

Eduweb

Revista de Tecnología de
Información y Comunicación en Educación

Online ISSN: 2665-0223

Print ISSN: 1856-7576



Volumen 16, No. 4.
Octubre - diciembre 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. Honmy 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

Enrique Silva

Universidad Central de Venezuela

Magaly Briceño

Universidad Experimental Simón Rodríguez

Ruth Díaz Bello

Universidad Central de Venezuela

Laybet Colmenares

Universidad de Carabobo

Beatriz Mejías

Universidad Central de Venezuela

Freddy Rojas

Universidad Simón Bolívar

Katuska Peña

Universidad Nacional Experimental Francisco de Miranda

Madelen Piña

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
Dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19.....	9
La administración en instituciones privadas de educación superior a través de plataformas virtuales en Honduras.....	21
Analysis of models of inclusive education in European countries (experience for Ukraine).....	32
Role of e-learning environments in training applicants for higher education in the realities of large-scale military aggression.....	42
Professional and pedagogical training of future students of higher education with elements of gamification.....	52
Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes.....	65
Digital technology as a factor in the development of an informatized society: an educational perspective.....	78
Analysis of modern approaches to the management of educational institutions in conditions of digitization (Ukrainian case).....	89
Theoretical basis of the development of the communicative competence of a teacher in an institution of higher education.....	101
The formation of theoretical thinking as a phenomenon of increasing the efficiency of the intercultural component in the context of the modern information society.....	117
Features of the implementation of inclusive education: The role of the teacher.....	131
Marketing technologies in educational management: current problems.....	141
Theoretical analysis of the problem of leadership in professional and management activities.....	153
Modern innovative forms of teaching law at other schools in Ukraine.....	166
Moral and patriotic coordinates of volunteer activity as a means of building educational and socio-pedagogical work.....	178

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

Dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19

Difficulties for distance university learning in Peru during the COVID-19 pandemic

Roberto Carlos Dávila Morán
rdavila430@gmail.com
<https://orcid.org/0000-0003-3181-8801>
Universidad Continental, Huancayo, Perú.

Recibido: 05/09/22
Aceptado: 18/11/22

Resumen

La mayoría de los sistemas educativos de todo el mundo han migrado a la modalidad de aprendizaje a distancia como medida contra la propagación del COVID-19. Este fenómeno está causando muchas dificultades, especialmente como lo expresan los estudiantes en el contexto de los países en subdesarrollo. Este artículo intenta describir las dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19. Siguiendo un diseño de investigación principalmente cualitativo, este estudio encuestó a un grupo de estudiantes seleccionados deliberada y convenientemente que actualmente están inscritos en una universidad. El resultado del análisis de contenido reveló las siguientes categorías de dificultades en el aprendizaje remoto: conectividad inestable a internet; recursos de aprendizaje inadecuados; problemas financieros; interrupciones de energía eléctrica; contenidos de aprendizaje imprecisos; actividades lectivas sobrecargadas; andamiaje limitado de los profesores; escasa comunicación con los compañeros; entorno deficiente de aprendizaje; conflicto con las responsabilidades del hogar; comprometida salud física; y problemas de la salud mental.

Palabras clave: aprendizaje a distancia, pandemia, COVID-19.

Abstract

Most education systems around the world have switched to distance learning as a measure against the spread of COVID-19. This phenomenon is causing many difficulties, especially as expressed by students in the context of underdeveloped countries. This article tries to describe the difficulties for university distance learning in Peru during the COVID-19 pandemic. Following a primarily qualitative research design, this study surveyed a deliberately and conveniently selected group of students who are currently enrolled in a university. The result of the content analysis revealed the following categories of difficulties in remote learning: unstable internet connectivity; inadequate learning resources; financial problems; power outages; vague learning content; overloaded teaching activities; limited scaffolding of teachers; poor communication with

peers; poor learning environment; conflict with household responsibilities; compromised physical health; and mental health problems.

Keywords: distance learning, pandemic, COVID-19.

1. Introducción

La crisis de la enfermedad del COVID-19 ha impactado no sólo en los aspectos económicos, psicológicos y sociales del mundo, sino también, particularmente, en el sector educativo en gran medida. El virus, que surgió por primera vez en diciembre de 2019, se convirtió en una pandemia que provocó el cierre de escuelas y universidades, finalmente, la migración a la enseñanza a distancia de todos los niveles de las instituciones educativas en la nueva educación normal. Así, la entrega tradicional de la instrucción en la educación se ha transformado y a su vez, los espacios de aprendizaje se reorganizaron.

Para responder al reto de innovar en los mecanismos de impartición de la enseñanza superior, las universidades de todo el mundo se aventuraron en diferentes prácticas como la educación a distancia, la enseñanza en línea, el aprendizaje a distancia, el aprendizaje combinado y el aprendizaje móvil. Estas prácticas pueden denominarse colectivamente educación remota de emergencia (ERE). Es el cambio temporal en la impartición de la enseñanza provocado por la aparición repentina de una crisis. La ERE no significa abandonar la disposición tradicional del proceso de instrucción ni crear un sistema educativo completamente nuevo. Proporciona una alternativa temporal viable para que los profesionales de la educación lleven a cabo la instrucción y proporcionen a los estudiantes el apoyo educativo necesario (Hodges *et al.*, 2020). La ERE es también una rama de la educación a distancia, sin embargo, tratada como una “opción” y no como una “obligación” en esta época de crisis (Bozkurt *et al.*, 2020). Además, la ERE permite aprovechar al máximo los recursos disponibles, incluyendo una amplia gama de tecnologías que ofrecen capacidades para el aprendizaje a distancia. También se destaca que, en este caso, ERE es el mejor término para describir la educación durante esta interrupción y no es lo mismo que aquellas prácticas de educación a distancia de mucho tiempo atrás (Bozkurt & Sharma, 2020). Teniendo en cuenta la actual crisis del COVID-19, el (World Bank, 2020) hizo hincapié en que los sistemas educativos deben hacer uso de la ERE y preparar, si es necesario, diferentes modalidades de entrega de aprendizaje para garantizar que los estudiantes estén comprometidos y puedan continuar su aprendizaje. Por otro lado, el cambio repentino de la oferta educativa también presenta la otra cara de la moneda para la mayoría de los estudiantes que ya están en desventaja mucho antes de la pandemia.

A escala mundial, (UNICEF, 2020) informó que más de 1.500 millones de estudiantes de todas las edades se ven afectados por los cierres de escuelas y universidades. Con la máxima consideración de proporcionar educación como un derecho humano fundamental, los sistemas educativos de todo el mundo fueron desafiados una vez más a producir diferentes medidas para sostener inmediatamente los esfuerzos educativos (UNESCO, 2020), pero esto no considera dar soluciones a los problemas de cada estudiante en particular. En general, el sistema educativo parece no estar preparado y puede tener consecuencias imprevistas durante la crisis y más allá de ella (Bozkurt & Sharma, 2020).

El Ministerio de Educación (MINEDU) emitió directivas a las universidades para que comenzaran a prepararse para la enseñanza a distancia. Así, las universidades de todo el país se ven obligadas a cerrar indefinidamente. La enseñanza a distancia se enfrenta a múltiples desafíos

que luego se vuelven difíciles de manejar por los estudiantes universitarios peruanos. Lo que complica aún más este panorama es el hecho de que no todos los estudiantes pueden proporcionar y adaptarse a los rápidos avances de la tecnología en la era digital actual (Abel Jr, 2020), especialmente para los países en subdesarrollo como Perú, en donde la educación está plagada de problemas incluso antes de la pandemia.

En este contexto peruano, el aprendizaje a distancia revela una brecha digital entre los estudiantes peruanos (Melgarejo, 2021). Esta situación actual en el aprendizaje a distancia puede exacerbar muy posiblemente las desigualdades existentes y puede traducirse en barreras en el aprendizaje en línea. Para algunos, puede resultar difícil adquirir un dispositivo de aprendizaje que facilite la sintonización de las clases en línea y la entrega inmediata de las tareas en el sistema en línea (Gallegos, 2020). A pesar de los esfuerzos por hacer que la educación sea accesible para todos, los estudiantes universitarios peruanos siguen enfrentándose a muchas dificultades en la práctica de la educación a distancia.

Se han realizado varios estudios para informar sobre el estrés (AlAteeq *et al.*, 2020; Baloran, 2020); y los retos que encuentran los estudiantes en los espacios de aprendizaje virtual en sus respectivos países (Adnan & Anwar, 2020; Arinto, 2016; Dhawan, 2020; Henaku, 2020; Matswetu *et al.*, 2013; Subedi *et al.*, 2020). También se llevó a cabo un estudio exhaustivo más reciente que incluyó a 31 países para analizar cómo la pandemia del COVID-19 interrumpió el ámbito educativo en todo el mundo (Bozkurt *et al.*, 2020). Este estudio multinacional informó de manera significativa sobre las reflexiones, las lecciones aprendidas y las sugerencias sobre cómo navegar por la educación en este tiempo de incertidumbre.

2. Metodología

Esta sección presenta los métodos utilizados en este estudio. Incluye el diseño de la investigación, los participantes en el estudio, la recogida de datos y el análisis de estos.

Diseño de la investigación

Este trabajo se lleva a cabo principalmente como investigación cualitativa. Creswell & Poth (2016) señalaron que la investigación cualitativa se emplea típicamente en la investigación de un área de interés donde no se ha conocido mucho sobre un fenómeno. Esto implica que la investigación cualitativa se concentra menos en la comprobación de hipótesis, sino en la descripción, el análisis y la interpretación de un fenómeno determinado.

Además, el presente estudio adapta específicamente un enfoque descriptivo a la investigación cualitativa. Gummesson (2000) explicó que la investigación descriptiva describe las características fundamentales de un fenómeno en un periodo determinado. Este diseño es adecuado para este estudio, ya que intenta describir las dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19.

Participantes en el estudio

En este estudio participó un grupo de 69 estudiantes peruanos seleccionados de forma intencionada y conveniente, matriculados en una institución de enseñanza superior durante el curso 2020-2021. Los participantes fueron seleccionados en base a su capacidad para proporcionar la información necesaria y su conectividad en el momento de la realización de este

estudio. Se eligieron independientemente de su edad, sexo, nivel de estudios, situación económica y ubicación geográfica. Además, cabe señalar que esta muestra no representa a toda la población, pero se considera aceptable para demostrar el propósito de este estudio.

Recogida de datos

Los datos se recogieron utilizando un método de encuesta electrónica a través de Google Forms del 02 al 06 de noviembre de 2020. Una encuesta electrónica es un método práctico de recogida de datos. Según Andrews *et al.*, (2003), puede diseñarse en numerosos programas en línea, ahorra la energía que normalmente se exige en las encuestas largas y recoge información tanto cuantitativa como cualitativa. La encuesta electrónica de este estudio consistió en preguntas abiertas sobre las dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19.

Análisis de datos

En este estudio se empleó una técnica denominada análisis de contenido. Se trata de un proceso de inspección minuciosa de las fuentes de datos generadas a través de una amplia colección de prácticas almacenadas en diferentes formas, como palabras escritas e imágenes (Jupp, 2006). El proceso de análisis de contenido en este trabajo implicó etapas de exploración repetitiva de los datos recogidos. Primero, se organizó cuidadosamente la transcripción descargada de todas las respuestas de los participantes. El análisis de los datos brutos permitió identificar inicialmente los códigos relevantes. A continuación, estos códigos relevantes se transfirieron a un archivo separado. Después se evaluó continuamente estos códigos, observando sus similitudes y diferencias para finalmente agruparlos. A partir de los grupos de códigos similares, se desarrollaron y estructuraron las categorías para responder a las preguntas centrales de esta investigación.

3. Resultados

El propósito de este trabajo es describir las dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19.

Tabla 1.

Dificultades de los estudiantes en el aprendizaje a distancia.

Códigos seleccionados	Categoría
- Vivo en una zona remota, por lo que me resulta difícil encontrar una conexión a Internet estable. - Tengo que ir a otro pueblo durante 20 minutos sólo para tener acceso.	Conectividad inestable a Internet
- Necesitaría una computadora portátil e impresora para estudiar y cumplir con mis actividades. - En realidad, pido prestado el teléfono de mi primo porque tengo un teléfono antiguo, pero es difícil acceder a Internet con él. - No hay suficiente espacio en la memoria del teléfono debido a aplicaciones como Zoom, Moodle, Google Meet y Adobe Reader.	Recursos de aprendizaje inadecuados

- También me encuentro con un problema financiero, ya que en tiempo de pandemia es difícil encontrar un trabajo para apoyar mis necesidades de aprendizaje.	Problemas financieros
- En nuestro pueblo hay un corte de luz de casi 7 horas cada una o dos veces por semana. - A menudo sufrimos interrupciones de electricidad imprevistas y repentinas.	Interrupciones de energía eléctrica
- Me cuesta entender el módulo, y algunas instrucciones no me quedan claras.	Contenidos de aprendizaje imprecisos
- Hay muchos envíos como una a tres actividades en una asignatura cada semana. - Estoy abrumado con tantas tareas o actividades de diferentes asignaturas.	Actividades lectivas sobrecargadas
- Hay algunos de los profesores a los que parece que no se puede acudir cuando tenemos consultas. - Algunos profesores piensan que las suyas son las únicas asignaturas con las que nos matriculamos.	Andamiaje limitado de los profesores
- También tengo dificultades con la escasa cooperación de los demás en las actividades de grupo que se dan.	Escasa comunicación con los compañeros
- Siempre que voy a la cabina de internet, me distraigo con el ruido del entorno. - No hay un espacio adecuado para aprender en casa.	Entorno deficiente de aprendizaje
- No podemos concentrarnos por completo en el estudio, ya que tenemos responsabilidades en casa.	Conflicto con las responsabilidades del hogar
- A veces me duelen los ojos porque uso el teléfono y la computadora portátil durante casi 15 horas al día.	Comprometida salud física
- Pensar en las clases difíciles, los horarios repletos y la lentitud de Internet sin alguien con quien hablar me hace sentir mal.	Problemas de salud mental

Categoría 1: Conectividad inestable a Internet. Una de las dificultades más recurrentes que experimentan los estudiantes en el aprendizaje a distancia es la inestabilidad de la conectividad a Internet. La mayoría de las veces, este problema se debe a la ubicación geográfica. En otras ocasiones, se agrava por el clima.

Categoría 2: Recursos de aprendizaje inadecuados. Otra dificultad que aparece repetidamente en las respuestas de los estudiantes es la inadecuación de los recursos de aprendizaje. La mayoría de los estudiantes sólo utilizan el teléfono y necesitan otros recursos. Otros tienen un reto en cuanto a la capacidad de almacenamiento de sus dispositivos disponibles.

Categoría 3: Problemas financieros. Además, los estudiantes tienen dificultades con la enseñanza a distancia en cuanto a sus exigencias financieras. Incluso si tienen la opción de tomar un trabajo para apoyar sus estudios, no pueden debido a la situación actual.

Categoría 4: Interrupciones de energía eléctrica. Además, dado que en este contexto el aprendizaje a distancia se basa en aparatos electrónicos, los estudiantes se enfrentaron a las interrupciones de la electricidad. Esto es especialmente difícil en las zonas en las que se producen interrupciones periódicas o dichas interrupciones son inesperadas.

Categoría 5: Contenidos de aprendizaje imprecisos. Los estudiantes también revelaron que una de las dificultades que encuentran en el aprendizaje a distancia es la vaguedad de los contenidos de las lecciones. Esto parece derivar no del modo de entrega, sino del contenido en sí. También tienen dificultades cuando se trata de las instrucciones escritas del módulo.

Categoría 6: Actividades lectivas sobrecargadas. Los estudiantes indicaron además que tienen dificultades en el aprendizaje a distancia debido a la sobrecarga de actividades en las clases. Hay actividades diarias y semanales por asignatura. Esta dificultad hace que a veces se pierda el valor de aprendizaje de la lección.

Categoría 7: Andamiaje limitado de los profesores. Además, los estudiantes manifestaron que reciben ayudas parciales para el aprendizaje por parte de algunos de sus profesores. Percibieron que algunos profesores no pueden ser abordados.

Categoría 8: Escasa comunicación con los compañeros. Los estudiantes también tienen dificultades en el aprendizaje a distancia en cuanto a la comunicación con sus compañeros. Esta dificultad se da especialmente en las actividades de grupo.

Categoría 9: Entorno deficiente de aprendizaje. Los estudiantes también expresaron sus dificultades en el aprendizaje a distancia cuando se trata de su entorno de aprendizaje. Especialmente los estudiantes que tienen que ir a las cabinas de Internet, se distraen. Tampoco encuentran en sus casas un lugar propicio para estudiar.

Categoría 10: Conflicto con las responsabilidades del hogar. Aunque el hogar puede resultar cómodo, los estudiantes manifestaron su dificultad para equilibrar las responsabilidades domésticas y el aprendizaje a distancia. Esto hace que tengan el tiempo dividido.

Categoría 11: Comprometida salud física. Los estudiantes encuentran dificultades en el aprendizaje a distancia hasta el punto de sentir que están sacrificando su salud física. Informan de que tienen fatiga ocular y dolor de cabeza debido a la exposición a los aparatos.

Categoría 12: Problemas de salud mental. Por último, los estudiantes sienten dificultades de salud mental provocadas por las exigencias del aprendizaje a distancia. A veces piensan demasiado y acaban sintiéndose mal.

4. Discusión

La repentina migración de la educación del aprendizaje tradicional al aprendizaje a distancia ha puesto a los estudiantes en gran desventaja. Aunque las universidades ya han tenido grandes éxitos en el establecimiento de sistemas de aprendizaje en línea para sus estudiantes, se ha reconocido que esta transición a un nuevo paradigma educativo para la mayoría de las universidades no se ha organizado adecuadamente.

En consonancia con estudios anteriores (Bao, 2020; Henaku, 2020), los participantes en esta investigación señalaron igualmente la inestabilidad de la conectividad a Internet como una de las principales dificultades que encuentran en la práctica del aprendizaje a distancia. La red deficiente suele ser un problema importante para los países en subdesarrollo con sistemas de telecomunicaciones y TIC, que no están debidamente desarrollados (Aboagyé *et al.*, 2020)

Mientras tanto, las conclusiones de los estudios (Coleman, 2011; Henaku, 2020) corroboran el otro resultado de este estudio en el que los recursos de aprendizaje inadecuados se encuentran entre las dificultades a las que se enfrentan los estudiantes. Este resultado puede implicar que los estudiantes no pueden participar completamente en el aprendizaje a distancia ni beneficiarse de él.

Este problema puede derivarse de los problemas relacionados con la financiación como otra dificultad revelada por los estudiantes participantes. Este hallazgo es el mismo que el de Matswetu *et al.*, (2013) en el que los estudiantes de Zimbabue se enfrentaron a problemas financieros en una configuración de aprendizaje a distancia. La crisis actual ha dificultado aún más las cosas para los estudiantes encuestados, que manifestaron tener dificultades para encontrar un trabajo que les permita cubrir sus necesidades de aprendizaje. Cabe destacar que, en Perú, como resultado de la desigualdad en el estatus socioeconómico de los estudiantes, algunos dependen de la computadora e internet gratis en la escuela (Dávila Morán *et al.*, 2021)

En consecuencia, los estudiantes participantes también señalaron las interrupciones de la energía eléctrica como otro desafío en el aprendizaje a distancia. Los cortes de electricidad durante las clases en línea son un problema inevitable en las instalaciones de las aulas virtuales. Esto es cierto para algunos estudiantes encuestados ubicados en áreas donde la interrupción de la energía ha sido un problema desde el período prepandémico. El mismo hallazgo se obtuvo de los estudios (Sarwar *et al.*, 2020; Subedi *et al.*, 2020; Verawardina *et al.*, 2020) en los que los estudiantes situados en zonas rurales profundas tienen dificultades para mantenerse conectados con el aprendizaje en línea debido a la interrupción por la falta de electricidad.

Los contenidos de aprendizaje imprecisos también se han convertido en una dificultad. Según ellos, esto no se debe al modo de entrega, sino al propio contenido. Esto podría atribuirse a la idea de que, aunque los profesores universitarios hayan implantado las clases en línea, la mayoría de ellos siguen utilizando contenidos de aprendizaje pensados para el aprendizaje en el campus. Por ejemplo, los estudiantes reciben un programa de estudios y módulos, pero algunas instrucciones de estos materiales no son claras y no son accesibles para una configuración de aprendizaje en línea. Esto también puede deberse a la falta de experiencia de los profesores en el aprendizaje a distancia (Chen *et al.*, 2020), lo que les dificulta la elaboración de materiales complementarios apropiados diseñados específicamente para las plataformas de enseñanza en línea (Burgess & Sievertsen, 2020).

Los estudiantes también manifestaron que las actividades lectivas estaban sobrecargadas. Según mencionaron, un profesor les exigía casi tres actividades en una asignatura, por lo que les daba menos tiempo para responder cuidadosamente a todas ellas. Esta dificultad en el aprendizaje a distancia ha sido confirmada en el estudio de (Sundarasan *et al.*, 2020) donde los estudiantes universitarios de Malasia expresaron su estrés por el abrumador número de tareas requeridas por los profesores. Sus hallazgos también revelaron que esta dificultad tuvo un gran impacto en los niveles de estrés y ansiedad de los estudiantes. La misma experiencia también

fue reportada por Sarvestani *et al.*, (2019) donde los estudiantes se quejan del extenso volumen y el gran número de módulos que deben responder.

En cambio, conseguir el apoyo del profesor es esencial para el aprendizaje de los estudiantes. Sin embargo, para los estudiantes encuestados, sigue siendo una dificultad, lo que hace que los andamios del profesorado sean limitados. A veces, las expectativas de los profesores con respecto a los estudiantes pueden ser difíciles de cumplir, lo que dificulta su acercamiento. Esta dificultad también podría estar relacionada con el hecho de que algunas universidades no cuentan con un sistema de operaciones de aprendizaje electrónico que funcione correctamente y que esté diseñado para apoyar a los estudiantes con materiales de biblioteca en línea y un sistema de apoyo al aprendizaje (Kerres, 2020). Puede que estén disponibles, pero los profesores también tienen dificultades para operar el sistema y facilitar el aprendizaje en línea (Wang *et al.*, 2020), lo que dificulta el aprendizaje de los estudiantes.

Al igual que el aprendizaje en el campus, el aprendizaje a distancia también necesita la interacción social y el intercambio de ideas. Sin embargo, se ha buscado una escasa comunicación entre los estudiantes participantes. El estudio realizado por Sarvestani *et al.*, (2019) descubrieron que los estudiantes tienen dificultades para afrontar el aprendizaje a distancia debido a la escasa comunicación entre ellos. Además, afirmaron que este tipo de cuestiones sociales influyen en la motivación y la intención de los estudiantes de estudiar en línea. Un estudio realizado por Gaur *et al.*, (2020) descubrieron igualmente que las clases de enfermería en línea carecían de un debate entre los estudiantes debido a los bloqueos del COVID-19.

En consecuencia, un entorno de aprendizaje deficiente es perjudicial para que los estudiantes participen cómodamente en el aprendizaje a distancia. Esta dificultad se ha revelado repetidamente en las respuestas de los estudiantes. Establecer un espacio de aprendizaje positivo y propicio ha sido durante mucho tiempo un problema en la educación a distancia, especialmente en la mayoría de los hogares pobres (Baticulon *et al.*, 2021). Si se produce este problema, la productividad del estudio y la máxima concentración de los estudiantes están en juego (Chang & Fang, 2020). La repentina migración a la enseñanza a distancia en medio de una crisis sanitaria ha pasado por alto un entorno de aprendizaje poco propicio, que puede afectar al rendimiento de los estudiantes.

Además, los estudiantes manifestaron el problema de que los horarios de la enseñanza a distancia entran en conflicto con sus responsabilidades domésticas. Este trastorno suele producirse en la enseñanza a distancia porque los estudiantes tienen que participar en las tareas domésticas. Este problema puede influir en el rendimiento académico de los estudiantes universitarios, tal y como demuestran estudios anteriores en los que la participación de los estudiantes en las responsabilidades domésticas afecta negativamente a su rendimiento académico (Amali *et al.*, 2018; Poncian, 2017).

Otra preocupación de los estudiantes es su comprometida salud física. Los estudiantes dedican casi todo el día a las clases en línea y a responder a las actividades, lo que les deja menos tiempo o ninguno para realizar actividades físicas. Esta cuestión ha sido planteada de forma similar por los estudiantes de Malasia, donde experimentan la tensión de asistir a 6 u 8 horas de clases en línea, lo que empeora aún más su nivel de estrés (Sundarassen *et al.*, 2020).

Por último, los estudiantes encuestados desvelaron la cuestión de los problemas de salud mental. Establecer relaciones y mantenerlas es crucial para un bienestar mental positivo. Desgraciadamente, la pandemia del COVID-19 ha provocado una "recesión social" (Sundarassen *et al.*, 2020), que ha creado patrones de distanciamiento social prolongados, lo que hace que el apoyo emocional sea probablemente imposible en este estado. Esta preocupación se plantea aún más en los estudios (Baticulon *et al.*, 2021; Rajkumar, 2020; Tandon, 2020) que destacaron que los problemas de salud mental relacionados con el COVID-19, incluyendo la depresión, el estrés y la ansiedad, afectaron a la motivación de los estudiantes en el aprendizaje en línea.

5. Conclusión

Este artículo intentó describir las dificultades para el aprendizaje universitario a distancia en Perú durante la pandemia por COVID-19. Sobre la base de los resultados, se revelaron doce temas: conectividad inestable a Internet; recursos de aprendizaje inadecuados; interrupciones de la energía eléctrica; contenidos de aprendizaje imprecisos; actividades de clase sobrecargadas; andamiaje limitado de los profesores; comunicación deficiente con los compañeros; conflicto con las responsabilidades del hogar; entorno de aprendizaje deficiente; problemas relacionados con la financiación; compromisos de salud física; y luchas de salud mental.

Este resultado aporta pruebas contextuales sobre los polifacéticos retos a los que se enfrentan los estudiantes de un país en medio de la actual crisis mundial. Se recomienda que estas dificultades sean consideradas como insumos para el desarrollo del proceso educativo actual. En concreto, los funcionarios del gobierno deberían presionar para mejorar el acceso a la tecnología y la electricidad, especialmente en las comunidades remotas. Es de esperar que esta medida reduzca las disparidades digitales que se perciben en las distintas ubicaciones geográficas y en los distintos entornos económicos. Un aspecto esencial que puede no estar cubierto en la enseñanza a distancia es el aspecto psicológico del aprendizaje, al que deberían prestar atención los profesores. Por otra parte, los profesores deberían reconsiderar su instrucción en lo que respecta a los contenidos y las actividades, ya que los estudiantes encuentran problemas en estos elementos. También se puede realizar periódicamente una evaluación de la instrucción para ayudar a los estudiantes con retraso en el aprendizaje.

6. Referencias bibliográficas

- Abel, Jr. A. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 127-143.
- Aboagye, E., Yawson, J. A., & Appiah, K. N. (2020). COVID-19 and E-Learning: The Challenges of Students in Tertiary Institutions. *Social Education Research*, 109-115. <https://doi.org/10.37256/ser.122020422>
- Adnan, M., & Anwar, K. (2020). Online Learning amid the COVID-19 Pandemic: Students' Perspectives. *Online Submission*, 2(1), 45-51.
- AlAteeq, D. A., Aljhani, S., & AlEesa, D. (2020). Perceived stress among students in virtual classrooms during the COVID-19 outbreak in KSA. *Journal of Taibah University Medical Sciences*, 15(5), 398-403. <https://doi.org/10.1016/j.jtumed.2020.07.004>
- Amali, I., Bello, M. B., & Adeoye, G. O. (2018). Influence of domestic works on female students academic performance in upper-basic schools in Kwara State, Nigeria. *Journal of Education in Developing Areas*, 26(1), 196-202.

- Andrews, D., Nonnecke, B., & Preece, J. (2003). Electronic Survey Methodology: A Case Study in Reaching Hard-to-Involve Internet Users. *International Journal of Human-Computer Interaction*, 16(2), 185-210. https://doi.org/10.1207/S15327590IJHC1602_04
- Arinto, P. B. (2016). Issues and challenges in open and distance e-learning: Perspectives from the Philippines. *International Review of Research in Open and Distributed Learning*, 17(2), 162-180.
- Baloran, E. T. (2020). Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic. *Journal of Loss and Trauma*, 25(8), 635-642. <https://doi.org/10.1080/15325024.2020.1769300>
- Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University. *Human behavior and emerging technologies*, 2(2), 113-115.
- Baticulon, R. E., Sy, J. J., Alberto, N. R. I., Baron, M. B. C., Mabulay, R. E. C., Rizada, L. G. T., Tiu, C. J. S., Clarion, C. A., & Reyes, J. C. B. (2021). Barriers to Online Learning in the Time of COVID-19: A National Survey of Medical Students in the Philippines. *Medical Science Educator*, 31(2), 615-626. <https://doi.org/10.1007/s40670-021-01231-z>
- Bozkurt, A., Jung, I., Xiao, J., Vladimirsch, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., & Olcott Jr, D. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1-126.
- Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian journal of distance education*, 15(1), i-vi.
- Burgess, S., & Sievertsen, H. H. (1 de abril, 2020). Schools, skills, and learning: The impact of COVID-19 on education. CEPR. <https://cepr.org/voxeu/columns/schools-skills-and-learning-impact-covid-19-education>
- Chang, C.-L., & Fang, M. (2020). E-Learning and Online Instructions of Higher Education during the 2019 Novel Coronavirus Diseases (COVID-19) Epidemic. *Journal of Physics: Conference Series*, 1574(1), 012166. <https://doi.org/10.1088/1742-6596/1574/1/012166>
- Chen, T., Peng, L., Yin, X., Rong, J., Yang, J., & Cong, G. (2020). Analysis of User Satisfaction with Online Education Platforms in China during the COVID-19 Pandemic. *Healthcare*, 8(3), 200. <https://doi.org/10.3390/healthcare8030200>
- Coleman, R. K. N. (2011). Assessing the Adoption of e-Learning in Ghanaian Universities: Case of some Ghanaian Universities (Master's thesis), Luleå University of Technology. <http://urn.kb.se/resolve?urn=urn:nbn:se:ltu:diva-45375>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (Fourth Edition). SAGE Publications.
- Dávila Morán, R. C., Ruiz Nizama, J. L., & González González, J. I. (2021). Covid-19: Desafíos y oportunidades para el aprendizaje en línea. *Revista de Filosofía (Venezuela)*, 97, 354-372.
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>
- Gallegos, J. (21 de septiembre, 2020). Un semestre sin conexión. *La Republica*. <https://larepublica.pe/domingo/2020/09/20/un-semester-sin-conexion/>
- Gaur, R., Mudgal, S. K., Dharni, I. T., Sharma, R., & Suyal, N. (2020). Barriers encountered during online classes among undergraduate nursing students during COVID-19 pandemic in India. *International Journal of Research in Medical Sciences*, 8(10), 3687-3693.
- Gummesson, E. (2000). *Qualitative Methods in Management Research* (Second Edition). SAGE.

- Henaku, E. A. (2020). COVID-19 online learning experience of college students: The case of Ghana. *International Journal of Multidisciplinary Sciences and Advanced Technology*, 1(2), 54-62.
- Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. <https://vtechworks.lib.vt.edu/handle/10919/104648>
- Jupp, V. (2006). *The SAGE Dictionary of Social Research Methods*. SAGE Publications.
- Kerres, M. (2020). Against All Odds: Education in Germany Coping with Covid-19. *Postdigital Science and Education*, 2(3), 690-694. <https://doi.org/10.1007/s42438-020-00130-7>
- Matswetu, V. S., Munakandafa, W., Munodawafa, V., & Mandoga, E. (2013). Science student teachers' challenges and coping strategies in an open and distance learning environment in Zimbabwe. *Makerere Journal of Higher Education*, 4(2), 125-137.
- Melgarejo Bardales, J. (15 de marzo, 2021). Brecha digital en el Perú: ¿Cómo vamos y qué nos falta para acortarla? *El Comercio*. <https://elcomercio.pe/tecnologia/tecnologia/brecha-digital-en-el-peru-como-vamos-y-que-nos-falta-para-acortarla-educacion-alfabetizacion-digital-pandemia-que-hacer-futuro-noticia/>
- Poncian, P. (2017). *The impact of home environment on students' academic achievement in Tanzanian secondary schools: A case of Geita town council (Doctoral dissertation)* The University of Dodoma. <http://41.78.64.25/handle/20.500.12661/480>
- Rajkumar, R. P. (2020). COVID-19 and mental health: A review of the existing literature. *Asian Journal of Psychiatry*, 52, 102066. <https://doi.org/10.1016/j.ajp.2020.102066>
- Sarvestani, M. S., Mohammadi, M., Afshin, J., & Raeisy, L. (2019). Students' Experiences of E-Learning Challenges; a Phenomenological Study. *Interdisciplinary Journal of Virtual Learning in Medical Sciences*, 10(3), 1-10. <https://doi.org/10.30476/ijvlms.2019.45841>
- Sarwar, H., Akhtar, H., Naeem, M. M., Khan, J. A., Waraich, K., Shabbir, S., Hasan, A., & Khurshid, Z. (2020). Self-Reported Effectiveness of e-Learning Classes during COVID-19 Pandemic: A Nation-Wide Survey of Pakistani Undergraduate Dentistry Students. *European Journal of Dentistry*, 14(S 01), S34-S43. <https://doi.org/10.1055/s-0040-1717000>
- Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of E-learning during COVID-19 pandemic among nursing students and teachers of Nepal. *International Journal of Science and Healthcare Research*, 5(3), 68-76.
- Sundarasan, S., Chinna, K., Kamaludin, K., Nurunnabi, M., Baloch, G. M., Khoshaim, H. B., Hossain, S. F. A., & Sukayt, A. (2020). Psychological Impact of COVID-19 and Lockdown among University Students in Malaysia: Implications and Policy Recommendations. *International Journal of Environmental Research and Public Health*, 17(17), 6206. <https://doi.org/10.3390/ijerph17176206>
- Tandon, R. (2020). COVID-19 and mental health: Preserving humanity, maintaining sanity, and promoting health. *Asian Journal of Psychiatry*, 51, 102256. <https://doi.org/10.1016/j.ajp.2020.102256>
- UNESCO. (29 de mayo, 2020). *The socio-cultural implications of COVID-19*. UNESCO. <https://www.unesco.org/en/articles/socio-cultural-implications-covid-19>
- UNICEF. (27 de agosto, 2020). *Al menos una tercera parte de los niños en edad escolar de todo el mundo no tuvo acceso a la educación a distancia durante el cierre de las escuelas debido a la COVID-19, según un nuevo informe de UNICEF*. <https://www.unicef.org/peru/comunicados-prensa/una-tercera-parte-de-los-ninos-en-edad-escolar-de-todo-el-mundo-no-tuvo-acceso-educacion-remota>

- Verawardina, U., Asnur, L., Lubis, A. L., Hendriyani, Y., Ramadhani, D., Dewi, I. P., Darni, R., Betri, T. J., Susanti, W., & Sriwahyuni, T. (2020). Reviewing online learning facing the Covid-19 outbreak. *Journal of Talent Development and Excellence*, 12(3s), 385-392.
- Wang, C., Cheng, Z., Yue, X.-G., & McAleer, M. (2020). Risk Management of COVID-19 by Universities in China. *Journal of Risk and Financial Management*, 13(2), 36. <https://doi.org/10.3390/jrfm13020036>
- World Bank. (2020). Remote learning and COVID-19 The use of educational technologies at scale across an education system as a result of massive school closings in response to the COVID-19 pandemic to enable distance education and online learning. World Bank, Washington, DC. <https://doi.org/10.1596/33479>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.2>

Cómo citar:

Medina Reyes, A., & González Torres, A. (2022). La administración en instituciones privadas de educación superior a través de plataformas virtuales en Honduras. *Revista Eduweb*, 16(4), 21-31. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.2>

La administración en instituciones privadas de educación superior a través de plataformas virtuales en Honduras

Administration in private higher education institutions through virtual platforms in Honduras

Adalid Medina Reyes

al5632@unicepes.edu.mx

Postdoctorado en Ciencias Universidad Centro Panamericano de Estudios Superiores UNICEPES
Primera Privada (A) de Gertrudis Bocanegra #15, Col. Cuauhtémoc, C.P. 58020 Morelia,
Michoacán, México.

Arturo González Torres

cann.azteca13@gmail.com

<https://orcid.org/0000-0002-3337-7600>

Asesor de Postdoctorado en Ciencias Tecnológico Nacional de México/ Instituto Tecnológico de
Milpa Alta Independencia Sur No. 36, Ciudad de México, México.

Recibido: 08/09/22

Aceptado: 18/11/22

Resumen

La investigación tuvo como objetivo analizar la educación en instituciones privadas a nivel superior a través de plataformas virtuales en Honduras, ocasionada por el COVID19. Se utilizó un enfoque cuantitativo, con un nivel de investigación exploratorio – descriptivo; además se manejaron cuestionarios con un grado de confiabilidad del 0.847 Alfa de Cronbach. La muestra fue de cinco universidades privadas representadas con sesenta docentes. Se logró la rápida adaptación a la virtualidad, lo que reflejó un alto grado de satisfacción de los docentes. Se concluye que las instituciones privadas a nivel superior obtuvieron un resultado aceptable debido al desarrollo de nuevas estrategias para mantener la fluidez de clases al contar con programas y plataformas para la enseñanza virtual.

Palabras clave: Clases en línea, herramientas digitales, universidades privadas.

Abstract

The main goal of this research was to analyze the education in universities through virtual platforms in Honduras caused by COVID.19. A quantitative approach was used, with an exploratory-descriptive research level; in addition, questionnaires were used with a reliability level of 0.847 Cronbach's Alpha. The sample consisted of five private universities represented by sixty teachers. It was found that a fast adaptation to virtuality was achieved, which reflected a high level of satisfaction of the teachers. It is concluded that private institutions at the higher education

develop new strategies to maintain the fluency of classes by having programs and platforms for virtual teaching.

Keywords: Online classes, digital tools, private universities.

1. Introducción

Desde el inicio de la crisis sanitaria por el COVID19 y las medidas de contención, surgieron preocupaciones por su impacto en la educación, pues la mayoría de las autoridades universitarias del mundo decidieron cerrar sus campus y mover su oferta hacia una formación a distancia, facilitada por la tecnología aplicada a la educación. (Cobo, 2019) El empeño por continuar las clases en línea es notable, y debido a que una situación similar no se ha dado en ocasiones anteriores, este cambio no ha sido fácil. La pandemia incorpora un grado más de complejidad a la educación superior, como en el caso de América Latina y el Caribe, que aún tiene que enfrentar retos no resueltos.

Según las apreciaciones de Giannini (2020) el cierre temporal afectó aproximadamente a unos 23,4 millones de estudiantes de educación superior y a 1,4 millones de docentes en América Latina y el Caribe; esto representa, alrededor del 98% de los estudiantes y docentes de educación superior de la región. En el caso de Honduras, el sistema educativo experimenta un contexto complejo en el proceso de enseñanza-aprendizaje. De la misma forma, la actual crisis educativa ha expuesto la precariedad en que se encuentran las instituciones educativas.

Pese a estas dificultades, se reconoce que las estrategias y acciones de las docentes sustentadas en la innovación han roto esquemas para afrontar las distintas problemáticas. Esto significó el rediseño obligado y en tiempo real de muchas actividades y experiencias de formación que pasaron de ser presenciales a realizarse exclusivamente en plataformas digitales. Tal experiencia se percibió como una oportunidad y a la vez como un desafío institucional, para los docentes y también un reto para los estudiantes.

Lograr las mejores prácticas de la educación en línea requirió de mucho tiempo y recursos: técnicos, personal y económicos. Se necesitaron cientos de horas para diseñar e implementar adecuadamente un curso en línea. Las instituciones y los docentes no contaron con suficiente tiempo para desarrollar estas actividades. Los estados de emergencia decretados globalmente solicitaron una respuesta rápida, lo que significó que la educación en línea no era una consideración sino una necesidad, y la pregunta no era si hacerlo, sino ¿cómo hacerlo lo más rápidamente posible? Sin embargo, dentro de la crisis, uno de los objetivos principales fue seguir creando la mejor experiencia estudiantil posible en medio de un tiempo increíblemente turbulento.

La pandemia transformó los contextos de implementación del currículo, no sólo por el uso de plataformas y la necesidad de considerar condiciones diferentes a aquellas para las cuales se diseñó, sino porque además existían aprendizajes que tomaron relevancia en el ambiente de crisis. Esta investigación se realizó con el propósito de conocer cómo se dio la transición de la educación presencial a la educación a través de plataformas en línea. En este sentido, fue importante examinar si los procesos que se llevaban a cabo para la realización de estos ajustes se lograron con éxito o no. Este artículo mostró que tan eficiente fue el cambio de modalidad presencial a virtual en las universidades más representativas de Honduras.

2. Fundamentos

La gestión estratégica aplicada en los centros educativos en modalidad virtual realizó un estudio de casos utilizando un método mixto enlazando perspectivas cuantitativas y cualitativas. La población del estudio fue directivos, docentes y estudiantes. Las decisiones estratégicas en las universidades fue la principal implementación de las clases en línea o virtuales, capacitando a los docentes, pero a los estudiantes estuvieron al margen de estas acciones, cuando se encuentran profesor y estudiante, el primero es el que explica como adquirir las competencias digitales del curso y también los contenidos de este, la aceptación de las estrategias permitió continuar el desarrollo académico en el aula virtual (Vázquez et al., 2021).

Un estudio comparativo entre tres países, dos de Europa y uno de América del Sur. La actitud docente frente a la utilización de las tecnologías de la información y telecomunicación es un proceso muy positivo, las experiencias es satisfactoria, los estudiantes adquieren competencias digitales en las clases en línea y les exigen en el entorno educativo tanto a nivel de la institución como en el hogar, en el estudio a nivel remoto con problemas de conectividad más a las actividades extracurriculares, esto puede ocasionar deserción escolar (Tejedor et al., 2021).

La búsqueda de mantener el mayor nivel de retención estudiantil ocasionado por la pandemia, que perjudicó el desarrollo del proceso de enseñanza-aprendizaje, donde los docentes marcaron un nivel de innovación y compromiso personal para continuar con el proceso de enseñanza, la rapidez del cambio de modalidad educativa superó la supervisión y monitoreo de la calidad de enseñanza, principalmente las nuevas habilidades digitales de los profesores y los elementos situacionales como los lugares rurales sin conectividad ni equipos adecuados para la enseñanza en línea (Mejía, 2021).

La gestión del conocimiento a través de las plataformas digitales, su aplicación fue deficiente, el equipo electrónico de respuesta tanto en los estudiantes, docentes e institucional, pero aumentó la innovación por la necesidad de cautivar con la enseñanza. La pandemia obligó a unir permanentemente las tecnologías de la información y comunicación académica, donde se genera análisis y desarrollo profesional, aun no se alcanza la experiencia cara a cara y del profesor-estudiante en un aula presencial, por mucha aplicación y dominio de los diferentes elementos tecnológicos de la educación (Morales et al., 2020).

Los docentes en esta modalidad de enseñanza, la carga laboral aumentó por responder o estar disponible a sus estudiantes, más la gestión y planeación del conocimiento por medio de las herramientas digitales, sumado a la apertura y paciencia por el reaprender como un reto. Los avances significativos por el uso de las TIC en educación abren oportunidades para nuevos aprendizajes diferentes y variados de cualquier lugar del mundo (Hernández et al 2021).

3. Metodología

El enfoque de investigación se estructuró con diseño cuantitativo para estudiar a profundidad la problemática del cambio de la modalidad educativa presencial a enseñanza por medio de plataformas digitales, con el objetivo de obtener teoría científica partiendo de los dos enfoques: cuantitativo y cualitativo (Hernández y Mendoza, 2018). En cuanto al nivel de investigación, se manejó una categoría exploratoria – descriptiva. Exploratoria para en primer lugar entender el problema de estudio y en segundo lugar adaptarse con el fenómeno en estudio, tal y como lo

señalan los investigadores Díaz y Calzadilla (2016). Descriptiva por las circunstancias en las que se exploró el problema, las cuales fueron naturales, tal y como lo menciona Cardona (2015).

En un primer momento, se analizaron documentos sobre la administración educativa y se diseñó un instrumento en escala de Likert. En el segundo momento se aplicaron las técnicas de recolección de datos por medio de las entrevistas personales a través de medios como son: Zoom y video llamadas.

El cuestionario está conformado con base a los cuatro elementos de la administración (planeación, organización, dirección y control) y la educación a través de plataformas virtuales, fue estructurado con preguntas basadas en la escala Likert, además fue validado por expertos y a partir de la prueba piloto se calculó el Alfa de Cronbach, logrando 0.847 que es un nivel aceptable de confiabilidad, pues los valores de alfa de Cronbach entre 0,70 y 0,90 indican una buena consistencia interna (Oviedo & Campo, 2005). Aplicando la encuesta a través de una herramienta digital a la población estudiada conformada por las autoridades académicas, administrativas y los docentes de cinco universidades de la ciudad de San Pedro Sula, Honduras. Se alcanzaron 1,522 elementos de estudio, de los cuales 82 son autoridades académicas y administrativas y 1,440 son docentes (Universidad Nacional Autónoma de Honduras, 2019).

Se utilizó la fórmula estadística para poblaciones finitas (cuando se conoce el total de unidades de observación que la integran) (Aguilar, 2005) con un nivel de confianza de 95% por la homogeneidad de la población estudiada, obteniendo un resultado de sesenta participantes en la muestra. Se aplicó un muestreo probabilístico y la información obtenida fue analizada en el software estadístico SPSS, siendo clasificados los datos en aspectos descriptivos a través de frecuencias y correlaciones, por medio de sus factores de análisis. Este método responde a los objetivos de la investigación.

4. Resultados

En primer lugar, se examinó la matriz de respuestas obtenidas una vez que el estudio culminó, para ello, se empleó el programa SPSS y se calculó el resumen global de valores perdidos, ver la figura 1.

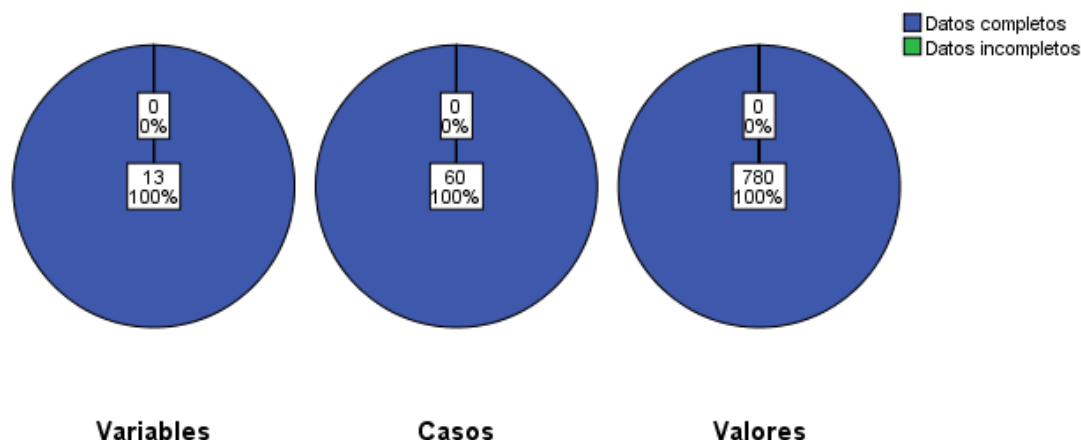


Figura 1. Resumen global de valores perdidos.

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

En la figura anterior se puede observar que el instrumento constó de 13 preguntas, las cuales fueron respondidas por 60 personas, por lo cual, se obtuvieron 780 respuestas en total.

Después, la tabla 1 simboliza el resumen de procesamiento de la información empleada en el presente estudio, ver tabla 1.

Tabla 1.
Resumen global de valores perdidos.

		N	%
Casos	Válido	60	100.0
	Excluido	0	.0
	Total	60	100.0

a. La eliminación por lista se basa en todas las variables del procedimiento.

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

La tabla anterior interpreta que todas personas que colaboraron en el estudio fueron tomadas en cuenta para dicha investigación.

Seguidamente la tabla 2, personifica el estudio de fiabilidad, ver tabla 2.

Tabla 2.
Resultado de estudio de confiabilidad.

Alfa de Cronbach	N de elementos
0.847	13

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

Como resultado de la tabla anterior, la fiabilidad para el cuestionario de este estudio se obtuvo 0.847 Alfa de Cronbach de 13 ítems, lo cual se considera lo adecuado porque la valoración de esta escala indica que entre 0,70 y 0,90 es una buena consistencia según Hernández *et al.* (2014) y, además, la determinación de esta escala se indica que entre tres y veinte ítems. Fue fundamental establecer la consistencia interna para poder verificar la correlación que existe entre los ítems que la componen. (Oviedo & Campo, 2005).

La planificación que las instituciones realizaron, en un alto porcentaje fue satisfactoria; aunque para ello se destinara poco tiempo, de igual forma permitió que se lograra de manera eficiente la migración de la modalidad presencial al uso de plataformas virtuales; a pesar de que la interrupción causada por la pandemia del COVID19 fue repentina, se tuvo la capacidad para llevar a cabo el proceso de este cambio con los recursos que disponían las instituciones de educación superior.

La pandemia transformó los contextos de implementación del currículo, no sólo por el uso de plataformas y la necesidad de considerar condiciones diferentes a aquellas para las cuales el currículo fue diseñado, también porque existen aprendizajes que cobran mayor importancia en este contexto. (CEPAL-UNESCO, 2020), véase figura 2.

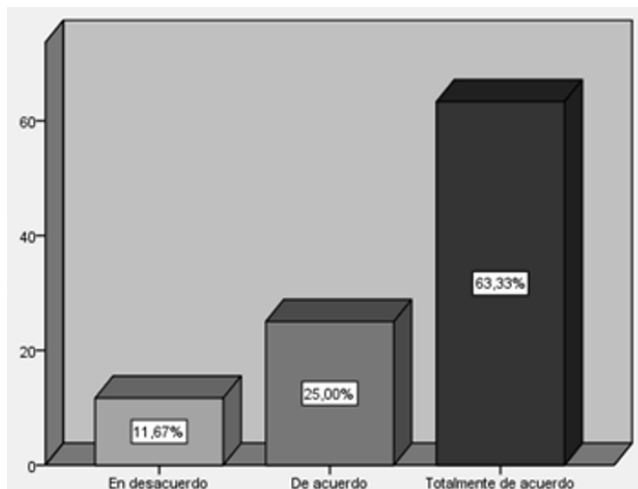


Figura 2. Resumen global de valores perdidos.

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

Aun cuando no fue una tarea sencilla, la adecuación del plan regular de clases se logró, ya que el cambio se dio muy rápido, lo que muestra que los docentes fueron proactivos al realizar dichas actividades. Complementándose con las plataformas y programas educativos para la modalidad virtual donde se realizó capacitación en el uso y manejos de estas herramientas; por lo que, se evidencia que la institución se responsabilizó por dar asesorías a los catedráticos para que lograran el manejo eficiente de los recursos tecnológicos, esto garantizó la rápida transición a las clases en línea.

Este movimiento hacia la forma de impartir clases impuesto por la pandemia del COVID-19 resultó un desafío inevitable que obligó a actuar incluso a aquellos actores que son más resistentes a una mayor apropiación de la cultura digital, véase figura 3. Las instituciones tradicionales concibieron las experiencias de aprendizaje remoto como un aspecto central del proceso integral de formación (Kuklinski y Cobo, 2020).

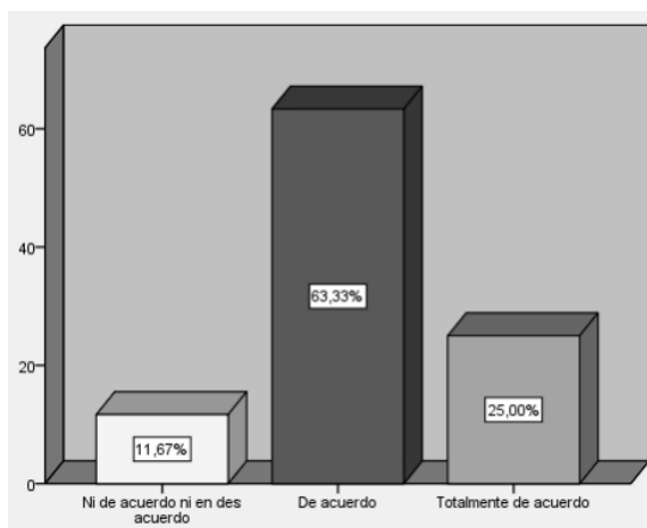


Figura 3. Resumen global de valores perdidos.

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

Cabe señalar que, las autoridades de las instituciones proporcionaron indicaciones fáciles de comprender, lo que permitió la continuidad del proceso de fácil adaptación; sin embargo, se aumentó la carga de trabajo debido a la virtualidad, pues al docente se le delegaron más responsabilidades; así mismo, la forma de supervisión académica fue modificada en el proceso y por su relevancia, era fundamental que se continuara, para llevar un control durante esta transición repentina a la virtualidad, en este orden, los docentes fueron motivados de la manera que sus autoridades académicas enfocaron sus esfuerzos gestionando apoyo en el desarrollo de la formación para la enseñanza en la nueva forma.

Evidentemente, se logró de manera eficiente la migración a esta nueva modalidad, aunque la interrupción causada por la pandemia del COVID19 fue repentina, se tuvo la capacidad para llevar a cabo el proceso del cambio con los recursos que se contaban y el apoyo técnico oportuno y de manera continua para el uso de plataformas o programas, lo cual fue fundamental para que la transición se llevara a cabo con eficiencia. Sin embargo, a pesar de estos esfuerzos no se logró cumplir con todos los requisitos para mantener la calidad de la educación; esto se evidencia en la tabla 3. En esta rápida y forzada transición, los académicos que nunca habían enseñado en línea ofrecieron cursos que no fueron diseñados de esta manera. (“Tiempos de Coronavirus: La Educación en Línea como Respuesta a la ...”) (Abreru, 2020).

Tabla 3.
Apoyo técnico continuo en el uso de plataformas digitales.

		Frecuencia	Porcentaje	Porcentaje Válido	Porcentaje Acumulado
Apoyo técnico	De acuerdo	22	36.7	36.7	36.7
	Totalmente de acuerdo	38	63.3	63.3	100.0
	Total	60	100.0	100.0	

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

En todo caso los procedimientos se transformaron de manera que se pudiera mantener regulado cada uno de estos procesos, realizando adaptación de controles en el uso y manejo de las herramientas y programas, así como el desarrollo de los contenidos curriculares y las estrategias utilizadas por los docentes para atraer el interés, participación y motivación en el transcurso del desarrollo de las clases en el aula virtual, así como la aplicación de controles de atención a los estudiantes utilizando los medios digitales de comunicación.

Para culminar este estudio, se presenta en la figura 4 el resultado final representado en porcentaje (%).

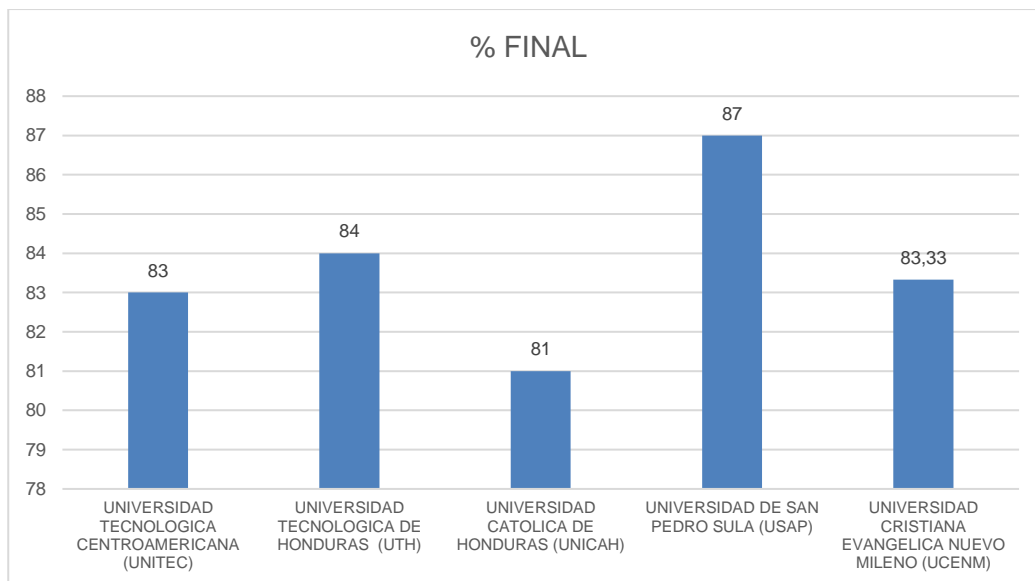


Figura 4. Porcentaje Final de cada universidad.

Fuente: Elaboración propia mediante el programa SPSS, versión 22.

La imagen anterior personifica como le fue a cada escuela que ayudó en este estudio, mostrando una cifra superior al 80%, demostrando que los organismos privados a nivel superior desarrollaron estrategias para hacer frente a las clases virtuales y lograron un resultado aceptable, no obstante, todavía hace falta perfeccionar ciertos aspectos para poder cubrir las necesidades que exigen este tipo de modalidad.

5. Discusión

La planificación del cambio de la modalidad presencial al uso de las plataformas virtuales para el aprendizaje en la educación superior se concentró en aumentar la carga de trabajo por el incremento de estudiantes por sección y se debilitó la planificación al corto plazo por parte de los docentes por el aprendizaje del manejo de las plataformas que ocurrió simultáneo con la impartición de las clases a través de éstas, tal y como lo describe Sánchez (2015) en su investigación.

Asimismo, la dimensión de la organización del proceso se centró en dos puntos relevantes: El apoyo técnico continuo en el uso de las plataformas digitales y las capacitaciones a los docentes en el dominio del uso de éstas, con inducciones, talleres y conferencias acerca de las diferencias entre el aula virtual y la presencial en cuanto a estrategias de enseñanza y comportamientos, buscando responder lo más rápido a la transición de la enseñanza presencial a la virtual sincrónica, tal y como lo citan los autores Gaviláñez *et al.* (2020).

Con el fin de lograr la calidad de la educación a través de las plataformas digitales, se dio un considerable énfasis en mantener y mejorar dicha calidad como en la modalidad presencial, logrando adecuar el plan de enseñanza de la asignatura a la nueva situación y adaptando controles para la supervisión académica en dichas herramientas. Este proceso obligó a los docentes a comprender que en el ámbito digital la dinámica y el tiempo no son los mismos a los que se practican en la presencialidad, tal y como lo mencionan Villa *et al.* (2020) y Sánchez *et al.* (2021).

Las universidades contaban con herramientas digitales y programas para impartir clases de manera virtual éstas eran utilizadas como complemento de las clases presenciales, las cuales fueron ampliadas adquiriendo licencias institucionales para poder utilizarlas con una mayor capacidad y de esta manera lograr la migración a la modalidad educativa virtual con buenos resultados, como lo argumenta Huauya (2021) y Valencia (2021) en sus estudios.

La administración educativa de las instituciones de educación superior y la enseñanza a través de las plataformas digitales, se complementaron de una manera satisfactoria para desarrollar la función educativa manteniendo la calidad, planeación y organización en cada proceso educativo, en el aula virtual; sin embargo, aún no se ha logrado en su totalidad, sustituir la misma calidad de la educación en el aula presencial por las limitantes de la interacción verbal, práctica y corporal. Igualmente, el ambiente de interacción social entre estudiantes y docentes, como lo señalan Espinosa (2020) y Santos et al., (2021).

6. Conclusiones

Referente a la administración de las instituciones privadas, la pandemia transformó la mayoría de los procesos, y debido a la suspensión de clases presenciales, se dio la necesidad de continuar con la enseñanza, lo cual presentó desafíos que se abordaron por medio de distintas alternativas, con diferentes formas de priorización y ajustes. Para poder realizar estos ajustes fue necesario tomar en cuenta elementos que conciernen a la administración educativa ya que no solo implicó el uso de plataformas educativas, sino que se consideró cómo llevar a cabo la migración. Mediante la planificación, organización, dirección y control se mantuvo la fluidez del cambio de modalidad.

La gestión del cambio de la modalidad presencial al uso de plataformas virtuales se realizó con un esfuerzo coordinado entre la administración institucional, los docentes, donde se aplicaron recursos tecnológicos contando con la aceptación de los estudiantes. A pesar de este impacto tan repentino, estamos en una era en la cual existe una gran motivación para el desarrollo de la innovación educativa, y esto también ha permitido la rápida adaptabilidad del trabajo por parte de los actores educativos que participaron. Por eso, se reconoce que las estrategias y acciones aplicadas fueron enfocadas en la innovación y han superado las expectativas para enfrentar este desafío.

Por lo tanto, la educación a través de las plataformas virtuales fue todo un reto, evidentemente que las instituciones de educación superior intentaron cubrir cada elemento de la administración educativa para proporcionar tanto a los estudiantes como a los docentes la migración a la virtualidad con eficiencia. Este cambio de modalidad es un proceso que se debe seguir mejorando de manera continua para obtener la calidad educativa que se busca, pues las clases por medio de las plataformas virtuales continuarán en acompañamiento en educación superior.

La educación en instituciones privadas a nivel superior, adoptaron nuevas estrategias a través del cambio de modalidad presencial a virtual, las que realizaron con eficiencia a pesar de no estar preparados. Si bien nuestra sociedad no había experimentado la suspensión de actividades de manera drástica y global, aun así, debemos esperar si esta situación permite abrir nuevos intereses en examinar o repensar las maneras de enseñar, que pueden ser abordadas en futuras investigaciones.

7. Referencias bibliográficas

- Abreu, J.L. (2020). Tiempos de Coronavirus: La educación en línea como respuesta a la crisis. *Revista Daena (International Journal of Good Conscience)*, 15(1), 1-15.
- Aguilar, S. (2005). Fórmulas para el cálculo de la muestra en investigaciones de salud. *Salud en tabasco*, 11(1-2), 333-338.
- Cardona, J.A. (2015). Ortodoxia y fisuras en el diseño y ejecución de estudios descriptivos. *Revista Med*, 23(1), 38-49.
- CEPAL-UNESCO. (2020). La educación en tiempos de la pandemia de COVID-19. URL: <https://unesdoc.unesco.org/ark:/48223/pf0000374075>
- Cobo, C. (2019). *Acepto las Condiciones: Usos y abusos de las tecnologías digitales*. Fundación Santillana.
- Díaz, V.P., & Calzadilla, A. (2016). Artículos científicos, tipos de investigación y productividad científica en las ciencias de la salud. *Revista Ciencias de la Salud*, 14(1), 115-121.
- Elvir, P.E.M. (2021). Reflexiones de la respuesta educativa ante la Covid-19, caso Honduras. *Revista Latinoamericana de Estudios Educativos*, 51(ESPECIAL), 293-312.
- Espinosa, A.B. (2020). Revisitar las políticas para la educación superior en México: ¿de su agotamiento a su transformación? *Universidades*, 71(86), 35-52.
- Gavilánez, A.N., Cantos, P.L., & Cabezas, G. M. (2020). La Era de la Educación Virtual. *Revista Científica FIPCAEC (Fomento De La investigación Y publicación En Ciencias Administrativas, Económicas Y Contables)*, 5(3), 522-541.
- Giannini, S. (2020). COVID-19 y educación superior: de los efectos inmediatos al día después. *Revista Latinoamericana de Educación Comparada: RELEC*, 11(17), 1-57.
- Hernández, R., Fernández, C., & Baptista, P. (2014). *Metodología de la investigación (5ta. Ed.)* McGraw-Hill Interamericana.
- Hernández, R., & Mendoza T.C.P. (2018). *Metodología de la Investigación. Las rutas cuantitativa, cualitativa y mixta (1 era Ed. ed.)*. McGraw Hill Interamericana Editores, S.A. de CV.
- Huauya, B.L.C. (2021). Las nuevas prácticas digitales de docentes de cursos artísticos en la educación superior en Latinoamérica a raíz de la pandemia COVID-19: Aproximaciones y experiencias. *Revista internacional de pedagogía e innovación educativa*, 1(2), 29-40.
- Kuklinski, H.P., y Cobo, C. (2020). Expandir la universidad más allá de la enseñanza remota de emergencia. Ideas hacia un modelo híbrido postpandemia. Barcelona: Outliers School.
- Morales, M.G., Moreno, K.C., Romano, M.M., & García, M. del R. (2020). Gestión del conocimiento, a través de plataformas y herramientas digitales de aprendizaje ante la migración de clases presenciales a en línea. *Revista GEON (Gestión, Organizaciones Y Negocios)*, 7(2), 1-19.
- Oviedo, H.C., & Campo, A. (2005). Aproximación al uso del coeficiente alfa de Cronbach. *Revista colombiana de psiquiatría*, 34(4), 572-580.
- Sánchez, L. A. (2015). El estrés y su influencia en el desempeño laboral de los docentes de la Institución Educativa C.E.B.A. Isaac Newton período 2013 – 2014 (Tesis de grado, Universidad Nacional Tecnológica de Lima Sur). Repositorio institucional de la Universidad Nacional Tecnológica de Lima Sur.
- Sánchez, L., Yepes, T.G., Genol, M.A., & Etchezahar, E. (2021). Percepción del profesorado y del alumnado universitario argentino sobre la adaptación a la educación virtual durante la pandemia por COVID-19. *Calidad de Vida y Salud*, 14(2), 2-14.
- Santos, L.M., Grisales, D., & Rico, J.S. (2021). Percepción y Accesibilidad Tecnológica de Universitarios en el Suroeste de República Dominicana durante el Covid-19. *Revista Internacional de Educación para la Justicia Social*, 10(1), 145-165.

- Suárez, C.A.H., Núñez, R.P., & Mariño, L.F. (2021). Educación mediada por las TIC en la educación superior en medio del periodo de aislamiento de la pandemia Covid-19. *Revista Boletín Redipe*, 10(10), 347-357.
- Tejedor, S., Cervi, L., Tusa, F., & Parola, A. (2021). Los docentes universitarios frente al cambio a la educación virtual impuesta por el coronavirus. *Sociedad e Estado*, 36, 915-943.
- Universidad Nacional Autónoma de Honduras. (03 de agosto del 2018). Estadísticas 2018. Universidad Nacional Autónoma de Honduras. Tegucigalpa: UNAH. <https://des.unah.edu.hn/servicio-al-usuario/estadisticas/>
- Valencia, C.A. (2021). La educación virtual en el pensamiento crítico de los estudiantes universitarios. *Desde el sur*, 13(2), 1-23.
- Vázquez, M.R., Delgadillo, J., Pérez, H., & Cancino, R. I. (2021). Strategic management applied in Mexico during the COVID-19 pandemic to organize online classes at universities where they were previously given face-to-face: a case study. *Estudios De Administracion*, 28(1), 182–200.
- Villa, F.G., Litago, J.D. U., & Fernández, A. S. (2020). Percepciones y expectativas en el alumnado universitario a partir de la adaptación a la enseñanza no presencial motivada por la pandemia de COVID-19. *Revista latina de comunicación social*, (78), 99-119.

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.3>

Cómo citar:

Hordiichuk, O., Nikolenko, L., Shavel, K., Zakharina, M., & Khomyk, T. (2022). Analysis of models of inclusive education in European countries (experience for Ukraine). *Revista Eduweb*, 16(4), 32-41. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.3>

Analysis of models of inclusive education in European countries (experience for Ukraine)

Análisis de los modelos de educación inclusiva en los países europeos (experiencia para Ucrania)

Oksana Hordiichuk

O.hordiichuk@chnu.edu.ua

<https://orcid.org/0000-0002-3298-9533>

Ph.D. of pedagogical, Associate Professor of the Department of Pedagogy and Methods of Primary Education Faculty of Pedagogy, Psychology and Social Work Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine.

Liudmyla Nikolenko

l.nikolenko1@gmail.com

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

PhD in Pedagogy, Associate Professor Department of Pedagogy and Special Education Faculty of Psychology and Special Education, Oles Honchar Dnipro National University
Chairperson of the Department of Pedagogy and Special Education, Ukraine.

Khrystyna Shavel

shavelkristi@gmail.com

<https://orcid.org/0000-0003-3008-3372>

Candidate of Sciences in physical education and sports, Associate Professor of the Department of Biochemistry and Hygiene Lviv State University of Physical Culture named after Ivan Bobersky, Lviv, Ukraine.

Maryna Zakharina

zakharina_m@ukr.net

<https://orcid.org/0000-0002-7842-2460>

Doctor of Philosophy Associate Professor of the Department of Social Work of the Faculty of Social Technologies, Health Improvement and Rehabilitation
Chernihiv Polytechnic National University, Chernihiv, Ukraine.

Tetiana Khomyk

t.khomyk@kubg.edu.ua

<https://orcid.org/0000-0002-4566-0681>

PhD in Pedagogy, Senior teacher of the Department of Special and Inclusive Education Faculty of Psychology, Social Work and Special Education
Borys Grinchenko Kyiv University, Kyiv, Ukraine.

Recibido: 07/10/22

Aceptado: 10/12/22

Abstract

The purpose of scientific exploration is to harmonize the principles of inclusive education in the social and pedagogical dimensions. The task of the article can be conditionally divided into two stages: differentiation of social and pedagogical segments of inclusive education (to make optimal strategic decisions on the organization of inclusive education); search for a synergistic model (combination of social, pedagogical, and other elements) in the formation of a favorable

educational environment for inclusive principles. The methodological basis of the study was scientific and pedagogical methods. The results of the study point to those elements of inclusive education in European states, which can be actualized in the Ukrainian system of education. Consequently, inclusive education in Europe has formed clear universal principles and mechanisms that can be implemented in public education strategies, developing countries.

Keywords: children with special educational needs, inclusive educational environment, inclusive education, European education, inclusive education.

Resumen

El propósito de la exploración científica es armonizar los principios de la educación inclusiva en las dimensiones social y pedagógica. La tarea del artículo puede dividirse condicionalmente en dos etapas: diferenciación de los segmentos social y pedagógico de la educación inclusiva (para tomar decisiones estratégicas óptimas sobre la organización de la educación inclusiva); búsqueda de un modelo sinérgico (combinación de elementos sociales, pedagógicos y otros) en la formación de un entorno educativo favorable a los principios inclusivos. La base metodológica del estudio fueron los métodos científicos y pedagógicos. Los resultados del estudio señalan los elementos de la educación inclusiva de los estados europeos, que pueden actualizarse en el sistema educativo ucraniano. En consecuencia, la educación inclusiva en Europa ha formado claros principios y mecanismos universales que pueden ser implementados en las estrategias de la educación pública, los países en desarrollo.

Palabras clave: niños con necesidades educativas especiales, entorno educativo inclusivo, educación inclusiva, educación europea, educación inclusiva.

1. Introduction

The educational space for applicants for education with special needs has its own specifics related to organizational, educational and methodological, and psychological and pedagogical aspects. Given the specificity of the problem of inclusive education, it is impossible to develop a unified format of this global cluster. Therefore, any state educational system builds its own unique inclusive cluster strategies.

“Inclusive education is not dead, it has simply acquired a strange new characteristic” (Slee, 2018). Such a motto eloquently expresses the results of innovative methods on inclusive pedagogy in the education system of European countries. It should be noted that the processes of integration of the inclusive element of educational environment should ideally completely level the differences between inclusive and ordinary learning environments. This ambitious task is rapidly being implemented in different European countries through different ways and with heterogeneous results. Therefore, it is still inappropriate to recommend a complete transition of inclusive education from a socio-pedagogical dimension to a purely pedagogical cluster in the Ukrainian educational system.

A more pragmatic way is to borrow some elements of the experience of implementing inclusive innovations of individual European communities in accordance with the socio-cultural characteristics of Ukrainian education. However, this requires a comprehensive analysis of

inclusive education models that have been implemented in European educational systems in recent decades.

“Although there have been many differences between 'special' and 'inclusive' education that continue to be actively debated, the two concepts remain clearly separate in the policies and practices of many countries” (Florian, 2019). In European scientific and pedagogical discourse, there is a definite starting point for positioning inclusive education as a distinct segment of the educational space.

2. Literature review

The problem of inclusive education in the European scientific and pedagogical discourse is represented by studies on the implementation of inclusive strategies and principles in the educational space. Despite the integration processes in the European Union in general and in education in particular, it should be noted that the issues of inclusive education have not acquired a global international dimension. The reason for this is the diversity of factors that ensure the implementation of inclusive elements in the educational space.

Hernández-Torrano et al (2022) were guided by a review of the literature on inclusive education in Europe since the Salamanca Declaration regarding inclusive education on a global international level. After working through more than 6,000 scientific publications, they pointed out problematic points in the study of inclusive education: the lack of scientific cooperation between scholars from different countries on the unification of inclusive education, little increase in academic interest in the problem of inclusion (although by the Salamanca Declaration this problem was actually absent as an independent).

A 30-year period of the global diffusion of inclusive education principles and mechanisms in European countries is revealed in their study Amor et al. (2019) by analyzing the development and transformation of the status and positioning of the inclusive segment in the education system. A similar systematic study of the revisions of inclusive educational strategies in European countries was presented by Van Mieghem et al. (2020), which presented the reorientation of the principles of inclusion from the socio-psychological to the pedagogical-psychological segment of the educational space.

3. Aims

The study aims to correlate the practical models of inclusive education in European states with the sociocultural realities of particular communities or countries. The objectives, however, are to focus the inclusive educational strategy on a purely pedagogical dimension (excluding the dominant social factor) of the implementation of the principles of inclusive education.

4. Materials and methods

The study actualizes two educational environments:

- educational systems of European countries and the unified educational space of Europe;
- the educational system of Ukraine as a developing country.

State educational environments have cultural-historical, mental-psychological, practical-pedagogical peculiarities of development. Therefore, it is necessary to carefully analyze not only the organizational and practical mechanisms for the introduction of inclusive education, following the example of another state, but also to take into account the correlative principle of harmonization of educational systems.

The methodological arsenal that can provide analysis of the development of European inclusive education and determine its prospects in the Ukrainian educational environment are general scientific methods (analysis, systematization, forecasting, comparison) and scientific and pedagogical special methods (pedagogical observation, educational experiment).

Currently, researchers observe a certain lack of data on the features of inclusive pedagogy obtained directly through pedagogical observation and pedagogical experiments. Pedagogical practices used by teachers in mainstream classrooms create correspondingly qualitatively new effects for children with special educational needs. The results of the implementation of the principles of inclusion point to the expansion of such aspects as teamwork, learning organization, behavioral and emotional support of learning (Finkelstein et al., 2021).

Since inclusion in education has lost the dominant influence of the social dimension, a process of reinterpretation of inclusion has begun, which includes the coordinated involvement of all children in the inclusive educational environment. Using the methodological principle of systems theory, scholars define the diversity of educational inclusion (Qvortrup & Qvortrup, 2018).

In the research conducted, significant attention was paid to the role of the teacher and the availability of appropriate professional competencies to work with children with special educational needs. The Teacher Attitude Scale for Inclusion (TAIS) has been successfully used in contemporary scientific and pedagogical discourse and has been positioned as a progressive technology that can accurately identify the necessary cognitive and behavioral components (Ewing et al., 2018).

5. Results

The European experience of implementing inclusive education is diverse. In fact, each European country has developed its own strategies for the development of inclusive education. However, some state strategies still have their own features, indicating the success and effectiveness of the inclusive cluster in the educational system (see Fig. 1).

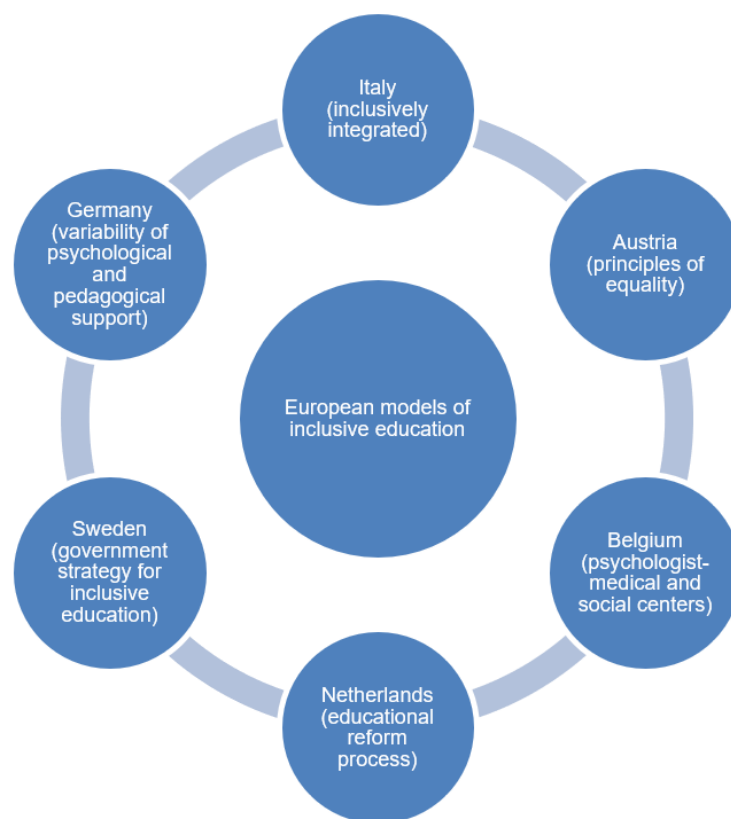


Fig. 1. Models of implementation of inclusive education in European countries.
Source: (All-Ukrainian Foundation "Step by Step" (n/d))

Analyzing the models of the European experience in implementing inclusive education, it should be noted that for the Ukrainian educational system none of them can be fully implemented. The reason for this is the difference in socio-cultural principles of social development. For example, the German model of variability contradicts the traditional notions of the centralized Ukrainian education system. The Swedish state model cannot be relevant because of the mismatch between the needs and opportunities of this system of inclusive education in Ukraine.

Therefore, the best way to take into account the experience of European states to create a system of inclusive education in Ukraine is the allocation and introduction of individual elements in the strategy for the development of inclusion, which can be implemented in specific socio-cultural conditions.

An important aspect of building an inclusive education strategy at the state level is the formation of the proper attitude of all stakeholders of the educational space to this problem. When organizing closed-type inclusive education with the functioning of educational institutions exclusively for children with special educational needs, the need to create an appropriate microclimate in these learning environments was not so acute. However, with the development of tendencies to the integration of inclusive format into the general educational space, the need for socio-psychological harmonization of this process arose.

The formation of a positive, tolerant attitude towards each other by all participants of the educational process is a fundamental guarantee of academic achievement and achieving a high level of quality education. For the pedagogical dimension of inclusive education, the primary task is to train the staff both in the issue of professional competencies and moral and psychological preparation for working with children with special educational needs. Because in addition to the educational process, the teacher must create conditions for healthy relationships between children, despite their peculiarities of psychophysical development.

Integrating the inclusive segment into the regular education system requires adequate staffing. When dividing inclusive and ordinary classes, there was also a division of the teaching staff into those who had professional competencies to work with children with special educational needs and the teaching staff with traditional pedagogical competencies, not provided for the organization of the inclusive segment. Since the gradual creation of a unified educational environment, there has been a need to train teaching staff who will have universal professional competencies to work with all categories of applicants for education. A special role in the process of acquiring these competencies, in addition to education, professional development, and training, was played by the principles of self-organization and self-improvement of teachers' professional skills (Savolainen et al., 2022).

A study in Finland by Saloviita (2020) points to the readiness of educational personnel to work in inclusive settings in mainstream schools. The data indicate that about 20% of teachers are opposed to inclusive forms in general education institutions and prefer to return to the old model of organizing inclusive education with the formation of separate educational institutions or separate classes. These results indicate that even in countries with a high level of development of educational standards adequately funded, there is a significant part of the teaching community, which does not approve of a complete merger of regular and inclusive classes. This result is indicative of the development strategy of the Ukrainian inclusive education system and points to the need to be very careful about reforms in this educational segment.

Ridei (2021) notes that “teacher professional competencies must be relevant to sociocultural realities, so they are projected in educational strategies. At the same time, the correlation of fundamental and flexible professional skills of the teacher will contribute to the implementation of progressive trends in the general education space” (Skakun, 2021). Such approaches are relevant to ensure the implementation of inclusion mechanisms in the education system.

An important part of the study of the principles of inclusion in a separate educational system is the consideration of this cluster at different levels of education: from pre-school to higher education. In particular, when analyzing inclusion in the higher education system, one should consider “moving inclusion beyond education into further employment” (Collins et al., 2019). Modern principles of pragmatism and outcome orientation rule out the thesis: education for education's sake. Consequently, inclusive education is not only the organization of a favorable environment for students with appropriate educational difficulties and levels of support applicants with disabilities but also the design of their professional preparation for competitiveness in the labor market.

Inclusive education has been a factor that has contributed to the interaction between schools in Spain (Azorín, 2020). The need to form a networked pedagogical community oriented to the problems of inclusion has gradually become a prerequisite for the creation of a nationwide inter-

school collaboration on a horizontal level. This approach demonstrates the effectiveness of the synergistic approach in the organization of a unified educational space (at the level of an inclusive cluster or the general state level).

Recent studies of the European system of inclusive education increasingly call for a focus on the principles of culturally sensitive education, implemented by motivational and supportive mechanisms (Kumar et al., 2018). Cultural sensitivity is valued in contemporary European society. Such approaches are positive elements to pay attention to and try to attract them in the development of a national (in this case not state, but culturally and mentally oriented) system of inclusive education.

Ainscow & Messiou (2018), analyzing potential ways to increase inclusion in schools, note that the synergistic effect of interaction at the level of: teacher-educator, teacher-student, teacher-student with special educational needs, student-student with special educational needs have a positive impact on these processes. The synergistic effect, in this case, is crucial because “focusing on individual differences among students can be problematic if the work intended for some is differentiated to the point where they cannot participate in the classroom with others” (Florian & Beaton, 2018). Individualization of pedagogical activity is only possible in specialized educational settings. In the ordinary classroom, differentiating practically oriented pedagogical elements can do more harm than have positive effect.

Separately, the role of information and communication technology innovations in education and their positive impact on the inclusive cluster should be noted (Tsekhmister et al., 2021). In particular, STEAM-education principles emphasizing cognitive indicators contribute to the organization of an inclusive learning environment in both curricular and subject-matter dimensions.

The level of inclusiveness involves taking into account many factors of psychophysical features of applicants for education. Favorable learning environments are formed for students with appropriate educational difficulties and levels of support. Research in the field of physiology notes even such minute details as the difference between psychophysical limitations in representatives of different sexes (Saienko & Gurmazhenko, 2010).

6. Discussion

Inclusive education implies the provision of full-fledged educational services to applicants for education, regardless of the peculiarities of their psycho-physical condition. For a long time in the theoretical-methodological and especially in the practically oriented dimension the issue of education for people with special needs was positioned as a social problem. However, in the European scientific and pedagogical discourse and, subsequently, in practical pedagogy, there has been a long and complex reorientation of inclusive education strictly to the pedagogical cluster (see Fig. 2).

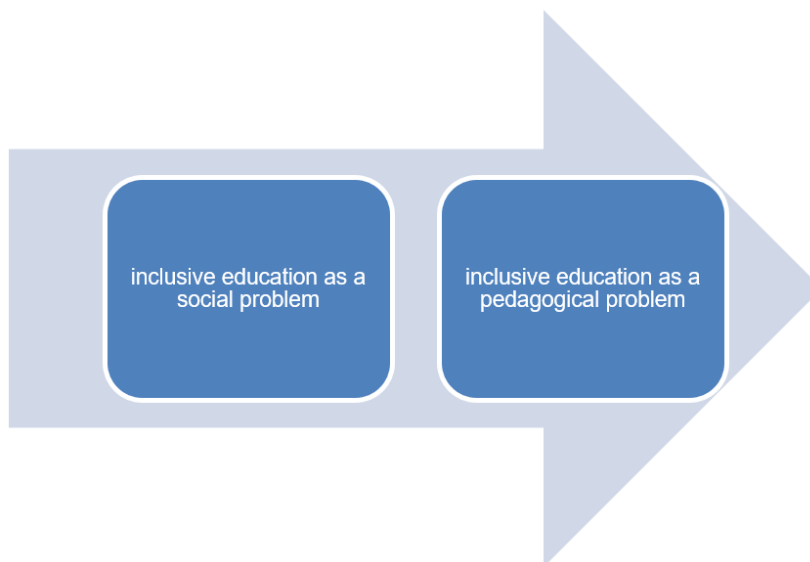


Fig. 2. The transformation of inclusive education in Europe.
Source: Authors' development

At the first stage of this transformation emerged a socio-psychological solution to the problem of inclusive education. At the second stage, the formation of a favorable educational space for the implementation of elements of inclusive education. This process was facilitated by the introduction of innovative learning environments, which made it possible to diversify the educational process to the level in which applicants for education with special needs were able to study in almost the same conditions as everyone else.

There are two tendencies of the positioning of inclusive education in Europe, focused on the pedagogical dimension (see Table 1).

Table 1.
Trends in the development of an inclusive education system in European countries.

Positive elements	Negative elements
1. Establishing a high level of social development in European countries, which indicates the possibility of focusing on practical pedagogical aspects of the development of inclusive education.	1. Extraordinary burden on the organizational cluster of educational systems, because integrating an inclusive cluster into a regular classroom requires significant logistical and logistical resources.
2. The formation of a public consciousness dominated by the principles of equality, tolerance.	2. Unpreparedness or inadequacy of professional competencies of teaching staff to work with children with special educational needs in inclusive classrooms.
3. The rapid development of inclusive pedagogy due to significant state, financial and public support for this cluster of educational space.	3. Uncertainty of the correlation of inclusive and conventional educational practice-oriented pedagogical principles.

Source: Authors' development.

Analysis of positive and negative manifestations of the introduction of inclusive education in European countries allows the development of topical priorities of the Ukrainian system of inclusive education. Using the experience of advanced states, combined with taking into account the peculiarities of the socio-cultural state of society forms the right conditions for the development of inclusive education strategy at the state level.

A comparative analysis is an important method of research on the peculiarities of inclusive education. In particular, it is worth noting the similarities between inclusive education systems for different participants in the educational process. A comparison of the educational difficulties of children with special educational needs and immigrant children have common target priorities (Cerna, 2019). Consequently, the study of the work of the educational system of European countries in extreme conditions on the contingent of children who need to create special learning conditions is relevant and appropriate.

7. Conclusions

Having worked through the experience of European countries on the implementation of inclusive education, we note that the main models are: centralized public policy on inclusive education; a combination of moral and psychological and practically pedagogical elements; variability of inclusive educational strategies; building inclusive qualities on the principles of equality.

The results of the study indicate that there is no ideal model of inclusive education in an individual country. However, there is a general tendency to reorient from the dominance of the social dimension in the issue of the principles of inclusion to their focus on the purely pedagogical segment.

8. Bibliographic references

- Ainscow, M., & Messiou, K. (2018). Engaging with the views of students to promote inclusion in education. *Journal of Educational Change*, 19, 1–17. <https://doi.org/10.1007/s10833-017-9312-1>
- All-Ukrainian Foundation "Step by Step" (n/d). Experience of implementation of inclusive education in European countries. URL: http://ussf.kiev.ua/ie_experience_implementing/
- Amor, A. M., Hagiwara, M., Shogren, K. A., Thompson, J. R., Verdugo, M. A., Burke, K. M., & Aguayo, V. (2019). International perspectives and trends in research on inclusive education: a systematic review. *International Journal of Inclusive Education*, 23(12), 1277-1295. <https://doi.org/10.1080/13603116.2018.1445304>
- Azorín, C. (2020). System Transformation in Spanish Education Agenda: Inclusion and Networking as Policy Priorities? In: Jones, M., Harris, A. (eds). *Leading and Transforming Education Systems. Education in the Asia-Pacific Region: Issues, Concerns, and Prospects*, 52. Springer, Singapore. https://doi.org/10.1007/978-981-15-4996-0_12
- Cerna, L. (2019). Refugee education: Integration models and practices in OECD countries. *OECD Education Working Papers*, 203. <https://doi.org/10.1787/a3251a00-en>
- Collins, A., Azmat, F., & Rentschler, R. (2019). Bringing everyone on the same journey': revisiting inclusion in higher education. *Studies in Higher Education*, 44(8), 1475-1487. DOI: <https://doi.org/10.1080/03075079.2018.1450852>
- Ewing, D. L., Monsen, J. J., & Kielblock, S. (2018). Teachers' attitudes towards inclusive education: a critical review of published questionnaires. *Educational Psychology in Practice*, 34(2), 150-165. <https://doi.org/10.1080/02667363.2017.1417822>

- Finkelstein, S., Sharma, U., & Furlonger, B. (2021). The inclusive practices of classroom teachers: a scoping review and thematic analysis. *International Journal of Inclusive Education*, 25(6), 735-762. DOI: <https://doi.org/10.1080/13603116.2019.1572232>
- Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23(7-8), 691-704. DOI: <https://doi.org/10.1080/13603116.2019.1622801>
- Florian, L., & Beaton, M. (2018). Inclusive pedagogy in action: getting it right for every child. *International Journal of Inclusive Education*, 22(8), 870-884. DOI: <https://doi.org/10.1080/13603116.2017.1412513>
- Hernández-Torrano, D., Somerton, M., & Helmer, J. (2022). Mapping research on inclusive education since Salamanca Statement: a bibliometric review of the literature over 25 years. *International Journal of Inclusive Education*, 26(9), 893-912. DOI: <https://doi.org/10.1080/13603116.2020.1747555>
- Kumar, R., Zusho, A., & Bondie, R. (2018). Weaving Cultural Relevance and Achievement Motivation Into Inclusive Classroom Cultures. *Educational Psychologist*, 53(2), 78-96. DOI: <https://doi.org/10.1080/00461520.2018.1432361>
- Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of inclusion in education. *International Journal of Inclusive Education*, 22(7), 803-817. DOI: <https://doi.org/10.1080/13603116.2017.1412506>
- Ridei, N. (2021). Analysis of professional competencies in the characteristics of the teacher of the future: global challenges of our time. *Futurity Education*, 1(1), 22–32. <https://doi.org/10.57125/FED.2022.10.11.3>
- Saienko, V. G., & Gurmazhenko, M. O. (2010). Comparison of a level of development of physical qualities of women in contact kinds of fighting single combats. *Pedagogics Psychology Medical-Biological Problems of Physical Training and Sports*, 7, 88-91. Retrieved from: <https://www.sportpedagogy.org.ua/html/journal/2010-07/html-en/10svgfsc.html>
- Saloviita, T. (2020). Attitudes of Teachers Towards Inclusive Education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 270-282. DOI: <https://doi.org/10.1080/00313831.2018.1541819>
- Savolainen, H., Malinen, O.-P., & Schwab, S. (2022). Teacher efficacy predicts teachers' attitudes towards inclusion – a longitudinal cross-lagged analysis. *International Journal of Inclusive Education*, 26(9), 958-972. DOI: <https://doi.org/10.1080/13603116.2020.1752826>
- Skakun, I. (2021). Digital competencies of the teacher of the future. *Futurity Education*, 1(2), 39–48. <https://doi.org/10.57125/FED/2022.10.11.18>
- Slee, R. (2018). *Inclusive Education isn't Dead, it Just Smells Funny* (1st ed.). Routledge. <https://doi.org/10.4324/9780429486869>
- Tsekhmister, Y. V., Kotyk, T. M., Matviienko, Y. S., Rudenko, Y. A., & Ilchuk, V. V. (2021). La efectividad de la tecnología de realidad aumentada en la educación STEAM. *Apuntes Universitarios*, 12(1), 250–267. <https://doi.org/10.17162/au.v11i5.932>
- Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2020). An analysis of research on inclusive education: a systematic search and meta review. *International Journal of Inclusive Education*, 24(6), 675-689. <https://doi.org/10.1080/13603116.2018.1482012>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.4>

Cómo citar:

Bakhmat, N., Burenko, M., Krasnov, V., Olianych, L., Balashov, D., Liulchak, S. (2022). Role of e-learning environments in training applicants for higher education in the realities of large-scale military aggression. *Revista Eduweb*, 16(4), 42-51. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.4>

Role of e-learning environments in training applicants for higher education in the realities of large-scale military aggression

El papel de los entornos de aprendizaje electrónico en la formación de los aspirantes a la educación superior en la realidad de la agresión militar a gran escala

Nataliia Bakhmat

bakhmat.nataliya@kpnu.edu.ua

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

Ph.D. hab. (Education), Professor Head of Department of Elementary Education Theory and Methods of Primary Education Faculty of Pedagogics Kamianets-Podilskiy National Ivan Ohienko University, Ukraine.

Maryna Burenko

marynaburenko@gmail.com

<https://orcid.org/0000-0001-9369-802X>

Candidate of Pedagogical Sciences, Docent Department of physical therapy, occupational therapy and physical culture and sports Faculty of rehabilitation pedagogy and social work Municipal institution of higher education "Khortytsk National Educational and Rehabilitation Academy" of the Zaporizhzhia Regional Council, Ukraine.

Volodymyr Krasnov

volodkras@gmail.com

<https://orcid.org/0000-0002-5967-9260>

DMedSci, Full professor Head of Department of pedagogy, psychology, medical and pharmaceutical law Teaching staff's advanced training faculty Shupyk National Healthcare University of Ukraine, Ukraine.

Larysa Olianych

larisa.olyanich26@gmail.com

<https://orcid.org/0000-0002-4924-145X>

Candidate of historical sciences, associate professor Docent Department of History and Socio-Economic Disciplines Kharkiv Humanitarian and Pedagogical Academy, Ukraine.

Dmytro Balashov

balashov05021978@gmail.com

<https://orcid.org/0000-0001-7573-6598>

Candidate of Pedagogical Sciences, Associate Professor of Theory and Methodology of Physical Culture, Sumy State Pedagogical University named after A.S. Makarenko, Ukraine.

Svitlana Liulchak

svitlanal2016@gmail.com

<https://orcid.org/0000-0001-8437-4226>

Candidate of pedagogical sciences, Associate Professor Department of Innovation and Information Technology in Education Educational and scientific institution of pedagogy, psychology, training of specialists of higher qualification, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Ukraine.

Recibido: 07/10/22

Aceptado: 10/12/22

Abstract

Electronic educational environments in the conditions of quarantine restrictions of COVID-19 have become a common phenomenon for the organization of distance educational activities. The purpose of the article is to analyze the role of electronic educational environments in the process of training applicants for higher education. General scientific, pedagogical methods were used. In the results, the general properties of the Internet educational platforms common in Ukraine, the peculiarities of using the Moodle and Prometheus platforms were discussed. The conclusions state that the military actions drew the attention of universities in Ukraine to the formation of their own educational platforms.

Keywords: educational platforms, distance education, the war in Ukraine, electronic educational environments, the Internet.

Resumen

Los entornos educativos electrónicos en las condiciones de COVID-19 se han convertido en un fenómeno común para la organización de actividades educativas. El propósito del artículo es analizar el papel de los entornos educativos electrónicos. En los resultados se discutieron las propiedades generales de las plataformas educativas de Internet comunes en Ucrania, las peculiaridades del uso de las plataformas Moodle y Prometheus. En las conclusiones se afirma que las acciones militares atrajeron la atención de las universidades de Ucrania hacia la formación de sus propias plataformas educativas. Esto es especialmente relevante para las instituciones técnicas y militares de educación superior.

Palabras clave: plataformas educativas, educación a distancia, guerra en Ucrania, entornos educativos electrónicos, Internet.

1. Introduction

The COVID-19 pandemic and quarantine restrictions have created objective conditions for the use of distance learning with the active involvement of communication media and online platforms for teaching, searching for information, and conducting classes.

In the Ukrainian reality, the actualization of distance learning occurred under the influence of Russian military aggression - since February 2022, Ukrainian universities have been working exclusively on the use of electronic educational environments. This approach was a forced step since many universities were located on the line of contact or even in the zone of occupation of the Russian army. Other universities were subjected to military destruction, and their management was unable to ensure the safety of teachers and students, so they were forced to conduct classes remotely. The article aims to analyze the role of electronic educational environments in the process of higher education training in the realities of large-scale military

aggression, to consider the positive and negative experiences of their use in the educational process of distance learning. The realization of this goal required solving the following tasks:

1. Characteristics of common educational platforms and resources
2. Analysis of training of Ukrainian knowledge seekers as a result of using national and international e-learning systems
3. SWOT-analysis of MOODLE platform, which is one of the most common in higher education in Ukraine
4. Development of a model for the formation of the high-quality educational electronic environment.

2. Literature review

Currently, education based on e-learning environments is used at all levels of education, which in turn affects the emergence of many pedagogical studies. Kem (2022) characterized the features of the use of personalized and adaptive learning systems that are used in e-learning. Ayoub et al. (2020) in their empirical study outlined the importance of the Coursera platform by characterizing its main features. Chan et al. (2021) in a monographic study identified the impact of the COVID-19 pandemic on the organization and implementation of education in higher education. The authors paid considerable attention to the importance of information and communication technologies. Pinheiro & Santos (2022) identified the promise of online learning. In addition, these scholars attempted to predict the spread of e-learning use in the future. At the same time, Rajab (2018) investigated the problem of the effectiveness of distance learning in territories where warfare is taking place. suffering from warfare. Bader et al. (2022) characterized the problem of digitalization of education based on the Ukrainian experience. The team of authors also identified the advantages and disadvantages of using modern electronic platforms for digital learning. Tsekhmister et al. (2022) studied current educational trends and technologies. The work of Zahorodna et al. (2022) is also important for this study, which analyzed the features of the formation and development of communicative competence. Tytova & Mereniuk (2022) analyzed the problem of the formation of digital literacy of future teachers against the background of the spread of the Russian-Ukrainian war. Graves (2018) analyzed key aspects of lifelong learning and its relevance to the present. Leon-Martinez & Tapia-Rangel (2020) outlined the importance of adult education based on an analysis of e-courses. However, the mechanisms of improvement of the digital education system are still little explored. In addition, the peculiarities of Ukrainian students' use of educational resources of international significance against the background of the spread of military aggression have not been analyzed.

3. Methodology

This study is formed on the methods of theoretical pedagogical knowledge. In particular, the work used analysis and synthesis. As a result of using content analysis of modern pedagogical literature, the understudied aspects of the problem are highlighted, the relevance of electronic educational environments in the training of applicants for higher education against the background of military aggression of Russia is characterized. Based on predictive method characterized the further importance of electronic educational resources and platforms in the system of training Ukrainian students.

The study also used empirical methods of scientific knowledge. In particular, based on modeling, a model of forming an effective educational environment, taking into account current learning

trends and military realities was made. The paper also includes a SWOT-analysis of the strengths and weaknesses of MOODLE platform, one of the most widespread in Ukrainian higher education.

4. Results and Discussion

Educational distance learning environments in Ukraine: development opportunities

Due to the spread of the COVID-19 pandemic, quarantine restrictions are causing the development of digital education (Vijayashree & Srinivasa, 2021). Learning actors began to increasingly implement distance education through the use of many online platforms, courses, or webinars (Pinheiro & Santos, 2022). The transformation then influenced most educational institutions to adopt new digital educational practices. In order to support education in an uncertain period, the powerful electronic resource “Coursera” was the first to allow universities free access to 3,500 courses (Ayoub et al., 2020).

As a result of full-scale Russian aggression against Ukraine (February 24, 2022) there is a new requirement to expand the network of national digital systems for e-learning. Office of the President of Ukraine in collaboration with UNICEF contributed to the development of several digital learning environments for distance learning for students in Ukraine. (Ministry of Education and Science of Ukraine, 2022). For example, an accessible electronic platform “United Ukrainian University” (UUU) was created.

There are many other opportunities for Ukrainian students to organize effective learning. In particular, in cooperation with Harvard University, Massachusetts Institute of Technology in 2012 the center of e-learning “EdX” was formed. This platform is now open-access and runs on a free system called OpenEdX. A variety of courses, both general and specific, are taught here. In a simplified mode, such online lectures translate some courses held at Harvard and other worldwide academic institutions (Abbasi & Foudi, 2020). There is no charge for Ukrainian students to join these courses, but there is a fee to obtain an official certificate. The educational resource “Udacity” is specifically designed for students in technical fields.

A Ukrainian electronic system called Prometheus allows university professors to distribute and publish courses and lectures for free. Separately, the courses consist of video conferences in which students and everyone else can debate with ejectors. Note that such discussions are open to teachers, academics, students, or anyone else who wishes to participate. Prometheus seminars are always available. The mentioned electronic system also has mobile applications for iOS and Android. The Ukrainian e-resource “Maidan Open University” acts as a remote system to promote the study of civic education. (Ministry of Education and Science of Ukraine, 2022). “Maidan Open University” owns more than 30 free courses for Ukrainian students. On this platform, lectures are organized by well-known Ukrainian professors. As a result of the successful completion of the selected courses, participants are issued a certificate confirming their training on this resource.

Moodle and Prometheus platforms in the context of military realities: peculiarities of use

Moodle platform has gained particular popularity in Ukraine against the background of the deployment of Russian military aggression, which has taken a leading position in many leading universities: Taras Shevchenko Kyiv National University, Ivan Franko Lviv National University,

National University “Lviv Polytechnic”, Volyn National University and so on. The advantages of this educational platform are openness, free of charge (which is also very relevant in conditions of limited funding), and ease of general management. This educational environment is sufficiently flexible in application and meets the requirements for the organization of the distance learning process for both synchronous and asynchronous learning system (Vijayashree & Srinivasa, 2021). The problems with rearranging the new work requirements that many faculty members have had are partially solved by the introduction of preparatory courses. For example, the National University “Of Lviv Polytechnic” introduced a special discipline “Fundamentals of creating a distance learning course on the platform Moodle”, designed for 1 credit ECTS with a practical direction of the main work. (Vega Falcón, 2020). Additional advantages of the Moodle electronic environment in a military environment were a number of features (See Table 1).

Table 1.

The main advantages of the educational electronic environment Moodle

Additional benefits of Moodle	
Ability to upload and share digital documents	Libraries and other information institutions are restricted in the midst of hostilities, exposing them to additional hazards. Teachers have the ability and platform to post their own lecture texts or other instructional materials so that students can access them remotely with the least risk to life and limb.
Open discussion	The possibilities of online chat, discussion of grades, consideration of other issues are supported by the system. This creates a number of advantages in a distance education environment.
Conducting tests and open evaluation log	The platform allows you to arrange open-ended, closed-ended tests, creative tasks, etc. Thanks to this it is possible to determine an objective assessment, which would take into account the performance of various tasks in percentage form.
Versatility	The educational environment based on Moodle is equally functional for the exact and humanities.

Authors’ development

At the same time, certain problems and features of using Moodle in the educational process are relevant, which can determine the future and prospects for further implementation and use of this system in universities (Kaya Keles & Keles, 2018). Despite all the notable benefits of implementing information and communication technologies, some methodological elements of the arrangement of educational and methodological materials and work in this electronic educational environment requires improvement (See Table 2).

Table 2.
Problems of using the Moodle environment

Problems of using the Moodle environment	
Privacy	Only verified users from students and teachers get access to the information in the Moodle system. At the same time, the system cannot guarantee whether this information will not be spread on open platforms (students often use social networks to communicate and spread such information). In addition, everyone with a username and password will have access. For this reason, unauthorized people can gain access to Moodle.
Biased evaluation and restricted access issues	The first problem gives rise to the second: students can turn to their colleagues to help them solve problems. In Ukrainian reality, such cases are quite common. This creates unequal opportunities for others. It is difficult to solve such a problem: it is said about personal logins and the need to change them when you first log in.

Authors' development

For this reason, the use of Moodle has certain challenges, which in the conditions of open military confrontation are extremely relevant. Because of the inability to fully control the educational process, some universities associated with the Ukrainian defense sector have refused to use this platform (Vega Falcón, 2020). Some technical institutions of higher education, which are on other educational electronic environments of their own design, have done the same (Schrenk, 2020).

Another system, which is limitedly used in Ukrainian universities, is the educational environment "Prometheus". This platform is a commercial technology, which can automate the entire educational process. Like Moodle, the environment has a modular structure that allows you to increase, improve and upgrade the content. Advantages can be considered user-friendly interface, automatic execution of administrative functions, general accessibility in understanding the mechanisms of the system, centralized information database, performance, and available technical support. The Prometheus system is much better protected against extraneous interference, works more stably, with less chance of hang-ups. The purpose and functionality of Prometheus can be compared to Moodle, but the popularity of this environment is limited. Weighty disadvantages Prometheus is the high cost of this platform, as well as the range of tools for the development of distance courses, is much easier.

Model for the formation of a quality educational electronic environment

STEP 1.

When forming educational electronic environments, it is necessary first of all to take into account their main objectives. The educational digital environment should contribute to the formation of students' digital competencies, provide learning outcomes that meet the basic requirements of providing key knowledge and professionalism in specific areas of study, structuring educational materials so that students have the opportunity to learn their own level of mastered knowledge

and skills, providing professional mentoring support, etc. (Tytova & Mereniuk, 2022). (See Figure 1).



Figure 1. The main objectives of educational electronic media, which should be considered in the formation of educational electronic media.

Author's development

STEP 2.

Consideration of the main components of e-learning system and outcomes. The introduction of e-learning environments in educational work promotes effective user involvement in learning with information and communication technologies (Bader et al., 2022). By organizing training based on electronic courses, using a variety of tools and resources of electronic environments, participating in project work using modern technologies, students master basic relevant skills of working with electronic materials and information, gradually developing key digital, information, communication competencies, mastering the skills of independent learning activities (See Table 3).

Table 3.

Key elements of electronic educational systems

The main components of the e-learning system	
Open access	We are talking about access to educational curricula, familiarization with the programs of disciplines, practices. Access to publications of electronic libraries and educational resources
Fixation and monitoring	There is a record of the educational process, monitoring the results of the development of certain educational programs.
Formation of the student's electronic portfolio	This step is necessary for individual analysis of the acquired skills of each student. Note that the person-centered approach should be the main one in the e-learning system.
Interaction	Synchronous and asynchronous interaction between participants in the learning process.
Ease of use	Electronic platforms and resources should preferably be user-friendly

Authors' development

STEP 3.

Consideration of modern learning and digital requirements. This study highlights those requirements that characterize the e-learning system as a whole and, according to the authors, are important in the formation of an educational digital environment (See Table 4).

Table 4.

Key requirements for the educational environment (consideration of pedagogical trends and war conditions)

Key requirements	
1.	<p>Functionality</p> <p>The presence in the system of a variety of both educational and purely technical functions. We are talking about forums, chats, course management, analysis of the effectiveness of participants in the learning process</p>
2.	<p>Reliability and security of data</p> <p>This requirement includes not only the convenience of updating content but also the principle of protection from various external influences. During military hybrid attacks, the security of the educational environment is important, so the focus should be on platform security.</p>
3.	<p>Stability</p> <p>Based on the sustainability of the electronic system</p>
4.	<p>Support of basic educational standards</p> <p>Work should be based on the basic standard for e-learning SCORM (the basis for the international exchange of electronic materials, courses, programs).</p>
5.	<p>Development of a knowledge testing system</p> <p>Assessment of the quality of knowledge of students in synchronous or asynchronous learning</p>
6.	<p>Accessibility and usability</p> <p>The convenience parameter makes the platform competitive. The system should be simple, clear, and accessible to use. Learners should not have any barriers to accessing education.</p>
7.	<p>Prospects for the development of the system</p> <p>The e-learning system should be a constantly evolving learning environment.</p>
8.	<p>Quality technical support</p> <p>In wartime, due to various information attacks, maintaining a stable environment is essential. High-quality technical support also implies a quick response and elimination of errors in the system itself.</p>

Authors' development

If all the proposed steps are taken into account, it is possible to create an effective educational electronic environment capable of resisting hybrid threats, to perform its main function, to be understandable to all users.

5. Conclusions

Russian military aggression has prompted a shift toward distance learning. Since the beginning of the COVID-19 pandemic, educational environments have established themselves. In particular, the electronic platform United Ukrainian University (UUU), Prometheus, the Ukrainian electronic resource “Open Maidan University”, etc. was formed. The importance of educational electronic environments in war conditions is extremely important not only in terms of the educational component but also because of safety for the life and health of higher education applicants. Ukrainian students have unique opportunities for mostly free participation in various international and national E-learning systems.

Moodle platform is especially popular in Ukraine, it is popular in many leading universities and has proved itself positively in war conditions. Among its main advantages are high functionality and relative ease of use. At the same time, disadvantages related to security are tangible. The study proposes a certain model for developing an online distance learning environment that can be effective in the face of hybrid information attacks. In particular, we are talking about three systemic steps necessary to form a universal educational environment: determining the main tasks they should solve, taking into account the main components of the e-learning system and their results, addressing modern learning and digital requirements. The proposed paradigm is only theoretical, attempts to further implement it in practice will require additional clarification and research.

6. Bibliographic references

- Abbasi, A., & Foudi, M. (2020). The E-learning future in Algeria. *Journal of Distance Learning and Open Learning*, 8(14), 75-102. <https://doi.org/10.21608/jdlo.2020.78696>
- Ayoub, A., Amin, R., & Wani, Z. A. (2020). Contribution of developed countries towards MOOCs: An exploration and assessment from a representative platform Coursera. *Asian Association of Open Universities Journal*, 15(2), 251-262. <https://doi.org/10.1108/aaouj-03-2020-0016>
- Bader, S., Oleksienko, A., & Mereniuk, K. (2022). Digitalization of future education: analysis of risks on the way and selection of mechanisms to overcome barriers (Ukrainian experience). *Futurity Education*, 2(2), 21–33. <https://doi.org/10.57125/FED/2022.10.11.26>
- Chan, R. Y., Bista, K., & Allen, R. M. (2021). *Online teaching and learning in higher education during COVID-19: International perspectives and experiences*. Routledge.
- Graves, M. R. (2018). Lifelong learning. *SFU Educational Review*, 11(1), 91–96. <https://doi.org/10.21810/sfuer.v11i1.755>
- Kaya Keles, M., & Keles, A. E. (2018). Distance education with Moodle in engineering education: online programming assignments. *Technical Bulletin [Tehnički glasnik]*, 12(1), 27–33. <https://doi.org/10.31803/tg-20180130122812>
- Kem, D. (2022). Personalised and adaptive learning: Emerging learning platforms in the era of digital and smart learning. *International Journal of Social Science and Human Research*, 05(02), 385-391. DOI: 10.47191/ijsshr/v5-i2-02
- Leon-Martinez, J., & Tapia-Rangel, E. (2020). Building New Spaces for Education throughout Life, Aprendo+ Courses. *EDEN Conference Proceedings*, (1), 398–406. <https://doi.org/10.38069/edenconf-2020-ac0038>
- Ministry of Education and Science of Ukraine (2022, March 17). Digital platforms for learning, self-development, and receiving help and verified information. Retrieved July 3, 2022, from

- <https://mon.gov.ua/ua/news/distancijni-platformi-dlya-navchannya-samorozvitku-ta-otrimannya-dopomogi-j-perevirenoyi-informaciyi>
- Pinheiro, M. M., & Santos, V. (2022). Building the future of distance and online learning. *Online Distance Learning Course Design and Multimedia in E-Learning*, 114-141. <https://doi.org/10.4018/978-1-7998-9706-4.ch005>
- Rajab, K. D. (2018). The effectiveness and potential of E-learning in war zones: An empirical comparison of face-to-face and online education in Saudi Arabia. *IEEE Access*, 6, 6783-6794. <https://doi.org/10.1109/access.2018.2800164>
- Schrenk, R. (2020). Distance Learning mit Moodle – Aktuelles aus Österreichs Schulen. *GW-Unterricht*, 1, 51–56. <https://doi.org/10.1553/gw-unterricht158s51>
- Tsekhmister, Y., Malatsai, I., Nechitailo I., Yemelianova, O., Korol O., & Statsenko, N. (2022). Suchasni tendentsii ta aktualni problemy pidhotovky menedzheriv osvity. Current trends and current problems of training of education manager. *Financial and Credit Activity Problems of Theory and Practice*, 6(41), 556–563. <https://doi.org/10.18371/fcaptp.v6i41.251532>
- Tytova, N., & Mereniuk, K. (2022). Digital literacy of future teachers in the realities of large-scale military aggression (Ukrainian experience). *Futurity Education*, 2(3), 43–54. <https://doi.org/10.57125/FED/2022.10.11.13>
- Vega Falcón, V. (2020). Moodle Research Software: Emotional Context in Ecuadorian Higher Education. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3546621>
- Vijayashree, L., & Srinivasa, S. (2021). Covid 19 and stress among students. *South Asian Journal of Marketing & Management Research*, 11(7), 1–9. <https://doi.org/10.5958/2249-877x.2021.00049.7>
- Zahorodna, O., Saienko, V., Tolchieva, H., Tymoshchuk, N., Kulinich, T., & Shvets, N. (2022). Developing communicative professional competence in future economic specialists in the conditions of postmodernism. *Postmodern Openings*, 13(2), 77-96. <https://doi.org/10.18662/po/13.2/444>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.5>

Cómo citar:

Samodumska, O., Pushkarova, T., Hrytsenko, O., Zahorulko, M., & Pshenychna, I. (2022). Professional and pedagogical training of future students of higher education with elements of gamification. *Revista Eduweb*, 16(4), 52-64. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.5>

Professional and pedagogical training of future students of higher education with elements of gamification

Formación profesional y pedagógica de futuros estudiantes de educación superior con elementos de gamificación

Olena Samodumska

samodumska@gmail.com

<https://orcid.org/0000-0002-7884-8138>

Doctor of Pedagogical Sciences, Professor Department of Education and Management of an Educational institution Classic private university, Zaporozhye, Ukraine.

Tamara Pushkarova

pushkaryovat@gmail.com

<https://orcid.org/0000-0001-7611-9516>

Doctor of Pedagogical Sciences, professor, member of the Board of Directors. NAPN, Head of Department of Project Activities Institute of Modernization of the Content of Education, Ukraine.

Oleksandr Hrytsenko

catamaran@ukr.net

<https://orcid.org/0000-0001-7380-9159>

Director LLC "Rostok A.V.T.", Sumy, Ukraine.

Maryna Zahorulko

zagorul_ko@ukr.net

<https://orcid.org/0000-0002-9677-2130>

Candidate of Pedagogical Sciences, Researcher Department of International Relations and Scientific Cooperation Institute of Pedagogy of the National Academy of Educational Sciences of Ukraine, Ukraine.

Iryna Pshenychna

pshenychna04@gmail.com

<https://orcid.org/0000-0002-0602-2994>

Candidate of Pedagogical Sciences, Associate Professor Department of Philology and Translation, Institute of Law and Modern Technologies Kyiv National University of Technologies and Design Kyiv, Ukraine.

Recibido: 02/11/22

Aceptado: 02/12/22

Abstract

In particular, in order to comprehensively provide applicants with the necessary didactic and developmental materials, to create a functional educational space, it is advisable to use gamification as a promising method to improve the educational process. This paper reviews research publications reflecting the degree of effectiveness and functional possibilities of game mechanics application in the educational environment. It has been established that the application of game mechanics has a particularly effective effect on

career guidance processes. The augmented reality technology contributes to the learning material assimilation, and the game learning environment allows future students to realize their creative potential.

Keywords: pre-university training, gamification, game-based learning.

Resumen

En particular, con el fin de proporcionar de forma integral a los aspirantes los materiales didácticos y de desarrollo necesarios, para crear un espacio educativo funcional, es aconsejable utilizar la gamificación como un método prometedor para mejorar el proceso educativo. En este trabajo se revisan las publicaciones de investigación que reflejan el grado de eficacia y las posibilidades funcionales de la aplicación de la mecánica del juego en el entorno educativo. Al mismo tiempo, la aplicación de la mecánica del juego tiene un efecto especialmente eficaz en los procesos de orientación profesional. La tecnología de realidad aumentada contribuye a la asimilación del material de aprendizaje, y el entorno de aprendizaje del juego ofrece a los futuros estudiantes la oportunidad de desarrollar su potencial creativo.

Palabras clave: formación preuniversitaria, gamificación, entorno educativo.

1. Introduction

Gamification in professional pedagogical training is a method of significantly expanding the functionality of this process. Preparation of future applicants for higher education is a complex task that confronts higher education professionals. In the context of this stage of professional development of the latter, it is necessary to create a qualitatively new environment, which will provide applicants with the necessary skills, and moreover, the formation of a new style of thinking and learning, which is necessary for them in the future. Content-based training within higher education involves professionally-oriented learning activities, which are quite different from the usual educational strategies of secondary school (Anastasiadis, Lampropoulos & Siakas, 2018). Accordingly, the transition phase is an important component of ensuring the proper quality of professional training. We can notice that gamification in this context is an auxiliary resource that expands the interventions of specialists in this direction. In particular, gamification can help to create a unified system of methods that will meet the goals of university preparation and combine the content of the material provided to applicants.

Currently, the implementation of game-based mechanics in the learning environment is widespread, which is due to the need to find options for solving educational challenges facing the participants of educational interaction in a new social context. Most such challenges and constraints are due to the socio-economic and political transformations of recent years. We can observe significant changes in didactic practice caused by quarantine restrictions due to the epidemiological situation caused by the spread of

COVID-19 (Teräs, Suoranta, Teräs & Curcher, 2020; Daniel, 2020; Pérez-Calderón, Prieto-Ballester & Miguel-Barrado, 2021). Based on the experience of this period, we can talk about the feasibility of digitalization of the educational process. The use of information and communication technologies in higher education has significant advantages, but it is necessary to consider the need for systemic innovation in education, given the sensitivity of students' academic performance to a number of factors that are influenced in this case. The way of systemic innovation is analyzed in the theoretical treatment of the problem, given the wide representation in the research sources. On the contrary, we can note that the creation of a single model that meets the needs of educators in different sociocultural contexts is impossible, given the characteristic differences of educational strategies. Accordingly, the proposed model requires refinement in each particular case of application.

At the same time, an urgent task for specialists in this sector is the development of comprehensive educational projects aimed specifically at applicants. In this case, it is necessary to integrate such fundamental components of professional and pedagogical training as assimilation of educational material, development of multi-context skills (in particular learning skills), adaptation to a new social and simultaneously learning environment, mastering digital literacy. A separate component is to ensure the principles of lifelong learning underlying this stage of professional training (Guerreiro-Santalla, Bellas & Duro, 2020). An attempt to solve this problem is embodied in the empirical stage of this work. The development of professional-pedagogical training program for future higher education applicants involves taking into account the above categories and conducting pilot studies.

2. Theoretical Framework

The currently available research works summarizing the experience of researchers of the twentieth century on the effectiveness of game technologies application in the process of students' training reveal this issue within the framework of a comprehensive approach. In particular, the cataloging and categorization of publications in this area gives us an opportunity to give certain conclusions regarding the appropriateness of such an intervention in the training of future applicants for higher education. Yes, gamification is predominantly used as a method of increasing students' motivation to perform academic tasks (Putz, Hofbauer & Treiblmaier, 2020). Techniques focused on tracking students' progress and learning achievements are widespread. The leading motive of the latter application is a modification of quantitative indicators of the educational process.

Turning to the question about the feasibility of this method of educational process innovation, it is necessary to take into account the results of relevant meta-analyses and literature reviews on the topic. Thus, it was found that research works aimed at evaluating the effectiveness of the application of these techniques are predominantly characterized by a positive orientation (Majuri, Koivisto & Hamari, 2018). The predominant design in these works is quasi-experimental and experimental plans. According to the results,

gamification promotes academic success, motivation of students to fulfill academic plans (Manzano-León et al., 2021).

We can notice an insufficient representation of gamification methods in pedagogical practice, which promote the qualitative study of educational material, in-depth study of individual academic topics. In this case, specialists of higher education institutions more often turn to traditional technologies that correspond to the existing strategies. It is necessary to research and, in particular, to implement new variations of gamification embodiment in educational tradition, to solve the problem of comprehensive improvement of the learning process, which will include not only the increase in rating success and curriculum implementation but also substantive creative processing of key topics in each discipline (Kim, Song, Lockee & Burton, 2018). In particular, a promising direction is the implementation of gamification technology in the field of research papers, which is often an integral part of the professional training of higher education applicants.

It is noteworthy that gamification has pronounced demographic and psychosocial dynamics. At this stage of topic processing, there is evidence of differences in the level of learning effectiveness of students of different genders under the conditions of game component implementation in the learning environment. Moreover, the type of game intervention introduced is significant. So, classical game mechanics has a more pronounced influence on male students' performance (in particular, control of success and competition), for groups of female students, it is reasonable to apply techniques aimed at social components (cooperation, recognition). Personality dispositions are also significant, modifying the measure of gamification's impact on student success (Denden et al., 2021). The use of gamification techniques in different student communities requires a preliminary assessment of the feasibility of such an intervention and a prediction of the resulting effect. In this context, the use of LMS systems is appropriate as having a perspective in assessing the learning progress of significant groups of students without the need for additional assessment and testing (Riestra-González, del Puerto Paule-Ruíz & Ortin, 2021).

It is noteworthy that gamification is closely related to the digitalization of education. Due to the amount of preparation of educational material by educators, the use of off-the-shelf digital platforms for gamification interventions is a pronounced trend in current practice. Existing templates and digital environments simplify the process of retranslation of educational material without the need to create the latest didactic developments, which in particular is of great importance in the context of the crisis conditions of today. Simplification of the process of transformation of the information array for students' assimilation provides more space for implementation of tangential teaching and educational tasks within the framework of professional and pedagogical training. In fact, it may be noted that the proliferation of game mechanics in the educational tradition is a direct consequence of the introduction of ICT into the learning process (Saleem, Noori & Ozdamli, 2022). Separately, the spread of augmented and virtual environment technologies should be noted. The latter, in particular, have significant potential for

application in the traditional learning paradigm. Currently, researchers have established that AR- and VR-technologies can be helpful in implementing STEM education principles (Tsekhmister, Kotyk, Matviienko, Rudenko & Ilchuk, 2021). At the same time, they serve as additional material for solving applied and visual learning tasks. For a broader treatment of the presented topic, it was decided to take this category into account when collecting empirical material.

The research developments indicate significant changes in teachers' self-perception of their own digital literacy, which reflects the social transformations of recent years. For example, students rate their own instrumental abilities quite highly, while at the same time they rate the critical processing of information arrays offered by the ICT environment quite low. The issue of the moral and reflective components of this process also remains open. Pedagogical workers are faced with the task of mastering the students' skills in transferring their own skills of interaction with the digital environment to the learning space (Toma, Diaconu & Popescu, 2021). Thus, the problem of systemic transformation accompanying the gamification of the educational process is also relevant. The introduction of game mechanics requires substantive justification of their use in the system of higher education, which is limited to STEM-education modeling and is not presented in the scientific discourse of Ukrainian space (Järvis, Tambovceva & Virovere, 2021). Nevertheless, it should be noted that gamification so far has an additional meaning in relation to the educational model of modernity (Prokopenko, 2021). At this stage of the development of educational traditions, the digital resource does not act as a full-fledged replacement but serves more as a space to maintain the proper level of quality of educational services provided in crisis conditions. Thus, we remain within the methodological dilemma, since the situation of wide implementation of the latest educational technologies makes it impossible to develop a full-fledged model of this process in time, while the applied dimension of this problem is realized and provides the functionality of education in the world. The continuation of research activities in this direction will likely contribute to solving the existing problems of digitalization of education and the search for new tools to improve the educational process, in which most countries exist. Deepening the process of gamification, in particular, in our opinion, allows us to form a new vision of the integrated application of innovative technologies (Monroy García, Llamas-Salguero, Fernández-Sánchez & Carrión del Campo, 2020).

3. Methodology

The presented research work is based on the method of formative experiment. A program of professional and pedagogical training for future higher education students was developed, which corresponds to the basic principles identified in the literature review. A short-term program was chosen, designed to be delivered in weekly three-day intensives over a period of one month. Each intensive, lasting an average of 5 hours, includes a separate theoretical block for students to work through, presented in different didactic techniques. In particular, the general program includes separate game mechanics, augmented environment technologies, and game-based learning environment. The program involves 425 high school students who are planning to enter higher education

institutions this year. The formative experiment was implemented based on educational institutions of different regions of Ukraine, which makes it possible to evaluate the effectiveness of these interventions in the conditions of a heterogeneous socio-psychological, demographic and educational base of future students. In particular, the program involved students of Zhytomyr City Gymnasium №3 (Zhytomyr), Ternopil Secondary School №11 (Ternopil), Samchyky Secondary School №11 (Samchyky, Khmelnytsky region), Bagachan Secondary School № 1 (Velyka Bagachka, Poltava region) and Rivne Secondary School №20 (Rivne). The content of the proposed program can be provided by the authors upon request. Now we present the plan-program of this cycle of intensives, which highlights the applied teaching techniques integrated into the process of training future students (Table 1).

Table 1.

Program of professional and pedagogical training of applicants with elements of gamification

Thematic training modules (the length of each module varies depending on the needs of the group)	Learning technologies used		
	Group 1 (control)	Group 2 (exp.)	Group 3 (exp.).
Module 1: Routine assessment of students' knowledge, skills, and abilities. Learning style	Knowledge testing method, workshop, instructional discussion	Knowledge test method (Quizziz)	Knowledge test method (quest system)
Module 2. Diagnosis and development of students' creative skills. Divergence	Group and individual visual learning	Game-based learning environment (role play)	Game design (Classtime)
Module 3. Vocational guidance. Motivation. The idea of "related work" by H. Skovoroda	Model of the situation of emotional and moral experience	Learning discussion (progress line)	Role play (narrative, avatars)
Module 4. Multi-contextual skills, soft-skills. Digital Literacy	Learning discussion, individual work	Cognitive game (Quizziz)	Game-based learning environment (Classcraft)
Module 5. The concept of lifelong learning. Mastering the educational model of higher education.	The ready-made knowledge method	The method of ready knowledge, case analysis	Role Playing (Narrative, Scores)
Module 6. Self-education. Development of the skills of independent learning	Case analysis, ready-made knowledge method	Learning discussion, independent work	Game Learning Environment (Classcraft)
Module 7. A healthy level of competition in educational activities. Testing	Frontal questioning, graphic work	Business game (narrative, points)	Business game (Kahoot)
Module 8. Preparing to pass the MST and NMT. Mastering the educational material	Quizzes, workshops	Flashcards, cognitive game (Quizziz)	AR technology (Clayerboks)

Authors' development

Since the classes were conducted in the online format, taking into account the current situation in the country and the territorial dispersion of the respondents, the subjects were distributed into groups: the first training group was implemented in the traditional educational model (without the use of the above-mentioned technologies), the training model for the second and third training groups is presented above. It should be noted that during the first session a diagnosis of the educational capabilities of applicants, a socio-psychological assessment were carried out and information on gender, age, and demographic features of established study groups was collected. To measure the above characteristics, training tests used to prepare for the NMT were applied, in addition, a psychological survey according to the model proposed by Kostruba (2018) was conducted to assess the socio-psychological features of the formation of students of different specialties. In this case, we take into account a number of key aspects of the psychological profile of future higher education applicants, which is presented in the next section of the presented work.

Note that it was decided to use digital resources to implement game components, as we consider the process of gamification as a possible resource to solve the methodological crisis of digitalization of our time. Thus, the proposed program for the training of the second training group used the Quizziz platform (<https://quizizz.com>), providing the possibility to track progress throughout the training program, as well as to evaluate the effectiveness of virtual currency technology. For the third training group, it was decided to choose several different ICT platforms, which would provide the opportunity to evaluate the effectiveness of different types of interventions. In particular, we used Classcraft learning and game environment (<https://www.classcraft.com>), a resource for team games, and designing Classtime (<https://www.classtime.com/ru>), an application for AR visualizations of geometric objects. Cleverbooks (<https://www.cleverbooks.eu>) and Kahoot (<https://kahoot.com>), a common resource for competitive testing in the Ukrainian educational tradition. In Table 2 we will provide details on the applied technologies and their functional significance according to the taxonomy developed by Toda et al., (2019).

Table 2.

Functional significance of the gamification techniques used in this program

Technology	Performance Components	Environmental Components	Social Components
Cognitive Game (Quizziz)	Progress, scores	Economics, choice	Puzzles, competitions
Business Game (Kahoot)	Progress, Statistics	Choice, time	Puzzles, competitions
AR Technology (Clayerboks)	Achievement	Choices	Cooperation
Game Environment (Classcraft)	Progress, Statistics, Levels	Economy, choice, chance	Reputation
Game Design (Classtime)	Getting there	Choice, time	Cooperation, narrative.
Role Play	Achievement	Choice, time, economy, chance	Reputation, cooperation,

			competition, social pressure, narrative, puzzles
Learning Discussion	Progress	Choice	Narrative
Business Game	Progress, scores	Choice	Narrative
Quest System	Achievement	Economy, Choice	Narrative, competition, cooperation

Developed from Toda et al., 2019

Accordingly, we can talk about the broader functionality of game mechanics in the direction of multi-context skills development in future higher education applicants, which contributes to the overall preparation for further professional development (Kalogiannakis, Papadakis & Zourmpakis, 2021). In particular, role-playing game mechanics is the most functional, contributing to the development of soft-skills, as well as the quest-system, which is effective for processing learning material. Preliminarily it can be noted that the use of digital resources often causes the creation of a new barrier in the interaction of teachers, which prevents the establishment of interpersonal contacts. Accordingly, it is necessary to take into account this aspect in planning the curriculum.

At each stage of the above-presented professional-pedagogical training program for applicants, a group discussion was held to identify the obstacles and limitations caused by the chosen form of educational interaction. Accordingly, the results of group conversations were analyzed using quantitative methods and corresponding generalizations are given below. Let us also note that at the end of the preparatory program a final test was conducted two weeks after the last session. Based on the results of the testing, the effectiveness of the implementation of these interventions was determined. Mathematical and statistical analysis was carried out using R Studio software, the following methods of quantitative analysis were embodied: testing of the hypothesis of equality of mean values of two dependent samples by Wilcoxon criterion, two independent samples by Student's t-criterion and one-factor dispersion analysis (ANOVA).

4. Results and Discussion

According to the results of preliminary and final diagnostics, we managed to establish characteristic regularities reflecting the degree of efficiency of game mechanics influence on the learning material and formation of multi-contextual skills by future students. In particular, we can speak about the correspondence of this innovation to the tasks of professional-pedagogical training of the latter. The corresponding results of mathematical and statistical analysis are presented in the extended visualization in figure 1.

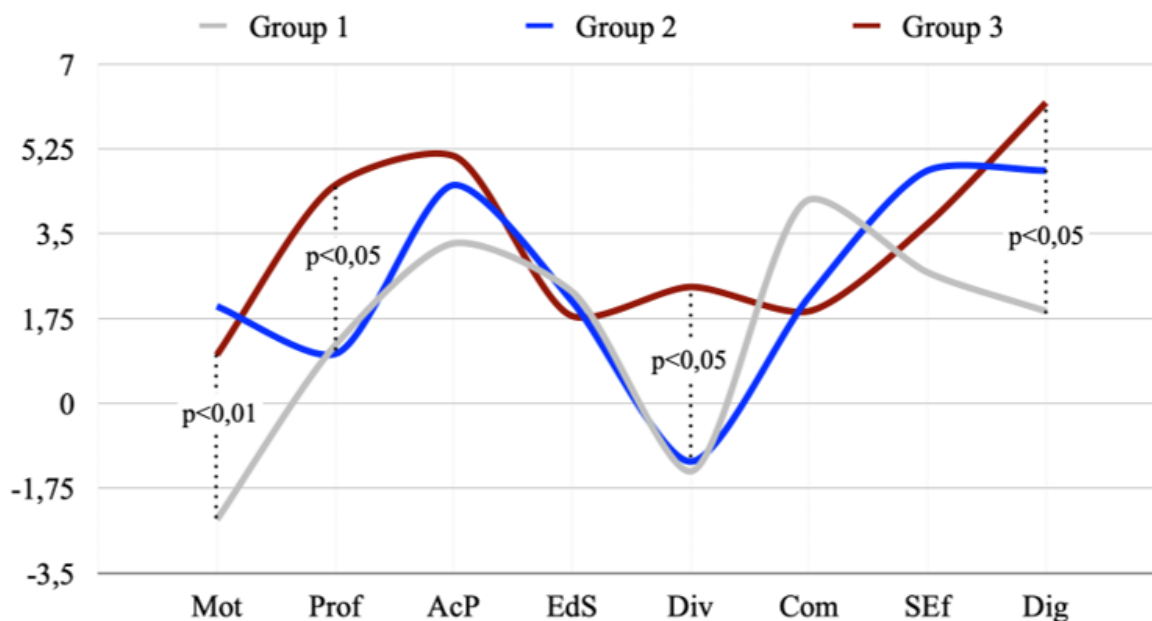


Figure 1. Visualization of statistically significant differences in the diagnostic results of the studied groups before and after the training program

The diagram shows a statistically significant difference in the test results of each of the training groups at the beginning of the training program and the end. The corresponding indicators are labeled as follows: Mot - learning motivation index, PrS - professional self-determination, AcP - academic achievement, EdS - learning skills, Div - divergent thinking, Com - communication skills, SEf - self-efficacy, Dig - digital literacy. In accordance with the results obtained, it can be noted that the use of game technology is effective with regard to such characteristics of future students as learning motivation ($p < 0.01$), professional self-determination, divergent thinking, and digital literacy ($p < 0.05$). Let us also note that according to the results of the one-factor analysis of variance it was determined that to a greater extent the dynamics is traced on these indicators in group 3, which indicates the effectiveness of the selected methods (in particular, the use of game learning environment, conducting role-playing games and game design). Complementing the results obtained, we present below the generalized results of the discussion with the respondents of the implemented educational techniques (Table 3).

Table 3.
Results of applicants' assessment of the gamification of the training process

Technology	Evaluation [1; 10]	Advantages	Limitations
Cognitive Game (Quizziz)	7,2	Assimilation of material, knowledge control	Lack of interactive aspect
Business Game (Kahoot)	5,1	Competition, knowledge control	Time constraints, competition
AR Technology (Clayerboks)	8,9	knowledge control	Sectoral limitations
Game Environment (Classcraft)	7,0	Visibility, interactivity	Gameplay, lack of communication
Game Design (Classtime)	8,1	Relevance, increase in motivation	Insufficiency of the interface
Role Play	9,5	Self-realization, independence	Requires skills from the teacher, exhaustion
Learning Discussion	4,1	The plot, inclusion in the process, motivation	Prior training, low motivation
Business Game	2,3	Processing of the material	Complexity, prior training
Quest System	7,1	Mastering practical skills	The need to perform tasks

Authors' development

According to the applicants' assessments, it can be noted that role-playing game mechanics and AR-technologies are most easily perceived, while the business game and tutorial discussion approximating the traditional form of educational interaction are evaluated sharply negatively. At the same time, we note that students most often emphasize such disadvantages of gamification systems as: time limitations, lack of interactive components, and communication. Accordingly, we can conclude that it is necessary to introduce technologies that will provide direct interaction with the teacher and other participants in the learning process. Gamification, given the grades, should perform a sensemaking role and give learning a new connotation, which will stimulate students to independent cognitive activity. At the same time, we repeatedly face significant limitations: the need for long-term training of teachers, the development of methodological materials and programs that meet the current requirements of the educational institution, and the needs of teachers. Currently, we can note that the best option is the use of hybrid systems that modify the process of assessment and applied learning, as well as the development of narrative designs that can be used for a wide range of educational programs.

In conclusion, we note that according to the learning outcomes of the respondents, depending on their demographic and psychosocial characteristics, we can provide predictive conclusions. The results of the presented analysis allow us to take this aspect into account when developing training programs for applicants in each study group, taking into account its specificity. In particular, for future male students it is more effective to introduce game mechanics relying on the productive component (rating, progress,

achievements, and scores), while for women social games are more effective ($p < 0.05$). No characteristic patterns of age, socioeconomic and regional differences among applicants have been established. Accordingly, we can talk about the probability of developing a unified national program of professional and pedagogical training of future applicants for higher education. According to the results of the analysis of the psychoemotional and psychosocial profile, we can note that the level of social adaptation does not play an important role in the context of involvement in game mechanics. Thus, gamification can serve as a basis for the modernization of inclusive education as well as a resource for students' socialization. Basic personality dispositions are an important factor in this direction: introverted students are less inclined to engage in game interaction with productive components, preferring environmental and social ($p < 0.005$). Neuroticism is a suppressive factor, which makes it impossible for future students to fully realize their creative potential ($p < 0.05$). In addition, the openness of experience has the strongest effect on the effectiveness of such interventions ($p < 0.005$). Consequently, preliminary psychodiagnostics of the study group is advisable in order to develop the most productive program.

5. Conclusions

The introduction of game mechanics in the learning process is an innovative method to improve the latter, which allows not only to increase students' motivation but also solves urgent methodological problems of higher education. In particular, the proliferation of ICTs in educational practice requires specialists to be able to adapt to the new context of educational interaction in a systematic way. Gamification may serve as an important resource in this context. In addition, the task of ensuring lifelong learning, which requires the development of a state-of-the-art program of professional-pedagogical training for future higher education applicants, is relevant. To innovate this program, it is advisable to use game methods in the learning environment, taking into account the need to solve a set of tasks that a specialist faces under time and financial resource constraints.

The idea of combining game mechanics and a learning-game environment taking into account the possibility of independent learning of future students without the need to provide direct interaction with the teacher has a significant perspective. Digitalized learning games serve as an important auxiliary resource for learning material assimilation, while social games (role-playing, business, and game design) contribute to the multi-contextual skills of applicants. In addition, it is advisable to use AR-technologies for practical classes, which contributes to the assimilation of the material by future students. Gamification increases the level of motivation for learning, improves the dynamics of career guidance processes.

In practice, the specialists of this direction should take into account the peculiarities of the training group, in which the implementation of game methods is planned. In particular, it is necessary to take into account the gender and age peculiarities of the group, the personal dispositions of students, and their educational motives. The system approach to

the implementation of educational innovations provides the most possible effective influence within the set task.

6. Bibliographic references

- Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2018). Digital game-based learning and serious games in education. *International Journal of Advances in Scientific Research and Engineering*, 4(12), 139-144. DOI: <http://doi.org/10.31695/IJASRE.2018.33016>
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, 49(1), 91-96. DOI: <https://doi.org/10.1007/s11125-020-09464-3>
- Denden, M., Tlili, A., Essalmi, F., Jemni, M., Chen, N. S., & Burgos, D. (2021). Effects of gender and personality differences on students' perception of game design elements in educational gamification. *International Journal of Human-Computer Studies*, 154, 102674. DOI: <https://doi.org/10.1016/j.ijhcs.2021.102674>
- Guerreiro-Santalla, S., Bellas, F., & Duro, R. J. (2020). Artificial intelligence in pre-university education: what and how to teach. *Multidisciplinary Digital Publishing Institute Proceedings*, 54(1), 48. DOI: <https://doi.org/10.3390/proceedings2020054048>
- Järvis, M., Tambovceva, T., Virovere, A. (2021). Scientific innovations and advanced technologies in higher education. *Futurity Education*, 1(1). 13-22. DOI: <https://doi.org/10.57125/FED.2022.10.11.2>
- Kalogiannakis, M., Papadakis, S., & Zourmpakis, A. I. (2021). Gamification in science education. A systematic review of the literature. *Education Sciences*, 11(1), 22. DOI: <https://doi.org/10.3390/educsci11010022>
- Kim, S., Song, K., Lockee, B., & Burton, J. (2018). What is gamification in learning and education? In *Gamification in learning and education* (pp. 25-38). Springer, Cham. DOI: https://doi.org/10.1007/978-3-319-47283-6_4
- Kostruba, N. (2018). Comparison Socio-Psychological Characteristics of Professional Development of Students of Different Specialties (Spiritual and Secular Universities). *Psychological Prospects Journal*, 31 (Jul. 2018), 153–170. DOI: <https://doi.org/10.29038/2227-1376-2018-31-153-170>
- Majuri, J., Koivisto, J., & Hamari, J. (2018). Gamification of education and learning: A review of empirical literature. In *Proceedings of the 2nd international GamiFIN conference, GamiFIN 2018*, 2. URL: <http://urn.fi/urn:nbn:de:0074-2186-5>
- Manzano-León, A., Camacho-Lazarraga, P., Guerrero, M. A., Guerrero-Puerta, L., Aguilar-Parra, J. M., Trigueros, R., & Alias, A. (2021). Between level up and game over: A systematic literature review of gamification in education. *Sustainability*, 13(4), 2247. <https://doi.org/10.3390/su13042247>
- Monroy García, F. A., Llamas-Salguero, F., Fernández-Sánchez, M. R., & Carrión del Campo, J. L. (2020). Digital technologies at the pre-university and university levels. *Sustainability*, 12(24), 10426. DOI: <https://doi.org/10.3390/su122410426>

- Pérez-Calderón, E., Prieto-Ballester, J. M., & Miguel-Barrado, V. (2021). Analysis of digital competence for Spanish teachers at pre-university educational key stages during COVID-19. *International Journal of Environmental Research and Public Health*, 18(15), 8093. <https://doi.org/10.3390/ijerph18158093>
- Prokopenko, O. (2021). Technological challenges of our time in the digitalization of the education of the future. *Futurity Education*, 1(2), 4–13. <https://doi.org/10.57125/FED/2022.10.11.14>
- Putz, L. M., Hofbauer, F., & Treiblmaier, H. (2020). Can gamification help to improve education? Findings from a longitudinal study. *Computers in Human Behavior*, 110, 106392. DOI: <https://doi.org/10.1016/j.chb.2020.106392>
- Riestra-González, M., del Puerto Paule-Ruíz, M., & Ortin, F. (2021). Massive LMS log data analysis for the early prediction of course-agnostic student performance. *Computers & Education*, 163, 104108. DOI: <https://doi.org/10.1016/j.compedu.2020.104108>
- Saleem, A. N., Noori, N. M., & Ozdamli, F. (2022). Gamification applications in E-learning: A literature review. *Technology, Knowledge and Learning*, 27(1), 139-159. DOI: <https://doi.org/10.1007/s10758-020-09487-x>
- Teräs, M., Suoranta, J., Teräs, H., & Curcher, M. (2020). Post-Covid-19 education and education technology ‘solutionism’: A seller’s market. *Postdigital Science and Education*, 2(3), 863-878. DOI: <https://doi.org/10.1007/s42438-020-00164-x>
- Toda, A. M., Klock, A. C., Oliveira, W., Palomino, P. T., Rodrigues, L., Shi, L., ... & Cristea, A. I. (2019). Analysing gamification elements in educational environments using an existing Gamification taxonomy. *Smart Learning Environments*, 6(1), 1-14. DOI: <https://doi.org/10.1186/s40561-019-0106-1>
- Toma, F., Diaconu, D. C., & Popescu, C. M. (2021). The use of the kahoot! learning platform as a type of formative assessment in the context of pre-university education during the covid-19 pandemic period. *Education Sciences*, 11(10), 649. DOI: <https://doi.org/10.3390/educsci11100649>
- Tsekhmister, Y. V., Kotyk, T. M., Matviienko, Y. S., Rudenko, Y. A., & Ilchuk, V. V. (2021). La efectividad de la tecnología de realidad aumentada en la educación STEAM. *Apuntes Universitarios*, 12(1), 250–267. DOI: <https://doi.org/10.17162/au.v11i5.932>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.6>

Cómo citar:

Vizniuk, I., Dzekan, O., Dolynnyi, S., Fomin, O., Fomina, N., & Ordatii, N. (2022). Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes. *Revista Eduweb*, 16(4), 65-77. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.6>

Ukrainian experience of the pedagogical training of medical specialists in the context of European integration processes

Experiencia ucraniana de formación pedagógica de médicos especialistas en el contexto de los procesos de integración europea

Inessa Vizniuk

innavisnjuk@gmail.com

<https://orcid.org/0000-0001-6538-7742>

Doctor of psychological sciences, professor Department of Psychology and Social Work Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine.

Olga Dzekan

intmed1@vnmdu.edu.ua

<https://orcid.org/0000-0002-5296-7075>

Associate professor of internal medicine department No. 1 of Vinnytsia National Medical University M.I. Pirogov, Vinnytsia, Ukraine.

Serhii Dolynnyi

dolynnyis@gmail.com

<https://orcid.org/0000-0003-3555-5818>

Doctor of Philosophy (Phd), assistant Department of Psychology and Social Work Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University, Vinnytsia, Ukraine.

Oleksandr Fomin

vnmduadmission@gmail.com

<https://orcid.org/0000-0002-0420-4655>

PhD, Associate Professor of the Department of Surgery No. 1 National Pirogov Memorial Medical University, Head of the Injury Clinic of the Military Medical Clinical Center of the Central Region, colonel of the Medical Service, Vinnytsya, Ukraine.

Nadiia Fomina

vnmdu@gmail.com

<https://orcid.org/0000-0003-3877-7563>

PhD, Associate Professor of the Department of microbiology National Pirogov Memorial Medical University, Vinnytsya, Ukraine.

Nataliia Ordatii

foredean@vnmdu.edu.ua

<https://orcid.org/0000-0002-8100-2790>

Assistant National Pirogov Memorial Medical University, postgraduate VSPU named after Mykhailo Kotsiubynskyi, Vinnytsya, Ukraine.

Recibido: 02/11/22

Aceptado: 02/12/22

Abstract

Modern European integration aspirations of Ukraine cover various aspects of social development, in particular medicine. Research the newest methods of training medical

workers for the Ukrainian system of training medical workers is an extremely relevant topic. The purpose of the article is to analyze the Ukrainian experience of the peculiarities of pedagogical training of medical workers in the context of European integration processes. The main methods used in the work are general scientific methods (synthesis, analysis, deduction, and induction). The results determined the essence of the main pedagogical components used in the structure of the professional education of medical workers.

The peculiarities of the formation of the pedagogical competence of medical workers in the light of European integration were separately investigated, attention was paid to its main elements, which are important to introduce into the Ukrainian training system and which meet the requirements of the Bologna system. The social and practical aspects of pedagogical training of medical workers, which are already applied as a result of European integration processes in the education of Ukraine, are characterized. The conclusions emphasize the need for further transformations in the field of training medical workers, in connection with the further use of European experience.

Keywords: pedagogical competence, formation, medical workers, Ukraine, European integration.

Resumen

Las modernas aspiraciones de integración europea de Ucrania abarcan varios aspectos del desarrollo social, en particular la medicina. La investigación de los métodos más novedosos de formación de trabajadores médicos para el sistema ucraniano de formación de trabajadores médicos es un tema de gran relevancia. El propósito del artículo es analizar la experiencia ucraniana de las peculiaridades de la formación pedagógica de los trabajadores médicos en el contexto de los procesos de integración europea. Los principales métodos utilizados en el trabajo son los métodos científicos generales (síntesis, análisis, deducción e inducción). Los resultados determinaron la esencia de los principales componentes pedagógicos utilizados en la estructura de la formación profesional de los trabajadores médicos. Se investigaron por separado las peculiaridades de la formación de la competencia pedagógica de los trabajadores médicos a la luz de la integración europea, se prestó atención a sus principales elementos, que son importantes para introducir en el sistema de formación ucraniano y que cumplen los requisitos del sistema de Bolonia. Se caracterizan los aspectos sociales y prácticos de la formación pedagógica de los trabajadores médicos, que ya se aplican como resultado de los procesos de integración europea en la educación de Ucrania. Las conclusiones subrayan la necesidad de nuevas transformaciones en el ámbito de la formación de los trabajadores médicos, en relación con el mayor uso de la experiencia europea.

Palabras clave: competencia pedagógica, formación, trabajadores médicos, Ucrania, integración europea.

1. Introduction

The development of modern medicine implies a permanent renewal of educational approaches since new treatment methods require appropriate coverage for future specialists. Obviously, the main reference point on the way to the transformation of the educational sector in Ukraine will be the European experience, arising from the European integration policy of Ukrainian governments in the XXI century. Integration of Ukrainian medical science in the world community is accompanied by the processes of international convergence, combined with the preservation of national notable features that determine the features of national cultural and educational tradition. Accordingly, the study of peculiarities of the application of this experience in Ukrainian realities is extremely relevant, as well as the reverse process, designed to determine how integration processes positively influence the possibility to apply some forms of training of medical students in European countries. Posing such a question has its basis since the use of various methods of pedagogical training under martial law is an understudied practice. The article aims to analyze the Ukrainian experience of peculiarities of pedagogical training of medical workers in the context of European integration processes. The realization of this goal requires the study of certain aspects related to the functioning of medical education in Ukraine. Accordingly, the main objectives of this research are as follows:

1. Defining the content of the pedagogical component in the structure of medical professionals' professional activities
2. Study of peculiarities of formation of pedagogical competence of medical workers in the light of European integration
3. Characteristics of social and practical aspects of pedagogical training of medical workers on the background of Euro-integration processes in Ukraine

2. Theoretical Framework or Literature Review

A content analysis of contemporary scientific literature is an important part of this theoretical study, the methodological basis of which is drawn mainly from European and American authors. Custers & Cate (2018) characterized the development of medicine in Europe and the United States through the lens of historiosophic reflection. In particular, Laufer et al., (2021) investigated the main contemporary innovations in the medical education environment, pointed out the peculiarities of the use of some distance models in the training of higher education applicants. Lekic et al., (2019) described the meaning and role of evidence-based medicine in education and characterized major transformations in medical practice through the lens of contemporary global challenges. Of value to this study is the work of Roberts (2020), which traced the impact of the Covid-19 pandemic on medical education. Roberts (2020) described key relevant and in-demand medical pedagogical competencies that, in general, can contribute to overcoming various threats. This researcher points out that in higher medical school it is important to introduce the help of volunteer medical students to practical clinical support

as “medical assistants” (p. 241-242). In his opinion, this will not only improve the practical skills of students but also help to increase the workforce in various medical facilities. Ayaz & Ismail (2022) examined key innovative methods and technologies that should be used in medical education. The focus of these experts was on integrating stimulation technology into training programs. Ayaz & Ismail (2022) note that simulation technologies will become especially important in medical education by providing funds for practice and supervised learning by qualified professionals (p. 301).

At the same time, Succar et al., (2021) described the impact of the Covid-19 pandemic on the development of postgraduate medical education in ophthalmology. The authors note that although the pandemic disrupted medical education worldwide, ophthalmology educators quickly transformed their curricula into new and effective virtual platforms. Consequently, although Covid-19 was one of the massive challenges in the history of medical education, it also provided the impetus for new and innovative teaching methods, including those in the ophthalmology field. Mishra et al., (2020) investigated the renewal of medical education curricula as a result of the pandemic. Consequently, the coronavirus outbreak has entailed a rethinking of previously accepted concepts in pedagogical and medical opinion. The leading place in the educational process began to be taken by distance learning. So, many new author's ideas on modern education transformation appeared in scientific literature.

Features of the formation of pedagogical competence of students of medical specialties were characterized by an English researcher (Houldsworth, 2016). At the same time, a team of authors led by Srinivasan et al., (2011) in the study “Learning as competence” investigated the key conditions for the formation of pedagogical skills of future doctors.

Ukrainian researchers have repeatedly addressed the problem of the use of actual methods of training medical students, the application of European experience, and training in medical universities. In particular, Tsekhmister et al., (2021) analyzed the peculiarities of the use of virtual learning technologies in Ukraine against the background of the pandemic's spread. Ukrainian researchers led by Kulbashna et al., (2019) characterized the key relevant competencies of modern medical professionals. The authors focused on the formation of the professional competence of future dentists with the introduction of innovative pedagogical technologies. At the same time, Stechak (2017) thoroughly defined the main conditions for the formation of pedagogical competence in future family doctors, characterized the structure of the pedagogical component, and outlined medical recommendations for the preparation of future family doctors. Sherman et al., (2022) investigated the debatable problem of future distance education. Tsekhmister et al. (2022) justified the importance of studying artifacts in the training of health professionals.

The above-mentioned works provide a valuable basis for this study. Taking into account the European experience of medical education reforming, it is possible to characterize the possible perspectives of medical education development in Ukraine through both theoretical and practical planes.

3. Methodology

The study of the problem of pedagogical training of medical workers through the prism of European integration processes in Ukraine is formed on the use of general theoretical research methods: analysis, synthesis, induction, and deduction. Based on the analysis the research subject is divided into smaller parts: defining the content of the pedagogical component in the system of professional activity of medical workers, defining the main elements of pedagogical competence, characterizing social and practical aspects of pedagogical training of medical workers, researching the main conditions of formation of pedagogical competence, etc. By means of synthesis, these issues are combined and conclusions are formed. Based on the axiological method the transition from general theoretical statements to the formation of our concept of pedagogical training of specialists of medical specialties is made. As a result of using content-analysis, the study of modern scientific sources on the problem was made, the little-studied and topical issues of Ukrainian medical education were characterized.

With the help of the prognostic method of research, it was possible to characterize the main directions of the development of structural training of medical workers in the context of the European integration aspirations of Ukraine.

The results of the study are based on the use of official materials:

1. Law of Ukraine on Higher Education of 2014 (Law No. 1556-VII, 2014).
2. Strategy for the Development of Medical Education of Ukraine from 2019 (Ministry of Health of Ukraine, 2019)

4. Results and Discussion

In order to highlight the Ukrainian experience of training medical workers for pedagogical activity, it is important to clarify the content of the pedagogical component in the structure of the professional activity of medical workers. On the other hand, a more detailed analysis will be required to investigate the peculiarities of the formation of pedagogical competence of medical workers in the light of European integration and the characteristics of socio-practical aspects of pedagogical training of medical workers against the background of European integration processes in Ukraine. The specified aspects are partially covered, they will also be explained in the results of the article.

The content of the pedagogical component in the professional activity of medical workers

According to modern European standards, one of the types of medical and preventive work of medical personnel is the education of patients and their families on health support issues at different ages (Das et al., 2022). Separate in this system are counseling and education on care (or self-care), prevention of certain diseases, formation and

implementation of educational programs on healthy lifestyles, etc. (Kulbashna et al., 2019). Consequently, modern scientists in the pedagogical component of medical practice distinguish such components as diagnostic-predictive, therapeutic, preventive, psychological-corrective, advocacy-educational, analytical-research, organizational-operational, evaluative-reflexive (Stechak, 2017). These components are schematically depicted in Figure 1.

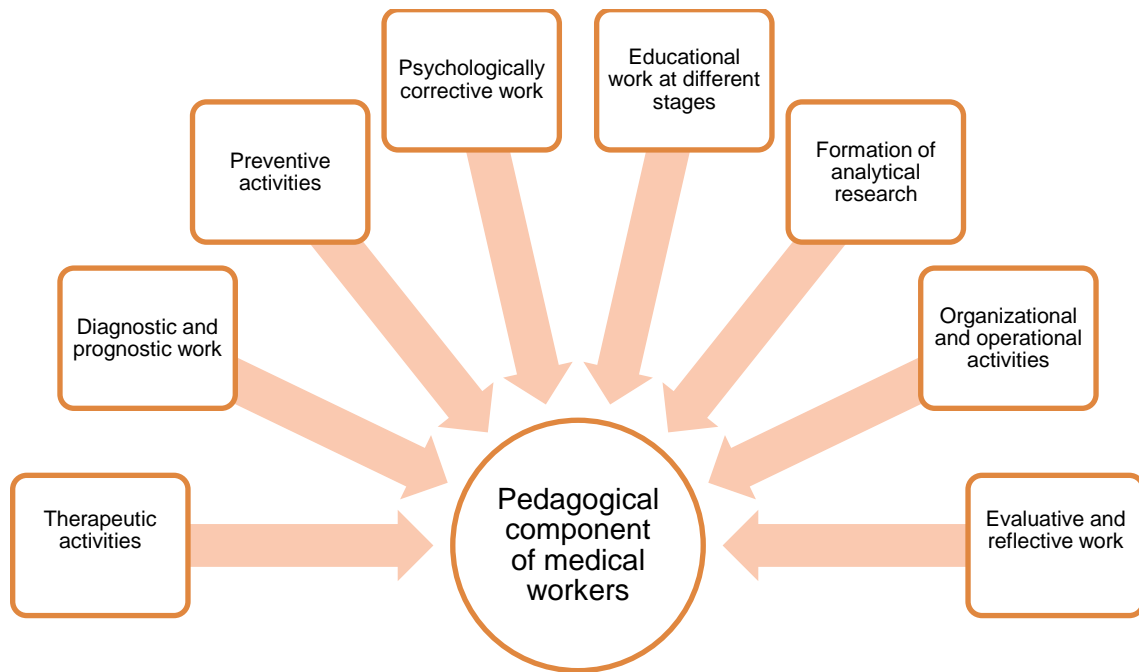


Figure 1. Components of the pedagogical component of health workers
Developed by the authors of the article

The activities of health professionals aim to meet patients' demands for a health-promoting process by providing them with professional medical support (Papapanou et al., 2021). The latter includes the pedagogical part of professional work, which includes the following components: therapeutic education of the patient and his family on effective health support or care, patient education on avoiding complications or trauma, formation of interpersonal pedagogical interaction, preventive medical outreach work containing bright pedagogical elements, management of medical and educational activities of patients, etc. (Stechak, 2017).

We believe that unpreparedness to perform some of these elements reduces the effectiveness of the social work of medical professionals (See Table 1).

Table 1.
Features of the implementation of pedagogical activity of physicians

Name of pedagogical activity of physicians	Features of implementation
Educating patients and families about effective health support	Introduction to the latest methods of preventing or treating disease. The main goal is to impart knowledge and build skills for the development of proper treatment and care. In European countries, group training is valuable, in which healthcare providers counsel all who wish to do so. Also effective is patient education as a set of directed activities to support their treatment.
Formation of pedagogical interaction with patients	Forming a relationship of trust with the patient. Achieving mutual understanding ensures professional counseling, prevention, or treatment of patients.
Medical and explanatory work	In the EU countries, group work methods are used, which involves educating patients about their health.
Management and diagnosis of patients' learning activities	Pedagogical components of the professional work of the family physician are manifested in the modeling of natal constructive situations and management of patient's reflections when solving them. For the effective realization of this medics should also be fluent in pedagogical diagnostics, methods of control.
Self-training of medical workers	In the system of pedagogical activity of medics, it is important to form aspiration and ability to stable self-improvement of both medical, pedagogical, and psychological competencies.

Adapted from Pedagogical training of the future of family doctors at the medical university, by Stechak (2017, 38-43)

Consideration of pedagogical competence in the system of professional activity of medical workers contributes to the formation of a new awareness of medical activity, however, also based on the use of modern methods of organization of preventive work with the population, methods to promote healthy habits (Jenkins et al., 2021).

Pedagogical competence of medical workers in the light of European integration

According to the “Concept of reforming the system of medical training in Ukraine and bringing it in line with the requirements of the Bologna Declaration”, the main principles of medical training are defined, among which the need to form common values, moral, ethical, and legal views are highlighted. Healthcare professionals must guarantee the observance of the medical secrets of their patients, be correct, humane, obligatory, and proper in their work (Al-Balas et al., 2020). Given these European requirements for the Ukrainian training system, educational and professional training programs for healthcare professionals (primarily their regulatory parts) should also include humanitarian and

socio-economic training (educational and professional orientation) (Ministry of Health of Ukraine, 2019)

The essence of these disciplines should be constant for all educational and scientific training programs (Law No. 1556-VII, 2014). In particular, this Concept states that, if we compare the Ukrainian education system with European countries, healthcare professionals in Ukraine are overloaded with various theoretical disciplines of humanitarian orientation, the vast majority of which are not known to European medical professionals, because the educational system of the European Union does not provide for their implementation (Mishra et al., 2020). Further implementation of the requirements of the “Bologna Declaration on the Creation of a Common European Education Area” will require recourse to international norms and approaches that are widely used in the professional training of future health professionals (Stechak, 2017). For this purpose, the Ukrainian medical education system will require significant changes, especially in the practical orientation of educational work (Kulbashna et al., 2019).

At the same time, structural changes also need a general attitude towards pedagogical competence, which is perceived at a different level in European countries (Tsekhmister, et al., 2021). At the current stage of development in Ukraine, the pedagogical competence of medical workers should be defined according to the European interrelated functional components (motivational-value, educational, professional-communicative, organizational-technological, reflexive) (Stechak, 2017). The motivational-value component is formed as a result of the identification of motivation as a special state of personality, which pushes it to identify a certain activity in the pedagogical case, leads to the behavior to implement a successful treatment. The educational component of pedagogical competence allows health professionals to perform their professional duties (Ali, 2022). In particular, based on knowledge, there is a need to understand the specifics of applying different methods and approaches to perform practical tasks, designing future actions and their consequences, and intensifying cognitive activity.

The professional-communicative component of health professionals is designed to qualitatively improve communication skills and abilities, which are also important for successful professional-pedagogical work (Stechak, 2017). Usually working with patients, their relatives, organizing educational activities takes place together with interpersonal communication aimed at changing and correcting behavioral patterns (Succar et al., 2021). Interpersonal communication of health professionals during the treatment and prevention process additionally ensures its effectiveness but requires the skills of empathy, awareness, and adequate modeling of the characteristic features of the psychology and behavior of the interlocutor, to influence it (Houldsworth, 2016).

The need to highlight the organizational and technological component is explained by the fact that the work of health professionals requires the ability to organize and conduct the educational process to teach and educate patients, their families, caregivers (Stechak, 2017). Actualization of such capabilities occurs through the use of aggregate methods and formed mechanisms for their practical implementation with a pedagogical purpose.

This component will additionally contribute to the growth of the quality of training, allow successful interaction and achievement of the planned results.

The level of medical workers' awareness of themselves as subjects of professional activity, development of their self-assessment, understanding of consequences and results of their work forms the reflexive component. It becomes the center for combining all other components, because reflexion not only forms the purpose and awareness of the main tasks of the educational process, projects the evaluation criteria for real achievements, determines the motives of work, but also allows periodic correction of the pedagogical direction of training, establishing new consequences of training, etc., 2017. Sufficient mastery of these components is able to bring the training of medical professionals to a higher level, which will be fully invested in the mainstream of European integration.

Social and Practical Aspects of Pedagogical Training of Medical Workers: New Challenges

The professional training of medical professionals of different specialties through the prism of European integration processes is naturally combined in the social content of education. Medical work consists of communication with people, so the social component aims to increase mastery of the learning material, the ability to perform professional tasks and to carry out one's work in general (Roberts, 2020). Also, this part of the training will develop a diverse personality, which also affects the success or failure of academic work (Kulbashna et al., 2019). All of the above opportunities are quite individual and depend on the activity of the individual, their motivation in acquiring knowledge and skills, learning techniques, and communication with teachers and other students (Srinivasan et al., 2011). The professional-social aspect of learning should be performed through the use of certain established forms of work of all participants in the learning process, which will allow a gradual transition from theoretical assimilation of material to its technological essence, i.e., real professional activity (Zehry et al., 2011). According to European practices, the gradual transition from reproductive, passive forms of learning to active use of learning and technological and professional work takes place through changes in the motive and goals of knowledge acquisition. Such changes depend on the methodological conditions of medical training, the formation of scientific and practically professional individual portraits (Ayaz & Ismail, 2022). Therefore, the reciprocal relationship between knowledge acquisition and practical work occupies an important place in learning, given the European experience. Therefore, the training of medical professionals is directed towards specific knowledge and skills that training forms the diffusion of new information with prior knowledge and personal life experience, knowledge acquired through self-education (Kulbashna et al., 2019). The composition of the training, thus, will contribute to the motivation to continue to obtain professional knowledge in the chosen specialty.

Basic disciplines have also been shown to feel influential in the development of interest in medical specialty, learning, and work. In particular, communicative skills, information

competence is formed by mastering foreign languages. In Ukrainian realities, working with foreign resources and foreign professional literature is quite a defining phenomenon, since Ukraine's European integration aspirations put on the agenda the need to use exactly European methods and practices. For many teachers at Ukrainian medical universities, these approaches still remain underutilized because the language barrier has long prevented them from taking full advantage of these opportunities (Sherman et al., 2022). Studying foreign languages would allow mastering the achievements of the modern intercultural world, improving and developing sociocultural communication skills, communication, and the ability to coexist and work in the possible conditions of a multicultural society, an integrated educational space (Houldsworth, 2016). Mastering foreign languages has an impact on the formation of the worldview, life position of the individual, life goals, and ways of their implementation. At the same time, in addition to the cultural function, the economic reason for the active study of foreign languages is important. Given the realities of today, the military aggression of the Kremlin regime, and other destructive factors, the outflow of the best medical professionals abroad is real, given the need for qualified, multilingual, highly educated workers. Clearly, the appropriate level of foreign language proficiency for medical professionals is an important personal advantage that provides additional chances for a job in the labor market (Papapanou et al., 2021). These are significant personal characteristics that include the ability to communicate on a business level in professional and social fields, to create a creative learning environment, and to increase intellectual and cultural horizons. Such a toolkit of cross-cultural communication and collaboration will unequivocally enhance the quality, accessibility, and mobility of university training for future health professionals (Tsekhmister et al., 2021).

Targeted pedagogical training of medical professionals should include the application of the latest European methods and techniques of teaching activities, formation of theoretical and practical classes on pedagogical training, taking into account the modern paradigms of development of psychological and pedagogical disciplines, improvement of technical and material, and laboratory support.

An additional relevant opportunity to improve the training of health professionals is the development of synchronous and asynchronous education. While synchronous learning is used all the time and its strengths are obvious, the possibilities of asynchronous learning are still underestimated. Due to the military aggression of Russian troops and the destruction caused by them, the use of asynchronous learning methods has shown to be highly effective, despite the complexity of the situation in education. The use of asynchronous education has become a challenge for teachers, because such experience of its use was almost absent. The active use of this form of training, however, has demonstrated the best effectiveness of combined synchronous and asynchronous classes in the process of professional training of medical workers. This combination allows to successfully combine the acquisition of theoretical knowledge and practical skills against the background of military realities.

5. Conclusions

The European integration aspirations of Ukraine have actualized changes in the system of medical training, the need to harmonize the basic principles and specific methods of theoretical training, and the formation of practical skills. For example, there is a gradual reassessment of pedagogical components that make up the structure of professional training of medical workers. Certain elements that meet the requirements of the Bologna system are included in the educational process of medical workers in light of European integration. However, full integration of the Ukrainian system of education and training of medical workers still has not taken place. At the same time, the social and practical aspects of pedagogical training of medical workers, applied as a result of Eurointegration processes in Ukrainian education, are characterized. Let us note the use of modern Ukrainian educational and scientific programs that address socio-psychological training, development of communication, etc. This is extremely important from a professional point of view since similar experience is actively used in European countries. In particular, in the context of social and practical training of medical workers in Ukraine, several contexts stand out: the appeal to practical activities, the search for opportunities to motivate higher education applicants for their next job, the emphasis on learning foreign languages, which gives advantages both in learning and on the possibilities of potential job search in the future. These contexts will require additional development in the future because even in a short period of time the quality of knowledge gained has increased.

6. Bibliographic references

- Al-Balas, M., Al-Balas, H. I., Jaber, H. M., Obeidat, K., Al-Balas, H., Aborajoo, E. A., & Al-Balas, B. (2020). Distance learning in clinical medical education amid COVID-19 pandemic in Jordan: current situation, challenges, and perspectives. *BMC Medical Education*, 20(1). Doi: 10.1186/s12909-020-02257-4. URL: <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-02257-4>
- Ali, S. (2022). The effectiveness of immersive technologies for future professional education. *Futurity Education*, 2(2). <https://doi.org/10.57125/FED/2022.10.11.25>
- Ayaz, O., & Ismail, F. W. (2022). Healthcare Simulation: A Key to the Future of Medical Education – A Review. *Advances in Medical Education and Practice*, 13, 301–308. <https://doi.org/10.2147/amep.s353777>
- Custers, E. J. F. M., & Cate, O. t. (2018). The History of Medical Education in Europe and the United States, With Respect to Time and Proficiency. *Academic Medicine*, 93(3S), 49-54. <https://doi.org/10.1097/acm.0000000000002079>
- Das, T. M., Kaur, G., Nematollahi, S., Ambinder, D., Shafer, K., Sulistio, M., & Goyal, A. (2022). Medical Education in the Digital Era—A New Paradigm for Acquiring Knowledge and Building Communities. *JACC: Advances*, 1(2), 100031. Doi: 10.1016/j.jacadv.2022.100031
- Houldsworth, A. (2016). A Reflection on Some Key Pedagogical Competencies, Valuable to the Role of the Medical Educator. *Journal of Contemporary Medical Education*, 4(1), 26. Doi: 10.5455/jcme.20160315115157

- Jenkins, T. M., Underman, K., Vinson, A. H., Olsen, L. D., & E. Hirshfield, L. (2021). The Resurgence of Medical Education in Sociology: A Return to Our Roots and an Agenda for the Future. *Journal of Health and Social Behavior*, 62(3), 255-270. Doi: <https://doi.org/10.1177/0022146521996275>
- Kulbashna, Y., Iryna, S., & Zakharova, V. (2019). Future doctors' professional competence formation in medical universities with innovative pedagogical technologies. *Open Journal of Social Sciences*, 07(03), 231–242. Doi: <https://doi.org/10.4236/jss.2019.73020>
- Lekic, L., Lekić, A., Alibegović, E., Rahimić, J., & Maša, A. (2019). Analysis and Impact of Evidence Based Medicine in the Process of Education and Decision Making in Medical Practice. *Research Journal of Pharmacology and Pharmacy*. <https://doi.org/10.28933/rjpp-2019-07-1406>
- Laufer, M., Leiser, A., Deacon, B., Perrin de Brichambaut, P., Fecher, B., Kobsda, C., & Hesse, F. (2021). Digital higher education: a divider or bridge builder? Leadership perspectives on edtech in a COVID-19 reality. *International Journal of Educational Technology in Higher Education*, 18(1). <https://doi.org/10.1186/s41239-021-00287-6>
- Law No. 1556-VII. About higher education. Verkhovna Rada of Ukraine, December 2014. Retrieved from <https://zakon.rada.gov.ua/laws/show/1556-18#Text>
- Ministry of Health of Ukraine (2019, February 27). Medical education development strategy. Retrieved from <https://moz.gov.ua/strategija-rozvitku-medichnoi-osviti>
- Mishra, K., Boland, M. V., & Woreta, F. A. (2020). Incorporating a virtual curriculum into ophthalmology education in the coronavirus disease-2019 era. *Current Opinion in Ophthalmology*, 31(5), 380–385. Doi: <https://doi.org/10.1097/icu.0000000000000681>
- Papapanou, M., Routsis, E., Tsamakis, K., Fotis, L., Marinos, G., Lidoriki, I., ... Schizas, D. (2021). Medical education challenges and innovations during the COVID-19 pandemic. *Postgraduate Medical Journal*, 98(1159). Doi: <https://doi.org/10.1136/postgradmedj-2021-140032>
- Roberts, C. (2020). How medical education can help in a COVID -19 crisis. *The Clinical Teacher*, 17(3), 241–243. <https://doi.org/10.1111/tct.13183>
- Sherman, M., Puhovskiy, E., Kambalova, Y., & Kdyrova, I. (2022). The future of distance education in war or the education of the future (The ukrainian case study). *Futurity Education*, 2(3). <https://doi.org/10.57125/FED/2022.10.11.30>
- Srinivasan, M., Li, S.-T. T., Meyers, F. J., Pratt, D. D., Collins, J. B., Braddock, C., & Hilty, D. M. (2011). "Teaching as a competency": Competencies for medical educators. *Academic Medicine*, 86(10), 1211-1220. Doi: <https://doi.org/10.1097/acm.0b013e31822c5b9a>
- Stechak, G. (2017). Pedagogical training of the future of family doctors at the medical university. (PhD's thesis). Lviv State University of Life Safety DSNS Ukraine, Lviv. URL: https://ldubgd.edu.ua/sites/default/files/3_nauka/svr/04/d_stechak.pdf
- Succar, T., Beaver, H. A., & Lee, A. G. (2021). Impact of COVID-19 pandemic on ophthalmology medical student teaching: educational innovations, challenges, and future directions. *Survey of Ophthalmology*. Doi: <https://doi.org/10.1016/j.survophthal.2021.03.011>

- Tsekhmister, Y. V., Konovalova, T., Tsekhmister, B. Y., Agrawal, A., & Ghosh, D. (2021). Evaluation of Virtual Reality Technology and Online Teaching System for Medical Students in Ukraine During COVID-19 Pandemic. *International Journal of Emerging Technologies in Learning (IJET)*, 16(23), 127–139. Doi: <https://doi.org/10.3991/ijet.v16i23.26099>
- Tsekhmister, Y., Stepanenko, V., Konovalova, T., & Tsekhmister, B. (2022). Analysis of physicochemical natures of modern artifacts in MRI. *International Journal of Online and Biomedical Engineering (iJOE)*, 18(03), 89-100. Doi: <https://doi.org/10.3991/ijoe.v18i03.25859>
- Zehry, K., Halder, N., & Theodosiou, L. (2011). E-Learning in medical education in the United Kingdom. *Procedia - Social and Behavioral Sciences*, 15, 3163-3167. Doi: <https://doi.org/10.1016/j.sbspro.2011.04.265>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.7>

Cómo citar:

Makovii, M., Salnyk, I., Shlianchak, S., Lukianykhin, V., & Sanakuiev, M. (2022). Digital technology as a factor in the development of an informatized society: an educational perspective. *Revista Eduweb*, 16(4), 78-88. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.7>

Digital technology as a factor in the development of an informatized society: an educational perspective

La tecnología digital como factor de desarrollo de una sociedad informatizada: Una perspectiva educativa

Mariia Makovii

mmg2006@bigmir.net

<https://orcid.org/0000-0001-5711-5202>

Candidate of philological sciences, Associate Professor Department of language training and communication Kyiv national university of construction and architecture, Ukraine.

Iryna Salnyk

isalnyk@gmail.com

<https://orcid.org/0000-0003-1117-9862>

Doctor of Pedagogical Sciences, Professor, head of the department of natural sciences and methods of their teaching, Faculty of Mathematics, Natural Sciences and Technologies, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, Ukraine.

Svitlana Shlianchak

shlanchaksveta@gmail.com

<https://orcid.org/0000-0001-9893-5709>

PhD in Pedagogic science, associate professor of the chair of Computer Study and Information Technologies chair of Computer Study and Information Technologies faculty of Mathematics, Natural Sciences and Technologies, Volodymyr Vynnychenko Central Ukrainian State University, Ukraine.

Vadym Lukianykhin

v.lukianykhin@biem.sumdu.edu.ua

<https://orcid.org/0000-0002-7436-6836>

Ph.D. in Economics, Associate Professor of Management Department Sumy State University, Ukraine.

Mykola Sanakuiev

nsanakuev@gmail.com

<https://orcid.org/0000-0001-7725-6117>

PhD (Philosophical), Senior Researcher Department of operational information, V. I. Vernadskyi National Library of Ukraine, Ukraine.

Recibido: 10/11/22

Aceptado: 09/12/22

Abstract

Scientific exploration aims to analyze the synergistic effects of interaction and the mutual influence of educational and digital potential in the process of society development. The task of the article is to consider the information and digital factors relevant to the current Ukrainian socio-cultural space, affecting the level of education. The methodology used in the study is based on the methods of scientific and pedagogical discourse. So, the digitalization of education is an important element in the development of Ukrainian

society, as the skillful use of digital technology expands the worldview and professional skills of the participants in the educational process.

Keywords: digitalization of education, flexible skills, digital learning environment.

Resumen

El objetivo de la exploración científica es analizar los efectos sinérgicos de la interacción y la influencia mutua del potencial educativo y digital en el proceso de desarrollo de la sociedad. La tarea del artículo es considerar los factores informativos y digitales relevantes para el espacio sociocultural ucraniano actual, que afectan al nivel de la educación. La metodología utilizada en el estudio se basa en los métodos del discurso científico y pedagógico. Así, la digitalización de la educación es un elemento importante en el desarrollo de la sociedad ucraniana, ya que el uso hábil de la tecnología digital amplía la visión del mundo y las habilidades profesionales de los participantes en el proceso educativo.

Palabras clave: digitalización de la educación, habilidades flexibles, entorno de aprendizaje digital.

1. Introduction

Informatization of Ukrainian society is an irreversible process of socio-cultural development of the community, experiencing the influence of globalization processes. Despite all the difficulties faced by Ukrainian society in recent years, the process of digitalization has not suffered a decline, but on the contrary, has become a kind of benchmark for further development. Digitalization has embraced all spheres of social activity, but it is the educational space that has become the environment in which ICT elements become the engines of development. Digitalization is implemented in theoretical and methodological and educational and practical dimensions in the educational system. The relevant issue is the relationship between the general level of public digital literacy in Ukraine and the qualitative indicators of the digital competencies of the participants in the educational process. Such principles form the education of the future, the basis of which is digitalization (Devadze et al., 2022). If we consider the prospects of positioning education in social advancement, we should consider it in the context of scientific and worldview paradigms. Consequently, we observe the signs of a post-non-classical model of education, in which digitalization plays a key role as the main source of educational knowledge and skills (Sanetra et al., 2022).

Digitalization of education in Ukraine is developing quite rapidly, as evidenced not only by the level of technological implementation of electronic digital learning environments but also by the awareness of the content of the digital component among the participants in the educational process. In particular, there is a clear distinction between online learning formats with the justification of the difference between distance and e-learning

(Goloborodko, 2022). Such a simple example shows the understanding of the role and status of ICT elements in the educational system. In particular, the information and digital cluster is defined not only as an auxiliary component of the traditional learning space but also implemented as an autonomous learning platform.

The modern world is developing dynamically, which is expressed in the intensification of all processes in the educational environment. Under such conditions, the problem of mechanisms and tools capable of supporting this advancement arises. ICT elements prove their effectiveness in pedagogical, research, international, economic, and economic clusters of educational space (Kholiavko et al., 2021).

Modern principles of pragmatism and competitiveness determine the prospects of educational development. Ukrainian educational institutions at all levels have accepted the challenges that are actualized in the modern socio-cultural space (Kryvoshein et al., 2022). Digitalization is characterized by the dynamism of educational activity, which leads to a certain chaotic nature of all processes related to pedagogical or scientific activities. The educational sphere is based on well-established principles, so it requires a clear ordering of its development. The content and form of the educational process should be structured and provide clear and reasonable goals for its activities. Such principles are spelled out in long-term and short-term educational strategies, which indicate both strategic planning of the status and role of the ICT factor in the development of education, and the operational inclusion of information and digital components in the educational system. The task of the modern scientific picture of the world is to form a nucleus through which the further development of society will take place, and ICTs are becoming one of the key components of this nucleus (Hörberg et al., 2019).

The aim of the article is to update the existing theoretical-methodological and educational-practical precepts of the process of education digitalization, taking into account modern socio-cultural trends in the development of information society. Transformations in education take place using synergetic methodological principles, due to which the innovative digital space is correlated with traditional models of educational strategies. The successful integration of information and digital components into the modern educational system confirms the effectiveness of the processes of digitalization and informatization of public activity.

2. Theoretical Framework or Literature Review

The problem of digitalization in the Ukrainian system of education became more relevant with the introduction of ICT elements in the educational process. At the same time, the practical application of digital learning environments significantly warmed up this topic in the scientific and pedagogical discourse (Morze & Strutynska, 2021). Experience in implementing the digital component in the educational system Ukrainian education acquired the advanced examples of countries with a high level of technological development (Kryvoshein et al., 2022).

Sociocultural realities of recent years play a key role in the implementation of the principles of digitalization of education, forming signs of the revolutionary nature of these transformations, rather than evolutionary development. These aspects are reflected in the scientific research on the processes of education digitalization in today's realities (Chernenko, 2021). Note that the processes of digitalization of education have their own specificity when positioned at the global level (Karacabey et al., 2019) and in the national context (Kraus et al., 2021).

The constraints of the COVID-19 pandemic have actualized a number of scholarly studies that analyze the specifics of digitalized science and pedagogy (Williamson et al., 2020). The digitalization of education in scientific and pedagogical intelligence is considered in the context of different educational levels: primary and secondary school levels (Budnyk, 2018), higher education (Holovko & Kanishchenko, 2021).

The processes of digitalization in education have their own peculiarities in relation to individual knowledge clusters. The natural sciences, humanities, or philological sciences have their pedagogical specificity in the digital learning environment. Peculiarities of the application of ICT elements in philological education are investigated in the scientific exploration of Tolochko et al. (2019).

3. Methodology

The methodology used to study digital technologies in the educational development of society can be divided into several major clusters:

- general scientific methods (analysis, systematization), thanks to which a general understanding of the development of the Ukrainian educational environment in modern conditions of total digitalization of all components of its functioning is formed;
- methods of scientific and pedagogical discourse (pedagogical observation, modeling, forecasting), which allow to determine the features of the use of ICT elements directly in the educational process;
- scientific and sociological methods (classification, content analysis, social observation), the use of which allows to trace the processes of digitalization of education in the dynamics of social progress and identify the strengths and weaknesses of this process;
- scientific and philosophical methods (synergy) that contribute to the development of principles of interaction between the digital world and educational space to improve the quality of education and the overall level of digital competencies of participants in the educational process.

Relevant methods of research on the problems of digitalization of education have become: generalization - as a way to study the nature and essence of digital education; structuring - through which the prerequisites necessary to reform education through digital principles are explained (Kraus et al., 2021).

A separate methodological niche is a set of sociological methods, through which the understanding of the sociocultural dimension of the digitalization of education is formed. Social distancing, management of information flows (dosage of information, response to misinformation), work with large volumes of data, accounting of statistical indicators, behavioral technologies are all methodological tools relevant in the context of the current relationship between society, education, science, technology (Williamson et al., 2020). The use of a co-directed methodology helps to correlate the results of the digital transformation of education and the overall development of society.

4. Results and Discussion

According to Chernenko (2021), there is a reorientation of digitalization according to the trend or popular trend to the demand of the time. This positioning requires a more thorough approach to the development of theoretical and methodological interpretations of the principles of digitalization in education and the development of practice-oriented elements of educational digitalization. According to Verharen (2020), philosophy responds to existential threats through the prism of ethics in education.

The importance of the processes of digitalization in education is that this process conditions the feeding of other spheres of social activity by participants with a high level of digital literacy (Morze & Strutynska, 2021). Applicants at educational levels acquire fundamental professional skills (hard-skills) while simultaneously acquiring digital competencies (digital-skills). Consequently, the economic, political, social, and cultural spheres are filled with specialists who operate not only directly with professional skills, but also with digital literacy.

The organizational and logistical component is actually universal for education and other spheres of social activity. In addition, the organization of digital space has a national and international character. Practical manifestations of the social dimension of digitalization of education are the increase in the transparency of the educational process, the improvement of feedback tools, the reorganization of educational institutions, the increased role of the human dimension in the educational system, and the creation of a competitive professional environment in all spheres of public activity (Holovko & Kanishchenko, 2021).

“The needs of digital transformation require modern universities to be particularly flexible in order to ensure the realization of society's requirements through innovative learning and IR technologies. Modern universities create digital learning environments to support learning activities. The development of a digital learning environment offers the advantage of overcoming significant challenges to the adoption of higher education technology and enhances digital competence. Trends in the digitalization of education affect the increased competitiveness of students and faculty” (Kuzminska et al., 2020).

The key problem of the digital transformation of education in Ukraine is the qualification of pedagogical specialist (Dudar et al., 2021) and the material and technical capabilities

of educational institutions. The organization of the educational process in a digital electronic format needs theoretical knowledge and practical skills of working in this environment. For a long time, this issue in Ukrainian education has not been given due attention due to socio-economic problems. The scientific and pedagogical community actually tried to form a certain digital educational potential and increase the level of digital competencies with their own efforts. In Ukrainian society, there was a somewhat paradoxical situation when digital technologies fully embraced the practical life of man, while at the same time not having a corresponding manifestation in the educational sphere, which remained conservative in its positions.

However, the comprehensive transition of education to online mode at a time of pandemic restrictions was the impetus for the formation of digital learning environments in an emergency mode. All participants in the educational process at their levels actively contributed to the implementation of the processes of digitalization of education:

- administrations of educational institutions solved organizational and logistical issues regarding access of participants of the educational process to electronic digital platforms and learning tools, arrangement of the teacher's workplace for conducting the educational process in electronic mode;
- teachers formed educational and methodological content taking into account its implementation not in full-time, but in electronic and digital format;
- students have adapted their digital skills acquired in the everyday use of ICT to educational requirements.

An important aspect of understanding the problems of the low level of transformation processes in Ukrainian education is the socio-economic state of the community (Kraus et al., 2021). Limited opportunities for public funding of the innovative sector in education, the critical gap between educational systems and practical business in terms of training specialists in qualitatively new soft-skills & digital skills - all this has not contributed to strengthening the role of education in the general cultural national understanding of digitalization.

One of the actual manifestations of the digitalization of education is the concept of 3D mapping of Ukrainian digital education. The basis for this manifestation of digitalization is the experience of the implementation of digital transformation in the educational systems of Western countries. At the same time, the issue of the general level of digital literacy in society and the need to form specific pedagogical digital competencies is actualized.

“The need for profound modification aimed at improving the quality and competitiveness of education leads to a change in the role of scientific and pedagogical staff in Ukraine in accordance with the requirements of the modern world. Comprehensive analysis of public policies and regulatory frameworks in leading Western countries in the field of digital skills and competencies determines the structure of digital competence for citizens DigComp 2.0 and the structure of digital competence for teachers DigCompEdu, as well as the

requirements for digital literacy in the United States, in particular, the standards of the International Society for Technology in Education (ISTE)” (Dziabenko & Morze, 2019).

Any innovative process in education involves a period of alignment with the traditional fundamental formats of this sphere of social activity (see Table 1)

Table 1.

Potential formats for the relationship between traditional and innovative educational strategies.

Type of interaction	Detection of interaction
Information and digital elements are an auxiliary tool for a traditional educational environment	ICT elements are used to strengthen the positions of traditional teaching, methodological and organizational components of the educational process and do not require the participants of the educational system to have the appropriate digital competencies
Information and digital elements are an alternative learning environment that functions alongside the traditional format of the educational space	If necessary or on the initiative of participants in the educational process, a separate organizational, logistical and educational niche is formed, in which the educational process is carried out with the help of ICT elements.
Information and digital elements in education are progressing to the level when they begin to dominate and acquire the status of a traditional educational space	ICT elements are a determining factor in the organization of the educational process, and participants are obliged to meet the level of digital literacy to be able to implement pedagogical activities or acquire an educational level.

Source: authors' own development

In addition, there is a correlation between the dynamics of innovation and the socio-cultural conditions that characterize the level of development of a particular community (see Table 2).

Table 2.

Dynamics of introducing ICT elements into the sociocultural space of the digital society.

Gradual transition to information and digital learning environment	<p>Implemented through short-term and long-term educational strategies, gradually integrating into the education system:</p> <ul style="list-style-type: none"> • planning new organizational formats of the educational process with the active use of digital and electronic components; • transformation of the content of educational content, which includes social and communicative and electronic digital information component; • the need for gradual training of appropriate digital literacy competencies of teachers and students for the successful implementation of educational ICT strategies through education, professional development, training, etc.
--	---

The rapid transition to information and digital learning environment

It is determined by socio-cultural factors (pandemic restrictions, the impact of martial law events, etc.) and is implemented in real-time directly during the educational process:

- the introduction of innovative electronic and digital formats takes place without prior planning or preparation, under the conditions of organizing a new learning environment as the only possible format for continuing the educational process (for example, the transition to a distance learning format during the pandemic restrictions);
 - new forms of presentation of educational content, which leads to a radical change in its content elements that have socio-cultural dimensions (information, communication, social, technological);
 - acquisition of digital competencies takes place in real-time when participants of the educational process form a new digital pedagogical environment directly in the course of educational activity.
-

Source: authors' own development

Based on the proposed elements of the correlation between the socio-cultural conditions in which Ukrainian society is and the pace of digitalization of Ukrainian education, we will highlight potentially threatening factors that express the risks of the digitalization process in the educational system. At the same time, the uniqueness of the educational system lies in its ability to turn risks into potential conditions for development and progress. Therefore, the difficulties faced by the current Ukrainian society motivate to find and actualize ways to improve.

- lack of proper training (retraining, advanced training) in pedagogical digital competencies, which leads to the need for teachers to form individual digital-skills independently and directly during the educational process;
- low level of practically-oriented digital skills of educational nature among applicants for educational levels, which actualizes the involvement of general digital awareness of students or pupils, thanks to which adaptation to the educational pedagogical environment is easy;
- organizational and logistical support of educational institutions does not take into account the current needs for information and technological support of innovative learning formats, which requires joint efforts (logistical and technological) between participants in the educational process.

One of the ways to implement the digital transformation of education, which has practical sociocultural implications is the use of STEAM technologies, presented in various forms: from the development of curricula and plans to the creation of scientific and educational

clusters of technical education, which function during the extracurricular time but play an important educational role (Budnyk, 2018). The concentration of science, technology, engineering, and information components in cultural and educational centers (learning, entertainment) motivates education applicants to study STEAM disciplines, the basis of which is digitalization. The practical example of the popularity and progressiveness of digitalization in the STEAM cluster is the best example of the demand for digital competencies in the educational space. The task of today's society is to realize the effectiveness of the principles of digitalization and to understand the need for the formation of digital literacy. It is interesting for the study of the digitalization of education to consider these processes in separate spheres of pedagogical and research activities. In particular, examining the role and status of ICT elements in philological education we note some features of digital transformation in this cluster (Tolochko et al., 2019). A significant number of digital learning environments are now being recorded that contribute to the study or improvement of individual speech proficiency or form a mixed methodological framework that allows the study of several languages at once while in the corresponding space.

The philological cluster is important in the processes of digitalization because through it the communicative component, which is one of the key ones in the ICT space, is realized. Understanding the subtleties of educational content is possible with proper philological training. If we consider synergistic effects in Ukrainian education, philological manifestation is formed in the context of the skillful use of both the Ukrainian language as a carrier of information and a foreign language (mainly English) as an international translator of the digital world.

However, modern scientific and pedagogical discourse faces the problem of interpreting the status of ICT in education. The rapid spread of information and digital technologies poses a threat of transforming the educational system into an environment for the realization of ICT potential. Such an approach is rather contradictory since under such conditions another fundamental component of education is leveled - the humanitarian-value component.

One of the debatable issues of modern scientific and pedagogical discourse is the prospects of information and digital format in the educational system. The main question is whether the appeal to digital education will be temporary (forced) or will continue on a permanent (mandatory) condition (Sherman et al., 2022).

5. Conclusions

Thus, the digitalization of education in the modern sociocultural dimension has two worldview directions:

- digital transformation is the driving force that allows education, using innovative potential, to achieve high-quality education;

- digitalization is a response to the global challenges faced by modern society and, thanks to its innovative potential, allows to respond to threats.

In the modern Ukrainian educational system, there is a rapid development of the digital component. The overall level of digital literacy in Ukrainian society is also growing rapidly. This indicates the inevitability of mutual influences between social advancement and educational realities associated with the need to harmonize innovative principles of digital transformation. Education acts as a platform where digitalization acquires clear substantive characteristics, focusing on the positioning of digital competencies as a necessary component for the acquisition of an educational level of professionalism in any field.

Thus, the most effective manifestation of the interaction between society and education in the processes of digitalization is a synergistic effect, through which the overall level of digital literacy of Ukrainian society will correlate with the level of professional digital competencies to be acquired in the educational process. This is how the relationship and interaction of educational and digital potential are formed in the process of societal development. Innovative trends in socio-cultural development dictate the need for digital transformation of education. At the same time, the capabilities of the educational system make it possible to acquire appropriate and relevant digital competencies.

6. Bibliographic references

- Budnyk, O. (2018). Theoretical Principles of Using Steam-Technologies in the Preparation of the Teacher of the New Ukrainian School. *Journal of Vasyl Stefanyk Precarpathian National University*, 5(1), 23-30. Doi: 10.15330/jpnu.5.1.23-30
- Chernenko, A. (2021). Information and Digital Competence as a Key Demand of Modern Ukrainian Education. *Educational Challenges*, 26(2), 38-51. <https://doi.org/10.34142/2709-7986.2021.26.2.04>
- Devadze, A., Gechbaia, B., & Gvarishvili, N. (2022). Education of the future: an analysis of definitions (literary review). *Futurity Education*, 2(1) <https://doi.org/10.57125/FED/2022.10.11.19>
- Dudar, V. L., Riznyk, V. V., Kotsur, V. V., Pechenizka, S. S., & Kovtun, O. A. (2021). Use of modern technologies and digital tools in the context of distance and mixed learning. *Linguistics and Culture Review*, 5(S2), 733-750. <https://doi.org/10.21744/lingcure.v5nS2.1416>
- Dziabenko, O., & Morze, N. (2019). 3D mapping Ukrainian digital education. *EDULEARN19 Proceedings*, 8791-8798. <https://doi.org/10.21125/edulearn.2019.2190>
- Goloborodko, A. (2022). Prerequisites and features of the development of e-education in the conditions of digitalization, *EDULEARN22 Proceedings*, 448-459. <https://doi.org/10.21125/edulearn.2022.0129>
- Holovko, K., & Kanishchenko, O. (2021). Strengthening the competitive positions of Ukrainian universities under globalization. *Theoretical and empirical scientific research: concept and trends*, 1, 62-64. <https://doi.org/10.36074/logos-10.12.2021.v1.20>

- Hörberg, U., Galvin, K., Ekebergh M., & Ozolins, L-L. (2019). Using lifeworld philosophy in education to intertwine caring and learning: an illustration of ways of learning how to care. *Reflective Practice*, 20(1), 56-69. <https://doi.org/10.1080/14623943.2018.1539664>
- Karacabey, M. F., Ozdere, M. & Bozkus, K. (2019). The Attitudes of Teachers towards Multicultural Education. *European Journal of Educational Research*, 8(1), 383-393. <https://doi.org/10.12973/eu-jer.8.1.383>
- Kholiavko, N., Popelo, O., Bazhenkov, I. S., Sheremet, O., Bazhenkov, I., & Shaposhnykova, O. S. (2021). Information and communication technologies as a tool of strategy for ensuring the higher education adaptability to the digital economy challenges. *International Journal of Computer Science and Network Security*, 21(8), 187–195. <https://doi.org/10.22937/IJCSNS.2021.21.8.25>
- Kryvoshein, V., Vdovenko, N., Buriak, I., Saienko, V., & Kolesnyk, A. (2022). Innovative educational technologies in management training: experience of EU countries. *International Journal of Computer Science and Network Security*, 22(6), 45-50. <https://doi.org/10.22937/IJCSNS.2022.22.6.8>
- Kraus, K., Kraus, N., Nikiforov, P., Pochenchuk, H., & Babukh, I. (2021). Information and Digital Development of Higher Education in the Conditions of Innovatyzation Economy of Ukraine. *WSEAS transactions on environment and development*, 17, 659-671. <https://doi.org/10.37394/232015.2021.17.64>
- Kuzminska, O., Mazorchuk, M., Morze, N., Kobylin, O. (2020). Digital Learning Environment of Ukrainian Universities: The Main Components to Influence the Competence of Students and Teachers. *Information and Communication Technologies in Education, Research, and Industrial Applications. ICTERI 2019. Communications in Computer and Information Science*, 1175. Cham: Springer. https://doi.org/10.1007/978-3-030-39459-2_10
- Morze, N., & Strutynska, O. (2021). Digital transformation in society: key aspects for model development. *Journal of Physics: Conference Series*, 012021. <https://doi.org/10.1088/1742-6596/1946/1/012021>
- Sanetra, B., & Małodobry, Z. (2022). Toward a postclassical paradigm for the education of the future. *Futurity Education*, 2(1). <https://doi.org/10.57125/FED/2022.10.11.20>
- Sherman, M., Puhovskiy, E., Kambalova, Y., & Kdyrova, I. (2022). The future of distance education in war or the education of the future (the Ukrainian case study). *Futurity Education*, 2(3). Retrieved from: <https://doi.org/10.57125/FED/2022.10.11.30>
- Tolochko, S., Voitovska, O., Deda, R., & Kolesnyk, T. (2019). Digital Technologies of Learning Foreign Languages in Postgraduate Education. *Education-Technology-IT*, 10(1), 224–231. <https://doi.org/10.15584/eti.2019.1.29>
- Verharen, C. (2020). The future of ethics and education: philosophy in a time of existential crises. *Ethics and Education*, 15(3), 371-389. <https://doi.org/10.1080/17449642.2020.1774718>
- Williamson, B., Eynon, R., & Potter, J. (2020). Pandemic politics, pedagogies, and practices: digital technologies and distance education during the coronavirus emergency. *Learning, Media and Technology*, 45(2), 107-114. <https://doi.org/10.1080/17439884.2020.1761641>

<https://doi.org/10.46502/issn.1856-7576/2022.16.04.8>

Samsonova, Y., Shevchenko, O., Priadun, S., Petkun, S., & Statsenko, N. (2022). Academia, diversidad y virtualidad. Analysis of modern approaches to the management of educational institutions in conditions of digitization (Ukrainian case). *Revista Eduweb*, 16(4), 89-100. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.8>

Cómo citar:

Analysis of modern approaches to the management of educational institutions in conditions of digitization (Ukrainian case)

Análisis de los enfoques modernos de la gestión de instituciones educativas en condiciones de digitalización (caso ucraniano)

Yana Samsonova

samsonovayai@gmail.com

<https://orcid.org/0000-0002-3195-9463>

Graduate student Communal Institution of Higher Education «Dnipro Academy of Continuing Education» of Dnipropetrovsk Regional Council», Department of Public Administration and Law, Ukraine.

Oleksandr Shevchenko

o.a.shevchenko@npu.edu.ua

<https://orcid.org/0000-0003-0881-0326>

Lecturer in the Department of After-School Education Faculty of Engineering and Pedagogy National Pedagogical Dragomanov University, Ukraine.

Serhii Priadun

srg8652@gmail.com

<https://orcid.org/0000-0003-0369-0302>

Postgraduate Department of After-School Education Faculty of Engineering and Pedagogy National Pedagogical Dragomanov University, Ukraine.

Svitlana Petkun

viknik828@gmail.com

<https://orcid.org/0000-0002-0703-169X>

Candidate of Philosophical Sciences, Associate Professor Head of the Department of Public Management and Administration State University of Telecommunications, Ukraine.

Nataliia Statsenko

netelli@ukr.net

<https://orcid.org/0000-0001-8761-7967>

Postgraduate Student at the Department of Pedagogy of the State Institution "South Ukrainian National Pedagogical University named after K. D Ushinsky", Ukraine.

Recibido: 10/11/22
Aceptado: 11/12/22

Abstract

The purpose of the article is to analyze modern approaches in the management of educational institutions of Ukraine under the conditions of digitalization. The research used general scientific methods. The results of the study highlight the impact of total digitalization on the management of educational institutions, the main trends in the management of educational institutions in conditions of digitalization, approaches to

modern management of educational organizations. The conclusions emphasize that military action wreaks havoc on the management of educational institutions, so the effectiveness of any approach will need to be tested in peacetime as well.

Keywords: management, educational institutions, approaches, Ukrainian case, transformations.

Resumen

El propósito del artículo es analizar los enfoques modernos en la gestión de las instituciones educativas de Ucrania en las condiciones de digitalización. La investigación utilizó métodos científicos generales. Los resultados del estudio destacan el impacto de la digitalización total en la gestión de las instituciones educativas, las principales tendencias en la gestión de las instituciones educativas en condiciones de digitalización, los enfoques de la gestión moderna de las organizaciones educativas. Las conclusiones enfatizan que la acción militar causa estragos en la gestión de las instituciones educativas, por lo que la efectividad de cualquier enfoque también deberá probarse en tiempos de paz.

Palabras clave: gestión, instituciones educativas, enfoques, caso ucraniano, transformaciones.

1. Introduction

The development of the modern information society opens new horizons for further social evolution, but it also poses difficult questions related to the penetration of high technology into our lives. The field of education was on the edge of transformation processes, as the COVID-19 pandemic and the total quarantine restrictions it led to actualize the problem of using distance learning, electronic document circulation, quality self-education, use of digital resources. These problems created a demand for additional competencies and a general change in the educational paradigm, for which not all higher education institutions, teachers, and students were ready.

Especially the digitalization of the educational process became relevant in the reality of Ukraine because the consequences of the global pandemic since February 2022 were added to the consequences of open Russian military aggression. In conditions of war, traditional forms of education were impossible, so at the state level, it was decided to continue using distance learning, and from September 2022 - the mixed form, which combined the processes of forming practical skills and theoretical knowledge. The digitalization of education was the only possible answer to the military challenge and the impossibility of returning to conventional education.

For this reason, the characteristic features of the Ukrainian experience remain an important research problem, which is important for understanding the possibilities and further prospects for the use of digitalization in education. And the focus is on the

possibilities of management of educational institutions, as the ways of management in crisis conditions clearly demonstrate the advantages, disadvantages, and opportunities for further implementation of technological solutions in the field of education.

The purpose of the article is to analyze current approaches in the management of educational institutions in Ukraine under the digitalization.

Therefore, the important issues that need to be resolved are: analysis of digital management in education, research of the main trends of higher education management through the prism of digitalization changes, definition of the main approaches in the management system of modern education

2. Theoretical Framework or Literature Review

Monographs and articles by contemporary authors have contributed to the study of digital education management as a holistic, multifactorial process that affects other components of the educational system. For example, Audu (2022) in his study characterized the importance of entrepreneurship education and vocational education in educational administration. Michael & Elser (2019) in their empirical article characterized the main models of waste management in educational activities. The problem of perspective-taking and the effectiveness of communicative interaction in educational management has been identified by Kosonen & Ikonen (2019). At the same time, Jordan et al. (2022) characterized typical means, models of transition to digital platforms for organizing learning administration activities.

Digital record-keeping is a component of educational administration in the context of large-scale digitalization. Consequently, the empirical works of authors who have investigated the effectiveness of the use of digital document management in education are also important for this article. In particular, Abaci (2022) described the key organizational aspects of shaping the schemes and means of functioning digital documents in a market-driven environment. Regla & Marquez (2020) investigated key types of digital document interactions in organizational systems using innovative cloud services. Lvovich et al.'s (2021) study also focused on analyzing the formation of key optimization decisions regarding the expedient organization of digital institutional support in education. At the same time, Ridei (2021) through the prism of global challenges analyzed the peculiarities of professional competence formation in educators.

For this article, the works of modern Ukrainian authors, in which the importance of digitalization of education in Ukraine is characterized, are important. In particular, Chaplay (2018) studied the innovative potential of education management in Ukraine. She notes that the Ukrainian system needs to develop special programs that could provide a real opportunity to assess the actions of the administration aimed at transforming and improving educational services. At the same time, Batareina & Korobchenko (2022) detailed the role of public policy in the system of education management. Tsekhmister et

al (2022) described current trends and current problems in education manager training. Demchenko et al. (2021) studied the importance of information and communication technologies in the process of professional development of modern teachers.

However, so far there was no synthetic study, which thoroughly characterized the features of digital learning and its digital management based on the realities of Ukrainian higher education.

3. Methodology

Methodological approaches implemented in the framework of this study come from the practice of research analytical search and correlation determination of the most appropriate solutions that have a strong potential for implementation taking into account the peculiarities of the functioning of the education system in Ukraine. For this reason, both general scientific and pedagogical methods of research are used in the work. Among the general scientific we allocate analysis, synthesis, induction, and deduction. The use of these theoretical methods allowed us to carefully consider the main subject and highlight the important elements for the study. At the same time, based on concretization the analysis of the process of management of educational services through the prism of modern digital changes is presented.

The key was the use of a comparative method based on which a comparative analysis of modern approaches to quality management of educational services was carried out. At the same time, based on the predictive method of research outlined the possible ways of further development of digitalized management systems in higher education institutions. The outlined tools and methods of information-analytical research, proposed for use in this work, are the most appropriate for the introduction of the data obtained in the practical plane. These data can be recombined and adapted to the specific territorial conditions and realities of education development in Ukraine.

The main empirical materials are documents of legislative type, relating in general to the digital organization of education:

The main empirical base of this study is legislative-type materials, in particular:

1. Strategy of higher education development in Ukraine. (Ministry of Education and Science of Ukraine, 2022).
2. Order of the Ministry of Justice of Ukraine on the procedure of work with electronic documents in the office work.

This study was implemented in several stages. The first stage was an analysis of modern literature, outlining the little-studied problems, the second - influence of digitalization of education on the features of its management, the effectiveness of the project approach in the management of an educational institution was determined.

4. Results and Discussion

The main aspects of digitization in the education management system: principles, mechanisms

Total digital transformation in the field of higher education affects the formation of fundamental changes in the key principles of organization and the construction of the educational process (Abaci, 2022). This situation requires university management to develop new courses and learning and organizational materials. Although digitization of educational materials is the current educational trend, the active pace of total digitalization affects the development of continuous improvement and modernization of the ways of transferring experience and knowledge (Ministry of Education and Science of Ukraine, 2022). Consequently, the changes in the main paradigms of higher education as a result of digitalization are realized not just on the individual level, but also on the institutional level (Order No. 1886/5, 2014). For this reason, traditional educational institutions will have to compete not only with other distance education institutions but also with informal resources and platforms for obtaining the desired competence. Consequently, in order to maintain demand and credibility, higher education institutions need to focus their main role on finding and implementing new educational forms of management tools and operational modernization.

Education quality management is a large-scale problem that requires scientific and practical solutions. The quality of higher education should be investigated, evaluated not only by using pedagogical parameters but also by factors that are outside the industry of education and are adjusted by categories such as quality of life, the standard of living, etc. (Tsekhmister et al., 2022). The process of educational quality management is a purposeful, comprehensive influence on the state of learning and its basic elements by highlighting specific standards of its course by ways of controlling, planning, ensuring, and improving its quality (Kosonen & Ikonen, 2019). This occurs in order to merit the greatest compliance with the set of features of its functioning and the results of the analysis of the requirements of service consumers.

For this reason, we note that the management of educational services through digitalization is the implementation of purposeful impacts of the object of management on the subject of management, using a variety of innovative methods and means of IT technology in order to ensure the quality of education.

At the same time, the management of educational services in higher education institutions, which takes place through the formation of quality monitoring systems in the institution, based on certain indicators that characterize the state of provision of quality educational services (Demchenko et al., 2021). This system also includes all the key aspects of the education management of an educational institution. We are talking about the implementation of such components as educational, educational, organizational, methodological, extracurricular, financial, economic, medical, etc. However, most modern

scientists note that the key factor in organizing the management of educational services is the creation of a unified information and educational space. The latter is disclosed from the following main positions: operational, technological, organizational (See Table 1).

Table 1.
Key principles for the formation of the Common Information and Education Space

Key principles for the formation of the Common Information and Education Space		Key principles for the formation of the Common Information and Education Space
1.	Operational	The totality of different kinds of information used in the educational process); technological
2.	Technological	The combination of repositories of information tools, their use, accounting, and maintenance of telecommunications systems that operate based on common principles and basic rules that ensure the information unity of all participants in the educational process
3.	Organizational	A set of system units that implement the content and maintenance of information resources

Authors' development

The structural model of higher education institution management distinguishes several mechanisms for managing the development of the institution: the mechanism of development of teaching staff, personnel mechanism, mechanism of payment, mechanism of qualification, mechanism of educational content development, etc. (See Table 2).

Table 2.
The main mechanisms for managing the development of a higher educational institution

The main mechanisms for managing the development of a higher educational institution	
Development of teaching staff	Pedagogical staff is a key factor in the quality functioning of education, the main link that determines the effectiveness of the management of active systems. Separately, the effectiveness of the development of the institution as a whole directly depends on the activity and activities of teachers.
Personnel management mechanism	Criteria for comparing the quality of human capital of employees of educational institutions provide benchmarks for modeling the mechanism of state management of higher education development.
Competency modeling mechanism	Mastery of modern digital competencies, compliance with modern educational standards

Mechanism of educational personnel qualification	It is important to develop methods for the formation of professional development programs for educators based on the results of their professional traits and performance assessment. The legislation of Ukraine in order to stimulate the quality of innovative technologies in the educational system, the introduction of certification of teaching staff, which should be implemented by internships, self-assessment, and study of practical experience.
Mechanisms for the development of educational content and learning environments	Recognizing the global nature of the mechanism of state management of the development of the learning environment, we will limit ourselves to highlighting only three of its important elements for management: a mechanism for preserving the health of students, a mechanism for supporting the state language, a mechanism for managing informatization in education.
Mechanism of educational policy	A course of action, adopted and by the government or other organization, which defines the purpose, methods, techniques, and basic programs used in education.
Mechanism of assessment	We are talking about systematic objective monitoring to make new management decisions.

Authors' development

Trends in the management of higher educational institutions in the context of digitalization

Major current trends in the management of educational institutions demonstrate a situation in which the integrated management structure is gradually abandoning its leading role and being replaced rather quickly by other alternative management models (Das et al., 2021). In particular, even before the global pandemic and its associated quarantine restrictions, educational institutions had strong arguments to pursue more adaptive policies. Financial uncertainties, increased competition, and globalization processes were becoming the basis for a significant renewal of management approaches under rather changing conditions.

Many European educational institutions are now using strategic transformation programs, responding to tangible changes in educational trends, funding policies and in order to improve their own competitive academic advantages. Elasticity in organizational structure has become a fundamental discontinuity in contemporary educational management (Audu, 2022). Rather actively, theories of organizational flexibility began to be used as early as the 1970s and 1980s, as part of more open management models (primarily relevant to institutions of higher education).

The ability of organizations to introduce changes, to transform in accordance with the challenges of external and internal environments is an important component -

organizational flexibility (Arifin, 2022). The flexibility of organizational structures is usually demonstrated by the time dimension, scope, purposefulness, area of influence.

The tools of management of educational institutions in conditions of uncertainty (in the case of Ukraine) must comply with the following principles:

1. Making managerial decisions in a timely manner and communicating them to employees.
2. Comprehensive approach to the solution of crisis moments.
3. Differentiation in management of different structural parts of the institution.
4. Consistency of decisions at all levels.
5. Use of situational managerial staff appointments.

So, the main tools that influence the formation of organizational structures in the educational sector of higher education in the current conditions are available in the Ukrainian realities even during the war.

Approaches to Modern Management of Educational Institutions in universities

The management of educational institutions takes place with shared responsibility, compliance with established standards, legislation, and other normative documents, responsible work of academic staff and administration (Lvovich et al., 2021). Therefore, the necessity and relevance of change is still tied to transformations in organizational management structures, replacing firm bureaucratic subordination with the introduction of autonomy of educational institutions. The effectiveness of organizational structures of educational institutions depends on the integrated work of common structural units, internal cooperation, opportunities to delegate authority, etc.

Recent trends in the management of educational institutions in European countries are based on the use of the project approach as the main latest organizational structure (Chaplay, 2018). The transfer of managerial rights in the educational field stands out in such phenomena as the change of tasks, the importance of the head, and the tasks of the managers. For the European project approach are inherent features of the gradual transition from formalized structures, the application of new principles of distribution of work tasks, the transfer of authority, the renewal of mechanisms of coordination within the team. In particular, certain new specific tasks are outlined and defined in the form of projects, the formation of universal responsibilities, etc. The project approach looks the most suitable for use in the Ukrainian realities.

The implementation of the project approach leads to a thorough study of the external environment, conducting market research in the market of the educational industry. The use of such a management model largely depends on the contingent that the educational institution is focused on (Jordan et al., 2022). Designing is directed to the formation of renewed organizational relationships covering complex issues of labor organization, production, or management. In other words, the use of organizational structure design,

the establishment of cooperation between individual units and subsystems require new management solutions, which will be significantly different from those previously established in Ukraine (Batareina & Korobchenko, 2022).

Coherent management of educational personnel at the level of educational institutions cannot be accomplished without quality organizational design. For better management in educational institutions, there should be a separate administrative unit - a special unit whose task should be the organizational implementation of projects, constant monitoring, and permanent improvement of the existing educational process (Asanova, 2020). Without delving into the strategic details and tactics of the functioning of such a unit in the management structure of educational institutions, let us define the main results of its potential work, which are directly related to human resource management. In particular, we define six main components (See Table 3)

Table 3.

The main components of the project approach in human resource management at an educational institution

The main components of the project approach in human resource management at an educational institution	
Component	Definition
1. Formation of professional-qualified and psycho-physiological requirements to the personnel	Performed through the recruitment of a professional recruiting service capable of attracting specialists in their field to teach and administer.
2. Training and retraining services for personnel	The implementation of projects requires employees to quickly adapt to new working conditions, create new training programs, and update the existing methodological base.
3. Personnel service	The implications of organizational design involve the entire staff to find the greatest and most effective ways to solve problems.
4. Decent wages	The results of the project tasks must become the unit of payment.
5. Work discipline	The relationship between the organization of the educational process and personnel management requires discipline, control of which is delegated to the human resources service.
6. Occupational health and safety care	The results of military design must necessarily take into account the aspect of safety.

Developed by the authors of the article

So, the system of management of learners in a global pandemic had transformed by COVID-19. For this reason, in education to improve the coordination and integration of management decisions should be used to optimize the management structure based on project management. The management model of higher education institutions has operated for many years under conditions of vertical integration largely due to the need for efficiency when the direct involvement of all participants in the educational process

was central to the activities of the institution. However, it is not difficult to see that the project approach is best implemented in higher education and vocational education. The structure of such institutions makes it possible to allocate additional human resources, to make quick and high-quality updates to the educational process, and to respond to today's challenges.

At the same time, Michael & Elser (2019) articulated patterns of other developmental models. Among the key findings, they highlighted the dependence of educational institutions on legislative and generally regulatory frameworks and the lack of one unified approach. According to them, educational institutions must permanently adapt to the changing conditions of today, and the initiative in management decisions must be based on rigorous team decisions (Michael & Elser, 2019, 354). If this is not done, competitiveness will have steep downward trends, with generally devastating consequences for the quality of learning and overall educational performance.

The system-methodical approach to the management of educational institutions (as it is seen at universities) and the education industry as a whole is based on the implementation of a quantitative way to assess the workload of managers in the administrative system, research and teaching staff, performers, support staff, etc. (Regla & Marquez, 2020). In fact, proponents of the system-methodical approach in management provide for the motivation of the economic need for a certain number of employees, justifying their conclusions by taking into account the workload and functions during the whole working day. Proponents of this approach pay special attention to the qualitative method of transforming the methods of management bodies, first of all, the managerial apparatus, methodological training centers, organizational and managerial departments, executives, etc. (Guo et al., 2021). Also in their focus are the updated functions concluded in accordance with the innovative requirements of social development. Thus, the development of organizational tasks for the reorganization of the management system of educational institutions will involve the transformation of organizational work of management structures, where the emphasis will be on the performance of current and regulated functions.

5. Conclusions

The management system of educational institutions is based on certain indicators that determine, among other things, the quality of the educational services provided. Based on this fundamental concept, the management system should cover all the main aspects of educational management. It concerns the implementation of such components as teaching, educational, organizational, methodological, extracurricular, financial, economic, medical, etc. An important factor in organizing the management of educational services is the formation of a unified information and educational space, which reveals itself in operational, technological, and organizational planes. Under martial law in Ukraine, trends towards Europeanization of the management of educational institutions also prevail. In particular, the use of individual tools: timely decision-making and implementation, integrated approach, differentiation, consistency of decisions, the use of

situational management appointments. The most promising in management looks project approach, based on a comprehensive issue of the organization of labor, production, or management, the use of designing the organizational structure, the establishment of cooperation between individual units and subsystems.

At the same time, it should be remembered that military action brings chaos to the management of educational institutions, so the effectiveness of any approach will need to be tested in peacetime as well.

6. Bibliographic references

- Abaci, K. (2022). The efficiency of electronic document management systems: a case study. *Science, Education and Innovations in the context of modern problems*, 5(3), 75–86. <https://doi.org/10.56334/sei/5.3.7>
- Arifin, N. Y. (2022). Document Management System in Ibnu Sina Middle School Administration. *Engineering and Technology International Journal*, 4(1), 38–44. <https://doi.org/10.55642/eatij.v4i01.165>
- Asanova, L. (2020). Organizational and structural support of document circulation in the national anti-corruption bureau of Ukraine. *Knowledge, Education, Law, Management*, 2(4), 3–8. <https://doi.org/10.51647/kelm.2020.4.2.1>
- Audu, A. (2022). Role of entrepreneurship education and vocational education in the management of education. *Journal of Advances in Education and Philosophy*, 6(7), 377–382. <https://doi.org/10.36348/jaep.2022.v06i07.004>
- Batareina, I., & Korobchenko, A. (2022). State policy of Ukraine in the field of education. *Cuestiones Políticas*, 40(73), 919–936. <https://doi.org/10.46398/cuestpol.4073.53>
- Chaplay, I. (2018). Modern potential of state education management in ukraine. *Electronic Scientific Publication "Public Administration and National Security"*, 1. <https://doi.org/10.25313/2617-572x-2018-1-4123>
- Das, M., Tao, X., & Cheng, J. C. P. (2021). A secure and distributed construction document management system using blockchain. In *Lecture Notes in Civil Engineering* (pp. 850–862). Springer International Publishing. https://doi.org/10.1007/978-3-030-51295-8_59
- Demchenko O.P., Lazarenko N.I., Liubchak, L.V. (2021). Information and communication technologies in the preparation of future teachers to work with gifted children. *Information technologies and teaching aids*, 86(6), 123-143. URL: <https://journal.iitta.gov.ua/index.php/itlt/article/view/4570/1947>
- Guo, F., Jahan, C. T., & Turkan, Y. (2021). Electronic document management systems for the transportation construction industry. *International Journal of Construction Education and Research*, 17(1), 52–67. <https://doi.org/10.1080/15578771.2019.1685612>
- Jordan, S., Zabukovšek, S. S., & Klančnik, I. Š. (2022). Document management system – A way to digital transformation. *Our Economy*, 68(2), 43-54. <https://doi.org/10.2478/ngoe-2022-0010>

- Kosonen, P., & Ikonen, M. (2019). Trust building through discursive leadership: A communicative engagement perspective in higher education management. *International Journal of Leadership in Education*, 1–17. <https://doi.org/10.1080/13603124.2019.1673903>
- Lvovich, I., Lvovich, Y., Preobrazhenskiy, A., Preobrazhenskiy, Y., & Choporov, O. (2021). Optimization of the subsystem for the movement of electronic documents in educational organization. 2021 1st International Conference on Technology Enhanced Learning in Higher Education (TELE). (pp.328–332). <https://doi.org/10.1109/TELE52840.2021.9482612>
- Michael, J., & Elser, N. (2019). Personal waste management in higher education. *International Journal of Sustainability in Higher Education*, 20(2), 341–359. <https://doi.org/10.1108/ijshe-03-2018-0054>
- Ministry of Education and Science of Ukraine. (2022). Strategy for the development of higher education of Ukraine for 2022-2023. <https://mon.gov.ua/ua/news/opublikovano-strategiyu-rozvitku-vishoyi-osviti-v-ukrayini-na-2022-2032-roki>
- Order No. 1886/5. On procedure for working with electronic documents in records management and preparation for archival storage. Ministry of Justice of Ukraine, 11.11.2014. <https://zakon.rada.gov.ua/laws/show/z1421-14#Text>
- Regla, A.I., & Marquez, P.S. (2020). Workplace Document Management System Employing Cloud Computing and Social Technology. *Computational Science and Technology. Lecture Notes in Electrical Engineering*, 603, 415–423. https://doi.org/10.1007/978-981-15-0058-9_40
- Ridei, N. (2021). Analysis of professional competencies in the characteristics of the teacher of the future: global challenges of our time. *Futurity Education*, 1(1), 22–32. <https://doi.org/10.57125/FED.2022.10.11.3>
- Tsekhmister, Y., Malatsai, I., Nechitailo, I., Yemelyanova, O., Korol & Statsenko N. (2022). Current trends and current problems of training educational managers. *Financial and Credit Activity Problems of Theory and Practice*, 6(41), 556–563. <https://doi.org/10.18371/fcaptp.v6i41.251532>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.9>

Cómo citar:

Vasylieva, H., Pavlyuk, V., Bondar, G., Kharkova, Y., Kharchenko, T., & Shchukina, Y. (2022). Theoretical basis of the development of the communicative competence of a teacher in an institution of higher education. *Revista Eduweb*, 16(4), 101-116. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.9>

Theoretical basis of the development of the communicative competence of a teacher in an institution of higher education

Base teórica del desarrollo de la competencia comunicativa de un docente en una institución de educación superior

Hanna Vasylieva

annv@ukr.net

<https://orcid.org/0000-0001-5728-8445>

Associate Professor of the Department of Psychology, Black Sea National University named after Petro Mohyla, Ukraine.

Viktoriya Pavlyuk

viktori.pavlyuk.83@gmail.com

<https://orcid.org/0000-0002-9612-2218>

Candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Languages of Pavlo Tychyna Uman State Pedagogical University, Ukraine.

Galyna Bondar

galyna.bondar@gmail.com

<https://orcid.org/0000-0002-7321-8137>

Candidate of Pedagogical Sciences, Associate Professor of the Department of Foreign Languages of Pavlo Tychyna Uman State Pedagogical University, Ukraine.

Yevdokia Kharkova

tdlrbz65@ukr.net

<https://orcid.org/0000-0002-3246-5457>

Candidate of Pedagogical Sciences, Associate Professor of Chair of Preschool and Primary Education, Sumy State Pedagogical University named after A.S. Makarenko, Ukraine.

Tamara Kharchenko

tamara.kharchenko@gmail.com

<https://orcid.org/0000-0002-4239-3434>

Candidate of Psychological science, Associate Professor of the Department of the Logopedii Sumy State Pedagogical University named after A S. Makarenko, Ukraine.

Yuliia Shchukina

kovalenko.y@ukr.net

<https://orcid.org/0000-0001-8329-6828>

Senior lecturer of the Theatre Studies Department, Kharkiv I. P. Kotlyarevsky National University of Arts, Ukraine.

Recibido: 02/11/22
Aceptado: 17/12/22

Abstract

The article analyzes the current state of research on the problem of communicative competence of the lexicographer in the scientific literature, and on this basis, the initial theoretical foundations of the research are formulated; based on a theoretical analysis of the essence, content and main characteristics of communicative competence, the main methods, techniques, tools and technologies necessary for the formation of a teacher's communicative competence were clarified; Pedagogical conditions are defined, which ensure the effectiveness of the development of communicative competence of future teachers in the process of self-control and self-improvement; the psychological conditions for the development of the future teacher's communicative competence in the process of self-control and self-improvement were investigated.

Keywords: higher education, education system, higher education, education system, communicative competence, communications, cultural.

Resumen

El artículo analiza el estado actual de la investigación sobre el problema de la competencia comunicativa del lexicógrafo en la literatura científica, y en base a ello, se formulan los fundamentos teóricos iniciales de la investigación; a partir de un análisis teórico de la esencia, contenido y principales características de la competencia comunicativa, se esclarecieron los principales métodos, técnicas, herramientas y tecnologías necesarias para la formación de la competencia comunicativa de un docente; Se definen condiciones pedagógicas que aseguren la efectividad del desarrollo de la competencia comunicativa de los futuros docentes en el proceso de autocontrol y superación; Se investigaron las condiciones psicológicas para el desarrollo de la competencia comunicativa del futuro docente en el proceso de autocontrol y superación personal.

Palabras clave: educación superior, sistema educativo, educación superior, sistema educativo, competencia comunicativa, comunicaciones, cultural.

1. Introduction

Modern democratic transformations in the political, social and spiritual spheres of society caused certain changes in the organization and content of the teacher's work, which actualized the problem of increasing the professionalism of teaching staff.

Teachers' recognition of the peculiarities of their inner world through the organization of interpersonal communication as part of psychological-pedagogical groups contributes to the development of their communicative competence, which is adequate to the requirements of today's pedagogical practice.

The study and analysis of the practical activities of teachers allows us to talk about the presence of certain difficulties on the way to solving this problem, associated with overcoming the contradictions between the new requirements for pedagogical work and the professional level of graduates of a higher pedagogical school, between the need of teachers for further professional development and the possibilities of traditional systems of pedagogical qualification improvement.

Resolving these contradictions in practice is impossible without identifying the essential characteristics of professionalism as a complex personal education, creating conditions for its further improvement. As the analysis of modern achievements of pedagogical science and advanced pedagogical experience showed, one of such characteristics is the teacher's communicative culture, the role of which is increasing in connection with the problems of humanizing the educational process of the school.

Undoubtedly, the attempts of scientists to determine the conditions and means of effective influence on the formation of communicative competence as an important factor of teacher professionalism are valuable in scientific and practical terms.

The object of the study is the process of forming the communicative competence of the future teacher of the Ukrainian language.

The subject of the research is ways of developing the communicative competence of the future teacher of the Ukrainian language in the process of self-control and self-improvement.

The purpose of the study: to reveal the essence of educational and methodological work and the technology of its implementation to develop the communicative competence of the future teacher of the Ukrainian language in the process of self-control and self-improvement.

The scientific novelty of the study consists in establishing the main methods, techniques, means and ways of developing communicative competence in future teachers of the Ukrainian language based on their reflective attitude towards themselves as subjects of professional and pedagogical activity and developing in students the ability to differentiate and adequately express their own feelings and psychoemotional states.

A complex of theoretical and empirical methods was used to solve the research tasks:

- analysis and generalization of psychological-pedagogical, philosophical, methodical literature and periodicals on the investigated problem;
- prognostic methods (generalization of the experience of organizing school methodical work, study and generalization of pedagogical experience, scaling, ranking);
- pedagogical forecasting and modeling;
- experimental methods (determining and formative experiment);

- method of qualitative and quantitative analysis of experimental data.

2. Literature review

The problems of professional training of university teachers were studied by such scientists as V. Andrushchenko, M. Yevtukh, V. Oleksenko, V. Lozova, O. Moroz, O. Padalka, O. Pehota, S. Sysoeva, and others. (Andrushchenko & Oleksenko, 2007)

A number of scientific works by H. Malik, O. Matyash, N. Machynska, V. Motorina, O. Pometun, V. Petruk, O. Skafa, A. Khutorsky and other authors are devoted to the issue of the development of the professional competence of the teacher in the conditions of higher education. (Pometun, 2004).

The analysis of scientific works (N. Batechko, O. Dzhurinskyi, T. Koshmanova, L. Pukhovska, K. Rybachuk, S. Sysoeva, etc.) showed that researchers reveal certain aspects of social and communicative training future teachers of higher educational institutions. (Sysoeva & Batechko, 2011).

However, questions regarding the technology of development of socio-communicative competence future teachers of a higher school in the process of master's training needs a separate one research. (Mancini, Mameli & Biolcati, 2022).

3. Aims

The purpose of the article is to substantiate the substantive and procedural a component technology of the development of social-communicative competence of future teachers of a higher school

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

In the process of formation of skills, the relationship between knowledge and skills is of fundamental importance. Knowledge is the basis of skill (theoretical positions that contribute to the effectiveness of skill acquisition).

In the research I. Drach, substantiated the proposition that one of the most important "internal conditions" that ensures the creation of the foundation of skills and contributes to qualitative changes in their structure are abilities. Then, when knowledge provides the construction of skills (internal models of activity) and act as initial theoretical positions in making the most optimal decision in a new situation, abilities ensure the adaptation of these models to changing conditions. The current state of development of psychological and pedagogical research offers a wide range of definitions of the concept of "abilities" and "pedagogical abilities" (Drach, 2013).

A number of scientists consider abilities in the context of human activity (B. Ananiev, O. Leontiev, V. Myasishchev, K. Platonov, S. Rubinstein, L. Vygotsky, etc.). (Ananiev B.,1962) In particular, believes that abilities are an integral formation of a personality, which determines the degree of an individual's suitability for a certain activity. Defines abilities as individual and psychological characteristics of a person that meet the requirements of a given activity and are a condition for its successful performance. Abilities and skills of an individual are part of the basis of its psychological characteristics. Compared to knowledge, abilities and skills, abilities are more stable properties of an individual and are formed much more slowly than abilities and skills. (Maslach & Leiter, 1999).

Skills and abilities are related to knowledge. A theoretical analysis of the problem of the ratio of abilities and skills was carried out by researchers. Lack of adequate understanding in accordance with its content causes inadequacy of purposefulness in the main, strategic direction: formation and development of skills is strengthened by knowledge and practice of skills. (Carroll, Forrest, Sanders-O'Connor, Flynn, Bower, Fynes-Clinton, Ziaei, 2022). Among scientists, there are three main concepts regarding the ratio of abilities and skills:

1. Researchers, in particular, adhere to the point of view that skills are unfinished skills, a stage of their creation. The skills mentioned by the scientists are characterized as a stereotypical automated operation, which is necessary in the performance of those elements of substantive actions that require accuracy, solidity of connections, and the same typical actions (Gamage, Dehideniya & Ekanayake, 2021).
2. Skills compared to skills - higher education. The higher the skill level, the more creativity is manifested in it, and the action, which is a skill, is patterned (García-Carmona, Marín & Aguayo, 2019).
3. The ratio of abilities and skills is considered from the standpoint of the degree of mastery in the performance of a certain type of activity: there is a distinction between skills that "follow knowledge" and skills that reveal one or another degree of mastery that follows the stage of skill development.

Special signs of skill are: high level of awareness, independence in solving tasks that arise in the process of performing a certain type of activity; complexity and complexity, fusion of mental and practical actions, purposefulness, stability and strength. Skills are automated actions, components of a certain type of activity.

In view of the above, we consider communication skills as one of the types of professional skills of a teacher. Based on the results of the analysis of psychological and pedagogical research we came to the conclusion that pedagogical communication is provided by a system of communicative skills that a teacher must master. A well-known specialist in the field of communication psychology. Believes that professional communication skills should include: speech communication; orientation in the interlocutor, i.e. modeling his communicatively important personality features; orientation in the conditions of a communicative task (choose the content of communication correctly, find adequate means to convey this content, plan your speech, provide feedback); self-presentation (self-representation), the motives of which are self-assertion and professional necessity, mastery of non-verbal means of communication; establishing contact. In his works on the problem of the teacher's communication with the audience, O. O. Leontiev deepens the essential characteristics of such communicative skills as professional contact with the audience, speech influence, non-verbal means of communication. (Carroll, Forrest, Sanders-O'Connor, Flynn, Bower, Fynes-Clinton & Ziaei, 2022).

According a teacher should stand out, first of all, with strong-willed qualities (the ability to control one's behavior); qualities of attention (observability, flexibility (switching), etc.); social perception skills, the ability to understand, not just see (adequately model the student's personality, his mental state); skills to "present" oneself in communication with students; the ability to optimally construct one's speech in a mental way (speech and non-speech contact with students). The ommunicative skills of a teacher are considered in line with the scientific views. The communicative task of defines as: the ability to quickly and correctly navigate in the conditions of communication, the ability to correctly plan one's speech (that is, to choose the content of the act of communication), to find adequate means to convey this content, to provide feedback. So, for example, in order to achieve the goal of communication, according, it is necessary: to have an optimal pace of speech; use gestures adequately to the communication situation; to provide facial movement; make up, find and change topics of conversation; establish contacts with a stranger and skillfully end communication. An attempt to substantiate the list of communicative skills of a teacher. (Keller & Kesberg, 2017).

The researcher emphasizes that for the implementation of a holistic pedagogical process, it is necessary:

- the teacher's ability to communicate in public; the ability to purposefully organize communication and manage it;
- the ability to quickly, efficiently and correctly navigate in changing communication conditions;
- correctly plan and implement the communication system, in particular, its important link - speech influence;
- quickly and accurately find communicative means adequate to the content of the act of communication, which at the same time correspond to the creative individuality of

the teacher and the communication situation, as well as the individual characteristics of the student;

- the ability to constantly feel and maintain feedback in communication.

A comparison and analysis of the essential characteristics of the studied skills allow us to identify certain groups of them that require further study, namely:

- speech communication, the ability to optimally structure one's speech psychologically, speech influence;
- mastery of non-verbal means of communication;
- orientation in the interlocutor, qualities of attention, adequate modeling of the student's personality, social perception;
- volitional qualities, that is, the ability to control one's behavior;
- communication in public;
- creative well-being;
- orientation in the conditions of communication, orientation in the communication situation;
- purposeful organization of communication and its management, proper planning and implementation of the communication system, quick and accurate finding of adequate content of the act of communication of communicative means;
- self-presentation;
- winning the initiative;
- organization of "adaptations";
- professional contact;
- sensing and maintaining feedback in communication.

The definition of the essential characteristics of the ability of speech communication, which is distinguished by A. Bravo and N. Buenaflor, should be connected with the analysis of the studies of J. Baloloy, L. Guarte, A. Osinaga, A. Salartin & Tus, J. Let's pay attention to the fact that J. Baloloy and A. Bravo characterize the ability to possess non-verbal means of communication only in general terms. (Bravo, Buenaflor, Baloloy, Guarte, Osinaga, Salartin & Tus, 2021).

Therefore, we believe that the definition of the structure of these skills as a teacher's communicative skills should be connected with the results of the research. In the system of communicative skills of the teacher, as emphasizes, it is necessary to introduce the ability to possess professional and pedagogical attention, studied this skill. (Freudenberger, 1975).

In each group of communicative skills, we distinguish those of them that include other skills and ensure the implementation of pedagogical communication components. We consider this approach to determining the elements of the communicative skills system as a result of understanding the submitted materials from the researched problem. Note

that each communicative skill receives the name that is most successfully substantiated in relevant scientific research. In view of the above, we emphasize that we consider communication skills as a type of teacher's professional skills that ensure the implementation of the components of pedagogical communication. Understanding the results of the analysis of the researches allows to establish the elements of the system of communicative skills, which include:

- speech verbal communication;
- mastery of non-verbal (non-verbal) means, professional and pedagogical attention, social perception;
- orientation in the communication situation; creating a creative sense of well-being;
- establishing and maintaining feedback in communication;
- self-presentation;
- use of "devices";
- winning the initiative;
- construction and implementation of a communication plan;
- possession of pedagogical contact.

6. Discussion

So, based on the analysis of modern domestic and foreign psychological and pedagogical literature, we came to the conclusion that the problem of communication skills development was given considerable attention. It was considered multifaceted and ambiguous. Comprehension of the research results of scientists' works allows one to characterize communicative skills as a structural component of the teacher's personality, which determines the possibility of interaction in the "subject-subject" plane. Communicative skills as a personality phenomenon belong to the blowing activity, are formed and developed in it.

One of the priority ways to modernize pedagogical education is improving the quality of fundamental, psychological-pedagogical, methodical, information-technological and practical training of future teachers.

The concept of national education, the National Doctrine of Education Development, the Law of Ukraine "On Education", "On Higher Education". The state program "Teacher" define new strategies for training future teachers. These approaches are aimed at the formation and development of an active, creative personality capable of self-development and self-education, based on strong personal spiritual and moral values.

Mastering by future teachers the abilities and skills to carry out self-education and self-improvement requires the search for new methods, methods, means and forms of education and upbringing, which would be able to ensure the formation of "spiritual abilities of students as dominant and decisive for the development of the human value system" (Jiang & Dong, 2017).

Therefore, the problem of theoretical and methodological support of the process of value determination of personal self-improvement of students of higher pedagogical educational institutions arises.

Self-improvement as a social process is based on the requirements of society and the profession to the personality of a specialist. Moreover, the requirements for a specialist must be higher than the capabilities of a student. Another important prerequisite for the process of self-improvement is the future specialist's attitude to the requirements. Of course, if he is indifferent to them, there is no question of personality development. It is necessary to form the student's self-awareness as a creative professional. The content of such training is based, first of all, on a humanistic understanding of the tasks of professional activity, the desired qualities of a person, in particular, his professional consciousness and thinking, creative active actions within the framework of the assigned competence.

The structure of the self-improvement process consists of 4 stages:

- self-awareness and decision-making to carry out the process of self-improvement;
- planning and developing a self-improvement program;
- direct practical activity to implement the assigned tasks related to work on oneself;
- self-control and self-correction of this activity.

Professional self-improvement of the future teacher is carried out through self-education, active participation in various methodical activities held in the educational institution or in the district, city, and self-education.

A philologist student must be able to (functional function): adequately assess one's own level of professional competence, real opportunities, professional and personal needs and requests; to create one's own positive and harmonious "self-concept" that combines European and national identity, self-esteem, self-respect and self-development, to have a stable system of motives and socialization needs; adapt to constant changes, act actively and creatively; independently systematically work on one's own professional and personal development, raising cultural and educational levels, updating and expanding theoretical knowledge and methodical skills; to form professional thinking, which involves the ability to solve strategic and tactical tasks, to carry out a systematic analysis of pedagogical processes, to model and forecast the educational process; to carry out at a high scientific and methodical level teaching of language and literature, high-quality preparation of children for secondary school; competently and professionally carry out design and construction (planning), analytical and prognostic, procedural activities at the technological level; to ensure the effectiveness and quality of the educational process, using active learning technologies; to possess methods and forms of organization of pre-professional and professional education, methods of stimulating creative activity of students of different ages on the basis of competence-oriented and differentiated, communicative-activity and socio-cultural approaches; to change the components of the

pedagogical system - content, teaching methods, educational technologies, system of relations - in accordance with the innovative challenges of society and education in order to improve the educational process; to move from reproductive, knowledge to creative - active, problem-oriented, experimental and innovative activity; conduct research and experimental activities using innovative technologies; build a hypothetical model of a graduate of a comprehensive educational institution with a choice of methods and technologies of language and literature education; in the conditions of pre-professional training, form a student's portfolio, which includes an assessment of the student's personal achievements (individual trajectory of the child's development), the level of mastery of knowledge, relevant skills, difficulties in learning the educational material, prospects for further work; to contribute to the student's determination of his perspective and the construction of a trajectory of personal spiritual-artistic, language-literary growth; to organize in language and literature lessons and extracurricular activities the process of students' active and independent acquisition of knowledge and the formation of abilities, skills and attitudes, their mastery of communicative, intellectual, creative competences (language) and intellectual, personal, communicative, reflective, activity, creative, emotional (from literature); choose effective, competent, personally oriented learning technologies for the implementation of the goal, tasks, lesson strategy; simulate interactive lessons or fragments of lessons using active learning technologies, an activity approach, taking into account the principle of conformity to nature; by using an interactive didactic system, create a folder for group work, which will include instructions, an algorithm of schoolchildren's activities regarding the assimilation of each technology, questions for reflection, samples of children's works in written or printed form, video materials, photos of the components of the educational process, etc.; to possess various forms of knowledge control and accounting, methods of developing students' creative abilities in language and literature lessons; to develop methodical manuals, didactic materials, manuals and reference books for language and literature students; create didactic and methodical materials using multimedia work programs, a text editor, and a spreadsheet; apply various forms of test tasks with a corrective, control, and evaluation purpose; to possess the content and teaching methods that will contribute to the development of innovative education models, the development of skills and abilities to implement certain ideas; to carry out an analysis of modern trends in the development of the education system and ensure their consideration in daily professional activity; possess critical thinking, be independent in judgment and autonomous in the process of learning and professional and personal activities; to improve the content of curricula, programs depending on the requirements of society and education; to enrich the methodological arsenal by studying the work done on this or that issue and developing innovative methods and technologies; to develop social and cultural values of education; to carry out one's own assessment of individual and personal informational, activity, creative, developmental functions, to be aware of the level of professional competence and pedagogical skill; adequately diagnose, comprehensively interpret one's own experience, determine the level of its productivity according to modern educational standards, analyze the context of difficulties and problems; to highlight the priority directions of professional and personal self-development and self-improvement and tasks that the lexicographer will solve in the near and future perspective, focusing on the needs

of practice and own ideas; model the educational trajectory of individual-personal professional development (the program of individual-personal movement) based on motivational determinants at all stages of the inter-attestation cycle (Adedoyin & Soykan, 2020).

A lexicographer must possess the skills and attitudes to (creative function): acme-oriented continuous self-creation, self-development, self-improvement and self-realization, raising the professional-specialist and individual-personal level throughout life; methodical mobility and an updated way of thinking; systematic application of competency-based, person-oriented technology in the educational process; creation of a facilitative format of educational activity, cooperation; analysis and reflection of professional activity; innovativeness and adaptability; critical thinking; axiological, that is, building a system of values taking into account personal requests, norms of the situation and aesthetic preferences for the formation of spiritual and value orientations of students; referentiality, empathetic culture, etc.

Achieving these tasks takes place systematically, during three stages within the framework of value-semantic, theoretical and practical directions, each of which is subordinated to its own tasks, content and methods. The final result is the formed need for personal self-improvement in the future teacher, and, therefore, the basis of professional communicative competence.

Thus, the value-semantic direction of the educational and educational influence involves the formation of the semantic foundations of the student's activity. We identified the formation of a system of value orientations and strengthening of the internal motivation for personal self-improvement of future teachers as the leading tasks of this direction.

The content of the indicated direction is the acquisition of experience of a positive attitude to personal self-improvement, which is realized in the process of mastering psychological and pedagogical disciplines, participation in various educational activities and specially organized independent work during the pedagogical practice of students at school.

The special course "Fundamentals of personal growth" can become an organizational form of the value-meaning direction, the purpose of which is the formation of the personal meaning of students, the involvement of their internal intellectual resources. In particular, the study of the special course involves learning such concepts as self-actualization, self-worth, self-acceptance, self-knowledge, self-evaluation, self-respect, success, positive thinking, self-concept, self-regulation, self-improvement, communication and reflection.

The methods that ensure positive changes in students' motivation are: formation of value consciousness (value-oriented lectures, conversations and debates devoted to the analysis of interpersonal problems in the team, methods of resolving conflict situations); creation of situations of success, situations of personal choice, discussion of specific life situations, as well as actual scientific problems.

The theoretical direction of educational influence is aimed at the development of students' erudition. Its tasks are: enrichment of psychological and pedagogical knowledge and development of pedagogical self-awareness and thinking, which involves mastering knowledge about the essence, content, features and methods of personal growth of the future teacher; awareness of universal, national, civic, environmental, family, and personal development values; mechanisms of using the formation of value orientations of the individual; acquiring knowledge and self-assessment skills of one's own aspirations, qualities and capabilities (Jarmas & Raed, 2018).

The basis of the content of the theoretical direction is the activation of the student's cognitive activity in the field of his self-improvement, which is reflected in the active, purposeful acquisition of knowledge about the goal, tasks, means, mechanisms and patterns of the teacher's personal self-improvement. This content is partially presented in courses on pedagogy and psychology. One of the forms of implementation of the specified content can be the integrated course "Axiological foundations of personal development", which provides students with basic psychological and pedagogical training, theoretical knowledge for consciously managing their development, helps them find, realize and accept goals, a program, learn practical techniques of their spiritual growth. The goal of the course was the formation of a valuable attitude to self-improvement based on deepening knowledge of axiology.

Various methods are used to implement the tasks and content of the theoretical direction, in particular: verbal; partially searchable; methods of stimulating interest in learning; methods of consciousness formation; methods of social and psychological training (Grant, 2013).

The practical direction is aimed at the development of the behavioral sphere of students. Its main tasks are: the development of life's focus on personal self-improvement, in particular, the development of self-education, self-education and organizational and creative skills, willpower and creativity; strengthening of communicative activity.

The content of the specified direction is the acquisition of experience in the application of skills and self-improvement skills, as well as activities in active pedagogical communication. This content is implemented in workshops and methodical recommendations aimed at developing the necessary skills and abilities in the field of personal self-improvement (Cuervo-Carabel, Martínez, Arce Garcia & Fernandez, 2018). The main organizational form is the pedagogical practice of students, since it is in the practical activity that one tests oneself as a teacher, comprehends one's own capabilities, develops self-analysis skills, realizes the priority areas of self-improvement, and enriches the experience of professional activity.

In order to strengthen the formative influences, the target orientations of practice determine the formation of students' need for personal self-improvement based on the activation of their subject position. The tasks of pedagogical practice are: development of

knowledge, abilities and skills in the field of self-education, self-education and self-management; strengthening of own communicative activity.

The leading methods of the practical direction of educational influences are: practical methods of teaching; methods of organizing activities; stimulation methods; methods of social and psychological training, etc.

The implementation of the proposed methodological system involves the gradual complication of the goals and tasks of each stage, the deepening of the content, the increase in the volume of the learned educational material and the increase in the level of its processing (from reproductive to creative), the growth of independence and creative activity of students during the acquisition of the necessary knowledge, skills and abilities, thanks to which a certain sequence of pedagogical influences and stability and strength of formed personal formations is achieved.

And precisely thanks to the implementation of the proposed methodical system for the formation and development of processes of self-control and self-improvement of the professional competence of a philology student in the future, the best foundations for self-development will emerge for him, in particular in the direction of communicative competence.

A survey was conducted in November 2021 to improve the qualifications of future teachers of the Ukrainian language in order to develop their communicative competence and ability to self-control and self-improvement (Barni, Danioni & Benevene, 2019).

Disadvantages of oral communication:

using inappropriate words to communicate;
the possibility of omitting in the reported material details;
there is a high probability of forgetting the information heard by the listener;
distortion of the message during its further transmission.

Sometimes there are cases when students complain that they know and understand the material well, but they cannot explain it. The case with the difficulties of the birth of thought, associated with insufficient language training of students. The processes of understanding, assimilation and deepening of knowledge depend on it. Thinking activity is mainly carried out by means of language, therefore, the lack of language training, which is observed in some college students, creates difficulties in the linguistic design of thought, which negatively affects the quality of their educational activity (Arvidsson, Leo, Larsson, Håkansson, Persson & Björk, 2019). In the conditions of human communication, quite specific communication barriers may arise. They are not related to vulnerabilities in any channel or communication with coding and decoding errors, but are of a social or psychological nature. On the one hand, such barriers may arise due to the fact that there is no understanding of the communication situation, caused not just by the different

language spoken by the participants of the communicative process, but by deeper differences. These can be social, political, religious, professional differences, which not only give rise to different interpretations of the same concepts used in the process of communication, but also generally different worldviews, worldviews, worldviews. Barriers of this kind are caused by objective social reasons, the affiliation of communication partners to different social groups, and when they appear, the effect of communication in a wider system of social relations is especially clear. Communication in this case demonstrates its characteristic that it is only a side of communication. On the other hand, communication barriers can have a more purely psychological nature (Borle, Reichel, Niebuhr & Voelter-Mahlknecht, 2021). They can either arise as a result of individual psychological features of the people communicating, or due to the special kind of psychological relations formed between the people communicating: hostility towards each other, mistrust, etc. In this case, the connection that exists between communication and relation is particularly clear, which is naturally absent in cybernetic systems. All this allows us to raise the issue of communication training in a very special way, for example, in the context of social and psychological training, the improvement of society is impossible without self-education of each individual, an important means of which is self-control. Formation of the ability to self-control emotions and activities can become one of the conditions for increasing the effectiveness of education and education of a modern personality. Recently, the problem of self-control is increasingly becoming the subject of psychological and pedagogical research. However, these studies are mainly devoted to the problem of self-control in work and sports. The issue of self-control of adolescents in extracurricular work has not been given enough attention. Having reviewed the psychological and pedagogical literature known to us, we came to the conclusion that the research was conducted with a certain conditional periodization.

7. Conclusions

Summarizing, we note that the article presents the essence of the technology for the development of social and communicative competence of future teachers of a higher school, which is a set of methods, techniques and teaching tools, forms of control and correction, which are gradually (conceptual, motivational-stimulating, content-procedural, practical, diagnostic-resultative) introduced into the educational process of a higher educational institution, ensure the self-realization of students in various types of social and communicative activities and guarantee the achievement of the final result - the development of social - communicative competence of future higher education teachers. One of the most effective means of increasing a teacher's professional competence is self-education. Professional self-education of a teacher is a conscious activity to improve one's personality as a specialist: adapting one's individual unique qualities to the requirements of pedagogical activity, constantly improving professional competence and continuously improving the qualities of one's personality. And since it is much more difficult to teach oneself than someone else, it involves methodical support. It should be multi-level and necessarily gradual.

8. Bibliographic references

- Adedoyin, O., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*. <https://doi.org/10.1080/10494820.2020.1813180>
- Arvidsson, I., Leo, U., Larsson, A., Håkansson, C., Persson, R., & Björk, J. (2019). Burnout among school teachers: Quantitative and qualitative results from a follow-up study in southern Sweden. *BMC Public Health*, 19, 655. <https://doi.org/10.1186/s12889-019-6972-1>
- Ananiev B. (1962) Formation of giftedness. *Inclinations and abilities: a collection of articles*, 1, pp. 15–36.
- Andrushchenko, V., & Oleksenko, V. (2007). High pedagogical technologies. *Higher education of Ukraine*, 2, pp. 70-76.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' Self-Efficacy: The Role of Personal Values and Motivations for Teaching. *Frontiers in Psychology*, 10(1645). <https://doi.org/10.3389/fpsyg.2019.01645>
- Borle, P., Reichel, K., Niebuhr, F., & Voelter-Mahlknecht, S. (2021). How Are Techno-Stressors Associated with Mental Health and Work Outcomes? A Systematic Review of Occupational Exposure to Information and Communication Technologies within the Technostress Model. *International Journal of Environmental Research and Public Health*, 18(16), 8673. <https://doi.org/10.3390/ijerph18168673>
- Bravo, A.K., Buenaflor, N.B., Baloloy, J.I., Guarte, L., Osinaga, A.M., Salartin, A., & Tus, J. (2021). Amidst the Covid-19 pandemic: The job burnout and job satisfaction of public school teachers in the Philippines. *International Journal of Advance Research and Innovative Ideas in Education*, 7(3), 2979–2993. <https://doi.org/10.6084/m9.figshare.14832399.v1>
- Carroll, A., Forrest, K., Sanders-O'Connor, E., Flynn, L., Bower, J.M., Fynes-Clinton, S., & Ziaei, M. (2022). Teacher stress and burnout in Australia: Examining the role of intrapersonal and environmental factors. *Social Psychology of Education*, 25, 441-469. <https://doi.org/10.1007/s11218-022-09686-7>
- Cuervo-Carabel, T., Martínez, N., Arce Garcia, S., & Fernandez, I. (2018). Technostress in Communication and Technology Society: Scoping Literature Review from the Web of Science. *Archivos de Prevencion de Riesgos Laborales*, pp. 18-25. Doi: 10.12961/apr.2018.21.1.04
- Drach, I. (2013). Management of the formation of professional competence of master's students of pedagogy of the higher school: theoretical and methodological principles: monogr. National academy of pedagogical sciences of Ukraine, 456 p.
- Freudenberger, H.J. (1975). The staff burn-out syndrome in alternative institutions. *Psychotherapy: Theory, Research & Practice*, 12(1), 73–82. <https://doi.org/10.1037/h0086411>
- Gamage, K.A.A., Dehideniya, D.M.S.C.P.K., & Ekanayake, S.Y. (2021). The Role of Personal Values in Learning Approaches and Student Achievements. *Behavioral Sciences*, 11(7), 102. <https://doi.org/10.3390/bs11070102>

- García-Carmona, M., Marín, M.D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, 22, 189–208. <https://doi.org/10.1007/s11218-018-9471-9>
- Grant, A.M. (2013). Outsource inspiration. In J.E. Dutton, & G. Spreitzer (Eds.), *Putting positive leadership in action*. [File PDF] Retrieved from https://faculty.wharton.upenn.edu/wp-content/uploads/2013/12/Grant_OutsourceInspiration.pdf
- Jarmas, B., & Raed, Z. (2018). Stress and burnout among lecturers and pedagogical instructors in colleges of education. *European Journal of Education Studies*, 4(4). DOI: <https://doi.org/10.5281/zenodo.1210049>
- Jiang, X-R., Du, J-J., & Dong, R-Y. (2017). Coping style, job burnout and mental health of university teachers of the millennial generation. *Eurasia Journal of Mathematics Science and Technology Education*, 13(7), 3379–3392. <https://doi.org/10.12973/eurasia.2017.00734a>
- Keller, J., & Kesberg, R. (2017). Regulatory focus and human values. *Psihologija*, 50(2), 157-186. <https://doi.org/10.2298/PSI160809004K>
- Mancini, G., Mameli, C., & Biolcati, R. (2022). Burnout in Italian Primary Teachers: The Predictive Effects of Trait Emotional Intelligence, Trait Anxiety, and Job Instability. *Europe's Journal of Psychology*, 18(2), 168–180. <https://doi.org/10.5964/ejop.2685>
- Maslach, C., & Leiter, M.P. (1999). Teacher burnout: A research agenda. In R. Vandenberghe, & A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 295–303). Cambridge University Press. <https://doi.org/10.1017/CBO9780511527784.021>
- Pometun, O. I. (2004) Theory and practice of consistent implementation of the competence approach in the experience of foreign countries / Competency approach in modern education: world experience and Ukrainian perspectives. K.: KIS. P. 15-24.
- Sysoeva, S. O., & Batechko, N. G. (2011). Higher education of Ukraine: realities of modern development: monograph. Ministry of Education and Science, Youth and Sports of Ukraine, Kyiv University named after Boris Grinchenko, National University of Bioresources and Nature Management of Ukraine, pp. 368 [In Ukrainian]

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.10>

Cómo citar:

Smyrnova, T., Fabian, M., Prokopenko, L., Samokhvalova, I., & Lytvyn, O. (2022). The formation of theoretical thinking as a phenomenon of increasing the efficiency of the intercultural component in the context of the modern information society. *Revista Eduweb*, 16(4), 117-130. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.10>

The formation of theoretical thinking as a phenomenon of increasing the efficiency of the intercultural component in the context of the modern information society

La formación del pensamiento teórico como fenómeno de aumento de la eficiencia del componente intercultural en el contexto de la sociedad de la información moderna

Tetiana Smyrnova

smyrnova@gmail.com

<https://orcid.org/0000-0002-2931-8288>

Doctor of Pedagogical Sciences, Professor of the Department of Art Education and Humanitarian Disciplines, Ivan Kotlarevsky Kharkiv National University of Arts, Ukraine.

Myroslava Fabian

fabian.m@gmail.com

<https://orcid.org/0000-0002-3351-1275>

Doctor of Philology, Professor, Professor of English Philology Department, Uzhhorod National University, Ukraine.

Liudmyla Prokopenko

prokopenko@ukr.net

<https://orcid.org/0000-0003-0657-4550>

Department of Information Technology, Kyiv National University of Culture and Arts, Kyiv, Ukraine.

Iryna Samokhvalova

samokhvalova@gmail.com

<https://orcid.org/0000-0001-7017-6915>

Doctor of Philosophy (PhD), Associate Professor of the Department of the Physical Education Sumy National Agrarian University, Postgraduate Department of the Theory and Methods of Physical Culture Sumy State Pedagogical University named after A. S. Makarenko, Ukraine.

Olena Lytvyn

Lisovska_k@ukr.net

<https://orcid.org/0000-0003-3437-2067>

Associate Professor, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", Ukraine.

Recibido: 02/11/22

Aceptado: 17/12/22

Abstract

The article analyzes the existing concepts of intercultural communication, considers approaches to the study of reflection to determine it as a mechanism for increasing the effectiveness of intercultural reflection communications.

Intercultural communication in the conditions of the information unity of mankind is based on the fact that, firstly, the communicative paradigm is being formed today in the conditions of the post-industrial and information society, in the context of which mass media and information and communication technologies represent the most important side of civilization. The article presents an aspect of the study, the initial hypothesis of which is the assumption that the effectiveness of communication is due to sanogenic reflection. The theoretical study of the problem showed that the following aspects of the study of reflection were determined in science and practice: reflection is studied in the aspect of studying the principles of organization and development of the human psyche, its highest form - self-knowledge.

Keywords: higher education, education system, computer technology, institutions of higher education, intercultural reflection, communications, cultural, ethnic stereotypes.

Resumen

El artículo analiza los conceptos existentes de comunicación intercultural, considera aproximaciones al estudio de la reflexión para determinarla como mecanismo para incrementar la eficacia de las comunicaciones interculturales de reflexión.

La comunicación intercultural en las condiciones de la unidad informativa de la humanidad se basa en el hecho de que, en primer lugar, el paradigma comunicativo se está formando hoy en las condiciones de la sociedad posindustrial y de la información, en cuyo contexto los medios de comunicación y la información y la comunicación Las tecnologías representan el lado más importante de la civilización. El artículo presenta un aspecto del estudio, cuya hipótesis inicial es el supuesto de que la eficacia de la comunicación se debe a la reflexión sanagénica. El estudio teórico del problema mostró que los siguientes aspectos del estudio de la reflexión fueron determinados en la ciencia y la práctica. La reflexión se estudia en el aspecto de estudiar los principios de organización y desarrollo de la psique humana, su forma más alta: el autoconocimiento.

Palabras clave: educación superior, sistema educativo, tecnología informática, instituciones de educación superior, reflexión intercultural, comunicación, cultura, estereotipos étnicos

1. Introduction

At present, the strengthening of migration processes in society, changing the cultural and historical environment, as a source of personality development, actualizes the manifestation of specific human properties, abilities associated with intercultural communication. In this context, the ability to reflect is of particular importance.

The relevance of the study of intercultural communication in the conditions of the information unity of mankind comes from the fact that, firstly, the communicative paradigm is being formed today in the conditions of the post-industrial and information society, in the context of which mass media and information and communication technologies

represent the most important aspect of civilization. In modern discussions of the transition to the information society, to the "knowledge society", an important place is occupied by anthropological attitudes: the search for meaning, morality and value (axiological and ethical); striving for knowledge. In all these settings, communication plays an important role, the world and society in the conditions of globalization and informatization are increasingly understood through the lens of communication. Secondly, the relevance of the formation of intercultural communication is determined by the fact that the "paradigm of the philosophy of consciousness" is being changed by communicative culture, and many social philosophers today speak of "linguistic change" (Chisholm, 1994).

The relevance of the problem of the topic under study is determined by its high significance for solving the most important issues of the realization of the personality in a multi-ethnic environment, on the one hand, and the insufficiency of theoretical, empirical and experimental research in this scientific field, on the other.

For this study, it was important to analyze the existing concepts of intercultural communication, consider approaches to the study of reflection for defining it as a mechanism for increasing the effectiveness of the reflection of intercultural communication.

Researchers of intercultural communication draw attention to the need to study this phenomenon in the context of the relationship between cognitive, affective and behavioral processes (Satoshi Ishii).

The content of the concept is determined by domestic researchers from the standpoint of adequate mutual understanding of the participants in a communicative act belonging to different national cultures, communication of people representing different cultures of Minaso, exchange of information between teachers of different linguistic cultures.

Interpersonal interaction between members of different cultural groups has been studied. Regarding this study, intercultural communication is considered as the interaction and acceptance of communicants - representatives of different cultures.

An aspect of the study is presented, the initial hypothesis of which is the assumption that the effectiveness of communication is due to sanogenic reflection.

A theoretical study of the problem showed that the following aspects of the study of reflection have been determined in science and practice:

- reflection is studied in the aspect of studying the principles of organization and development of the human psyche, its highest form - self-knowledge;
- the reflexivity of thinking, consciousness and personality is considered in psychological research in the context of the analysis of mediation and arbitrariness of

human activity and behavior, as a special way of a person's existence in society and his awareness of himself through relations to other people, to the world;

- the mechanisms of reflection are studied, reflection as a mechanism for the development of personality activity.

Reflection is studied as a factor in optimizing personality accentuations and increasing the effectiveness of its activities. Guided by the provisions of this study, it can be assumed that the development of reflection as a cognitive-personal mechanism that provides a conscious choice of behavioral programs contributes to an increase in the effectiveness of intercultural communication. Reflection has not been studied in this context (Cushner & Brennan, 2007).

The unconsciousness of the personality of internal determinants and mechanisms that actualize certain forms of response to what is happening can become significant.

an obstacle in the development of personality effective forms of relationships with others and ways of behavior. Awareness of emerging barriers and their overcoming or prevention in relations between communicants is a necessary condition for successful interaction. This is possible, according to our assumption, due to the development of optimal reflection of communicants - representatives of different ethnic groups (Davidman & Davidman, 1994).

Reflection performs the function of reducing uncertainty in the subject's choice of behavior programs, accompanying the process of managing his actions, taking into account the requirements of place and time. Stereotypical programs of behavior that have become ineffective give way to new programs of behavior. This approach in understanding reflection and its functions can be considered as a means of optimizing accentuated character traits that manifest themselves in ineffective stereotyped behavior programs. This study was carried out on the basis of system-activity methodology. The author considers activity as an explanatory principle and approach to the analysis of the studied phenomena of the psyche and as a means of correcting the nature of the individual.

An analysis of studies in the direction of interest to us led to the conclusion that reflection as a factor - a concept that means the cause of many personal changes, can also be considered in the context of increasing the effectiveness of intercultural communication, since reflection provides a conscious choice of behavior programs.

2. Literature review

Analysis of basic concepts, related to issues of formation of intercultural communication, given in works of N. Balytska, E.M. Vereshchagin, P.M. Donts, V.G. Kostomarova, etc. (Balytska, 2003). On modern research on intercultural communication was significantly influenced by the theory of the dialogue of cultures and theory of local cultures. The sociocultural aspect of the dialogue of cultures researched in the works of B.G. Ananieva and V.S. O. Zelikovska, and others (Zelikovska, 2010). Despite the high the level of

development of the theory of intercultural communication, the need is still felt in serious research. (Bacevich, 2007).

Intercultural communication is the exchange of information, feelings, and opinions of representatives of different cultures. The term "intercultural communication" appeared in the 1970s. 20th century, when the book "Culture as Communication" by E. Hall and D. Trager was published, in which the term "intercultural communication" was proposed for the first time, where the authors showed a close connection between culture and communication. (Trager & Hall, 1954).

The term "intercultural communication" in a narrow sense appeared in 1970 in the well-known work of J.I. Samovar and R. Porter "Communication between cultures", in which the definition of intercultural communication is given. (Samovar, Richard, Edwin & Roy., 2015).

Intercultural Communication: A Discursive Approach by Ron and Susan Scollon examines intercultural communication from the perspective of speech practices and cultures. The very concept of intercultural communication is explored. Theories of Western communication are explored by K. Berger, E. Hirsch, and G. Hofstede. (Hirsch, 2002). In the context of intercultural communication, the problems of globalization of culture and the interaction of civilizations are also considered (Han, Nelson & Wetter, 2014).

3. Aims

The purpose of this research is to substantiate the methodological foundations of intercultural communication as a complex social phenomenon; to investigate the history of domestic and foreign philosophical thought about the essence and significance of intercultural communication in modern conditions; to investigate the phenomenon of intercultural communication in the context of the interaction of man and culture, man and communication, the interaction of intercultural contacts, which are intensively optimized in the conditions of cultural globalization as a consequence for man and society.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

Determining the position of a new activity, a person chooses constructive meanings and means, based on which, he is aware of the previous activity. At the same time, it becomes difficult to go beyond the framework of one's own consciousness and activity.

Researchers pay attention to the fact that a reflexive exit is often caused by interruption of interaction due to a lack of understanding by the subjects of joint activity. If the partners do not understand, it becomes necessary to go beyond the subjective vision of the activity, comparing and correlating it with the content and opinions of the partner. The reflective position of the reflective one, with the representation and construction of a holistic meaning of the reflected activity, can rely both on separate morphological formations (each activity can be presented in terms of its goals, means and tools, knowledge that is used in it), and on their totality. The stage of system design is singled out as a special component of the reflection mechanism. And reflection, in his opinion, can be carried out in various ways. (Elphinstone, 2018).

The images that arise in the mind are holistic. For reflection, these images must be presented as a picture of reflective activity, the scheme of which is also must be defined. A holistic picture of reflective activity receives its conscious otherness. The scheme of reflexive meaning (mode of activity) exists directly in the space of consciousness and in its morphology. Objectification closes the reflexive process, and the results of the reflexive assimilation of activity can enter the sphere of thinking.

The considered main components (reflexive output; intentionality; primary categorization; construction of a system of reflexive means; schematization of the reflected content; objectification of the reflexive description) constitute the psychological mechanism of the reflexive process. Each component that can be purposefully formed is considered as a stage of psychological action. The realization of each stage as a conscious action and the special organization of the conditions for the implementation of the system of actions become a methodical form of teaching reflection.

Among the diverse pedagogical ways of developing reflection, the methods of active socio-psychological training attract attention. On the basis of a theoretical description of the psychological mechanism of reflection, it is possible to design such forms of learning that contribute to its manifestation as a learning principle, and can be directly the subject of purposeful formation, which is also relevant for this study.

Sanogenic, realistic thinking is an indicator of the ability to realize one's own expectations, which the subject ascribes to the partner, and which, in case of mismatch cause offense, make it possible to realize the unconscious.

One of the innovative learning technologies that provides high quality training of specialists and effective solution of professional problems is inclusion of computer intellectual support for students. It is based on a system of test tasks and pedagogical

situations that reveal the specifics of intercultural communication, reflecting the uncertainty in the interaction of representatives of different cultures, in combination with mastering the algorithm of personal, positive, sanogenic reflection in training.

The experimental work program was implemented on the basis of the following principles:

- humanism based on respect for the individual, his values, sovereignty and belonging to a particular culture;
- the complexity of methods and the activity approach, involving the use of methods to achieve the goal, taking into account the activity of the individual himself;
- unity of national consciousness and common human values.

At the heart of teaching the practice of sanogenic reflection, emotions are considered in the context of the affective result of the automatisms of thinking, the sequence of mental operations that occur in stressful situations. The effectiveness of reflection consists in stopping non-constructive actions, choosing optimal forms behaviors that ensure the success of the interaction. As a social space for the development of sanogenic reflection, a training space was defined in which interaction was based on active training methods, games and exercises, including the affective, cognitive and behavioral spheres of the individual in solving modeling situations and analyzing their own life experience of participants in intercultural communication, which was the basis intercultural communication in the context of the development of sanogenic reflection skills.

The method of autopsychanalysis of emerging experiences in situations of uncertainty of intercultural communication, the influence on the nature of the interaction of ethnic stereotypes and mental automatisms that cause negative emotions is the leading one.

High indicators of projection onto others appeared, certain programs of behavior, thinking, experiences, emotional states were assigned to the communication partner. The inclusion of reflection helped to stop ineffective actions, including mental behavior (patterns due to cultural, ethnic stereotypes), leading communicants to the uncertainty of situations, contributed to greater adaptability of representatives of different cultures to each other.

With this approach, emotion is considered as a reaction to the mismatch of behavior patterns. Negative experiences arise as a result of a mismatch between the real behavior of a partner and those expected programs that are formed in a certain culture of communicators.

6. Discussion

The essence of reflection training was aimed at expanding the consciousness of emotional mental operations, developing the skills of introspection of emotions, understanding the correspondence of the subject's expectations to the real behavior of the communication partner is experienced as a state of satisfaction; in cases of

inconsistency, stereotypes of mental behavior are included, leading to conflicts. Correspondence and discrepancy between real behavior and expectations is experienced by a person.

In the experimental part of the study, a sequence of stages in the training of sanogenic reflection was identified. During the first stage, the tasks of forming the reflective position of students were solved. The reflexive going beyond the limits of everyday consciousness allowed the participants experiment to track the cognitive, affective and behavioral stereotypes of representatives of different ethnic groups, to form an attitude towards awareness of ethnic stereotypes. At the same time, the method of verbal description of the emotional-behavioral patterns of the personality, corresponding to the situation, was widely used. Uncertainty (on the examples of videos, cases, including the manifestation and overcoming of the influence of cognitive and behavioral stereotypes of representatives of different ethnic groups. Let us illustrate with examples of reflection of a fragment of the plot about the peculiarities of relations between representatives of different nationalities. Tom is cheerful, laid-back, creative Brit. Maria is a serious, restrained, a little sad, somewhat detached from the world and deepened in her work as an interpreter, a girl.

Uncertainty in intercultural communication manifested itself at the first meeting:

Tom - open, smiling, prefers a cheerful cap and socks of different colors; Maria looks irritated and indignant at the merriment of the Englishman, from whom she, all over apparently expected restraint.

In my opinion, the translator thought that the British were serious and cold people. But it turned out that Tom was the complete opposite, and in behavior, he should have been more American.

The analysis of the reviewed situations of communicative uncertainty and their resolution was combined with an appeal to the participants' own experience in experimental experimental work: "Fortunately, in my personal life there was no such bitter experience. I had both business and personal relationships with foreigners" (Giroux, 1994).

Business relations were with interns from Germany. Students came to us from Augsburg and Görlitz. At the beginning of my acquaintance, I expected that the Germans are punctual, cold people who plan and carry out their business. After a month of communication, my expectations were not met. They turned out to be by no means punctual, one of them planned his days like a real German, but he did not always manage to realize plan. For them, as for us, the manifestation of friendliness turned out to be characteristic, despite our expectation of their excessive restraint (Gollnik & Chinn, 1990). I have friends from both China and South Korea. Before meeting the Chinese, I expected distrust on their part and a distant attitude. But the girls were friendly and easy-going.

I practically did not know the culture of Koreans, before communicating with them there were no certain expectations, therefore, interacting with them, I learned the peculiarities of their behavior.

In general, we can conclude that communicators, as a rule, have expectations based on certain stereotypes of perception of the behavior of representatives other cultures. For example, my friends from Germany also talked about their expectations, that we are not punctual, irresponsible. But their expectations are also not justified.

Thus, at the first stage, the object of self-observation and reflection was the semantic attitudes that determine, for the most part, the direction, dynamics and course of behavior. Outwardly, semantic attitudes are manifested in the general subjective coloring of actions that are part of the activity, in the pattern of behavior. Observation of manifestations of restraint and expression, activity and isolation, characterizing certain behavioral reactions, as the study showed, often depend on cultural stereotypes. (Klafegn, 2017). The shift in values, the rejection of negative stereotypes of behavior is mediated by the inclusion of reflection. Reflection as a conscious activity that takes place at the highest level of a person's mental activity, the level of objectification, is able to take his behavior beyond the limits of dynamic formations that have become pathogenic, to change the stereotypes of thinking as a program of pathogenic thinking, to rebuild mental behavior that contributes to the emergence and consolidation of protective forms of behavior.

Awareness of the inefficiency of forms of behavior, their inconsistency with the reality of activity contributes to the actualization of the need for self-development, to achieve that is possible only at the level of objectification: this determines the situation. Detection of social, cultural, ethnic stereotypes that promote acceptance ineffective decisions, thanks to reflection, leads to the realization of their inconsistency with the requirements of the changed reality.

Special techniques aimed at objectifying values, social and cultural stereotypes (autopsychoanalysis in the form of working with a diary, group reflection, socio-psychological games and specially created situations) acted as methods and techniques at the stage of teaching sanogenic reflection. Here is a fragment of diary entries:

"... My expectations regarding the punctuality and responsibility of students from Germany were not justified: students allowed late classes, did not always complete assignments in a timely manner (Davies, Fidler & Gorbis, 2020).

Tracking target settings with the help of reflection, awareness of the influence of cultural stereotypes, their negative impact on the behavioral programs of the individual, with the help of sanogenic reflection, they contribute to stopping protective forms of behavior as ineffective, actualizing the emergence of new attitudes and behavioral reactions that are adequate to the situation.

During the experiment, it was important to focus on the diversity of behavior patterns of representatives of different nationalities, the formation of which is influenced by cultural, ethnic stereotypes.

During the second stage of experimental work, the participants of the training mastered the technology of reflection on mental automatisms that cause negative feelings of resentment, guilt and fear of failure (Filmer & Herbig, 2018). Autopschoanalysis of cultural stereotypes as the basis for building unrealistic expectations about behavior others, on the basis of a certain algorithm, made it possible to transform pathogenic mental habits into the habit of thinking and being tolerant of the diversity of national manifestations (ideological positions, feelings and behavior). Based on the disclosure of the mechanisms and constructive orientation of sanogenic reflection, contributing to personal growth and professional development, a need is formed to master this type of reflection, its technology and practice. To do this, it was necessary to rely on the age characteristics of students, their needs, existing life experience in intercultural communication (Khomich, 2014).

The method of verbal description of the emotional-behavioral patterns of personality, corresponding to a particular situation, was widely used by my cognitive and behavioral stereotypes.

The choice of a reflexive strategy in the proposed specific situation, protective or constructive sanogenic reflection, led to a change in attitude to the experiences of negative emotions and a real change in the behavior of the participants in the experimental group.

In the course of teaching sanogenic reflection, it was important to show the relationship of emotional-behavioral reactions at the subject-operational level with cultural stereotypes.

The contradictions that arise in the subject between the old unproductive automatisms and the need to master new forms are resolved thanks to the supra-situational position, which helps to reduce uncertainty in the choice of a behavior program and the choice of the optimal option. Ineffective behavioral responses, thanks to reflection, give way to new, effective programs of behavior.

Reflection training, as noted earlier, took place in the conditions of the training space of the experimental group. The group is defined as a microcosm, a society in miniature, in which the outside world is reflected, realistic relationships are manifested in the created models of interaction between participants. The conditions of the group contribute to the objectification of values, experiences, stereotypes of behavior inherent in the participants. Reflection restimulates mutual response, it can be protective from negative emotions: guilt, resentment, aggression, etc.

The group has a reflection of feedback and support from members with identical problems and experiences. In group conditions, non-constructive reflexive strategies (defensive) are found. In reflection, participants are identified with others, which affects the assessment of their own feelings, experiences, values, attitudes and programs of behavior.

The process of disidentification of cognitive, intellectual and emotional components in reflective analysis contributes to the formation of the skill of constructive behavior. Analysis allows you to detect and deactivate the activity of ineffective forms of personality behavior.

The principles of organization of the training space contribute to the solution of problems:

- realism (objective and subjective reflection of the essence of what is happening with the participants);
- modeling (focus on the creation and testing in game situations of more effective programs of behavior, interaction);
- activity (maximum involvement of each participant in the interaction process);
- ethics (confidentiality, trust, respect of participants to each other);
- objectification (identification of objects of self-observation of one's own psyche and awareness of the results of observation);
- constructiveness of intercultural communication (positive attitude towards a different culture, values, religion)

The main methods and techniques were:

- diary - autopsychanalysis, reflection on your experiences, their source and transformation; developing the skills of analyzing one's own behavior and the behavior of group members;
- group discussion, allowing to compare opposing positions, analyze the problem from different angles, take mutual positions, realize the ambiguity of a possible solution to problems from different ethnic positions;
- feedback, forming the own "I" of the individual, contributing to the knowledge of oneself, others. Receiving feedback is carried out in a message about one's reactions to the behavior of others in the conditions of taking responsibility for one's own statements;
- analysis of situations of resentment, guilt: "Remember and describe the situation when resentment arose", "Describe the case when you experienced feelings of guilt, fear of failure, aggression. What does this have to do with it?" The possibility of description made it possible to more clearly formulate one's experiences, to translate them into awareness (Huddart, Hirniak & Sethi, 2020).

The creation of a space of trust, emotional comfort, acceptance by the participants of each other in the training was facilitated by the support of the principle of confidentiality

in the organization of the training, the choice of a new name (it was proposed to choose the name of a hero, a significant person) contributed to the testing of new scenarios of behavior. In practice, it has been observed that these techniques have provided support in overcoming difficulties and successful personal change.

In order to establish a trusting contact, relieve psycho-emotional stress, and accumulate a positive personal resource, exercises and games with the inclusion of ethnic elements were used.

Gradually, the participants in the experiment came to understand that the assignment of behavioral programs, cognitive automatisms are not recognized by the subject at the level of existential non-reflexive consciousness. The subject acquires the ability, as research shows, to control the genesis of his emotions, thanks to reflection.

7. Conclusions

The inclusion of sanogenic reflection, the stop of non-constructive actions and the choice of new forms of interaction is a mechanism that launches the effectiveness of intercultural communication. Comparative data of the empirical and control stages of the study made it possible to identify statistically significant changes in the indicators of intercultural communication. So, for example, indicators of defensive reflection "inconsistency of the behavior of others with my expectations" (lead to a decrease in the effectiveness of intercultural communication due to rejection and disruption of the interaction of communicants - representatives of different cultures) decreased ($t\text{-Stude} = 3.48$ at $p < 0.05$). This confirms the assumption that sanogenic reflection can be considered as a mechanism for increasing the effectiveness of intercultural communication.

Thus, analyzing the methodological foundations of intercultural communication, it should be noted that the theoretical factor that determined modern communication research was the turn from philosophical and scientific reflection to reality. By performing communicative acts, a person constantly came into contact with other people, with other "I". In fact, it should be concluded that the new literary and artistic form of expression of philosophical thought, which was formed under the influence of Eastern wisdom, is a peculiar form of communication development at a new level, which helps a person not only to realize his place in the world, but also is the basis for in which the dialogue of cultures is carried out today. The new methodology of communication analysis boils down to finding understanding, focusing communication not only on identity, but also on differences. Thanks to this, we are moving away from the paradigm of creating a unity of diversity and moving to a more neutral diversity in unity, which is possible in a multilingual and multicultural environment based on intercultural interaction and mutual understanding.

Prospects for further scientific research are the formation of the concept of the communication culture of the information society and the analysis of the determinants of the optimization of the communication culture of the information society.

8. Bibliographic references

- Balytska, N. G. (2003). Interactive learning technologies in professional training of future teachers. (Monograph). In general ed. N. S. Pobircheko. K.: Science. World.
- Bacevich, F. S. (2007). Dictionary of terms of intercultural communication. K.: selection. [In Ukrainian]
- 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.voced.edu.au/content/ngv:49812>
- 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 Intervention 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. <https://doi.org/10.1111/tct.12092>
- Hirsch, E. (2002). *The New Dictionary of Cultural Literacy: What Every American Needs to Know*. Boston-New York: HOUGHTON MIFFLIN
- Huddart, D., Hirniak, J., & Sethi, R. (2020). MedStudentCovid: How social media is supporting students during COVID-19. *Med Educ*, 54(10). <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>
- Samovar, L., Richard P., Edwin, R., MD., & Roy, C.S. (2015). Intercultural Communication: A Reader, Fourteenth Edition. Boston: Cengage Learning.
- Trager, G., & Hall, E. (1954). Culture as Communication: A Model and Analysis. Explorations: Studies in Culture and Communication. N. Y.
- Zelikovska, O. O. (2010). Formation of intercultural competence students of higher economic educational institutions. (Diss. candidate of ped. sciences). Khmelnytskyi

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.11>

Cómo citar:

Klochko, O., Pohoda, O., Rybalko, P., Kravchenko, A., Tytovych, A., & Kondratenko, V. (2022). Features of the implementation of inclusive education: The role of the teacher. *Revista Eduweb*, 16(4), 131-140. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.11>

Features of the implementation of inclusive education: The role of the teacher

Características de la implementación de la educación inclusiva: El papel del docente

Oksana Klochko

Klochko@gmail.com

<https://orcid.org/0000-0002-6505-9455>

Sumy Regional Institute of Postgraduate Pedagogical Education, Sumy, Ukraine.

Olena Pohoda

Pohoda@gmail.com

<https://orcid.org/0000-0002-3875-2641>

Kharkiv I.P. Kotlyarevsky National University of Arts, Kharkiv, Ukraine.

Petro Rybalko

Rybalko@ukr.net

<https://orcid.org/0000-0002-6460-4255>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Anatoly Kravchenko

Kravchenko@gmail.com

<https://orcid.org/0000-0002-9523-7435>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Andrii Tytovych

Tytovych@ukr.net

<https://orcid.org/0000-0002-4283-4105>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Viktoriiia Kondratenko

Kondratenko@ukr.net

<https://orcid.org/0000-0002-9056-5851>

The University of Customs and Finance, Dnipro, Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

The article analyzes the peculiarities of the professional activity of a teacher in the conditions of an inclusive educational space, in particular, the special training of a teacher as an integral component of this process. Emphasis is placed on the cooperation of teachers in an inclusive educational institution for the socialization of a child with special needs and her preparation for independent life.

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

Resumen

El artículo analiza las peculiaridades de la actividad profesional de un docente en las condiciones de un espacio educativo inclusivo, en particular, la formación especial de un docente como componente integral de este proceso. Se enfatiza la cooperación de los docentes de una institución educativa inclusiva para la socialización de un niño con necesidades especiales y su preparación para la vida independiente.

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

All the changes that are taking place in our country, in one way or another, affect various spheres of life and activity of our society. The priority of universal human values, human life and health, free development of the individual is also reflected in the organization of the educational process. Accordingly, attention has increased to the problem of humanization of education and personalization of the learning process. That's why it is quite logical that inclusive education is becoming one of the priority areas for the development of modern education in the changing Ukraine. At present time we are witnessing the active modernization of the system of higher professional education in Ukraine. One of the vectors of modernization is the development of the theory, the material basis and practice of inclusive education, the expansion and rooting of this inclusiveness in the activities of the country's universities (Haegele & Zhu, 2017).

In the context of the formation of a social state in Ukraine and the democratization of social relations, the idea of inclusive education is the most acceptable form of achieving equality in the field of education. The term "inclusion" is into the space of Ukraine as a new code of social equality. Inclusion is understood as the inclusion in the general educational process of all students, regardless of their gender, ethnicity and religion, the state of their physical and mental health, their level of development.

With the inclusion of the concept of "inclusive education" in a legal document, it becomes a legal term, which determines the need for a thorough and complete study of the term itself and the concept that it expresses.

Inclusion in education is equally necessary for all participants in educational interaction. Inclusive education is a promising model of socialization in a society focused on achieving a high level of social security for everyone. A special place in the implementation of such a model is occupied by the teacher. It is on his emotional stability, readiness to accept children

with special educational needs that the development of inclusive education in the education system depends (Roldán, Marauri, Aubert & Flecha, 2021).

Inclusive (inclusive) education is understood as a process of joint education and training of people with disabilities and ordinary peers. In the course of such education, children with disabilities can achieve the fullest progress in social and psychological development (Ahsan & Sharma, 2018).

Differences in thinking, worldview, culture and traditions include the concept of "inclusion". Based on the fact that the personality of any child is valuable in itself, you are convinced that children with special educational needs, in order to enter society, first of all need an extra-family environment, communication with other children, and they need an intermediary that is different from their parents, i. e. teacher. Here we mean inclusive education. Inclusion consists in the fact that any educational institutions, including kindergartens, must accept all children without exception, regardless of their characteristics. This applies not only to physically unhealthy children, but also to healthy ones, for example, from among indigenous peoples or gifted children (Dila & Wijayanti, 2020). The education system should be based on this principle: all children are different and each one is special in its own way, but they all belong to a specific community. All children have the right to go to one school or another, both gifted and disabled children. Each child must be looked at individually and his special needs must be taken into account educational needs.

In any case, the benefits of inclusion far outweigh the disadvantages of this process, and the best test of the correctness of inclusive approaches in education will be its results.

One of the tasks of inclusive education is to create a psychologically comfortable educational environment in the process of pedagogical communication for children with disabilities.

Inclusive education requires not only specially created comfortable conditions for children with disabilities, but also a special psychological readiness of the teacher. The unpreparedness of teachers for inclusive practice is an acute problem already at the initial stages of education: such psychological "barriers" appear as professional insecurity, unwillingness to change anything, psychological unpreparedness to work with "special" children (Jessup et al., 2018), (Sharavara & Batsman, 2020). A teacher teaching children with special educational needs should be psychologically prepared to create special conditions for such children within the existing educational system, to develop and implement correctional and developmental technologies for teaching students in this group. The level of professionalism and knowledge that will allow making optimal decisions in a particular pedagogical situation is represented by three groups of special competencies: organizational and managerial, educational and methodological. Each of the competencies includes a list of professionally important qualities that have a significant impact on the effectiveness of professional pedagogical activity. Psychological readiness is the result of professional training, the quality of the individual, and so also acts as a regulator of the success of professional activity (Muñoz-Martínez & Porter, 2018), (Francis et al., 2017). It can be concluded that one of the basic psychological processes that affect the effectiveness of the teacher, who is engaged in the inclusion of a child with special needs in the process of general

education, becomes an emotional acceptance of such a child. And here we can observe the presence of the so-called professional "barrier" - the teacher is not psychologically ready to accept a child, in the success of whose education he is not sure. He does not know how to test his knowledge and how to evaluate his individual achievements (Bondar & Zolotoverh, 2019).

2. Literature review

For a successful process of emotional acceptance by a teacher of children with disabilities, teachers need to form empathy towards such a student. Empathy is expressed in the ability to rise above oneself and the situation, look at oneself from the outside, evaluate one's activities and behavior when working with children with disabilities (Miatto, 2020). In order to be as psychologically prepared as possible for the implementation of inclusive education, it is important for the teacher to master the skills of empathic listening, the purpose of which is to create in students the feeling that his feelings and experiences are accepted, understood and interesting to the teacher.

It depends on the pedagogical influence how much the child will be emotionally saturated, how interesting and exciting life at school will be for him (Paulsrud & Nilholm, 2020).

Also, the basic component of psychological readiness for the implementation of the ideas of inclusive education is the motivational sphere of the teacher, which determines the purposeful, conscious nature of his actions and determines the potential of the individual. It is the motivational component that is characterized by a personal-pedagogical orientation and manifests itself in a motivational-value relation to the learning process, in which the subject-subject relationship is realized (Dell'Anna, 2021).

Many studies of domestic and foreign scientists in the field of corrective pedagogy, including Dell'Anna, Paulsrud, Nilholm, Miatto, Bondar, Zolotoverh, Francis, Muñoz-Martínez, Porter, Jessup, Sharavara, Batsman, Dila, Ahsan, Haegele, and others.

To implement such relations in the development of inclusive education, the human factor plays an important role, that is, a model is formed in the teaching staff "ideal teacher", which contains such characteristics of a teacher as: professional skills in teaching, communication skills, stress resistance, diligence and effectiveness, etc.

3. Aims

The Aim of the article is to characterize and analyze the readiness of future primary school teachers to work with students with special needs.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical:

pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

The study revealed the facts of a positive attitude of the teaching staff towards students with disabilities, the degree of accessibility of the environment, the list of specialties that are priority for the disabled, the optimal, from the point of view of teachers, form of student education, as well as measures by which the university can guarantee the opportunity obtaining higher professional education for persons with special educational needs.

The results of the survey showed that almost the entire teaching staff (82%) has a positive attitude towards the prospect of possible education of students with disabilities at the university.

According to the teaching staff of the university, there are currently a number of factors that limit the possibilities of studying at the university young people with special educational needs.

Among such factors, the teachers considered: lack of personnel (70%), advanced training courses (64%), poor provision of electronic equipment (53%), lack of master's degree programs (61%), lack of mechanisms that contribute to the organization of inclusive education and their program - methodological support (72%), poor provision of educational and methodological literature (84%). In addition, respondents believe that students with disabilities are psychologically unprepared for general education (72%), there are problems in the employment of disabled graduates (82%).

It is important to note that in the context of the administrative strategy for introducing the process of inclusion in education, a necessary aspect is to assess the degree of readiness of an educational institution to implement an inclusive approach.

For the successful organization of inclusive education, it is necessary to create certain conditions: the definition of goals and the development of curricula in accordance with abilities and needs of disabled people, creation of special conditions for vocational training, psychological, pedagogical and social rehabilitation support.

6. Discussion

Despite the voluminous list of teacher's professional qualities, one of the most important professional qualities is his resistance to stress.

The factor of social adaptation to stressful situations is the developed socio-psychological tolerance (tolerance) of the teacher's personality. intolerance is largely due to personality stereotypes, negative attitudes of interpersonal evaluation.

Formation of the teacher's readiness for inclusive pedagogical practice includes such personal characteristics as: a conscious choice of options own professional behavior; ability and readiness to choose adequate means and methods of self-development; organization of pedagogical activity in the conditions of cooperation; the ability to freely navigate the system of techniques and methods of pedagogical activity.

Some scholars identify criteria that make it possible to determine the teacher's readiness for inclusive education.

The first criterion identified by researchers is motivational-value criterion, which manifests itself in the desire to transform one's own experience, to construct professional activities, self-education and cooperation.

The next (operational-activity) criterion includes the possession of methods for the development of professional knowledge (internalization) and updating professional abilities (exteriorization), as well as the improvement of activities (correction of exteriorization).

And the last (reflexively-evaluative) criterion is the ability to formulate the difficulties and problems of professional life, interpret their causes, evaluate the results of the professional and personal achievements of the teacher.

The criteria proposed by the authors are of great interest for our study, because they reflect the entire structure of readiness, including its personal, value, knowledge, activity and reflexive components.

The criteria for a teacher's readiness for inclusive pedagogical practice can be: awareness of the need for innovation; confidence that the innovation accepted for implementation will give a positive result; consistency of personal goals with innovative activities; readiness to overcome failures; technological equipment; a positive assessment of their previous experience in the field of inclusive activities; ability for professional reflection; armament with the necessary knowledge, skills, abilities; flexibility of thinking and behavior depending on the situation; a propensity for creativity and anticipation of the desired pedagogical result at the stage of choosing an influence strategy (Kefallinou, Symeonidou & Meijer, 2020).

The professional readiness of a teacher for inclusive education is a fundamental condition for the successful implementation of inclusive education.

The main criterion of readiness is the orientation of the teacher's consciousness in the conscious performance of professional activities in the process of implementing versatile and full-fledged learning in the process of inclusive education.

An analysis of the changed requirements for the professional competence of a modern teacher made it possible to identify a number of existing contradictions:

- at the socio-pedagogical level: between the social order for the introduction and implementation of inclusive education in domestic pedagogical practice and the lack of qualified teaching staff for the implementation of inclusion;

- at the scientific and theoretical level: between the demand for the training of teachers of educational institutions for inclusion and insufficient scientific substantiation of the content and technology of such training;
- at the practical and methodological level: between the need to implement inclusive practice and prepare teachers for this process and the lack of program and methodological materials that ensure the development of professional competence of teachers in the field of inclusion.

Based on the above, I would like to note that the development of inclusive education is a complex and multifaceted process, all participants of which need help in organizing the mechanism of interaction. Like any new undertaking, the introduction of an inclusive education system is accompanied by certain difficulties (Rueda, Muñoz-Martínez & Porter, 2021). This is the training of personnel and the selection of employees who are ready to work in the system of inclusive education, the main difficulty is to break the wary, sometimes even negative attitude of all participants in this process towards joint learning.

The attitude towards inclusive education of participants in the educational process is ambiguous. Parents of children with disabilities want to their children, regardless of psycho-physiological characteristics, attended a regular general education school. Some teachers are condescending or indifferent to the inclusion of children with disabilities in educational process. Another group of teachers has a condescending and even positive attitude towards this category of children (Muñoz-Martínez & Porter, 2018). At the same time, some teachers experience difficulties in accepting an inclusive child, because do not possess sufficient knowledge and methods of teaching children with disabilities, and have insufficient experience in dealing with such children.

This is where the imperfect actions of the teacher come from, who is not motivated to work with this child and who is not competent in giving the knowledge that the child needs here and now, including his zone of proximal development (Szumski, Smogorzewska & Karwowski, 2017). The professional training of teachers contains an insufficient amount of hours in special psychology and defectology, which makes it difficult to work with children with disabilities.

We considered the readiness of teachers for inclusive education through the assessment of two main blocks: professional readiness and psychological readiness (Opie, Deppeler & Southcott, 2017).

In the structure of professional readiness, the following were determined: possession of pedagogical technologies, knowledge of the basics of correctional pedagogy and special psychology, information readiness, variability and flexibility of pedagogical thinking, taking into account individual differences in children, reflection of professional experience and results, readiness for professional interaction. In structure psychological readiness: motivational readiness, consisting of personal attitudes (the moral principles of the teacher and doubts about inclusion).

The professionalism of a teacher in an inclusive educational environment lies both in the ability to perceive, hear and listen to the children themselves, and in the ability to interact with colleagues, work in a team (Boza-Chua, Gabriel-Gonzales & Andrade-Arenas, 2021).

The monitoring showed that the majority of teachers are not ready to implement inclusive education. This is due to the insufficient development of the legislative framework and the system of social support measures; the need for qualified personnel (defectologists, psychologists, social educators, educators, etc.) and the insufficient level of their professional training; the absence of significant changes in the curricula of various specialties; lack of necessary logistical support; the lack of a unified system for the early detection of deviations in the development of children and early corrective pedagogical assistance; the presence of a distorted stereotypical view of society towards persons with disabilities; the lack of development of the mechanism of activity of psychological-medical-pedagogical commissions when making a conclusion about the "lack of learning" of this category of children, etc. (Miyauchi, 2020).

But we must not forget that for the professional development of most specialists, higher education institutions can be called an important link, the purpose of whose scientific activity is to develop methods and design an inclusive educational environment. Higher education has significant potential for improving regional systems for providing assistance to children with special educational needs (Drach, 2020).

In order to identify the main directions of development of the inclusive education system and to provide support in its formation and development, a study was conducted at the university among the teaching staff (Muñoz-Martínez, Vergara & Carrasco, 2021).

7. Conclusions

Inclusive education is on the rise. In order to develop the level of accessibility of vocational education in Ukraine, new requirements for institutions of higher professional education have been developed and are being put into effect. They provide for changes in the educational environment of the university, which should become accessible to students with disabilities.

Models of education for persons with developmental disabilities being developed in Ukraine actualize the value of foreign experience. Changes in the Ukrainian educational law regarding the education of children with disabilities in the second decade of the XXI century. are built not only on the study and analysis of foreign experience, those discussions that take place on the education of children with disabilities and disabilities, but also on the basis of Ukrainian experience. And to date, Ukraine has accumulated a certain positive experience in introducing an inclusive educational paradigm in working with different age groups.

Foreign and domestic represents a new round in the evolutionary development of education. Although the issue of the transition to inclusive education is still a topic of discussion between its supporters and opponents, the modern world is witnessing great changes in the state policy of countries regarding the education of persons with disabilities. On the scale of the development of inclusive education in preschool organizations, schools, vocational education institutions, the idea of continuous inclusive education is becoming more and more real.

Today, it is becoming historically necessary to develop a conceptual vision of a model of continuous inclusive education as a condition implementation of the idea of social equality of people. The whole model, the totality of the presented characteristics of a teacher in an inclusive educational environment clearly shows ways to solve the main task - the creation by the teacher of an inclusive educational environment at different levels of education in order to most fully include students with special educational needs in the team, the educational process, in society.

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://hnp.u.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: <https://doi.org/10.14569/IJACSA.2021.0121189>
- Dell'Anna, S. (2021). Evaluation models of an inclusive school system. Dialogue perspectives between implementation, research and (self-) improvement (p. 148). FrancoAngeli. Retrieved from: <https://acortar.link/9JNDxd>
- 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, January 2020. <https://doi.org/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, 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. <https://doi.org/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. <https://doi.org/10.3280/ess2-2020oa9468>
- Miyauchi, H. (2020). A Systematic Review on Inclusive Education of Students with Visual Impairment. *Education Science*, 10, 346. <https://doi.org/10.3390/educsci10110346>
- Muñoz-Martínez, Y., & Porter, G. (2018). Planning for all students: promoting inclusive instruction. *International Journal of Inclusive Education*, 24(1). <https://doi.org/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. <https://doi.org/10.3390/su13052583>
- Opie, J., Dappeler, 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. <https://doi.org/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. <https://doi.org/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). <https://doi.org/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
- 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>

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.12>

Cómo citar:

Zhytomyrska, T., Zrybnieva, I., Romaniuk, N., Havrysh, I., & Gorditsa, T. (2022). Marketing technologies in educational management: current problems. *Revista Eduweb*, 16(4), 141-152. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.12>

Marketing technologies in educational management: current problems

Tecnologías de marketing en la gestión educativa: problemas actuales

Tetiana Zhytomyrska

Zhytomyrska@gmail.com

<https://orcid.org/0000-0002-7015-0819>

Department of General Scientific Disciplines of the Danube Institute of the National University "Odessa Maritime Academy", Odessa, Ukraine.

Iryna Zrybnieva

Zrybnieva@gmail.com

<https://orcid.org/0000-0003-4156-4702>

Doctor of Economics, Associate Professor of Marketing, Innovation and Regional Development Department, Yuriy Fedkovych Chernivtsi National University: Chernivtsi, Chernivtsi, Ukraine.

Nadiia Romaniuk

Romaniuk@ukr.net

<https://orcid.org/0000-0002-9852-3023>

PhD of Economics, Assistant Professor of Marketing, Innovation and Regional Development Department, Yuriy Fedkovych Chernivtsi National University: Chernivtsi, Chernivtsi, Ukraine.

Iryna Havrysh

Havrysh@gmail.com

<https://orcid.org/0000-0001-7228-1022>

PhD of Economics, Assistant Professor of Marketing, Innovation and Regional Development Department, Yuriy Fedkovych Chernivtsi National University: Chernivtsi, Chernivtsi, Ukraine.

Tetyana Gorditsa

Gorditsa@ukr.net

<https://orcid.org/0000-0003-2598-3624>

PhD of Economics, Associate Professor of Marketing, Innovation and Regional Development Department, Yuriy Fedkovych Chernivtsi National University: Chernivtsi, Chernivtsi, Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

The article considers in detail the possibilities and significance of marketing technologies for additional education programs as the most flexible and adaptive component of the educational process. Moreover, additional education programs are the most market-defined.

Also at this stage, we have developed the structure of the e-mail message about ongoing additional educational programs in order to promote them, and on its basis, we have prepared an example of a letter for e-mail informational and educational mailing using

techniques to attract the attention of the addressee in order to promote additional educational programs.

The content of the letter was also formed for students of the electronic course "Education Marketing", sent out in order to monitor the educational process.

Keywords: higher education, education system, marketing technologies, computer technology.

Resumen

El artículo considera en detalle las posibilidades y la importancia de las tecnologías de marketing para programas educativos adicionales como el componente más flexible y adaptativo del proceso educativo. Además, los programas de educación adicionales son los más definidos por el mercado.

También en esta etapa, hemos desarrollado la estructura del mensaje de correo electrónico sobre los programas educativos adicionales en curso con el fin de promoverlos y, sobre esta base, hemos preparado un ejemplo de carta para correo electrónico informativo y educativo utilizando técnicas para atraer la atención del destinatario con el fin de promover programas educativos adicionales.

También se formó el contenido de la carta para los alumnos del curso electrónico "Marketing de la Educación", enviada con el fin de acompañar el proceso educativo.

Palabras clave: educación superior, sistema educativo, tecnologías de marketing, tecnología informática.

1. Introduction

At present, consumer orientation is a key principle and the main target setting for the activities of educational organizations. Practically all educational organizations, to a greater or lesser extent, become participants in market interaction, which involves the search for new approaches to management teaching staff and the formation of a product offer in the form of educational programs (basic and additional). The main mechanisms of market organization cannot but capture the education industry, therefore, it is natural to raise the issue of transferring innovative market mechanisms to the field of adult education (Kirkwood & Price, 2013). This actualizes the use of the marketing approach as the leading approach to the formation of a market offer in the form of basic and additional educational services.

Educational services are services provided in the course of educational activities, the result of which is the achievement by citizens a certain level of education and training.

With this approach, the definitions of educational services are relevant, which understand educational services as "a set of such services that are directly related to the implementation of the main goals of education, the implementation of its mission", "a

system of knowledge, information, skills and abilities that are used to meet the many-sided needs of a person, society and the state (Bao, 2020).

In addition to the identified characteristics of services, as such, and the features of educational services manifested in connection with them, as well as the well-known aspect of the seasonality of educational services, the latter are characterized by a number of significant differences (Kopcha et al., 2016; Subhash & Cudney, 2018). This is the high cost of educational services (as well as scientific and other intellectual toilet services); the relative duration of their execution (rendering); the delay in identifying performance and the dependence of results on the conditions of future work and life of the student; the need for further support services; the dependence of the acceptability of services on the place of their provision and the place of residence of potential students, etc. (Goudeau et al., 2021).

2. Literature review

World scientists and specialists in the field of education management are investigating a wide range of issues related to the development of education. Development problems were studied most thoroughly educational institution Goudeau, Kopcha, Subhash, Cudney, Bao. The problems of creating new opportunities and innovative approaches to the organization of the educational process and its management in domestic science are investigated by Kirkwood, Price, Zhang, Dang, Graham, Raven and others.

A lot of attention is paid to the problems of the development of private higher educational institutions in Ukraine, specialists are interested in the areas improvement of educational technologies as a tool for the development of the educational process, directions for updating the content and forms of training of pedagogical workers, improving the quality of education through the development of a network of private schools; increasing the role and competences of heads of educational institutions, the application of an anthroposocial approach to school management, problems management of financing of private schools, problems of management of education of territorial communities. However, the issue of developing marketing strategies for the management of private educational institutions has not received sufficient coverage to date.

3. Aims

The purpose of the article is to study the possibility and significance of marketing technologies for additional education programs as the most flexible and adaptive component of the educational process.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory

documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

One of the most dynamically developing types of additional professional education is in-house training.

There is a direct relationship between the level of readiness of the teaching staff of an educational organization and the level of its achievements as a market-oriented one.

The introduction of a system of intra-organizational training to ensure the implementation of the organization's development strategy, taking into account the internal environment and the market situation in which it is located, aimed at intra-school interaction and interaction with the external environment of a general educational organization, will allow the formation of an organizational culture of an educational organization that provides high quality training, including through the use of marketing technologies in the educational process and in management (Zhang et al, 2021).

In studies on pedagogy, psychology, and management, such an important characteristic of a modern organization as competence has been highlighted, and scientists have introduced the concept of "competent organization", the leading characteristic of which is the competence of all its employees in regularly solving problems, acquiring and mastering new knowledge reported by consumers, members organizations to each other, their effective distribution within the organization due to continuous learning based on their own experience and the experience of others (Dang et al., 2016). Also, one of the tasks of intra-organizational learning is not only the formation of general organizational knowledge, but also the development of organizational culture.

A special role in the management of a modern educational organization belongs to the readiness and ability of the teaching staff to use marketing technologies. In many ways, this affects how competently the promotion policy will be managed and how much each employee of the educational organization is involved in the process of marketing communications.

The concept of "marketing technology" is multidimensional and has its own meaning for various researchers.

Marketing technologies are a set of stages, operations, techniques and actions necessary for the implementation of marketing decisions. At the same time, the stage is a separate part of the marketing technology that provides the solution of several tasks and combines

a certain number of operations. An operation is a separate part of a technological stage, designed to solve one problem and consisting of techniques. Acceptance is a part of the operation, which is a certain step on the way to its implementation. Action - the minimum part of the reception: certain physical, intellectual, information movements (Graham, 2018).

Considering the promotion policy in a managerial context, it should be noted that a modern educational organization is an open system, actively interacting with the external environment and responding to its changes. No matter how informative and technologically advanced the proposed educational product is, if no one knows about it, it means that it does not exist for the market, since global and sectoral market development trends such as globalization and informatization form a new type of consumer, ready for dialogue and an abundance of information, making decisions based on the analysis of available data and experience. Including decisions related to the choice of educational services. In this regard, the management of an educational organization presupposes its readiness to implement an active communication policy that corresponds to their strategy, mission and tasks and is accessible to both real and potential consumers of educational services. In marketing theory, "the communicative process is usually considered as an interactive dialogue between companies and their consumers, carried out at the stages of preparation for the sale, the sale itself, the purchase of goods and further disposal."

Communication is a two-way process in which the sender and recipient of the message act in the context of their respective value orientations, their relationships and the social situation. In this way, the author once again emphasizes the interactivity and conditioning of the communication process.

In our opinion, "marketing communications is a specially designed and managed process of information exchange between various market entities in order to achieve mutual understanding." In his definition, the author focuses on the subject - the subjective interaction of participants in the process of marketing communications.

Classical model of marketing communication involves the need to identify the qualitative characteristics of its target audience and quantify them; determine the desired response (including number and in quantitative terms); choose the method of circulation (content and nature of information, advertising arguments); determine the requirements and wishes for modes and the form of presentation of information, comparing them with the properties and capabilities of the available means of its dissemination; determine the method of distribution and media; select properties that characterize the source of the call; collect and analyze information coming through feedback channels.

In order to see the interdependence of such concepts as "marketing communications" and "promotion", let's consider the essence of the second term.

It is commonly understood that promotion is any form of dissemination of messages used by an organization to inform, persuade or remind people of its products, services and images, ideas for social action or impact on society, as well as creating consumer and society loyalty to this organization.

Distribution or promotion of educational services is the process by which an educational institution makes its programs and services available to its target markets.

There are two types of promotion goals: economic and non-economic. The economic goals of promotion include: attracting sponsors; increase in demand for additional educational services; receiving grants, etc. The non-economic goals of promotion include: building the image of an educational institution and raising its status; formation of loyalty to the educational institution and its services; increase or maintain market share; ensuring a leadership position in the market of educational services; development of new markets or segments; creating an image of the services offered by the educational institution in accordance with the development strategy of the educational institution (prestige, low prices, innovation, etc.); retain existing and attract potential customers; detailed information about the parameters of the services offered, an explanation of their specifics, features of the educational process; ensuring recognition of new services; formation of loyalty to existing educational services; creation of enthusiasm and emotional attitude towards the educational institution among the participants of communications; formation of a competitive advantage of an educational institution, etc.

Let us dwell in more detail on each of the types of promotion, which include: advertising, PR, promotion, sponsorship, branding.

Advertising is one of the most commonly used types of promotion. "Advertising is information disseminated in any form, by any means about an educational institution, its educational services, which is intended for an indefinite circle of people and is designed to generate or maintain interest in this educational institution and its educational services".

An important condition for the effectiveness of advertising impact is the correct choice of advertising media and advertising media.

The most common types of advertising media are:

- acoustic means of advertising - the idea of implementing an advertising message is related to the transmission of impact through the recipient's hearing. Examples of such an appeal can be: intra-school radio, audio clips used during city, regional and intra-school events, school news, personal advertising appeal to the audience (the advantages of this type of advertising medium are the speed and low cost of production, the ability to create emotional images by adding musical background, creating emotionally colored images.
- obvious disadvantages include the impossibility of transmitting a large amount of information and a limited number of repetitions);

- graphic means of advertising - the idea of embodying an advertising message is associated with the transmission of impact using a static image, usually accompanied by textual information.

Public relations (PR) is a communication policy tool that uses various forms of communication aimed at identifying common ideas or interests, maintaining friendly relations between the organization and the public, achieving mutual understanding based on truth, knowledge and complete awareness.

PR-activity is a set of activities carried out by an organization in order to establish and maintain good relationships with target and reference groups, increasing the positive awareness of the company, developing the image, eliminating negative attitudes, lobbying their interests, improving internal connections, formation of organizational culture. PR activity, unlike advertising, combines the placement of paid custom-made information about the company in the media with the formation of informational occasions with their subsequent provision to the media.

Advertising and PR can be implemented through the same distribution channels, while they perform different functions. Let's compare advertising and PR according to the following criteria: the nature of the activity, the tasks of communication and the period for solving problems.

Stimulation is a communication policy tool, which is a system of incentive measures and techniques, which are usually short-term in nature and aimed at encouraging the purchase or sale of goods. The main characteristics of stimulation as a tool of marketing communications are additional motivation, information content, speed, unobtrusiveness, stimulation of action.

Direct marketing is an interactive marketing system that uses one or more means of communication to generate a specific response and/or contract for training in any region. Direct marketing is the fastest growing promotional tool because it provides consumers with convenience, efficiency and reduction in the time required to make a decision. The main direct marketing tools are: database; personal selling; telephone marketing; direct mail; email marketing.

Sponsorship is a type of promotion based on the cooperation of two or more organizations, which is the financing by participants (sponsors) of certain advertising PR or other projects in exchange for the promotion of their goods or services by sponsored organizations. Emphasis on the commercial nature of sponsorship, defines this concept as "a business relationship between those who provide funds, resources or services and an individual or organization offering in return certain rights and partnerships that bring commercial benefits.

The stages of implementation of the marketing technology for promoting the provided product are as follows:

- analysis of the current state of the product promotion process;
- development of the main idea of the information message transmitted to the consumer of the product;
- preparation of information means for the transmission of an information message;
- practical implementation of the developed marketing promotion technology;
- evaluation of the effectiveness of the complex of measures taken.

Speaking about the criteria for the effectiveness of promotion marketing technology, it should be noted that they are largely determined by the features of the provided product organization. However, for an educational organization, the result is most often expressed in customer satisfaction and commitment.

One of the current trends is the dynamism of the increase in the volume of information and, accordingly, the lagging behind the ability of a person to adapt to changes in the world around him and to the pace of these changes.

The widespread use of information and communication technologies has created the prerequisites for the active use of remote support for educational services. The use of electronic content in teaching mobilizes the educational process, providing information support and making it the most accessible for students, which can also become a key competitive advantage of additional educational programs in the external environment.

A variety of means are widely used in the distance learning system: electronic publications, computer training systems in conventional and multimedia versions, computer networks, etc.

Currently, among computer learning systems, the distance learning system Moodle (modular object-oriented dynamic control environment) has gained particular popularity. The Moodle system is designed to design training courses on-line to create a virtual educational environment, including a set of tools for developing distance courses, providing the ability to remotely control learning.

Distance learning uses computer networks in the mode of remote databases, including the Internet, electronic conferences and e-mail. Modern e-mail allows you to send electronic messages to an addressee in a matter of seconds, which may be at a considerable distance from the sender (Harris & Nikitenko, 2014). E-mail capabilities can be used as a means of mass mailing messages, or sending several messages to one addressee at once. Simplicity and ease of use of e-mail, high reliability of message delivery are indisputable advantages of its use.

In addition to text messaging, modern e-mail also provides the ability to send and receive graphic materials, sound and video files, text documents, etc. Currently, such an e-mail service as storing files on the Internet (for example, Google Drive) and editing them on-line is gaining popularity, mobilizing the process of changing transferring documents, making them available on any computer devices connected to the Internet (Graham, 2013).

Let us consider the features of using the marketing technology "Direct-mail" in the promotion of additional educational services and clarify the criteria for its effectiveness (Raven & Park, 2015).

"Direct-mail" is a direct address mailing by mail (including by e-mail), in social networks, through specialized Internet information channels, etc. Its main advantages include the following:

- appeal to target groups that lend themselves to classification and division;
- personal appeal to a specific client;
- addressing the addressee will remain secret from competitors;
- unlimited amount of advertising;
- the possibility of constant contact with the client.

The use of email newsletters is effectively used for promotion additional educational services. Through electronic mailing, information about the features of additional educational programs provided by educational institutions, their advantages is delivered to the target consumer of educational services. For students, e-mailing serves as a reminder of extracurricular work, as an advertising message about other programs of additional education, etc. (Tirziu & Vrabie, 2015; Thai, De Wever & Valcke, 2017; Asarta & Schmidt, 2020).

6. Discussion

The following components of the Direct-mail marketing technology for promoting additional education programs can be distinguished from the point of view of the technological approach:

- 1) goal of implementation: increasing the efficiency of promoting additional education programs;
- 2) subject subject to technological changes: the process of promoting additional education programs;
- 3) ways and methods of influence: direct mailing of information messages to the consumer;
- 4) means of technological impact: the Internet, multimedia computer technologies, e-mail, distance learning systems, etc.;

- 5) management of technology action: development of stages of implementation of the marketing "Direct-mail" technology for promoting additional education programs (Graham, 2009).

According to the stages of implementation of the marketing technology considered above, we will present the implementation of the "Direct-mail" promotion technology step by step additional education programs:

- I. Analysis of the current state of the process of promoting additional educational programs, identifying criteria for the effectiveness of promotion;
- II. Development of the main idea of information messages transmitted to the consumer of this educational service;
- III. Preparation of information means of direct mailing for the transmission of an information message;
- IV. Practical implementation of the developed marketing technology for promoting "Direct-mail" (De Guzman, 2020);
- V. Criteria assessment of the effectiveness of the marketing "Direct-mail" technology for promoting additional education programs.

Having considered the features of the promotion of additional education programs, as well as the features of the implementation of the "Direct-mail" technology in promotion, we have identified the following criteria for the effectiveness of its implementation:

- consumer satisfaction with the quality of additional education programs as a service provided;
- the commitment of the consumer to this educational service and the organization providing them.

7. Conclusions

The process of implementing the developed marketing technology "Direct-mail" was built as follows: sending information about the formation of a distance course; registration of students in the distance learning system Moodle 2.0; adding students by the teacher to the list of students of the distance course on Moodle 2.0; sending emails to students about their readiness to start training, brief instruction; students perform an independent task, upload it to the database of completed course tasks in accordance with the topic; verification and evaluation of completed tasks by the teacher; mass e-mailing to students about the verification by the teacher; sending e-mails about preparation for control testing; final distribution of electronic messages (students are sent a link to the questionnaire for assessing the quality of education, posted on the Google Forms service).

When evaluating the results of the implemented technology, performance criteria were considered, which were based on changes in key indicators - student commitment and satisfaction with educational services.

The use of "Direct-mail" as a technology for promoting educational services gives an educational organization the opportunity to reach a wide target audience in order to form the loyalty and commitment of consumers (including the teaching staff as an internal consumer), and, accordingly, stimulate sales of the proposed educational service.

8. 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.
- 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.
- 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

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.13>

Cómo citar:

Desiatnyk, K., Novakivska, L., Pryma, V., Klochko, L., & Vdovina, O. (2022). Theoretical analysis of the problem of leadership in professional and management activities. *Revista Eduweb*, 16(4), 153-165. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.13>

Theoretical analysis of the problem of leadership in professional and management activities

Análisis teórico del problema del liderazgo en las actividades profesionales y de gestión

Kateryna Desiatnyk

Desiatnyk@gmail.com

<https://orcid.org/0000-0001-9804-2863>

Lesya Ukrainka Volyn National University, Ukraine, Lutsk, Ukraine.

Lyudmyla Novakivska

Novakivska@gmail.com

<https://orcid.org/0000-0003-2817-0696>

Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine.

Viktoriia Pryma

Pryma@ukr.net

<https://orcid.org/0000-0001-7331-9950>

Kyiv National University of Trade and Economics, Kyiv, Ukraine.

Larysa Klochko

Klochko@gmail.com

<https://orcid.org/0000-0003-1762-5894>

Sumy State Pedagogical University named after A.S. Makarenko, Sumy, Ukraine.

Olena Vdovina

Vdovina@ukr.net

<https://orcid.org/0000-0003-3770-125X>

National Defence University of Ukraine named after Ivan Cherniakhovskyi, Kyiv, Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

El artículo está dedicado a los problemas actuales del concepto liderazgo. Se considera la esencia del concepto de "liderazgo" y las teorías de liderazgo. Los autores del artículo realizaron un análisis multifacético de las teorías de liderazgo, analizaron los factores de su formación e identificaron su relación. También, las razones de la diferencia y conexión entre liderazgo y liderazgo. Se presentaron estilos de liderazgo y su rol en la construcción de un liderazgo efectivo. Para formar la base del liderazgo efectivo se comparó con los principales criterios inherentes a estas teorías. En el trabajo se utilizaron los siguientes métodos de investigación: teórico (análisis de documentos normativos y literatura científica sobre el problema en estudio, comparación, generalización, modelación), empírico (diagnóstico del nivel de formación de competencias gerenciales de los estudiantes del sistema, cuestionamiento, observación, revisión por pares, análisis

comparativo cualitativo y cuantitativo de los resultados del diagnóstico del nivel de formación de competencias gerenciales).

Palabras clave: líder, tecnologías, liderazgo, sistema educativo, liderazgo, competencias directivas.

Resumen

El artículo analiza los conceptos existentes de comunicación intercultural, considera aproximaciones al estudio de la reflexión para determinarla como mecanismo para incrementar la eficacia de las comunicaciones interculturales de reflexión.

La comunicación intercultural en las condiciones de la unidad informativa de la humanidad se basa en el hecho de que, en primer lugar, el paradigma comunicativo se está formando hoy en las condiciones de la sociedad posindustrial y de la información, en cuyo contexto los medios de comunicación y la información y la comunicación Las tecnologías representan el lado más importante de la civilización. El artículo presenta un aspecto del estudio, cuya hipótesis inicial es el supuesto de que la eficacia de la comunicación se debe a la reflexión sanagénica. El estudio teórico del problema mostró que los siguientes aspectos del estudio de la reflexión fueron determinados en la ciencia y la práctica. La reflexión se estudia en el aspecto de estudiar los principios de organización y desarrollo de la psique humana, su forma más alta: el autoconocimiento.

Palabras clave: educación superior, sistema educativo, tecnología informática, instituciones de educación superior, reflexión intercultural, comunicación, cultura, estereotipos étnicos

1. Introduction

The words leader ("leader") and leadership ("leadership") are formed from the Anglo-Saxon root "lead", which comes from the verb "leaden", which means "to travel", "go". Being navigators, the Anglo-Saxons also used this name to indicate the course of a ship at sea. Thus, the people (or vessels) who showed the way were called leaders. At present, in everyday language, a leader is understood as: a) a person who is more successful than others in any activity; b) the sports team with the most wins or points; c) a ship leading a group of ships, etc. However, the concept of "leader" in the positional understanding presented above differs from the socio-psychological idea of leadership. The leader athlete who crosses the finish line first has little in common with the leader of the group. The leader-sportsman is successful, he is applauded, admired, but then he continues his life path, and perhaps in splendid isolation. In contrast, the leader of the group is a person who has "following" followers. Thus, in the socio-psychological understanding, leadership is associated with a more or less organized group of people united by a common goal, values, interests, etc.

There have also been attempts to define leadership by looking at it as a separation from the position of official leader. An example is the classical definition, according to which a

leader is a member of a group who is spontaneously promoted to the role of a non-formal leader (Goudeau et al., 2021). This approach to understanding leadership is justified when considering informal groups, but it is confusing when studying organizational leadership. In many cases, the actual leadership behavior of a leader in an organization is inseparable from the performance of his official functions. The formal and informal position of the leader in the team are interconnected and influence each other (Bao, 2020). The approach in which leadership is presented as one of the management functions seems quite fruitful. According to the supporters of this approach, four managerial functions act as means of management: planning, organization, control and leadership, the latter (leadership) being the leading one. If we compare this point of view with the classical scheme: planning, organization, motivation, coordination and control, we see that leadership takes the place of motivation and coordination. Supporters of this approach believe that "the essence of leadership lies in the implementation of a targeted influence on the part of the subject of activity on the performers by leading them towards the established goal" (Kopcha et al., 2016; Subhash & Cudney, 2018).

However, this interpretation also narrows the understanding of leadership, since a leader in various situations can act as a planner, as an organizer, and as a motivator, and as a controller (Kirkwood & Price, 2013). Often leadership is seen as the opposite of coercion and is presented as the ability to induce rather than force certain actions. At the same time, instead of force and coercion, in the case of leadership, motivation and inspiration are often considered. However, such a distinction only makes sense from the point of view of ideal leadership. In fact, it must be recognized that an authoritarian management style can also be effective when implemented by the leader in appropriate situations. Each of the above models of understanding the phenomenon of leadership reveals only one side of its nature. It can be argued that, highlighting certain aspects of leadership, the researchers pursued various goals, for example: determining the object of observation for empirical research in small groups; defining the form of practice; ensuring the theoretical development of this problem, etc. As a result, a paradoxical situation has developed (Kim et al., 2013). On the one hand, collectively developed in social science theories of leadership seem to cover all aspects of the phenomenon of leadership, and on the other hand, the existing disparate and heterogeneous elements of its understanding cannot be combined into a holistic view.

In order to form, as far as possible, a systematic vision of leadership, we will single out the general essential characteristics of this phenomenon, which will make it possible to determine in each specific case whether we are talking about leadership or not.

1. The leader must have followers. This is the first thing that can be said with certainty. It is the presence of followers that distinguishes leaders from non-leaders. The leader is followed by followers loyal to him. Non-leaders don't. No one becomes a leader before gaining followers. Followers are the element that underlies leadership and it is its presence that gives a person the right to be considered a leader. Every leader becomes a leader only when he gains followers. It is the followers that make the

leader. Most leaders aspiring to leadership initially ask themselves the wrong questions: "How do I lead?" or "What do I need to be a leader?" The right questions are: "How can I find allies?" "What are the needs and interests of others?" "How can I get others to follow me" (Graham, 2009; Graham, 2013)?

2. Leadership is a sphere of interaction. This thesis is derived from the first one. If leaders need followers, then leadership is not only a problem of the leader's personality, but rather a product of the relationship between the leader and the people following him. In the end, the followers first of all notice the actions and deeds of the leader and, on this basis, form his perception (Zhang et al, 2021). Therefore, leadership is best viewed as a sphere of interaction. Leadership is not so much a personal as an interpersonal phenomenon. It is not a strong mind that makes a leader, but the people who follow him. Based on this, an important task of the leader is to build strong working relationships with other people.
3. Leadership is based on authority. Authority is based on qualities that are of high value to members of a particular group. The presence of these qualities in a leader predetermines the loyalty of followers to his actions, commitment and trust in his decisions, which he can make on his own without consulting the group. In this sense, the concept of "authority" to a greater extent characterizes the leader, but not always the leader. Authority can be possessed by an individual who is not endowed with formal powers, but who has a high degree of significance for others. Authority has a psychological nature and is formed on the basis of the general interest of subordinates in the leader and their conviction in his special (at least necessary for them) abilities. Thus, the concept of "authority" is an additional resource of a leader, although it does not always correlate with the concept of "formal power" (Dang et al., 2016). At the same time, official authority is not self-sufficient and stable, if it is not supported by other components (business or moral).
4. Leadership is a cognitive construct. The concept of "leadership" is not an observable quality, but is cognitively constructed as certain actions are associated with the idea of leadership behavior. In other words, each person has (is formed in the course of life) his own subjective idea that the leader is an individual who has certain qualities and behaves in a certain way. And when meeting with another person who corresponds to the idea of a leader, the label of leadership is hung on him. At the same time, it is expected that the presence of proven leadership qualities will be further manifested in the corresponding leadership behavior. And vice versa: the revealed leadership behavior is transformed into the expectation that the model of such behavior has the appropriate leadership qualities (Graham, 2018). From this follows the conclusion that in order to successfully become a leader in a particular social group, he needs to study the qualities that members of this group perceive as leaders, and the factors that they consider when they attribute certain results to leadership. It should be noted that that the identified general characteristics of leadership are not comprehensive and only clarify its socio-psychological essence.

2. Literature review

Analysis of recent research and publications shows that among foreign researchers, the problem of leadership in children: Graham, Dang, Zhang. Theories of leadership researched: "situational theory of leadership" (Smith, Hill et al.).

Among domestic scientists who studied leadership: De Wever, Asarta, Schmidt, Ożadowicz et al. However, despite the fact that the theoretical foundations of states have repeatedly been the subject of research in science works of domestic and foreign researchers, systems of scientific studies of leadership as a management phenomenon the group has not yet conducted.

3. Aims

The Aim of the article is to clarify the features of the provision leadership in the group in order to achieve common goals (Smith & Hill, 2019; Hrastinski, 2019).

Based on the goal, the following tasks were solved in the article:

- find out the main differences between leadership and management;
- to generalize the essence of theories of directed leadership to research the processes of organizing a social group and its management, which contributes to the achievement of the group goal in the optimal time and with the optimal effect;
- outline the set of elements that provide leadership in the group.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

The head is a person who is entrusted with the functions of making decisions on the activities of the company, managing the team, ensuring the effective work of the company's employees. In general, the management process can be represented as a set of interrelated sequential functions discussed in the previous paragraph: goal setting, planning, motivation, organization, control, and a number of others (Tirziu & Vrabie, 2015; Thai, De Wever & Valcke, 2017; Asarta & Schmidt, 2020; Ożadowicz, 2020). The leader,

of course, must improve his knowledge and skills in this matter, master the techniques and methods that allow him to perform his functions most effectively. But as practice shows, it is really possible to influence people to achieve organizational goals by using the status of a leader. Leadership is the kind of activity that runs through the entire management process as a thread and allows you to effectively perform all the functions of a leader.

The topic of leadership is relevant today in many areas of life, but it got its start a long time ago. Leadership is defined as a type of managerial interaction (between a leader and his follower), based on the most effective combination of various sources of power for a given situation, aimed at encouraging people to achieve common goals. Another definition, leadership is a process of predominantly non-coercive influence in the direction of achieving a group or organization of its goals. Leadership is predominantly built on a leader-follower relationship rather than a boss-subordinate relationship. Thus, leadership can be considered as the quality of a leader, characterizing the degree of influence and impact on the team to achieve the overall goals of the organization Hrastinski (2019).

Depending on the degree of this influence, the leader can be a leader to a greater or lesser extent, which gives rise to the concepts of formal and informal leadership.

The formal leader exercises influence by the power of the position, that is, he has the status of a leader officially. The promotion of a person to formal leadership can be caused by many different circumstances, and such a leader may not have the necessary professional, organizational and personal characteristics. The informal leader is "elected" by the team because of his personal qualities, which allow him to organize his followers, to convince, to inspire confidence. An informal leader, in most cases, arises in any organization of people. In the case when there is an informal leader in the team, the formal leader, i.e. leader, it is necessary not to compete with him, but to take into account this situation and use the influence of the informal leader on the team in their own interests. A rather infrequent, but positive situation can be considered the situation of combining a formal and informal leader in one person. In this case, the actual question is whether only innate leaders can be effective leaders, or whether this quality can be developed and nurtured in oneself. For the answer, let's turn to research on the study of leadership.

In literary sources, there are three main approaches to the problem of leadership: personal, behavioral, situational.

The founders of the personal approach undertook the study of leadership in a systematic manner in the 1930s-50s. These studies were based on the theory that the best leaders have a certain set of qualities that are common to all, fairly stable. As a result of numerous studies, a single set of characteristics that distinguish a leader has not been found. In different situations, the set of personal qualities was different, which is an argument in favor of the situational approach, which will be discussed below. One of the adherents of this approach were Ralph Stogdill and Richard Mann. They tried to group the leadership qualities identified earlier by other researchers of this approach (Raven & Park, 2015).

So, Stogdill came to the conclusion that basically five qualities characterize a leader: mind or intellectual abilities; dominance or dominance over others; self-confidence; activity and vigor; business knowledge.

In the course of long research, Stogdill became convinced that the presence of these five qualities in a person does not guarantee him a leadership position in a team. The same fate befell Mann.

An interesting result is obtained by the famous American consultant Warren Bennis, who studied 90 successful leaders, as a result of which he identified 4 groups of leadership qualities:

control of attention, or the ability to present the essence of the result or outcome, goal or direction of movement (action) in such a way that it is attractive to followers;
management of meaning, or the ability to convey the meaning of the created image, idea or vision in such a way that it is understood and accepted by followers;
trust management, or the ability to build one's activities with such constancy and consistency as to gain the full confidence of subordinates;
self-management, or the ability to know and recognize one's strengths and weaknesses so well and in time that one can skillfully attract other resources, including the resources of other people, to strengthen one's weaknesses.

Subsequent research led to the emergence of other four groups of leadership qualities, such as: physiological, psychological (emotional), mental (intellectual) and personal business.

Physiological qualities include such qualities of a person as weight, height, figure, state of health, energy, activity, representative appearance, etc. However, history shows that there is no direct link between having these qualities and leadership. On the contrary, the examples of Zelensky, Napoleon and others confirm that physiological qualities do not affect the influence of individuals and physically insufficiently large people can become clear leaders.

Psychological (emotional) qualities are manifested in practice mainly through the character of a person. The study of the relationship between such qualities and leadership has led to a fairly long and unlimited list of these qualities. The study of mental (intellectual) qualities showed that the level of these qualities in leaders is higher than in non-leaders. However, subsequent studies have not shown a direct relationship between intellectual qualities and leadership. Personal business qualities to a greater extent are acquired with experience, in the course of performing their work duties and functions. Their significance for a leader is undeniable, but there is no evidence that their presence ensures the position of an effective leader.

Thus, the personal approach to leadership theory suffers from a number of shortcomings and is of little use in practice, but it served as an impetus for the emergence of new approaches to the issue of leadership. After the disappointment in the approach to leadership from the position of personal qualities, the attention of scientists was turned to the behavior of the leader. It has been suggested that an effective manager has a set of patterns of habitual behavior towards his subordinates. This version became the basis of the behavioral approach to the study of leadership. This approach has become the basis for the emergence of leadership styles.

Leadership style reflects:

- the degree of delegation of authority by the manager to his subordinates;
- the type of power used;
- methods of working with the external environment;
- ways of influencing the staff;
- habitual manner of behavior of the head in relation to subordinates.

Major leadership theories distinguish between two possible behaviors of a leader:

1. behavior oriented towards human relations (respect for the needs of employees, concern for the development of personnel);
2. behavior focused on the performance of production tasks at any cost (ignoring the needs and interests of subordinates, underestimating the need for personnel development).

The classification of leadership styles, which is used to this day, was proposed by K. Levin. He identified three styles of leadership: authoritarian, democratic, and liberal. The authoritarian style involves the concentration of all power and responsibility in the hands of the leader, the use of threats and psychological impact on subordinates. Liberal, on the contrary, is the removal of responsibility by the leader from himself, self-removal in favor of the group, providing the team with the possibility of self-government. The democratic style is a kind of optimal combination of the previous two styles and is expressed in the delegation of authority to subordinates while maintaining key positions with the leader.

Of interest is the theory of "X" and "Y" D. McGregor, who himself was an effective leader and enjoyed the respect and trust of his subordinates. He deeply believed that people are by nature enterprising, responsible and moral. In support of this, he wrote a book that changed the idea of management theory, based at that time on the idea that people are lazy and need to be forced and coerced.

Theory X is based on three main assumptions:

1. People don't want to work. Man has an innate aversion to work and tries to avoid it. Production quotas, target milestones, and time clocks are managers' responses to people's natural tendency to shirk.
2. Coercion is inevitable. The company will not achieve its goals without coercion and intimidation of its employees. Their only incentive to work is punishment, not reward. Promotions, bonuses and benefits only increase the demands of a person, and do not arouse the desire to work hard.

People try to avoid responsibility. All they want from life is a quiet job with a regular salary. Theory "Y" comes from the following postulates:

1. People don't have an innate dislike for work. Under certain conditions, employees enjoy what they do.
2. Employees don't have to be kept at bay. Properly motivated employees will work without prodding and make active efforts to meet the challenges facing the company.

The feeling of success gives people pleasure. The successes achieved build self-confidence, and as a result, employees are even more eager to achieve their goals. People want to do responsible work. It is not true that man is by nature lazy and irresponsible. In fact, he, on the contrary, is looking for any opportunity to do responsible work.

Human beings are naturally endowed with the ability to be creative. Most people are capable of creative problem solving.

People are smart and smart. Leaders often greatly underestimate the intellectual abilities of their subordinates.

Thus, theory "X" states that the internal policy of the company should be determined by its management, about nothing, without consulting with the staff. According to Theory Y, management should take into account both the needs of the company as a whole and the needs of its employees, who, in turn, would like to benefit their organization. Employees who know they can rely on their bosses, believe in their own abilities and are ready to work with high efficiency.

Using the "leadership grid", a manager can determine not only his own leadership style, but also analyze the styles followed by his colleagues, partners, competitors.

Neither personality nor behavioral approaches have been able to identify a clear relationship between the personal qualities or behavior of the leader and the effectiveness of his work. Subsequent studies have shown that the presence of certain qualities and behaviors certainly play a role in the formation of a leader, but only if there are additional factors. These factors include the impact of the environment, the availability of the necessary information, the personal qualities of subordinates, etc. Therefore, modern

leadership theory has drawn attention to the situational approach. In accordance with this approach, the leader-leader must be able to apply different leadership styles and qualitative characteristics, depending on the situation.

The main factors are:

1. Relations between the leader and team members. They imply the loyalty shown by subordinates, their trust in their leader and the attractiveness of the leader's personality for performers.
2. The structure of the task. It implies the familiarity of the task, the clarity of its formulation and its structuring, and not vagueness and lack of structure.
3. Official powers. This is the amount of legal power associated with the position of the head, which allows him to use remuneration, as well as the level of support that the formal organization provides to the head.

The theory establishes four leadership styles corresponding to the level of maturity of the staff:

- high task orientation and low people orientation (to give directions);
- equally high orientation to the task and people (to sell);
- low task orientation and high people orientation (participate);
- Equally low task and people orientation (to delegate).

This theory states that an effective leadership style should always be different depending on the maturity of the performers and the nature of the managerial situation.

6. Discussion

To summarize, all approaches to the problem of leadership are a combination of three main variables:

- leadership skills;
- leadership behavior;
- the situation in which the leader operates.

Moreover, modern research and approaches prove that for effective leadership it is necessary to take into account all three components. That is, the leader, of course, must have a set of certain qualities, have the skills of different types of behavior (employee orientation, task orientation (production) and their various combinations), and apply certain qualities, as well as a style of behavior depending on the prevailing environment. his situation. In addition, none of the concepts discussed above argue that leadership qualities are innate. On the contrary, they confirm that leadership behavior and leadership qualities can be developed and improved through education and training.

After analyzing the literature on this issue, two basic groups of leadership qualities were identified, the presence of which will allow an individual to prove himself as a leader in a team: personal leadership qualities (self-leadership); communication and organizational leadership qualities. In the future, the set of these qualities can and should be replenished and expanded.

The first group of "personal leadership qualities" includes:

- Self-confidence. Self-confidence, a high but adequate level of self-esteem will allow the leader to be decisive where necessary, take risks, and make bold decisions. Undoubtedly, this confidence should be based on a high level of professional and universal competencies, a wide range of knowledge and skills in the field of their professional activity.
- Active life position. This quality allows the leader to always be in the center of events, to have the necessary information in a timely manner, to be enterprising, to take risks.
- Reliability. The leader is the bearer of the norms and values of the whole association of followers. Therefore, the leader must be reliable, which includes honesty, justice in his actions, responsibility for his decisions and actions.
- Self-development. It is impossible to be an example for others, remaining in place. The leader must constantly maintain a situation of "intellectual superiority" over his followers.
- Creative approach (creativity). The leader seeks to improve the effectiveness of decisions through the use of new, creative approaches.

The second group "communicative and organizational leadership qualities" includes:

- Sociability. This quality makes it easy to establish contacts with different people, to be confident in communication, to find an approach to each individual to achieve their goals.
- Ability to influence others. This quality includes the ability to convince, motivate, inspire and is indispensable for a leader.
- Vision. A true leader knows how to anticipate, assess the situation, look to the future and clearly formulate a goal in order to lead the team towards this goal. Also, the leader feels and evaluates the potential of each employee, sets tasks for him commensurate with his capabilities, understands the effectiveness and potential of collective work.
- Flexibility. The leader needs to feel the situation and choose a line of behavior that is adequate to it, as well as make only one right decision in a timely manner, be flexible in communicating with different people.

All these qualities are not innate, they can and must be brought up in the learning process. Moreover, you need to start with yourself and, first of all, learn to lead yourself: set goals for yourself, motivate yourself to achieve them, and be responsible for the result. Further, learn to take the initiative in some specific situations, inspire the trust of the team,

convince and move together towards the intended goal. The next step should be the formation of a team of followers, effective management of a team of employees and continuous improvement of leadership skills: the ability to speak, persuade, set goals, coordinate the actions of employees and others. All this will allow the leader to become the undisputed leader in the team.

7. Conclusions

To ensure the effectiveness of the process of forming managerial competencies, it is necessary to comply with the following organizational and pedagogical conditions:

1. Identification and development of leadership qualities of students in a student-centered approach, which will allow them to show the position of the subject of management activity;
2. The use of a communicative-activity approach based on interactive teaching methods, involving business and role-playing games, solving situational problems, discussions, debates and other forms that will allow the future specialist to demonstrate his managerial competence in the learning process;
3. Orientation of teachers to new professional roles (accompanying and advising students), which contributes to a more effective organization of students' independent activities;
4. Providing operational diagnostics and evaluation of the effectiveness of the process of formation of managerial competencies.

8. 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.
- 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. Routledge.

- <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315296135-15/current-research-blended-learning-charles-graham>
- 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. *Tech Trends*, 60(1), 62–69.
- 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.
- 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).
- 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.
- 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

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.14>

Cómo citar:

Tsilmak, O., Iasechko, S., Poplavska, M., Motlyakh, O., & Kabanets, O. (2022). Modern innovative forms of teaching law at other schools in Ukraine. *Revista Eduweb*, 16(4), 166-177. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.14>

Modern innovative forms of teaching law at other schools in Ukraine

Formas modernas e innovadoras de enseñanza del derecho en otras escuelas de Ucrania

Olena Tsilmak

tsilmak@gmail.com

<https://orcid.org/0000-0001-7348-4876>

Doctor of Juridical Sciences, Professor, Head of the Department of Psychology
National university «Odessa law academy», Ukraine.

Svitlana Iasechko

iasechko.sv@gmail.com

<https://orcid.org/0000-0003-4058-9959>

Associate Professor of the Department of Civil and Legal Disciplines, Kharkiv National University of Internal Affairs, Ukraine.

Myrolava Poplavska

poplavska.@ukr.net

<https://orcid.org/0000-0003-3765-1686>

Candidate of Legal Sciences, Associate Professor of the Department of International Relations, Kyiv National University of Culture and Arts Kyiv, Ukraine.

Oleksandr Motlyakh

motlyakh@gmail.com

<https://orcid.org/0000-0002-6135-9952>

Doctor of Law, Professor of the Educational and Scientific Institute, Kyiv National University of Culture and Arts Kyiv, Ukraine.

Oleksandr Kabanets

kabanets_o@ukr.net

<https://orcid.org/0000-0003-1272-6725>

Senior Lecturer of The Event Management and Leisure Industry Department, Kyiv National University of Culture and Arts Kyiv, Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

The article is devoted to topical issues of modernization and improving the quality of higher legal education in Ukraine in the context of its European integration. Particular attention is paid to innovative technologies of legal education faculties. The article examines innovative teaching methods used in the modern educational system process. Characteristic features of means, forms and methods of innovative education are determined, revealed the specifics of their use in the interactive educational environment of higher education institutions of Ukraine.

Keywords: higher school of Ukraine, innovations, teaching methods, educational technologies, educational process, trainings, business games, e-learning.

Resumen

El artículo está dedicado a temas de actualidad de la modernización y la mejora de la calidad de la educación jurídica superior en Ucrania en el contexto de su integración europea. Se presta especial atención a las tecnologías innovadoras de las facultades de educación jurídica. El artículo examina los métodos de enseñanza innovadores utilizados en el sistema educativo moderno. Se determinan las características de los medios, formas y métodos de educación innovadora, revelaron los detalles de su uso en el entorno educativo interactivo de las instituciones de educación superior de Ucrania.

Palabras clave: escuela superior de Ucrania, innovaciones, métodos de enseñanza, tecnologías educativas, proceso educativo, capacitaciones, juegos de negocios, e-learning.

1. Introduction

Harmonization of higher education in Ukraine in accordance with requirements European space, its development is carried out according to certain principles This is, first of all, the priority introduction of innovative achievements of education and science. It is known that the innovative way of development society can ensure the formation of a generation of people who think and work in a new way. As a result, the main attention will be paid personality development, its cultural and communicative preparedness, the ability to independently acquire and develop knowledge, form informational and social skills.

The main vector of modern development of higher education in Ukraine is determined by the general direction of domestic higher education to enter the European and world educational space, harmonization of national and international standards of higher education in the context of the Bologna process and credit transfer system. In today's conditions, higher education requires research and teaching staff to master and implement innovative methods of teaching and learning, based on multimedia, information programs, knowledge transfer systems. UNESCO's analytical report "Sustainable development after 2015" noted that in the new information age it is higher education that should become a fundamental element of progress, and innovations in various spheres of social activity should include high dynamism, rapid change of knowledge, information and technology. Thus, the social importance of the state in ensuring access to quality education, a high level of knowledge, the possibility of acquiring relevant skills, competencies through the provision of higher academic mobility and freedom.

The ukrainian higher education is among the main tasks of higher education educational institutions provides for "ensuring an organic combination in the educational process of

educational, scientific and innovative activities." In addition, most legislative documents, national programs for higher education emphasize the prevention of declining quality of education, falling knowledge; moral aging of teaching methods and techniques. It is the public consensus understanding that education is one of the main factors of innovative development of society that gives impetus to the strategic solution of problems and ensuring systematic reform of national higher education, adequate modernization and integration into the European economic, cultural and information space (Vladimirova, 2018).

In view of the above, we believe that in the modern educational process the problem of innovative teaching methods remains one of the most relevant in the world pedagogical and research activities.

However, in the conditions of transformational changes in higher education, they need constant careful study and scientific and practical substantiation of the issue of the best experience of innovative educational activity; characteristics of the content of interactive forms of education, the specifics of their use in higher education; individualized, team, project technologies of knowledge acquisition, information and communication means of training, online education and other innovations.

In the period of transformation of higher education, the introduction of innovative teaching methods is increasing. The innovative forms of education that are relevant today are aimed at developing general cultural and professional competencies among students. One of these forms of learning can be called interactive methods that allow you to implement a competency-based approach. In addition, they increase the percentage of assimilation of educational material, establish feedback between students and the teacher, and also interest and include inactive students in the work. Interactive methods allow to achieve real practical results of mastering the skills of future professional activity by students. Besides they provide scope for pedagogical creativity.

Interactive learning provides for the coordination of the actions of the teacher and students, as well as the cooperation of students with each other.

Moreover, knowledge is not "dictated" by the teacher. It only helps to find answers to the problematic questions posed. The student has the need and ability to learn, so learning is an inseparable component of the human way of life. In this regard, the role of the teacher is to organize the learning process, in which students are immersed in a real atmosphere of business cooperation in solving problems that are optimal for developing the skills and qualities of a future lawyer.

The teacher reacts to everything that happens in the classroom, analyzes, corrects the work of students and directs students on the path to obtaining learning outcomes. In the process of interactive learning, practical problems that participants face or may face in their future professional activities are solved (Yavorska, 2016).

The foregoing allows us to say that interactive methods make it possible to teach students the branches of law in a complex. In addition, interactive teaching contributes to teaching students on problematic material, i.e. by creating a problematic situation of professional interaction, allowing the student to use his experience, and, at the same time, to identify the shortcomings of the existing experience and the need for its development (Biddiscombe, 1999).

As an unconventional approach to teaching legal disciplines, one can name a binary lesson. The binary form of conducting classes is exciting and non-standard. A binary lesson is called a non-traditional type of lesson, since several teachers are involved in preparing and conducting it. Before classes, teachers jointly plan the forms and methods of work, both their own and students. Such preparation can take a lot of time, but the result is usually justifies these costs. This type of lesson is interesting in that it allows students to show the connection between various subjects, makes learning holistic and systematic (Vladimirova, 2018).

This article proposes a vision of the structure and content of a binary lesson on the topic "Protection of consumer rights in the provision of services", during which interdisciplinary connections are clearly traced.

2. Literature review

Progress in education and training of students is taking place according to the dialectical dying of the old and the birth of the new, which is one's own the turn requires filling the higher school with new content (Shapiro & Hughes, 1996).

Issues of teaching in higher education institutions education in the legal direction and application at the same time, the forms and methods of innovative technologies were considered in their works: Yu. Bystrova, V.I. Vladimirova, G.Kh. Yavorska and others. However, despite the significance of the events they conducted research, the existing methods and methods of teaching legal disciplines in the conditions of the development of the market of educational services and changes that accompany the process of transformation of society, require further scientific understanding.

The essence of the process of innovations in modern technologies and methods studies have become the object of both foreign and Ukrainian research scientists Scientific explorations of Kronivets, Lazorko, Virna, Brytova, Tolchieva, Shastko and others are devoted to general theoretical, scientific and practical problems of the innovative paradigm in higher education, separate progressive forms and technologies of learning, their experience and perspectives use in educational practice (Bystrova, 2015).

In particular, the authors link innovations in education with necessity: improvement of the traditional pedagogical process (modernization, modification, rationalization); transformation of the existing traditional educational process, radical transformations and

complex changes. Problem researchers pedagogical innovations Kaplinsky, Zoshii, Mozhaykina.

3. Aims

The purpose of this study is to determine the specifics, i.e., the disclosure and analysis of the peculiarities of teaching methods of legal disciplines in higher education institutions of Ukraine, determination of the most promising methods innovative methodology.

4. Materials and methods

The methodology of the chosen problem is a systematic approach, as well as dialectical, formal-logical and structural functional methods and other general scientific research methods, as well as special legal methods: comparative law and formal law. The methodological basis of the study is theory cognition, its general method of materialist dialectics. The following were used as general scientific research methods: formal-logical and systematic methods.

5. Results

The purpose of the lesson is to deepen the understanding and consolidate the acquired knowledge in the disciplines "Protection of consumer rights" and "Ethics of business communication", as well as in the development of cooperation between teachers and the formation of students' beliefs in the connectedness of the subjects studied. It is important to note that such a lesson should be carried out by connecting groups of students in different profiles, for example, lawyers and personnel management. So, as a problem situation, teachers of these disciplines show students a video case with the following content. An agreement was concluded between H. and LLC for the manufacture and supply of furniture according to samples. Under the terms of the contract, the company undertakes to manufacture furniture, deliver and transfer it to the customer's property. The customer, in accordance with the terms of the contract, is obliged to pay for and accept the aforementioned furniture (Shapiro & Hughes, 1996)

H. chose a sofa model with two types of upholstery and fully paid for the sofa. Having received the above furniture, H. to the address of the LLC was made several phone calls that were left unanswered, after which a written complaint was sent. She asked to terminate the contract for the reason that when assembling the sofa, a difference in tone (pile direction) was discovered.

In response to the claim, the defendant denied the plaintiff the satisfaction of the claims on the grounds that the selected material is fleecy, in connection with which the change its color is not a flaw.

Subsequently, H. was found to be inconsistent with the supplied model and the ordered sofa, since its side part was made in the form of one element instead of two, as well as

the presence of a seam on the sofa element (should not be), which, according to H., is a significant deviation from the terms of the contract. The parties repeatedly expressed claims to each other orally, but did not come to an agreement, so the customer went to court to resolve the dispute.

After watching this video case, students should find out: what conflicts led to the judicial resolution of the dispute and what solution will the court rule on the merits of this conflict between the consumer and the performer?

First of all, as part of the study of the ethics of business communication, students establish conflict gens, that is, the actions of these persons that led to this conflict.

It should be noted that in the future professional activities of a lawyer, conflict resolution will become a common and permanent phenomenon. Therefore, it is important for them to know that conflict is any opposition or difference of opinion.

A conflict is any action or inaction of a person that leads to a conflict (grins, silence, violation of space, words that degrade one's dignity, etc.).

Students name the following conflicts in the watched video case:

- ignoring phone calls;
- lowered look of the master (does not look into the eyes, the look leads away);
- peering between participants of one side;
- raising the voice
- the threat of going to court;
- the manufacturer does not apologize, tries to dissuade;
- the manufacturer's representative looks at the client with an indifferent look, sits in a collapsed position in an armchair;
- the client's phrases: "this is clear to the child"; "what can be "but";
- the client is smart, etc.

Having analyzed the stages of the conflict and identified the conflicts, the students proceed to work with the second teacher. They should analyze the situation from the point of view of protecting violated consumer rights.

Summing up the analysis of the regulatory framework, students should come to the following conclusions. LLC has not fulfilled the terms of the contract (provided goods that do not comply with the order form), that is, there are significant deviations from the terms of the contract. Therefore, the court must satisfy the demands for the termination of the contract for the manufacture and supply of furniture according to samples, and for the recovery of funds paid for the goods. Since the defendant's unlawful evasion in satisfying the plaintiff's demand for termination of the contract and for the return of funds has been established, the claims for the recovery of a penalty are legitimate (Kronivets et al., 2021)

It should be noted that a mandatory element of interactive teaching is reflection. Students need to evaluate their development after the binary session.

In this regard, it will be interesting, in our opinion, to state the opinions of students on the learning outcomes obtained:

- “a huge plus is the opportunity to learn new things that are not directly related to your training profile, but broaden your horizons”;
- “an important plus is the consideration of the conflict situation from different points of view, as well as the deepening of knowledge in related disciplines”;
- “a lot of necessary and useful information was received, we shared our knowledge and received new ones”;
- “The lesson was very exciting and interesting”;
- “it is interesting and informative to think and process the received information, the work of two teachers is more effective”
- “There should be more such classes.”

Binary lesson allows you to effectively organize the educational process.

On the basis of facts from real life, a problematic situation is created, which is considered both from a legal and psychological point of view. During such binary engaging in one or another way of solving a problem, develops the ability to formulate and express one's thoughts, take other positions, and argue one's own (Lazorko, Virna, Brytova, Tolchieva, Shastko & Saienko, 2021).

It is important to pay attention to the readiness of teachers to conduct binary classes in an interactive form. Modern educators must prepare students for work in accordance with their education, to actively participate in everyday life, stimulate their individual development, and prepare for creativity and knowledge renewal at an advanced level. Achieving the above goals during the period of obtaining university education requires a new look at the role of the teacher. The teacher and his competence, the assessment and expectations of the students themselves, as well as employers (Kaplinsky, 2015)

The next example of interactive teaching is an innovative game conducted in small groups at a practical lesson in the discipline "Civil Law" on the topic "Sources of Civil Law".

The purpose of the practical lesson is to form and consolidate ideas about the main components of the regulatory legal framework governing civil legal relations.

As a result of mastering the topic, the student must:

- know: the concept of sources of civil law, sources of civil law;
- actual problems of legal regulation; legal positions of the highest judicial bodies on civil law issues;

- be able to: interpret civil law norms, analyze local acts, generalize judicial practice and legal customs, local acts and legal customs; the skills of searching for scientific (special) literature necessary for solving theoretical and practical issues (Biddiscombe, 1999).

Task 1: Questions - answers:

1. A citizen, having read the publication in the media about the property owned by the head of the local administration, applied to the administration with a statement to provide him with a commentary on the sources of origin of this property. Is the local administration obliged to provide a response to a citizen to such a statement?
2. The body of state power, within the framework of the performance of the functions assigned to it, shall receive official delegations, foreign citizens and visitors. Should these persons be provided with hot and soft drinks, confectionery products, based on business customs?
3. The mother-in-law gave the daughter-in-law an apartment in which they lived together, led a common household until the death of the mother-in-law. Is the mother-in-law recognized as a family member and/or a close relative of the daughter-in-law? If not recognized, does the daughter-in-law have the right to go to court to recognize her mother-in-law as a member of her family and (or) a close relative in a judicial proceeding by analogy with law?

A variety of cognitive tasks and tasks offered to students are compiled on the basis of the material studied by them. Solving problems in a playful way does not allow students to be distracted from the lesson and ensures the employment of the entire group.

The joy of one's own, albeit not great, victories sharply increases students' interest in the subject. And in general, there is an intensification of practical training and a significant increase in the productivity of pedagogical work (Zoshii, 2018)

The above example of an innovative game testifies to a student-oriented approach to teaching a student, motivating him to actively participate in the development of educational programs of the studied disciplines and mastery of professional skills.

It should be noted that at the present stage the task of the teacher is to teach students to think, speak correctly, communicate in scientific terms and communicate well in writing.

Writing an essay by students allows them to formulate their thoughtful thoughts and judgments in writing. However, when posing problem questions for essay topics, it should be borne in mind that they should cause a desire for reflection, logical reasoning, and quick wits. Therefore, the technology of writing an essay will only arouse interest among students, justify its purpose and achieve its goal when vital problems are touched upon. So, an essay on the topic "Why consumers are too lazy to protect their rights" arouses great interest among students and a desire to understand this interesting issue. In

connection with Consider the following essay as an example. "Each of us, at least twice in our lives, acts as a consumer of a particular product or service, and situations periodically arise when this very the consumer is not satisfied with the quality of the product or service. According to statistics, the rights of every consumer in Ukraine are violated, on average, four times a year. Most consumers do not use government-provided ways to protect their rights. Again, statistics - only 20% of consumers turn to sellers with complaints about the quality of goods or services, and then - only 4% go to court if quality claims are not satisfied. Why is this happening?"

It would seem that it was possible to indicate elementary ignorance as the main reason, but this is not so, in almost every outlet or organization in the service sector there is "consumer's corner" (if not, a reason to be seriously wary, something is wrong in this organization!), with a book of the law "On Protection of Consumer Rights", "a book complaints and suggestions", a certificate of registration, as well as (oh, horror!) Phones and coordinates of regulatory authorities. However, this "corner ..." almost always has a display case, and The "book of complaints and suggestions" was not even opened. And the most interesting thing is that in our informational 21st century, all information and sample applications can be taken directly from Internet and even get legal online advice on the problem that has arisen.

Accordingly, ignorance as a reason is swept aside!

And yet I would like to find out the reasons for the passivity of consumers in protecting their violated rights. Let's try to understand our "target audience". According to the statistics of 2014, the share of the urban population was slightly more than 74%, respectively, the rural population was slightly less than 26%. Let's start with the last one. Now let's try to understand the reasons for the "laziness to protect their rights" of the urban population. The reason for "intelligent education": among the population, mostly mature and older, there is a certain barrier regarding the creation of negative communication links, an internal psychological ban on public speaking and making claims against a completely unfamiliar seller of goods or services, inability to say "no". For example, "a person works all day, serves hundreds of people, and here I am with my claims, I won't spoil my nerves, either for myself or for him" or "the saleswoman is a brawler, she doesn't hesitate to scream in public, but what a shame for me! What if someone you know sees you?"

The reason for the "depressive state": the current economic situation and the welfare of most citizens, if not depressing, then very close to it, which contributes to a constant depressed state of mind. In this case, the development of depression is quite possible. In addition, according to the World Health Organization (WHO), depression as a disease comes in second place after cardiovascular disease. At the same time, it is not recognized in official medicine and is not a cause of disability. Depression is often accompanied by mental retardation, lethargy, apathy (indifference), and, if possible, a "break" of traumatic communication ties. What are the claims and claims? This is the position of the Donkey Eeyore, "... and the day is bad, and the tail is gone, although this is still of no interest to

anyone. "The reason for "eternal employment": has the same roots in the form of a difficult economic situation and low wages. A person rushes from one job to the second, from the second, perhaps to the third ... he does not have time to return to the seller, to demand elimination of shortcomings. Moreover, write claims and wait for an answer and the results of an examination of the goods. It's easier to earn extra money and make up for the loss of the family budget than waste time and nerves (Mozhaykina, 2012)

The reason for "outright laziness" (sometimes this happens): a person knows the laws, and his rights, and obligations of the seller. However, he will not write a claim, he does not want to "get in touch" with the examination - for a long time. And the amount spent seems to be not very large, so that to fight for it, as they say - we will survive.

The reason for the "lack of justice": this is a matter of faith – well, a person does not believe in justice." Here is my neighbor for four years he complained, wrote, went to the authorities - he did not achieve anything, only "replies", and then he died of a heart attack. And I won't even try, because there is no justice - why waste time.

Thus, we have outlined the main reasons for the failure of the main masses of consumers to take measures to protect their rights. And all of them are subjective in origin, except for depression (it's still a disease).

6. Discussion

Improving the system of teaching legal disciplines requires the teacher to use, in accordance with his creative plans, innovative teaching methods, which may not be provided for by the program or the content of textbooks. The teaching technology of this level, ensuring the organizational and intellectual level of interaction between the teacher and students, is the most difficult, because it forces the student to be at the peak of his mental activity for most of the learning process, and the teacher must, using various methods of innovative methodology teaching, support this activity, arouse the student's interest in the educational process and the desire for maximum participation in it.

The transition to the methods inherent in the innovative methodology involves the combination of practical, educational and research functions in the educational process, which contributes to the resolution of the contradiction between the knowledge provided by the institution of higher education and the requirements of real life. This approach provides a cognitive level of assimilation. To date, the position that the high efficiency of the educational process, including the teaching of legal disciplines, ensures the application of such innovative methods and teaching methods as: analysis of critical situations; audiovisual teaching method; "brain storm"; Socratic method; business (role) game; "borrow position"; commenting, evaluation (or self-evaluation) of participants' actions; master classes; method of analysis and diagnosis of the situation; project method; modeling; educational "training ground"; problem (problem-search) method; public speaking; work in small groups; business trip method, etc. Attention should be paid

to the fact that innovative methods arise in accordance with the needs of society in the development of jurisprudence and correspond to its nature and level of development in a particular period; these are new perspective trends, processes and approaches in the development of modern higher education.

In view of this, we cannot include as innovative: the method of analysis and diagnosis of the situation, the problem (problem-search) method, the method of public speaking and the audiovisual method of teaching. Thus, the first three methods have been part of the legal education programs used by specialized legal higher education institutions for more than ten years, and the audiovisual teaching method is a priori the basis of modern higher education. This is due to objective reasons caused by the consequences of the military aggression of the Russian Federation against Ukraine. Educational institutions forced to evacuate, depending on where it is located, the circumstances, or work entirely in a remote (remote) format, or in a mixed - when students study both online and face-to-face. This format of education involves the provision of educational services through audiovisual communications, in the form of audiovisual courses, electronic textbooks, computer test tasks, trainings and practical guides for distance learning, video recordings of various forms of education for the purpose of analyzing and discussing the actions of participants in the educational process and etc.

7. Conclusions

In conclusion, it can be noted that the lack of proper motivation to protect their violated rights is a consequence of undeveloped personality traits: self-organization and self-discipline. And impunity breeds permissiveness. In addition, the inactivity of consumers in protecting their rights encourages unfair competition, since the absence of complaints (and, accordingly, responding to them) does not allow the scammer to be ousted from the market in the most effective way - economically.

Summing up, we note that the methodology of teaching legal disciplines is not only a science, but also an art, since no practical recommendations ever will replace the variety of methodological techniques that are born empirically from the teacher.

To implement the competency-based approach, it is necessary to create a special innovative environment at the university, which requires the formation of new competencies in all subjects of educational activity, including university teaching staff.

That is why it is important to pay attention to the readiness of the teacher to conduct classes in an interactive form. A modern teacher must effectively prepare students to work in accordance with their education, prepare them for active participation in everyday life and modern society, stimulate their individual development, and prepare them for creativity and knowledge renewal at an advanced level. Achieving the above goals in the period of university education requires a new, different look at the role of the teacher and his competencies, assessment and the expectations of the students themselves, as well as employers.

8. Bibliographic references

- Biddiscombe, R. (1999). Developing the learning support role: Some of the challenges ahead. *SCONUL Newsletter*, 16, 30-34.
- Bystrova, Yu. (2015). Innovative teaching methods in higher education in Ukraine. *Law and innovative society*, 1(4), 27–33 [In Ukrainian]
- Kaplinsky, V.V. (2015) Teaching methodology in higher education: Study guide. Vinnytsia: "Niland LTD". 224 p.
- Kronivets, T., Tymoshenko, Y., Diachenko, O., Shabelnyk, T., Ivanchenko, N., & Iasechko, S. (2021) Artificial intelligence as a key element of digital education. *IJCSNS International Journal of Computer Science and Network Security*, 21(106) pp. 67-72 <https://doi.org/10.22937/IJCSNS.2021.21.10.9>
- Lazorko, O., Virna, Z., Brytova, H., Tolchieva, H., Shastko, I., & Saienko, V. (2021). Professional Safety of Personality: System Regularities of Functioning and Synergetic Effects of Self-Organization. *Postmodern Openings*, 12(2), 170-190. <https://doi.org/10.18662/po/12.2/302>
- Mozhaykina, O.S. (2012) Methodological foundations of teaching legal disciplines in higher educational institutions: Study guide. Lutsk: SPD Hadyak Zh.V., printing house "Volynpoligraf", 174 p.
- Shapiro, J., & Hughes, S. K. (1996). Information literacy as a liberal art: Enlightenment proposals for a new curriculum. *EDUCOM Review*, 31(2), 31-35.
- Vladimirova, V.I. (2018) Innovative technologies in the system of training future lawyers. *Proceedings. Series: Law*, 5, C.15-21. [In ukrainian]
- Yavorska, G.Kh. (2016) Methods of formation of basic competences future jurists. *Science and education*, 04, C. 84-89. [In ukrainian]
- Zoshii, I.V. (2018) Formation of professional competence of future lawyers. *A young scientist*, 3(55), C. 487-492 [In ukrainian]

DOI: <https://doi.org/10.46502/issn.1856-7576/2022.16.04.15>

Zozuliak-Sluchy, R., Yurchenko, L., Onypchenko, O., Bilozerova, M., Vorovka, M. (2022). Moral and patriotic coordinates of volunteer activity as a means of building educational and socio-pedagogical work. *Revista Eduweb*, 16(4), 178-191. <https://doi.org/10.46502/issn.1856-7576/2022.16.04.15>

Moral and patriotic coordinates of volunteer activity as a means of building educational and socio-pedagogical work

Coordenadas morales y patrióticas del voluntariado como medio de construcción del trabajo educativo y sociopedagógico

Roksoliana Zozuliak-Sluchy

Zozuliak-Sluchy@gmail.com

<https://orcid.org/0000-0001-6066-590X>

Doctor of Pedagogical Sciences, Professor, Professor Department of social education and social work, Precarpathian National University Vasyl Stefanyk, Ivano-Frankivsk, Ukraine.

Liubov Yurchenko

Yurchenko@gmail.com

<https://orcid.org/0000-0003-4957-338X>

Department of Social Sciences and Humanities, National University of Civil Defense of Ukraine, Kharkiv, Ukraine.

Oksana Onypchenko

Onypchenko@ukr.net

<https://orcid.org/0000-0002-5682-7897>

Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, Kharkiv, Ukraine.

Marianna Bilozerova

Bilozerova@gmail.com

<https://orcid.org/0000-0002-3489-9662>

Municipal Establishment "Kharkiv Humanitarian-Pedagogical Academy" of the Kharkiv Regional Council, Kharkiv, Ukraine.

Marharyta Vorovka

Vorovka@ukr.net

<https://orcid.org/0000-0002-9651-0990>

Melitopol State Pedagogical University named after Bogdan Khmelnytsky, Melitopol', Ukraine.

Recibido: 02/11/22

Aceptado: 20/12/22

Abstract

In the article, the built picture of the four-vector phenomenology of voluntary activity (heroic, victim, transformative, life-affirming) can serve as a kind of "ethical map" for measuring the motivation for participation in volunteering. In addition, it can serve as the basis for determining the goals and mission of building educational and socio-pedagogical work in various volunteer associations.

The problem of the formation of social activity of student youth in the conditions of reforming Ukrainian society is analyzed, the criteria of social activity, the importance of

social activity for the further development of society and the professional development of students are considered. The concept of volunteering as a segment of civil society, the main directions of volunteering in modern Ukraine, the impact of hostilities in the East of the country on the development of volunteering have been studied. The thesis about the dialectical relationship between social activity and students' participation in volunteer activities is substantiated, where volunteer activity is considered as a manifestation of social activity and as a factor in its formation. An example of the activities of a higher educational institution regarding the involvement of students in volunteer practice as an important factor in the formation of students' social activity is given.

Keywords: patriotic, volunteer activity, Socio-Pedagogical Work, educational process.

Resumen

En el artículo, la imagen construida de la fenomenología de cuatro vectores de la actividad voluntaria (heroica, víctima, transformadora, afirmadora de la vida) puede servir como una especie de “mapa ético” para medir la motivación para participar en el voluntariado. Además, puede servir de base para determinar los objetivos y la misión de la construcción del trabajo educativo y sociopedagógico en diversas asociaciones de voluntariado.

Se analiza el problema de la formación de la actividad social de la juventud estudiantil en las condiciones de reforma de la sociedad ucraniana, se consideran los criterios de la actividad social, la importancia de la actividad social para el desarrollo ulterior de la sociedad y el desarrollo profesional de los estudiantes. Se ha estudiado el concepto de voluntariado como segmento de la sociedad civil, las direcciones principales del voluntariado en la Ucrania moderna, el impacto de las hostilidades en el este del país en el desarrollo del voluntariado. Se fundamenta la tesis sobre la relación dialéctica entre la actividad social y la participación de los estudiantes en actividades de voluntariado, donde se considera la actividad de voluntariado como una manifestación de la actividad social y como un factor en su formación. Se da un ejemplo de las actividades de una institución de educación superior con respecto a la participación de los estudiantes en la práctica de voluntariado como un factor importante en la formación de la actividad social de los estudiantes.

Palabras clave: patriótico, voluntariado, Trabajo Sociopedagógico, proceso educativo.

1. Introduction

Volunteer activity as a manifestation of the free will and spirit of man has accompanied the movement of society and the development of mankind for many centuries, embodying the most important resource for the flourishing of culture and civilization, the achievement of reasonable, fair and moral limits of existence.

If you ask yourself what enables a person to develop as a person, allows him to develop his creative potential, to which civilization and culture owe their best achievements and creations, then the answer will not be long in coming. And he, one way or another, will be associated with the voluntary activity of a person acting on an inner call and motivation. The principle of voluntariness underlies the movement of human civilization due to the fact that an acting personality as a carrier of consciousness and self-consciousness can only develop voluntarily, creating Good and Good (Henderson, 1901).

The principle of voluntariness as an antipode to coercion has attracted attention since ancient times of humanitarian thought. Since ancient times, this principle has been conceived as true and an indispensable attribute of freedom, as an alternative to dependence, ignorance and slavery.

The spirit of Prometheus, as a symbol of a voluntary challenge to circumstances, called humanity to a feat for the sake of a worthy life.

In the Homeric epic, a free person is one who acts without coercion, by virtue of his own nature, overcoming the fetters of dependence. Such a path is captured in the actions of the hero of famous myths, overcoming fate and thus being compared with the gods. Freedom as a human phenomenon that describes actions and deeds in reality of a living person, implies, first of all, the voluntariness of their implementation, i.e. of their own free will and desire. And this is the first and most important meaning of volunteering. Another meaning, directly related to the idea of voluntariness, follows from the moral purpose of a person called to create and do good. It is no coincidence that in Ukrainian the word "volunteer" itself is formed from two words - "Good" and "Will", representing an inseparable unity of the meanings of these words. At the same time, good comes first. The idea of creation as selfless goodness requires a person to constantly grow, to overcome the limitations of the framework. existential causality and access to higher spiritual values.

The unity of the concepts of "free will" and "good" is the semantic basis for understanding voluntariness as an ontological characteristic of a person and a proper human mode of action (Leibetseder, 2011).

Considering volunteer activity as a complex, polymotivated form of manifestation of human activity, it is important to keep in mind that it reflects and expresses the actual internal plan of socialization of a developing personality. And when it comes to such a process as self-socialization, with all its forms and varieties of manifestations, then, of course, the essence of such a process is precisely voluntary activity. Everything taught by culture and pedagogical heritage can be reduced to one simple idea that the best educator for a person is himself, and the true formation of a person as a person occurs in his actions, which are generated by his own motives (i.e. freely) and aspirations bring good and good (Kapskaya, 2004).

Meanwhile, without understanding the meaningful context of volunteering, it is difficult to judge the true meaning of this activity and its effect in terms of education and socialization of a person. Indeed, this context is not embedded in the concept of volunteerism and its result is not read in it. However, from the point of view of productive socialization, it is important not only that a young man or young person acts voluntarily, but also that he is aware and gives (or at least tries to give) an account of what he is doing and what are the consequences of his voluntary actions, even if they arise from the highest and noblest considerations. It is no coincidence that they say: "The road to hell is paved with good intentions" (Stasishin, 2015). Obviously, culture as a universal experience of generations that have lived and lived before can largely protect a person from mistakes and miscalculations on his life path, and the role of education and training in this regard is irreplaceable. It is also obvious that this cultural component is also important in understanding the essence of volunteer activity itself, since it is in culture that one must look for those dimensions that can shed light on the ins and outs of this activity.

Thus, in interpreting the socializing role of volunteerism, the experience of culture in understanding the nature of human destiny and activity is needed. That is, an ethical reflection of the forms of manifestation of voluntary activity is needed.

2. Literature review

The work of foreign and Ukrainian psychologists, in particular, is devoted to the study of social activity Kapskaya, Stasishin, Leibetseder, Henderson, Williams and others. Research by Popova, Velikanova, Lyakh is devoted to various aspects of the formation of social activity. Research on the development of social qualities of students is reflected in works by Griga, Aptukhin. The question of the relationship between value orientations and the formation of social personality activity was studied by Bogomolov, Helmut.

The experience of volunteer work in domestic centers of social services for families, children and youth is described in the works of Salamon, Flanagan, and Zoska.

3. Aims

The purpose of the research is to analyze the social factors of the formation of the social activity of student youth and to identify the impact of volunteering on this process.

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment),

professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

The primary ethical meaning, which lies, as it were, on the surface and is attributively associated with volunteerism, as well as with the principle of voluntariness, lies in disinterestedness. Today, the culture has firmly entrenched the idea of a volunteer (volunteer) as a person who is distinguished by the fact that he does not seek benefits for himself, that his actions are not related to mercantile, narrowly selfish interests, but are always aimed at something (or someone) then another. However, besides the fact that a voluntary action is, as a rule, an unselfish action, there is nothing more to add to the ethical characteristics of this action (Williams, 2003). Therefore, some “finishing” of the ethical space is inevitable, in which it would be possible to reflect the main forms and lines of manifestation of volunteering, as they have developed in culture today.

As shown above, the ethical space of voluntary activity is formed in the sphere of action of two initial ethical dimensions arising from the idea free will and the idea of the good. It is these two beginnings that are already etymologically embedded in the concept of "volunteerism", and it is from them, in our opinion, that it is expedient to count in alignment of the coordinates of the interpretation of all those forms and types of activity that can be attributed to the phenomenology of volunteering (Popova, 2013).

Let us briefly present the main characteristics of the areas and vectors of volunteerism.

The first area of the ethical space of volunteerism develops around the action of the heroic-civil line and corresponds to the sociocentric consciousness.

This area stands out as the earliest in the history of culture, as a primary sphere. It is based on a tribal (communal) tradition, in which the idea of free will was not expressed, as well as the idea of the good (subject to the principle of the survival of the family) (Velikanova, 2015). It is known that these two principles are not articulated in the ancestral consciousness and exist syncretically, merged in a certain single experience of identifying oneself with society, life outside of which is unthinkable and impossible by definition.

Everything that is done for others is done for oneself, and vice versa, and is perceived as good. Freedom is thought of in a negative sense, since separating oneself from others literally means death.

Sociocentric consciousness (and self-consciousness) in defining a person, his essence establishes the priority of society, believing that a person, his life and behavior are entirely dependent on society. Sociocentric culture is based on the idea that the center of the universe is a certain human community, to which the given individual considers himself. The fundamental feature of a sociocentric culture is the dissolution of the individual in a certain “We”, some kind of community that acts in relation to this individual as the highest

power and the highest power. Belonging to the "We" relieves the individual of the responsibility for finding their own solutions, from painful doubts, from the painful burden of freedom (Lyakh, 2013). At the same time, participation in the "We" gives a person pride and a sense of superiority. Another important feature of a sociocentric culture is the constant presence in the individual's mind of a clear, distinct idea of some others, some "They" as strangers, in relation to whom it is allowed (and sometimes considered necessary) to show hatred and enmity. This division of people into "us" and "them" can take place on various grounds. The most common are religious, class and national criteria. A sociocentric attitude in determining the essence of a person is characteristic practically very many teachings of social philosophy and sociology of the XIX-XX centuries. Although a person in these teachings appears to be a dualistic being, whose "I" breaks up into biological logical "I" and social "I", nevertheless, its social certainty is constantly emphasized (Griga et al., 2000).

Born in the ancestral consciousness, the sociocentric worldview serves as the basis for the manifestation of patriotic feelings and civic consciousness of the modern person. It fills the collective unconscious of a person, provides that deep, invisible connection of people with each other, feeling their original community, mental inclusion in a single continuous world of people, which allows a person to preserve himself as a species living on this earth.

In the bosom of sociocentric consciousness, a heroic type of volunteering is established, which is associated in culture with miracles of courage, courage, valor, bravery, leadership, genius, etc., which go beyond the average manifestations of human abilities, and serves as an example of outstanding examples of social service (Aptukhin & Bogomolov, 2015).

The hero is distinguished by the ability to over and above normal activity, he is able to take on more responsibility than others and cope with it. At the same time, one must clearly understand that although the hero stands out for his singularity, personality, he always acts and stands out as a "figure against the background" (Helmut and Salamon, 1999).

The hero always acts for the good and in the name of society, otherwise he turns into an anti-hero. In its pathos incarnation in culture, the image of the hero is most vividly captured in the image of Danko, who lit up the path of people in the darkness with his heart. The hero is directed to the future, i.e. he is able to see new possibilities, values, ideals and meanings. And in this regard, it may come into conflict with those norms that hinder the development of society, are obsolete. That is, the hero is able to give a new impetus to the development of society. Therefore, largely thanks to the efforts of the heroes, society does not lose its dynamism. It is no coincidence that a real hero is always associated with a feat, and a feat is a kind of resolution of an existing hopeless (in the ordinary sense) situation in a new quality ("feat" - from the same root "move", "movement", "shift", etc.). That is, a feat is development in the conditions of the impossible. Speaking about the

motivation of heroism, it must be admitted that it is often closely associated with the desire for fame, fame, veneration, etc. But this is not so much an individual dualistic, but still social motivation, since you can earn fame and remain in history only by doing good deeds for the sake of others (in the name of saving the nation, society, your loved ones, relatives, etc.). In general, the heroic modality of volunteering is the very first, bright and pathos form of manifestation of this phenomenon, which is one of its attractive aspects for young people.

In addition to pathos forms, sociocentric consciousness is also characterized by not so bright, but more moderate, everyday manifestations of voluntary activity. At all times and in every society, one can meet a sufficient mass of people who are not particularly heroic, but who are ready to take on various everyday social and civic concerns, in addition to their professional and official duties, and not related to obtaining personal benefits or benefits. In contrast to the heroic type, this type is dominated by the desire not so much to stand out as to be like everyone else, more precisely, to act "like all decent people" (Flanagan & Van Horn, 2001). In their aspirations, people of such a warehouse are guided, as a rule, by a sense of duty, mutual responsibility, solidarity, etc. In a more mundane version, motivation can also be reduced to a banal fear of public censure. In general, people of social centric types recognize that everything they have achieved in life, they have achieved thanks to the society in which they grew up and live, and therefore experience a greater sense of affiliation, acceptance of basic civil institutions. It must be admitted that the stability and well-being of society is largely determined by the predominance of this mass of respectable citizens.

The second area is distinguished by the exaltation and sacralization of the idea of the good as the leading intention of individual life and serves as a space for the action of the victim-moralistic vector of volunteering. This area generally reflects religious layer of consciousness in culture. We conditionally gave such a name to this type of consciousness due to the fact that it is completely subordinate to the unconditional faith in some unshakable absolute (God) and identifies the idea of good with this absolute. In contrast to the sociocentric, this type of consciousness is presented as theocentric (from the Greek *τέος* - god), and in it, as already noted above. It is known that the biblical definition of the essence of man as the "image and likeness of God" - a revelation that is not subject to doubt, and as the image and likeness of God, a person goes beyond nature in general, becomes, as it were, above it (after all, God is transcendent, beyond the world he created). And this is the essential difference between religious consciousness and pagan, sociocentric. The latter do not take a person out of the system of other beings, in fact, they do not even give him absolute primacy in any system. In religious consciousness, a person is, as it were, an alien from another world (which can be called the "heavenly kingdom", "spiritual world", "paradise", "heaven"), and he must return there again. Although, according to the Bible, he himself is made of earth and water, although he grows and eats like plants, feels and moves like an animal, he is akin not only to them, but also to God. It was within the framework of the Christian tradition that ideas were formed that later became clichés: man is the king of nature, the crown of creation, and so on.

(Andolina et al., 2002). But how to understand the thesis that man is the image and likeness of God? Which of the divine properties make up the essence of man? According to the teachings of Christian thinkers, God endows man with reason and free will, namely, the ability to judge and distinguish between good and evil: this is the essence of man, the image of God in him.

In religious consciousness, the line of free will merges and literally dissolves in the idea of goodness as an attribute of divine providence.

In orthodox theological teachings, a person, in principle, cannot have free will, but must fully rely on the power of divine providence. At the same time, the inherent good of the Almighty is inseparable from being itself. Thus, a well-known Latin formula coming from the Middle Ages reads: *ens et bonum convertuntur* (being and good are reversible) (Zoska et al., 2020).

Since God is the highest being and good, then everything that he created, to the extent that it bears the stamp of being, is also good and perfect. From this follows the thesis of that the good in itself is non-existence, it is not a positive reality, it is not an essence. So, the devil from the point of view of the Christian consciousness is non-existence, waving by being. Evil lives for good and at the expense of good, therefore, in the end, good rules the world, and evil, although it detracts from good, is not able to destroy it. And this conclusion expressed the optimistic motive of the religious frame of mind.

However, the goodness of the height of human destiny in religious consciousness is overthrown by the idea of the earthly path of man. This path, as you know, appears within the framework of the doctrine of original sin and the fall of man, who, as Gregory of Nyssa wrote, descended below any cattle, which is in the most shameful slavery of its passions and inclinations: after all, the higher the position, the more terrible the fall. There is a tragic split in man, inherent in his very nature. How to overcome it, how to achieve the salvation of man?

Religious (Christian) consciousness requires a person to voluntarily renounce his sinful (earthly) life and devote himself to spiritual purification in front of the image of the Savior, who sacrificed himself for the atonement of human sins, overcame death at the cost of this sacrifice and affirmed, through the subsequent resurrection, the victory of good over evil (Kuzmina et al., 2020). Hence the idea of sacrifice becomes a kind of maxim, a dominant in understanding the degree of goodness and spirituality of human behavior within the framework of religious canons.

In everyday life, this vector can reveal itself in different ways.

personal forms of behavior that fluctuate within fairly wide limits between worldly service and monastic detachment from the world, exaltation and spiritual asceticism, reconciliation with the existing order of things and escapism.

In the third area of the ethical space of volunteering, the idea of free will intensifies and comes to the fore, which becomes dominant in understanding the essence of human life and pushes the idea of good into the background. In this area, a transformative vector of volunteering is unfolding, which is determined by the sphere of anthropocentric consciousness in culture (Yurchenko, 2009a). According to this worldview, the development and movement of the world is carried out thanks to the creative efforts of a person who, having the ability to reason and transformation, acts as the center of the universe. The free and reasonable human spirit becomes the main source and factor of understanding, explanation and prediction of the ways of development of civilization and world construction in general.

It is known that anthropocentrism contributed to the development of humanism (in the Renaissance), a view that recognized the value of a person as a person, his right to freedom, happiness and development. The individual becomes more independent he increasingly represents not this or that union, but himself. From here grows a new self-consciousness of a person and his new social position: pride and self-affirmation, consciousness of one's own strength and talent become the distinctive qualities of a person. The human personality was predominantly considered creative, as if it takes on the creative function of God and is able to master itself and nature. Such a force, such power over everything that exists, including over oneself, a person has never felt before. The anthropocentric worldview led to the emergence of outstanding individuals (bright temperament, comprehensive education), who competently synthesized logical, intuitive thinking and mastery of many skills (Boyko & Ovcharova, 2021).

As many researchers note, in general, anthropocentric culture was distinguished by the following features. First, dynamism, i.e. willingness to give up former stereotypes of thinking, forms of life and methods of activity in favor of more efficient and progressive ones; secondly, desacralization, i.e. distancing from religious thinking and religious practice; thirdly, the affirmation of freedom as a supreme and inalienable human right; fourthly, the orientation is not on the past, as is the case in traditional cultures, but for the future, for changing the existing way of life and thought. In accordance with these attitudes, orientation towards action, search, discovery and approval of the new in all spheres of life is recognized as valuable. So, after the XVII century (Andrushenko et al., 1998). New European culture for the first time does not contain religion in its socio-cultural experience. Its displacement to the spiritual periphery brought a greasy moment of uncertainty in human existence and prompted the search for alternative meanings, ideals and values to religious imperatives.

A kind of prominence of anthropocentrism in culture was the surge of an egocentric worldview following the great achievements of the 17th century. This surge was an attempt to establish or restore the spiritual connection of the individual with his true "I", the search for his own invisible essence within himself, an internal dialogue about his innermost and sacred archetype and about the reserves of self-improvement. This one was his kind of individualistic "religion", most often atheistic, non-church and non-

confessional, which proceeded from the idea of the self-sufficiency of the true "I" as microcosm (Yurchenko, 2009b; Lyakh, 2011; Ivanik, 2013).

In the bosom of egocentrism, sometimes the individual microcosm itself can be understood not only as a condensate of the Universe, but also as the entire historical change of people removed and eternally residing in the "I". Everything that is, was, and will be is already contained in the true Self (with a capital letter, as opposed to the empirical self), and my imperfect and everyday "I" seeks to reunite with the absolute in itself. Such a "religion" mobilizes the reserves of self-knowledge and creativity of the individual, improves the abilities of the individual, forms a respectful attitude towards one's Self as an enduring value (Trumbauer, 1995; Clary & Snyder, 2002; Dolcinar & Randle, 2007). But, taken by itself, this religion is clearly insufficient to fulfill the social, moral and cosmic functions of man.

As we have shown in the historical-philosophical analysis, for all the attractiveness of the anthropocentric dominant of volunteerism with its value of manifestation of free will and transformative practice, it could not ensure the prosperity of mankind as a whole. Departure from the spiritual and moral criteria of Good and Good, triumphant.

The nature of materialistic rationalism and utilitarianism led to the establishment of technogenic culture. Among the value priorities of the latter, power and strength.

6. Discussion

As a result, the unbridled transformational activity of man, who placed himself at the center of the universe, turned into the bloodiest wars, catastrophes, revolutions, etc. in history, global destruction of the biosphere and the ecosphere as a whole. Mankind found itself on the brink of the abyss of its unlimited activity for the benefit of itself.

In general, the rise of the idea of free will while devaluing the idea of the good, closed in the narrow world of egoistic dimensions without access to higher spiritual values, gives grounds to state the limitations of the transformative line (with its anthropocentric intention) in the development of full-fledged voluntary activity as a practice of productive socialization of young people.

The possibility of implementing such a practice opens up in the fourth area of the ethical domain of volunteerism, which produces its life-affirming vector, which is determined by the moral level of consciousness. This level is achieved by the resultant, balanced expression in the mind of the ideas of free will and the good (good), which acquire the most complete and integral embodiment in the behavior and life of the individual.

In the life-creating intention, the eternal dilemma of free will and good is harmoniously and fruitfully resolved in such a way that both of these principles receive the greatest strength and fullness of expression. Thus, the problem of free will (always being dramatic

due to its identification with the struggle of a person with his self in the surrounding world) receives a positive resolution in this intention. It transforms into the idea of the will to live. This removes the ground for confrontation between the individual and society and establishes the true meaning of freedom as life for the sake of life (Dolcinar & Randle, 2007). There is no longer a problem of freedom of choice, it is overcome by the fact that a person already carries in his consciousness and self-consciousness the norm of this choice, i.e. internally, he has already made it, which means that he is free, since his choice is not predetermined by external circumstances. And this manifests spirituality as a state when the moral law inside a person stronger than the pressure of any external circumstances. Undoubtedly, this property is essential for understanding the personality as a moral principle in a person.

The idea of good (goodness) also receives a clear and unambiguous expression in the life-creating ethics of volunteerism, since goodness, goodness is life itself, and evil is that which brings death and destruction of life in itself and with it. Thus, everything that leads to life is good, everything that leads to dying and death is evil. And in this regard, the meaning of life is to live, strengthen and maintain the life around you. The life-affirming meaning of good and good is based on the feeling of love as unconditional acceptance, care, promotion of growth and disclosure of all properties and manifestations (Nordstrom et al., 2021).

of life in the world of people, nature and space. This is the desire for integrity and harmony of life in another and in oneself. It is love that connects the two principles of voluntary practice - freedom and goodness, giving them the greatest strength and fullness of expression.

The life-creating ethics of volunteerism is the ethics of deed and action, its completeness and clarity are achieved by the practice of asceticism, and not by the construction of verbal constructions and inferences. In order to understand it, one must do something, undertake oneself for the sake of others. This ethic leaves no room for double morality and hypocrisy. And in this lies its truth and strength, which are so important and necessary for the experience of productive socialization of the younger generation.

Thus, such a capacious statement of the initial dimensions of volunteerism, which combines two of the most important ontological categories of human existence - Free will and Good, allows us to fully appeal to the vast philosophical heritage and reconstruct the holistic ethical space of the phenomenology of volunteerism, to recreate its continuous history coming from the depths centuries (from Antiquity to the Middle Ages and through the New Age to the present).

And four rather stable ethical vector-lines (they are also modalities) of volunteering, which, having gained a foothold in culture, gave the world the corresponding traditions of voluntary activity. Moreover, each of these lines corresponds to a certain type of consciousness.

7. Conclusions

Thus, giving priority to the life-affirming line of volunteering, one sees in it a higher pedagogical potential and a moral resource of education youth. This potential lies in the fact that this tradition of volunteerism teaches selfless-actual existence, teaches a person to measure and correlate his life with the life of the surrounding people and the natural world, to promote and help this life. The life-affirming vector of volunteerism fruitfully resolves the eternal dilemma of free will and the good. Thus, the problem of free will finds a positive development in the logic of the ideas of positive freedom, the will to meaning, the will to life. And the meaning of the good (goodness) also receives a clear and unambiguous expression - everything that leads to life is good, everything that leads to dying and death is evil. And in this regard, the meaning of life is to live, strengthen and maintain the life around you. The life-affirming meaning of good and good is based on love as unconditional acceptance, care, promotion of growth and disclosure of all the properties and manifestations of life in the world.

The life-creating ethics of volunteerism is the ethics of deed and action, its completeness and clarity are achieved by the practice of asceticism, and not by the construction of verbal constructions. In order to understand it, one must do something, undertake oneself for the sake of others. This ethic leaves no room for double morality and hypocrisy. And in this lies its truth and strength, so important and necessary for the experience of the productive socialization of youth.

8. 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. [In Ukrainian]
- 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) Zaporizhzhia: KSK-Alliance, 173 p. Available at: <https://dl.acm.org/doi/book/10.1145/3373722>
- Clary, E. G., & Snyder, M. (2002). The motivations to volunteer: Theoretical and practical considerations. *Current Directions in Psychological Science*, 8, pp.156-159.
- 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. [In ukrainian]
- Henderson, C.R. (1901). The Scope of Social Technology. American Journal of Sociology, 6(4), pp. 465-486.
- Helmut, K.A., & Salamon, L.M. (1999). Global Civil Society Dimensions of the Nonprofit Sector. Baltimore: MD, 535 p.
- 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. [In Ukrainian]
- Kapskaya, A. I. (2004). Social work: technological aspect. Kiev: Center for Educational Literature, 352 p.
- 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>
- 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
- 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) “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, 1(12), pp. 361-368. URL: <http://dspace.nbu.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