studying German, students should focus on getting practical communication skills and technical knowledge.

Keywords: translation competence, innovative teaching methods, educational project, information resources.

Resumen

Todos los que quieran tener éxito en actividades profesionales, científicas y prácticas necesitan habilidades de interpretación. Son imprescindibles en la cooperación empresarial internacional. Hoy ninguna negociación internacional puede prescindir de un intérprete. El estudio tiene como objetivo determinar las peculiaridades de la formación de la competencia traductora de los estudiantes de lengua alemana. Para este propósito, se realizó un experimento en una de las instituciones de educación superior de Ucrania que, de acuerdo con los resultados obtenidos, nos permite evaluar el éxito de los estudiantes y estudiar las condiciones para la formación de la competencia de los futuros traductores. Las tareas de investigación se resuelven utilizando los métodos de descripción, observación, experimento formativo y estadística. El uso de métodos científicos generales permite determinar cambios positivos en los grupos experimentales y de control en el proceso de formación de la competencia traductora durante el estudio del idioma alemán. Se supone que la creación de condiciones pedagógicas y el uso de recursos de información modernos pueden aumentar el nivel de habilidades de los futuros traductores. Tendrá un impacto positivo en su empleo y actividades profesionales exitosas. Para aumentar la profesionalización de los futuros traductores, planea desarrollar proyectos educativos para formar competencias traductoras. Para dominarlos mientras estudian alemán, los estudiantes deben concentrarse en adquirir habilidades prácticas de comunicación y conocimientos técnicos.

Palabras clave: competencia traductora, métodos de enseñanza innovadores, proyecto educativo, recursos de información.

1. Introduction

Today's environment makes new demands on translators. Not only knowledge of a foreign language is valuable, but also the level of proficiency in modern technology. It is conditioned by the fact that mastering foreign languages and developing translators'

competence is impossible without using effective software. With their help, it is possible to organize a more productive learning process and improve translation skills.

The term “competence” is defined by several significant components that combine (Junining, 2020; PACTE et al, 2018). These include cognitive, metacognitive, practical abilities, knowledge, belief, and behavioral values (Poland et al. 2003). In turn, the term “translation competence” is relatively new. It refers to the ability to apply the acquired knowledge and skills in practice, which means in studies, work activities, or self-development (Brøgger, 2017).

According to statistics, more than 16.5 million people worldwide learn German as a foreign language. It is considered to be the language of economics, science, culture, and diplomacy. Therefore, it is not unusual that interest in it is increasing. Accordingly, the demand for specialists with a high level of German language skills, including translators, is rising. Germany is home to the best research institutes and major companies, whose developments are essential to the world. To establish partnerships and to take advantage of these developments, it is necessary to know German. After all, relations with foreign partners are essential in building a successful business and help to build relationships with suppliers, partners, and customers. In this case, German is used for communication.

Thus, German opens up new opportunities for communication with foreigners, business development, and employment in Ukraine and abroad. The importance of German for a competitive specialist in the labor market confirms the need to create innovative pedagogical products. Furthermore, their use will help form the necessary foreign language competencies for students who study German.

2. Aims

The study aims to assess the effectiveness of innovative educational product usage in forming translation competence among university students.

The main objectives of the study are:

- determination of the main components that form translation competence;
- to create translation competence, determine the effectiveness of using innovative pedagogical products and new technologies at all stages of learning German at a higher education institution.

3. Literature Review

The issue of forming foreign language competencies is considered in the works of many domestic and foreign researchers. To this day, educators are searching for effective pedagogical technologies to facilitate this process (Ashton, 2014; Fernández-Manjón et al, 2007). According to some researchers, foreign language competencies in students are formed by the interaction of professional and humanities disciplines (Jayashree, 2017;

Zhao, 2018). Particular attention is paid to digital educational resources, social networks, multimedia, and their combination with traditional educational methods. The role of students' independent work in learning a foreign language is also reviewed (Ko et al., 2013; Senthilkumar & Kannappa, 2017).

Most researchers consider the term "foreign language competence" as a combination of knowledge acquired in education and skills used in practice (PACTE et al, 2018). A specialist with such skills uses a foreign language in all life spheres.

Among other issues, which domestic and foreign researchers consider, we can note:

- the use of modern digital technologies, social networks, and multimedia in the formation of translator competencies (Shi, 2017);
- the performance of students who use innovative methods in learning (Saydalieva, 2019);
- innovative forms of learning for the formation of translation skills and abilities (Salgur, 2013; Puranik, 2020).

Special attention in the researchers' works is paid to the issue of managing and facilitating the use of innovative methods for training future translators (Way, 2016; Kim, 2011). Many of them insist on the necessity of introducing innovative programs in higher education curricula (Kiki-Papadakis & Chaimala (2016). Moreover, many research papers focus on promoting such implementation in training by the administration of educational institutions (Kuzmina et al., 2020). Despite the large number of works devoted to the formation of translation competencies, the introduction of innovative projects in this process and their inclusion in educational programs of higher education institutions require a detailed study.

4. Methods

Achieving the study goals was made possible through developing and implementing an innovative educational project. Various scientific methods allow obtaining the data needed to implement the project, including testing and questionnaire student surveys. Qualitative and quantitative methods allow investigating the received information.

Students and teachers of Zaporizhzhia National University were the research participants. Forty-four undergraduate students from two groups and two foreign language teachers were selected for the experiment. For four years, the students studied German using a new model, according to which the emphasis in the learning process was placed on the formation of translation competencies. In contrast to the experimental group, the control group was taught using the traditional model, which the universities have used for many years.

The first results of the experiment were obtained after the first semester of 2020–2021. In particular, required for developing skills in translation components were established.

Also, the features that need improvement were selected. In this case, using various digital technologies, multimedia, and educational platforms was appropriate. A pedagogical technology model was developed to develop translation skills. Its use will facilitate the acquisition of translation skills. A student who possesses them will be able to quickly master the terminology in the chosen industry and solve any situation requiring the ability to communicate in German. Increased attention in teaching the students of experimental group was paid not only to the level of theoretical knowledge but also to improving the motivation for learning and digital literacy.

The first stage of the experiment was preparatory. It included preparing the curriculum, teaching materials, consultations with the teachers, and student testing to understand the students' translation competence level.

The second stage was determining the components that make up the translation competence. At this stage, multimedia tools and educational platforms were introduced into the educational process of the experimental group. The innovative technologies in German study were combined with traditional teaching. Special attention was paid to the student's independent work and non-standard task solutions while studying a foreign language.

The third stage was final. At this stage, the level of translation competence of the students in two groups – experimental and control – was determined. The main indicator confirming their formation was the level of students' motivation. We also considered other characteristics of the students, which improved the learning process according to the new educational model.

Obtained from the experiment data determined the effectiveness of the innovative teaching model, digital technologies, and translation techniques. Effective teaching materials have been arranged and uploaded to the websites of the higher education institution. They are successfully used for teaching students.

During the experiment, students and teachers encountered some difficulties. They noted the long duration of the investigation, the impossibility of determining the reasons for changes in the respondents' opinions, and the impossibility of conducting a deeper study.

5. Results

The project implementation was made possible by the joint work of the experiment participants, who performed the set tasks at each stage. Before the experiment, the necessary data (including educational materials) was collected and systematized; technical and methodological preparations were made; consultations with teachers and students were also organized.

Before the practical implementation of the program to improve translation competence, a questionnaire survey was conducted among the students. The purpose of the

questionnaire was to determine their motivation for the translation activity and their ability to evaluate and analyze the information received. After that, the practical implementation of the project in the experimental group started. The training of the students took place in a mixed format. Traditional learning was combined with distance learning. At the same time, digital educational platforms and multimedia helped in learning German. In addition, increased attention was paid to the independent and creative work of the students participating in the experiment.

Table 1.
Students' translation competence level at the initial stage

Indicators	Low		Satisfactory		Average		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivation	32 %	35 %	30 %	33 %	30 %	24 %	8 %	8 %
Reflexivity	34 %	29 %	37 %	38 %	15 %	18 %	14 %	15 %
Technological effectiveness	15 %	18 %	40 %	39 %	25 %	30 %	20 %	13 %
Practical centrality	45 %	43 %	27 %	26 %	23 %	24 %	5 %	7 %

At the practical implementation stage, the researchers identified the components that form the translation competence of students. They can include motivation, effectiveness, theory, and practice.

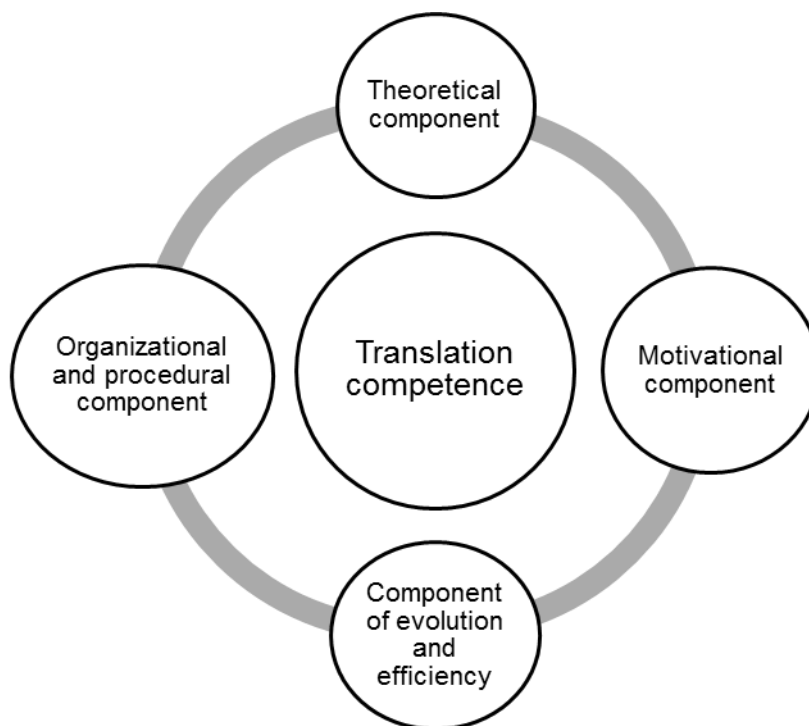


Figure 1. Students' translation competence elements.

Motivation is an essential component of translation competence formation. The higher its level, the better the student is aware of the importance of studying a foreign language. The high motivation of a student to learn is a factor in successful realization as a translator.

The ability to learn a foreign language determines the component of effectiveness. The future specialist must realize that his professionalism and qualification depend on the level of foreign language knowledge. Thus, these qualities define the possibility of getting a high-paying job.

The theory is an obligatory component of translation competence formation, which includes theoretical knowledge. Applying a foreign language in practice is impossible without a theoretical approach. Students acquire theoretical knowledge during their studies at a higher education institution: they learn to translate texts of various complexity, conduct correspondence, perceive oral speech, and master professional terminology according to the chosen direction. After getting the theory, students can put what they learned into practice where self-organization, the ability to work independently, responsibility, and discipline form the central value.

At the study's final stage, the experimental group's students were questioned again.

Table 2.

The final stage of students' translation competence formation

Indicators	Low		Satisfactory		Average		High	
	CG	EG	CG	EG	CG	EG	CG	EG
Motivation	35 %	46 %	30 %	45 %	30 %	34 %	8 %	12 %
Reflexivity	34 %	39 %	41 %	50 %	15 %	30 %	14 %	27 %
Technological effectiveness	15 %	18 %	40 %	50 %	28 %	41 %	20 %	24 %
Practical centrality	45 %	43 %	27 %	36 %	23 %	38 %	7 %	17 %

We managed to establish the positive impact of the innovative model of foreign language learning on the formation of students' translation competence. It was determined that compared to the control group of students trained by the traditional program, the experimental group students had a higher level of translation competence formation. In addition, the experimental group's motivation to learn increased by 10 %. In the control group, this indicator did not exceed 2 %.

6. Discussion

Translation competence is formed within the actual pedagogical process of foreign language learning. This fact has been found by numerous studies previously carried out by domestic and foreign scientists. Almost any field of activity requires knowledge of the native language from the specialist working in it. Foreign language skills are also welcome or mandatory. For this reason, the study of a native and foreign language is included in

the training program of specialists in various industries. To make the educational process in universities more accessible, simple and at the same time effective, various teaching methods are created, and modern pedagogical technologies are developed (Bergen, 2010).

As a result of the study, it has been established that German linguistic translation competence is formed as a part of the general professional competencies of future specialists. Due to the continuous changes in the labor market and higher requirements for specialists, higher education teachers have to work on improving and enhancing the educational process. In particular, they should develop and implement innovative educational projects using various digital technologies. Thus, it is possible to improve the quality of the educational process, reducing the time for learning a foreign language. An educational project that can meet the requirements of the modern labor market is presented in the study.

Using new technologies in translation activities has proven its effectiveness many times. For this reason, a number of researchers are working on developing a model for their effective implementation (Arbol, 2018; Bergen, 2010). Many of them insist on the necessity of using digital technology in students' work with translations. Texts can be edited, digitized, and archived using various programs. Text libraries and a glossary have been created to facilitate students' work. The use of digital technology requires students to actively work independently and organize themselves (Puranik, 2020; Vienne, 1996). It should be noted that using digital technologies is not only beneficial for students. They increase teachers' digital and translation competence (Kiraly, 2015; Fernández-Manjón et al., (2007).

Thus, learning the basics of translation in modern conditions requires students to improve technical skills, increase their motivation to learn, and the ability to perform tasks independently. In addition, students and teachers should master new forms of learning and combine them with traditional ones.

For the study, we used the experience of forming foreign language competence using digital technology, as described in the work of Stavytska (2017). It is about the development and implementation in the educational process of an innovative model of foreign language learning. It was created considering the students' level of motivation and focused on the practical application of the acquired skills (Stavytska, 2017). Its application showed positive results, which increased students' motivation to learn foreign languages by 15 %. According to the results of our study, this indicator increased by 10 %.

Despite the achieved results of the study, the effectiveness of foreign language teaching in many domestic institutions of higher education is insufficient. This issue requires further consideration. The topic of optimizing special translation and the role of digital technology in this process remains open.

7. Conclusion

According to the new educational model, experimenting at Zaporizhzhia National University made it possible to evaluate the success of students learning a foreign language (German). During the results evaluation of the experiment, the criteria of technological, practical, and reflexive activity were taken as the basis.

As a result of the experiment, an increase in the level of students' motivation for translation activity was established. It was facilitated by a set of organizational and educational activities to form translation competencies.

The educational materials that showed their effectiveness in teaching the students were systematized and placed on the university websites. In the future, they will be included in the educational program of the University.

The result of the experimental group was compared to the control groups, which helps to determine the formation level of translation competence. The positive attitude towards the activities of an interpreter in the control group increased only by 2 %. However, in the experimental group that used a new teaching model, the index increased up to 10 %.

The study results confirm the effectiveness of modern technologies, multimedia tools, and educational platforms in foreign language teaching. The modern approach to future translators' education makes it possible to train qualified, and professional specialists demanded in the labor market. Furthermore, the effectiveness of integrated learning projects used to teach students. Further development and implementation of them in the educational programs of higher educational institutions are planned.

8. Bibliographic references

- Arbol del, E. V. (2018). Innovative Teaching Methods in Specialized Translation. *Modern Journal of Language Teaching Methods*, 8(12), 426–436. Retrieved from: [10.26655/mjltm.2018.12.1](https://doi.org/10.26655/mjltm.2018.12.1)
- Ashton, K. (2014). Reflections on international comparative education survey methodology: a case study of the European Survey on Language Competences. *A Journal of Comparative and International Education*, 3, 414–434. Retrieved from: <https://doi.org/10.1080/03057925.2014.963512>
- Bergen, D. (2010). Translation strategies and the students of translation. *Jorma Tommola*, 1, 109–125. Retrieved from: <http://www.hum.utu.fi/oppiaineet/englantilailentilologia/exambergen.pdf>
- Brøgger, M. (2017). When Translation Competence is not Enough: A Focus Group Study of Medical Translators. *Meta*, 62(2), 396–414. Retrieved from: <https://doi.org/10.7202/1041030ar>
- Fernández-Manjón, B., Sánchez-Pérez, J.-M., & Gómez-Pulido, J.-A. (2007). *Computers and education: E-learning, from theory to practice*. New York: Springer, 241 p.

- Jayashree, R. (2017). A Study on Innovative Teaching Learning Methods for Undergraduate Students. *International Journal of Humanities and Social Science Invention*, 6 (11), 32–34. Retrieved from: [http://www.ijhssi.org/papers/v6\(11\)/Version-2/E0611023234.pdf](http://www.ijhssi.org/papers/v6(11)/Version-2/E0611023234.pdf)
- Junining, E., Mahendra, V. A., & Kusuma, L. (2020). Translation strategies for translating a news article. *LINGUA Jurnal Ilmu Bahasa dan Sastra*, 15(1), 79–90. Retrieved from: <https://doi.org/10.18860/ling.v15i1.9562>
- Kim, E.Y. (2011). Using translation exercises in the communicative EFL writing classroom. *ELT Journal*, 65(2), 154–160.
- Kiki-Papadakis, K., & Chaimala, F. (2016). The Embedment of Responsible Research and Innovation Aspects in European Science Curricula. *Romanian Magazine for Multidimensional Education [Revista Romaneasca pentru Educatie Multidimensionala]*, 8(2), 71–87. Retrieved from: <https://doi.org/10.18662/rrem/2016.0802.06>
- Kiraly, D. (2015). Occasioning Translator Competence: Moving beyond Social Constructivism toward a Postmodern Alternative to Instructionism. *Translation and Interpreting Studies*, 10(1), 8–32. Retrieved from: <https://doi.org/10.1075/tis.10.1.02kir>
- Ko, J., Sammons, P., & Bakkum, L. (2013). *Effective Teaching: a review of research and evidence*. CfBT Education Trust. Oxford University Department of Education. Retrieved from: <http://cdn.cfbt.com/~media/cfbtcorporate/files/research/2013/effective-teaching-2013.pdf>
- Kuzmina, M., Protas, O., Fartushok, T., Raievska, Y., & Ivanova, I. (2020). Formation of Students' Competence of Tertiary Educational Institutions by Practical Training Aids. *International Journal of Higher Education*, 9(7), 279–288. Retrieved from: <https://doi.org/10.5430/ijhe.v9n7p279>
- PACTE., Hurtado Albir, A., Galán-Mañas, A., Kuznik, A., Olalla-Soler, C., Rodríguez-Inés, P., & Romero, L. (2018). Competence Levels in Translation: Working towards a European Network. *The Interpreter and Translator Trainer*, 12(2), 111–131. Retrieved from: <https://doi.org/10.1080/1750399X.2018.1466093>
- Poland, R., Baggott La Velle, L., & Nichol, J. (2003). The Virtual Field Station (VFS): using a virtual reality environment for ecological fieldwork in A-Level biological studies—case study 3. *British Journal of Educational Technology*, 34(2), 215–231.
- Puranik, S. (2020). Innovative teaching methods in higher education. *BSSS Journal of Education*, 9(1), 67–75.
- Salgur, S. A. (2013). The importance of the teacher in intercultural education. *International Journal of Global Education*, 2(1), 1–5. Retrieved from: <http://ijge.net/index.php/ijge/article/view/41>
- Saydalieva, N. (2019). European Formation of Students' translation competencies in Teaching Chinese. *Journal of Research and Reflection in Educational Sciences*, 7(12), 925–929. Retrieved from: <http://www.idpublications.org/wp-content/uploads/2019/11/Full-Paper-FORMATION-OF-STUDENTS-TRANSLATION-COMPETENCIES-IN-TEACHING-CHINESE.pdf>

- Senthilkumar, V., & Kannappa, R. (2017). Impact of Innovative Teaching and Learning Methodologies for Higher Educational Institutions with reference to Trichirappalli District. *Journal of Business and Management (IOSR-JBM)*, 19(7), 88–92. Retrieved from: <https://doi.org/10.9790/487X-1907028892>
- Shi, X. (2017). Application of multimedia technology in vocabulary learning for engineering students. *International Journal of Emerging Technologies in Learning*, 1, 21–31. Retrieved from: <https://doi.org/10.3991/ijet.v12i01.6153>
- Stavytska, I. (2017). The Formation of Foreign Language Competence of Engineering Students by means of multimedia. *Advanced Education*, 7, 123–128. Retrieved from: <https://doi.org/10.20535/2410-8286.95301>
- Vienne, J. (1996). Toward a pedagogy of 'translation in situation'. *Studies in Translation Theory and Practice*, 2(1), 51–59. Retrieved from: <https://doi.org/10.1080/0907676X.1994.9961222>
- Way, C. (2016). The Challenges and Opportunities of Legal Translation and Translator Training in the 21st Century. *International Journal of Communication*, 10, 1009–1029.
- Zhao, C. (2018). Translation in Light of Bilingual Mental Lexicon. A Psycholinguistic Approach. *IJALEL*, 7(3), 165–169. Retrieved from: <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.165>

Artistic and aesthetic senior preschool age child development: Organizational and management block

Desarrollo educativo artístico y estético edad preescolar superior: Bloque organizativo y de gestión

Tetiana Zhytnik

zhitnik.zp.network@gmail.com

<https://orcid.org/0000-0003-2250-7251>

PhD in Pedagogical Sciences, Staff Member, Department of Preschool Education and Social Work, Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine

Valentyna Liapunova

lapunova.001@gmail.com

<https://orcid.org/0000-0002-5658-8128>

DSc. in Pedagogical Sciences, Professor, Department of Preschool Education and Social Work, Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine

Hanna Varina

varina_hanna@mdp.u.org.ua

<https://orcid.org/0000-0002-0087-4264>

Master of Psychology, Senior Lecturer, Department of Psychology, Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Zaporizhia region, Ukraine

Liliia Kobylnik

liliyamix.914@gmail.com

<https://orcid.org/0000-0003-4353-4769>

PhD in Psychology, Docent, Department of Psychology, Bogdan Khmelnytsky Melitopol State Pedagogical University, Melitopol, Ukraine

Recibido: 30/05/22
Aceptado: 29/08/22

Abstract

The timeliness of the problem is caused by the contradiction between need for artistic and aesthetic development of the child, who has a desire to learn, be creatively realized and insufficient organizational and methodological support in art schools. The purpose of research work is determining the stages of artistic and aesthetic development of older preschool children in primary art school. The research methodology consisted of the research works by Greene S., Hill M., Green B., Hall E., Turner C., Zyazyun I., Zlatyeva A., Otich O., Padalka H., Rudnytska O., McLeod N., Wright D., McCall K., Fujii M., Muzyka O., Lopatiuk Y., Belinska T., Belozerskaya A., Shvets I., Legkostup P., Kopylkovska I., Tikhomirova T. Results. The following actions are necessary for the successful implementation of the basic provisions of the modern art school: content and methodological blocks substantiation; logical and consistent definition and implementation of artistic and aesthetic development of senior

preschool age child complex stages; providing organizational and managerial, control and evaluation units.

Keywords: education, art pedagogy, preschool pedagogy, primary art education, artistic and aesthetic development.

Resumen

La actualidad del problema es causada por la contradicción entre la necesidad de desarrollo artístico y estético del niño, que tiene el deseo de aprender, realizarse creativamente y el apoyo organizativo y metodológico insuficiente en las escuelas de arte. El propósito del trabajo de investigación es determinar las etapas del desarrollo artístico y estético de los niños preescolares mayores en la escuela primaria de arte. La metodología de investigación consistió en los trabajos de investigación de Greene S., Hill M., Green B., Hall E., Turner C., Zyazyun I., Zlatyeva A., Otich O., Padalka H., Rudnytska O., McLeod N., Wright D., McCall K., Fujii M., Muzyka O., Lopatiuk Y., Belinska T., Belozerskaya A., Shvets I., Legkostup P., Kopylkovska I., Tikhomirova T. Resultados. Las siguientes acciones son necesarias para la implementación exitosa de las disposiciones básicas de la escuela de arte moderno: sustanciación de contenido y bloques metodológicos; definición e implementación lógica y consistente del desarrollo artístico y estético de las etapas complejas del niño en edad preescolar superior; proporcionando unidades organizativas y de gestión, control y evaluación.

Palabras clave: educación, pedagogía del arte, pedagogía preescolar, educación artística primaria, desarrollo artístico y estético.

1. Introduction

Art, as a component of culture, influences the consciousness of the people and enriches the society spirituality. Its nature is a creative activity, which embodies the human desire to change the world for the better. Therefore, one of the most important tasks of modern art education is to improve the methods of aesthetic education. Primary art education, according to the Concept of Modern Art Education, is aimed at gaining aesthetic experience and value orientations in the artistic activity process, professional competencies of the primary level in the chosen art form, artistic and creative self-realization. The main general artistic competencies are to determine the knowledge and ability to analyze and evaluate: “key achievements of national and world art, artistic traditions of their people, etc., understanding of cultural diversity, creativity, initiative, ability to recognize aesthetic categories and apply it in evaluating works of art, cultural and artistic events , environment, the ability to express their thoughts, think figuratively, be creative in performing tasks, collaborate with other people” (Order of the Ministry of Culture of Ukraine № 1433, 2017).

2. Formulation of the problem

The urgency of the research problem is due to the existing *contradictions* between: objective demands of society for intellectually educated, creative, aesthetically developed personality, purposeful development of which can optimize the formation of culture in society, and lack of theoretical understanding of this social problem; significant educational potential of art in terms aesthetic and artistic development of the individual and insufficient organizational, methodological, organizational and managerial support of the educational process in art education for children of this age.

Thus, the urgency of the problem and the need to eliminate these contradictions determined *the purpose of research work* – characterize the organizational and managerial unit content; to determine the stages of older preschool children’s artistic and aesthetic development by means of fine arts in the conditions of primary art school.

The research methodology consisted of the research works by Greene S., Hill M., Green B., Hall E., Turner C., Zyazyun I. (aesthetic education as an important component of personal culture); Zlatyeva A., Otich O., Padalka H., Rudnytska O. (research on art pedagogy); McLeod N., Wright D., McCall K., Fujii M., Muzyka O., Lopatiuk Y., Belinska T., Belozerskaya A., Shvets I. (children’s aesthetic education by means of fine arts); Legkostup P., Kopylkovska I., Tikhomirova T. (artistic and aesthetic development of senior preschoolers by means of fine arts in primary art education).

3. Results of the research

Substantiation and further study of the problem makes it possible to determine the effective stages of older preschoolers’ artistic and aesthetic development by means of fine arts. In particular, it is important to solve this problem in older preschool children in the educational process of art schools. Substantiation of older preschoolers’ artistic and aesthetic development stages by means of fine arts during art education includes logical sequence, systematic, interconnection and complementarity. In our opinion, the main stages are the following:

- I. ***Emotional and motivating stage:*** awakening the ability to enjoy art, interest in works of art.

The purpose of this stage is: to ensure interest and interest in art in general, the development of value orientations for aesthetic needs; motivation to communicate and learn about art.

The tasks are: the formation of older preschool children’s interest in art, including art, art of music, dance and theater; formation of the inner emotional need to communicate with art by involving the child in the study of art objects.

Partial resolution of contradictions: taking into account the psychophysiological characteristics of the older preschool age child, his interests in creative activities, preferences, needs; taking into account its new formation and the game nature of the activity will contribute to the effective conditions creation for the realization of this stage purpose (Hall & Turner, 2021).

Stimulating interest in art involves the use of various educational incentives. Among them are the following: teacher's interactive action and pedagogical skills, teacher's artistic and pedagogical support, regulation of motivational and volitional efforts of the child. Teacher's artistic and psychological support of the involves consciously ensuring the nature of educational interaction with children, which relieves psychological stress and creates a positive atmosphere. Regulation of motivational and volitional efforts, as a method, includes tasks – the implementation of artistic, educational and creative tasks, ensuring the learning regularity, demonstration of artistic achievements. The methods are aimed at creating and maintaining a child's sense of enthusiasm and interest in the process of artistic activity, the mobilization of its energy resources for learning and creative activities.

- II. ***Enriching and aesthetic stage:*** the development of art perception in the process of isolating aesthetically significant, artistically expressive.

The purpose of the stage is: enrichment of aesthetic experience. It is important to note that this stage is focused on providing knowledge about art, but the acquired knowledge acts as a condition for sensory, spiritual connection with the values of art culture and art.

The objectives are: mastering basic knowledge of art history, basic concepts of art history, the concept of artistic image, types and genres in art, as a basis for enriching aesthetic experience; mastering information about works of art of different styles and its authors in order to enrich the aesthetic experience and increase the child's interest in the ability to enjoy art, including art.

Partial resolution of contradictions: taking into account the cognitive and speech characteristics of older preschool children, its own active vocabulary will help create a dialogue between teacher and child; the effectiveness of the process depends on the provision of conditions, in particular, on the creation of information and aesthetic space and information and aesthetic fund, the differentiation of tasks, methods and techniques of influencing the child. We consider the constant self-improvement of art education specialists and their scientific and pedagogical support to be important for the successful implementation of the enrichment and aesthetic stage.

We consider the information and aesthetic fund as several key components: aesthetic space (art school, museum, art space), aesthetic orientation of the process of acquainting children with works of art (approaches, principles, aspects; pedagogical conditions), systematically built information material), synthesis of arts as an auxiliary source for child's aesthetic enrichment (methods, techniques, form of work).

Systematically structured material can be obtained by teacher, referring to a typical curriculum. The current program defines the “purpose, objectives and principles of teaching, due to the discipline peculiarities, forms and means of current and final control, recommendations for their implementation, criteria for assessing the achievement level, features of the program material study and more. Normative content and normative learning outcomes are distributed with a logical sequence of presentation and determination of the approximate distribution of hours on the material” (Kopylkowska, Tikhomirova, Zhytnik (Ed.) 2020).

The program “*promotes the formation of new knowledge about art, recognition of highly artistic examples of folk art, expression and justification of their own attitude to works of art, understanding the manifestations of cultural diversity. The normative content of the discipline is focused on the activation of children’s mental and speech activity, preparation for mastering the theory and history of art at the basic level, development of worldview orientation through acquaintance with works of art and participation in art projects; takes into account the current needs of the individual in artistic and creative activity, is based on a comprehensive, consistent and targeted impact on the formation of aesthetic consciousness*” (Kopylkowska, Tikhomirova, Zhytnik (Ed.), 2020).

The form of classes is a group lesson – dialogue, when the teacher encourages children to focus on their own feelings, express personal impressions, provide comments and explanations, analyze, discuss proposed topics, draw independent conclusions, form a personal attitude to art as a special human activity, distinguish basic structural elements of art (artistic image, form, content, theme, idea, etc.). During an active conversation, the skills of independent thinking, the ability to dialogue, the ability to lead a discussion, awareness and understanding that everyone’s opinion is important are formed. Work forms: meetings with artists, visits to museums and exhibitions, cultural and artistic events and presentations, open classes, workshops, concerts and festivals; participation in theatrical performances, online exhibitions, etc. Control forms: active dialogue, discussion, quiz, art laboratory (with an emphasis on a particular art form), quest, art detective, online chat / forum (exchange of ideas and impressions) or other forms and combinations thereof” (Kopylkowska, Tikhomirova, Zhytnik, (Ed.), 2020).

The program is the basis for developing a teacher’s own curriculum, where “the teacher detailizing, specifies and adapts the normative content of discipline provided by the standard curriculum, according to local conditions and needs of the child, determines organizational forms and types of classes, art and pedagogical technologies and teaching methods, the necessary methodological support, forms and means of quality control of knowledge, taking into account the individual approach. Also, the teacher can implement their own teaching algorithm by redistributing the normative content of teaching and changing the sequence of teaching material, clarifying additional volumes of educational material and learning outcomes beyond those defined by the standard curriculum” (Kopylkowska, Tikhomirova, Zhytnik (Ed.) 2020).

- III. **Value-intellectual stage:** admiring works of art, reflection in the process of including of older preschool age child in the perception of art works, understanding the artistic value of the work.

The purpose is: the ability to analyze, interpret, creatively explain their preferences, taking into account the psycho-physiological and speech characteristics of age.

The objectives of the stage are: improving knowledge of art history and continuing to enrich aesthetic experience; understanding the artistic values of the work, in particular through acquaintance and inclusion, immersion of the child in the admiration process, consideration of art works, reflection; the ability to have their own point of view, aesthetic tastes and ideals and to defend their aesthetic preferences, using vocabulary, according to their age and psychophysical development, understanding the sense of beauty; development of emotional intelligence, associative and artistic thinking, artistic and creative activity, imagination, fantasy; formation of emotional and evaluative attitude to art works, phenomena, actions and activities in general (Padalka, 2008; Ponimanska, 2004).

Partial solution of contradictions: the ability to associatively and artistically think, analyze, describe, defend their own opinion about art works is possible with the use of art synthesis; successful completion of the value-intellectual stage is possible with the educational and informational support of competencies of older preschool children on children's parents.

Methods of work (open trainings and exhibitions, online presentations and open educational areas, etc.) should guide parents to the fact that family education should pay attention to acquainting children with different arts, gaining their own aesthetic experience, forming a positive and emotional attitude to art as an integral part of the existence of the individual and society; acquaintance with folk art works (watching cartoons, videos of aesthetic orientation, attending cultural events, etc.) (Zyazyun, 2006; McLeod, Wright, McCall & Fujii, 2017).

- IV. **Creative and aesthetic stage:** creative and aesthetic decisions, aesthetic actions, actions, behavior, activity.

The purpose of the stage is: child's artistic and aesthetic development, system-complex formations of personality, which are related, on the one hand, the internal sensory-spiritual component of personality (needs, attitudes, assessments), and on the other, subjectively perceived meaning and the significance of a art work that has a strong influence on the consciousness of the recipient's personality, regardless of temporal and cultural boundaries. "Aesthoecology can be described as an 'onto-epistemology' which fuses a theory of being with a theory of knowledge and deals with the affective, connected and temporal aspects of education. Where the aesthetic aspect of aesthoecology – appearance and feelings/ sensation – concerns the affective domain, the ecological aspect – spaces, places and relationships – concerns connectedness. In our title,

‘foundations’ refers both to the foundations of aesthoecology and the foundations of art and design education” (Hall & Turner 2021, 761).

The task of the stage is to improve the enrichment of aesthetic experience, which is, on the one hand, a condition for improving the sensory-spiritual component of personality, and on the other hand, acts as a need for constant replenishment of aesthetic experience after “aesthetically good” deeds, actions and activities.

Partial solution of contradictions: intellectually-educated, creative, aesthetically-developed personality, purposeful development of which is able to optimize the culture formation in society can be brought up with a conscious purposeful influence on this process.

4. Discussion

In order to successfully implement the basic modern art school principals, all interest groups should unite their efforts to create the necessary tools and mechanisms to ensure its activities, in particular, substantive, methodological, organizational and managerial and control and evaluation blocks (content, approaches, principles), aspects, stages, pedagogical conditions, forms, methods of work, criteria, indicators and levels). In the process of implementing the stages of older preschool children’s artistic and aesthetic development during primary art education, it is important to consider the following (Zlatyeva, 2019).

First, the differentiation of program topics should be based on the principles of system, continuity, innovation and integration, which allows to adapt their own pedagogical experience, apply methods and forms of work that meet the specifics of the region and art education.

Secondly, the study of the peculiarities of Ukrainian folk art should permeate the curriculum, authenticity should be considered in a single context with the varieties and types of art. “The desire to cover the directions of world art civilization without a strong reliance on the national artistic basis involves the superficiality danger in perception and creation of artistic images, mosaics, lack of breadth of life, impoverishment of artistic expression. It is known from the history of art development that, whatever artistic methods or stylistic directions the artist followed, the strength of its talent, the depth of world artistic knowledge directly and depend on the national roots of artistic talent and creative abilities” (Otich, 2011).

Third, educational and demonstration material shouldn’t be differentiated by time (ancient, classical, modern art) and type of culture. Examples of demonstration material the teacher must determine independently, taking into account the objectivity of the artistic value of the art work. A clear definition stages of artistic and aesthetic older preschoolers’

development by means of fine arts and their justification will allow the accumulation of ideas in terms of educational reform and decentralization.

5. Conclusions

The problem of artistic and aesthetic development of children in primary art education is not limited to this research work. In addition to the analysis of the implementation stages in art education of the methodological and managerial unit, we consider promising the research work, analysis and justification of the content, control and evaluation units. The following issues need further study: criteria, indicators and levels of older preschool children's artistic and aesthetic development in primary art education, methods of their diagnosis. of foreign experience issues in innovative methods of working with children of this age on artistic, aesthetic development and aesthetic culture formation remain relevant.

6. Bibliographic references

- Greene, S., & Hill, M. (2005). Researching children's experience: methods and methodological issues. In: S. Greene & D. Hogan [Eds] *Researching children's experience: Approaches and methods*. London: SAGE, 2–21. URL: <https://childethics.com/library/books-and-book-sections/researching-childrens-experience-methods-and-methodological-issues-2/>
- Green, B. (2021). Revisiting the Conceptual Domain: Educational Knowledge and the Visual Arts. *International Journal of Art & Design Education (IJADE)*, 40(2), 436–448. URL: https://www.researchgate.net/publication/351429257_Revisiting_the_Conceptual_Domain_Educational_Knowledge_and_the_Visual_Arts
- Hall E., & Turner C. (2021). Aesthoecology and Its Implications for Art and Design Education: Examining the Foundations. *International Journal of Art & Design Education (IJADE)*, 40(4), 761–772. <https://doi.org/10.1111/jade.12387>
- Kopylkowska I, Tikhomirova T., & Zhytnik T. (Ed.). 2020. Typical curriculum for the discipline "Conversations about art" elementary level of primary art education. Kyiv, 75 p. URL: <https://acortar.link/OHMQXc> (appeal date: 19.10.2021)
- McLeod N., Wright D., McCall K., & Fujii M. (2017). Visual rhythms: Facilitating young children's creative engagement at Tate Liverpool. *European Early Childhood Education Research Journal*, 25(6), 930–944.
- Muzyka O., Lopatiuk Y., Belinska T., Belozerskaya A., & Shvets I. (2021). Modern aesthetic education and its further directions. *Linguistics and Culture Review*, 5(S4), 12–21. URL: <https://lingcure.org/index.php/journal/article/view/1537>
- Order of the Ministry of Culture of Ukraine № 1433. The Modern Art School concept. 20.12.2017. URL: http://mincult.kmu.gov.ua/control/uk/publish/article?art_id=245318404&cat_id=244931905
- Otich, O. (2011). Development of creative individuality of students of professional pedagogical educational institutions by means of art. Chernivtsi: Zelena Bukovyna. (In Ukrainian)

- Padalka, H. (2008). Art pedagogy: theory and methods of teaching art disciplines. Kyiv: Osvita Ukrainy.
- Ponimanska, T. (2004). Preschool pedagogy. Kyiv: Academvidav [Akademvydav]. URL: <https://academia-pc.com.ua/product/347>
- Rudnytska, O. (2001). Worldview function of art. Art and education, 3, 10–13.
- Zlatyeva, A. (2019). Reflection of the level of social adaptation in the drawings of children aged 6-7 years. Pedagogika – Pedagogy, 91 (5), 687–695.
- Zyazyun, I. (2006). Aesthetic principles of personality development. Art in personality development. Chernivtsi: Green Bukovyna.

Volunteering as a technology for involving public activity and a factor of influence on the career strategies of youth

El voluntariado como tecnología social de implicación en la actividad pública y factor de influencia en las estrategias individuales de carrera de los jóvenes

Valeriia Ovcharova

leraovcharova@gmail.com

<https://orcid.org/0000-0003-4945-8138>

Master's Degree in Social Work, Postgraduate Student, Department of Social Philosophy and Public Management, Faculty of Social Sciences and Public Management, Zaporizhzhia National University, Zaporizhzhia, Ukraine.

Ganna Boiko

hannaboyko@ukr.net

<https://orcid.org/0000-0002-1610-5793>

Phd in Psychology, Associate Professor, Professor of the Department of Social Philosophy and Public Management, Faculty of Social Sciences and Public Management, Zaporizhzhia National University, Zaporizhzhia, Ukraine.

Mariia Kulyk

kuliksociology@gmail.com

<https://orcid.org/0000-0002-3675-0191>

Phd in Sociology, Associate Professor of the Department of Sociology, Faculty of Social Sciences and Public Management, Zaporizhzhia National University, Zaporizhzhia, Ukraine.

Taras Ivanovich Butchenko

tiberuus17@gmail.com

<https://orcid.org/0000-0003-0671-1500>

Doctor of Sciences in Philosophy, Associate Professor, Department of Social Philosophy and Public Management, Faculty of Social Sciences and Public Management, Zaporizhzhia National University, Zaporizhzhia, Ukraine.

Lidiia Kupina

karpo514@ukr.net

<https://orcid.org/0000-0001-5874-5433>

Lecturer, Department of General Law and Political Science, Faculty of Law, National University "Zaporizhzhia Polytechnic", Zaporizhzhia, Ukraine.

Recibido: 31/05/22

Aceptado: 29/08/22

Abstract

The article is devoted to the study of volunteering as a social technology through which young people are involved in public activity, and as a factor that affects the individual career strategies of its representatives. The world, all-Ukrainian and local tendencies of changes in the level of interest of young people in volunteering are compared, based on the results of a sociological survey of the attitude towards volunteering of students from one of the leading

universities in Southern Ukraine and the results of other scientific studies on this issue. The results obtained confirm national trends. Thus, the most popular areas of volunteering among the youth coincide: helping children (74%), animals (66%), ATO soldiers (64%). The data on the motivational specifics of youth volunteering demonstrate a variety of perceptions of the value of volunteer experience even within the same age group of youth. The factor of student youth having free time is not a key factor in terms of their involvement in volunteering. The established interdependence between the self-identification of student youth and the presence of volunteer experience seems to be important. The obtained data and conclusions regarding age-related motivational characteristics and stereotypes about barriers to volunteering will help to correctly plan activities to involve young people in volunteering. In addition, the study will be useful for the development and improvement of educational programs aimed at training specialists in working with youth, organizing the involvement of its representatives in participating in the volunteer movement.

Keywords: volunteering, social technology, public activity, career strategy, youth.

Resumen

El artículo está dedicado al estudio del voluntariado como tecnología social a través de la cual los jóvenes se involucran en la actividad pública, y como factor que incide en las estrategias individuales de carrera de sus representantes. Se comparan las tendencias mundiales, ucranianas y locales de cambios en el nivel de interés de los jóvenes en el voluntariado, en base a los resultados de una encuesta sociológica de la actitud hacia el voluntariado de los estudiantes de una de las principales universidades del sur de Ucrania y el resultado de otros estudios científicos sobre este tema. Los resultados obtenidos confirman las tendencias nacionales. Así, las áreas de voluntariado más populares entre los jóvenes coinciden: ayudar a niños (74%), animales (66%), soldados ATO (64%). Los datos sobre las motivaciones específicas del voluntariado juvenil demuestran una variedad de percepciones del valor de la experiencia del voluntariado, incluso dentro del mismo grupo de edad de jóvenes. El hecho de que los jóvenes estudiantes dispongan de tiempo libre no es un factor clave para su implicación en el voluntariado. Parece importante la interdependencia establecida entre la autoidentificación de los jóvenes estudiantes y la presencia de experiencia de voluntariado. trabajar como voluntario. Además, el estudio será útil para el desarrollo y mejora de programas educativos destinados a formar especialistas en el trabajo con jóvenes, organizando la implicación de sus representantes en la participación en el movimiento voluntario.

Palabras clave: voluntariado, tecnología social, actividad pública, estrategia de carrera, jóvenes.

1. Introduction

The relevance of work with youth in Ukraine is due to many factors: starting with the ultra-high rates of youth migration, ending with the need of communities for local leaders and managers among young people as a result of the decentralization reform. One of the main problems at the personal level is that young people, instead of planning career strategies,

are too preoccupied with the negative practices of their own parents and older comrades who have not been able to become successful in Ukraine, and begin to orient themselves towards the labor market of neighboring countries and Western countries. Europe Of course, in most cases they are faced with ignorance of the peculiarities of the local labor market and the socio-cultural characteristics of the functioning of societies, within which they plan to implement both a career strategy and individual career scenarios. Given certain challenges, the role and value of volunteering as a technology for working with youth is increasing. First of all, this is due to the peculiarity of volunteering, which solves a set of tasks in such a context. Firstly, it is an activating influence on the youngest person - a volunteer, and secondly, the influence directly on the social situation or a problem solved through volunteering. On the other hand, volunteering provides an opportunity to gain practical experience in many areas and get an idea of the possibility of implementing career scenarios and career strategies. In addition, volunteering provides an opportunity to gain invaluable experience and latent connections, which, in the realities of Ukraine and other countries of Eastern Europe, provide significant preferences for a person who is first or secondarily employed in the labor market. Therefore, in our opinion, there is a need to continue the scientific discussion around the issues of youth volunteering in order to understand how to fully use its potential to effectively attract young people.

Analysis of the concept of social technology is important for our research. The study of social technologies in the field of socio-humanitarian sciences traces its history from R. Henderson's justification of the structure and functions of sociological knowledge and the allocation of social technologies in this structure. By social technology, he understands a set of techniques and means of solving a social problem or movement that require interdisciplinary research and should serve as the basis for social reforms (Henderson, 1901). This form significantly affects the career scenarios implemented by people, entering the active phase of mastering roles within the framework of their own professional implementation. Further development of multidisciplinary and sociological research, in particular, leads researchers to the conclusion that social technologies should be the basis for government decisions and represent a new form of thinking (Leibetseder, 2011).

In the field of social work, the concept of social technology is well-grounded and popular in application. A. I. Kapskaya made a significant contribution to the substantiation of the concept of technology of social work. Under the technology of social work, she understands the totality of forms, methods and techniques used by social services, individual social service institutions, social workers in order to achieve the success of social work. In a broader sense, social technology is understood as an effective and purposeful social influence that gives the desired result (Kapskaya, 2004).

Social technologies are actively used both in social work and social policy. One of the elements of an effective social policy of the state is the creation of conditions for the maximum realization of the individual, including in the professional sphere. In the absence of such an opportunity, a person finds himself in a situation where his professional strategy is inhibited, and she is forced to contact an employment center in order to receive

employment or retraining services. Often, retraining and performing volunteer work contributes to re-planning a career strategy.

“Citizen Engagement” is one of the popular categories used in various fields of modern scientific knowledge. So, in public administration, the concept of attraction is used “to define political processes at the local level, in particular, to characterize a possible mechanism for activating citizens to solve the political problems of the territories”. The concept of “citizen engagement” is usually associated with the formation and implementation of a policy of active participation, partnership, the right to participate, decision-making, influence, transparency (Stasishin, 2015). At the same time, the attraction of citizens can be understood as any influence, as a result of which residents carry out activities outside working hours, involving interaction with local authorities and implementing activities aimed at the development of the community (Williams, 2003).

The concept of “attraction” in the phrase “social attraction” gets new meanings. “From an economic perspective, social inclusion is a way to remove barriers (such as poverty and economic inequality) to participation in decision-making and implementation of community development and access to resources and opportunities. According to the sociological approach, the phenomenon under study is a process aimed at overcoming limitations in the exercise of generally accepted rights. The philosophical approach considers social attraction as an opportunity for a social subject to return to active social activity (Popova, 2013).

In modern normative legal acts on youth policy, the phrase “attracting young people” is actively used. One of the priority tasks of the Concept of the State Social Target Program “Youth of Ukraine 2021-2025” (Resolution of the Cabinet of Ministers of Ukraine № 579, 2021) is “to activate the involvement of youth in decision-making processes”, and in the National Youth Strategy by 2030 (Decree of the President of Ukraine dated №. 94/2021, 2022), one of the priorities is determined by the ability (of youth), understood as “attracting youth for participation in public life, increasing its independence, competitiveness, the formation of civic competencies among young people”.

Within the framework of this work, we will understand the involvement of young people in a broad sense as a process of involving young people in social activity, that is, active interaction aimed at forming the readiness of its representatives to carry out certain planned social activities through the formation of a sense of interest in achieving the set goals of this activity. We consider volunteering as one of the social technologies that can be used to involve young people in active interaction at the state level.

2. The purpose of the article is to define the essence of volunteering as a social technology of involvement in social activity and aspects of its influence on the individual career strategies of young people.

In Ukraine, the concept of “volunteer” did not exist until the 90s of the XX century. People engaged in socially useful work were called benefactors, altruists, public figures, patrons of the arts. The stage of “Soviet volunteering” significantly influenced the public perception of volunteering. This stage is defined differently in Russian and Ukrainian studies of volunteering. In particular, Russian researchers of volunteering consider student construction brigades, patronage help and the so-called “brigades” to be historical facts of the development of the youth volunteer movement (Velikanova, 2015). One of the problems of the spread of volunteer projects on the territory of Ukraine is that potential volunteers consider the futility of volunteering due to the free labor and lack of career prospects. In such cases, potential volunteers do not take into account the intangible benefits of volunteering, which may be more beneficial to their career strategy than a small salary. Ukrainian researchers are convinced that such activity does not correspond to the principles of volunteerism, since it manifests itself in the readiness to “serve the interests of not just some individual citizens in need of help (caring for the sick, helping orphans, infirm, elderly people, etc.), but to fulfill the requests of the party, to serve the communist idea, the socialist state” (Lyakh, 2013). For example, a group of Ukrainian researchers believes that “subbotniks”, the work of “Timurov's” detachments and other types of activity that were carried out free of charge in Soviet times should not be considered forms of volunteering, since they mostly did not correspond to the principle of goodwill” (Griga et al., 2000). Moreover, this stage, according to V. Apukhtin and A. Bogomolov, became a brake on the development of the volunteer movement in the post-Soviet space, and also contributed to the formation of a negative perception of volunteer activities in society (Aptukhin & Bogomolov, 2015). Western researchers share the same opinion (Haski-Leventhal et al., 2008; Dean, 2014). For example, in their work on volunteering in the cross-national dimension, they note: “In the former socialist countries of Central and Eastern Europe, the very concept of volunteering had become suddenly obsolete, being contaminated by decades of state and party-led requirements to contribute time and efforts freely for some common social, cultural or political cause” (Helmut and Salamon, 1999).

Volunteering is a fairly popular activity among young people. This is due to the fact that young people have not only the necessary resources to carry out such activities (time, energy). For young people, basic social and psychological needs are also relevant, which can be realized in volunteering. These are: being and communicating among peers, as well as the need to be taken seriously, i.e. to implement tasks that are significant, important “adults” (Flanagan & Van Horn, 2001). These needs of young people are due to the age characteristics of socialization and personal development. In addition, volunteer activity is an important factor in professional training and helps young people to get the first experience of professional activity (Andolina et al., 2002). On the other hand, the result of volunteering is social benefit, therefore youth volunteering is actively practiced and supported by various actors of local development.

Volunteering can be viewed as a special case of praxeological career practice (Zoska et al., 2020). In this case, volunteering performs an important function of approbation of professional knowledge acquired by student youth during training, which actualizes the

problem of further study of volunteering as a factor in the implementation of personal career scenarios.

The high potential of volunteering in the framework of mastering additional professional knowledge can be significantly higher if this is due to the specifics of the specialty. A similar specificity exists within the framework of educational programs such as social work and psychology, where volunteering in the framework of training sessions allows you to get practice for students, young teachers and disseminate socially significant knowledge (Kuzmina et al., 2020).

Volunteering can be characterized by the complexity of solving a wide range of pressing issues and an effective social technology for working with youth.

3. Method and methodology

The result of the study of the state of youth volunteering in Ukraine is rather ambiguous. A number of studies demonstrate different views on the content of youth volunteering in Ukraine. In our opinion, this is due to the different interpretation of volunteering by both researchers and respondents. For example, some researchers attribute the provision of donations to volunteering, while others consider volunteering only “participation by personal labor” (Yurchenko, 2009a).

The current challenges facing Ukraine and the insufficient number of sociological studies on youth volunteering demonstrate the need for further research in this area in order to understand ways to increase the level of youth engagement through volunteering. For this purpose, a sociological study of the participation of student youth in volunteering was carried out to determine the level of interest of young people in volunteering and the prospects for its activation, as well as a comparison of world and all-Ukrainian trends reflected in the results of scientific research on this issue with the characteristics of student volunteering at one of the leading universities in the South region of Ukraine. The study, in addition to everything, is useful for the development of specific educational programs that will be taken into account by applicants when deciding whether or not to enter the specialty of higher education in the framework of a particular career scenario, which will become part of the career strategy of the individual.

In the author's research, a quantitative methodology for the study of social processes was used using the method of a formalized individual survey. The survey was conducted online using the Google forms platform from December 2020 to March 2021. 403 university students took part in the survey. Of these: 259 students of 1-3 years of study and 144 senior students (4 years of study and master's). The proportional representation of the groups of junior and senior students made it possible, within the framework of this study, to analyze the specifics of attracting students of different ages to volunteering. The statistical data obtained were processed using the SPSS Version: 10.0.5 software.

4. Discussion

The results of all-Ukrainian sociological studies of the peculiarities of attracting young people to volunteering indicate a high level of involvement of young people in volunteering in comparison with representatives of other age groups. In particular, at the end of 2014, the GfK company, commissioned by the United Nations, conducted an all-Ukrainian study of the state of volunteering in Ukraine. About a quarter of the respondents (23%) noted that they have experience in volunteering. The age distribution of the respondents' answers shows that among those who have experience of volunteering, most of all are young people (persons 16-35 years old), both among women and among men – 19% and 20%, respectively. However, according to the results of the sociological research “Youth of Ukraine – 2018”, only 4.1% of young people took part in volunteer activities. In a third of the cases, the main motive for participating in volunteering was the opportunity to gain practical work experience, which could be entered into a resume and used as part of tactical or strategic actions in the implementation of one's career strategy.

During 2012-2019, the Ilko Kucheriv Democratic Initiatives Foundation systematically studied the level of volunteer participation of Ukrainians. For example, in 2012, 10% of Ukrainians were engaged in volunteering, in 2015 – 13%, and in 2016 – 14%. Research by this foundation in 2018 fixes an increase in the percentage of those who volunteered in Ukraine during the year up to 18%. Separately, it is determined here that the highest level of volunteering is observed among young people (24%). In the regional context of volunteer activity, the west (21%) and the center (22%) continue to dominate. Research 2019 p. demonstrates a significant drop in the level of volunteer participation (almost twofold): only 9% of respondents noted that they were engaged in volunteering during 2019. This is mainly explained by a decrease in public demand for this form of activity, as well as the inability to implement the acquired practical skills in the implementation of one's own career strategy. It should not be forgotten that the surge in the popularity of volunteer activities came in 2014, when the anti-terrorist operation was launched. However, by 2019, this wave had naturally diminished. It should be noted that for many young people who volunteered, helping the National Guard of Ukraine and the Armed Forces of Ukraine, this turned into a full-fledged job in the army ranks. At the same time, a large number of volunteers became recognizable in the media space, which allowed them to get new positions and even some of them to become people's deputies of Ukraine and representatives of local government representatives.

The results of the level of active participation of young people in volunteering, obtained in the author's research, confirm and continue the national trends. Namely, the youth of Zaporizhzhya National University is actively involved in volunteering and from 23 to 40% of the respondents took part in various types of volunteer activities during the current year. The overall indicators of student participation in volunteering are, accordingly, even higher, and from 40% to 74% of the respondents took part in various forms of volunteer activity at least once in their life. The data presented in Table 1 demonstrate the frequency of youth involvement in volunteer activities of various directions.

Table 1.

In which areas of volunteering do you have experience of participation? Note the frequency of your participation from 0 to 4 in various areas of volunteering (where 0 - never participated, 1 - one-time participation, 2 - inconsistent activity every six months, 3 - constant and systematic activity several times a year and 4 - systematic activity at least 1 hour per week)?

(N=403)				
Nº	Possible answer	Mean	Number of responses (N)	Std.deviation
1	Civic activism	1,71	220	0.94
2	Help to ATO soldiers	1,49	258	0.75
3	Help for children	1,74	298	0.81
4	Help for animals	2,01	267	0.92
5	Eco-volunteering	1,79	239	0.84
6	Work with young people	2,0	160	1.05
7	Provision of social services to at-risk groups	1,8	162	0.90

The data in Table 1 indicate that more than half of the surveyed respondents have experience of participating in volunteer activities. The results of our research on the areas of volunteer activity fully correlate with the results of the research carried out by the Ilko Kucheriv Democratic Initiatives Foundation, which showed that since 2016, aid to the army remains a priority, but volunteering is also “returning” to traditional areas, such as helping children. orphans (assistance to orphans increased from 12% in 2015 to 23% in 2016), assistance to the sick and people with disabilities (increased from 21% in 2015 to 35% in 2016), as well as assistance to elderly people (grew from 6% in 2015 to 12% in 2016). According to the results of our research, the most popular spheres of volunteering in which student youth tried themselves were helping children (74%), helping animals (66%) and helping soldiers of the anti-terrorist operation – ATO (64%). The trend of gradual withdrawal of volunteering from the military sphere is reflected by the fact of the popularity of volunteering in the field of helping animals. Of these three areas of volunteering, this type of assistance was noted by volunteers as more permanent. 43% of respondents took part in volunteer events in this area more than once. The indicators of student youth participation in volunteer activities to help children are slightly lower – 40.4% of the respondents took part more than once. Youth work also has one of the highest average indicators (mean = 2.0), but we see that such a high motivation to participate is more heterogeneous (Std = 1.05), and already from the data in Table 2 we see that it is achieved through the fact that out of 40% of those who took part in such events, 5% do it systematically. Based on these primary data, we see that the traditional and priority areas of volunteer activity among young people for many years has been helping children and helping ATO soldiers. In addition, there is a gender correlation, when girls are directed to volunteer in the field of work with children, and young men gravitate to volunteering in the field of ATO. However, these figures are not total, as evidenced by women's initiatives to weave camouflage nets and other necessary supplies for the military. It should be said that there are a sufficient number of cases when volunteers of the ATO and the Joint Forces Operation (JFO) opened a business, relying on the skills

acquired during volunteering. And this is no coincidence, because ensuring the functioning of the army requires a variety of infrastructural activities that may be required during civilian life.

We consider it important to pay attention to the analysis of the level of systematic participation of young people in volunteering (results of Table 2).

Table 2.

In what areas of volunteering do you have experience of participation? Please note the frequency of your participation in various areas of volunteering (never participated, single participation, non-permanent and constant participation)? (Data are given as percentages per line)

<i>№№/с</i>	<i>Possible answer</i>	<i>Systematic participation</i>	<i>Constant and systematic activity</i>	<i>Fickle activity</i>	<i>One-time participation</i>	<i>Never took part</i>	<i>Total</i>
1	Civic activism	5.0	3.5	17.1	29.0	45.4	100%
2	Help to ATO soldiers	2.2	3.5	17.9	40.4	36.9	100%
3	Help for children	2.7	8.7	29.0	33.5	26.1	100%
4	Help for animals	5.0	13.2	25.8	22.3	33.7	100%
5	Eco-volunteering	2.0	9.9	20.8	26.6	40.7	100%
6	Work with young people	5.2	5.7	12.2	16.6	60.3	100%
7	Provision of social services to at-risk groups (elderly people, low-income people, Romany, etc.)	2.0	6.9	12.4	18.9	59.8	100%

Among the spheres of volunteering, in which student youth are less involved, work with young people stands out. This fact attracts attention. Indeed, within the framework of student life and the activities of student self-government, there are enough realizable activities that students could attribute to volunteering. In particular, these are activities for the adaptation of freshmen to student life (preparation for the meeting of freshmen at the beginning of the academic year, organization of initiation into students, assistance in adaptation to the daily requirements of the educational process and preparation for the session, work on improving the life of freshmen in hostels, assistance in preparation of performances at university-wide and city competitions for freshmen, etc.). This situation is mainly due to the fact that students do not see a career benefit in this form of volunteering, because they do not see career prospects in the field of youth work. However, students do not perceive this as volunteering, perhaps they regard it as a manifestation of student interaction, a joint pastime.

Another area of volunteering that is not of interest to students is the provision of social services to risk groups (60% never participated). The reasons for the low level of activity

of youth volunteering in the field of social work, in our opinion, are associated with the reform of the decentralization of social services and the change in the functionality of the structures of social work, as already noted in one of the previous publications (Boyko et al., 2021).

The rest of the spheres of volunteering analyzed in our study are more attracting student youth to active participation. Namely, more than half of the respondents participated at least once in public activities, helping ATO soldiers, helping children, helping animals and eco-volunteering. Note that no more than 5% of the surveyed students regularly participate in volunteer activities. These results are associated, in our opinion, with the fact that young people generally perceive any areas of volunteering, but there is an acute issue of the quality of youth involvement, by which we mean the systematic nature of youth volunteering. By the way, researchers of the Ilko Kucheriv Democratic Initiatives Foundation note that as of 2016 volunteers began to spend more time on volunteering compared to 2012: At the same time, compared to 2012, volunteers now spend more time on volunteering. activity: then only about 6% of volunteers devoted several hours a week to such activities, and the option for daily volunteer work was not even included in the questionnaire; and in 2016, about 5% of volunteers were engaged in daily volunteering activities, and another 11% devoted several hours a week to this. True, in 2015 volunteers worked much more intensively: 5% of volunteers also worked daily, but 23% worked several hours a week. This trend is directly related to a decrease in the social demand for volunteering and the popularity of volunteering in comparison with other types of social practices.

It is also important to analyze the motivational aspects that underlie youth volunteering. Scientists claim that taking into account the motivational needs of volunteers when planning activities has a positive effect on the quality, effectiveness and long-term cooperation (Yurchenko, 2009a). Many foreign (Trumbauer, 1995; Clary & Snyder, 2002; Dolcinar & Randle, 2007) and domestic researchers study the motivational aspects of volunteering (Yurchenko, 2009b; Lyakh, 2011; Ivanik, 2013). The multifactorial Clary and Snyder model, which is based on the idea of multidimensionality and structural complexity of motivation (Clary et al., 1998), has been recognized by most European and American scientists.

Clary E.G and Snyder M. identified six social functions that stimulate volunteer activity – value function, understanding, self-development, career growth, social, protection (Clary et al., 1998). Australian researchers have expanded this theory of motivation with additional functions, such as reciprocity, recognition, self-esteem and reactivity (Dolcinar & Randle, 2007). Another group of researchers who studied the tools of inspiring young people with volunteering identified five program practices "authorizing, creating safe relational spaces, reflecting, revealing privilege, and simplifying" that help involve young people in volunteering (Nordstrom et al., 2021).

In our opinion, the function of career growth and professional socialization prevails over others in terms of relevance. And as practice shows, it is the applied knowledge gained during volunteering together with informal connections that is actively used by girls and boys in the implementation of their own career strategy and as an area in which they can realize themselves if their career plans fail.

The results of the motivational specifics of student volunteering are presented in Table 3.

Table 3.

If you have volunteering experience, rate your satisfaction with the following characteristics (rate on a scale from 0 to 3, where 0 is not satisfied and 3 is fully satisfied)

N=270			
№№/с	Possible answer	Average value from 0 to 3 (Mean)	Std.deviation
1	Activities of the person coordinating the activities of volunteers	2,19	0,75
2	General process of organization, training of volunteers	2,14	0,75
3	Your functionality or role that you had to fulfill as a volunteer	2,26	0,76
4	Relationships with other volunteers with whom you worked as a team	2,27	0,78
5	The result that you managed to achieve thanks to volunteering	2,29	0,79

The data obtained, presented in Table 3, indicate that student youth are more satisfied with their own experience of volunteering (indicators are above average - namely, the minimum value is 2.14 points out of 3 possible).

However, it was possible to determine some age characteristics of determining the level of significance of its components by student youth (Table 4). The result, which the interviewed students managed to achieve thanks to volunteering, are more satisfied with the junior students – the average value is 2.32 points out of 3 possible. Senior students are more satisfied with the functionality that they performed as a volunteer and with the relationships that they managed to build in the team of volunteers. As you can see, if junior students are focused on improving their own social status through involvement in volunteering, senior students are critical of volunteering as a social action, and see the potential of using volunteer practices in the field of building their own career. These data once again confirm the presence of age-related motivational characteristics even within the youth student group. If we follow the sociological approach to age distribution within the youth community (Andrushenko et al., 1998), then the motivational characteristics of each outlined age group may look like this:

14 – 16 years old – adolescents (continued puberty, imbalances in the pace of psychological and physiological development). As V. A. Koblyk notes, “for adolescents, the main motive for participating in volunteer activities is the opportunity to assert

themselves in the eyes of their peers, parents, teachers, the desire to find new friends, the opportunity to communicate with peers, the desire to acquire new skills and knowledge and to spend their own leisure time. The issue of providing specific charitable assistance is usually not decisive for them” (Koblyk, 2017). That is, the main motive at this age to engage in volunteer activities is to establish social ties.

17 – 19 years old – youth (age of self-determination) and 20 – 24 years old – youth (adulthood in the physiological sense, starting a family, professionalization). The theme of the peculiarities of motivating student youth to volunteer activity is reflected in many scientific works. Among the main motivational needs of students, scientists determine communication with peers and the realization of their own creative potential, the opportunity to try themselves in different fields, the satisfaction of their own interests (for example, the opportunity to practice their hobbies – drawing, singing, photographing, dancing, etc.), getting the first professional experience and development of their professional abilities and competencies (Olikh & Matviychuk, 2013; Demida & Nosok, 2016). That is, for this age, it is more important to put into practice one's own professional skills and learn new ones during the implementation of direct volunteer practices.

25 - 35 years old – older youth (the formation of a mature personality). At this age, a person has usually already formed a system of values, following which a person can join one or another direction of volunteering. However, the motivational needs for public recognition, the search for like-minded people, the realization of their own creative potential also do not disappear anywhere and may well affect the attraction of older youth to volunteering. At this age, volunteering begins to play the role of an additional resource for personal self-realization and new career achievements.

Taking into account the indicated features, this is why, in our opinion, junior students are satisfied with the result of their volunteer activities. For their age, the opportunity to try themselves in different fields and realize their potential is very important. Senior students, on the other hand, pay attention to exactly the functionality that they performed within the framework of volunteering, because they are already beginning to consider volunteering as a source of accumulating professional experience and the formation of professionally important skills and competencies.

An important functionality of volunteering is the ability not only to master new competencies, but also to test one's own capabilities within the framework of previously acquired competencies. Therefore, students who start volunteering in their senior years have a purposeful and responsible attitude to their own career strategy (Kuzmina et al., 2021).

Table 4.

*Features of the assessment by student youth of their volunteering experience
Average values in the data table (scale from 0 to 3)*

№№/s	Possible answer	17-19 years old,		20-22 years old	
		Mean	StD	Mean	StD
1	Activities of the person coordinating the activities of volunteers	2,16	0,75	2,24	0,75
2	General process of organization, training of volunteers	2,13	0,80	2,16	0,66
3	Your functionality or role that you had to fulfill as a volunteer	2,20	0,79	2,35	0,72
4	Relationships with other volunteers with whom you worked as a team	2,22	0,78	2,36	0,76
5	The result that you managed to achieve thanks to volunteering	2,32	0,77	2,25	0,82

Returning to the data in Table 4, it should be noted that, in comparison with other studied characteristics, the indicators of student satisfaction with the general process of organizing and training volunteers are slightly lower. Therefore, it is the training and education of volunteers that require special attention from the organizers of volunteer events.

Organizational issues are important issues in activating youth in the field of volunteering. Volunteering should be properly organized like any other activity (Bystrova et al., 2018). The issue of management of volunteer activities was thoroughly analyzed by the Ukrainian researcher T. V. Lyakh, who researched and developed an integral system of volunteer management. T.V Lyakh notes the importance of developing and implementing volunteer programs, which should be comprehensive, that is, describe and regulate the full cycle of work with volunteers. Such programs should include: planning and recruiting volunteers, training them, introducing volunteer positions with clearly defined functional responsibilities of volunteers, introducing a volunteer time tracking system and rewarding volunteers. The researcher also notes that if an organization has decided to work with volunteers, it must determine the person who will be responsible for this (Lyakh, 2013). Therefore, we can conclude that without responsible management in the field of organizing volunteer activities, it is impossible to attract a significant number of students. If students do not receive good offers of volunteering from higher education representatives, they will be involved in projects of other higher education institutions and may even create their own volunteer movement. On the other hand, in this case, representatives of higher education will lose an additional opportunity to influence the process of forming career strategies of students.

Interesting results are obtained from the analysis of the comparison of the survey results concerning student employment and their volunteer activity.

Table 5.
Features of attracting working and non-working students to volunteering

Do you work in your free time from school?		Civic activism	Help to ATO soldiers	Help for children	Help for animals	Eco-volunteering	Work with young people	Provision of social services to at-risk groups
no	Mean	1.6232	1.4444	1.6607	1.7765	1.7600	1.7660	1.6296
	N	69	99	112	85	75	47	54
	Std. Deviation	.90913	.73154	.75401	.80735	.76829	.98274	.80789
yes, incomplete	Mean	1.6905	1.5745	1.7500	2.2281	1.6731	1.7187	1.8182
	N	42	47	56	57	52	32	33
	Std. Deviation	.97501	.82738	.85812	1.05251	.87942	1.02342	1.01411
yes, part-time job	Mean	1.6462	1.4194	1.7200	2.0000	1.6866	2.1778	1.7805
	N	65	62	75	71	67	45	41
	Std. Deviation	.81836	.66649	.83115	.86189	.76295	1.07215	.88069
yes, full employment	Mean	1.9773	1.6000	1.9091	2.1667	2.1111	2.2778	2.0882
	N	44	50	55	54	45	36	34
	Std. Deviation	1.08881	.83299	.82266	.92655	.95874	1.03126	.90009

The results of the two-dimensional distribution of the data on the dependence of the indicator of employment of student youth on the indicator of average values of the frequency of their activity in volunteering make it possible to assert the following: representatives of student youth who found a job in part-time, temporary or full-time employment have more experience of volunteering than those who do not work anywhere apart from training. Thus, only the factor of free time among students is not a sufficient leverage to join volunteering. Rather, it is about the presence of an active social position associated with both the desire for employment and participation in volunteer activities. The possibility of further employment at the place of volunteering is a desirable scenario for any young person, regardless of age and gender. At the same time, today an insufficient number of young people understand the possibilities of combining volunteering with their own career strategy and even individual career scenarios.

We believe that the results obtained regarding the interdependence of self-identification of student youth on the experience of participating in volunteering are especially important for understanding volunteering as a social technology for attracting young people. By self-identification we mean self-determination by student youth of their belonging to a certain territorial community. Within the framework of this study, 7 types of territorial communities were considered: self-identification with residents of a city or village (local identity), with residents of the region, residents of the southern region of Ukraine, residents of Ukraine (civil identity), representatives of an ethnic group and nation, with residents of Europe and

residents of the world. According to the results of the study, respondents feel most of themselves as representatives of the city (village) – 30% and residents of Ukraine – 36%.

The definition of self-identification of respondents within the framework of our study is significant, because many of them are from rural areas, but within the framework of the study they define themselves as residents of the city, and their participation in volunteer activities also increases their social status, and it is they who are inclined to the formation and implementation of career strategies already in his student years.

Table 6.

Features of self-identification of student youth involved and not involved in volunteering (N = 403, data are presented in frequency distribution)

№s/с	Possible answer	Local identity		Civic identity	
		Take part in volunteering	Do not take part in volunteering	Take part in volunteering	Do not take part in volunteering
1	Civic activism	68	55	78	68
2	Help to ATO soldiers	69	54	107	39
3	Help for children	98	25	110	36
4	Help for animals	73	50	107	39
5	Eco-volunteering	69	54	91	55
6	Work with young people	48	75	56	90
7	Provision of social services to at-risk groups (elderly people, low-income people, Romany, etc.)	48	75	66	80

A more detailed analysis of the features of territorial self-identification of the studied student youth, presented in Table 6, shows the following. Young people participating in volunteering define themselves to a greater extent as representatives of the local community and feel like citizens of the state. At the same time, the difference is observed among those young people who noted such types of volunteering as working with young people and providing social services to risk groups. The described tendencies are not typical for these groups of involved youth. The dependence of the local and civil self-identification of student youth on the experience of participation in volunteering in such areas is statistically significant: Helping ATO soldiers, helping children and helping animals.

Thus, volunteering seems to be an effective social technology for attracting young people to participate in social activity, especially if the types of volunteer participation are identified. This suggests that if a young person has an active social and civic position, then he is more inclined to volunteer activities aimed at helping the army, and then has a high level of likelihood of implementation in the military sphere.

5. Conclusion

As a result of the review of scientific publications, theoretical justification, a sociological survey and analysis of its results, we can note the following. The publication analyzes the development and current state of scientific use of such concepts as volunteering, youth, involvement in social activity, social technologies, identifies the main trends in scientific discussions on their understanding and use. A sociological study among students made it possible to identify the main trends in the motivation of volunteering and its connection as a social technology with manifestations of public interest, activity and possible use in the formation and implementation of career strategies.

When planning volunteering, it is important to take into account the age characteristics of young people who are invited to take part in volunteering, because young people of early adolescence are more motivated by the result of their participation in volunteering. It is also important to motivate future volunteers about the importance of their participation in order to improve their professional skills and use the experience gained in their careers. For older adolescents, other tendencies turned out to be characteristic. They pay more attention to the content of the activity, the functional responsibilities that they perform, their proximity to the area of professional activity they are interested in, which they master in the process of professional training, therefore, among this youth cohort, the professional content of volunteer activity comes out on top. Thus, for them, volunteering is a source of accumulation of volunteer experience and activities, allowing them to develop professionally important skills and competencies. It was also revealed that the very often used argument on the barrier to participation in public activities is actually not significant. Namely, the lack of free time will not interfere with volunteering. It was revealed that working students are more active participants in volunteer activities than non-working students, because they are interested in mastering new professional competencies and implementing those previously acquired.

The organizational aspects of volunteering are of great importance. Volunteer programs should be comprehensive, i.e. well-planned, well-grounded, with a carefully defined distribution of functions and powers of volunteers, fixed by the titles of positions that correspond to the functions performed by volunteers and taking into account the professional skills of persons performing volunteer functions. The study also managed to identify the spheres of volunteering that are most associated with local (local) and civic identification: assistance to OOS soldiers (ATO), assistance to children, animals who, in comparison with other volunteering spheres, show and consolidate a sense of pride in their territory, for their land and Ukraine as a whole, which is connected with the solution of important tasks of reducing the migration flows of young people through identity with their native land, rootedness and connection of their future with their home country.

6. Bibliographic references

- Andolina, M. W., Jenkins, K., Keeter, S., & Zukin, C. (2002). Searching for the meaning of youth civic engagement: Notes from the field. *Applied Developmental Science*, № 6(4), pp. 189–195.
- Andrushenko, V. P., Volovych, V. I., & Gorlach, M. I. (1998). *Sociology*. Kharkiv: Yedynorog, 624 p. Available at: ISBN: 5-7763-8287-4
- Aptukhin, V. G., & Bogomolov, O. Y. (2015). On issue of development of volunteering movement in Ukraine and Europe. The International Scientific and Practical Conference “Volunteering movement: history, nowadays, prospects” Kharkiv: HNADU, pp. 23–27.
- Boyko G. V., & Ovcharova V. S. (2021). Proceedings of the XI International Scientific Conference "Social Forecasting and Designing the Future of the Country: the Policy of Overcoming Trauma in the Process of Peacemaking" (March 12, 2021, Zaporozhye) / I. A. Kudinov (goal ed.), M. A. Lepskiy (scientific ed.); ed. count.: T. F. Biryukova, N. V. Lepskaya, T. I. Butchenko, V. A. S Kvorets, E. G. Tsokur. Zaporizhzhia: KSK-Alliance, 173 p. Available at: <https://dl.acm.org/doi/book/10.1145/3373722>
- Bystrova, N. V., Cyplakova, S. A., & Chumakova, L. D. (2018) Volunteering activity as a factor of development of youth social activities. *Scientific Journal of Careliia*, № 7. URL: <https://cyberleninka.ru/article/n/volonterskoe-dvizhenie-kak-faktor-razvitiya-sotsialnoy-aktivnosti-molodezhi>
- Clary, E. G., & Snyder, M. (2002). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science*, № 8, pp. 156-159.
- Clary, E. G., Snyder, M., Ridge, R. D., Copeland, J., Stukas, A.A., Haugen, J., & Miene, P. (1998). Understanding and assessing the motivations of volunteers: a functional approach. *Journal of Personality and Social Psychology*, № 74(6), pp. 1516-1530.
- Dean, J. (2014). How structural factors promote instrumental motivations within youth volunteering: a qualitative analysis of volunteer brokerage. *Voluntary Sector Review*, № 5(2), pp. 231-247.
- Decree of the President of Ukraine №. 94/2021. About the National Youth Strategy 2030. Official online representation of the President of Ukraine dated 12.03.2021. Available at: <https://www.president.gov.ua/documents/942021>
- Demida, S. M., & Nosok, M. S. (2016). Motivation of students to volunteer. *Bulletin of Lviv State University of Life Safety*, № 13, pp. 168–174. URL: http://nbuv.gov.ua/UJRN/Vldubzh_2016_13_25
- Dolcinar, S., & Randle, M. (2007). What motivates which volunteers? Psychographic heterogeneity among volunteers in Australia. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, № 18, pp. 35-155.
- Flanagan, C. A., & Van Horn, B. (2001). *Youth civic engagement: Membership and mattering in local communities*. Focus. Davis, CA: 4-H Center for Youth Development, University of California.

- Griga, I., Bryzhovata, O., Duma, L., & Lysenko, O. (2000). Experience of volunteer work and directions for its improvement. *Social work in Ukraine: first steps*. Kiev: KM "Academia", pp. 145-172.
- Haski-Leventhal, D., Ronel, N., York, A.S., & Ben-David, B.M. (2008). Youth volunteering for youth: Who are they serving? How are they being served? *Children and Youth Services Review*, 30(7), pp. 834-846, URL: <https://doi.org/10.1016/j.childyouth.2007.12.011>
- Helmut, K.A., & Salamon, L.M. (1999). *Global Civil Society Dimensions of the Nonprofit Sector*. Baltimore, MD, 535 p.
- Henderson, C. R. (1901). The Scope of Social Technology. *American Journal of Sociology*, № 6 (4), pp. 465–486.
- Ivanik, O. (2013). Basic approaches research motivation to volunteering in national and foreign psychology. The Forty-Three International Scientific and Practical Conference "Urgent issues in education and science". Kharkiv: HOGOKZ, pp. 63-67.
- Kapskaya, A. I. (2004). *Social work: technological aspect*. Kiev: Center for Educational Literature, 352 p.
- Koblyk, V. O. (2017). Volunteer assistance of adolescents as a component of charitable activities. *Kyiv Scientific and Pedagogical Bulletin*, № 10, pp. 28–33. URL: http://knopp.org.ua/file/10_2017.pdf#page=28
- Kuzmina, M., Karpenko, A., Tabunshchik, G., Kuzmin, V., Karpenko, N., & Popovych, V. (2021). Career strategies approach for the digitalised world requirements. *Educating Engineers for Future Industrial Revolutions. ICL 2020. Advances in Intelligent Systems and Computing*, vol 1329. Cham: Springer. Doi: 10.1007/978-3-030-68201-9_53
- Kuzmina, M. O., Protas, O. L., Fartushok, T. V., Raievska, Y. M., & Ivanova, I. B. (2020). Formation of students' competence of tertiary educational institutions by practical training aids. *International Journal of Higher Education*, № 9(7), pp. 279-288. doi: 10.5430/ijhe.v9n7p279
- Leibetseder, B. (2011). A Critical Review on the Concept of Social Technology. *Social Technologies*, № 1, pp. 7–24.
- Lyakh, T. L. (2011). Types of motivation to volunteer activities. *News of Zaporizhzhia National University*, № 2. URL: <https://core.ac.uk/download/19666975.pdf>
- Lyakh, T. L. (2013). Planning the recruitment of volunteers as an important component of the volunteer program. *Bulletin of Lugansk National University named after Taras Shevchenko. Pedagogical sciences*, №. 23(1), pp. 206-213. URL: http://nbuv.gov.ua/UJRN/vlup_2013_23%281%29_26
- Nordstrom, O., Tulibaski, K. L. G., & Peterson, T. O. (2021). Bridging the Gap: A Qualitative Analysis of What It Takes to Inspire Youth to Engage in Volunteering. *Nonprofit and Voluntary Sector Quarterly*, 51(2). URL: <https://doi.org/10.1177/08997640211005854>
- Olikh, S. M., & Matviychuk, T. V (2013). Features of motivation of student's youth to volunteer activity. *Collection of scientific works of the Khmelnytsky Institute of*

- Social Technologies of the University “Ukraine”, № 2, pp. 176–180. URL: http://nbuv.gov.ua/UJRN/Znphist_2013_2_36
- Popova, T. L. (2013). Social involvement: conceptual approaches to definition. Public administration: theory and practice, № 1. URL: http://nbuv.gov.ua/UJRN/Dutp_2013_1_16
- Resolution of the Cabinet of Ministers of Ukraine № 579. On approval of the State target social program “Youth of Ukraine” for 2021-2025 and amendments to some acts of the Cabinet of Ministers of Ukraine of 02.06.2021. <https://zakon.rada.gov.ua/laws/show/579-2021-п#Text>
- Stasishin, M. (2015). Evaluation of the effectiveness of public involvement in the process of development, adoption and implementation of decisions by local government bodies. Theoretical and applied issues of state creation, 17, pp. 229–247. [In Ukrainian]
- Trumbauer, J. M. (1995). Sharing the Ministry: A practical guide for transforming Volunteers into Ministers. NYC.
- Velikanova, E. V. (2015). The institutionalization of the volunteer movement among the youth as a socio-cultural phenomenon. Scientific notes of the Tambov branch of the Russian Academy of Medical Sciences, № 4. URL: <https://cyberleninka.ru/article/n/istitutsionalizatsiya-volonterskogo-dvizheniya-v-molodezhnoy-srede-kak-sotsialno-kulturnoe-yavlenie>
- Williams, C. C. (2003). Developing community involvement: contrasting local and regional participatory cultures in Britain and their implications for policy. Regional Studies, 37(5), pp. 531–541.
- Yurchenko, I.V. (2009a) Institutionalization of the volunteer movement in Ukraine: (author. dis ... cand. social Sciences: spec. 22.00.03) “Social structure, social institutions and processes”, Institute of Sociology of the National Academy of Sciences of Ukraine, Kiev, 16 p. [In Ukrainian]
- Yurchenko, I.V. (2009b) Motivational aspects of volunteering. Social Dimensions of Society: Collection of Scientific Papers. Kiev: IS NAS of Ukraine, Issue 1(12), pp. 361-368. URL: <http://dspace.nbuv.gov.ua/bitstream/handle/123456789/28844/31-Yurchenko.pdf>
- Zoska, Y. V., Scherbyna, V. M., Kuzmin, V. V., Stadnik, O. F., & Bondarenko, O. V. (2020). Career networking as a praxeological communicative practice of the XXI century in social theory. International Journal of Criminology and Sociology, № 9, pp. 3048-3056. <https://doi.org/10.6000/1929-4409.2020.09.371>



ONLINE ISSN: 2665-0223
PRINT ISSN: 1856-7576