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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

Hemos expresado en anteriores ocasiones sobre la actitud como comportamiento recurrente frente a los grandes retos de nuestra cambiante sociedad. Y es que los cambios en cuanto a tecnología aplicada a la educación siguen generando magníficas oportunidades para la Educación universitaria. Luego de enfrentar uno de los retos más grandes que la historia reciente nos permite mencionar, nos referimos al confinamiento de los ciudadanos en sus casas mientras la pandemia hacía estragos. En este contexto y, como parte de esa actitud optimista las universidades mantuvieron puertas abiertas gracias a la educación en línea, a la educación a distancia, a la educación remota; en fin, a una comunicación muchas veces asíncrona y síncrona según resultara adecuada para los docentes y estudiantes. Es importante reconocer que hubo grupos experimentados y no experimentados en el uso de la tecnología, importante decir que incluso estos grupos de trabajo asumieron el compromiso de educar desde el otro lado de la pantalla llegando a trascender -momentáneamente- la visión Baumaniana de sociedad líquida. Ya no se estaba educando a una sociedad volátil o superficial, todos tenían la mirada puesta en educar y ser educado. Ahora bien, la investigación no se detiene prueba de ello es que recibimos constantemente trabajos de países que se encuentran en situación de guerra, hambre y especialmente el deseo de sobrevivir a tan chocante circunstancia. También valoramos el trabajo de los docentes en los que prevalece el deseo de descubrir nuevos fenómenos, nuevas teorías o nuevos enfoques para aportar los valores constituyentes del conocimiento en medio de circunstancias difíciles que atraviesan muchas universidades. Digamos que la investigación en educación necesita destacar la metáfora Baumaniana en la que éste distinguía la labor de un guardabosque de la de un jardinero. En la que prevalece el guardabosque por centrar su esfuerzo en resguardar un territorio para preservar el mayor equilibrio de todo un ecosistema natural, por su parte el jardinero tiene la visión del trabajo según sus propias creencias y cae en el juego del individualismo. Justamente y gracias al trabajo de investigadores y docentes hemos de considerar la labor de guardabosques demostrable en los aportes que la tecnología sigue generando como apoyo a la educación. Un sencillo ejemplo es el caso de lo expuesto por la Universidad Oberta de Catalunya al ofrecer las tendencias en e-learning para este año 2023, entre ellas destacan: nuevas formas de evaluar, analítica de datos para el éxito académico, aumento del aprendizaje a lo largo de la vida, aprendizaje inmersivo y auge de metaversos universitarios, refuerzo de la alfabetización digital, E-learning y emociones, Boom de las IA creativas. Como todos sabemos ha surgido el modelo de lenguaje ChatGPT que analiza inmensos conjuntos de datos y genera información de forma rápida y precisa, lo que ha creado debate y polémica en el caso de la educación ya que es capaz de producir un texto completo pleno de todo el valor lingüístico exigido, por ejemplo, en un texto argumentativo, un informe, un resumen e inclusive por su eficiencia para responder correos electrónicos. Afortunadamente, se está convirtiendo en un fenómeno que todos queremos analizar. Entra, sin duda, en una gruesa línea propia de profundizar desde todas las estructuras del diseño investigativo requerida por esta avanzada revolución tecnológica que incursiona además en la ciencia del lenguaje. La Revista se complace en ofrecer a sus lectores los estudios en el tema que nos ocupa, tales como: Academia, diversidad y virtualidad. La experiencia de aprender junto a estudiantes ciegos. Educación literaria empleando un entorno virtual de aprendizaje. Cursos en línea: desarrollo de contenido propio o uso de terceros. Equipo virtual de trabajo, una vía para desarrollar competencias en educación a distancia por COVID-19. Factores de desarrollo y direcciones para mejorar el aprendizaje a distancia en el sistema de Educación Superior de Ucrania. Peculiaridades del uso de tecnologías de información de Educación a Distancia en instituciones de Educación Superior de Ucrania. Perspectivas para el desarrollo de la Educación a distancia en Ucrania: Aspecto metodológico. Formación metódica de profesores que trabajan con escolares con discapacidad intelectual. Marcadores diagnósticos de la actividad académica y la movilidad de los postulantes a la enseñanza superior musical, pedagógica y coreográfica. Características de la aplicación estilística para la formación de la apariencia de una persona

en el discurso moderno del lenguaje inglés. Características lingüísticas de la comunicación en ucraniano. Aspectos teóricos y metodológicos de la formación de la competencia investigativa de los futuros profesores de educación física en el proceso de formación profesional. Fenómenos de la pintura libre: comparación de las imágenes artísticas de la época del modernismo y la pintura infantil. Rol pedagógico de la evaluación en la etapa actual de estimulación del proceso educativo. La educación a distancia como sistema de tecnologías educativas generales. Investigación en Historia del arte en el discurso científico. Preparación de estudiantes para estudiar en situaciones de crisis. Fundamentos del desarrollo de las habilidades cognitivas de los estudiantes en las universidades europeas. El uso de tecnologías pedagógicas para la organización del proceso educativo en Instituciones de Educación Superior. El uso del método de proyectos en el proceso educativo de las instituciones de educación superior para estudiantes de especialidades históricas. Y cierra este primer número del presente año: El Entorno Social como Factor de Formación de la Personalidad.

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Academia, diversidad y virtualidad. La experiencia de aprender junto a estudiantes ciegos

Academy, Diversity and Virtuality. The experience of learning alongside blind students

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Resumen

La participación de los estudiantes ciegos en el nivel universitario requiere de una atención particular por parte del profesor. En este sentido, la adaptación de la praxis docente para garantizar el aprendizaje y prosecución de los participantes debe partir del conocimiento de las necesidades y potencialidades de cada uno de ellos. Así, se pueden establecer las maneras que, tanto en la modalidad presencial como en la virtual, aseguren la inclusión educativa. Sobre la base de una interrelacionalidad humanizada; los recursos y las tecnologías disponibles son una vía efectiva para la educación, así como para evitar la deserción del estudiante invidente.

Palabras clave: Educación, modalidad presencial y virtual, estudiantes ciegos.

Abstract

The participation of blind students at the university level requires particular attention on the part of the teacher. In this sense, the adaptation of the teaching praxis to guarantee the learning and continuation of the participants must start from the knowledge of the needs and potentialities of each one of them. Thus, ways can be established that, both in face-to-face and virtual modalities, ensure educational inclusion. On the basis of a humanized interrelationship, the available resources and technologies are an effective way for education as well as for avoiding blind student desertion.

Keywords: Education, face-to-face and virtual modality, blind students.

1. Introducción

En la Facultad de Ciencias de la Educación de la Universidad de Carabobo, es frecuente encontrar estudiantes con discapacidad visual total, es decir que no poseen visión en ninguno de sus dos ojos, lo cual puede ser una condición de nacimiento o sobrevenida por alguna causa en algún momento de sus vidas. Desde el año 2003 y hasta 2022, como practicante docente de la mención Educación Musical; como profesora de Pedagogía y Currículo, y Planificación en el componente de formación común a todas las

menciones, y luego de Práctica Profesional II y III en la Mención Música, correspondió a la investigadora atender a cinco estudiantes con discapacidad visual total que han ingresado a la Facultad desde entonces. En el intercambio académico, la docencia se reveló de maneras diferente; la mediación adquirió nuevas dimensiones y en cada experiencia se recurrió al respeto y la consideración que cada caso ameritó. En la riqueza del intercambio se pudo observar que no existen fórmulas pedagógicas que funcionen para todos por igual, evidenciándose que las posibilidades de cada participante son únicas. La historia de vida de cada uno de los alumnos con esta condición influye en sus maneras de ser estudiante universitario, y las diferencias en la mediación en presencialidad o a través de la virtualidad abren espacios para establecer acuerdos tanto para el aprendizaje como para la evaluación. Por otra parte, existen avances tecnológicos que facilitan los procesos de inclusión educativa de la persona con esta condición, los cuales deben ser incorporados a los recursos disponibles en la Facultad de Ciencias de la Educación de la Universidad de Carabobo. Se presentan a continuación el marco de consideraciones que contextualiza el fenómeno observado, así como la experiencia directa con los estudiantes invidentes, de la cual emergió la realidad que hizo posible hacer los ajustes necesarios para llevar a cabo la acción docente y el aprendizaje.

1. Argumentación y disertación

Para poder estar en el contexto de consideraciones en relación con la condición de ceguera y la tecnología desarrollada para facilitar la inclusión de la persona ciega, se han tenido en consideración los siguientes elementos de comprensión.

Ceguera y Discapacidad Visual. Impacto de la ceguera en el proceso de aprendizaje.

Para comenzar conviene aclarar el concepto de ceguera, de discapacidad visual y la importancia de la visión en el proceso de aprendizaje. Según la Organización Panamericana de la Salud (1992) se clasifica como ceguera la disminución de la agudeza visual en los rangos 3,4 y 5, los cuales son considerados como pérdida de la visión en ambos ojos.

Por otra parte, según Fundación Once (2022) la discapacidad visual es la consideración que se hace a partir de la disminución total o parcial de la vista, la cual se mide a través de diversos parámetros como la capacidad para leer de cerca o lejos, el campo o la agudeza visual. La deficiencia visual a su vez es una limitación muy severa de la función visual en uno o varios de esos parámetros medidos y la ceguera finalmente es la limitación total de la visión.

En relación con el impacto que esta condición puede significar, la Fundación Once (2022) señala que la pérdida de la visión se va a manifestar en limitaciones considerables para que las personas puedan llevar a cabo sus actividades cotidianas sus desplazamientos o el acceso a la información así como las restricciones que esto acarrea en cuanto al acceso y la participación de la persona en sus entornos vitales cómo son la familia la educación el trabajo o las simples actividades de esparcimiento lo cual no solamente representa barreras físicas y arquitectónicas sino también barreras sociales y actitudinales.

Es importante señalar que, al hablar de aprendizaje, el 80% de la información necesaria para la vida cotidiana proviene de la visión de los ojos con lo cual la mayoría de las habilidades que posee el ser humano; la mayoría los conocimientos adquiridos y las actividades que desarrolla toda persona, las aprende o ejecuta con base en información visual.

En este sentido, la persona ciega, debe ampliar su rango de percepción compensando la falta de visión con el uso de sus otros sentidos, desarrollando así mayor sensibilidad en la audición, el olfato, el gusto y el tacto, todo lo cual se constituye en la vía de acceso multidimensional a aspectos que normalmente la persona vidente percibe de inmediato a través de sus ojos. De esta manera, superar las barreras que representan la falta de visión, es una tarea diaria para la persona ciega toda vez que el mundo está diseñado para personas que ven.

Inclusión Unesco y Venezuela

En el ámbito mundial, los países integrantes de la UNESCO han reafirmado su compromiso de trabajar en favor de la inclusión educativa de la persona con necesidades especiales y discapacidades. Todo ello en el marco del Marco de Acción Educación 2030 el cual se constituye como camino de avance para el logro de los objetivos de Desarrollo Sostenible. En este sentido, quedó establecido en Guía para asegurar la inclusión y la equidad en la educación realizada por la Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (2017):

El Marco destaca la necesidad de abordar todas las formas de exclusión y marginación. Concretamente, insta a abordar las desigualdades relacionadas con el acceso, la participación, los procesos y los resultados del aprendizaje, prestando especial atención a la igualdad de género. Esto incluye los esfuerzos para permitir que los sistemas educativos estén al servicio de todos los estudiantes, con foco en los que tradicionalmente han sido excluidos de las oportunidades educativas. Entre los estudiantes excluidos figuran los de los hogares más pobres, de las minorías étnicas y lingüísticas, de los pueblos indígenas y las personas con necesidades especiales y discapacidades (p. 12)

Como elemento de articulación a los acuerdos establecidos en la UNESCO (2017), la revisión en el ámbito legal nacional evidencia que se ha tenido prevista la inclusión de la persona con necesidades educativas y discapacidad en la Constitución de la República Bolivariana de Venezuela (1999), la cual en su artículo 81 establece que toda persona con discapacidad o con necesidades especiales tiene derecho al ejercicio pleno y autónomo de sus capacidades y a su integración familiar y comunitaria. Igualmente, el citado artículo establece la promoción de la formación capacitación y acceso al empleo de las personas con discapacidad.

En este sentido, es oportuno señalar que la Resolución Nro. 2005 de 1996 decretó el establecimiento de las normas para la integración escolar de la población con necesidades educativas especiales en todos los planteles educativos oficiales y privados en los diferentes niveles y modalidades del sistema educativo. Los mismos, deben garantizar el ingreso, prosecución escolar y culminación de estudios de los estudiantes con necesidades educativas especiales quienes recibirán apoyos internos o externos para su integración escolar.

En el ámbito preciso de la inclusión educativa la Ley para las Personas con Discapacidad No. 5.929 (2007), ha establecido:

Regular los medios y mecanismos que garantizan el desarrollo integral de las personas con discapacidad bajo los principios de igualdad, cooperación, equidad, solidaridad, integración, no segregación, no discriminación, respeto por la diferencia y aceptación de la diversidad humana,

entre otros. El artículo 16 decreta que toda persona con discapacidad tiene derecho a asistir a una institución o centro educativo para obtener educación, formación o capacitación. Así mismo, establece que no deben exponerse razones de discapacidad para impedir el ingreso a los institutos educativos. El artículo 20 establece que el Estado garantizará el acceso de las personas sordas o con discapacidad auditiva a la educación bilingüe que comprende la enseñanza a través de las señas venezolanas y el idioma castellano y el uso de Braille para las personas ciegas o con discapacidad visual.

Por su parte, la Ley Orgánica de Educación No. 5.929 (2009) abrió el acceso al Sistema Educativo a las personas con necesidades educativas o con discapacidad, mediante la creación de condiciones y oportunidades que facilitaran el proceso de inclusión de esta población, superando así los riesgos de exclusión, barreras humanas y dificultades administrativas.

La Tecnología para la inclusión de la persona ciega

El método Braille

Para superar el desafío que implica la ausencia de la visión y como vía para el acceso a la información, las personas ciegas utilizan el método de escritura inventado por Luis Braille en 1825. Este método utiliza celdas con 6 puntos en relieve los cuales a través de diversas combinaciones representa letras y números. Este método permite a la persona que lo utiliza escribir con un punzón utilizando puntos y leer por medio de la sensación táctil percibida a través del uso de la punta de los dedos.

Los avances tecnológicos para la inclusión

Microsoft presenta tecnología inteligente que puede desempeñar un rol vital para mejorar la accesibilidad a la información y romper las barreras de comunicación, así como crear nuevas situaciones que permitan a las personas con diversos grados de discapacidad visual interactuar con el mundo de nuevas maneras y favorecer sus procesos naturales de inclusión en diversos escenarios ya sea de la vida cotidiana o del aprendizaje. Algunos ejemplos de esta tecnología inteligente son presentados por Fleming (2019) entre las novedades disponibles en Microsoft:

El Ojo IA: esta es una aplicación que provee ricas descripciones de audio, por ejemplo, del entorno en el cual se encuentra el usuario. Esta aplicación puede también leer textos escritos a mano o provenientes de procesadores de palabras, así como escanear un código de barra e informarle al usuario de qué se trata el producto que está revisando. Igualmente, la aplicación de Microsoft puede ser orientada hacia un objetivo y la misma le informa al usuario cuántas personas tiene a su alrededor y dónde se encuentra él mismo en la imagen, aclarándole si se encuentra al centro, arriba o a la izquierda de la misma según sea el caso.

Soundscape: este programa de Microsoft puede construir un mapa de audio detallado en relación con lo que sucede alrededor de una persona invidente permitiéndole conocer particularidades de todo su entorno a través de un sistema de capas de contexto dibujando datos de ubicación del mundo que le circunda el cual se actualiza de manera constante.

El sistema Braille: La novedad que presenta la compañía Microsoft es la actualización del narrador, el cual ahora tiene la habilidad de leer pantallas y teclados digitales del sistema Braille.

Balizas Bluetooth: Microsoft presenta este elemento tecnológico utilizado por la compañía Foresight Augmented Reality. Las Balizas Bluetooth, pueden ser instaladas en tiendas edificios públicos restaurantes o incluso la casa para guiar con alta precisión al usuario ciego o con deficiencia visual. Estos dispositivos informan la ubicación de lugares específicos como la entrada el baño la cocina o cualquier espacio externo hacia donde le persona necesita dirigirse.

Lentes inteligentes: Los mismos pueden brindar información de navegación e identificación de rostros y están conectados al Smartphone o teléfono inteligente del usuario por medio de una unidad de procesamiento con lo cual el sistema puede funcionar sin estar conectado a internet. Aunque esta tecnología aún está en desarrollo se predice que funcionaran con un nivel de precisión de casi el 100% de traducción de la información del externo a aquella que es comunicada al usuario invidente.

La atención a la persona ciega en Venezuela. Organización y asistencia

En Venezuela la población con discapacidad visual y ceguera cuenta con el apoyo de la Organización Ciegos Venezuela. La misma posee sedes en algunas ciudades del país, así como una página web en línea en la que se encuentran disponibles diversas informaciones de interés para la persona ciega. De manera presencial o virtual la organización orienta a los usuarios en relación con la obtención de audiolibros así como de la lectura a viva voz en cabina de audio; la grabación en formato digital de

materiales escritos; conversión de materiales analógicos (cassette recorder) a formato digital, digitalización de materiales escritos por medio del escáner y su conversión a documentos de texto Braille; así como atención a los usuarios que acuden al programa, en persona, por vía telefónica o por correo electrónico. Igualmente, en la página web se encuentra la información referida a las asociaciones regionales que brindan apoyo a las personas ciegas para el mejoramiento de sus procesos de formación, inclusión, y aprendizaje de habilidades para la vida diaria.

El Primer mundo y la realidad universitaria en Venezuela

En todos los niveles educativos el uso de las nuevas tecnologías brinda, a los estudiantes con discapacidad visual, la posibilidad de adquirir autonomía e interactuar en diferentes situaciones de aprendizaje sin requerir de constante asistencia por parte de los familiares, ayudantes o compañeros de estudio. Este sentido de independencia en el proceso de aprendizaje impacta de manera positiva en la autoestima de los participantes y los mantiene motivados, al explorar nuevas posibilidades de independencia y al descubrir que pueden asumir y superar con éxito diferentes desafíos educativos especialmente en el nivel universitario.

Esto ocurre en los países de primer mundo, pero la realidad de la Universidad de Carabobo es un tanto diferente. La experiencia ha revelado que la única tecnología de la que disponen los estudiantes es el sistema Braille; y en casos aislados han referido contar con algún programa de lectura de los textos a los que puedan acceder a través de computadoras. La vía a través de la cual los estudiantes acceden a la información es totalmente auditiva, lo cual se verificó al observar que la totalidad de los alumnos atendidos por la investigadora en la Facultad de Ciencias de la Educación, estudian grabando audios de sus clases para luego transcribirlos a Braille; además de enviar al docente audios con sus participaciones o videos con sus desempeños en el caso de la práctica profesional.

Soluciones para la inclusión

¿Qué hacer ante la imposibilidad de acceder a todo el avance tecnológico que se encuentra en línea y que representan la situación ideal para acometer los procesos de aprendizaje? La inclusión depende exclusivamente de la acción conjunta de los Docentes junto a sus estudiantes con visión cero. De las experiencias vividas por la investigadora se presentan a continuación algunos fragmentos significativos que dan cuenta de las maneras en las cuales se lograron superar las barreras físicas, pero sobre todo las barreras humanas que se perfilaban como dificultades, lo cual permitió crear escenarios de inclusión, así como igualdad de oportunidades para los estudiantes invidentes atendidos. En cada caso se optó por determinar aquellas vías que se podían abordar poniendo como centro de la acción y las posibilidades reales de cada estudiante en lugar de las carencias evidentes.

Manuel. Estudiante de la Mención Música. Asignatura: Lenguaje Musical.

Manuel era estudiante de la Mención Música, posee oído absoluto y una memoria prodigiosa. Grabó todas las clases y señaló que el sistema de notación musical Braille era demasiado complicado para él por lo que prefería aprender la notación musical tradicional. Debido a lo anterior, la lectura de lecciones de música se llevó a cabo a través de pergaminos repujados. Por otra parte, las evaluaciones de contenidos conceptuales se realizaron de manera oral las cuales fueron grabadas para conservar el registro y poder luego asignar la debida calificación.

Se diseñó un instrumento especial para registrar las respuestas lo cual consistió en una rúbrica explícita para las preguntas de desarrollo, una escala de estimación para evaluar la afinación del participante, así como para valorar los ejercicios de audición en los cuales se indagó en relación con el reconocimiento de intervalos de manera escrita y sobre todo auditiva. Por otra parte, para la toma del dictado de intervalos, y en virtud de que Manuel había aprendido a leer y escribir en notación musical tradicional, es decir en pentagrama, con figuras de notas, el estudiante copio en hojas previamente repujadas con pautas o

pentagramas como en cuadernos regulares de música, cada uno de los intervalos presentados. Manuel se graduó y ha dedicado su vida al canto de música tradicional venezolana.

Ingrid. Estudiante de la Mención Orientación. Asignatura: Pedagogía y Currículo

Ingrid es una estudiante muy destacada e inteligente y participó en todas las actividades con entusiasmo y disciplina. Al momento de establecer los acuerdos de aprendizaje, Ingrid explicó que ella iba a grabar las clases, que luego haría esquemas en su casa, que sabía tomar apuntes que, si le explicaban bien, captaba y memorizaba fácilmente y luego podía explicarlo con sus propias palabras. A Ingrid le gustaba exponer con apoyos didácticos para que todos le entendieran y prefería esa actividad a la de hacer algún trabajo escrito. En sus exposiciones, Ingrid, utilizó un franelógrafo como alternativa ideal para que una persona invidente pudiese explicar y ejemplificar visualmente a una clase completa de personas videntes. Sobre un fieltro azul de casi dos metros de ancho y un metro de alto la participante colocaba imágenes y conectores recorriendo la tela en la que contaba las distancias por palmos. En la misma con sus manos reconocía algunas marcas previas, que la guiaban para ir armando mapas mentales con gran destreza. Ingrid transcribía en el franelógrafo los esquemas y mapas mentales que tenía en su mente; y ante la pregunta de sus compañeros que deseaban saber cómo era capaz de hacer todo su trabajo, respondía con sencillez “Muchachos yo lo hago porque en verdad no soy ciega, simplemente yo aprendí a ver de otras maneras”. Ingrid egresó de la Facultad de Ciencias de la Educación y poco después se graduó de abogado en la Facultad de Ciencias Jurídicas y Políticas de la UC.

Johan. Estudiante de la Mención Música. Asignatura Práctica Profesional

En estas asignaturas los estudiantes deben asistir a instituciones educativas para llevar a cabo actividades docentes. De esta manera se ubicó a Johan en un salón de clase en una institución educativa. En los acuerdos de aprendizaje él prefirió hacer todo en equipo, pero en la Práctica Profesional los desempeños individuales son sumamente importantes. Cuando se le señaló que debía demostrar en primera persona sus aprendizajes, se abrió el espacio para conocer de algunas características su recorrido académico. El estudiante manifestó lo siguiente: “No todos los docentes han querido explicarme y al final me ponen la nota. Ahora usted me explica, pero me pide cosas que yo no sé. Pero yo quiero aprender”. Esta revelación permitió comprender el porqué de los vacíos en la formación del participante. A partir de allí se replanteó todo el proceso de atención para lograr nivelarle y que pudiese rendir apropiadamente en la Práctica Profesional. Para este caso, se consultó con especialistas en necesidades educativas y diversidad lo cual permitió comprender que en la población con discapacidad también existen diferencias en la dedicación y consecuente rendimiento. En el caso de Johan, hubo que realizar ajustes en lo afectivo y académico hasta lograr que el participante se sintiera en un ambiente seguro para él. De esta manera se logró que el estudiante despertara a su proceso de aprendizaje, participara y se permitiera preguntar con tranquilidad todo lo que requiriera aclarar. Adicionalmente, se dedicó tiempo especial fuera del aula para nivelarlo y para que adquiriera hábitos de estudio. Se trabajó adicionalmente expresión corporal, ya que en clase o durante sus explicaciones, Johan permanecía inmóvil y rígido. En este aspecto, se logró comprender que lo que el resto de los estudiantes había aprendido de forma vicaria a lo largo de su vida, para Johan no existía, y así se acordó servir de modelo cuerpo a cuerpo para que aprendiera a mover sus manos y acompañar las explicaciones con algún gesto que lo liberará de la tensión que le generaba estar inmóvil frente a la clase. Johan hizo muchos avances. Se graduó y es profesor de música en una escuela de Folclor.

Milagros y María. Mención Música. Asignatura Práctica Profesional II y III

Estas estudiantes son ciegas de nacimiento. Fueron atendidas de manera virtual durante la pandemia y esta situación planteó nuevos retos, ya que toda la experiencia docente previa en relación con estudiantes ciegos se había desarrollado siempre en la presencialidad. Desde el primer día las participantes recalcaron que ellas eran muy buenas estudiantes, que siempre buscaban la forma de solucionar todo, que querían aprender y no deseaban ser tratadas desde la lástima, ya que las dos eran capaces de buscar la forma de cumplir con todas las asignaciones. Milagros y María no tenían computadora y usaban las dos el mismo

teléfono el cual tenía WhatsApp y correo electrónico. No tenían señal de internet en sus casas, pero durante la semana iban a la casa de un familiar desde donde se conectaban para bajar los mensajes y mandar las tareas en Word o en audios y videos.

Estas participantes estudiaban y resumían en Braille lo escuchado, y le dictaban a una persona vidente para que les hiciera los trabajos escritos en Word. En relación con los trabajos escritos, aclararon siempre que se les podía interrogar ya que todo lo que enviaban era producto de su estudio. Adicionalmente enviaban audios con explicaciones, reflexiones y tareas en el caso de que no tuviesen el dinero para pagarle al copista. Las correcciones a estas tareas se realizaron a través de audios igualmente y el intercambio se enriqueció a través de llamadas telefónicas, las cuales realizó la docente como alternativa para la clase presencial y las videos conferencias, ya que las estudiantes no tenían posibilidad de acceder a las plataformas de Google Meet o el Zoom. Igualmente, Milagros y María realizaron videos con sus teléfonos para evidenciar sus prácticas en escenarios reales, los cuales ellas mismas diseñaron en áreas rurales y naturales donde lograron reunir un grupo de estudiantes de primaria. Estas participantes estaban altamente motivadas, lo cual acompañaron con disciplina y responsabilidad. Ambas aprobaron con máximas calificaciones la práctica profesional II y III.

2. Conclusión

El Estudiante invidente de la Facultad de Ciencias de la Educación de la Universidad de Carabobo asume su formación dentro de un contexto físico, social y académico que es desconocido para él. La mayoría de los docentes por su parte no están preparados para asumir de manera apropiada la atención a esta población con lo cual, se hace común el represamiento, la deserción o la aprobación de la asignatura por parte del docente aun cuando el participante no alcance los requisitos académicos.

De esta manera, conocer las vías para adaptar las prácticas educativas es fundamental para el logro de una adecuada inclusión, lo cual conlleve a la permanencia, prosecución y egreso de los estudiantes invidentes; y esta posibilidad recae tanto en los docentes como en la oportuna disposición de recursos que permitan superar no solo los desafíos académicos sino también los tecnológicos y por sobre todo los desafíos humanos que constituyen esta realidad.

En este sentido, para lograr la plena inclusión de los estudiantes ciegos atendidos por la investigadora de la Facultad de Ciencias de la Educación de la Universidad de Carabobo, fue determinante la interrelación humana y considerada con cada participante, pudiéndose determinar las fortalezas y posibilidades de cada uno y construir a partir de allí los acuerdos de aprendizaje y evaluación. Es así como, la escucha atenta de cada estudiante permitió aclarar la ruta para superar cada obstáculo.

En el proceso de la atención individualizada, se pudo verificar que la historia de vida es el sustrato sobre el cual de la mano con el docente se generan los escenarios en los cuales se humaniza la tecnología y se aprovecha la misma para que el estudiante invidente aprenda y demuestre que ha aprendido. El estudiante ciego escucha, transcribe, trabaja con sus manos, es sumamente imaginativo, es curioso, y desea ser incluido y sobre todo desea aprender. El docente por su parte debe aprender a ver con el resto de sus sentidos para lograr entrar en sintonía con ese sistema de percepción. Es un ejercicio académico que debe tener siempre por norte el aprendizaje, la inclusión y la superación constante de las amenazas latentes de exclusión, represamiento y deserción. En este grupo humano hay estudiantes excelentes y también los que se han acostumbrado a que les aprueben las materias. En estos casos hay que determinar con objetividad quiénes realmente pueden proseguir y transformarse en Licenciados en Educación.

Por otra parte, las posibilidades de participación en el proceso de aprendizaje y evaluación siempre han incluido la asistencia directa de familiares, de compañeros de clase y del mismo docente para cada escenario y evidencia requerida. En este sentido, en la modalidad presencial, los estudiantes ciegos se han valido de la escritura Braille para tomar apuntes; de las grabadoras para registrar sus clases y estudiar en sus casas; de elementos táctiles para explicar y organizar esquemas y del aprendizaje de sistemas

regulares de escritura para superar la dificultad técnica de la lectura Braille. Por su parte en el escenario de la educación Virtual y Bimodal, de todo el menú tecnológico, el WhatsApp se reveló como el gran recurso para establecer una comunicación efectiva y directa con cada participante ya que a través de audios y llamadas se logró efectuar las clases e intercambiar impresiones y evaluaciones con el uso del teléfono y las funciones de audio.

De la experiencia se pudo vislumbrar también que el estudiante invidente expresa de manera oral ideas que organiza y comprende a través de la audición y el docente vidente debe adaptar sus ritmos y exigencias para estar atento a lo que el estudiante ha estudiado y es capaz de expresar como comprensión e interpretación de la realidad que percibe. Esa mediación está llena de matices en los cuales el docente debe construir, tejer y repasar junto con cada participante invidente, ideas como conceptos e imágenes, que comúnmente los estudiantes regulares captan inmediatamente al ver y que representan la práctica habitual del intercambio profesor estudiante. La docencia con personas ciegas es sentida, cercana, precisa, afectiva, respetuosa y sobre todo una hermosa experiencia en la cual se abraza la diversidad y la inclusión como un acto de justicia académica y amor que nace en la vocación y en la noble naturaleza humana que debe caracterizar a cada profesor.

Para la real inclusión de las personas con visión cero, es necesaria la formación de los docentes para la atención pertinente, así como la adquisición de la tecnología, lo cual garantizaría el afrontamiento de los desafíos de formación con las herramientas oportunas que faciliten al estudiante su proceso de aprendizaje y participación exitosa. La tecnología existe y está disponible y la ley nacional establece múltiples aspectos para que la inclusión educativa ocurra. Falta sólo el compromiso y asignación de los recursos económicos que hagan posible poder contar en las Universidades venezolanas con todo lo que la ciencia y la tecnología ha desarrollado para facilitar la vida del estudiante de visión cero.

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Educación literaria empleando un entorno virtual de aprendizaje (EVA)

Literary education using a virtual learning environment (VLE)

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Resumen

Se desarrolló una propuesta de entorno virtual de aprendizaje (EVA) para optimizar la educación literaria que se imparte en una academia politécnica de preparación para el ingreso a universidades españolas ubicada en Caracas, Venezuela. La investigación de tipo aplicada empleó el “Modelo de diseño instruccional para programas educativos a distancia” de Gil Rivera (2004a). Se obtuvo un programa educativo en línea realizado a partir del análisis del curso actual, considerando los ejes pedagógico, tecnológico y comunicacional y bajo enfoque constructivista. La validación de la propuesta da cuenta de su adecuación y factibilidad de implementación.

Palabras clave: entorno virtual de aprendizaje, educación literaria, constructivista, programa educativo en línea.

Abstract

A proposal for a virtual learning environment (VLE) was developed to optimize the literary education that is taught in a polytechnic academy of preparation for entrance to Spanish universities located in Caracas, Venezuela. The applied research used the “Instructional Design Model for Distance Education Programs” by Gil Rivera (2004a). An online educational program was obtained from the analysis of the current course, considering the pedagogical, technological and communicational axes and under a constructivist approach. The validation of the proposal accounts for its adequacy and feasibility of implementation.

Keywords: virtual learning environment, literary education, constructivist, online educational program.

1. Introducción

Hoy en día, destaca la educación en línea como modalidad efectiva para alcanzar un aprendizaje integral. Este contexto educativo contemporáneo, caracterizado por lo tecnológico y su naturaleza pronta, da lugar a que se genere un fervor por innovar, u optar por lo más novedoso, lo que puede ocasionar que proyectos de valor archivados se pierdan de vista. Desde luego, hay quienes también se enfocan en rescatar, resguardar y actualizar propuestas inestimables y a especializarse en ellas. En el ámbito virtual, no solo es importante la mirada y el desarrollo sin precedentes, también es fundamental valorar aportes previos, vigentes, adaptables y relevantes. El largo y fructífero trayecto recorrido en los ámbitos educacional, tecnológico y comunicacional, en lo referente a la educación en línea, y el sinfín de propuestas elaboradas deben tomarse en cuenta. El proyecto objeto de estudio se ha abordado justamente desde esta perspectiva, la de centrarse en lo fundamental, para que luego, a futuro, se puedan incorporar, ya con bases firmes, mejoras y actualizaciones a lo emprendido. En este caso particular, al llevar a cabo la optimización del entorno virtual de aprendizaje (EVA) del curso de Literatura de la Academia Politécnica La Trinidad (PALT), se advirtió y consideró, tras un diagnóstico de la asignatura, que el curso debía contar con un programa educativo en línea, basado en un modelo instruccional pertinente.

2. Problema

La Academia Politécnica La Trinidad (PALT), con sede en Venezuela, ha sido una institución pionera en educación en línea. Este centro educativo, entre otras asignaturas, ofrece un curso de Literatura, de nivelación y refuerzo, sobre conocimiento literario dictado en el bachillerato español, dirigido a alumnos venezolanos e iberoamericanos interesados en acceder a las universidades españolas. El curso se imparte tanto de manera presencial como virtual a través de la plataforma Palt en línea de la Academia Politécnica La Trinidad (s.f.) (ver: <https://palt.es/>). La academia PALT ha sido reconocida y goza de considerable prestigio en el ámbito educativo, ha sabido adaptarse a los cambios tecnológicos y ha abierto sus puertas a la modalidad en línea.

La idea de desarrollar una propuesta de optimización del curso en línea de Literatura se basó en dos factores. El primero estriba en la percepción de la academia PALT como una institución pionera en la educación en línea, abierta a nuevas posibilidades, de espíritu emprendedor y con disposición a seguir creciendo, lo que implica considerar evaluaciones y actualizaciones periódicas. El segundo factor tiene que ver con motivar a una audiencia de estudiantes como la de PALT, perteneciente a un grupo etario específico y con una meta trazada no necesariamente literaria, por lo que es natural que la atención decaiga o no se le dé a la materia la debida importancia, motivos por los que se considera necesario impartir un tipo de aprendizaje integral, estimulante, que vaya más allá de lo teórico, que se vincule con el mundo del estudiante y le permita construir su propio aprendizaje. Una formación que además tenga impacto en la sociedad, aprovechando las bondades del mundo en línea y el hecho de que la vida de los estudiantes en su mayoría gira en torno a la virtualidad, con lo que la materia significaría más que un medio para lograr una meta académica, y el alumnado podría retener el temario de la asignatura con facilidad.

Por otra parte, en la academia PALT, el curso de Literatura suele organizarse a partir de materiales proporcionados por entes que forman parte del contexto educacional español y el sistema de acceso a la educación superior española. La consideración de estos materiales se lleva a cabo con rigurosidad, e incluso es oficial y obligatoria, por lo que debe sostenerse. Al

respecto, se pensó que a la consideración asertiva de esta documentación se puede agregar un elemento clave y de vital importancia en cualquier curso y más aún en uno virtual: un programa educativo que sea específico del curso de Literatura en línea, que sirva para guiar a profesores y estudiantes dentro del contexto particular de la academia, pensado para la modalidad en línea y desarrollado desde lo pedagógico, tecnológico y comunicacional.

Puesto que un programa educativo implica un sistema que intenta englobar y organizar todos los elementos del proceso de aprendizaje, permite atender múltiples áreas y necesidades e incorporar más de una mejora (desarrollo de un diseño instruccional), surgieron las siguientes inquietudes: ¿cómo organizar el programa y cuáles serían las áreas clave a abordar? La respuesta se encontró en el “Modelo de diseño instruccional para programas educativos a distancia” de Gil Rivera (2004a), que sirvió de guía. Un trabajo que, además, considera el enfoque constructivista, que se pensó sería el adecuado para el curso en línea. El diseño instruccional de Gil Rivera (2004a) contribuye en gran medida a la educación en línea. Dicho modelo considera: el diagnóstico, el objetivo del programa a realizar, los contenidos, los objetivos de aprendizaje, las situaciones de aprendizaje que incluyen la consideración de las actividades, de los materiales didácticos y los medios de comunicación, y las situaciones de evaluación que contienen diversos tipos de actividades para evaluar y los medios de comunicación utilizados para la evaluación. Estos aspectos permitieron clasificar las necesidades puestas de manifiesto gracias al diagnóstico del curso en línea.

3. Metodología

La propuesta de optimización del curso de Literatura de la academia PALT se llevó a cabo por medio de la investigación aplicada. Esta es definida por Vieytes (2004) como el uso y aplicación de conocimientos en la práctica, para aprovecharlos en beneficio de la sociedad. De acuerdo con Arias (1999) este tipo de investigación supone la producción de conocimiento innovador para su “aplicación inmediata en la solución de problemas prácticos” (p. 2). En el documento “La investigación aplicada eje de los Trabajos de Grados en las especializaciones en los estudios de postgrado: Informática Educativa”, cuyo autor es Guillermo Álvarez Guerra, otrora profesor de la Universidad Simón Bolívar (USB), se caracteriza la investigación aplicada a partir de su empleo en problemas concretos, en circunstancias y características concretas: para atender a una necesidad, para aprovechar una oportunidad, o para mostrar la efectividad de un enfoque, método, tecnología, técnicas o herramienta; esencialmente se dirige a su aplicación inmediata y no al desarrollo de teorías. Los conocimientos a obtener son insumos necesarios para proceder luego a la acción. Para ello, como proceso metodológico, se cumplieron las siguientes fases:

1) Diagnóstico del proceso de la educación literaria en la academia PALT, determinando necesidades y aspectos mejorables. 2) Elaboración de la propuesta para la optimización de la educación literaria en la academia PALT. 3) Verificación por juicio de expertos de la efectividad de los procedimientos y herramientas diseñados, determinando su viabilidad y factibilidad.

Así mismo, se empleó un modelo de diseño instruccional de carácter constructivista desarrollado por Gil Rivera (2004b; ver figura 1) que sirvió para el diseño de un programa educativo en línea, desarrollado para el contexto particular del EVA del curso de Literatura de PALT. El desarrollo del programa educativo en línea, inspirado en un modelo de diseño instruccional viable, bien podría aplicarse al curso de Literatura de la academia PALT, a fin de optimizarlo, o incluso a otros cursos vinculados con la informática educativa.

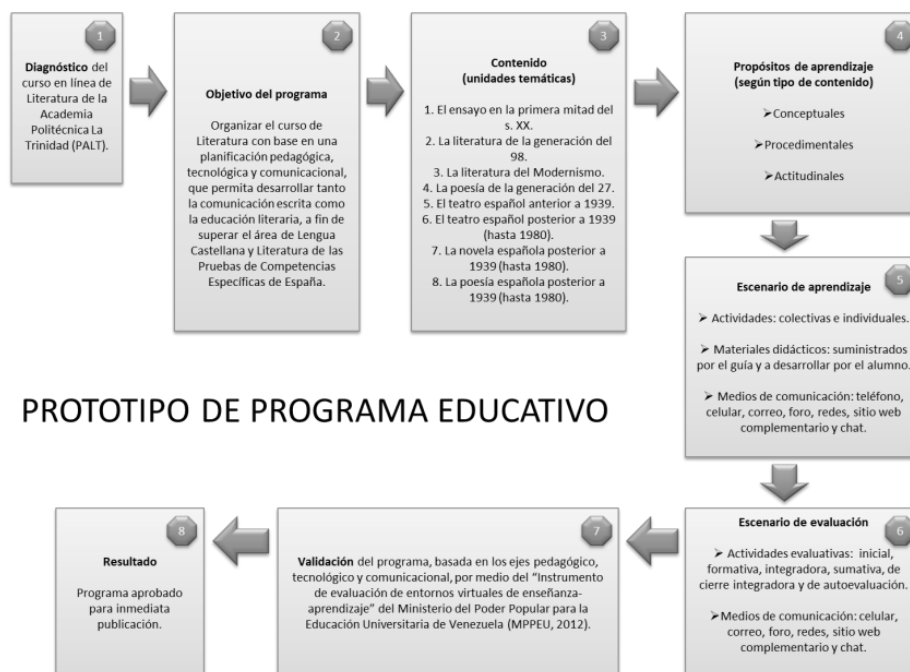


Figura 1. Modelo de diseño de instrucción para programas educativos a distancia de M. Gil Rivera (2004b) aplicado al caso objeto de estudio. Nota. Adaptado de Gil Rivera (2004b, p. 95).

Primera Fase. Diagnóstico. Se intentó comprobar la calidad de un curso existente de educación literaria según el método didáctico manejado hasta el momento. Implicó la administración del “Cuestionario de evaluación de la calidad de los cursos virtuales” de la Universidad de Educación a Distancia (UNED) de Santoveña Casal (2010) al mencionado curso. Esta fase está comprendida en el modelo instruccional seleccionado e incluyó una revisión del histórico de la academia PALT, basada en “La investigación aplicada eje de los Trabajos de Grados en las especializaciones en los estudios de postgrado: Informática Educativa” (G. Alvarez Guerra, comunicación personal, 29 de septiembre de 2018) y Santoveña Casal (2010); y un proceso de observación al EVA del curso de Literatura de dicha academia, basado también en “La investigación aplicada eje de los Trabajos de Grados en las especializaciones en los estudios de postgrado: Informática Educativa” (G. Alvarez Guerra, comunicación personal, 29 de septiembre de 2018) Santoveña Casal (2010).

Segunda Fase. Desarrollo de la propuesta instruccional. Para esta fase, el modelo de Gil Rivera (2004a) constituyó la parte conceptual sobre la cual se ha basado la investigación realizada, en su componente pedagógico; también resultaron útiles otros textos clave como *Educación literaria y TIC* de Zayas (2011), “De la enseñanza de la literatura a la educación literaria” de Colomer (1991), *Guía de estudio de la asignatura Lengua Castellana y Literatura* de Julià Luna (s.f.) y “Tejer (y reciclar) párrafos. Claves para la organización del texto escrito” de Escandell-Vidal (2018). El enfoque de adquisición de conocimientos privilegiado para el diseño de la instrucción fue de corte constructivista, con énfasis en actividades colaborativas en línea de forma tal que se promoviera el aprendizaje significativo.

Tercera Fase. Validación. Se correspondió con la última etapa planteada por Gil Rivera (2004a), denominada “evaluación del prototipo del programa educativo a distancia” (p. 110) y se realizó por medio del “Instrumento de evaluación de entornos virtuales de enseñanza-aprendizaje” del

Ministerio del Poder Popular para la Educación Universitaria de Venezuela (MPPEU); para ello se consultó a tres expertas en las áreas pedagógica, tecnológica y comunicacional. Las especialistas completaron el instrumento y realizaron observaciones a fin de enriquecer el programa elaborado.

La realización del presente artículo se ha ceñido a las normas de la *American Psychological Association* (APA), correspondientes a la séptima y más reciente edición, publicadas en el sitio web *Normas APA – 7ma (séptima) edición* de Sánchez (s.f.). Se contó, además, con DeepL Traductor (s.f.) para lo concerniente al desarrollo del contenido en inglés.

4. Análisis de datos y resultados

Fase de Diagnóstico. Se correspondió con la primera etapa del modelo de Gil Rivera (2004a). Los datos recolectados a partir de la muestra encuestada (N = 80) dan cuenta de que el 87,5% eran mujeres, un 75% eran solteros, 62,5% eran estudiantes de la academia PALT de los cuales el 66,7% atendía el primer curso. Del resto de la muestra, los profesores tenían entre 1 y 4 años de experiencia en tutoría empleando TIC.

La tabla 1 muestra la síntesis de los aspectos evaluados en la encuesta de diagnóstico. (Basado en Santoveña Casal, 2010, pp. 18-20).

Tabla 1.

Resumen de la información que arroja la encuesta diagnóstica.

Criterio evaluado	Resultados reportados por los encuestados
Calidad general del entorno y de la metodología didáctica	Entre un 10% y un 25% refieren deficiencias en la relación costo-calidad del curso, atractivo de la interfaz de usuario, exhaustividad de los contenidos, metodología didáctica, diversidad de actividades de aprendizaje efectivas.
Calidad técnica: navegación y diseño	Entre un 10% y 25% refieren deficiencias en diseño gráfico, extensión de páginas y coherencia, y opciones de navegación útiles al aprendizaje.
Calidad técnica: recursos multimedia	Entre un 30% y 44% refieren deficiencias en integración de recursos, adecuación del diseño gráfico, realimentación, ayudas y aspectos de programación.
Sugerencias para mejorar el curso virtual	Sugerencias de mejora de la calidad general del entorno y de la metodología didáctica del curso. Sugerencias de mejora de la calidad Técnica: Multimedia del curso.

Entre otros elementos del diagnóstico, se consideró el análisis de las características y necesidades educativas de la institución (énfasis considerable en el contenido desarrollado e impartido, insistencia en métodos pedagógicos tradicionales) y las características de los estudiantes (cursantes de cuarto y quinto año de bachillerato, cursantes de los primeros años de la universidad o población joven flotante). La audiencia forma parte de dos generaciones: generación milénica [18-38 años] y generación Z [7-17 años]. El bagaje literario de esta audiencia

suele ser básico pero el tecnológico, debido al rango de edad, suele ser prometedor. El producto del diagnóstico permitió determinar cuáles aspectos serían mejorables en el EVA del curso de Literatura de la academia PALT. Entre estos aspectos, prevaleció: 1) el desarrollo de un programa educativo en línea propio del curso, mejora que permite atender diversas áreas educativas por tratarse de una herramienta que incluye y organiza múltiples elementos de un proceso educativo. 2) Dar con aspectos mejorables u oportunidades por experimentar, como el ámbito de los recursos multimedia y la integración de los mismos, la utilización de varios estilos de aprendizaje, la aplicación de formas novedosas de evaluación y el vínculo o la conexión entre lo estudiado y el mundo real; 3) la elaboración de un manual, dirigido a la comunidad de la academia PALT, que brinde orientación sobre la educación en línea.

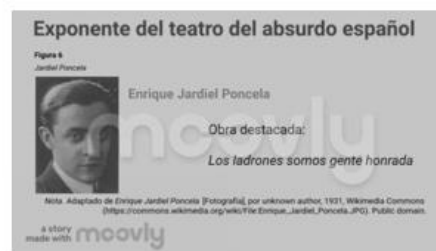
Fase de elaboración de la propuesta. Consistió en la elaboración propiamente dicha de un programa educativo en línea con base en el “Modelo de diseño instruccional para programas educativos a distancia” de Gil Rivera (2004a, pp. 95-110). El curso se denominó “Aproximación a la literatura española” (ver figura 2). Para esto, se cumplió con las siguientes etapas propuestas en dicho modelo (ver tabla 2): 1) identificación, selección y organización de contenidos, 2) diseño de objetivos de aprendizaje, 3) diseño de las situaciones de aprendizaje (ver figuras 3, 4, 5 y 6), 4) diseño de situaciones para evaluar los aprendizajes y 5) evaluación del prototipo del programa educativo a distancia.

Tabla 2.
Síntesis de etapas de desarrollo de la propuesta de curso

Objetivo General del Programa (propósito pedagógico)	Objetivos o propósitos de aprendizaje	Situaciones de aprendizaje	Situaciones para evaluar los aprendizajes
Desarrollar tanto la comunicación escrita (esto es, lectura y escritura) como la educación literaria, capacidades inherentes a la asignatura, con miras a la superación del área de Lengua Castellana y Literatura de las Pruebas de Competencias Específicas, para el acceso a las universidades españolas.	Según tipo de contenido: conceptuales, procedimentales, actitudinales. 8 unidades temáticas.	Actividades (entornos, modalidad, fechas de desarrollo y entrega, instrucciones para cada tema); materiales didácticos o recursos de contenido requeridos para cada actividad (infografías, videos, líneas del tiempo, presentaciones, sitio web); y medios de comunicación y orientación para la interacción docente-estudiante.	Actividades evaluativas y puntuación (individuales y colaborativas) y medios digitales (correo, foro de discusión, redes sociales, sala de chat). Simulacro de la prueba de Lengua Castellana y Literatura perteneciente a las Pruebas de Competencias Específicas de España. Cierre integrador (reflexión acerca de los aprendizajes).



Figura 2. Portada del curso propuesto: Aproximación a la literatura española.



Figuras 3 y 4. Muestras de materiales didácticos del curso: infografía y video.



Figuras 5 y 6. Muestras de materiales didácticos del curso: línea de tiempo y presentación.

La figura 7 presenta un ejemplo de la organización de la propuesta de curso en línea (plan de curso o plan instruccional) desarrollado para los temas 1 y 2 según el diseño instruccional de base. Esta estructura se empleó para cada uno de los 8 temas comprendidos en el curso.

MODELO DE LA PROPUESTA								
EJEMPLO DE PROGRAMA EDUCATIVO PARA EL CURSO DE LITERATURA EN LÍNEA DE LA ACADEMIA POLITÉCNICA LA TRINIDAD (PALT)								
Unidades temáticas (fechas)	Objetivos o propósitos de aprendizaje según tipo de contenido			Situaciones de aprendizaje			Situaciones para evaluar los aprendizajes	
	Conceptuales	Procedimentales	Actitudinales	Actividades	Materiales didácticos	Medios de comunicación	Actividades evaluativas	Medios
1. El ensayo en la primera mitad del s. XX. Semanas 1 y 2.	Conocer las características principales del género ensayístico y a sus principales representantes.	Elaborar una wiki de literatura española e incorporar la primera unidad temática vista.	Valorar los aportes de los representantes y las tendencias del género ensayístico.	Crear entre todos los alumnos de la clase una wiki de literatura. Incorporar el tema 1. Publicar la wiki en el foro dedicado a este tema.	1. Material suministrado por el guía: - Videotutorial. 2. Material a desarrollar por el alumno: - Wiki.	- Teléfono - Celular - Correo electrónico - Foro de discusión - Redes sociales - Sitio web - Chat	Actividad inicial: responder un cuestionario acerca de preguntas básicas sobre el ensayo para determinar el bagaje del alumno (0,5 puntos).	- Celular - Correo electrónico - Foro - Redes sociales - Sitio web - Chat
2. La literatura de la generación del 98. Semanas 2 y 3.	Conocer los principales géneros abordados en la generación del 98: novela, ensayo, teatro, poesía, periodismo, entre otros.	Crear un video interactivo sobre la generación del 98 o grabar lecturas de textos de dicha generación por medio de audio y/o video (ejercicio recomendado por Zayas [2011]).	Valorar los aportes que la generación legó en materia intelectual y de reconstrucción de un país.	Participar en un foro donde se analizarán los videos y audios presentados y se disertará al respecto.	1. Material suministrado por el guía: - Presentación PowerPoint sobre el tema. 2. Material a desarrollar por el alumno: - Video o audio.	- Teléfono - Celular - Correo electrónico - Foro de discusión - Redes sociales - Sitio web - Chat	Actividad formativa: evaluar la elaboración de video sobre la generación del 98 o grabación de lecturas (0,5 puntos).	- Celular - Correo electrónico - Foro - Redes sociales - Sitio web - Chat

Figura 7. Muestra del plan de curso desarrollado a partir del modelo instruccional seleccionado. *Nota.* Adaptado de Gil Rivera (2004a).

Fase de validación de la propuesta. Se correspondió con la última etapa del desarrollo del programa educativo en línea. Se basó en la administración del “Instrumento de evaluación de entornos virtuales de enseñanza-aprendizaje” del MPPEU (C. Zerpa, comunicación personal, 3 de diciembre de 2019) y permitió realizar una aproximación a los siguientes puntos vinculados a un programa de educación a distancia señalados por Gil Rivera (2004a):

- Si se desarrolla de acuerdo con la planeación establecida.
- Si es necesario corregir posibles deficiencias en cuanto a la metodología, las actividades de aprendizaje y de evaluación, los recursos utilizados, etc.
- Si es necesario complementar los contenidos con otros materiales didácticos.
- Si los medios de comunicación permiten una buena interacción entre los estudiantes y el docente-asesor.
- Si las necesidades detectadas fueron satisfechas. Si los conocimientos adquiridos en el programa educativo a distancia podrán ser transferidos a otras situaciones de aprendizaje. (p. 111)

El instrumento fue completado por tres expertas en contenido. De esta forma se tuvo un evaluador para los aspectos de estructura específicos (ejes pedagógico, tecnológico y comunicacional de la propuesta) y a la vez evaluadores de la propuesta global. La tabla 3 muestra una síntesis de los aspectos considerados en la validación.

Se valoraron temas vinculados con la planificación de la asignatura; realizaron observaciones y sugerencias para evitar deficiencias a futuro; evaluaron la metodología; examinaron las

actividades de aprendizaje. El instrumento incluye una sección dedicada a las actividades de aprendizaje para cada unidad temática a través de la cual se valoran las estrategias, el desarrollo del aprendizaje activo, el vínculo con los temas, el manejo de los saberes a construir, el tiempo de las actividades, las orientaciones para realizarlas, la distinción entre trabajos grupales e individuales, la interacción y la práctica de saberes conforme al contexto real.

Así también, las expertas revisaron las evaluaciones, valoraron los recursos, en cuanto a contenido, su diseño en función de la educación a distancia, créditos de autoría y calidad. Pudieron validar la presencia de materiales didácticos en las unidades temáticas y la interacción y comunicación entre docente-estudiante y estudiante-estudiante. A través de la validación, se verificó si las necesidades diagnosticadas fueron solventadas.

Tabla 3.

Síntesis del proceso de evaluación por juicio de expertos de la propuesta de curso en línea desarrollada.

Evaluador y área de experticia	Institución de procedencia del evaluador	Resultado final	Observaciones y sugerencias destacadas
1. Pedagógica	Universidad Católica Andrés Bello	Aprobado para inmediata publicación.	Solo observaciones de forma
2. Tecnológica	Universidad Bicentennial de Aragua	Aprobado para inmediata publicación.	Incrementar alternativas en el desarrollo de actividades facilitando los nombres o enlaces de otras herramientas en línea o aplicaciones para dispositivos móviles
3. Comunicacional	Universidad Central de Venezuela	Aprobado para inmediata publicación.	Solo observaciones de forma

5. Conclusiones

En el presente artículo, se expuso cómo puede optimizarse un curso de educación literaria en línea, a partir de un programa educativo de enfoque constructivista, con base en el modelo de diseño instruccional de Gil Rivera (2004a) y en el contexto de la academia PALT. El proceso de elaboración del programa se organizó en tres fases clave: el diagnóstico, el desarrollo de la propuesta instruccional y la validación. A través de la fase de validación, se constató que el prototipo del programa es viable desde los ámbitos pedagógico, tecnológico y comunicacional. La muestra del programa adaptado de Gil Rivera (2004a) se presenta a manera de ejemplo en la figuras 7, donde se observan las unidades temáticas 1 a 8 del curso virtual optimizado; tanto las lecturas y los videos recomendados como el uso de presentaciones PowerPoint y cuadros para resumir en Word son una adaptación de recomendaciones y estrategias registradas en el correo de asunto "Material completo de Literatura Española (...)" (P. González, comunicación personal, 12 de julio de 2014) enviado a estudiantes de PALT. El prototipo del programa objeto de estudio, relleno en su totalidad, forma parte del Trabajo Especial de Grado titulado Educación literaria empleando un entorno virtual de aprendizaje (EVA) (2022), perteneciente a la especialización de Informática Educativa de la USB.

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Cursos en línea: Desarrollo de contenido propio o uso de terceros

Online courses: Development of own content or use of third parties

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Resumen

El desarrollo de un curso en línea requiere de una planeación didáctica que conlleva la elección de las estrategias de enseñanza, las actividades de aprendizaje y de evaluación, así como la elaboración o selección de los materiales didácticos que soportarán los contenidos académicos. Una manera de realizar esto último es a través de la producción de contenido “ad hoc”, o bien, empleando algún material en existencia. El objetivo del artículo es proponer una serie de consideraciones tanto para el desarrollo de contenido propio, como para el uso de algo hecho por otra persona o institución educativa.

Palabras clave: Educación en línea, contenidos, material didáctico.

Abstract

The development of an online course requires a didactic planning that involves the choice of teaching strategies, learning and evaluation activities, as well as the development or selection of teaching materials that will support the academic content. One way to do the latter is through the production of “ad hoc” content, or by using some material in existence. The objective of the article is to propose a series of considerations both for the development of own content, as for the use of something done by another person or educational institution.

Key words: Online education, contents, didactic material.

1. Introducción

El diseño instruccional o planeación didáctica de un curso en línea requiere la elaboración de distintos pasos dependiendo del modelo instruccional de que se trate, en términos generales implica la selección de las estrategias de enseñanza, las actividades de aprendizaje, las de evaluación y la elaboración o selección de los materiales didácticos que soportan los contenidos curriculares.

El desarrollo de contenidos por parte del docente suele ser una tarea opcional, generalmente se emplean documentos existentes o publicaciones disponibles en Internet. No obstante, cabe preguntarse si es conveniente el desarrollo de contenido “ad hoc” o el empleo de textos escritos por terceras personas.

Bajo esta premisa, el presente artículo propone una serie de consideraciones, tanto para el desarrollo de contenidos propios, como para aquel interesado en usar algo en existencia. En cualquier caso, es prudente partir de la concepción de educación a distancia o virtual de García (2014). A juicio de este autor, esta modalidad se concibe como un diálogo didáctico mediado entre el profesor (institución) y el estudiante que aprende de forma independiente y colaborativa, en tanto se ubica en un espacio diferente al del docente.

Lo fundamental en el acto educativo es la conversación (el diálogo) entre los actores del proceso, es decir, entre el profesor y los estudiantes a lo largo de un curso. En una modalidad como la que nos ocupa, distinto a un sistema tradicional o presencial, esta comunicación se da de manera asincrónica por medio de los materiales y recursos para aprender. En este contexto, la educación en línea es aquella donde el docente mantiene una comunicación bidireccional (diálogo) con el estudiante y estos entre ellos a través de distintos materiales o recursos, con el propósito de que alcance diversas competencias (didáctico) y con la intervención de las tecnologías de información y comunicación (mediado) (García, 2014).

El papel del docente en una modalidad de estas características es crucial, al ser un experto en el contenido disciplinar a enseñar, es quien efectúa o adapta la planeación didáctica del curso, siendo parte de esto la elaboración o selección de los materiales y recursos didácticos que soportarán los contenidos curriculares por enseñar. Como menciona Asinsten (2007), el profesor se convierte en un *docente-contenidista*.

2. Desarrollo de contenidos propios

Dentro de las competencias que la educación en línea requiere de los profesores se encuentran las didácticas, las tecnológicas y las comunicativas. Las primeras tienen que ver con el desarrollo y conducción de un curso, así como el asesoramiento a los alumnos acerca del contenido disciplinar que corresponde y, no menos importante, la evaluación de los aprendizajes.

A nivel tecnológico el profesor debe manejar la plataforma tecnológica donde opera el curso en línea y de diversos recursos digitales que enriquezcan el proceso de enseñanza. Mientras que las competencias comunicativas se circunscriben a las de tipo textual, a diferencia de la enseñanza presencial, donde lo verbal cobra especial relevancia. En este sentido, se retoma lo dicho sobre el diálogo didáctico mediado que debe prevalecer entre el profesor y el alumno, siendo una forma para alcanzar este objetivo la producción exprofeso de contenidos académicos o el empleo de materiales didácticos elaborados por otras personas o docentes, en este caso y como se desarrolla más adelante, conviene que se acompañe con una guía de lectura.

Cabe hacer una distinción entre materiales y recursos didácticos, términos que suelen emplearse como sinónimos. Retomando a Marqués (2011), los primeros son cualquier material elaborado con la intención explícita de favorecer el proceso de enseñanza y aprendizaje, mientras que un recurso es aquel material que, al ser empleado en un contexto académico, apoya la docencia.

Esto es, el término *didáctico*, alude a que tiene un propósito educativo (para enseñar o aprender), la pretensión de un material de este tipo es, de suyo, la instrucción, un recurso pueden ser o no empleado en el proceso enseñanza-aprendizaje. Por ejemplo, la película *Split* (en Hispanoamérica *Fragmentado*), dirigida por Night Shyamalan en 2016, su propósito es mero entretenimiento, no obstante, puede emplearse como un recurso didáctico para una clase de psicología sobre trastornos de personalidad múltiple. A diferencia de un documento elaborado por un profesor cuyo fin es totalmente didáctico.

Ejemplos de materiales y recursos didácticos son los videos, lecturas de libros de texto, demostraciones grabadas, presentaciones digitales, artículos, gráficos, documentos descargables, imágenes, infografías, audios, hipervínculos a bibliotecas digitales en texto completo, sitios web, blogs, portales educativos, archivos con capítulos de libros o artículos de revistas digitalizados, videos de YouTube, entre otros. Todo lo anterior, ya sea de autoría del docente o elaborado por otra persona. Recuerde el lector que la intención explícita es que faciliten o favorezcan la enseñanza o el aprendizaje.

3. Diálogo didáctico

El desarrollo de contenido propio con fines didácticos implica que el profesor elabore un texto cuya extensión dependerá del tema, del objetivo de aprendizaje que se persiga y de la profundidad que se desee abordar en el material. Es importante indicar que no se trata de hacer un resumen de la bibliografía básica o de transcribir lo que se considera más importante, sino de elaborar nuevo contenido que posibilite el logro del aprendizaje. Se debe tener presente el público objetivo, no se escribe para colegas, sino para los estudiantes.

Se propone la siguiente estructura

1. Presentación
2. Objetivo de aprendizaje
3. Mapa conceptual del contenido
4. Desarrollo conceptual del tema, que contenga, además, ejemplos contextualizados y significativos, preguntas que inviten a la reflexión o al análisis crítico de la información y, si es el caso, actividades de aprendizaje, autoevaluaciones, ejercicios o recomendaciones.
5. Conclusiones
6. Resumen
7. Referencias bibliográficas

El desarrollo de contenido será benéfico para el estudiante en la medida en que se plasme la experiencia profesional del profesor, no está de más enfatizar la importancia de incluir la autoría en el material y de citar todas las referencias consultadas en regla a los derechos de autor.

Por otro lado, una estrategia para el desarrollo de contenido propio es hacer uso de la narrativa. La manera más antigua de enseñanza ha consistido en contar historias. Benavides y Mendoza (2020) señalan que es una forma de aprendizaje y de comunicación de carácter milenario y que hoy en día es posible aprovechar gracias a las tecnologías digitales o al *storytelling*.

El significado de una narración depende no solo del punto de vista de quien construye la historia, sino también de quien la lee o la escucha. De esta manera, en función de quiénes sean los

destinatarios o lectores de los relatos, es menester seleccionar un contexto, los personales, los acontecimientos, el lenguaje y los puntos de vista u objetivos específicos, con el fin de que el lector capte –durante el proceso de lectura y reflexión– gran parte de aquello que el autor quiere transmitirle. (Mateos y Núñez, 2011).

La narrativa es un medio para ilustrar y contextualizar lo aprendido por los estudiantes, se convierte en una herramienta que puede generar emociones, abordar conceptos abstractos o discutir concepciones erróneas sobre temas. En este tenor, autores como McEwan y Egan (1998), sostienen que un docente novel emplea una estructura narrativa cuando trata de explicar un contenido académico a sus alumnos y de explicárselo a él mismo. De esta manera, narrar implica transformar el saber en decir, o sea, se trata de contarle a alguien algo que ha sucedido. Lo que propone este artículo es ofrecer la narrativa como estrategia para contar relatos, historias o diálogos hipotéticos que sirvan de base para la introducción o conclusión de un tema, explicación de conceptos, ejemplificación de alguna situación profesional real, recuperación de conocimientos previos, generar reflexiones o propiciar análisis críticos del contenido.

A modo de ejemplo, la siguiente historia muestra una narrativa elaborada por quien escribe y empleada como material didáctico para la asignatura Teoría sociocultural de la carrera de psicología

Unidad 1. Contexto sociohistórico

Tema 1.1. Niñez y juventud de Lev Vygotsky

Narrador: Isabel está por iniciar la unidad, pero está muy cansada, ya que sus compromisos familiares, laborales y las otras asignaturas que está cursando la tienen agotada. Sin embargo, aun cuando es medianoche, decide comenzar el estudio de la biografía de Lev Vygotsky, el devenir de la trayectoria de su vida desde la niñez hasta su desarrollo profesional, así como el contexto sociohistórico de la psicología rusa de la época como corolario para comprender la teoría sociocultural.

- Sin duda, Vygotsky es famoso y debió morir siendo una persona mayor.
- No, no es así. Fallecí a los 37 años.
- ¿Cómo?
- Sí, no morí viejo. Era muy joven cuando me enfermé de tuberculosis y otros miembros de mi familia también fallecieron por esa enfermedad.
- ¿Doctor Vygotsky? ¿En verdad es usted?
- Sí, dime, ¿qué quieres saber de mí?
- Estoy estudiando su teoría ¡Cuéntemelo todo!
- De acuerdo. Fui un autor muy prolífico, mi legado asciende a más de 200 obras, muchas de las cuales hoy día siguen siendo referentes importantes en la psicología, la pedagogía y la lingüística (disciplinas que, por cierto, no estudié de manera formal).

» Nací en el seno de una familia judía...

Por otro lado, no existe una regla específica para determinar la extensión en cuartillas de un contenido, no obstante, hay especialistas que proponen que, para una lección de 30 minutos de aprendizaje, se necesitarían de 8 a 10 páginas de contenido (FAO, 2021).

Para terminar lo relativo al desarrollo de contenido propio, conviene retomar las recomendaciones de Preciado, Quintanilla y Águila (2015), conocedores en la creación de contenidos digitales accesibles, a saber, un material educativo debe contar con buen nivel de legibilidad, ya que un documento mal diseñado puede afectar la comprensión al lector.

Las recomendaciones más socorridas son

- ✓ Texto claro: El contenido debe redactarse en lenguaje breve y sencillo, evitando emplear estructuras gramaticales complejas. Intentar que el mensaje a transmitir sea concreto y directo, donde lo mejor es utilizar frases cortas.
- ✓ Tipo de fuente: La tipografía juega un papel importante en la lectura y, por tanto, en la comprensión de la información. Existe de tipo serif (con serifa, pequeños adornos en los extremos de las líneas de los caracteres) y sans serif (sin serifa).

Ejemplo de tipografía con serifa: Times New Roman, Georgia o Garamond. Ejemplo de tipografía sin serifa: Arial, Tahoma o Verdana.

La sugerencia es utilizar tipografías sin serifa que facilitan la lectura.

- ✓ Títulos y subtítulos: La decisión de títulos y subtítulos debe derivarse de la definición previa de la estructura del documento, la cual debe contar con un orden coherente y lógico.
- ✓ Párrafos: La visualización más sencilla de leer es cuando el texto está alineado a la izquierda, la recomendación es evitar la configuración justificada, es decir, aquella que tiene el mismo ancho en todas las líneas.
- ✓ Paginación: Numerar las páginas de un documento y emplear una tabla de contenido (índice), facilita el acceso a la información y orienta al lector acerca de la misma.

4. Uso de materiales de terceros

Además de la elaboración de materiales propios, es posible el empleo de contenidos elaborados por otros profesionales. Es menester tener presente que dichos materiales, al no haber sido elaborados con fines didácticos o para una asignatura en particular, es preciso elaborar una Guía de lectura que ayude a los estudiantes a identificar la aportación del material a la asignatura o una orientación sobre el contenido. Esta guía deberá indicar, además, la referencia completa o la URL en caso de encontrarse disponible en Internet.

Ejemplos de guía de lectura

➤ Audio Didáctica

Facultad de Estudios Superiores Acatlán. s/f. [Archivo de audio]. UNAM-Media Campus. Duración: 5:57 minutos. <https://mediacampus.cuaieed.unam.mx/node/3777>

Audio donde, a partir de una definición de didáctica, describe las características de la disciplina y ofrece algunos consejos de lo que se puede hacer en el ámbito laboral. Se expone que el profesor requiere de ilustrar, demostrar, concretar y explicar los temas con la técnica que su entorno le exige, evitando imponer una sola forma para todos.

➤ Video Educación y desigualdad

Escuela Nacional de Trabajo Social. (2016). [Archivo de video]. UNAM-Media Campus. Duración: 58:15 minutos. <https://mediacampus.cuaieed.unam.mx/node/5263>

Video que analiza las condiciones de la niñez y la juventud en el campo educativo, los determinantes sociales que propician el rezago, el abandono y la deserción escolar, así como la desigualdad en el acceso a una educación de calidad y la manera en que se deteriora el tejido social en los centros educativos.

Una estrategia de búsqueda de materiales educativos susceptibles de emplearse en un curso en línea es a través de repositorios institucionales de los llamados Recursos Educativos Abiertos (REA), ya que cuentan con un aval de calidad otorgado por la entidad académica. Dichos materiales son de dominio público o han sido publicados bajo licencia de propiedad intelectual que permite su uso libre para otras personas. Pueden ser materiales para cursos, módulos, libros de texto, vídeos, pruebas, software y cualquier otra herramienta, recursos o técnicas utilizadas para apoyar el acceso al conocimiento. No se omite mencionar la relevancia de citar la fuente del material localizado.

La Universidad Nacional Autónoma de México (UNAM), cuenta con los siguientes repositorios útiles a profesores de nivel medio superior y superior

➤ Libros abiertos UNAM.

Dirección General de Publicaciones y Fomento Editorial. <http://www.librosoa.unam.mx/>

➤ Red Universitaria de Aprendizaje (RUA).

Dirección General de Cómputo y de Tecnologías de Información y Comunicación. <https://www.rua.unam.mx/portal/>

➤ Unidades de apoyo para el aprendizaje (UAPA).

Coordinación de Universidad Abierta, Innovación Educativa y Educación a Distancia. <https://uapa.cuaieed.unam.mx/>

➤ Media Campus.

Coordinación de Universidad Abierta, Innovación Educativa y Educación a Distancia. <https://mediacampus.cuaieed.unam.mx/>

5. Conclusiones

La educación virtual exige comunicación permanente entre el profesor y el estudiante, los recursos tecnológicos permiten lo anterior, así como los servicios de mensajería con que cuentan las plataformas que gestionan los cursos. Sin embargo, en términos pedagógicos, la manera de dialogar el profesor con el alumno es a través de los contenidos de enseñanza. La educación en línea permite darle voz al profesor para exponer, en sus propias palabras, los contenidos que el estudiante debe aprender. Es necesario aprovechar esta oportunidad en beneficio de la formación de los aprendices y como una manera de imprimir el sello de la experiencia docente y profesional.

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Equipo virtual de trabajo, una vía para desarrollar competencias en educación a distancia por covid-19

Virtual work team, a way to develop competences in distance education due to covid-19

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Resumen

El confinamiento por COVID-19 obligó la implementación de clases virtuales, en ese contexto se planteó determinar cómo influye el equipo virtual de trabajo en el desarrollo de las competencias en estudiantes del nivel de educación secundaria. Mediante el método experimental, el diseño consistió en dos grupos no equivalente con pre y postprueba, a través del cual se logró establecer que el equipo virtual de trabajo desarrolla significativamente las competencias del área de Ciencias Sociales. Por tanto, en el escenario pedagógico de clases virtuales es necesario formar tutores con el propósito de optimizar el desarrollo de competencias de los estudiantes.

Palabras clave: Aprendizaje en línea, equipo virtual, educación básica, COVID-19.

Abstract

The confinement by COVID-19 forced the implementation of virtual classes, in this context it was proposed to determine how the virtual work team influences the development of skills in students at the secondary education level. Through the experimental method, the design consisted of two non-equivalent groups with pre and post-test, through which it was possible to establish that the virtual work team significantly develops the skills in the area of Social Sciences. Therefore, in the pedagogical scenario of virtual classes, it is necessary to train tutors in order to optimize the development of student skills.

Keywords: Online learning, virtual team, basic education, COVID-19.

1. Introducción

La educación es una vía para que el estudiante mejore su calidad de vida, le permita ser competente y dar solución a problemas de distinta índole. Ponce Baque & Maldonado Zúñiga (2021) sostienen que la educación “como un proceso a través del cual, los individuos adquieren conocimientos, ya sea habilidades, creencias, valores o hábitos, de parte de otros quienes son los responsables de transmitírselos, usando distintos métodos” (p. 33). Esos “otros” hacen alusión a la figura del docente, el mismo que tiene la responsabilidad de emplear diversas estrategias para obtener resultados favorables en los educandos, tanto en la modalidad presencial como a distancia. A esta última modalidad recurrieron por “necesidad” los sistemas educativos debido a la pandemia.

Al respecto, Esteban Rivera, Cámara Acero & Villavicencio Guardia (2020) sostienen que en tiempos de COVID 19 se acentuó la educación a distancia con entornos virtuales, que “se caracteriza por la introducción paulatina del internet, se hace uso de correos electrónicos, la radio, videos y la televisión educativa” (p. 85). En el caso de la educación básica regular, las clases en todas las instituciones educativas de la región Huánuco, en Perú, durante el periodo 2020 y 2021 se desarrollaron en la modalidad a distancia. Según los recursos con que contaban los estudiantes y docentes se fueron implementando y desarrollando acorde con las características de la educación a distancia. Por lo general, en las ciudades se hizo uso de plataformas virtuales de aprendizaje y aplicativos de videoconferencia, mientras que en la mayoría de las instituciones educativas del área rural se empleó el WhatsApp y llamadas telefónicas. Esta realidad evidenció las brechas digitales existentes en el Perú.

Independientemente de la realidad de cada institución educativa, no se podían perder de vista los propósitos curriculares que, en el caso de la Educación Básica Regular peruana, “se orienta al desarrollo de competencias para la vida, el trabajo, la convivencia democrática y el ejercicio de la ciudadanía, y permitir el acceso a niveles superiores de estudios” (MINEDU, 2017). Las competencias son entendidas como actuaciones integrales para resolver problemas y situaciones de la vida, con idoneidad, ética y mejora continua (Tobón, 2015; Martínez Iñiguez et al., 2019).

El currículo para la educación secundaria está estructurado en áreas curriculares, una de ellas es el área de Ciencias Sociales, a través de la cual se pretende formar “ciudadanos conscientes de la sociedad donde viven y de su rol como sujetos históricos a fin de que asuman compromisos y se constituyan en agentes de cambio de la realidad social a través de la gestión de los recursos ambientales y económicos” (p. 13); es decir, formar estudiantes comprometidos con una ciudadanía responsable. Para este propósito se establecen tres competencias: Construye interpretaciones históricas, Gestiona responsablemente el espacio y el ambiente y Gestiona responsablemente los recursos económicos (MINEDU, 2016).

La educación a distancia significó para estudiantes y docentes una nueva experiencia pedagógica, no fue una tarea fácil, se tuvo que enfrentar un conjunto de obstáculos tales como la carencia de recursos tecnológicos adecuados y la poca preparación de los docentes para desarrollar clases en línea (Esteban Rivera et ál., 2020; Esteban Rivera et ál., 2022)

Aprender nuevas estrategias y formas de trabajo en la educación virtual, marcó un reto para todos los docentes (Piñero, Esteban, Rojas y Callupe, 2021). En algunas instituciones educativas

se realizaron cursos de inducción para el uso de plataformas y aplicativos virtuales; sin embargo, en la mayoría de instituciones los docentes se autoformaron, revisaron tutoriales y en la misma práctica fueron aprendiendo a través del método ensayo y error. Esta realidad no solo se dio en el Perú, sino también en otros países de América y del mundo. Al respecto, Zambrano Vacacela (2021) menciona que en tiempos de emergencia sanitaria por COVID-19, “los docentes en el Ecuador han tenido dificultades en el manejo de acciones para garantizar que el proceso enseñanza-aprendizaje se ejecute eficientemente” (p. 147).

Ante esta realidad, los docentes ensayaron un conjunto de estrategias para desarrollar competencias, para mitigar los efectos psicológicos y biológicos del confinamiento y del COVID-19, conducir interacciones de docentes y estudiantes de manera virtual, también para formar y consolidar el equipo virtual de trabajo, de tal forma que se contribuya al logro de los propósitos curriculares y a formar estudiantes autónomos.

El equipo virtual, también denominado trabajo en equipo en entornos virtuales o *virtual teams*, está constituido por “un grupo de personas que trabajan de manera interdependiente con un propósito compartido, a través del espacio, tiempo, y límites de la organización utilizando Tecnología” (Addati, 2017, p.1). Este equipo se caracteriza porque se produce en ambientes o entornos virtuales y por hacer uso de las herramientas de interconexión con intenciones pedagógicas.

Metodológicamente, el trabajo en equipo puede emplearse de varias maneras, las más conocidas son el aprendizaje colaborativo y el aprendizaje cooperativo. El objetivo del presente artículo es determinar cómo influyen los equipos virtuales de trabajo en el desarrollo de las competencias del área de Ciencias Sociales, en los estudiantes del tercer grado de la Institución Educativa “Nuestra Señora de Lourdes” de Acomayo, distrito de Chinchao, provincia de Huánuco.

2. Metodología

La investigación es de perspectiva metodológica cuantitativa, corresponde al tipo de investigación aplicada (Esteban Rivera, 2007). El método empleado es el experimental, caracterizado por la incorporación del equipo virtual de trabajo como variable manipulada para conocer los efectos en el desarrollo de las competencias del área de Ciencias Sociales. La población está integrada por 84 estudiantes de tres secciones del tercer grado: A, B y C de la Institución Educativa “Nuestra Señora de Lourdes” de Acomayo, distrito de Chinchao, provincia de Huánuco. Se optó por el muestreo no probabilístico, por tanto, se tuvo como muestra al 3° A y B, ambos con 28 estudiantes, haciendo un total de 56. El 3° A fue considerado como grupo experimental y 3° B como grupo de control. Para contrastar la hipótesis se empleó el diseño cuasiexperimental, específicamente el diseño de dos grupos no equivalentes con pre y posprueba. Este diseño consta de dos grupos: el experimental y el de control. Es importante porque permite conocer los resultados de la pre y postprueba de ambos grupos, permitiendo establecer similitudes y diferencias entre los resultados de ambos grupos.

La propuesta se aplicó en diez (10) sesiones, con una duración de tres horas académicas cada una. Los temas centrales fueron: Habilidades sociales de comunicación y liderazgo, asignación de roles, interdependencia positiva, interacción y participación, redes sociales. El desarrollo de las competencias se evaluó a través de los desempeños, para este propósito se recurrió a la técnica de observación y se empleó la ficha de observación como instrumento para la recogida de datos. Se recogieron datos de las tres dimensiones: Construye interpretaciones históricas,

Gestiona responsablemente el espacio y el ambiente y Gestiona responsablemente los recursos económicos. Se formularon cinco reactivos por cada una de las tres dimensiones, sumando quince reactivos. Los valores para cada uno de los reactivos son: 1 = Inicio, 2 = Proceso, 3 = Logro, 4 = Logro destacado.

El instrumento fue validado por cinco expertos. La confiabilidad de la ficha de observación se calculó mediante el coeficiente Alfa de Cronbach, utilizando el programa estadístico SPSS versión 24.0 Se obtuvo un coeficiente de ,903 que, según la escala de valoración propuesta por Vellis (como se citó en García Cadena, 2006) es una confiabilidad muy buena.

3 Resultados

Tabla 1.
Desarrollo de competencias del área de Ciencias Sociales entes del experimento

Niveles	Calificativo numérico	Grupo de control				Grupo experimental			
		Preprueba		Posprueba		Preprueba		Posprueba	
		N°	%	N°	%	N°	%	N°	%
En inicio	15,00 - 26,00	16	57,1	2	7,1	8	28,6	0	0
En proceso	27,00 - 38,00	12	42,9	15	53,6	20	71,4	0	0
Logro	39,00 - 49,00	0	0	11	39,3	0	0	18	64,3
Logro destacado	50,00 - 60,00	0	0	0	0	0	0	10	35,7
TOTAL		28	100,0	28	100,0	28	100,0	28	100,0

Nota: Datos tomados de la prueba de entrada y salida al grupo de control y experimental.

La Tabla 1 muestra que ningún participante del grupo control logró u obtuvo logro destacado en el desarrollo de las competencias antes del experimento. El 42,9% de los estudiantes está en el nivel proceso y el 57,1% se halla en el nivel en inicio. Se evidencia que los estudiantes no obtuvieron el nivel de logro o logro destacado en cuanto al desarrollo de competencias del área de Ciencias Sociales.

Antes del experimento ningún estudiante del grupo experimental se encontraba en el nivel logro destacado ni en el nivel logro; en tanto, el 71,4% de estudiantes se situaba en el nivel proceso y el 28,6% en el nivel en inicio.

En la prueba de salida se percibe un incremento en el nivel del desarrollo de competencias en estudiantes del grupo de control con relación a la prueba de entrada. El 57,1 % de estudiantes que se encontraban en nivel inicio se redujo al 7,1% En tanto, el 0% de estudiantes que se encontraban en el nivel de logro se incrementó a 39,3%. En este grupo ningún estudiante tuvo logro destacado en la prueba de salida.

En la prueba de salida el 0% de los estudiantes del grupo experimental se encuentran en el nivel inicio y proceso, debe advertirse que en la prueba de entrada ambos niveles sumaban 100%. En la prueba de salida el 100% de los estudiantes alcanzaron el nivel logro y logro destacado.

La investigación estuvo guiada por las siguientes hipótesis:

H0: No existe diferencia estadística significativa entre las medias obtenidas por los estudiantes del grupo experimental y control después de haberse manipulado la variable equipo virtual de trabajo en el desarrollo de competencias del área de Ciencias Sociales.

H1: Existe diferencia estadística significativa entre las medias obtenidas por los estudiantes del grupo experimental y control después de haberse manipulado la variable equipo virtual de trabajo en el desarrollo de competencias del área de Ciencias Sociales.

Tabla 2.
Estadístico de contrastación de la hipótesis

		Prueba de muestras emparejadas					t	gl	Sig. (bilateral)
		Diferencias emparejadas							
Par 1	Postest Pretest	Media	Desv. Desviación	Desv. Error promedio	95% de intervalo de confianza de la diferencia		9,018	27	,000
					Inferior	Superior			
		12,82143	7,52307	1,42173	9,90429	15,73857			

Fuente: Datos del pre test y pos test

El gl (Grado de libertad) es 27 cuyo valor en la distribución t resulta = 1,70) con un nivel de confianza 0,05.

Los resultados demuestran que existe diferencias estadísticamente significativas entre los puntajes obtenidos por los estudiantes del grupo experimental y control después de haberse manipulado la variable equipo virtual de trabajo para el desarrollo de competencias del área de Ciencias Sociales, en estudiantes de educación secundaria del tercer año, expresándose en la media aritmética del postest 48,0000 y del pretest 35,1786 con una diferencia de 12 82143 puntos. Además, como la t_c es mayor que t_t ($9,018 > 1,70$) se toma de decisión de aceptar la hipótesis alterna y se rechaza la hipótesis nula, consecuentemente, existe diferencia estadística significativa entre las medias obtenidas por los estudiantes del grupo experimental y control después de haberse manipulado la variable equipo virtual de trabajo en el desarrollo de competencias del área de Ciencias Sociales en estudiantes de educación secundaria.

4. Discusión

Se han realizado varias investigaciones sobre los trabajos en equipo en forma tradicional o presencial, todas con resultados alentadores. Así Mattos (2014) menciona: “Gran parte de los estudiantes tienen predisposición para trabajar en equipo, logrando desplegar diversas habilidades que les lleva a obtener un aprendizaje significativo” (p. 76). Asimismo, hay similitud con Molina (2015) quien concluye que el trabajo en equipo generó la participación activa en el proceso de aprendizaje de los estudiantes, mejorando su práctica educativa. Por su parte, Márquez (2018) menciona que gracias al empoderamiento de las estrategias metodológicas del trabajo en equipo, los estudiantes lograron la comprensión de textos escritos.

No cabe duda de que el trabajo en equipo presencial brinda beneficios en el aprendizaje de los estudiantes. Por otra parte, con relación a los equipos virtuales de trabajo, el presente artículo establece que la conformación y consolidación de los equipos virtuales de trabajo fueron significativos, los estudiantes del grupo experimental interiorizaron la importancia del equipo

virtual de trabajo en el desarrollo de habilidades sociales de comunicación y liderazgo, se asignaron y asumieron roles. Comprendieron la necesidad de la interdependencia positiva, se motivaron para interactuar y participar y usaron las redes sociales para dinamizar la interacción virtual. Lo más importante, lograron desarrollar las competencias previstas en el área de Ciencias Sociales.

La presente investigación reafirma los resultados obtenidos por Sánchez (2020), quien concluye que el trabajo con los equipos virtuales permite desarrollar la competencia Construye interpretaciones históricas se refiere. A similar conclusión arriba Concha (2018) al sostener que el uso de entorno virtual se relaciona positivamente con el aprendizaje de los estudiantes.

Los efectos positivos de los equipos virtuales de trabajo no solo se dan en la educación básica regular, sino también en el sistema universitario, aún en tiempos de confinamiento por COVID-19 (Esteban Rivera et al., 2020; Gallego Trijueque et al., 2020; Esteban Rivera et ál., 2022; Gavilondo et al., 2022).

Adicionalmente, la investigación realizada por Guitert et ál. (2007) reporta que a los estudiantes les agrada el trabajo asíncrono, cuya novedad les obligada a cambiar sus hábitos y costumbres con relación a los trabajos en equipo presenciales.

5. Conclusiones

En tiempos de confinamiento social por COVID-19, las clases a distancia fueron una modalidad “obligada” para la formación de los estudiantes. De acuerdo a los recursos con que contaban los docentes y estudiantes de la Educación Básica Regular se adecuaron a los diversos modelos de la educación a distancia: Modelo centrado en los materiales, modelo centrado en el aula virtual y modelo centrado en la flexibilidad y la participación (Gros Salvat, 2011; Esteban Rivera et ál., 2020). Esta situación obligó a repensar sobre la vigencia y pertinencia de los equipos de trabajo tradicionales presenciales, caracterizados por el cara a cara de los estudiantes y docentes.

Ante la dispersión geográfica de profesores y estudiantes, las clases a distancia mediadas por plataformas virtuales o entornos virtuales de enseñanza y aprendizaje se constituyeron en un medio requerido. Los equipos de trabajo habitualmente desarrollados de manera presencial dieron paso a los equipos virtuales de trabajo que, es una forma de trabajo interactivo, tanto sincrónico como asíncrono. Como mencionan Guitert et ál. (2007), estas posibilidades obligan a los docentes a reflexionar sobre el aprendizaje cooperativo y colaborativo tradicional y readaptar la praxis de manera progresiva, ya que tiene impacto en los estudiantes.

Para lograr resultados positivos en los aprendizajes mediante la estrategia de los equipos virtuales, es importante enfatizar en todas las etapas que en su momento planteara Tuckman (1965): Fase de formación, fase de conflicto, fase de estructuración y fase de desarrollo. Asimismo, tomando lo expresado por Espinoza Freire & Ricaldi Echevarría (2018); Jara Vaca, et al. (2021) es necesario que los docentes asuman las funciones y roles del tutor virtual en este escenario pedagógico.

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Development factors and directions for improving distance learning in the higher education system of Ukraine

Factores de desarrollo y direcciones para mejorar el aprendizaje a distancia en el sistema de educación superior de Ucrania

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Abstract

The article reveals the trends in the development of modern education, to substantiate the social and scientific-theoretical prerequisites for distance learning, on this basis, a systematic didactic design of distance learning was carried out. It has been determined that the implementation of a system-information approach to learning will ensure the construction of a holistic, multi-level model of distance education; identification of reserves for improving the quality of education will be based on its content and procedural components; the use of the latest teaching methods and technologies will be subordinated to the task of forming the intellectual and personal spheres of the student.

Keywords: higher education, education system, distance learning, distance education.

Resumen

El artículo da a conocer las tendencias en el desarrollo de la educación moderna, para fundamentar los requisitos sociales y científico-teóricos de la educación a distancia, sobre esta base se realizó un diseño didáctico sistemático de la educación a distancia. Se ha determinado que la implementación de un enfoque de sistema de información para el aprendizaje asegurará la construcción de un modelo holístico de educación a distancia de múltiples niveles; la identificación de reservas para el mejoramiento de la calidad de la educación se basará en su contenido y componentes procedimentales; a la tarea de formar el ámbito intelectual y personal del alumno se subordinará el uso de los métodos y tecnologías de enseñanza más modernos.

Palabras clave: educación superior, sistema educativo, aprendizaje a distancia, educación a distancia.

1. Introduction

The problematic situation that has arisen in education is associated with the difficulties of the transition from traditional to innovative education, with a change in the system of values that sanctify human life, with a lack of consensus among scientists and practitioners regarding the goals of education, with a reassessment of the established forms and methods of education.

The way out of this situation in education, reflecting the fundamental contradictions of the development of civilization and society, is associated with the search for such forms, methods and technologies that create conditions for learning, carried out through one's own activity, for the student's creative self-realization. Not a person adapts to the education system, but the education system adapts to him. Thanks to this, it becomes possible for a person to preserve and increase his sovereignty, individuality, uniqueness, originality.

It seems methodologically unacceptable to ignore the basis of individual cognitive activity, to lose sight of the fact that "on this basis all systems of social life are 'built on'" (Gao, 2021).

Solving the problem of developing the intellectual potential of society as a factor in the development of civilization, the formation of humanistic globalism, uniting countries, peoples, communities by coordinating interests and interpenetration of values, is impossible without education, the function of which in modern conditions is to introduce students to the "world of embodied values" through the "world embodied knowledge. The unity and interconnection of these worlds not only become a way to unite people around the experience of expedient activity in the context of humanistic globalism, but also make it possible to assert the cultural mission of the cognitive activity of a person as a person, individual and subject of activity.

In order for education to create in society the intellectual background that allows setting and solving socio-economic problems, for education to lay the foundations for scientific, technical and socio-moral progress, it is necessary to introduce such learning technologies that, meeting the requirements of reforming modern education, solve the problem of forming a post-classical thinking, with its postulates of "generation", "contextuality" and "polyphony" (Palvia et al., 2018). An analysis of real pedagogical practice shows that it is not fully possible to solve this problem by means of only lectures and seminars in higher educational institutions, since the continuity of knowledge does not combine with its discontinuity, and therefore this contradiction cannot be resolved saltationally. The reflexive nature of this problem is obvious.

A new (intensive) way to solve the problem of raising the educational level of the population to a higher one lies in the plane of the latest educational technologies, based both on fundamental and applied achievements of the late 20th century (Internet, satellite television, computer technology, etc.), and on the achievements of philosophy, which formulated such neutral problems as the demand for the theory of reliable knowledge and its method, as the place of man in the Cosmos, as human freedom.

Distance education has grown out of television education in the West, correspondence education and correspondence education. In Ukraine, it has been enriched with modern didactic theories, human achievements in the field of information technology. Distance education is actively developing and used in numerous foreign and Ukrainian universities. There are various forms of distance education. This is an absolutely remote distance education, asynchronous, when the student and the teacher are separated in space, but at the same time coexist in time; synchronous distance education - a student and a teacher are in a joint local space, and educational products (textbooks, videos, supertutors) are created and sent from one center to all local points (to universities, branches, to an individual student) (Hillier, 2018).

The analysis of scientific literature and real pedagogical practice shows that the essence of distance education, which fits into modern trends in the development of education, is most concentrated: "Distance education is a synthetic, integral, humanistic form of education based on the use of a wide range of traditional and new information technologies and their technical means that are used for the delivery of educational material, its independent study, the organization of a dialogue exchange between the teacher and students, when the learning process is not critical to their location in space and time, as well as to a specific educational institution (Atieku-Boateng, 2021), (Shoufan, 2019).

In the system of relations between a teacher and students in the conditions of distance education, the position of the question is realized, which is not exhausted by any answer, but reveals the meaning of the communicative connection between them and generates an understanding of the ways of knowledge movement, ways of forming the student's subjectivity.

As mentioned by M. Mohammed and N. Ja'ashan (2020), in the activities of a university teacher working in the distance education mode, there is a contradiction between understanding the role of systemic didactic design of the educational process and the mastery of real design mechanisms in such a way that the activity of teaching students allows them to analyze what they are learning, to determine what education is built for.

As the analysis of the experience of the activities of universities operating in the distance education mode shows, even those teachers who purposefully form the position of the question among students still do not create such a varied educational space that it corresponds to the individuality of each student.

The desire to find ways to resolve these contradictions determined the problem of the study. This is an understanding of the theoretical and methodological foundations for designing distance education in a higher educational institution (Shehab & Khalifa, 2021).

2. Literature review

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

For academic staff, the real challenge of online learning was the significant increase in the time required to provide a quality learning process. In particular, the time for preparing lecture classes, checking homework, and maintaining electronic and hardcopy records of attendance and success of education applicants has doubled (Ali, Khalil & El-Sharkawy, 2020). The major reasons for the suspension of the educational process during warfare are considered to be the lack of a clear plan of action for the use of online learning for all participants in the educational process and the lack of adequate facilities of institutions of higher education that could ensure the proper quality of online education (O'Doherty, Dromey, Loughheed, Hannigan, Last & McGrath, 2018), (Nikadambaeva, 2020), (Morin, 2020). Considering the challenges of online learning organization, scientists pay attention to the issues of qualified support of the student by the educator or other authorized persons during online learning. Such qualified support should begin at the stage of searching for proposals of distance learning programs and accompany the student during the entire learning process (Langegard, Kiani, Nielsen & Svensson, 2021). However, a review of the literature on the development of online education in times of war has shown that the issue of developing special strategies for working with higher education applicants during military conflicts remains unresolved. This is due to the lack of specialized software and information developments for working with students that take into account the specifics of receiving education specifically during military conflict (during its exacerbation especially) in the territory where the educational institution or students studying at such institutions are located.

3. Aims

The Aim of the article is a theoretical substantiation of the structure and principles of distance learning, which is primarily aimed at forming the experience of expedient activities of students, as universally significant.

4. Materials and methods

Research methods: analysis of philosophical, psychological and pedagogical literature; system-information analysis of the distribution of intellectual resources; dialectical analysis of trends and contradictions of the modern educational process; sociological methods (questionnaire, interviewing, testing), participant observation; rating and expert evaluation; pedagogical experiment: ascertaining, searching, forming; statistical methods for processing the obtained results.

5. Results

One of the characteristic features of the third millennium was the global informatization of all spheres of human activity. A consequence of the use of information technologies in education and an indispensable attribute of the phenomenon of informatization has been the development and increasing distribution of a distance learning system. It represents a new direction in the

development of pedagogical theory and practice, quite attractive and in demand by social practice (Alqahtani & Rajkhan, 2020).

Distance learning is understood as a complex of educational services provided to the general population in the country and abroad with the help of a specialized information and educational environment based on the means of exchanging educational information at a distance (satellite television, radio, computer communications, etc.). The essence of distance learning technology is the organization of learning using telecommunications, in which learning subjects (students, teachers, tutors, moderators, etc.) remote from each other carry out the educational process, accompanied by the creation of educational products and their internal changes (increments).

The high efficiency of distance learning is ensured by active pedagogical activity in the information environment, the purposeful nature of learning in relation to educational information and activities.

This affects the perception of educational material and its significance, and through them - on the motivation, activity and actualization of students' independent work.

Features of distance learning are that it

- provides an opportunity to undergo training without leaving the place of residence and without interrupting the process of production activities;
- provides the possibility of wide access to domestic and world educational resources;
- provides an opportunity to get an education to solve various life problems and at any level of primary education and training;
- allows you to organize the process of self-learning in the most effective way for yourself and get all the necessary tools for self-learning;
- provides the opportunity to interrupt and continue education, depending on individual capabilities and needs;
- reduces the cost of education due to the wide availability of educational resources;
- allows you to create unique educational programs by combining courses provided by educational institutions;
- allows to increase the level of the educational potential of the society and the quality of education;
- increases the social and professional mobility of the population, its entrepreneurial and social activity, broadens the horizons and the level of self-awareness
- makes learning more motivated, interactive, technological and individualized;
- creates more comfortable than traditional emotional and psychological conditions for self-expression of the student, removes psychological barriers and problems, eliminates the errors of oral communication;
- contributes to the preservation and enhancement of knowledge, human and material potential accumulated by the domestic educational system;
- maintains and develops a single educational space on the territory of Ukraine and foreign countries where the Ukrainian population lives.

The basis of the educational process with distance technology is the purposeful and controlled intensive independent work of the student. At the same time, he can study in a place convenient for himself, according to an individual schedule, having with him a set of special teaching aids

and methodological support and an agreed opportunity to contact the teacher and other students by phone, fax, e-mail or regular mail.

Distance learning organically fits into the system of continuous education and meets the principle of humanism, according to which no one can be deprived of the opportunity to study due to poverty, geographical or temporal isolation, social vulnerability and the inability to attend educational institutions due to physical disabilities or being busy with production and personal affairs.

There are three main integrating factors or components in the distance learning system: 1) technological, 2) pedagogical, 3) organizational.

The technological factor in the distance learning system is determined by the information technologies used to develop, deliver, support training courses and the educational process as a whole.

Main types of technologies. They can be divided into three broad categories:

- 1) non-interactive (printed materials, audio, video media);
- 2) computer learning tools (e-mail, electronic textbooks, asynchronous e-mail, computer testing and knowledge control, the latest multimedia tools, etc.);
- 3) videoconferencing - advanced means of telecommunication via audio channels, video channels and computer networks.

Currently, the Internet allows the use of hypertext information in multimedia. Consider what it is.

Hypertext technologies, hypertext systems in computer training programs are one of the components of information technology, and are used in the development of reference systems, collective decision-making systems, training systems, electronic documentation and diagnostic systems. The use of hypertext technology in education has led to the creation of a new class of educational programs: electronic books, electronic encyclopedias, etc.

The term "hypertext" was coined in 1963 to denote the concept - "a combination of natural language text with the ability of a computer to interactively select the next piece of information or dynamically reproduce non-linear text that cannot be printed in the usual way on a sheet of paper." "Hypertext is a way of storing and manipulating information in which it is stored as a network of interconnected nodes." A hypertext document has links between individual small fragments (word, phrase, part of a picture, icon) of one element (frame) and another element (frame) or a specific place in the frame. These fragments on the display screen are highlighted by color or by other means and are called differently in different systems: reference or selected fragments, buttons, icons, etc. Selecting such a button displays the content of the element associated with it (frame, node). The called frame can also contain selections. The reader of the document thus views the document in the sequence of interest.

Initially, the concept of "hypertext" referred only to information presented in the form of text. However, it has now extended to information presented in graphical form. Application of hypertext technology to work with information presented not only in the form of computer data, but also in other media - multimedia.

On the basis of the listed telecommunication and information means, it is possible to use various pedagogical forms of activity. For example, remote business games, laboratory work and workshops, virtual tours, the issuance of electronic newsletters, conferences.

The pedagogical factor in the distance learning system is determined by a set of methods and techniques used in the course of the educational process, which can be classified as follows:

1. Teaching methods through the interaction of the student with educational resources with minimal participation of the teacher and other students (self-learning). The development of these methods is characterized by a multimedia approach.
2. Methods of individualized teaching and learning, which are characterized by the relationship of one student with one teacher or one student with another student (teaching "one to one"). These methods are implemented in distance learning mainly through technologies such as telephone, voice mail, e-mail. The development of telementoring (a system of "tutors"), mediated by computer networks, is an important component of the educational process in e-universities.
3. Methods based on the presentation of educational material to students by a teacher or an expert, in which students do not play an active role in communication (one-to-many learning). These methods, characteristic of the traditional educational system, are being developed on the basis of modern information technologies. Thus, lectures recorded on audio or video cassettes read on radio or television are supplemented by the so-called "E-lectures" (electronic lectures). An e-lecture can be a collection of articles or extracts from them, as well as educational material that prepare trainees for future discussions. On the basis of electronic bulletin board technology, a method of conducting educational electronic symposiums, which are a series of presentations by several authorities, is also being developed.
4. Methods that are characterized by active interaction between all participants in the educational process (many-to-many learning).

Interactive interactions between the students themselves, and not only between the teacher and the student, in this case becomes an important source of knowledge.

The development of these methods is associated with conducting educational collective discussions and computer conferences, which allow all participants in the discussion to exchange written messages both in synchronous and asynchronous mode, which is of great didactic value.

Computer-mediated communications allow more active use of such teaching methods as debates, simulations, role-playing games, discussion groups, brainstorming, forums, etc.

The main problem in the development of distance learning is the creation of new teaching methods and technologies that meet the telecommunications environment of communication. The previous model of learning should be replaced by a new model based on the following provisions: the student is at the center of learning technology; the essence of technology is the development of the ability to self-learning; students play an active role in learning; collaboration is at the heart of learning activities.

Successful creation and use of distance learning courses should begin with a deep analysis of learning objectives, didactic capabilities of new technologies for transferring educational information, requirements for distance learning technologies in terms of teaching specific disciplines, and adjusting learning criteria (Ratheeswari, 2018).

6. Discussion

The didactic features of the distance learning course lead to a new understanding and correction of the goals of its implementation, which can be described as follows:

- stimulating the intellectual activity of students by defining the goals of studying and applying the material, as well as involving students in the selection, development and organization of it;
- strengthening learning motivation, which is achieved through a clear definition of values and internal reasons that encourage learning;
- development of abilities and skills of learning and self-learning, which is achieved by expanding and deepening educational technologies and techniques.

Of fundamental importance for the success of the entire system of distance learning is the solution of the problem of quality control of distance learning. To exercise control, a unified system of state testing should be created. As forms of control, remotely organized exams, interviews, practical, course and project work, external studies can be used.

Among the didactic principles affected by computer technologies for the transmission of information and communication are:

- the principle of activity;
- the principle of independence;
- the principle of combining collective and individual forms of educational and cognitive work;
- the principle of motivation;
- the principle of connection between theory and practice;
- the principle of efficiency.

The content of the distance learning course proposed for mastering is pedagogically worked out and systematized and consists of a set of psychological tests, a training program and an electronic textbook that satisfies the above principles.

The curriculum is one of the most important materials for trainees. It includes:

- 1) information about the system and methods of distance learning;
- 2) biographical information about the teacher;
- 3) technology for building a training course;
- 4) course objectives;
- 5) criteria for graduation;
- 6) time of telephone consultations;
- 7) description of examinations, projects of written works;
- 8) other instructions.

The electronic textbook contains the actual learning materials for distance learning, it is divided into independent topics-modules, each of which gives a holistic view of a specific subject area and contributes to the individualization of the learning process. Thus, the student himself can choose from the proposed training options to study the full course in this discipline or only its individual specific topics.

Distance learning is the most progressive technology of correspondence education using modern technical means of communication, information transfer and the latest teaching methods. It is a holistic training complex on the foundation of state educational standards (Shehab & Khalifa, 2021).

The distance learning system is not antagonistic to the existing full-time and part-time education systems. It naturally integrates into these systems, complementing and developing them, and contributes to the creation of a mobile educational environment. Distance learning technology is the most promising form of education for the general population of Ukraine in the 21st century, it contributes to the integration of educational structures and the development of continuous education of citizens.

Distance education is extremely relevant in Ukraine. The reason for such success lies in the mass retraining and training of the maximum number of specialists throughout the territory of Ukraine with the use of minimal funds. Sociologists conducted a survey among Ukrainian school graduates and found out that 65% of respondents want to get a higher education. Meanwhile, the current system of higher education allows accepting only 35% of future students for full-time and part-time study. As a result, almost half of those willing do not get into universities.

7. Conclusions

Theoretical significance of the study. The results of the study will allow for a broad approach to the creation of a varied educational space. The substantiation of the systemic didactic design of the educational process at the university will serve as the basis for the formation of broader scientific ideas about the possibilities of distance education in shaping the ability of students to generate new ways and types of activities through which they enter new professional areas for them. The results of the study will allow, on a theoretical basis, to carry out the choice of criterion grounds for solving the problem of the formation of post-classical thinking among students, and will contribute to the disclosure of the mechanism of the movement of scientific knowledge.

The practical significance of the study lies in the fact that its results are aimed at improving pedagogical activity in the aspect of the formation of the subjectivity of students, the formation of their position on the issue; in determining the methods by which the intellectual resources of Ukraine are determined; in the implementation of recommendations to improve the quality of distance education.

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Peculiarities of the use of distance learning information technologies in higher education institutions of Ukraine

Peculiaridades del uso de tecnologías de información de educación a distancia en instituciones de educación superior de Ucrania

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Abstract

The article considers the process of informatization as one of the main directions in the development of higher education. Distance learning technologies that can be used in the traditional educational process to improve the quality of education are analyzed. The main attention is paid to the local (internal university) computer network. A description of the information resources of such a learning system is given.

Problem: based on the analysis in the science of research, own research results, the research problem was formulated, determined by the following contradictions: the growing need between high-quality training of specialists and the lack of analysis of problems and prospects for the development of distance learning in Ukraine.

Keywords: informatization, distance learning system, information technology education.

Resumen

El artículo considera el proceso de informatización como una de las direcciones principales en el desarrollo de la educación superior. Se analizan tecnologías de educación a distancia que pueden ser utilizadas en el proceso educativo tradicional para mejorar la calidad de la educación. La atención principal se presta a la red informática local (universidad interna). Se da una descripción de los recursos de información de dicho sistema de aprendizaje.

Problema: a partir del análisis en la ciencia de la investigación, resultados de investigaciones propias, se formuló el problema de investigación, determinado por las siguientes contradicciones: la creciente necesidad entre la formación de especialistas de alta calidad y la falta de análisis de problemas y perspectivas para el desarrollo de la educación a distancia en Ucrania.

Palabras clave: informatización, sistema de educación a distancia, educación en tecnologías de la información.

1. Introduction

Education is one of the most important spheres of human activity, which ensures the formation of the intellectual potential of society. The quality of education is a multidimensional concept. It is determined not only by the final result, but also by the educational process as a whole. Society and education are inseparable. This is evidenced by the fact that any global changes faced by society and civilization as a whole inevitably affect the state of education. The transformations in the economy and industry that are currently taking place in our country have determined the priority educational and educational goal of educational institutions. Now the amount of knowledge that a person needs is increasing, knowledge is being updated faster and faster, and the time for learning remains almost constant. The problem of meeting society's needs for highly qualified specialists is currently more urgent than ever (Shehab & Khalifa, 2021).

High rates of development of the world economy, rapidly changing requirements for a university graduate, a large volume of information necessary for assimilation by the end of studies force the use of various teaching methods in higher education.

Reforming education should take into account the need to create new learning conditions. Currently, non-traditional teaching methods are being introduced into the traditional learning process, one of which is distance learning. Accelerating entry into the information society through improvement of the education system is considered one of the most promising directions for the implementation of the tasks set by European countries (Gao, 2021). For this purpose, it is envisaged to provide educational institutions with the latest means of communication, to encourage the wide spread of multimedia in pedagogical practice, to form a critical mass of users and services for the production of multimedia products, to strengthen education by the means inherent in the information society.

The implementation of the idea of pedagogical partnership is of particular importance in distance learning, the expansion of which is one of the priority directions reforming higher education. Independence of the student from the teacher is considered as an important prerequisite for improving the quality of education. Instead of the traditional approach to the student as a passive object of learning, which requires the teacher to make maximum efforts to transfer knowledge and great skill in applying effective means of their transmission, today the development of the concept of distance learning as an open partnership of teachers and students who study independently and to a large extent, they themselves direct and control their educational process.

Unlike traditional education, where the central figure is the teacher, in the process of using new information technologies, the center of gravity shifts to the student, who actively builds his own educational process, forming his own trajectory in educational environment (Atieku-Boateng, 2021), (Shoufan, 2019). An important function of the teacher is to support the student, promote his successful advancement in the sea of educational information, facilitate the solution of methodological and methodical problems that arise, help in mastering various information. In connection with this, a new term has become widespread in the world educational community - facilitator (one who promotes, facilitates, helps to learn), which reflects significant changes in teaching activities, the status of the teacher and his basic functions.

The use of new information technologies allows to increase the share of independent work of each student in the total time budget. The use of computers and telecommunications, the introduction of a flexible schedule for the study of disciplines, modular construction and study of disciplines, and other didactic and organizational measures allow to receive a new form of face-to-face education, different from the traditional one (Palvia et al., 2018).

According to the concept of the development of distance education in Ukraine, distance learning technologies can be used not only in distance education, but also in other forms of education: full-time, part-time, externship; in addition - in certain disciplines and blocks of disciplines that serve to improve the educational level of qualifications of individuals and groups of listeners (Hillier, 2018).

The national doctrine of education development determines the priority of education development - the introduction of modern information and communication technologies that ensure further improvement of the educational process, accessibility and efficiency education, preparation of the young generation for life in the information society. This is achieved by ensuring the gradual informatization of the education system aimed at meeting the educational information and communication needs of participants in the educational process; introduction of distance learning with the use of information and communication technologies in the educational process and library work alongside traditional means.

The relevance of the problems and prospects for the development of distance learning in education lies in the fact that the results of social progress, previously concentrated in the field of technology, are now concentrated in the information field. The age of informatics has arrived. At the moment, the stage of its development can be characterized as telecommunications. This is the area of communication, information and knowledge. As mentioned by M. Mohammed and N. Ja'ashan (2020), based on the fact that professional knowledge ages very quickly over time, it is necessary to constantly improve it. Previously, this problem was solved by means of advanced training courses known to many, to which people were sent a few years after completing the basic training in the specialty. Today, distance learning makes it possible to implement truly massive

and, importantly, continuous self-learning without interruption from work, the general exchange of information, regardless of time and space barriers. It is this system that can most adequately and flexibly respond to the needs of society and ensure the implementation of the constitutional right to education of every citizen of the country.

2. Literature review

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

For academic staff, the real challenge of online learning was the significant increase in the time required to provide a quality learning process. In particular, the time for preparing lecture classes, checking homework, and maintaining electronic and hardcopy records of attendance and success of education applicants has doubled (Ali, Khalil & El-Sharkawy, 2020). The major reasons for the suspension of the educational process during warfare are considered to be the lack of a clear plan of action for the use of online learning for all participants in the educational process and the lack of adequate facilities of institutions of higher education that could ensure the proper quality of online education (O'Doherty, Dromey, Lougheed, Hannigan, Last & McGrath, 2018), (Nikadambaeva, 2020), (Morin, 2020). Considering the challenges of online learning organization, scientists pay attention to the issues of qualified support of the student by the educator or other authorized persons during online learning. Such qualified support should begin at the stage of searching for proposals of distance learning programs and accompany the student during the entire learning process (Langedard, Kiani, Nielsen & Svensson, 2021). However, a review of the literature on the development of online education in times of war has shown that the issue of developing special strategies for working with higher education applicants during military conflicts remains unresolved. This is due to the lack of specialized software and information developments for working with students that take into account the specifics of receiving education specifically during military conflict (during its exacerbation especially) in the territory where the educational institution or students studying at such institutions are located.

3. Aims

The Aim of the article is to determine the effectiveness of the use of distance learning technologies in the traditional learning 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

This approach is also supported by S. Zarei and S. Mohammadi (2021), the educational process, carried out on the basis of distance learning technologies, includes both mandatory classroom classes and independent work of students. The participation of a teacher in the educational process is determined not only by conducting classroom classes, but also by the need to provide ongoing support for the educational and cognitive activities of students through the organization of current and intermediate control, networking sessions and consultations (Alqahtani & Rajkhan, 2020).

Information technologies used in distance learning can be divided into three groups:

technologies for presenting educational information;
technologies for the transfer of educational information; technologies of storage and processing of educational information.

Together, they form distance learning technologies. At the same time, when implementing educational programs, technologies for the transfer of educational information are of particular importance, which, in essence, provide the learning process and its support.

The learning process is always based on the transfer of information from the teacher to the student. In this sense, any technology used in education can be called information technology (Ratheeswari, 2018). On the other hand, the term "information technology" is often used in relation to all technologies based on the use of computer technology and telecommunications. In order to avoid misinterpretation, it is necessary to define three concepts that are of paramount importance for distance learning. It:

educational information;
educational technologies;
Information Technology.

Educational information is the knowledge that must be transferred to the student in order for him to be able to perform this or that activity.

In the disciplinary model of education inherent in the full-time education system, the teacher acts as an interpreter of knowledge. In distance learning, the interpreter is to a greater extent the student himself, and therefore, the quality of educational information and the methods of its presentation should be subject to increased requirements.

First of all, this applies to newly created electronic textbooks, as well as to information bases and knowledge banks, reference and expert systems used for educational purposes. The information presented in them, unlike printing, should have a completely different organization and structure. This is due both to the psychophysiological features of the perception of information on a computer screen, and the technology of access to it.

Educational information should not be accumulated in only one or a few places. Its distribution should have an island character, so as to provide the maximum possible access for students to it from any remote places, without a significant increase in the load of telecommunication channels.

Large libraries and scientific and educational centers created on the basis of leading universities can become such islands (centers) of information.

Educational technologies are a set of didactic methods and techniques used to transfer educational information from its source to the consumer and depend on the form of its presentation.

A feature of educational technologies is the outstripping nature of their development in relation to technical means. The fact is that the introduction of a computer in education leads to a revision of all components of the learning process. In the interactive environment "student - computer - teacher" much attention should be paid to the activation of imaginative thinking through the use of technologies that activate the right hemisphere, synthetic thinking. And this means that the presentation of educational material should reproduce the thought of the teacher in the form of images. In other words, the main point in the educational technologies of distance learning is the visualization of thoughts, information, knowledge.

The educational technologies most suitable for use in distance learning include:

- video lectures;
- multimedia lectures and laboratory workshops;
- electronic multimedia textbooks;
- computer training and testing systems;
- simulation models and computer simulators;
- consultations and tests using telecommunications;
- videoconferencing.

Information technologies are hardware and software tools based on the use of computer technology that provide the storage and processing of educational information, its delivery to the student, interactive interaction between the student and the teacher or pedagogical software, as well as testing the student's knowledge.

In the educational process, it is not information technology in itself that is important, but the extent to which its use serves to achieve the actual educational goals. The choice of means of communication should be determined by content, not technology. This means that the choice of technologies should be based on a study of the content of training courses, the degree of necessary activity of students, their involvement in the learning process, specific goals and expected learning outcomes, etc. The result of training does not depend on the type of communication and information technologies, but on the quality of development and delivery of courses.

When choosing technologies, it is necessary to take into account the greatest correspondence of some technologies to the characteristic features of the trainees, the specific features of specific subject areas, and the prevailing types of training tasks and exercises.

The main role played by telecommunication technologies in distance learning is to provide educational dialogue. Learning without feedback, without constant dialogue between the teacher and the student is impossible. Learning (as opposed to self-education) is a dialogic process by definition. In full-time education, the possibility of dialogue is determined by the very form of

organization of the educational process, the presence of a teacher and a student in one place at one time. In distance learning, the educational dialogue must be organized using telecommunication technologies.

Communication technologies can be divided into two types - on-line and off-line. The former provides real-time information exchange, that is, a message sent by the sender, upon reaching the recipient's computer, is immediately sent to the appropriate output device. When using off-line technologies, received messages are stored on the recipient's computer. The user can view them with the help of special programs at a convenient time for him. Unlike full-time education, where the dialogue is conducted only in real time (on-line), with distance learning it can also go in a delayed mode (off-line).

The main advantage of off-line technologies is that they are less demanding on computer resources and communication line bandwidth. They can be used even when connected to the Internet via dial-up lines (in the absence of a permanent connection to the Internet).

Technologies of this kind include e-mail, mailing lists, and teleconferencing. With the help of the list-server, distribution of educational information can be organized, personal communication between the teacher and the student is established with the help of e-mail, and the teleconference allows organizing a collective discussion of the most complex or difficult issues of the course. All of these technologies allow you to exchange messages between different computers connected to the Internet.

An important advantage of off-line technologies is a large selection of software for working with e-mail and teleconferencing. Modern email programs allow you to send messages in hypertext format (i.e., with hyperlinks, font and color highlighting of text fragments, inserting graphics, etc.). In addition, a file of any format can be attached to the letter, which makes it possible to send, for example, documents in MS Word format. The effectiveness of off-line technologies is manifested in the organization of current consultations, current control based on control and independent work, checked "manually" by the teacher.

6. Discussion

Of the on-line technologies, first of all, it should be noted chat, which allows real-time text messaging over the Internet. In the simplest case, a "conversation" takes place between two users.

All data of the distance education system represent a collection of information resources of the following types: e-book; test; course; curriculum. These are informative resources consist of sub-resources (for example, a test consists of sections, which in turn contain separate questions). Thus, most information resources are containers, containing other resources. The system can be developed incrementally by adding new types of information resources. As the primary method of user interaction with the distance learning system uses network access using a regular web browser.

This method is the most suitable for organizing the educational process, with using distance learning methods, because the user does not need to no special software. Using the system is no different from using the Internet (Shehab & Khalifa, 2021). The user gets access to the system after entering the name username and password. After that, he gets on-screen access to his

unified personal environment, that is, to everything that is available to him at the current educational stage process.

For a student it is:

an individual study plan containing static study materials (lectures, books) and interactive educational materials (tests, business games);
publicly available educational materials;
various forms of communication with other participants of the educational process: remote seminars, conferences, control classes, laboratory works;
the results of their work.

The teacher has the following opportunities:

access to all curricula;
access to educational materials; creation of educational materials;
working with courses conducted by them: their creation, modification, consulting according to them students;
working with groups of students: reviewing and evaluating students' works.

Thus, it is possible to determine the necessary complex of technologies that can to ensure the educational process using distance learning methods:

1. Materials for self-study (electronic versions of disciplines).
2. Independent work of students (practical classes).
3. Verification of acquired knowledge (testing).

7. Conclusions

Distance learning is one of the promising and effective forms of higher education, which ensures the spread of professional contacts, as well as more complete use of the scientific and methodological potential of higher education. Today it is impossible concentrate all information resources that have been accumulated in each educational institution humanity in the world scientific and educational space. Therefore, with the help of remote technologies, it is possible to combine and coordinate the actions of several universities. Thanks to the development of the informatization process, it has become possible to use distance learning methods in the educational process, which absorb the best features of traditional forms training and integrate well with them.

The use of a computer, compact information carriers of the Internet allows expanding the scope of educational services, intensifying the influence on those who are taught, diversifying the presentation of material, and systematizing the methodical support of the educational process. The process of computerization also allows to improve the informational and methodological base of the educational institution.

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Prospects for the development of distance education in Ukraine: Methodological aspect

Perspectivas para el desarrollo de la educación a distancia en Ucrania: Aspecto metodológico

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Abstract

The article develops the theoretical and methodological foundations of distance learning in the system of continuous education and its characteristic features (flexibility, modularity, parallelism, long-range action, asynchrony, mass character, economic efficiency, the changed role of the teacher, the new role and activity of the student, specialized control of the learning process, the use of modern teaching aids, sociality, internationality); the differences between distance learning and the traditional full-time form are established (in the distance learning system, the student is the customer of knowledge; the information and educational environment of distance learning is much wider, but less than traditional full-time education, regulates the behavior of participants in the pedagogical process and disciplines students to a greater extent); the specifics of the personal interaction of participants in the distance learning process and the management of distance learning processes (human studies, psychophysical, socio-psychological aspects predominate in it) are revealed; carrying out educational work in the conditions of remote betrothal puts forward

the axiological approach in the first place; resolved a set of issues related to the introduction of a distance learning system into real pedagogical practice (its social, worldview, value, methodological, legal, financial, economic, organizational, didactic, technological, psychological, applied and educational aspects); organizational forms of distance learning are defined (traditional (correspondence); with fragmentary use of information and communication technologies; electronic; combined).

Keywords: higher education, education system, distance learning, distance education.

Resumen

El artículo desarrolla los fundamentos teóricos y metodológicos de la educación a distancia en el sistema de educación continua y sus rasgos característicos (flexibilidad, modularidad, paralelismo, acción de largo alcance, asincronía, carácter de masa, eficiencia económica, el cambio de rol del docente, el nuevo papel y actividad del estudiante, control especializado del proceso de aprendizaje, uso de medios didácticos modernos, sociabilidad, internacionalidad); se establecen las diferencias entre la educación a distancia y la forma tradicional de tiempo completo (en el sistema de educación a distancia, el cliente del conocimiento es el estudiante; el entorno informativo y educativo de la educación a distancia es mucho más amplio, pero menor que la educación tradicional a tiempo completo, regula el comportamiento de los participantes en el proceso pedagógico y disciplina en mayor medida a los estudiantes); se revelan las especificidades de la interacción personal de los participantes en el proceso de aprendizaje a distancia y la gestión de los procesos de aprendizaje a distancia (en ella predominan los estudios humanos, los aspectos psicofísicos, sociopsicológicos); realizar una labor educativa en las condiciones de los esponsales a distancia plantea en primer lugar el enfoque axiológico; resolvió un conjunto de cuestiones relacionadas con la introducción de un sistema de educación a distancia en la práctica pedagógica real (sus aspectos sociales, ideológicos, valorativos, metodológicos, legales, financieros, económicos, organizativos, didácticos, tecnológicos, psicológicos, aplicados y educativos); se definen formas de organización de la educación a distancia (tradicional (correspondencia); con uso fragmentario de las tecnologías de la información y la comunicación; electrónica; combinada).

Palabras clave: educación superior, sistema educativo, aprendizaje a distancia, educación a distancia.

1. Introduction

The processes of globalization of all spheres of public life, the formation of the information (post-industrial) stage of development in developed countries make the implementation of the task of continuous education of the population a vital necessity. In its solution, models and technologies of distance education acquire a special role today.

The modern pedagogical process is aimed at establishing mutually enriching relations between its participants, ensuring the adaptation of students to modern socio-economic conditions, self-realization and disclosure of the creative potential of the individual. This, in turn, requires the development of educational technologies that involve the widespread use of modern means of communication for the development of the individual and his professional development. At present, the personality of the student is in the center of attention of all subjects of the pedagogical

process. The disclosure of its creative and intellectual capabilities at all levels of education is the basis of modern educational policy (Shehab & Khalifa, 2021).

The intensive development of information and communication technologies initiates the formation of tendencies for the intellectualization of all types of society's activities in all its spheres, and above all in the education system (Atieku-Boateng, 2021), (Shoufan, 2019). Realization of opportunities for educational purposes requires the development of special approaches to the application of knowledge and technologies for creating, processing, storing, transmitting information in modern socio-cultural conditions. Such developments are carried out both in our country and abroad.

Over the past thirty years, research has been carried out on the use of computer support programs in the field of traditional forms and methods of education (Hillier, 2018).

A promising trend in the development of continuous education, its accessibility, personal orientation is the optimal combination of traditional forms and methods of teaching and distance technologies (Palvia et al., 2018).

There are opportunities to expand the scope of educational services in the form of a student-centered distance learning system. The implementation of a distance learning system in real pedagogical practice will make it possible to solve a number of problems, which in general terms can be formulated as follows: a) ensuring the availability of a variety of information; b) receiving general and vocational education; c) advanced training, retraining or change in the field of professional activity during life; d) intensification of the education system; e) development of creative and intellectual abilities of a person (Gao, 2021).

The development of distance education ensures the creation of open, including international, educational structures for various purposes. Currently, there is an active development of modern science-intensive technologies based on cardinal socio-economic changes in society. The paradigm of education is changing - from "education for life" to "education throughout life". Within its framework, there is a search for new forms of organization of the learning process. One of the promising forms, according to scientists, is distance learning. Entering the system of distance education, it becomes its technological component. Today, this type of education is considered as a promising direction in the development of the national education system.

2. Literature review

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

For academic staff, the real challenge of online learning was the significant increase in the time required to provide a quality learning process. In particular, the time for preparing lecture classes, checking homework, and maintaining electronic and hardcopy records of attendance and success of education applicants has doubled (Ali, Khalil & El-Sharkawy, 2020). The major reasons for the suspension of the educational process during warfare are considered to be the lack of a clear plan of action for the use of online learning for all participants in the educational process and the lack of adequate facilities of institutions of higher education that could ensure the proper quality of

online education (O'Doherty, Dromey, Lougheed, Hannigan, Last & McGrath, 2018), (Nikadambaeva, 2020), (Morin, 2020). Considering the challenges of online learning organization, scientists pay attention to the issues of qualified support of the student by the educator or other authorized persons during online learning. Such qualified support should begin at the stage of searching for proposals of distance learning programs and accompany the student during the entire learning process (Langedard, Kiani, Nielsen & Svensson, 2021). However, a review of the literature on the development of online education in times of war has shown that the issue of developing special strategies for working with higher education applicants during military conflicts remains unresolved. This is due to the lack of specialized software and information developments for working with students that take into account the specifics of receiving education specifically during military conflict (during its exacerbation especially) in the territory where the educational institution or students studying at such institutions are located.

3. Aims

The Aim of the article is to substantiate and develop the theoretical methodological foundations of distance learning in the system of continuous education.

The object of the study is distance learning at various levels of continuous education.

The subject of the study is modeling the process of distance learning in the system of continuous education.

The general hypothesis of the study: modeling the process of distance learning in the system of continuous education allows us to solve a major scientific and practical problem of the development of distance learning, as one of the promising areas for improving the national education system.

4. Materials and methods

Research methods. At different stages of the study, a set of complementary methods was used:

- a) theoretical (analysis and synthesis of scientific literature on the topic of research; generalization, extrapolation, modeling, design of systems and processes, study of directive, regulatory and program and methodological documents in the field of education);
- b) empirical (study, analysis of the current experience of the functioning of the system of continuous education and distance learning, prolonged observations; questionnaires, heuristic conversations, content analysis, rating, Internet search, pedagogical experiment, retrospective analysis of personal pedagogical experience in modeling learning systems and implementing distance learning);
- c) statistical (quantitative and qualitative processing of experimental data, graphical representation of the results).

5. Results

Distance learning is a modern form of organizing the educational process, which is based on the principle of self-study and is expressed in a purposeful process of interactive interaction between teachers and students (teachers and students, teachers and students) using information and

telecommunication technologies that provide students with the necessary amount of material to be studied. In the course of distance learning, trainees (pupils, students, specialists) receive education and confirmation of a certain educational qualification.

Analysis and generalization of literary sources, practical experience made it possible to single out the stages of development of distance learning: ascertaining (the initial stage of development, at which the goals, objectives, functions and principles of the distance learning system are developed), phenomenological (the essence of continuous, in this case, distance education is studied, highlighting its practical significance), the methodological stage at which the development of the scientific and theoretical foundations of lifelong distance education and the identification of organizational aspects of the implementation of various models of distance education in the practical activities of lifelong education institutions.

Based on the analysis of philosophical, psychological, pedagogical and special literature on the research problem, the following general features of continuous distance learning are identified in three interrelated aspects: personal, functional and organizational. It has been established that continuous distance learning is implemented in practice through the following principles: systematic and scientific teaching; consistency and continuity of types, forms and technologies of education; predicting learning outcomes; specialization of education, taking into account the demands of the market and the possibilities of the individual; individualization of learning through the study of the real educational opportunities of students (Ratheeswari, 2018).

The process of interaction between the economy and education lies in the fact that the improvement of production technologies requires an increase in the level of professionalism, and as a result of this process, there is an increase in the requirements for the preparation of students of a general education school and students of higher educational institutions.

Self-education is a purposeful cognitive activity that is controlled by the individual himself without external influence and incentives in order to acquire systematic knowledge in any field. It is based on a person's direct interest in the learning process, combined with the independence of studying educational material, and acts as one of the means of self-education. Self-education is an integral and one of the most important components of continuous distance learning, acting both as a way to gain knowledge and as a link between basic education and periodic training of specialists (Alqahtani & Rajkhan, 2020).

The main forms of self-education in the context of distance learning are the study of specially selected information blocks on certain topics.

We have singled out the following components in the adult lifelong education system: general education, realizing the possibility of obtaining and expanding secondary education; professional, allowing you to get a profession; additional, which offers educational programs for more productive occupations of citizens by interests (training for universities, learning foreign languages, etc.).

The development of a system of continuous distance learning is significant due to the fact that it stimulates the reorganization of the pedagogical process using active teaching methods; contributes to the creation of such conditions under which a person independently strives to improve the level of his education and general culture throughout his life; leads to the knowledge of the individual himself, his interests and abilities; leads to the development of independent work

skills and individualization of the learning process; activates the creation of "through" professional programs, opening up the possibility of moving in them both vertically and horizontally; forms an attitude to knowledge as a value, develops a sense of responsibility for the education received and the need for further development.

Distance learning is now firmly established in the world pedagogical practice. It originated from "television education" in the West, correspondence education and correspondence education and became widespread in the 70s. In Ukraine, distance learning has been enriched with modern achievements in the field of pedagogy, psychology, ergonomics, computer science and information technology and telecommunications. Distance learning acts as one of the social mechanisms that contribute to the adaptation of members of society to new conditions of life.

The purpose of distance learning is determined by the modern economic socio-cultural conditions of society and is aimed at preparing a comprehensively developed personality, a professional with high mobility. The distance learning system is the most important mechanism for the reproduction of highly developed productive forces capable of ensuring the country's dynamic development.

Practice shows that distance learning provides opportunities for: training at the place of residence, in the process of production activities; ensuring wide access to world resources; obtaining an education that contributes to the solution of various life tasks at any level of basic education; organization of the self-learning process in the most effective way to use all the necessary means; interruption and continuation of education, depending on individual capabilities, needs and emerging personal circumstances; significant expansion of access to all types of educational resources without age restrictions for trainees; reducing the cost of education in comparison with its traditional forms; formation of educational programs and courses for a wide range of consumers; improving the quality of education and its practical orientation; meeting the needs of society in well-trained specialists in the fields of activity that are in demand today; increasing the mobility of the population, its entrepreneurial and social activity, the level of development; preservation and development of a single information and educational space in Ukraine.

The implementation of distance learning is carried out on the basis of specific didactic support. By it we mean an educational and methodological complex created for a specific academic discipline or a cycle of disciplines based on the systemic principles of distance learning. This complex includes a set of interconnected in terms of goals and objectives of education and upbringing of various types of "pedagogically useful" meaningful educational information on various media. Didactic software is used to organize, control and correct the educational process in distance learning and serves as one of the means of formation and self-development of the student's personality.

According to the researchers, the success of distance learning in the system of lifelong education largely depends on the didactic quality of the content educational information used; professional skills of teachers; effective management of the pedagogical process; quality of software and hardware support; willingness of students to work with modern technologies. When organizing distance learning, the specifics of communicative, motivated and purposeful emotional and intellectual interaction between the teacher and students, as well as regional features of the functioning of educational institutions, are taken into account.

The study shows that at present the problem of building a unified DL system is being solved at

four levels: a) global (international subsystems and their support); b) national (federal) subsystem of distance learning; c) regional and sectoral subsystems and their provision; d) local (university) subsystems and their support.

The study of domestic and foreign practice in the implementation of distance learning made it possible to identify such characteristic features as flexibility, modularity, parallelism, long-range action, asynchrony, mass character, economic efficiency, the new role of the teacher, the new role and activity of the student, specialized control of the learning process, the use of modern teaching aids, sociality, internationality. These characteristic features of DL determine its advantage over other forms of education. At the same time, distance learning places higher demands on its participants, didactic support of the pedagogical process and its management.

The introduction of a distance education system into real pedagogical practice requires solving a set of problems related to social, ideological, value, methodological, legal, financial, economic, organizational, didactic, technological, psychological, applied and educational aspects.

Distance learning is a component of distance education. When it is included in the system of continuous education, the following principles are taken into account: modular design of the learning process; self-learning orientation; balanced use of the reserves of traditional education; optimality of the distance learning system. This makes it possible to obtain a high result in the main components of the education system, which is achieved by the gradual inclusion of elements of distance learning into the system of continuous education.

The specificity of distance learning lies in the indirect interaction of its participants, which is carried out on the initiative of the student, proceeds in the form of purposeful independent work on individual educational programs, the possibility of designing which is embedded in the learning model and is aimed at obtaining the desired result. In distance learning, the “customer” of knowledge is mainly the student.

To effectively manage the development of distance learning in the system of continuous education, the following main patterns have been identified:

- the components of distance learning in the structure of continuous education have different meanings in different periods of a person's life, are subordinate to each other and, as a whole, constitute a system;
- distance learning in the system of lifelong education is multifaceted and linked to other social institutions (culture, family, healthcare, etc.);
- the development of distance learning in the system of continuous education is determined by the level of social development of society;
- distance learning in the system of continuous education strives for integrity through the introduction of state educational standards;
- the stages of distance learning in the system of continuous education are structured as interconnected and complementary;
- educational programs of each educational institution should be correlated with programs of other levels and stages of distance learning;
- distance learning in the system of continuous education ensures the unity of the management process in the space-time continuum;
- the dependence of the effectiveness of the functioning of distance learning in the system of

continuous education on the level of structural and functional relationships between the subject and object of the pedagogical process.

It was revealed that the successful implementation of effective distance learning at various levels of education is possible under the condition of a comprehensive consideration of methodological, organizational, psychological, content and regional aspects. In the course of the study, it was found that it is advisable to build a distance learning management model based on the following provisions:

1. At the center of the learning process is purposeful and active independent educational and cognitive activity, managed through the DL program and the conscious choice of the student.
2. A flexible system of distance learning will allow the student to independently acquire knowledge throughout his life in the future.
3. Distance learning should be active and purposeful, providing for the acquisition of knowledge by a person to solve the practical problems of his work and the implementation of career plans.
4. Distance learning should not exclude the possibility of direct personal communication of its participants (teacher and student, teacher-student) and cooperation in the process of cognitive and creative activity.
5. The system for monitoring the assimilation of knowledge should be of an operational nature, based on the processing of data for monitoring progress, information about participation in research work, etc.
6. Purposeful use of time and health-saving learning technologies in the process of distance learning.
7. Conducting educational work in the process of distance learning in forms consistent with its characteristics and conditions.

The didactic system of continuing professional education has a structure, content, methods, forms, means and methods of control that provide students with the achievement of a certain level of professional preparedness.

For the optimal design of a system of continuous distance education, it seems appropriate to first evaluate possible options for the future (forecasting). It should be aimed at finding effective ways to increase the level of design, to regulate the development process of one or another didactic subsystem for optimizing this process.

Pedagogical forecasting is one of the most important elements of preparation, or rather the first step in designing a distance learning system, as well as the scientific substantiation of these plans, programs and decisions, an assessment of the progress and sequence of their implementation.

Pedagogical forecasting plays a supporting role in relation to design and programming. It is designed to provide the necessary scientific information to the authorities throughout the entire design process, that is, this is not a one-stage event, but a continuous process.

Pedagogical forecasting and design are the two initial phases of the management process, along with the phases of monitoring the implementation of the project, its operational adjustment and detailing, that is, operational management.

The conceptual problems include, in particular, such problems as the analysis and selection of the goals of distance learning, the analysis of the possible consequences of its system, the identification of a set of indicators characterizing the initial projects and the objects participating in them, the analysis of these indicators, the selection of the most significant and assigning them to the category of optimality criteria.

According to the author, the design process may include the following stages: preliminary formulation of the pedagogical problem; determination of research objectives and selection of appropriate optimality criteria; identification and formulation of design conditions; compilation of the most complete list of alternatives and their preliminary analysis in order to discard those that are clearly ineffective; collection of the necessary information and forecasting changes in system parameters in the future; precise formulation of the problem statement; forecasting the likely consequences of the implementation of the distance learning system; development of a remote control model that allows evaluating the effectiveness of each alternative; analysis and selection of a design method and development of an algorithm for creating a system; evaluation of alternatives and determination of the most effective ones; acceptance of the project by management; project implementation and evaluation of results; forecasting the development of distance learning based on the ongoing project.

The process of creating an organizational system of distance learning includes: preparatory, main and final stages, at which various activities are carried out to ensure the effective functioning of the distance learning system. They include organizational, technical, personnel, program-didactic, methodological, prognostic, regulatory, technological, corrective and financial aspects. In the course of the study, we considered the provisions that determine these stages:

1. At the preparatory (organizational) - regulatory, financial, personnel, technical, program-didactic, methodological.
2. On the main - programmatic and didactic, methodical (representing the development, clarification and addition of those carried out in the framework of the first stage) implementation of the model, technological, corrective.
3. At the final stage - prognostic (assessment and forecasting of the further development of the distance learning system).

A specific feature of distance learning is the self-management of the learning process. The basic principles of self-guided learning are:

- the process of distance learning as a system is built on the basis of a unified theory of teaching-learning;
- the main figure of the learning process is the student's personality, which acts as a subject capable of self-government;
- the systemic content of the learning process depends on the accepted concept of distance education and its structure.

On the basis of these principles, we have constructed a model of distance learning in the system of continuous education, the main function of which is to provide effective reflective management of students' distance learning. The components of the system within the framework of achieving this goal perform specific functions inherent in them. Possessing a certain organizational integrity and operational independence, they are subsystems of the entire distance learning management system and develop in accordance with the laws of development of social systems.

The theoretical foundations of distance learning as a component of the system under consideration are represented by the initial provisions of the theories and methods outlined in the first and second paragraphs of the first chapter. At the same time, we note that there is no unified theory of distance learning and a coherent system for managing it in the system of educational institutions, practical activities for managing distance learning are unsystematic, which, on the one hand, reduces its effectiveness, and on the other hand, creates the prerequisites for real improvement. student self-government. In DL, all components of the program of the learning process are filled with new content that reflects its specifics. This allows you to quickly update the content and technology. To achieve the manufacturability of program development, a pedagogical scenario is created, which is one of the ways to fix experience. With the help of the scenario, typical procedures (sequence of actions) in the problem area are set in a generalized and structured form. The pedagogical scenario contains indications of the necessary and sufficient conditions for the beginning and completion of the necessary procedures. For example, for teacher training, a working pedagogical scenario is created that represents a teaching model in accordance with the selected teaching technology and the use of computer and other technology in distance learning. The pedagogical scenario is developed for programmers who create the appropriate computer support included in the structure of didactic support.

Practice shows that the effectiveness of the implementation of the DL system depends on the fulfillment of a set of organizational and pedagogical conditions. By them, we mean a set of interrelated circumstances, measures aimed at creating a favorable environment that provides targeted management of the distance learning process and the rules established in the distance education system in order to ensure the high quality of distance learning. The system of organizational conditions is aimed at ensuring planning, organization, communication, regulation, control and correction of the distance learning process.

The conducted experimental work showed that the most important pedagogical conditions for the implementation of a distance learning system in real educational practice include: theoretical foundations; organizational forms of distance learning; readiness of students for distance learning; pedagogical control of independent work in the distance learning mode; training teachers to work in the distance learning system.

The study revealed that the most important organizational conditions for the implementation of a distance learning system in real educational practice include:

- scientific development of theoretical foundations and technology of distance learning;
- designing a model for organizing distance learning;
- organizing the approbation of this model and testing it in mass pedagogical practice;
- purposeful use of information and telecommunication technologies in the process of distance learning;
- creation and use of a telecommunications complex in the distance learning system;
- organizing the design and development of didactic support for the distance learning process.

The implementation of a distance learning system is closely related to the problem of developing special didactic tools and choosing forms for this type of education. The pedagogical process in the distance learning mode can be carried out in full-time, part-time (evening), part-time forms of education, in the form of an external study or a combination of these forms.

Didactic means of distance learning, by their properties, actively influence all components of the learning system (goals, content of education, organizational forms, etc.) and allow setting and solving more complex and urgent tasks.

The introduction of these tools into practice will allow students to form the skills of competent work with various types of information using information and communication technologies; involve each student in an active cognitive process; to provide free access to the necessary information not only in the information centers of the educational institution, but also in the centers of other countries; communicate with peers from other educational institutions of the country and even other countries of the world; work in collaboration in solving a variety of problems, while demonstrating certain communication skills; to form the ethics of work in telecommunication networks, etc.

6. Discussion

Scientific novelty of the research:

- clarified the conceptual apparatus (distance education, distance learning, distance learning technology, distance education tools);
- it has been proved that distance learning, due to a number of objective conditions, is becoming the most promising type of education, its distinctive features make it possible to better solve the problems of continuous education;
- the specificity of the design and implementation of didactic support for distance learning was revealed;
- a system of principles has been developed that allows introducing distance learning into lifelong education on a scientific and theoretical basis;
- applied a variety of methods, tools and techniques for designing a functional model of distance learning, taking into account one or another level of the lifelong education system;
- a set of organizational, legal, pedagogical, socio-psychological, technical, technological and other conditions have been established and taken into account, allowing to successfully implement the possibilities of distance learning in the system of continuous education;
- a model of pedagogical interaction of distance learning participants (teacher, learning model, student, means of communication) has been created.

Theoretical significance of the study:

- substantiated the theory of self-guided learning as the basis of distance learning;
- the theoretical and methodological foundations of distance learning in the system of continuous education and its characteristic features (flexibility, modularity, parallelism, long-range action, asynchrony, mass character, economic efficiency, the changed role of the teacher, the new role and activity of the student, specialized control of the learning process, the use of modern means) learning, sociality, internationality);
- the differences between distance learning and the traditional full-time form have been established (in the distance learning system, the student is the customer of knowledge; the information and educational environment of distance learning is much wider, but less than traditional full-time education, regulates the behavior of participants in the pedagogical process and disciplines students to a greater extent);
- the specifics of the personal interaction of participants in the distance learning process and

- the management of distance learning processes were revealed (human studies, psychophysical, socio-psychological aspects predominate in it); carrying out educational work in the conditions of remote bethrothal puts forward the axiological approach in the first place;
- a set of issues related to the introduction of a distance learning system into real pedagogical practice (its social, worldview, value, methodological, legal, financial, economic, organizational, didactic, technological, psychological, applied and educational aspects) has been resolved;
 - organizational forms of distance learning are defined (traditional (correspondence); with fragmentary use of information and communication technologies; electronic; combined).

The practical significance of the study lies in the development of scientific and methodological recommendations for modeling the DL process and the use of a functional model of self-directed learning in institutions of the continuous education system. In addition, the materials and conclusions published on the results of the study can be used by employees of educational institutions in the preparation of curricula, high school students and students in the development of their social and professional orientation, in the system of advanced training and retraining of specialists using any level of computer literacy.

7. Conclusions

1. The development of the theory of a self-organizing system of distance learning is the development of one of the areas of personality-oriented pedagogical systems. It allows you to effectively implement distance learning technologies, education and self-development, taking into account the peculiarities of the functioning of the regional system of continuous education. When implementing a distance learning system at various educational levels, interrelated and interdependent pedagogical, psychological, organizational, technological, personnel and regulatory methods are considered and a self-organizing model of distance learning is proposed.
2. Theories, technologies, telecommunication networks and software and information support for various purposes are widely used in the distance learning system. Based on the use of these tools in a distance learning environment, self-guided learning is provided. Information and telecommunication technologies make changes not only in the ways of disseminating the acquired knowledge, they suggest a new way of organizing the structural and functional components of the lifelong education system.
3. The optimal implementation of distance learning in the system of continuous education can be ensured by the integrated use of traditional and innovative means.
4. To ensure the effectiveness of the development and use of modern informatization tools in distance learning, it is necessary to organize qualified training and retraining of teachers. This training should have meaningful motivations and be carried out in an integrated manner with extensive practice in all types of information and telecommunication technologies used. At the same time, training should be focused on a different level of information culture of teachers.
5. Studies have shown that at the stage of application by users of software and information support of distance learning systems with computer support in various conditions, they need to be modernized and developed, which predetermines the importance of the theoretical development of the logic and patterns of their development; the need to study the previous stages of the life cycle of these systems. This requires taking into account organizational and pedagogical conditions both in the design, creation, and implementation of such systems. When developing and applying didactic support in the system of continuous distance learning,

the components of the information infrastructure of the learning environment and the components of the real infrastructure of software for various purposes should be considered in conjunction.

6. Practical experience has shown that further improvement of distance learning for its use in the system of continuous education should be considered in the following interrelated areas:
 - a) theoretical and methodological;
 - b) regulatory and legal;
 - c) methodical, involving research, development and implementation of forms, methods and means of distance learning;
 - d) technological, based on the scientific application of technologies in distance learning;
 - e) organizational and practical.

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Methodical training of teachers working with schoolchildren with intellectual development disabilities

Formación metódica de profesores que trabajan con escolares con discapacidad intelectual

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Abstract

Working with children with special educational needs requires a high level of the teacher's competence and high-quality organizational work to constantly improve the educational process's effectiveness. The purpose of the academic paper is to determine the main features of the pedagogical workers' readiness to work with schoolchildren with intellectual disabilities, to study the success factors of this process and to highlight the effectiveness degree of its components. Several general and special methods of studying analytical information were used during the research. As a result the success features and individual characteristics of the pedagogical staff's readiness to work with schoolchildren with intellectual development disorders were determined.

Keywords: the pedagogical worker's readiness, inclusion, the teacher's competence, the teacher's scientific and methodical activity, work in inclusive conditions.

Resumen

Trabajar con niños con necesidades educativas especiales requiere un alto nivel de competencia del docente y un trabajo organizativo de alta calidad para mejorar constantemente la eficacia del proceso educativo. El artículo académico tiene como objetivo determinar las principales características de la preparación de los trabajadores pedagógicos para trabajar con escolares con discapacidad intelectual, estudiar los factores de éxito de este proceso y resaltar el grado de efectividad de sus componentes. Durante la investigación se utilizaron varios métodos generales y especiales de estudio de la información analítica. Como resultado se determinaron los rasgos de éxito y las características individuales de la preparación del personal pedagógico para trabajar con escolares con trastornos del desarrollo intelectual.

Palabras clave: preparación del trabajador pedagógico, inclusión, competencia docente, actividad científica y metódica del docente, trabajo en condiciones inclusivas.

1. Introduction

Currently, methodical services of various levels are involved in supporting pedagogical workers conducting pedagogical activities with children with intellectual disabilities. It is important to remember that inclusion is contextual. Consequently, there are no universal recommendations for involving teachers in specific forms of work. Teachers, understanding and demonstrating effective teaching and learning methods in an atmosphere of cooperation and support from the education authority, and the local community, achieve the greatest success in implementing inclusive education, creatively solving problems based on proven pedagogical techniques, methods and forms.

The theoretical part of the present research characterizes the concept, components, success factors and individual stages of methodical preparation for working with pedagogical workers dealing with schoolchildren with intellectual disabilities.

The practical part of the research reveals the most important factors causing the necessity to intensify the methodological support of pedagogical workers working with schoolchildren with intellectual disabilities. It determines the most effective areas of methodical work on training such pedagogical workers, the principal directions of methodical support for teachers working with

schoolchildren with intellectual disabilities, which require priority optimization. It also determines thematic directions of trainings for pedagogical workers' methodical support in inclusive classes, which are the most effective and in demand in practical activities.

Based on the research results, conclusions were made regarding the issues under consideration. It has been established that the main tendencies in society indicating the need to intensify the methodological support of pedagogical workers working with schoolchildren with intellectual disabilities are the orientation of the organizational and methodological fundamentals of the educational process in secondary schools towards children with typical development and neglecting the specifics of the pedagogical and cognitive activities of children with special educational needs.

The survey participants identified the most effective directions of methodical work on training teaching staff to work with schoolchildren with intellectual disabilities. These are improving the activities of methodological structural units in educational districts and activating partnerships and cooperation with higher educational institutions.

The survey has also shown that the following types of pedagogical workers' methodical support require priority attention: optimization of the methodological framework and organizational and pedagogical conditions of teachers' professional activities in inclusive classes and identification of professional growth factors to provide quality educational services to children with special needs. At the same time, the most popular thematic directions of training in the teaching staff's practical activities are the competency-based approach to improving the teachers' qualifications for implementing an inclusive model of teaching children with special educational needs, training the teaching staff's readiness to work with children with special educational needs, and requirements for cultivating pedagogical and cognitive competence of children with special educational needs.

2. Literature Review

Methodical assistance in meeting the professional and social needs of teaching staff working with schoolchildren with intellectual disabilities should be conducted considering the innovative development of the educational sphere (Mykyteichuk et al., 2022).

The improvement of such employees' qualifications is fulfilled based on implementing a complex of interrelated organizational-pedagogical, scientific-methodical, and research-experimental activities. With this approach, the teacher is always at the center of the educational process. He systematically raises his professional level (Steblyuk et al., 2021; Goodall et al., 2022).

The pedagogical workers' qualitative methodological competence is a guide to applying the latest approaches in providing quality services in the context of inclusive education development. This makes it possible to ensure education continuity, as well as effectively use available state funds to ensure educational process, assessment and further development of education quality (Raptis & Spanaki, 2017).

The development level of information and communication technologies, in particular, the creation of technical, organizational and methodical opportunities for their use, contributes to improving the teacher's professional skills in the inclusive education sphere (Chupakhina, 2019).

Several directions of using Internet technologies are implemented in the scientific and methodological activities of the state education system for this purpose. These are the exchange of work experience through webinars, workshops, forums, e-mail, etc., information support for the teacher's activity working in an inclusive classroom, expansion of specialists' professional work experience, etc. All these directions contribute to the pedagogical workers' professional development and provide personally oriented informational support according to the needs and chosen direction of each teacher's pedagogical activity in inclusion conditions (Brinton & Fujiki, 2017),

The feature of pedagogical workers' scientific and methodical support is that the relations between the participants occur under the condition of partnership of the state, teachers, and representatives of state and public institutions (Syeda et al., 2021).

The qualitative organization of such methodological work should consider the participants' professional multidisciplinary in the methodological process, the balanced use of different approaches to the problems of developing inclusive education and unequal opportunities of considering their optimal solution.

The formation of an informational, educational environment requires establishing a system of methodical support of the educational process aimed at implementing its basic functions: ensuring education, socialization, intra-district control over implementing education standards. The active use of ICT and distance learning technologies will primarily contribute to the provision of special and additional education for children and adults with disabilities of physical or mental development (Conti-Ramsden et al., 2019).

The implementation of the tasks facing the educational system in the conditions of inclusive education is inextricably linked with the need to update the scientific and methodological support of the psychological service, teachers and educators. In this regard, several necessary measures are being carried out to optimize the system of teaching staff's methodological support in inclusive classes, namely:

- the work of methodical associations of practical psychologists and social pedagogues is organized concerning the problems of psychological-social-pedagogical support of inclusive education involving special education specialists, defectologists, speech therapists, and scientists;
- methodological control over the psychological service specialists' activities participating in the organization of inclusive education;
- organizational support for improving the qualifications of teaching staff on inclusive education issues with the participation of practical psychologists and social pedagogues;
- organizing and implementing educational work by the psychological service's employees in educational institutions towards improving the psychological culture of teachers, parents and students in order to prevent stigmatization and discrimination of children with special educational needs (Bondarenko, 2018).

The purpose of the research is to establish the viewpoint of methodologists and workers in the pedagogical sphere who have experience working with schoolchildren with intellectual disabilities regarding the principal aspects of individual components of the teaching staff's readiness to work with education seekers with intellectual disabilities.

3. Methodology

Practical studying modern tendencies of the teaching staff's readiness to work with schoolchildren with intellectual disabilities was conducted by surveying 711 methodologists and pedagogical workers teaching in 21 educational institutions: general secondary, general special and higher educational institutions in Kyiv (Ukraine). The research was conducted using the Survio service.

4. Data Analysis and Results

According to the survey participants' standpoint, currently, in the conditions of increasing the world's attention to people's needs with developmental disabilities, education requires particular attention on the part of society. At the same time, the first and foremost important activity direction of scientists and leaders of the educational system is to improve the quality of pedagogical workers' methodical support working with education seekers suffering from intellectual development disorders.

According to the survey participants' viewpoint, the main trends in society indicating the need to intensify the pedagogical workers' methodical support working with schoolchildren with impaired intellectual development are as follows (Figure 1).

The survey has shown that such factors primarily include the orientation of the organizational and methodological fundamentals of the educational process in secondary schools on children with typical development and neglecting the specifics of the pedagogical and cognitive activities of children with special educational needs.

In the process of the questionnaire, the respondents identified the following most effective directions of methodical work on training the teaching staff to work with schoolchildren with intellectual disabilities (Figure 2):

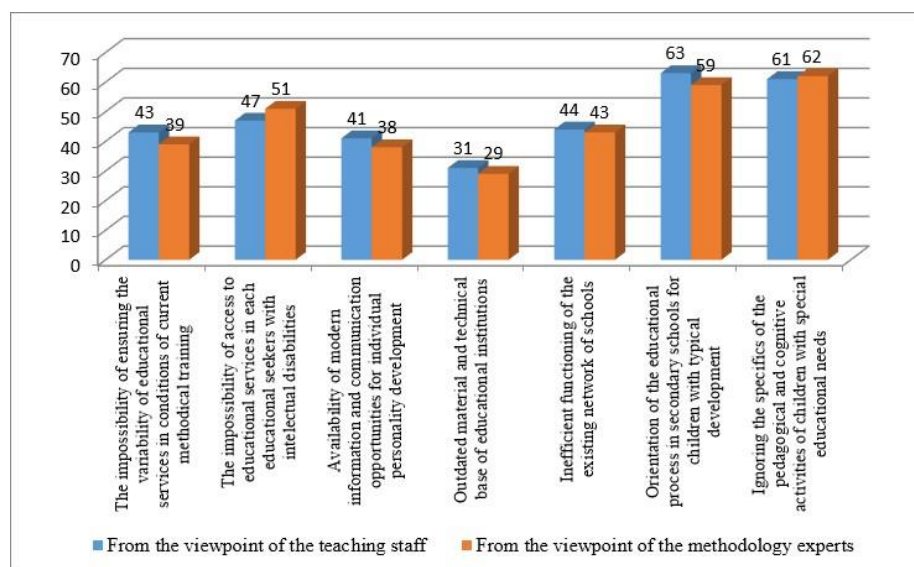


Figure 1. Prerequisites for activating the teaching staff's methodical support working with schoolchildren with intellectual development disorders, %

Source: compiled by the authors

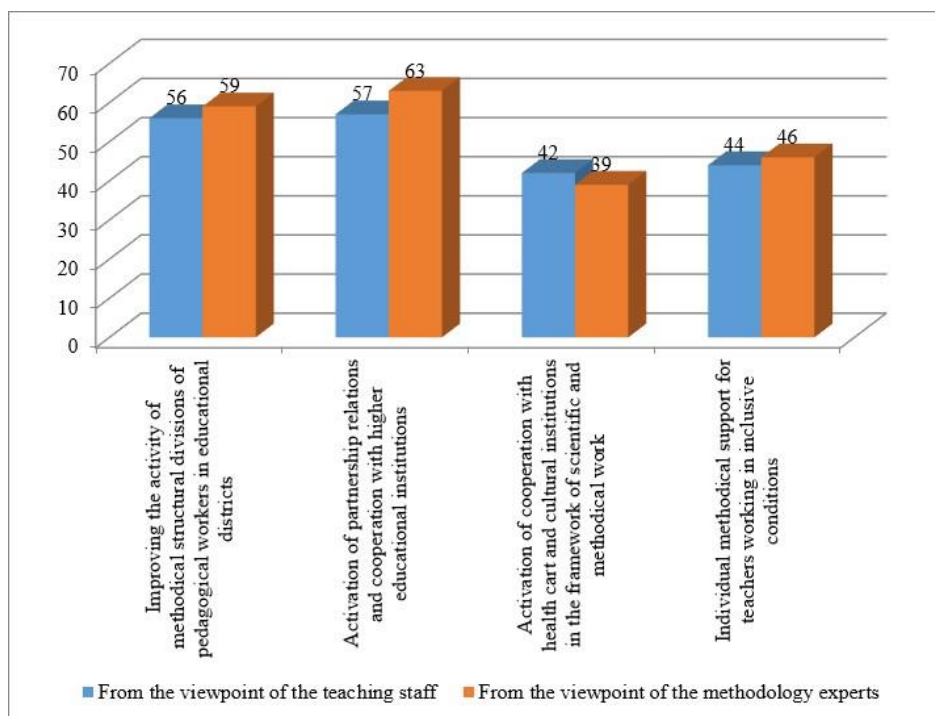


Figure 2. The most effective directions of methodical work on training the teaching staff to work with schoolchildren with intellectual disabilities, %

Source: compiled by the authors

As can be seen from Figure 2, the respondents consider that the most effective areas of methodical activity in this sphere are improving the activity of methodical structural divisions of pedagogical workers in educational districts and activating partnership relations and cooperation with higher educational institutions.

During the survey of methodologists and pedagogical workers, the types of activities carried out in an insufficient amount or of insufficient quality for methodical support of this category of teachers were clarified. They require primary attention in terms of optimizing the development procedure, applying new approaches to fulfilling or systematically reviewing the execution of this type of work (Figure 3).

As can be seen from Figure 3, such directions are optimizing scientific and methodological support and organizational and pedagogical conditions for teachers' professional activity in inclusive classes and identifying professional growth factors for the provision of quality educational services to children with special needs. Determining the most important directions of work on optimizing methodological support can be used in choosing the forms and content areas of teachers' training during advanced training and during the inter-certification period.

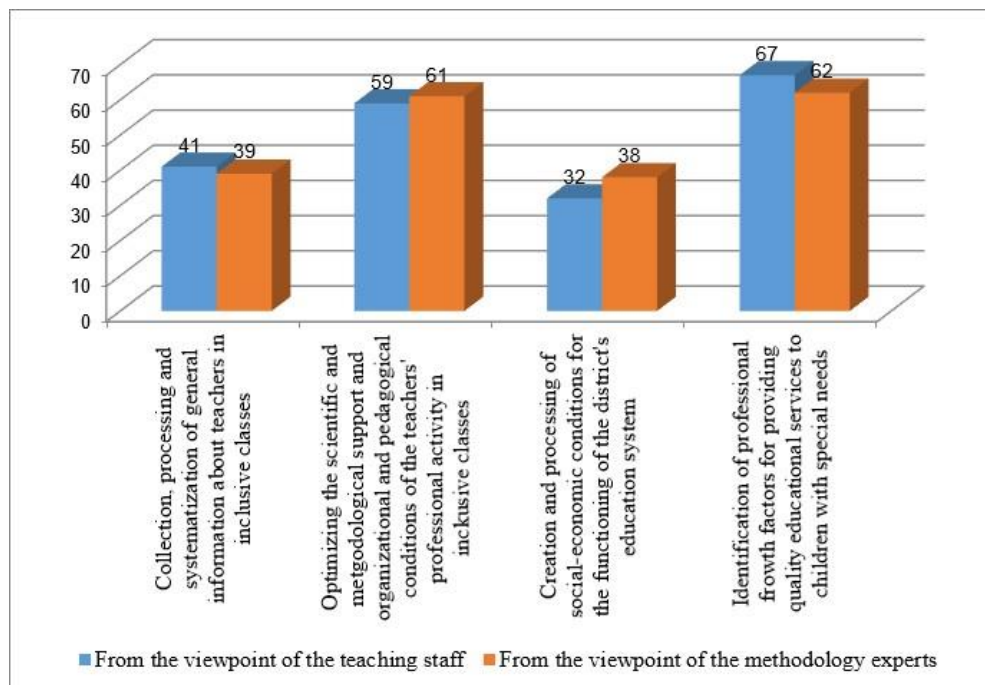


Figure 3. The main directions of teaching staff's methodical support working with students with intellectual disabilities that require priority optimization, %
 Source: compiled by the authors

During the research, respondents were asked to identify the thematic directions of methodological support trainings. They are most in demand in the pedagogical workers' practical activities with schoolchildren with impaired intellectual development. These directions are as follows (Figure 4):

As can be seen from Figure 4, such thematic directions are primarily a competency-based approach to improving the teachers' qualifications for implementing an inclusive model of teaching children with special educational needs, cultivating the pedagogical staff's readiness to work with children with special educational needs and requirements for developing pedagogical and cognitive competence of children with special educational needs.

Trainings in inclusive classes are evaluated equally by both teaching staff and methodologists. The average difference is 2-3%. However, methodologists do not perceive and do not understand approaches to the development of pedagogical and cognitive competence of children with special educational needs. Both teachers and methodologists pay the greatest attention to the requirements of the teaching staff who will work with children with special needs. This can be explained by the fact that the entire system of inclusive education with children with special educational needs depends on this factor. Therefore, this factor was noted at the level of 51%. Accordingly, the preparation of teachers for teaching children with special needs is the next important factor, which is directly related to the previous factor. It is also worth noting the role and attention of the child in the learning process. Attention is also paid to scientific and methodological support.

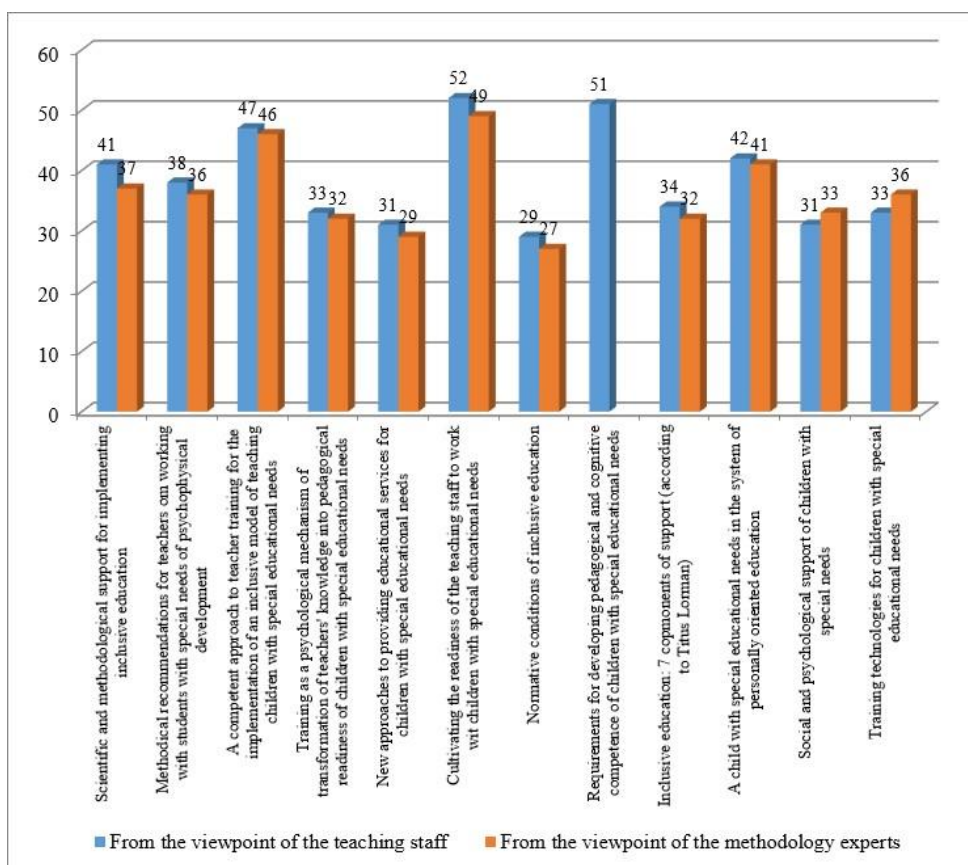


Figure 4. Thematic directions of trainings on the teaching staff's methodical support in inclusive classes, which are the most effective and in demand in practical activities, %

Source: compiled by the authors

Thus, we determined that the main role in the provision of educational services for children with special needs belongs to the pedagogical team and each teacher, in particular, with the appropriate scientific and methodological support.

5. Discussion

In general, the work of methodical and pedagogical support of inclusive education can be outlined as:

- methodological support toward protecting and providing the rights and freedoms of a child with special educational needs in the conditions of an educational institution and during the child's staying in the family;
- regulatory and methodological assistance in providing recommendations to the teacher on creating a positive microclimate in the children's collective;
- disseminating information about the inclusive education's principles among teachers, parents and children with the aim of forming a friendly and non-judgmental attitude towards a child with special educational needs;
- providing information to a child with special educational needs and his parents about the infrastructure of out-of-school educational institutions in the district, promoting the child's

participation in groups, sections taking into account his capabilities (Accardo et al., 2019; Anctil et al., 2008; Bettencourt et. al., 2018).

The content of psychological and pedagogical support for children with special educational needs in the conditions of the educational district allows increasing the child's adaptation capabilities, developing communication skills, emotional sphere, reducing the level of anxiety, overcoming fears, minimizing aggressive behavior, increasing the children's self-esteem (Cage & Howes, 2020).

The computerized innovative educational space promotes developing methodical services aimed at enriching and updating the methodical work's forms in educational districts, creating a variable, multifunctional scientific and methodical environment. This ensures the advancing the teachers' professional experience in the inclusive education sphere, the formation of a new social philosophy, and a positive attitude towards children with psychophysical development disorders (Collins et. al., 2019).

Psychological diagnostic tools and correctional programs developed and used by pedagogues working with schoolchildren with intellectual disabilities, as a rule, always require adjustment (changes in the method of presenting the material without changing the content or conceptual complexity of the task), or less often, correction on the features of the child's individual development (Forber-Pratt, Lyew, Mueller & Samples, 2017).

In this regard, a database of diagnostic methods for working with children with special needs is formed in the district framework. Methodological recommendations are developed for practical psychologists, social pedagogues, teachers and educators to work in an inclusive environment (Grimes et al., 2020).

A significant direction of consultative and methodical assistance is educational and campaigning work to improve psychological culture in educational institutions and families, individual work with children and school youth (Hong et al., 2018).

The solution of the following social problems occupies an important place in the work of specialists on methodical support of the educational process in institutions of general secondary education, namely:

- social-psychological support of families, pedagogical work with parents;
- creation of conditions for the social and psychological comfort and safety of children;
- establishment of a normative and methodological basis for the development of children with psychophysical disabilities, as well as children of the “risk group” and children of socially weak categories (Li et al., 2021; Shamshiri-Petersen & Krogh, 2020).

In order to provide high-quality educational services, a close cooperation of a defectologist consultant, a teacher's assistant, a practical psychologist, a medical worker, a social pedagogue, etc. should be established (Moriña & Orozco, 2022).

6. Conclusions

Therefore, the survey results show that the analysis of regulatory documentation and scientific developments on the research topic, comprehensive methodical work with pedagogical personnel

working with schoolchildren with intellectual disabilities is aimed at increasing the level of the teacher's professionalism and improving the overall effectiveness of the educational process. At

the same time, it is extremely significant to identify problematic points, develop the organizational and pedagogical conditions for teachers' professional activity in inclusive classes, and to identify individual factors of professional growth in order to provide quality educational services to children with special needs.

In general, the survey noted that high school remains the priority system of education. At the same time, teachers should not be emotional about children's characteristics, but should perceive them as full-fledged children who can and are obliged to follow the secondary school curriculum. At the same time, the material and technical base has the least impact on inclusive education for children with special needs.

The effectiveness of inclusive education for children with special educational needs directly depends on the cooperation of teachers with institutions of higher education. After all, this forms the motive and perspective of further independent improvement of children and acts as a social guarantee of their life and activities. A particularly important factor is the mutual understanding of pedagogical workers and prompt response to everyday challenges and processes in secondary school. In addition, the effectiveness of inclusive education directly depends on the identification of professional factors that determine the quality of providing educational services to children with special educational needs. The use of pedagogical approaches implemented by individual teachers was also noted.

Thus, inclusive education aimed at children with special educational needs requires increased attention of pedagogical workers regarding the relationship with children as "teacher-student" and "pedagogical team - classes". An important element in this system is the system of social guarantees and motives regarding the possibility of further education and obtaining higher education according to the interests and inclinations of such schoolchildren.

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Diagnostic markers of academic activity and mobility of applicants for higher music, pedagogical and choreographic education

Marcadores diagnósticos de actividad académica y movilidad de aspirantes a educación superior musical, pedagógica y coreográfica

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Abstract

The article discusses the experience of art university education in Ukraine in identifying and using the main diagnostic markers of academic activity and mobility for students of music and choreography specialties. The research aims to establish the effectiveness of diagnosing academic activity and mobility of art education students. The study is aimed at identifying the structure and sequence of application of diagnostic markers of their content and pedagogical feasibility. The research methodology is based on an integrated approach. The main method is an experiment, and the practice-oriented analysis of diagnostic markers, statistical methods of analysis, and a descriptive method for reviewing theoretical material is also used. The main hypothesis of the study is that the key diagnostic markers are a social activity, participation in educational and exchange programs, participation in complex art projects, as well as internships. The result of the study is the establishment of diagnostic markers of academic activity and mobility of students of art education, which can show the dynamics of the development of this type of activity of students of art pedagogical specialties. In

the future, the main diagnostic markers that determine the level of quality of training of future specialists in music, pedagogical and choreographic education should be considered.

Keywords: diagnostic markers, choreographic education, music, pedagogical education, academic mobility, university education.

Resumen

El artículo analiza la experiencia de la educación universitaria de arte en Ucrania en la identificación y el uso de los principales marcadores de diagnóstico de actividad académica y movilidad para estudiantes de especialidades de música y coreografía. La investigación tiene como objetivo establecer la efectividad del diagnóstico de la actividad académica y la movilidad de los estudiantes de educación artística. El estudio tiene como objetivo identificar la estructura y secuencia de aplicación de los marcadores diagnósticos de su contenido y factibilidad pedagógica. La metodología de investigación se basa en un enfoque integrado. El método principal es un experimento, y también se utiliza el análisis orientado a la práctica de marcadores de diagnóstico, métodos estadísticos de análisis y un método descriptivo para revisar material teórico. La principal hipótesis del estudio es que los marcadores clave de diagnóstico son una actividad social, participación en programas educativos y de intercambio, participación en proyectos artísticos complejos, así como pasantías. El resultado del estudio es el establecimiento de marcadores diagnósticos de la actividad académica y la movilidad de los estudiantes de educación artística, que pueden mostrar la dinámica del desarrollo de este tipo de actividad de los estudiantes de las especialidades artísticas pedagógicas. A futuro, se deberán considerar los principales marcadores diagnósticos que determinen el nivel de calidad de la formación de los futuros especialistas en educación musical, pedagógica y coreográfica.

Palabras clave: marcadores diagnósticos, educación coreográfica, música, educación pedagógica, movilidad académica, educación universitaria.

1. Introduction

Globalization processes in modern society, including the artistic educational environment, have made the problem of developing and implementing criteria and markers of the effectiveness of academic mobility of students of artistic specialties relevant (Bigus et al., 2021; Giguere, 2019). The rapid development of university education and its technological level provides free access to academic mobility, facilitates the use and distribution of educational services, and makes it possible to participate in international projects and social movements (Anwar et al., 2020). This determines the scientific issues of experimental research aimed at establishing an effective diagnosis of the level and quality of academic mobility in higher education. Deepening and expanding academic ties facilitate the processes of implementing academic mobility and the activity of students in the arts. The processes of organizing joint international cultural projects, student exchanges, and internships between study programs are actively gaining momentum. Therefore, expanding knowledge about more effective ways to implement academic mobility within art education, and implementing the acquired knowledge in the domestic artistic space is a very relevant and important area for the development of modern professional training of employees in the pedagogical and artistic sphere.

Music, pedagogical and choreographic education is a multifaceted but integral artistic and educational system (Talpä, 2020; Sun, 2022). The specificity of artistic activity is also represented by the fact that it involves public performances, and the need to take into account the stage component. This necessitates the creation of non-standard criteria for assessing the quality of art

education. Academic mobility is no exception. Today, the priority scientific and practical task of academic mobility and activity is to train future specialists who strive for continuous self-development, improve their skills and abilities, and aim to increase their level of professionalism and develop their abilities. Another important indicator of the effectiveness of education is the constant enrichment of the professional information environment and the formation of reflection and self-development skills.

The theoretical part of the study contains definitions of the basic concepts, elements, and criteria of the academic mobility process and general trends in the formation of the foundations of academic activity of art education students that can be implemented in music, pedagogical and choreographic education. The practical part of the study involves presenting the results of theoretical research and conducting a pedagogical experiment that shows the level of effectiveness of diagnosing academic mobility and activity based on the proposed markers. Academic mobility and activity are of great importance for the quality education of students of music, pedagogical and choreographic education. The most popular and promising areas of development of academic mobility and activity, which, according to the respondents, are most in demand in the future field of higher music and dance education, have been identified.

Successful academic mobility can be achieved by taking into account the results of university development, indicators of the stage, touring and educational cooperation of students, developing algorithms for organizing internships and exchange practices; creating rules and guidelines for regulating and monitoring the activity of students and teachers. It should be noted that the process of organizing and implementing mobile education should be continuous. Besides that, it is necessary to adhere to the principles of constant cooperation with the global artistic community, to support the creative aspirations of all participants in the educational process.

The article aims to determine the dynamics of the level of effectiveness of diagnostic markers of academic mobility of students of artistic specialties. Moreover, it aims to identify the structural sequence of application of diagnostic markers of their content and pedagogical feasibility.

The research objective involves solving the following tasks:

- to establish the content components of the main diagnostic markers of academic mobility of art education;
- to determine, based on the markers, the dynamics of changes in the academic mobility of a group of higher art institutions in Ukraine;
- to establish changes in the dynamics of the development of the mobile activity of students of music, pedagogical and choreographic fields.

2. Literature Review

The formation of the foundations for academic mobility and activity of future music and choreography specialists requires continuous improvement of the content and technological components of art education and professional training in the arts. In particular, those aspects related to activity and participation in international and national art projects are an integral part of the content components of professional training. At the same time, it is worth paying attention to the peculiarities of pedagogical interaction in the training of a professional choreographer or musician. It is essential to consider the specialization, characteristics of the team, techniques and methods of performance, the author's style of working with compositions, etc.

Many researchers have focused on the prospects and ways to improve the quality of art education, create a system of differentiated professionally oriented tasks, and apply the principles of academic experience to individualize art education (Dönmez et al., 2019; Carino, 2019); a comprehensive combination of acquired academic experience and own achievements with an emphasis on the practical part of the development of the artistic and creative activity of students (Osmanoğlu & Yilmaz, 2019).

An important aspect of art education is its integration into the global space; moreover, art education is seen as an element of modern culture and science. The influence of the scientific component in art education is growing significantly (Dou et al., 2021). Artistic disciplines are a complex and multilayered activity that can be viewed from different perspectives: from the standpoint of exchange, it is a form of transferring positive experience, ensuring the progress of society, and the continuity of human development (Gökalp, 2020; Hair et al., 2019; Le Prell et al., 2019). The practical components of exchange processes and the analysis of the effectiveness of international art projects are presented as a productive force of human development that can transform elements of material production into components of the intellectual sphere.

Creative processes for a future specialist in the choreographic and music-pedagogical sphere are considered from the standpoint of the need to have sufficient awareness of advanced technologies and leading scientific and methodological innovations (Sabouripour et al., 2021; Mikulowski & Pilski, 2017). Studies in the fields of choreography and music consider indicators of professionalism as a combination of authorial skill, academic culture, value orientation, and the study of best practices (Hossain, 2021).

In modern humanities, mechanisms for regulating the processes of intensifying academic mobility are also considered (Dorozhko, 2022), and some researchers have proposed measures and criteria to ensure further development of academic mobility (Hryshchuk, 2014; Byram & Derwin, 2009). There is also a question of defining the concepts of "student academic mobility" and "academic mobility". As noted by D. Svyrydenko, student academic mobility is the process of acquiring knowledge and skills by higher education students, provided that students do not have the status of a citizen of the country where they study (Svyrydenko, 2013).

Ukrainian government agencies have also created several documents to clarify the concept of academic mobility. The Law of Ukraine "On Higher Education" states: "Academic mobility is an opportunity for participants in the educational process to study, teach, do internships or conduct research in another higher education institution (research institution) in Ukraine or abroad." (Law of Ukraine № 1556-VII, 2014).

In the future, pedagogical science plans to continue research projects dedicated to finding ways to improve the quality of art education, taking into account its specifics and development trends.

3. Methodology

To determine the essence and content of the main concepts in the pedagogical literature and normative documentation that form the basis of the concepts of academic mobility, the possibilities of the descriptive method, analysis, and synthesis were used.

The method of pedagogical experimentation was applied during 2020-2022 in several Ukrainian

universities working in the field of art education and actively working to improve the results of academic mobility and student engagement. The experiment took place at the Petro Tchaikovsky National Music Academy of Ukraine (Faculty of Piano), the Pavlo Chubynsky Academy of Arts (Choreography, Performing Arts), and Ivan Franko National University of Lviv (Faculty of Culture and Arts). The experiment involved employees of the quality department, deans' offices, and other administrative staff. They provided the research team with data on the intensification of academic mobility.

Several statistical methods were used to establish indicators for diagnosing academic mobility. First of all, it is a questionnaire survey of employees of education quality departments, representatives of the administration, and students, analysis of data provided by university administrations that give an idea of the level of intensity of academic mobility for artistic specialties. For this purpose, quantitative and qualitative analysis methods were used, which also makes it possible to see and evaluate the results of universities' work in the field of art education. The experiment was conducted in 3 stages. The first stage was the creation of a research plan, a system for collecting materials, a questionnaire for representatives of university administrations, and the wishes of teachers and students working in the field of art education. Stage II - collecting and systematizing the information obtained. The third stage is summarizing, analyzing, and developing conclusions based on the results of the experiment. All respondents who participated in the study voluntarily agreed to participate in the experiment, and their privacy and anonymity were preserved.

Data collection was conducted from September 2020 to June 2022 (during three academic years). It should be noted that part of the study took place during the pandemic, so part of the academic mobility process took place remotely. This dictated changes in the construction of academic mobility plans, as well as stage practice and exhibition activities, which required new methodological approaches to the problem in art education.

4. Results

The diagnostic markers of academic mobility and the possibilities of its variation in art education are part of a systematic approach to modern education, which should be relevant and effective in the current crisis conditions. It is important to constantly popularize, educate, and enlighten, as well as provide opportunities to realize the right to academic mobility, readiness to work with innovative technologies, and new types of educational programs.

The concept of student academic mobility is based on the classification of types and forms of academic mobility. This made it possible to identify tools for diagnosing academic mobility. The following markers of academic mobility and their content components are used as the basis for the diagnosis.

Guided by the diagnostic markers presented in Table 1, a questionnaire was developed for the administrations of the institutions participating in the experiment. Data was collected every six months according to these criteria.

Table 1.
Diagnostic markers of students' academic mobility

Principle	Content of diagnostic markers
Location of realization of the right to academic mobility	Existing international academic mobility (in HEIs outside the country) Existing internal academic mobility (in HEIs within the country)
Level of initiative	Initiative academic mobility (implementation of individual artistic, academic, and educational programs within the framework of domestic and foreign programs, and projects) Motivated academic mobility (motivated by the educational institution)
Quantitative indicator of involvement in academic mobility	Individual academic mobility (individual, personal selection of exchange participants in partner institutions) Group academic mobility (a group of mobility participants is organized in partner HEIs)
The purpose of implementing academic mobility	Degree mobility means that the institution chosen for exchange differs from the student's permanent place of education. Such education is confirmed by a document on higher education. Credit mobility is studying at an HEI that is different from the permanent place of study. The purpose is to obtain credits from the European Credit Transfer and Accumulation System (ECTS) and/or competencies, and learning outcomes (without obtaining credits from the ECTS). Learning outcomes will be recognized at the institution of the permanent place of education
Terms of implementation	Vertical (full) - a student is sent to another university for a period of study of one to two years Horizontal (partial) - a student studies for one semester or several months at another educational institution

In the second stage, the research team conducted a series of surveys, and processed materials on academic mobility submitted by the quality department, deans, and teachers of the universities where the study was conducted. Where the Petro Tchaikovsky National Music Academy of Ukraine (Faculty of Piano) is identified in column 1, the Pavlo Chubynsky Academy of Arts (Choreography, Performing Arts) in column 2, and the Ivan Franko National University of Lviv (Faculty of Culture and Arts) in column 3.

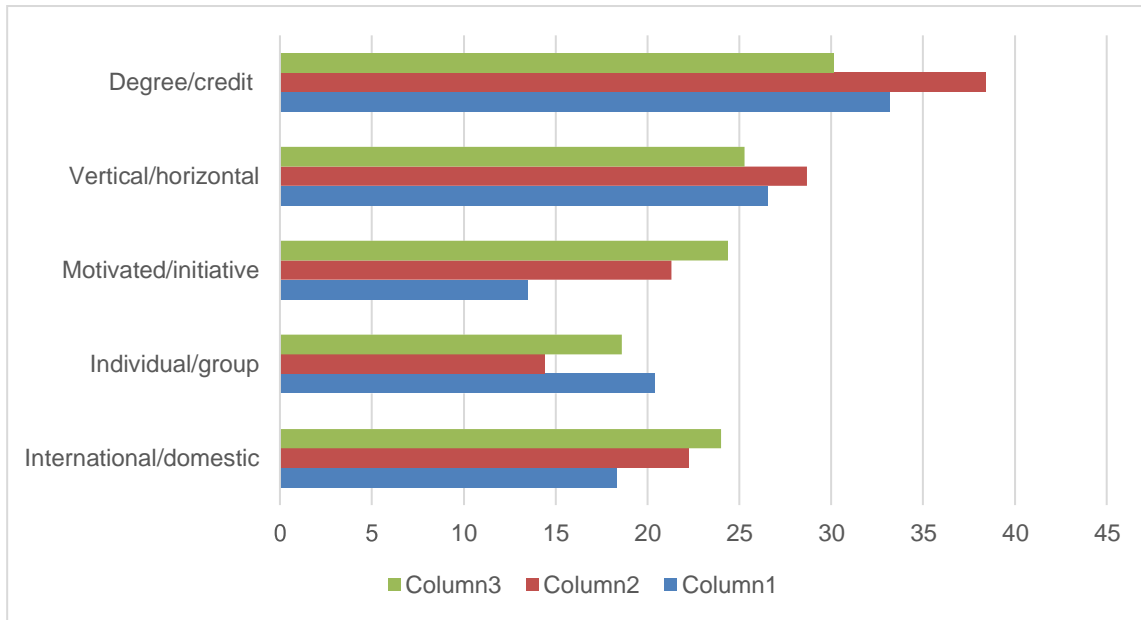


Figure 1. Results of academic mobility in 2020 Author's development.

As we can see, the most well-represented are the indicators of credit and degree studies. This indicates a strong disciplinary and professional motivation for students to get high grades and expand their professional opportunities through academic exchange.

The results of the use of diagnostic markers in 2021 were also collected and analyzed. The following data were obtained. The results are presented in percentages.

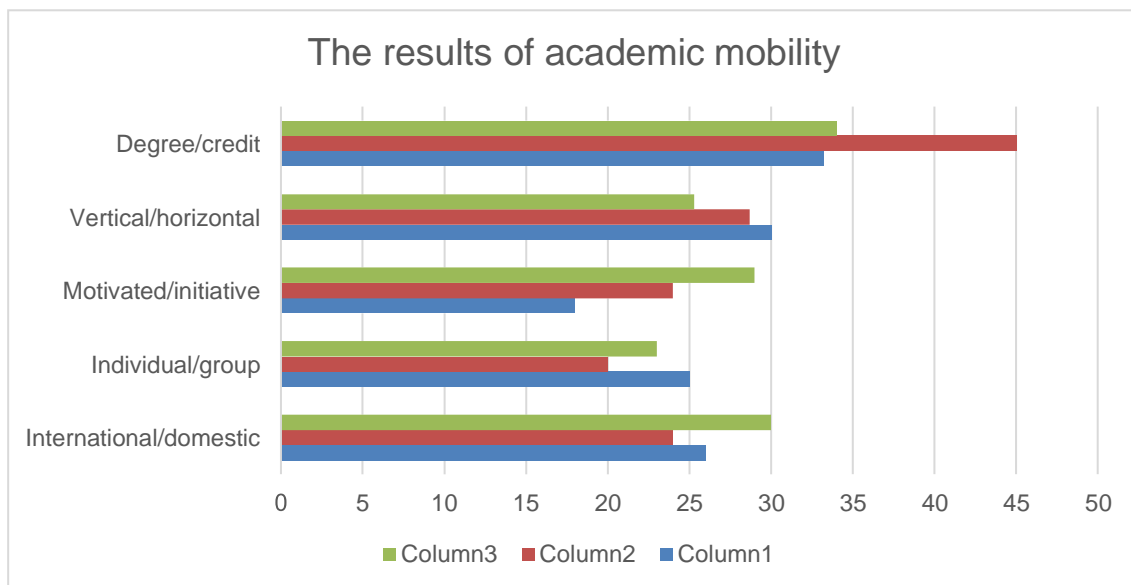


Figure 2. Results of using diagnostic markers.

As we can see, the results of academic mobility show that degree and credit mobility have the greatest results. This indicator increased the most at the Ivan Franko National University of Lviv. Also, the average increase in all items of academic mobility and student activity was 5.5%. A survey, collection, and analysis of mobile activity results were also conducted in 2022. The results are presented in percentages.

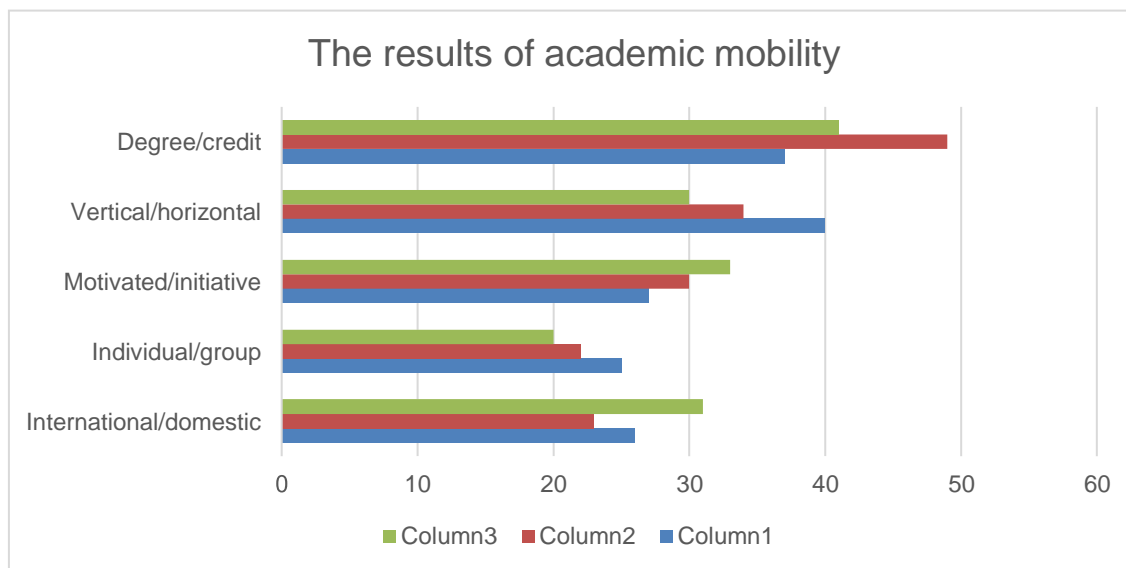


Figure 3. Results of using diagnostic markers. Author's development.

In our opinion, the small volumes of international and domestic mobility in the last 2021-2022 are related to the Covid 19 pandemic, which prevented this area from developing sufficiently. In general, according to the presented markers, mobile activity in Ukrainian art education institutions is developing, as evidenced by an increase in its indicators by 11%.

The third (final) stage involved analyzing the collected data on the effectiveness of diagnostic markers of academic mobility for such a specific study area as choreography and musical art. This also involved determining the dynamics of academic mobility of students in art education in Ukraine.

5. Discussion

Recently, several studies have been published that note the impact of interactive methods and their active implementation in improving the quality of art education. Thus, there is an awareness of the need to share positive results and innovations in art education (Cameron et al., 2019; Bacha et al., 2012).

In the study of the foundations of academic integrity and methods of diagnosing its level in art education (Chervonska & Pashchenko, 2022) several criteria have been established to effectively identify changes in higher education. This is related to the development of academic integrity. Thus, according to the criterion of active involvement of the administration and the effectiveness of managerial decisions regarding the process of maintaining academic integrity, it is shown that during the period of the experiment 39% (2020) to 52% (2022), in the period from 2020 to 2022

the data on the formation of motivation and awareness of students of all educational levels has changed from 39% to 56%, and the rate of university involvement in international projects and subsidies for their research programs has increased from 21% (2020) to 27% (2022). Our study also shows similar dynamics, with an average 11% increase in the orientation of art education toward the high standards of democratic education represented by the best universities in Europe and America. Thus, in the period 2020-2022, the academic mobility of students in art-related educational institutions increased by 14%.

During the study of the impact of exhibition activities as a form of student mobility and activity, researchers noticed changes in student motivation (Ivanova et al., 2019). The set of motives changed from the beginning of the program to its completion. In the final stage, the majority of them were personal interests and improving communication ties in the international volunteer movement (30%). The motivational component is an important component of the successful implementation of academic mobility of students, with the most active use of degree and credit mobility (in 2022).

In the future, work should continue to create a system for diagnosing higher education and its evolutionary changes.

6. Conclusions

Thus, the formation of successful academic mobility and activity of art students is subject to systematization and can be determined by diagnostic markers based on many aspects of the development of this area in Ukrainian higher education institutions. These are the following positions: international academic mobility, internal academic mobility; initiative academic mobility; motivated academic mobility; individual academic mobility and group academic mobility; degree mobility, credit mobility; vertical (full) academic mobility, horizontal (partial) academic mobility.

The study showed positive dynamics in the development of academic mobility in Ukrainian artistic educational institutions. The diagnostic markers revealed that academic mobility and student activity in general increased by 11% between 2020 and 2022. Therefore, much attention should be paid to motivating students of artistic specialties to be active and mobile. And all of this is taking into account the specifics of the industry, which requires active participation in creative projects, exhibitions, and performance activities. Such specialists will be in demand in the future in the field of music, pedagogical and choreographic education.

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Features of the application of stylistics for the formation of a person's appearance in modern english-language discourse

Características de la aplicación de la estilística para la formación de la apariencia de una persona en el discurso moderno del lenguaje inglés

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Abstract

English-language advertising discourse today is undergoing significant improvement and changes. This is due to the transition to online modes, where a person's personality is manifested through the criteria of affection, awareness and attractiveness. However, the negotiation system of a separate feature of the English-language (appearance, manner, knowledge and application of business etiquette) discourse is subject to improvement and practice. If before the transition to the online mode, the tools, means and methods of English-language advertising discourse were worked out, then with the transition to the digital dimension, they require clarification, explanation, adaptation, excluding audio technical transmission channels. The purpose of the study is to outline the main directions in which the developed tools of the English-language advertising

discourse are transformed. The methodology was statistical research, which analyzed the appearance of a person in English-language advertising discourses, taking into account forms and types. An approach was also used in which a comparison of a person's appearance was made, taking into account the advertising slogans of foreign companies, as well as various segments in which the analyzed companies operate. As a result of the study, a significant influence of English-language constructions and techniques was noted in comparison with various external images of a person. A theoretical mechanism for the formation of modern English-language advertising discourse is proposed. In general, a list of priority effective means and forms in the formation of modern English-language advertising discourse has been revealed.

Key words: advertising discourse, stylistic coloring, reflection of appearance, English discourse, lexical and semantic constructions, parts of speech, adjectives.

Resumen

Hoy en día, el discurso publicitario en inglés está experimentando mejoras y cambios significativos. Esto se debe a la transición a modalidades en línea, donde la personalidad de una persona se manifiesta a través de los criterios de afecto, conciencia y atractivo. Sin embargo, el sistema de negociación de una característica separada del discurso en idioma inglés (apariencia, manera, conocimiento y aplicación de la etiqueta comercial) está sujeto a mejoras y práctica. Si antes de la transición a la modalidad en línea se elaboraron las herramientas, medios y métodos del discurso publicitario en idioma inglés, entonces con la transición a la dimensión digital, requieren aclaración, explicación, adaptación, excluyendo los canales de transmisión técnica de audio. El propósito del estudio es esbozar las principales direcciones en las que se transforman las herramientas desarrolladas del discurso publicitario en inglés. La metodología fue la investigación estadística, que analizó la apariencia de una persona en los discursos publicitarios en idioma inglés, teniendo en cuenta formas y tipos. También se utilizó un enfoque en el que se realizó una comparación de la apariencia de una persona, teniendo en cuenta los lemas publicitarios de empresas extranjeras, así como diversos segmentos en los que operan las empresas analizadas. Como resultado del estudio, se observó una influencia significativa de las construcciones y técnicas del idioma inglés en comparación con varias imágenes externas de una persona. Se propone un mecanismo teórico para la formación del discurso publicitario moderno en inglés. En general, se ha revelado una lista de medios y formas efectivas prioritarias en la formación del discurso publicitario moderno en lengua inglesa.

Palabras clave: discurso publicitario, colorido estilístico, reflejo de la apariencia, discurso en inglés, construcciones léxicas y semánticas, partes del discurso, adjetivos.

1. Introduction

In the context of modern marketing development, the peculiarities of forming the foundations of stylistic means of reflecting a person's appearance in advertising and advertising vocabulary are changing. The difference between vocabulary and discourse lies in the difference in the content and use of language structures. When introducing such means by advertising semantic and terminological features, attention is focused on the use of positive means. This approach is due to the rapid development of the digital corporate sector, which stimulates the search for new customers and the possibility of establishing contact. The use of appearance design can be a qualitative tool to create a favorable climate for negotiations. Human attention can perceive different forms of phrases, but modern science shows that short appeals are popular in English-

language advertising discourse. As a rule, semantic constructions of advertising discourse should appeal to the emotional and mental intelligence of a person, to influence it. Therefore, one of them was the reflection of human appearance as a qualitative tool of communication with non-verbal intelligence (Kostruba, 2021). The current state of development of English-language discourse indicates a high multiculturalism and standardization. It is manifested in the use of pronouns of respect and adjectives that focus on the positive features of appearance and spiritual traits of a person. The peculiarity of modern English-language advertising discourse is the use of spiritual traits and appearance and the possibility of their combination for the most qualitative reflection of human activity. Consider the features of the definition of discourse and advertising discourse in the example of scientific literature and their application.

The aim of the article is to analyze the stylistic means of reflecting a person's appearance in English advertising discourse and the possibility of its further development. As one of the key tools to use and improve the quality of the business climate. That is why, using this approach, the article evaluates the stylistic means of reflecting a person's appearance, the distribution of advertising discourse by segments and the possibility of using linguistic constructions in them. The objectives of the study were to define the definition of advertising discourse based on the literature review and the modern English-speaking environment, to analyze the most popular forms of stylistic images of human appearance in popular sources of advertising value. The results of the study indicate the characteristic aspects of the development of stylistic means of displaying a person's appearance and the possibility of their use in modern English-language advertising discourse. Thus, the conducted study of stylistic means of reflecting a person's appearance indicates the need to determine the effective semantic and lexical tools in advertising English discourse.

2. Literature review

Modern scientific literature contains different approaches to the interpretation of discourse through a wide content segment. There is also a discussion about the feasibility of using advertising discourse as separate from marketing and aimed at the psychological sector as well (Kolisnychenko & Koropatnitska, 2021). The essence of the concept of discourse, as defined by Waites (2020), is a set of features that are inherent in a certain group of people who profess one idea. This approach indicates that the author believes that a spoken discourse is one that uses effective means of communication and can implement them in accordance with its culture. In fact, discourse is a certain set of lexical and semantic constructions that is characteristic of representatives of a certain group. Discourse is more than a sentence, notes Vasyliuk (2019). The scientist defines the whole structure of negotiations, usually in a dialogue. According to Tsyliuryk (2020), a feature of the use of discourse is an effective mechanism for tracking common features and the possibility of grouping them. This view of the author is quite reasonable, since the discourse has common features for people who are its supporters. With the help of this approach, it is possible to determine in more detail the qualitative characteristics of national identity, ideological identity and conditional development, according to Ignatova (2020). According to his approach, modern English-language advertising discourse uses the means of projecting a person's appearance in order to emphasize the advantages and create a favorable business climate. The problem of creating a favorable business climate is key, because as Kovalenko (2018) notes, the use of stylistic means of reflecting a person's appearance makes it possible to appeal to the non-verbal intelligence of a person and stimulate direct contact. Modern advertising discourse of the English-speaking environment defines it as a key priority in the implementation

of the marketing strategy of an enterprise or entrepreneur. Modern scientific approaches, according to Stapleton & Wilson (2017), are quite unstructured regarding the possibility of using appearance in English advertising discourse, as there is a significant segment of their implementation and ways of lexical formation. In addition, it should be noted that the means of reflecting the stylistic features of a person's appearance can be used in different ways, not only by variant dialects of English, but even by different regionalization. This hypothesis is confirmed by Torop (2019), who defines the English-language advertising discourse as quite young and necessary for further development, because it can constitute a characteristic environment for its development and opportunities for further activities in accordance with the effective state of activity (Belova, 2021). In addition, in the context of the development of the modern advertising environment, it is necessary to introduce stylistic means of reflecting a person's appearance based on effective linguistic constructions, combined with appropriate phrases and phrases, according (Kolishnichenko, Osovska, & Tomniuk, 2022). The literature review shows that in modern conditions there is no single approach to the use of means of stylistic reflection of human appearance. However, there are certain common features at the semantic and semantic level.

3. Materials and methods

During the study, scientific methods were used to analyze the stylistic means of reflecting a person's appearance in modern English-language advertising discourse. Using the methods of synthesis and implementation of analytical research, an applied analysis was carried out on the use of effective forms of communication with the client by designing his appearance through stylistic constructions and emotional emphasis. The use of the search method made it possible to study the peculiarities of communication interaction of online stores in the English-speaking environment and identify the key structural elements for the implementation of human appearance characteristics and their evaluation. This approach indicates the stylistic means of reflecting a person's appearance in the modern English-language advertising environment and stimulates him to use the most effective and efficient means of attracting attention and influencing the psychological state. Using the statistical method, the results of the analysis of advertising appeals, slogans, corporate work within the English-language advertising discourse were grouped and the key result was determined, about the tendency of using certain linguistic constructions. The importance of using comparison methods lies in the design of lexical and semantic constructions for the English language environment, which can qualitatively improve communication processes in it.

The methodology of the research is to conduct a theoretical and analytical study that can most thoroughly reveal the main problems of the use and formation of stylistic means of reflecting a person's appearance in modern English-language advertising discourse. Thus, the given methodology and research methods lead to the following results.

4. Results

As of today, psychological tools for the use of advertising entail means of influencing the emotional intelligence of a person through verbal means - a special discourse. The peculiarities of advertising discourse are the possibility of using an effective structure of phrases that can directly influence a person and form a certain feeling towards a propane product or service. The modern English-speaking environment has established its own culture of advertising discourse, which can qualitatively reflect the basic principles of creating advertising and emphasizing key phrases and their emotional coloring (Shevchenko, 2019). The essence of the concept of discourse is the

possibility of acquiring a set of speech tools, phrases and parts of speech used in a meaningful segment of conversation or writing. The main characteristic features of discourse are:

- Own terminology and style of negotiations/correspondence;
- Specific emotional image that may be typical for a particular subject;
- Special and unique linguistic means used in negotiations.

These features are characteristic of the concept of discourse, because it contains more than a combination of certain linguistic units on the same topic. Discourse, in its turn, consists of a complex speech structure that conveys the semantic load and contains its own terminology and its emotional coloring.

The concept of advertising discourse is the presence of certain parts of speech, which clearly defines the principles of negotiating with a person and the possibility of its implementation of advertising proposals, terminology and other means related to the advertising vocabulary. The peculiarity of modern advertising English discourse is the use of various ways to reflect a particular advertising situation (Yakhshieva, Ortiqova, Babadjanova & Khasanova, 2021).

Modern features of English-language advertising discourse are its wide use in different directions. The possibilities of its application are also different. As a rule, they can be divided into the following:

- Slogans and headlines - “WARNING! Then ...”, “Nothing better”, “Just go ahead”. Such English-language discourses are aimed at the possibility of using in the topics of sales and direct contact with the client, while communicating online or offline, the motivational segment, which is then projected on the use of the reflection of a person’s appearance.
- Terminology and scientific speech. It is used in advertising activities and advertising campaigns. For instance, the following can be used: “Targeted advertising is like clothes, after all”, “He was tired of the targeting ad campaign”. All of these stylistic phrases are used in scientific discourse on advertising activities.
- Newspapers, magazines, publications, banners on websites, digital platforms. Such means are used to reflect effective interaction with the client, through physical absence and the possibility of semi-automatic contact. Usually the means that emphasize the features of appearance “Intelligent eyes”, “You have a wonderful view and perception of the world” are used. They are clearly combined partly with the person’s appearance and life preferences.

Such discourses are widely used to implement the practice of gaining experience, to reflect the advertising agreement with the client. As a rule, companies are aimed at forming a certain feeling of a person and the possibility of its reflection, in fact, a slogan that will accompany a potential client. For example, let’s compare the peculiarities of English-language advertising discourse among advertising slogans that do not use the means of projecting a person’s appearance or its certain symbolism, because they use the characteristic features of their formation and the possibility of formation, as this is how you can achieve effective interaction with the client. More details about the presented English discourses can be seen in Table 1.

Table 1.
Details about English discourses

Word combinations of popular slogans in advertising discourse	The word combination of projecting a person's appearance in advertising discourse
I'M LOVIN' IT	You look great when you're not hungry!
Free	Do you want to be the most beautiful? Welcometo the club
Life is a game	Join to beautiful and smart club
Just for you	A big leg is a low price
Best deal	The best glasses for your eyes
Forever saving	Wide shoulders - a wide range
Stars here / starts now	Please, dear, my guest, your friend

**Source: compiled by the autor*

From the data presented in Table 1, we can see the peculiarities of the use of advertising discourses in the English-speaking environment and all of them are the peculiarities of non-numerical advertising discourse. The semantics is built on similar features, because mostly adjectives are used, which can emphasize the advantage for a person based on his psychological state and desires. In addition, the advantages of the advertising discourse of the English-speaking environment are the observance of business etiquette and the introduction of gradual negotiations.

In business negotiations, exclamations such as "Sir", "Mr, Smith", "Right now" are frequently used. These indicate the use of authoritative means of discourse, which consist in the possibility of emphasizing the authority of the interlocutor, the opportunity to express respect to him. According to this approach, the English-speaking environment uses a number of words that express feelings of gratitude, guilt or respect. The most popular slogan of any advertisement or show is known all over the world, beginning with the words "Ladies & Gentlemen". This tool allows us to emphasize the peculiarities of creating and using advertising discourse. Thus, the peculiarity of the beginning is the importance of addressing the person. As a method of establishing contact, the means of giving compliments are used and the more assertive accent will be those that emphasize the appearance of a person. "Want to be beautiful?", "Beauty secret", "Be who you want to be - get some gym!". Such advertising discourses are aimed at appeals to visit such places as beauty salons, hairdressing salons or other establishments aimed at working with human appearance. Thus, modern English-language discourses that are used in appeals to beauty salons or any other beauty facilities use the following slogans: "best hairstyle", "the cheapest prices", "most styled person in the world!", "Big Bob". The latter is very popular when used in advertising for gyms and sports, such discourse often indicates the projection of a certain trait on a person and the possibility of its reflection on the appearance. Each English-speaking discourse, when calling for a visit, uses its own approach to reflecting the advantages of a person's appearance and the possibility of using it to call for a visit to a certain place.

Another typical example of advertising discourse in the English-speaking environment is the use of emphasis on the feeling of lightness and freedom. For example, such characteristic exclamations as "Get up!", "Hey now!", "Common, once in a lifetime!", "Nothing better" and others. As a rule, such advertising discourses are used during online advertising, which are aimed at motivating people to take action. Stylistically, they are used as adjectives to reflect positive human

traits and pleasant factors of appearance. “Start changing now”, “A better body for a better person”, “Tall and strong”, “Strong body, strong life”. All these advertising discourses sound like slogans and are aimed at emphasizing the features of a person’s external advantages, so they are commonly used in negotiations with the client.

The stylistic image of a person in the formation of English-language advertising discourse can also be aimed at emphasizing the superiority of the human body, and be in a respectful and humorous form. For example, in the 1950s-1990s, such English-language discourses were popular as: “For such a high leg - a great blessing is needed”, “He is so tall - he must have seen a lot”, “Sale! Each of your kilograms is a percentage of the discount”. Such promotions and opportunities to use effective ways of attracting customers are widely present in modern English discourse.

An important feature of the use of modern specific means of displaying information about a person’s appearance is the ability to use effective projection of things on the human body. For instance, in the modern media and photo environment (Internet advertising, magazines, blogs, newspapers, etc.), the use of such means as “You’re beautiful and the product is amazing”, “Such a head needs a warm hat”, “Your physical charisma is our car”, “Nice eyes, they would suit you ...” is popular. With the help of such an advertising discourse, characteristic features are used to implement and form effective means of reflecting a person’s appearance from the positive side and the possibility of giving preference to key external reflections. It is also important to focus on the fact that English-language advertising discourse contains such popular stylistic turns:

- “On such a wonderful day, allow such a beautifully dressed person to propose ...”
- “You look good, maybe you are in a good mood? Allow me to suggest ...”.
- “So nice look, can make a good offer», «Great look, you’re ready for our product launch”,
- “You have a nice hairstyle, would you like to know about our promotions?”
- “You have good taste in clothes, this jacket suits you, we have an offer for you”.

The use of such means of English-language advertising discourse can qualitatively improve a person’s activities in the implementation of marketing activities and the possibility of implementing the main forms of their activities. Therefore, through the formation and use of such stylistic turns, which are proposed for English-language advertising discourse. Moreover, they reflect the advantages of a person’s appearance, which creates a favorable business climate and provides an opportunity to make an advertising offer, attract attention, etc.

They are used mainly in everyday real life, where people should use concise exclamations and means of addressing the audience. It was through the use of short meaningful exclamations that the advertiser was able to attract attention. Modern advertising banners, websites and other digital platforms work according to this approach. Each of them contains exclamations to attract the attention of the client. In addition, the keyword “Discount ...” is placed, which can attract the attention of the client at the price level. Moreover, using such keywords qualitatively can improve the use of the advertising campaign and create a discourse of its implementation. “You are like a holiday”, “As it was taken from the sky”, “Beautiful as sea water”, “Beautiful eyes and a pleasant voice” are popular in English advertising discourse.

Let us conduct a study, taking the advertising campaigns of clothing companies that will pay attention to the appearance of a person as a key tool for establishing a positive climate for negotiations and define them as stylistically designed according to the discourse.

For the study, the research on advertising campaigns of online clothing stores has been analyzed. 10 discourses with a meaningful message for the reader have been selected and an analytical calculation has been made based on the principle of the percentage of the number of parts of speech used in such discourses.

Table 2.

Calculation based on the principle of the percentage of the number of parts of speech used in discourses

	Advertising slogans	Appeals	Sales
Adjectives	87	56	67
Nouns	55	44	52
Verbs	43	54	48
Pronouns	57	51	45
Adverbs	43	36	39
Numerals	31	54	43

**Source: compiled by the author*

The most popular in English advertising discourse is the use of adjectives. This indicates the use of comparison and comparison of a person's appearance with a certain symbol, which stimulates the formation of a certain advertising offer.

As we can see, in the analyzed advertising discourses of the English-speaking environment, the main differences are the use of adjectives in slogans and a greater number of numerals in appeals and sales. The advantages of such an approach are based on the fact that the peculiarities of the use of English discourse and business ethics involve the use of numerical beliefs for the client. However, we can also observe a significant number of adjectives in each of the discourses, even among those that call only for numerical benefits. The advertising discourse of the English-speaking environment, due to its culture, rarely resorts to a material list of advantages, as a rule, in the English-speaking environment it is customary to use adjectives that are directed to the human intellect and his feelings. In addition, the advertising discourse of the English-speaking environment has been formed through the use of symbols and deep culture, which is why a large number of adjectives can be seen through symbols and the transfer of feelings.

The peculiarities of modern advertising discourse in the English-speaking environment are in the aspects of its use and the possibility of creating the most effective method of influencing the psychological state of the client and the implementation of the situation to offer him the best quality and good product. For use in traditional English advertising discourse, it was customary to use such broad phrases as: "Your appearance makes me want to make you a good offer ...", "For a person with such eyes, all doors are open, that's why we offer today ...".

As we can see, from the study of modern English-language advertising discourse we can conclude that it is formed and used on the basis of the introduction of means and the possibility of their effective implementation in accordance with advertising activities. In the context of modern English-language business etiquette and advertising campaigns, exhibitions, sales, a wide range

of stylistic turns is used, which are aimed specifically at the attention of the client, describing the benefits that a product or service can provide. In addition, the study has shown that modern popular advertising discourses are those that give preference to the appearance of a person in real life, which makes it possible to move on to the advertising part of the dialogue.

Thus, the study shows that the stylistic means of English-language advertising discourse relate to the appearance, clothing, the possibility of using them to describe the height, eyes and psychological perception of the porter of a person. The expressions that can describe the life and appearance of a person as a whole are very popular, so they are given a significant advantage over other advertising lexical and semantic turns. This approach is implemented for the formation and use of effective means of conducting advertising activities and qualitatively increases the positive attitude of a person to the dialogue.

5. Discussion

The results of the study show that the current conditions of the business environment and the development of digital technologies stimulate a change in the stylistic color of the English-language advertising discourse. This is reflected mainly with a change in the paradigm of using marketing communications in the market and the use of effective means of influencing a person, which can qualitatively reflect the current conditions and quality of English-language advertising discourse. The key promising areas for further research may be the peculiarities of the use of advertising discourse on appearance during distance communications. The analysis of such discourse is important due to the global trend of transition to remote work and education, which changes traditional communication to online. Such circumstances force enterprises and firms to search for effective means of communication that can qualitatively improve the interaction between the client and the sales firm.

Another feature of the study was the analysis of the use of stylistic coloring of advertising English discourse, which shows that the traits of character and symbolism are projected on the appearance of a person. This approach can much better create a favorable environment for business communications and negotiation opportunities, so the use of adjectives is popular in this segment of development. From the analyzed research we can observe the peculiarities of their use in the formation of vocabulary, slogans or advertising appeals. They are used in order to reflect a person's perception of a particular event. Further research can be determined to investigate the factors of such transformations and the evolution of the development of advertising discourses, to characterize which were the most popular in advertisements where marketing with tools to describe a person's appearance was used.

Identifying the key aspects of slogans and headlines in online media is an important segment of the study, as it creates a discussion about the interaction of human appearance with digital space. A person does not directly communicate with an advertising agent, but uses automated communication. Therefore, it is worth investigating the effectiveness of such communication through the use of effective stylistic images of human appearance that could be suitable for a wide audience, because the system will not interact directly with a person. Such a study could be interesting in terms of what kind of discourse is better to use in the online segment.

Prospects for further research should be determined on the peculiarities of the use of modern stylistic colors of English-language advertising discourse, the possibility of conducting research

and modeling its impact on a person and the quality of its use in modern advertising campaigns, slogans or promotions. An important factor in the formation of future research should be the factor of phraseological units and reverse words, according to the segmentation of languages and their semantic structure. The possibility of using dialects and specific English advertising discourse may be interesting to distinguish, for example, Irish advertising English discourse from the indigenous British English discourse.

The proposed approaches can qualitatively improve the features of the development of modern English-language advertising discourse and highlight its main features. An important direction for the analysis of the stylistic image of a person's appearance in advertising slogans and promotions can be its applied use in the context of environmental transformation.

6. Conclusion

Thus, the conducted research in the article characterizes the qualitative changes in the modern English-language advertising discourse aimed at reflecting the appearance of a person. More and more frequent is the use of more concise and meaningful phrases that can improve the projection of human appearance in the modern advertising environment. In addition, the stylistic means of English-language advertising discourse, the most popular are the features of appearance, metaphor and a number of epithets that are used to enhance the image of a person in his imagination and the possibility of providing an advertising offer.

The peculiarities of reflecting the stylistic coloring of a person's appearance in online media are characterized by grouped and generalized characteristics that can target a large segment of people. This method is effective because it allows establishing non-verbal contact with a person in modern English-language advertising discourse.

The results of the study indicate that within the defined framework of advertising discourse, it is customary to use a wide range of adjectives that can reflect the peculiarities of the use of advertising slogans or certain advertising tools projected on the appearance of a person and transferring it to a certain object. This makes it possible to create a positive climate for negotiations, as well as to promote the development of a negotiating position. In modern English-language advertising discourse, it is customary to use adjectives to use human appearance and elements of symbolism. This approach was created historically, which forms the basis for the formation of the English-speaking space.

The outlined characteristic constructions of the stylistic image of a person's appearance testify to creativity, ingenuity and the ability to use the tools of influence on a person, precisely with the help of such a practice, which will be most used in modern advertising discourse. Moreover, the reflection of modern advertising discourse can attest to the qualities of emotional emphasis and polite business etiquette. The English-speaking sector is characterized by a respectful attitude to the person and the use of a number of adverbs that contain the social status of a person or a positive perception of him/her by the advertiser. There is a tendency to use numerals as a way to convey quantitative advantage in advertising. This approach is used to strengthen the client's memory for numbers and the possibility of connecting them with the appearance of the client. Modern English-language advertising discourse is developing rapidly, due to a number of circumstances and the possibility of their use in modern tools of psychological influence on the client through the design of his appearance.

Prospects for further research should be the determination of the features of the reflection of human appearance in media magazines and online platforms as a product of the digital development of English-language advertising discourse.

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Linguistic features of communication in Ukrainian

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Abstract

The establishment of the language in the country should occur under conditions providing relevant linguistic support for this process, as well as proper legal support, for which unique instructional techniques for communication should be used. In Ukraine, in-depth contrastive studies of contact languages are used to successfully implement this process. Contrastive vocabulary dictionaries are created. Interpretive and translation dictionaries are being improved, including both general language and specialized ones. Along with this, special dictionaries are also being expanded due to units illustrating the grammatical properties of the Ukrainian language. The purpose of the academic paper is to systematize information regarding studying issues in the scientific literature related to the linguistic features of the communication process in the Ukrainian language, as well as to clarify their most

significant practical aspects. Analytical-bibliographical, systemic-structural, comparative, logical-linguistic methods, analysis, synthesis, induction, and deduction were used in the course of the research to study scientific literature on issues related to the Ukrainian language's linguistic features. At the same time, a questionnaire was used to practically clarify certain aspects of communication in Ukrainian from the perspective of its linguistic characteristics. Based on the research results, the theoretical fundamentals, concepts and main trends in the linguistic field were studied, as well as the survey results on the linguistic aspects of the communication process in the Ukrainian language were discussed.

Keywords: linguistic support of language development, language culture, communicative interaction, the language system's means, communicative potential, practical language activity.

Resumen

El establecimiento de la lengua en el país debe ocurrir en condiciones que brinden un soporte lingüístico relevante para este proceso, así como un soporte legal adecuado, para lo cual se deben utilizar técnicas didácticas únicas para la comunicación. En Ucrania, se utilizan estudios comparativos profundos de las lenguas de contacto para implementar con éxito este proceso. Se crean diccionarios de vocabulario contrastivo. Se están mejorando los diccionarios interpretativos y de traducción, tanto de lenguaje general como especializados. Junto con esto, también se están ampliando diccionarios especiales debido a unidades que ilustran las propiedades gramaticales del idioma ucraniano. El objetivo del artículo académico es sistematizar la información sobre el estudio de cuestiones en la literatura científica relacionadas con las características lingüísticas del proceso de comunicación en el idioma ucraniano, así como aclarar sus aspectos prácticos más significativos. En el curso de la investigación se utilizaron métodos analítico-bibliográficos, sistémico-estructurales, comparativos, lógico-lingüísticos, análisis, síntesis, inducción y deducción para estudiar la literatura científica sobre cuestiones relacionadas con las características lingüísticas del idioma ucraniano. Al mismo tiempo, se utilizó un cuestionario para aclarar prácticamente ciertos aspectos de la comunicación en ucraniano desde la perspectiva de sus características lingüísticas. Con base en los resultados de la investigación, se estudiaron los fundamentos teóricos, los conceptos y las principales tendencias en el campo lingüístico, así como también se discutieron los resultados de la encuesta sobre los aspectos lingüísticos del proceso de comunicación en el idioma ucraniano.

Palabras clave: soporte lingüístico del desarrollo lingüístico, cultura lingüística, interacción comunicativa, medios del sistema lingüístico, potencial comunicativo, actividad lingüística práctica.

1. Introduction

The problem of the effectiveness of language learning's communicative aspect is not a recent issue. It is closely related to the practical focus on which the language training's concepts and educational language programs are based. It is believed that students can acquire the mother tongue as a system based on studying vocabulary, phonetic and grammatical system, etc. As a result, the acquired knowledge can later be used for communication. However, in practice, we often have the opposite effect, namely a situation where, having mastered the theory of language, the education seekers have not acquired communicative skills yet. Consequently, practical command of the language remains at a low level, reduced to primitive everyday communication or complete rejection of it due to using other languages. This is precisely why studying scientific works on improving the linguistic component of the communication process in Ukrainian is extremely valuable in the modern conditions of globalization and the transformation of communicative processes in the world.

The theoretical part of the present research analyzes the relevance, concepts and components of the communication process in Ukrainian from the perspective of its linguistic features.

The practical part of the research includes the clarification of the primary tendencies characterizing the communication process in Ukrainian nowadays. It comprises the distribution of using the language system's means in the process of communication in Ukrainian, assessment of the most significant characteristics of "discourse" as an important tool of the linguistic sphere in the Ukrainian language. It also includes features of the Ukrainian language's linguistic etiquette as an element of communication, functions of Ukrainian as its main linguistic features. Along with this, the practical part includes the most promising directions of further scientific investigations in the field of communication in Ukrainian in the context of the linguistic aspects of this process.

Based on the research results, conclusions were made regarding the issues raised. In particular, it was determined that the most pronounced tendencies of communication in Ukrainian are expanding the geographical sphere of communication, declining the culture of written communication, literacy deterioration, increasing the share of communication using modern communication means, decreasing initiative communication, but increasing the share of official, forced, role-based communication. At the same time, explicit language means are prioritized in using two groups the language system's means. The survey made it possible to establish that the most significant features of "discourse" as the linguistic sphere's important tool in the Ukrainian language are its textual character and ambiguity. The survey revealed that speaking etiquette of Ukrainians is a fairly significant component of communication, involving piety, respect for parents, for women, democracy, emotionality, aesthetics, tenderness, etc. Based on the survey results, the functions of the Ukrainian language as its main linguistic features of communication are the possession of correct and expressive pronunciation, understanding the language's essence, mastering its laws and rules, mastering literary norms and tools. The survey participants determined the following most promising directions of further scientific studies in the communication sphere in the Ukrainian language, namely: "Activity approach to studying Ukrainian", "Types of language activities that are implemented in the communicative language competence of a person" and "Communicative aspect of learning Ukrainian as the most significant prerequisite for effective communication".

2. Literature Review

Improving the society's language culture and acquiring knowledge about the language's stylistic richness are important goals of national revival in Ukraine nowadays. For young people who will pursue higher education, it is crucial today to optimize the level of language development. After all, they will use the word as a working tool, a carrier of information, a professional verbal weapon and a means of spiritual influence. Thus, they will contribute to elevating people's culture and spirituality (Sokolova, 2022).

Communication is one of the manifestations of social interaction. It is based on exchanging thoughts, assessments, feelings, expressions of will for the purpose of information, emotional impact, stimulation of joint activities, etc. Modern science defines communication as an exchange of information, as an interaction, as a person's perception of a person (Anggraeni, Wahibah & Assafari, 2020).

Knowledge of communicative laws and the ability to apply them, and if necessary, to fight against them, is a significant part of every educated person's communicative competence. Ukrainians

belong to people with a high level of language communication. This is precisely why the experience of the features of the communication process in Ukrainian is extremely valuable nowadays (Ushakova et al., 2022).

Communication has a dialogical nature: it takes place between two people, less often between a person and a group, and even less often between a person and society. The way of communication changed significantly in the second half of the XX century, under the influence of scientific and technical progress and the scientific and technical revolution. As scientists note, the most important reason for these changes is the individual's depersonalization (Tavrovetska & Shebanova, 2020).

There are several classifications of dialogues in modern science. In particular, the classification of dialogic communication according to the following characteristics deserves attention:

- 1) target relations: cooperative (partners' goals coincide); neutrality (the goals of dialogue partners do not contradict each other); co contradictory (the goals of the interlocutors are opposite);
- 2) by the nature of the global goal: cognitive (problematic-dialogical, informational-dialogical, research-dialogical); phatic (aimed at supporting communication and relationships of participants); expressive (aimed at revealing the attitude to the discussed issue or identity of the communication participants). Phatic and expressive dialogues aim to reveal the partner's inner world and further influence him.
- 3) by to the feature of information circulation: degenerate (one that has a monologic form); cyclical (phatic, which does not generate new information, but is only aimed at maintaining contact); one-way informative (provides new information); two-way informative (generates new knowledge in the cognitive sphere of communication participants) (Korolyov, 2022), (Moser, 2020).

Taking into account the individuals' activity spheres in small groups, Ukrainian social psychologists emphasize the system of connections and relationships formed as a result of joint activities and communication. They believe that the system of connections created by communication includes communicative, emotional, role and informal status connections (Bidzilya et al., 2021).

Scholars of small language groups emphasize the importance of investigating and evaluating the group's communicative potential (Parkhurst & Parkhurst, 2018). The group's communicative potential is the group communication capabilities that can be used to ensure all its internal and external real relations and connections (Cavallaro & Sembiente, 2021). For the theory of communication, it is crucial that group norms, values, goals, traditions, behavior, and communicative experience create the psychological basis of the group's communicative potential (De Oliveira & Westerlund, 2021).

The purpose of the research is to determine the standpoint of the Ukrainian language specialists - translators and practicing teachers of linguistic specialties on the peculiarities of the communicative process in the Ukrainian language from a linguistic point of view.

3. Methodology

A practical study of modern tendencies in using multimedia technologies in the visual communications sphere and design education was conducted by interviewing 52 Ukrainian language specialists - translators, as well as 64 practicing teachers of linguistic specialties carrying out research and teaching activities at 16 higher educational institutions in Rivne, Khmelnytskyi, Chernihiv and Kyiv regions of Ukraine. The research was conducted using the Survey Monkey service.

4. Results

During the survey, the most pronounced communication tendencies in the Ukrainian language were established (Figure 1):

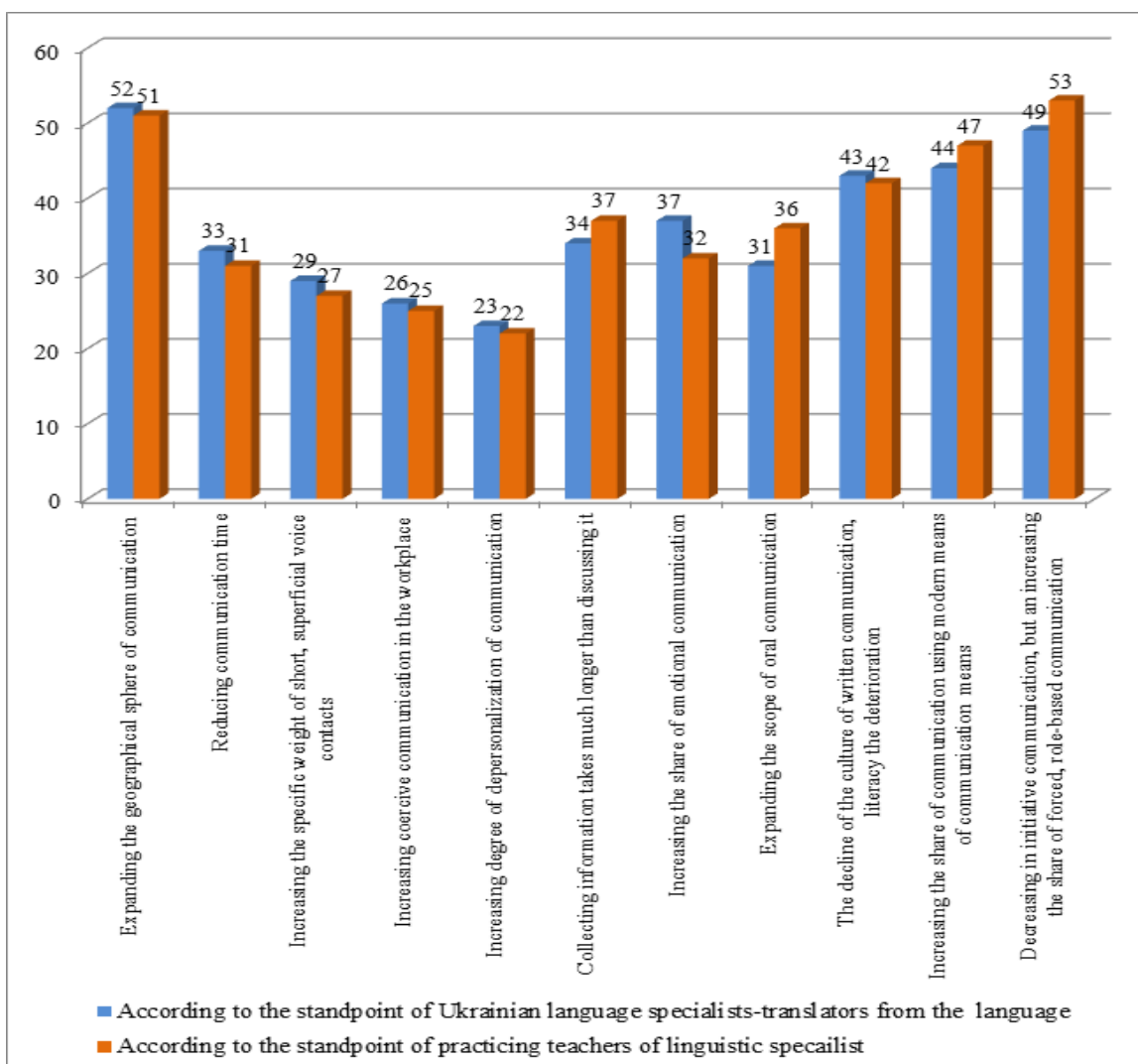


Figure 1. The primary tendencies characterizing communication in the Ukrainian language, %
 Source: compiled by the authors

According to the survey participants' standpoints, currently, in the conditions of globalization of all

social processes in the world, the primary tendencies characterizing communication in Ukrainian are as follows: the expansion of the geographical sphere of communication, the decline of the culture of written communication, and literacy deterioration, an increase in the share of communication using modern communication means, a decrease in initiative communication, but an increase in the share of official, forced, role-based communication.

At the same time, the respondents evaluated the distribution of using the language system's means (Figure 2):

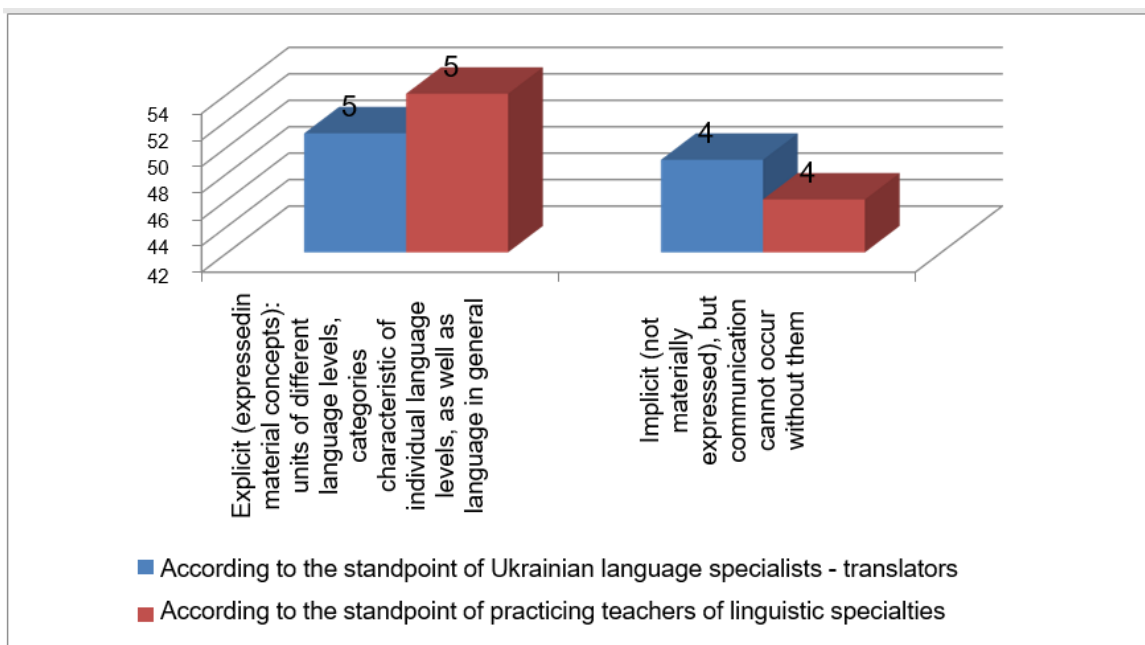


Figure 2. Distribution of using the language system's means in the process of communication in Ukrainian, %

Source: compiled by the authors

During the survey, the participants found that, although having a slight advantage, explicit language means continue to be used more frequently than the other two groups of the language system's means.

The term “discourse” has a wide conceptual range in linguistics. A significant issue resolved during the survey is the determination of the most important characteristics of “discourse” as an important tool of the linguistic sphere in the Ukrainian language (Figure 3).

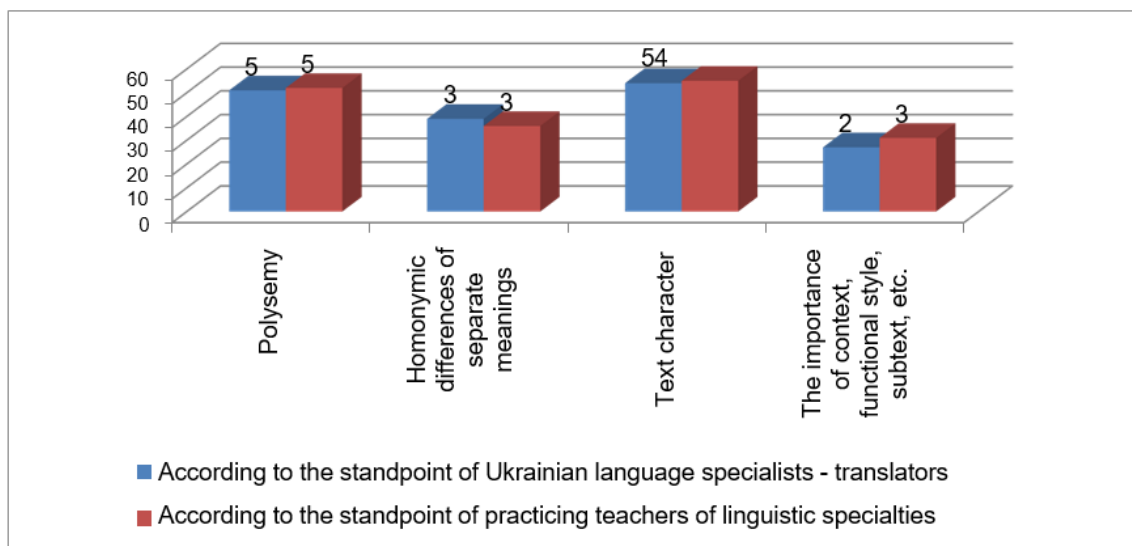


Figure 3. The most significant characteristics of “discourse” as an important tool of the linguistic sphere in the Ukrainian language, %
 Source: compiled by the authors

It can be observed from Figure 3 that the predominant characteristics of the discourse are its textual character and ambiguity.

Speaking etiquette is a significant element of the Ukrainian language’s linguistic features. Speaking etiquette is a rather important component of communication for Ukrainians (Figure 4).

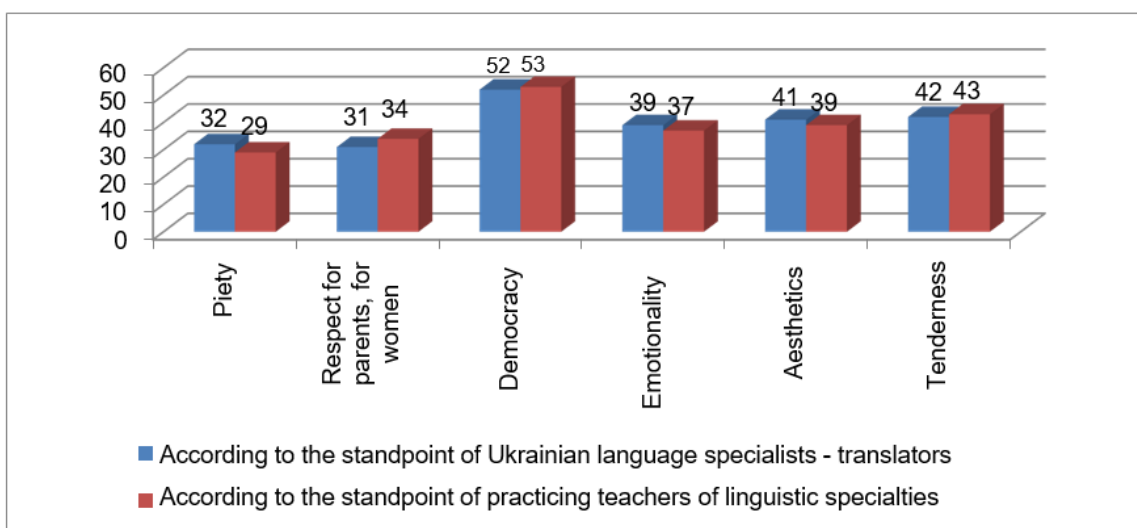


Figure 4. Features of the Ukrainian language’s speaking etiquette as an element of communication, %
 Source: compiled by the authors

According to the data in Figure 4, the speaking etiquette of Ukrainians testifies to their piety, respect for parents, for women, democracy, emotionality, aesthetics, tenderness, etc.

The linguistic aspect of mastering the native language by Ukrainians involves awareness of the language's social role and functions, implemented in the communication process by each person. Awareness of the need to master speaking material ensures the formation of speaking abilities and skills. A significant element of the research is clarifying the respondents' standpoint regarding the Ukrainian language's functions as its main linguistic features of communication (Figure 5):

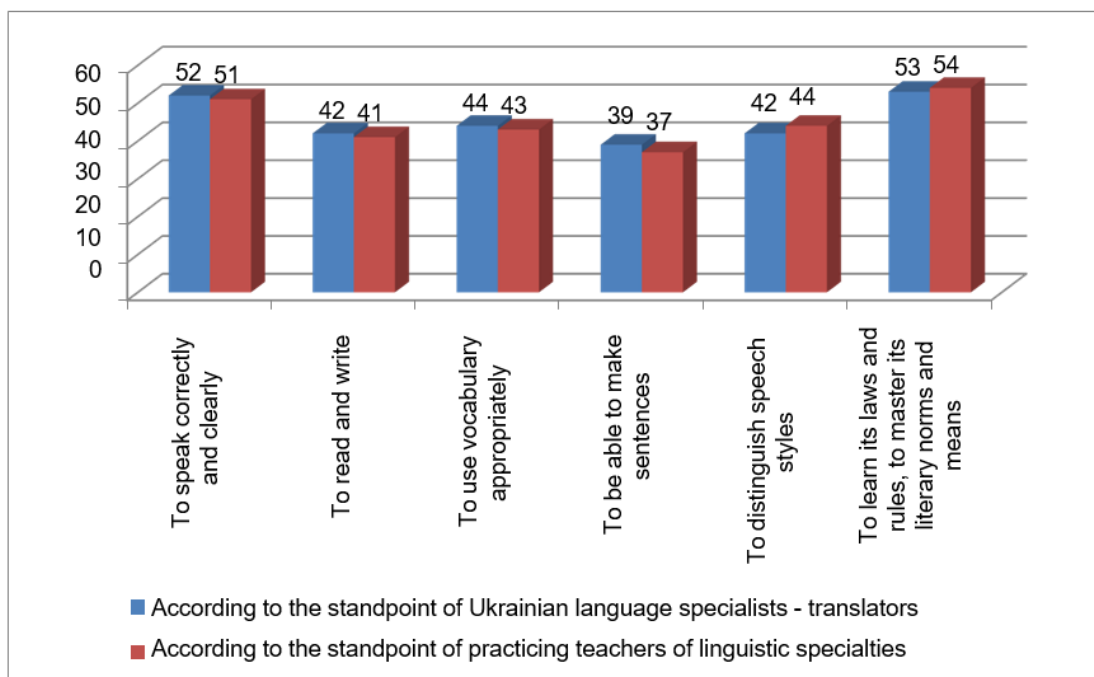


Figure 5. Functions of the Ukrainian language as its main linguistic features of communication, %
Source: compiled by the authors

It can be observed from Figure 5 that these functions are as follows: the possession of correct and expressive pronunciation, as well as understanding the language's essence, mastering its laws and rules, and mastering literary norms and means.

The survey's significant outcome was the clarification of the survey participants' standpoint regarding the most promising directions of further scientific studies in the Ukrainian language communication sphere from the perspective of the linguistic aspects of this process (Figure 6):

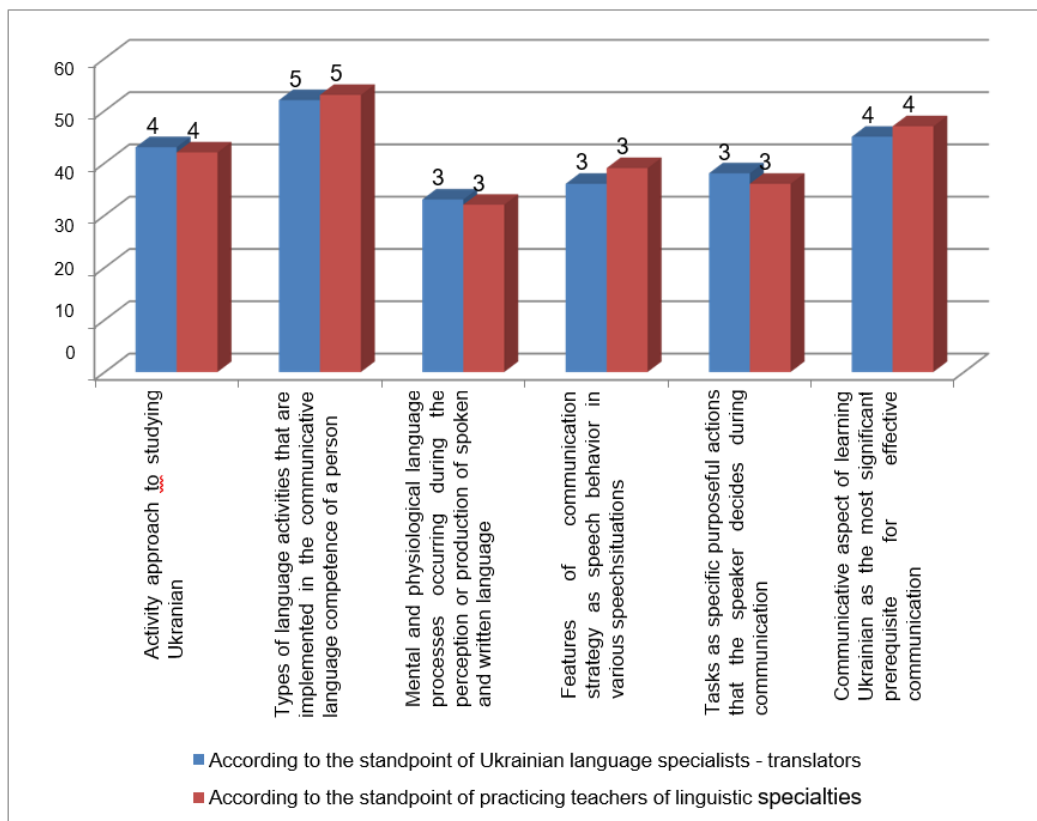


Figure 6. The most promising directions of further scientific studies in the Ukrainian language communication sphere from the perspective of the linguistic aspects of this process, %
 Source: compiled by the authors

The survey participants determined the following most promising directions of further scientific studies in the communication sphere in the Ukrainian language, namely: “Activity approach to studying Ukrainian”, “Types of language activities that are implemented in the communicative language competence of a person” and “Communicative aspect of learning Ukrainian as the most significant prerequisite for effective communication”.

5. Discussion

As noted in most educational materials, intercultural communication is communication between speakers of different cultures who use different languages (Ukume et al., 2020). The metaphor “carrier of national culture” usually describes a person’s consciousness, which is formed in the process of mastering a certain national cultural heritage. The bearer of Ukrainian culture has a consciousness formed on the basis of images and ideas inherent in Ukrainian culture (Kalmykova, Kharchenko & Mysan, 2021), (Linares & McCabe, 2020).

Studying the linguistic component’s feature of communication in Ukrainian, it is worth emphasizing that the educational process in this field in Ukraine takes place in conditions when education seekers became aware of the need to master the language of their grandfathers and great-grandfathers as a means of communication with the aim of reviving it in everyday life. This process is extremely complex. Language communication requires speaking, perception and

understanding. And this is possible only under the condition that the speaker and the listener are on the “same speech wavelength”, when the words heard by the student are related to the linguistic source, and, therefore, to the world of things, when conceptual knowledge is related to sensory (Havard et al., 2019).

National and cultural factors have a significant influence both on the elements of the language code in Ukraine and on the communication process. Elements and categories of the linguistic code of each idioethnic language form unique linguistic worldviews differing from conceptual (scientific) worldviews. The influence of national and cultural factors on the individual words’ semantics and, accordingly, fragments of linguistic images of the world is significant (Krasnobaieva-Chorna & Harbera, 2022).

Indicators of stereotyping in the field of linguistics are as follows: repetition of the characteristics of a certain object in different types of discourse; the presence of derivatives in the semantics of which this feature is repeated or even becomes leading; for instance, in the consciousness of certain ethnic groups (in particular, Ukrainians), a pig is associated with physical and moral dirt (“dirty like a pig”; “pig act”); therefore, this feature dominates the derived semantics of a pig; the presence of tropes based on this feature (Ivan turned out to be a pig); the presence of phraseological units containing this word (to put a pig); the presence of paremias (various established expressions – from idioms to proverbs), where this very sign is “played” (“Allow a pig at table to sit and it’ll put on the table its feet”) (Harvey, Tordzro & Bradley, 2022).

Communication etiquette is a universal phenomenon. The language etiquette of communication in Ukraine has ethnic features, national originality. On the one hand, this is caused by the peculiarities of natural and climatic conditions, agricultural methods, contacts with other peoples, the influence of religion, the level of cultural and civilizational development, etc. On the other hand, this is caused by the peculiarities of character, temperament, mentality, national character of the people (Şimon et al., 2022).

An important aspect of the effective development of communication’s linguistic component is using effective language teaching methods. The practical orientation of education involves not only the quantitative advantages of practice over language theory, but primarily, teaching communicative activity, creating such conditions that contribute to the desire of education seekers to express themselves through interaction with the interlocutor (Maaß & Rink, 2020).

In order to implement conscious and practical language activity, it is necessary to create such conditions for involving students, under which language practice would be based not only on the theoretical study of the language system, but on communicative activity. Mastering the mother tongue should meet the modern social and personal needs of education seekers’ language development (Kalmykova, Kharchenko & Mysan, 2021).

Special attention is paid to effective voice communication, which is considered as a process of influencing the interlocutor through speaking. The content side of this influence is carefully selected thoughts and organized in a certain way (utterance or language product), and the formal side is the linguistic design of these thoughts. The latter significantly depends on the specifics of the impact and on the interlocutor (the addressee of the speech) (Qian et al., 2019), (Zalizniak, 2020).

6. Conclusions

Therefore, as evidenced by the analysis of scientific literature on the research topic and the questionnaire results, there are certain regularities in studying the features of communication processes and in studying the language system. They are related to the communication process's features, the communication participants' psychological characteristics and their social roles. They can be changed over time and are nationally specific. At the same time, they arise as necessary in any type of interpersonal and mass communication. Therefore, they can be considered objective laws of communication.

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Theoretical and methodological aspects of the formation of research competence of future teachers of physical education in the process of professional training

Aspectos teóricos y metodológicos de la formación de la competencia investigadora de futuros profesores de educación física en el proceso de formación profesional

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Abstract

The purpose of the article is to analyze the theoretical and methodological aspects of the formation of research competence of future teachers of physical education in the process of professional training. The article is based on the use of both general and special pedagogical research methods. An

important role for our work was played by the use of sociological (sociological-statistical) method. The modeling method made it possible to propose a separate project-model of the curriculum. Research competence is important, with its help the future specialist will be able to conduct their own projects and develop the latest methods and ways of working and learning.

Keywords: physical education, education, research competence, professional training, pedagogy.

Resumen

El propósito del artículo es analizar los aspectos teóricos y metodológicos de la formación de la competencia investigadora de los futuros profesores de educación física en el proceso de formación profesional. El artículo se basa en el uso de métodos de investigación pedagógica tanto generales como especiales. Un papel importante para nuestro trabajo fue el uso del método sociológico (sociológico-estadístico). El método de modelización permitió proponer un proyecto-modelo independiente del plan de estudios. La competencia de investigación es importante, con su ayuda el futuro especialista podrá realizar sus propios proyectos y desarrollar los últimos métodos y formas de trabajo y aprendizaje.

Palabras clave: educación física, educación, competencia investigadora, formación profesional, pedagogía.

1. Introduction

The peculiarities of the profession of physical education teachers are that it requires the free application of acquired knowledge in practice, a range of professional competencies, and increased responsibility. Mastery of the respective specialty relies on the use of appropriate professional knowledge, skills, and abilities, as well as the acquisition of established important personal qualities in the process of training. An important part of university training is the organization and conduct of educational and pedagogical practices through which practical work skills are formed (Anisimova et al., 2020). Let us also note that it is extremely relevant to master the research competence, through which future specialists get used to conducting their own research and developing special methods of working with students in school. At the same time, the elucidation of the peculiarities of the formation of research competence remains important, which is an urgent task for modern pedagogical science. The article aims to analyze the theoretical and methodological aspects of the formation of research competence of future physical education teachers in the process of professional training. The task of the article is to investigate the conceptual aspects of the mentioned problems and to identify and consider in detail the methods of training specialists in higher education.

2. Theoretical Framework or Literature Review

The study is based on the use of modern pedagogical literature. Both Ukrainian and foreign historians were interested in the problem of research competence formation. In particular, Kryshtanovych et al., (2021) characterized the features of research experience of forming professional competence in future specialists in physical education and sports. The article focuses on the characteristics of foreign experience of training specialists in the field of physical education and sport in European countries, primarily in Italy and Spain. At the same time, the researchers highlighted the main progressive ideas to be implemented for the education system in the field of physical education and the peculiarities of the training of specialists in this sphere. Pavlyuk et al.,

(2018) characterized the importance of different types of field training for shaping the health competence of future specialists in physical education and sports. Experts paid special attention to the practical implementation of this competence among students. Matviichuk et al., (2022) characterized the peculiarities of pedagogical skills development for future physical education teachers. Kalynychenko et al., (2021) investigated the formation of a professional and pedagogical culture of future physical education specialists. In the work, the specialists explained in detail the role of professional and pedagogical culture for future specialists of physical education specialties as a key base for improving culture (however, and physical, intellectual, spiritual economic, etc.). In addition, they believe that the specified pedagogical culture acts as the main tool for the formation of other professional competencies, so it is also the basis for a high professional level. Bakhmat et al., (2022) analyzed the main aspects of modernizing the professional training of modern teachers. An improved method of teaching the theoretical component of physical education developed by Babych et al., (2022). Kononets et al., (2021) investigated the didactic basis for the formation of research competence among students in the field of physical education. Among the foreign specialists, let us highlight Cojocar u et al., (2022), who characterized the main theoretical and methodological issues of sports education. Note that general pedagogical studies analyzing the main topical issues of modern education are also valuable for our study. In particular, Tarkhova et al., (2020) analyzed the problem of using infographics in the modern educational process. At the same time Ronzhina et al., (2021) characterized the key aspects of the digitalization of modern education. An analysis of the current innovative trends in education through the prism of digitalization was made by Järvis, Tambovceva & Virovere (2021). The peculiarities of the formation of the digital educational environment were characterized by Filipova & Usheva (2021). At the same time, the experts pointed out both the main problems of implementation and the main ways of its promotion. Although the topic of the formation of research competencies in future physical education teachers is not new, however, it remains relevant given the constant development of education, and the introduction of new teaching technologies.

3. Methodology

The article is formed based on the use of both general scientific and special pedagogical research methods. Among the general scientific logical methods, we will distinguish analysis, synthesis, induction, and deduction. The method of abstraction, which implies ascending from the abstract to the concrete, also has a significant value. At the same time with the help of the axiomatic method of research, we managed to pass from general statements to concrete conclusions and recommendations. Through this method, we were able to move from defining the importance of research competence to analyzing individual educational practices that influence the development of the latter (Kondratska et al., 2021). In addition, functional and structural methods of research were used in the article. A significant role in our work was played by the use of the sociological (sociological-statistical) method, with the help of which the actual indicators of the problematic activity of physical education teachers and other specialists in the field of sports were determined. Special pedagogical methods of research are of particular importance. For example, the modeling method allowed us to propose a separate project-model of the training program and development of research competence of future physical education teachers (Ronzhina et al., 2021). With the help of the observation method, we discovered the weaknesses and strengths of the proposed program of training and development of research competence of future teachers.

4. Results and Discussion

Research competence: to the problem of interpretation

For the purpose of defining the term research competence, the definition of “competence” is weighted. The latter is understood as an objective category that expresses the recognized level of skills, abilities, and knowledge in a particular person's activity. For this reason, competence is an integrative formation of personality, which combines the above-mentioned categories of knowledge, abilities, skills, experience, and personal characteristics affecting the desire and ability to solve certain tasks and problems. At that, competence manifests itself directly in an effectively performed activity and also includes personal attitude to the object and product of a person's activity. Since the category of competence is related to the ability and capability of a person to act successfully in typical and atypical situations, the key elements of direct research competence should correlate with the elements of research work. At the same time, the unification of theoretical and practical research skills forms a specific model of research competence (Kryshtanovych et al., 2021). It should be noted that research work should be aimed at obtaining socially important knowledge about specific subjects, phenomena, or processes. For this reason, it should have in its structure certain stages (stages): the planning of research, the period of using methods for the subject of research in order to obtain specific results, and the stage of compiling and explaining the results of the work. So, research activity consists of several components: design, informational (provides mastering the basic methods of collecting and processing of information materials), analytical (application of general scientific and special research methods), practical (formation and implementation of the obtained results). Consequently, we believe that the main basis of research work should be the ability to identify the problem, the formation of a hypothesis, the implementation of data analysis, the selection of appropriate methods, data collation, recording intermediate and final results of the research work, organizing the discussion and interpretation of key results (apply them in practice) (Kornosenko et al., 2021)). At the same time, directly the concept of research skills is a system of mental and practical skills of an individual, necessary for independent implementation of research. Consequently, the main part of the research work forms intellectual skills, practical act as a mechanism of possession of specific means of search work, which gives practical results (i.e., new knowledge, patterns, or facts).

For this reason, the term research competence is understood as an integrative characteristic of a person, which combines categories of knowledge, skills, the experience of a researcher, value characteristics, and personality traits, manifested in readiness to perform research work to obtain new skills and knowledge through the use of scientific methods, etc (Järvis et al., 2021). At the same time, research competence consists of ideas about current directions of research in modern science, awareness of philosophical theories and concepts in a particular area of scientific knowledge, understanding of the basic methodology of the scientific field, knowledge of its laws, and readiness to implement the key knowledge of the chosen field in their own practical work; ability to correctly determine the content of the topic under study, its target, object, subject or task of research. At the same time, no less important in this structure is the ability to plan an experiment of research, understand the basic methodological principles of scientific knowledge (and use them in practice), and mastery of the key general scientific or special methods of scientific research, the ability to theoretically explain and with the help of experiments to check the results obtained in the main study. In addition, the ability to synthesize the results of research work, form key conclusions (organize the so-called methodological reflection), responsibility, the activity of the

researcher, the ability to organize a scientific discussion, reasonably explain your own point of view, etc. are also important. (Bakhmatet al., 2019).

Consequently, competence is the ability to operate freely with acquired knowledge. Its basis is an activity based on previously gained experience and certain universal knowledge. To the very category of “competence”, we refer a certain set of powers, knowledge, abilities, and skills (in education and training) necessary to fulfill the goals and tasks (in our case, in particular, pedagogical activity).

Key foundations for the formation of research competence of future teachers of physical education.

According to the materials of the socio-humanitarian program “Physical education - the health of the nation” it was found that up to 90% of pupils and students have certain health problems, almost half are in poor physical shape, and almost 70% of adults do not have even mediocre values in health development. Thus, addressing the skill development of physical education teachers looks like an extremely urgent need given the realities of the times. According to research in recent days, nearly 80% of physical education teachers indicate that current education should focus not on training highly specialized teachers, but on developing effective long-term pedagogical knowledge and competencies.

Modern requirements for physical education teachers are quite high. In particular, specialists of such specialty should be educated people for whom mastery of general competencies as absolutely necessary elements: social, multicultural, informational, and communicative. This ensures the performance of certain well-established social roles, which are outside the professional qualities (Azimovna, 2022).

Thus, future teachers, specialists in physical education, are individuals who purposefully acquire their qualifications, which are determined in accordance with the educational and qualification level and are provided at a higher education institution with an appropriate accredited training program. Under the current conditions of the development of the educational system in Ukraine, such functions of training future physical education teachers are performed by scientific units based on universities (primarily, departments of physical education, physical education, and sports, etc.), institutes (separate scientific institutions working at universities, the National Academy of Sciences of Ukraine, etc.), colleges, higher teacher training colleges, instructor courses.

The formation of methods of research competence of future teachers of physical education comes from the use of integrative and research complex of academic disciplines. Modern training programs gravitate to its application, which in practice will allow the rational use of integration links between academic disciplines of a single cycle (Zhamardiy et al., 2020). This process takes place in three gradual stages: initial (motivational-analytical), basic-professional (organizational-activation), and professional-adaptive. Logical sequences of content topics show the whole essence of the research work of future teachers throughout the cycle of education in higher education institutions (Kovalenko et al., 2020). They are based on central integration and research vectors.

The initial (motivational-analytical) stage is realized by teaching the basic disciplines – “Fundamentals of Scientific Research in Physical Education” and “Motor Ability Testing

Technologies”. The basic-professional (organizational-activity) level is achieved through the use of disciplines – “Physiological foundations of physical education” and “Sports metrology”. The professional-adaptive stage is achieved through the training of future physical education specialists in generalizing subjects: “Functional diagnostics and control in physical education and sports”, “Organization of scientific studios”, and “Innovative methods of physical culture and sports”. The proposed training system is focused on the first year of university education, after which the future student will receive a junior bachelor's degree. The mentioned disciplines with proper professional teaching and professional self-improvement of students are quite enough to ensure the proper development of research competence of future physical education teachers in the process of professional training (Ovcharuk et al., 2021).

For senior university students, a supplemented set of disciplines is offered, which will improve their research projects. We are talking, first of all, about teaching biomedical and socio-humanitarian academic subjects. For example, we are talking about “Theory and Methodology of Teaching Athletics” (as well as in general about theoretical aspects and methodological recommendations for sports games and swimming, gymnastics, etc.). General scientific aspects of research activities of future physical education teachers are disclosed by studying human biochemistry and physiology, and hygiene. Qualitatively, the materials of these disciplines can be supplemented by psychology and pedagogy, which allows to significantly expand the cognitive characteristics of future specialists (Babych et al., 2022). Note that an important aspect of training is the mastery of modern information technology, which will allow finding an approach for students.

Bachelor's and master's degrees are extremely important steps in gaining research competence, so important attention should be paid to the writing of qualifying papers (Klochko et al., 2022). The master's project should accumulate both theoretical and practical work skills for future physical education teachers. Therefore, attention to this element should be maximal in the preparation of specialists. It is desirable that each student prepare a scientific publication on the topic of his/her qualification project by the end of training. Such an element, let us note, will allow mastering or improving the research competence (Demchenko et al., 2021).

European universities pay close attention to the independent research initiative of future specialists - physical education teachers. Note that in Europe (in particular in Germany, France, Hungary, Sweden, and Slovenia) the organization of the direction of physical education in higher education institutions is engaged in specially formed departments (Kononets et al., 2020). For example, the Institute of Sport (Germany), the Department of Sport (France), the Department of Sport (Hungary), etc. Predominantly German universities, in particular the German Higher School of Sports (Cologne), focus on the implementation of primarily health-forming competencies (Daniel & Daniel, 2022). However, a noticeable attention is also paid to the development of research skills. In particular, there is a system of professional training here, in which students are actively involved in the organization of various science and sports conferences and individual research projects. Note also that students themselves take an active part in shaping the curriculum. For example, in Belgium, special student sports unions, which have the initiative to organize independent scientific studios under the brands of universities, have a great influence. It should be noted that the European system of physical education lectures is oriented to a combination of a number of scientific and pedagogical disciplines. They combine both subjects of the socio-humanitarian cycle and narrowly specialized disciplines (Kononets et al., 2021). We believe that this experience is extremely useful because it allows forming a future teacher of physical education as a broadly erudite person who has all the necessary knowledge and skills

to carry out educational activities.

Taking into account the Italian experience, let us characterize the Roman School of Business, where the disciplines of physical education and sports are taught. This institution focuses on the convergence of practical and academic experience, which certainly affects the development of professional careers. Note that the athletic field is an important part of the entertainment business. The graduate program course system consists of a six-month academic year and a six-month international internship. After that comes the stage of work on the main scientific project (CARTONE). Consequently, we believe that such programs promote a quality level of learning and ensure that the experiential needs of the participants in the learning process are met.

Besides, in this institution with the help of improvement of teaching materials and stable monitoring of the educational process the quality and success of educational programs are guaranteed (Kryshtanovych et al., 2021). At the same time, the educational process in Italian higher education institutions is formed based on students' responsibility for their personal learning (Filipova & Usheva, 2021). In particular, they have the right not only to form their own schedule of classes but also to choose the topic of their own research paper. We believe that this fact has a significant impact on the student's desire to research the chosen subject. Consequently, it affects the formation of research competence. In addition, we note that in Italian universities the attendance of disciplines is not mandatory, because the teacher does not record it. So, education in Italian universities is characterized by independent learning (Kryshtanovych et al., 2021). Students have ample opportunities to choose their own learning project, which in turn affects the formation of research competence. At the same time, universities in Spain are characterized by an independent teaching system. In particular, the Autonomous University of Barcelona trains all kinds of specialists in the field of physical education. The acquisition of research competence here is formed through active mobility. The Autonomous University of Barcelona has 21 research departments and 7 research institutes that provide practical training for all future specialists in the field (Kryshtanovych et al., 2021). We believe that the direct involvement of students in such research institutions significantly influences the formation of their research competence.

5. Conclusions

So, research competence is an integrative characteristic of a person, combining categories of knowledge, abilities, skills, the experience of a researcher, value characteristics, and personality traits, which are expressed in readiness to perform research work to obtain new skills and knowledge through the use of scientific methods, etc. Despite this, research competence is formed from ideas about current research directions in modern science, awareness of philosophical theories and concepts in a particular field of scientific knowledge, understanding of the basic methodology of the scientific field, knowledge of its laws, etc. We believe that the research competence of future teachers of physical education is formed in the process of professional training. It is summarized that competence in general is the ability to freely operate the received knowledge. In the system of training, a set of competencies is common and necessary for the education of a truly modern specialist. We determine that research competence is just as important, with the help of which the future specialist will be able to conduct his or her own projects and develop the latest methods and ways of working and teaching. For the best mastery of this competence, a special distribution of academic disciplines is proposed to optimize the training process. This process is supposed to take place in three stages. The initial (motivational-analytical) stage is realized by teaching the basic disciplines. The basic-professional (organizational-activity) level is achieved through the use of professional disciplines. The

professional-adaptive stage is achieved through the training of future physical education specialists in generalizing subjects. The proposed training system is focused on the first years of university education, after which the future student will receive a junior bachelor's degree. For senior university students, an augmented set of disciplines is offered, primarily the teaching of medical-biological and socio-humanitarian academic subjects. Particular emphasis should be placed on the writing of qualification works. The master's project should accumulate both theoretical and practical skills of future physical education teachers. It is desirable that each student by the end of training prepared a scientific publication on the topic of his/her qualification project.

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Phenomenon of free painting: Comparison of the artistic images of the modernism era and children's painting

Fenómeno de la pintura libre: Comparación de las imágenes artísticas de la época del modernismo y la pintura infantil

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Abstract

The relevance of the study is due to the significant changes in the content of education, in particular, art education; the need for a thorough study of modern methods of teaching and upbringing a child, analysis of the modern children's needs, taking into account the psycho-physiological features of their development and periodization of the children's painting development. The aim of the article is to analyze the artistic images of modernism era artists and artistic images created by preschool children in the process of painting, to identify the common features, find out the analogies, describe manifestations and characteristics. Objectives: to analyze and characterize the phenomenon of free painting; compare the artistic images created by the modernism era artists and preschool children; consider the means of expression used by both groups of recipients, compare them, identify the common things, draw an analogy. The following research methods are used: comparison, which is the basis of such logical method as an analogy; comparison as a comparative-historical method that reveals the general and special features of the phenomena, different stages of development of the same phenomenon or different coexisting phenomena; analysis which helps to identify and compare levels of the development of the phenomenon under study, explore changes, identify trends. The method of formalization is

also used, as it clarifies the content of thought by specifying its logical form.

Key words: art, education, aesthetic education, artistic and aesthetic development, phenomenon of free painting, means of expression, works of art.

Resumen

La relevancia del estudio se debe a los cambios significativos en el contenido de la educación, en particular, la educación artística; la necesidad de un estudio exhaustivo de los métodos modernos de enseñanza y crianza de un niño, el análisis de las necesidades de los niños modernos, teniendo en cuenta las características psicofisiológicas de su desarrollo y la periodización del desarrollo de la pintura de los niños. El objetivo del artículo es analizar las imágenes artísticas de los artistas de la época del modernismo y las imágenes artísticas creadas por niños en edad preescolar en el proceso de pintura, para identificar los rasgos comunes, descubrir las analogías, describir manifestaciones y características. Objetivos: analizar y caracterizar el fenómeno de la pintura libre; comparar las imágenes artísticas creadas por los artistas de la era del modernismo y los niños en edad preescolar; considerar los medios de expresión utilizados por ambos grupos de destinatarios, compararlos, identificar las cosas comunes, establecer una analogía. Se utilizan los siguientes métodos de investigación: comparación, que es la base de dicho método lógico como analogía; la comparación como método histórico-comparativo que revela las características generales y especiales de los fenómenos, diferentes etapas de desarrollo de un mismo fenómeno o diferentes fenómenos coexistentes; análisis que ayuda a identificar y comparar niveles de desarrollo del fenómeno en estudio, explorar cambios, identificar tendencias. También se utiliza el método de formalización, ya que aclara el contenido del pensamiento especificando su forma lógica.

Palabras clave: arte, educación, educación estética, desarrollo artístico y estético, fenómeno de la pintura libre, medios de expresión, obras de arte.

1. Introduction

The improvement of methods of aesthetic education is one of the most important tasks of modern education. The artistic and aesthetic development of the child in various activities is of particular importance. In the process of the research of the theoretical and methodological principles and analysis of the concepts of aesthetic education, we have noted the interrelated values of aesthetic development in ontogenesis. In the process of theoretical and methodological research of child's artistic and aesthetic development by means of fine arts we have come to the conclusion that it is vital to consider the phenomenon of free painting in more detail, characterize it, and draw an analogy with the art works of modernist era artists taking into account the main characteristics of this phenomenon. In the research article, we conduct a content analysis of the works of modernist artists and the drawings of older preschool children, namely: we will determine whether there are the main common characteristics of the specified groups of recipients; what exactly and what is their meaning and influence on the general impression of the perceived; we explore the differences and similarities of expressive means. In the conclusions, we determine the psychological components that explain the attraction of preschool children to the perception of works of art of the 20th century.

2. Research question

According to Georg Michael Kerschensteiner's biogenetic theory, a child goes through successive, interconnected stages of psychophysiological development. The changes that take place at each stage of this development occur simultaneously in the process of formation of child's abilities while doing the artistic activity. The interference with and influence on this natural process of creative development of the child can ruin his or her artistic freedom and the natural process of development in general. «Children's artistic activity in its development repeats the path of human culture development, the only difference is that the development of human culture is associated with certain historical and socio-economic conditions, while children's painting is not associated with them» (Kershensteiner, 1914).

This theory is confirmed by the research done by Fedir Schmit. The scientist draws a parallel between different epochs and styles in art and compares different stages of depicting a child's painting. According to him, there is a relationship between the development of children's painting and the development of world art, which is manifested in certain common features and characteristics (Schmit, 1921).

Scientist Schmit F. states that the peculiarity of children's painting is the child's psychophysiological characteristics. Namely, when a child portrays another person, he or she relies on the psychology of effective thinking and reproduces what he or she knows about the object of the image in a primitive individual way. Despite the exact optical-visual copy, the child is not interested in the resemblance to the original. The child is interested in the process of creative activity. The perceived and preserved image of the object is sensually and originally reproduced during the creation of the artistic image (Schmit, 1919).

In order to understand the common features and characteristics of the artistic images of the modernism era artists and preschool children, we will identify analogues and analyze the paintings of both groups.

Research aim: to analyze of the artistic images of the modernism era artists and preschool children's artistic images, identify common features, find out the analogy, describe the features and characteristics.

3. Methodology

Research methodology is based on the works of G. Kershensteiner (biogenetic theory) (Kershensteiner, 1914). The scientists state that the changes that occur at each stage of child's development, occur simultaneously in the process of developing his or her abilities during art activities. We also took into account the works of other scientists. Thus, F. Schmit's (Schmit, 1919; 1921) study (phylogeny) draws a parallel between epochs and styles in art and the individual stages of depicting children's paintings; art works of O. Musyka (Muzyka et al., 2021), which are devoted to the issues of modern art education and aesthetic development of personality; the art works of L. Moon (Moon, 2008), whose research works focus on the synthesis of various types of arts, their interpretive nature, as a process that gives rise to new things in art, education and science.

The phenomenon of free painting is a phenomenon that includes the following: the creation of an

artistic image through the world of artist's own experiences and emotions. Means of expression: color, composition, form, line, etc. It should be mentioned that their manner, style, technique, motive for creating the image are too sensual-personal ones. The period of modernism, as an art movement, with its manner, style of performance, sensuality and non-standard creation of artistic images, corresponds to the characteristics of this phenomenon. The peculiarity of a child's painting is that the child depicts the world in a primitive individual way, a child shows the only things he or she knows about the object. The main thing for a child is the transfer of emotions and reproduction of feelings, the use of abstract figures to convey the perceived things through the use of bright colors, dynamics of the plot, despite the laws of perspective and dimension of the image. The research was conducted with the aim of establishing the effectiveness of using works of art of the modernist era, as the most effective for the perception of a child of older preschool age.

Attention is focused on the study of expressive means of artists of the modernism era and preschool children, the study of the psychological component of the works of both groups of recipients, which contributed to the optimal understanding of the motive for creating artistic images of artists of the modernism era and preschool children. In this regard, an experiment was conducted in a research group consisting of 230 children aged 5-6 years. During the research, 156 works of fine art of the first half of the 20th century were used.

4. Results

Opposition of the person's individuality to the society and rejection of the surrounding reality, denial of rationalism, dissatisfaction with the outdated and conformist events stimulated the formation of such directions of modernism as avant-garde, fauvism, expressionism, futurism, dadaism, cubism, surrealism, abstractionism. Earlier modern style had different names: in the United States – Tiffany, in France – Art Nouveau (in French «art nouveau», which means new art), in England – Modern style («modern style»), in Italy – Liberty style, in Spain – modernism, in Switzerland – spruce style (style sapin), in Germany – Jugendstil (in German «Jugendstil», which means young style), in Austria – Secession style («Secessionsstil»).

Style of Modernism (in French «Moderne» – modern) is an artistic direction in art, the main idea of which is the desire to contrast new ideas to the eclecticism of the past, something that is outdated. Distinctive features of the style are the rejection of academicism, standards and stereotypes. The Modernism period has clear chronological boundaries (from late 1880s to 1914). This short period became an intermediate art phenomenon of the transition of painting to the next stage of its development, and the ideas of modernism could not help but be reflected in the educational space. Naturalness, creative intuition, inspiration become a pedagogical and methodological basis for art education, which promotes «experimentation» and sensitivity of the personality.

Impressionism is also one of the trends of the 20th century (from French word «impression»). It influenced the art schools in many different ways, namely: methodology of teaching was based on the stimulation of the reflection of the real world, the dynamics of the subject's characteristics and fixation of instant impressions. The method of constructing the image excluded the real form; the academic drawing lost its primary importance. Analyzing the works of art of Oscar-Claude Monet, Camille Pissarro and Alfred Sisley, we have noted the presence of realistic irony in depicting fragmentary real situations, unexpected plots, personal views of the world and its reproduction. The art works are full of complex colors, they are characterized by the individuality

in strokes, and reflexes that become interesting for their expressiveness. Neo-Impressionists (Georges- Pierre Seurat, Paul Signac) in their art works decomposed tones into pure colors, using large colored spots to create decorative compositions. Techniques that reproduce optical and spatial effects with the help of a mosaic style of performance are also used by preschool children. But for a child this technique is not a conscious one; a child uses it unconsciously, naturally and sensually.

The trend that emerged in the 80's of the 19th century, which was characterized by the reproduction of a long state through impressions is called post-impressionism. The idea of artists who worked in this style is to depict objects as truthfully as it is possible, not what the artist sees, but how he or she sees it.

One of the representatives of post-impressionism is Van Gogh. Characterizing the artist's works («Artist's Bedroom in Arles», 1888, «Mulberry Tree», 1889) (Figs. 1, 2) we have noted the following features: the content of the paintings is filled with emotional component, the use of color symbolism, individual art style and composition solutions for the transmission of subjective perception of the reality. Van Gogh is an artist who used pure red, blue and yellow colors in his masterpieces.



Figure 1. Artist's Bedroom in Arles, 1888



Figure 2. Mulberry tree, 1889

When analyzing the art works, we can see the emotions and associations which the artist wanted to convey in the form of composition, visual simplification of objects and a special color scheme.

There are also some symbols in the art works, wide strokes are used. The compositions are mostly static. The color scheme is juicy, but it isn't striking for the eyes, it even soothes. It differs the arts works from the paintings of expressionists.

Let's pay attention to the children's paintings. Here are Dasha K's art works «Fox and the Crane», «Winter composition» (Figs. 3, 4).



Figure 3. Fox and the Crane



Figure 4. Winter composition

There is one more similarity between the art works done by impressionist artists and preschool children. It is non-compliance with the linear perspective. Older preschool children, when creating a composition, do not apply the rules of perspective and multifaceted composition. «The child depicts objects in a plane, which is due to the mental and intellectual characteristics of children's intelligence. Currently, the painting of a child of older preschool age is a composition that is developing in parallel to the picture plane, without penetrating into its depth. Its graphic language corresponds to the methods of orthogonal projections, i.e. there is no horizon line in the painting, the deployment of the image is based on a combination of different perspectives, and there is a variety of image objects (based on the principles of pantheism, symbolism) and other features which are characteristic for this age. At the same time, if you carefully analyze the children's painting, you can find an attempt to organize a conditional space based on the principle of «overlapping». The principle of «overlapping» of one subject with another one is the progenitor of subsequent, more developed systems of perspective» (Sukhenko & Zasipkin, 2011).

An important achievement of the Impressionists is the developed style of painting, characterized by the desire to diversify the texture. The impasto technique was not new, but the brushstroke

was much clearer and more energetic, which contributed to greater expression the paintings made on the people. Preschool age is characterized by its special natural need to paint in pure colors, in addition, the hyperbole of color, which is characteristic feature of the Impressionists, is present in the artistic images made by preschoolers. They write about this in the article P. Granö, S. Turunen: «A child as a talented artist will have no trouble receiving appreciation and respect; their work will be admired and copied or plagiarised, or they themselves will be the subject of others' art.» (Granö & Turunen, 2022).

Artistic style and direction in the development of culture, in which the artist seeks to depict not objective reality, but subjective emotions and reactions is expressionism (from Latin «expression», reflection). The main idea of the expressionists is to convey emotions and reproduce the feelings, use abstract figures in order to convey the perceived events through the use of bright colors, dynamics of the plot, despite the laws of perspective of the image. «The ability to empathize is closely related to the understanding of other people's emotional states and is a prerequisite for functional peer relationships» (Siekkinen et al., 2013.).

Let us dwell on some art works of expressionists in more detail and carefully analyze their characteristic features. We admire such art works as «Summer Landscape» (1909) and «Weilheim-Marienplatz» (1909) (Figs. 5, 6) created by V. Kandinsky who is one of the representatives of expressionism. Thus, we see too sensual, colorful, bright art works, which reflect not only what the artist saw while creating the image, but also «internal subjective emotional perception».



Figure 5. Summer Landscape, 1909



Figure 6. Weilheim-Marienplatz, 1909

As you can see, the colors are very intense, their combination and contrast create a special, emotional and colorful condensed atmosphere.

The technique, manner and style of the children's paintings (Milana O. «Winter Landscape», Yaroslav R. «Red Mountains» (Figs. 7, 8) resonate with the artistic style of expressionism.

Expressionists, as well as preschoolers, use exaggeration, primitivism, and fantasy in their art works through bright colors and expressive strokes.



Figure 7. Winter Landscape (6 years old)



Figure 8. Red Mountains (6 years old)

In order to express their feelings, emotions, inner state, expressionists, as well as children, use either bright colors, or, conversely, gloomy, gray, dirty tones, sharp and simplified forms, their conscious distortion or simplification.

5. Discussion

The art of the 20th century, like other styles in art and art in general, actualizes aesthetic, art and cultural knowledge acquired during the acquaintance with works of art, develops child's emotional and intellectual sphere. Artists of the 20th century searched for the emancipation of the artist's talent, paved the way for experimentation in the selection and mastery of new formal and technical means that would enrich the artistic palette of the artist.

Through the creation of an artistic image the artists make the world of their own experiences and emotions, their own «Me» a perfect one, and paid special attention to self-expression and creative individualization. Therefore, it is absolutely logical that artistic images created in the period of

modernism, in their manner, style, sensuality and non-standard pattern, are similar to the artistic images created by a preschool child. This period in the art history, called modernism, can be compared with the preschool period of child's development (phylogeny / ontogenesis).

Both periods, on the one hand – historical and cultural, and on the other – preschool age period, are characterized by increased interest for the new things, and sensitivity when precepting the world, objects, and states. The other characteristic features are individuality and active imagination, non-standard and emotional attitude when creating an artistic image in the process of artistic activity. It is characteristic feature that the means of expression are the same: color, composition, shape, line, etc., but their manner, style, technique, motive for creating the image are too sensual-personal.

It should be noted that such a sensitive-personal inner motive of the artist completely coincides with the mood of the country as a whole (economic, cultural, spiritual, ethical, etc.). These art works are understandable to the observers and embody the historical stage of the world development in a global sense. The inner motive of the child coincides with and clearly and accurately reproduces the moods and states that occur in the family (micro-country for the child). Children's art works and artistic images created by them will be understood by other children of this age. In the process of perception of the picture the artistic level of its performance is not considered. The content, methods of expression, color, shape, composition, size, specific features, emotionality and sensitivity of the image are analyzed (Ushakova, 2010, p. 109).

6. Conclusions

The main point and the main basis of this research is the objective duality of the art, where on the one hand, there is a special individual form of self-expression, a unique attitude to the environment, and on the other hand – person develops his or her own aesthetic taste, individual artistic image as a result of acquaintance with works of art and their sensory perception. «Worldview positions of any child are closely intertwined with mythological worldviews, which can become the basis for building a scheme of the value system» (Zdanevych et al., 2020). A work of art always remains a part of the artistic culture, a special individual form of personal attitude to the world. Through this attitude the artist expresses his or her own feelings, thoughts, ideas that arise in the mind of a certain person with unique intellectual and psychological experience. The artist also reproduces his or her personal experiences and understanding of reality.

Analyzing and comparing the works of artists of the modernism era and artistic images created by preschool children, we have identified certain analogies and common characteristic features, namely: modernists, as well as preschool children, proclaiming irrationalism, went beyond the traditions of painting and promoted unique individuality and love for freedom. Similar features of both groups' art works are the following: direct complex asymmetric waves, a lack of clear contour lines and monochrome planes of lines and angles in favor of more natural lines, elements of applied art. The compositions are full of floral ornaments. Blue, red, green, yellow colors are among the dominant ones. Children's painting is a part of artistic culture, and the child is an effective figure in the cultural process. Children's painting in the historical aspect, as a phenomenon of artistic culture, is characterized by certain features: emotional, personal, artistic expression, which is manifested in free and decorative painting.

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Pedagogical role of assessment at the current stage of stimulating the educational process

Rol pedagógico de la evaluación en la etapa actual de estimulación del proceso educativo

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Abstract

The article analyzes the problem of stimulating students, having determined the essence of the rating system and, having analyzed educational success with the help of a rating system for monitoring and evaluating knowledge, it can be said with confidence that today the rating system for monitoring and evaluating knowledge provides a systematic, maximally stimulated work, as students as well as teachers. This is confirmed by the fact that the introduction of a rating system into the educational process creates the following benefits in learning: the stressful situation in the control process is reduced for both students and teachers; learning becomes student-centered; the rating system excludes any humiliation of the student's personality, allows him to

evaluate his own abilities and capabilities, i.e. encourages him to conscientious work during the entire period of study.

Keywords: higher education, education system, current stage, pedagogical stimulation.

Resumen

El artículo analiza el problema de estimular a los estudiantes, habiendo determinado la esencia del sistema de calificación y, habiendo analizado el éxito educativo con la ayuda de un sistema de calificación para monitorear y evaluar el conocimiento, se puede decir con confianza que hoy en día el sistema de calificación para monitorear y evaluar el conocimiento proporciona un trabajo sistemático, estimulado al máximo, tanto para los estudiantes como para los docentes. Esto se confirma por el hecho de que la introducción de un sistema de calificación en el proceso educativo genera los siguientes beneficios en el aprendizaje: se reduce la situación estresante en el proceso de control tanto para los estudiantes como para los docentes; el aprendizaje se vuelve centrado en el estudiante; el sistema de calificación excluye cualquier humillación de la personalidad del estudiante, le permite evaluar sus propias habilidades y capacidades, es decir, lo alienta a trabajar concienzudamente durante todo el período de estudio.

Palabras clave: educación superior, sistema educativo, etapa actual, estimulación pedagógica.

1. Introduction

In connection with significant changes in the life of society, the problem of improving professional training is of particular importance, and as a result of these changes, the content and methods of the teacher's activity are being transformed. The adaptability of the education system to scientific and technological progress in the context of the transition from the principle of education "education for life" to lifelong education is achieved by fundamentalizing the content of education, increasing the productivity of teaching methods, and developing the teacher's professional competence. A feature of the training of a qualified specialist is the need to achieve not only standardized educational results, but also creative personal success.

Today, the goals and objectives of education are changing, and, accordingly, educational standards and curricula are changing, there is a process of differentiation of the educational process by profiles and levels of education. The solution of these problems is facilitated by the use of a number of pedagogical means, among which a special place is occupied by monitoring and evaluation as a necessary part of the educational process.

The learning process presupposes the existence of learning outcomes. We can talk about the conformity of goals and results when there are necessary mechanisms and tools for measuring the achievement of these goals and results, marking the degree of closeness of what has been achieved to the planned one. The measuring instruments themselves largely depend on the nature of the criteria and the assessment scales used.

In this regard, there is a need for a comprehensive solution of such issues as a combination of forms and methods of control, the development of an assessment system, as well as the role of the rating control system as one of the most important stimulating factors. This made it possible to formulate a research problem, the essence of which lies in the analysis of the educational success of students.

2. Literature review

Research on innovations was started in the middle of the 20th century, and focused on theoretical substantiation, analysis of various aspects of innovative processes in the education and training system, developed practical recommendations for mastering, implementing, ensuring the optimal mode of functioning of innovative projects and programs. The interest in innovations of the world pedagogical community is manifested in the creation of information services (the Center for the Study of Innovations in Education under the auspices of UNESCO, the Asian Center for Pedagogical Innovations for the Development of Education), the initiation of programs for the implementation of pedagogical innovations, holding international conferences, activities of organizations summarizing pedagogical innovations in different countries of the world. In particular, the International Bureau of Education (France, Paris) publishes periodicals such as "Pedagogical Innovations", "Information and Innovation in Education".

The Law of Ukraine "On Higher Education" stipulates that the purpose of higher education is the comprehensive development of a person as an individual and the highest value of society, the development of his talents, mental and physical abilities, the education of high moral qualities, the formation of citizens capable of conscious social choice, enrichment on this basis of the intellectual, creative, cultural potential of the people, raising the educational level of the people, providing the national economy with qualified specialists (Stoicheva, 2022).

3. Aims

The purpose of the article: to theoretically substantiate and test the use of a rating system for assessing students' knowledge as a means of stimulating the learning process.

4. Materials and methods

Research methods. At various stages of work, a set of methods was used to solve the tasks, including: theoretical analysis of psychological and pedagogical literature; study and analysis of existing curricula; study and generalization of pedagogical experience.

5. Results

There are many complex problems in the pedagogy of education and upbringing, but probably one of the key and most important is the problem of stimulation, i.e. how to influence a person in order to achieve the desired behavior from him.

In a certain sense, this is a problem of problems, the focus of the main difficulties, searches, pedagogical efforts, since the entire success of the pedagogical process very often depends on the effectiveness of stimulation.

In principle, a person of any age considers guidance from parents and teachers to be natural, but there are a number of significant obstacles on the way from this principled readiness to behavior. Their true cause lies in the insufficiency of the ability or will of a person, however, transformed by self-esteem and the need for self-affirmation, they acquire various forms of resistance, which the people themselves seem to be deeply motivated, fair and almost noble. Tactical mistakes of teachers: lack of restraint, insufficient tact, punishing accents play into the hands of the rebuff

position and complicate the task of pedagogical influence (Mancini, Mameli & Biolcati, 2022).

The incentive problem is as old as humanity itself. Cardinal methods of stimulation are well reflected in the saying "carrot and stick".

Our distant ancestors, without further ado, mainly used the "whip", i.e. various physical and moral punishments, which corresponded both to the harsh way of life and to the ideas of human psychology, in which evil thoughts allegedly prevailed, which can only be changed by severity and cruelty.

Unfortunately, the whole history of education is inseparable from punishments. Their dominance is evidenced by written documents, antique and medieval drawings, where the teacher is often depicted with a stick or a bunch of rods. Now it is even difficult to imagine the element of cruelty that reigned in family and school education; back in the 19th century, physical punishment was used in all secondary schools and in almost all families, including imperial ones.

Gradually, however, the relationship between the "stick" and the "carrot" became more and more complex, because in the process of a long and gradual accumulation of moral experience, the ideas of great pedagogical tolerance and gentleness were affirmed. In the twentieth century, physical punishment in developed countries, in principle, were obsolete, which marked a new pedagogical era.

The current stage of pedagogical stimulation, as, in fact, everyone else, lives in a state of constant contradiction between the usual and traditional pedagogical technique and the more democratic demands of the pupils.

The eternal regularity lies in the fact that the need of pupils for a more humane approach is always ahead of pedagogical practice, in other words, the teacher is always more or less conservative. The behavior of teachers, which would have seemed to our ancestors as the height of humanity, may seem harsh and unfair to a modern person. From this pattern comes the constant need to improve methods of stimulation (Bystrova, 2015).

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Increasingly, one can meet in the practice of work and educational discussions specially organized in the classroom are no longer of a game nature. This technique is used in order to arouse increased interest in a more in-depth study of the issue. It is especially widely used in optional classes for in-depth study of various academic subjects.

One of the effective methods of stimulating interest in learning is to create a situation of success in the educational process for students who experience certain difficulties in learning. Without experiencing the joy of success, it is impossible to truly count on further success in overcoming educational difficulties. That is why experienced teachers select assignments for students in such a way that those who need stimulation would receive an assignment available to them at the appropriate stage, and then move on to more complex exercises.

Let us now turn to encouragement through training assessments. In principle, assessment is not a reward or punishment, but a measure of knowledge, but practically none of the teachers manages to get away from using assessment as a stimulating tool, and therefore one should strive to do it in the best way. Any teacher subtly feels the impact of his assessment on students, catches those moments when you can slightly overestimate the assessment in order to support and encourage. In most cases, the teacher's intuition and benevolence serve as good advisers, but some typical erroneous positions should still be pointed out.

Some educators devalue their grades by constantly overestimating them, which is either due to the softness of the teacher's character, or because of his poor knowledge. The "fives" of such a teacher lose their function of stimulation.

Teachers of the opposite type are very stingy with good grades, believing that this increases the demands and level of knowledge of students. One might agree with such a "pure" use of assessment, but such teachers often do not skimp on low grades.

Quite typical is the inertia of teachers in evaluating individual students, which takes on the character of a label, a stigma at their level of knowledge. It has long been observed that it is difficult for a student to break out of his reputation with a given teacher; so, if he is a "C" student, the teacher is very reluctant to give him a "Four" for a test that deserves it. "Probably cheated," the teacher thinks, and considers "the four as an injection for his professional vanity. It happens that a student tries with all his might to move from "four" to "five", but the teacher, confident that this student cannot know "5", finds an opportunity to "put him in his place".

So, a large group of methods for stimulating interest in learning is briefly described: methods of emotional and moral stimulation, methods of cognitive dispute, analysis of life situations, cognitive games, educational discussions, creating situations of success, etc. All these methods give verbal, visual, practical and other methods additional stimulus. Knowledge of the whole wealth of methods for stimulating interest in the educational activities of schoolchildren will allow teachers in each specific case to choose those that best correspond to the educational tasks being solved, the characteristics of students, the degree of development of their cognitive interest, in order to raise it to a new, higher level.

In modern didactics, there are various approaches to the construction of indicators of knowledge, skills and abilities, focused on the goals of teaching various academic subjects, which leads to significant difficulties in their understanding by both the teacher and the student and, as a result, to formal use to the detriment of the objectivity of the assessment (Liu, Che & Zhu, 2022).

In recent years, a supra-subject, general didactic level of understanding the indicators of schoolchildren's learning has been formed in didactics, and the indicators of knowledge are described through the possession of their elements, expressed in the performance by students of intellectual operations that can be objectively measured. The generalized system of oversubject indicators of learning can be represented as follows.

The indicator of the formation of knowledge:

- possession of concepts;
- possession of facts;
- knowledge of scientific issues;
- possession of theories;
- possession of laws and regulations;
- Knowledge of methods and procedures.

The indicator of the formation of skills:

- construction of an algorithm (sequence) of operations for performing specific actions in the

skill structure;

- modeling (planning) of the practical implementation of the actions that make up this skill;
- performing a set of actions that make up this skill;
- self-analysis of the results of performing actions that make up skill in comparison with the purpose of the activity.

Control is an integral part of learning. Depending on the functions that control performs in the educational process, it can be divided into three main types:

preliminary, current, final, considered as a means of monitoring the level (quality) of assimilation.

The purpose of preliminary control is to establish the initial level of different aspects of the student's personality and, above all, the initial state of cognitive activity, first of all, the individual level of each student.

The success of studying any topic (section or course) depends on the degree of assimilation of those concepts, terms, provisions, etc. that were studied at the previous stages of training. If the teacher does not have information about this, then he is deprived of the possibility of designing and managing the educational process, choosing the best option. The teacher receives the necessary information by applying propaedeutic diagnostics, better known to teachers as a preliminary control (accounting) of knowledge. The latter is also necessary in order to fix (make a cut) the initial level of learning. Comparison of the initial initial level of learning with the final (achieved) allows you to measure the "growth" of knowledge, the degree of formation of skills and abilities, analyze the dynamics and effectiveness of the didactic process, as well as draw objective conclusions about the "contribution" of the teacher to the learning of students, the effectiveness of pedagogical work, evaluate the skill (professionalism) of the teacher.

The most important function of the current control is the feedback function. Feedback allows the teacher to receive information about the progress of the learning process for each student. It is one of the most important conditions for the successful course of the assimilation process. Feedback should carry information not only about the correctness or incorrectness of the final result, but also make it possible to control the progress of the process, to monitor the actions of the student.

Current control is necessary for diagnosing the course of the didactic process, identifying the dynamics of the latter, comparing the results actually achieved at individual stages with the projected ones. In addition to the actual prognostic function, current control and accounting of knowledge and skills stimulates the educational work of students, contributes to the timely identification of gaps in the assimilation of the material, and increases the overall productivity of educational work.

Usually, current control is carried out through an oral survey, which is being improved all the time: teachers are increasingly practicing its forms such as compacted, frontal, tape, etc. Test tasks for current control (their number usually does not exceed 6-8) are formed in such a way as to cover all the essential elements of knowledge and skills. After completion of the work, the mistakes made by the trainees are necessarily analyzed (Silva, Arruda, Zwierewicz, Stefenon, Ferreira, Klaar & Yamaguchi, 2020).

Students should always be aware that the process of assimilation has its own time limits and must end with a certain result, which will be evaluated. This means that in addition to control, which performs the function of feedback, another type of control is needed, which is designed to give an idea of the results achieved. This type of control is usually called final. The result can concern both a separate training cycle, and the whole subject or some section. In the practice of teaching, final control is used to evaluate the learning outcomes achieved at the end of work on a topic or course (Keller & Kesberg, 2017).

The final control is carried out during the final repetition at the end of each quarter and academic year, as well as in the process of exams (tests). It is at this stage of the didactic process that the educational material is systematized and generalized. Appropriately designed learning tests can be applied with high efficiency. The main requirement for the final test items is that they must correspond to the level of the national education standard. Final testing technologies using computers and specialized programs are becoming more widespread.

Variants of assessment methods are called: normative, comparative and personal. Apparently, various methods of assessment should find adequate application in a variety of learning technologies, forms of organization of activities, teaching methods.

In the educational process, these types of control and evaluation can be used as pedagogical stimulation. In this case, it is necessary to take into account that the stimulating effect of the same type of control and evaluation, firstly, will be different for different students, and secondly, with different teaching technologies, the same type of control and evaluation may have different significance (Liu, Liang, Onuma & Rithkerd, 2022).

6. Discussion

The advantage of the assessment system is that the functions of assessment are not limited to just ascertaining the level of learning. Evaluation is a means of stimulating learning, positive motivation, and influence on a person. Under the influence of objective assessment, schoolchildren develop an adequate self-esteem, a critical attitude towards their successes. Therefore, the significance of assessment and the diversity of its functions require the search for indicators that would reflect all aspects of schoolchildren's educational activities and ensure their identification.

The currently used system of monitoring and evaluation has developed a long time ago, in other conditions of the functioning of the educational system. These conditions have changed, which has exposed the shortcomings of the applied monitoring and evaluation. The main disadvantages can be considered the following:

1. Daily oral survey as a form of monitoring educational activities and its results is selective and random. This creates conditions for the intermittent work of individual students. The teacher with such control does not know what is actually learned by each student.
2. Many educators use assessment as a means of pressure on students, which creates a tense learning environment. Evaluation often becomes the main result of their activity for them and, therefore, an incentive for further work. Educational and cognitive motives are obscured, relegated to the background, which deforms the motivational sphere of students and distorts the entire educational process.
3. In the existing system of control, the assessment of the work of students is simultaneously

announced by the administration and the assessment of pedagogical work. Knowing this, some students are convinced that the assessment of their educational activities does not depend on the result, but is due to external opportunistic moments. All this does not contribute to the formation of the importance of personal responsibility of students for their educational activities and their results.

4. External control and evaluation of the teacher are the main, and often the only ones in the test. And as a consequence of this, students do not form the habits and skills of self-control and self-esteem. This means that in the existing monitoring and evaluation system, its functions are not fully implemented, which leads to a decrease in the possibilities of pedagogical stimulation of students.

The listed shortcomings of the applied monitoring and evaluation system in the educational process allow us to conclude that it needs to be improved and, possibly, radically changed.

Such proposals are submitted for discussion, and teachers involved in practical activities test various options in the educational process. This applies, first of all, to the innovators of the secondary and higher schools (Jiang, Du & Dong, 2017).

Meaningful educational activity should have three components: a) orienting and motivational; b) operational-executive; c) reflective-evaluative. All of them must be not only realized, but also fully implemented. And if the second part of learning activity is certainly present, then the same cannot be said about the first and third parts. When there is no orienting-motivational part, the activity turns into chaotic separate actions, not connected by a clearly perceived goal. In the absence of the third part, in which there should be a place for self-control and self-assessment, activity becomes consisting of random and uncorrectable actions. One of the tasks of the teacher is to teach students how to build such an educational activity that covers all its constituent parts.

The five-point grading system is not a globally accepted system. There are many different forms of knowledge assessment:

The American rating system corresponds to the following quantitative marks:

- the highest level - A (excellent);
- high level - B (good);
- average level - C (satisfactory);
- weak level - D (unsatisfactory).

Advantages and disadvantages.

First, unlike the traditional approach that separates teaching, learning, and assessment, the learning portfolio organically integrates these three components of the learning process.

Secondly, it allows you to combine the quantitative and qualitative assessment of the student's abilities through the analysis of various products of educational and cognitive activity.

Thirdly, not only assessment is encouraged, but also self-assessment and mutual assessment of students, as well as self-analysis and self-control of the student.

1. In the UK, for example, it is generally accepted not to mark, but to verbally evaluate the work of a student, which makes it possible to give a more complete and detailed description of the student. It is this that subsequently helps the child not to make mistakes. The assessment form looks like this: Last name, first name of the student. Subject. Date of completion. Characterized time period (1, 4 or 12 weeks). A general characteristic of the student's progress in the subject is a detailed opinion of the teacher. Detailed description of individual activities and relationships: 1. Class work was done: always, regularly, half the time, rarely, almost never. 2. Homework was done: always, regularly, half the time, rarely, almost never. Attitude towards the subject as a whole: positive, indifferent, negative. 4. Participation in the work of the class in the classroom: constant and proactive, regular, frequent, rare. 5. Depth of understanding of the material: excellent, good, weak, very weak. 6. Curiosity and cognitive interest is manifested: often, rarely, almost never. 7. Responsibility and independence in educational activities: always independent, needs help and support, rarely shows independence, evades responsibility. 8. Attention: excellent, average, easily distracted. 9. Behavior in the classroom: excellent, good, fair, poor. 10. Interaction and relationships with comrades: positive, indifferent, negative. 11. The teacher's overall impression of the student: excellent, good, satisfactory, poor. The document is signed by both the teacher and the student.
2. And finally, let's consider the rating system of knowledge control. The existing traditional five-point assessment system does not adequately fulfill the function of an instrument of influence on the student, since assessment is not carried out according to all the parameters that are declared as subject to assessment, etc. And as a result of this, other assessment systems are being sought. One of them is the rating system.

Rating - from English rating - is a mark, some numerical characteristic of a qualitative concept.
Rating - an individual numerical indicator of achievements in the classification list.

Rating - a method of evaluation, or psychological measurement, based on the judgments of competent judges.

Assessing the success of training is the most important factor that organizes, directs and stimulates the development of the student, based on his age and individual abilities.

Modern trends in the development of the assessment system of education pose several key tasks:
ensure a high level of objectivity in assessment;
achieve a reflection of not a one-time result, but the development trends of the student's educational process;
increase the motivational component and remove the "emotional negativity" when receiving an assessment;
eliminate the random nature of the assessment and form the desire for constant educational work;
make the assessment process more visual (for the student, parents);
enable the student to evaluate his progress against the average standard, against his previous results and the results of his classmates;
to make the process of input, output, storage and multidisciplinary analysis of the assessment material simple and understandable for the teacher, student and his parents;

Encourage students to help other students and the teacher.

The purpose of rating education is to create conditions for motivating students' independence by

means of timely and systematic assessment of the results of their work in accordance with real achievements.

The rating system of knowledge control is based on a set of motivational incentives, among which is the timely and systematic marking of results in strict accordance with the real achievements of students.

The main algorithm of the rating system of knowledge control the entire year of study on the subject is divided into thematic sections, control over which is mandatory.

at the end of the training for each section, a fairly complete control of the student's knowledge is carried out with an assessment in points.

at the end of the training, the sum of the points scored for the entire period is determined and the total mark is set. Students with a total rating score of 86% to 100% may be exempted from tests (exams).

At the stage of preparation for the introduction of the rating system, the teacher and the student conclude an agreement on mutual obligations. For this purpose, a form of the "Teacher-Student" agreement is being developed, which indicates what rights and obligations each of the contracting parties assumes. A map of "control points" (control works) is attached to the contract. This is the main rating document. The contract stipulates the conditions for completing the training. The student knows under what conditions he will be exempted from the final examination or, conversely, not admitted to it.

The rating system of knowledge control does not require any significant restructuring of the educational process, it goes well with classes in the mode of student-centered learning technologies (Grant, 2013).

Rating technology involves the introduction of new organizational forms of education, including special classes to correct the knowledge and skills of students. According to the results of the student's activity, the teacher corrects the terms, types and stages of various forms of control over the level of the student's work, thereby ensuring the possibility of self-management of educational activities.

The main difficulty in introducing a rating system of control is a significant increase in the teacher's time spent on preparing for lessons and additional classes. However, with the acquisition of experience, the severity of the problem decreases.

Accounting plays an important role in the work on the technology of individual training. From the above, it is clear that the mark loses its meaning as the student chooses their level of difficulty.

All tasks and tests are evaluated according to the principle: "done - not done" or "passed - not passed". Moreover, "not done" and "not delivered" do not entail any organizational conclusions. Twos don't make sense, because a student who has not passed the test learns the material again and passes the test on the topic a second time. Depending on individual characteristics, he can pass the test in whole or in parts.

The system of examinations is of great importance, if the student has completed the examination, then he proceeds to the study of the next topic, if not, he will have to complete individual tasks on this topic. And also it is necessary to pass the test again, in whole or in part, depending on what part of the test he did.

Students very quickly become convinced of the futility of cheating, and repeated performance of control work occurs only at lower levels. The level of control work is the same for everyone and corresponds to level "3". In our understanding, a test is a necessary minimum that every student must know on a topic.

Determination of the maximum rating mark.

If the control of knowledge and skills is continuous, then the maximum rating mark for the subject is determined by the formula:

$R_{max} = (N/2) \cdot 5$, where N is the number of hours allocated for the study of this subject. 5 is the maximum number of points that can be obtained in one lesson. For example, if a subject is studied for 36 hours, then the maximum number of points is 90.

The total maximum rating mark of progress for the period of study is made up of the maximum rating marks for subjects, and the rating mark for each subject is made up of rating marks for its constituent topics (sections).

Algorithm for determining the rating assessment of student performance.

The "weight" of a particular subject in the curriculum is established by determining the maximum possible rating mark according to the above formula.

Educational success is calculated. "Checkpoints"

Completing any task, the student earns a certain number of points, depending on the type of task and on the correctness of its implementation. Such tasks are control points by which the teacher evaluates the rating of students.

Types of control points and approximate scoring for it:

abstract (10);

compilation of bibliography and annotations - 5 sources of information on the topic (3); text coding of a textbook, article, magazine (3);

construction of questions of different levels of complexity and reference answers (3);

preparation of additional material on the topic (5). Performing practical work on the topic (3).

Solving problematic problems on the topic (5). Oral response - monologue (5).

Control work on the content of the topic (10).

Participation in the conference: preparing a report, reviewing or recalling the creative work of a conference participant, participating in a discussion (10).

Additional points are awarded for the production of handouts, the performance of individual tasks of the teacher, the design of visual aids, etc. (5).

Penalty points: deviation from the schedule and late delivery of work - minus 20 points, refusal of an oral answer - minus 5 points

Calculation of educational success in terms of the rating system

Motivation of students to learning is one of the main components of the educational process. The formation of learning motives is the creation of conditions for the emergence of internal motivations for learning, for students to realize them and for further self-development of their motivational sphere.

The calculation of educational success is a mechanism that allows to increase the motivation for active and uniform educational activities of schoolchildren, including independent work. The basis of such a mechanism is the knowledge control system, which provides for the end-to-end certification of the student in all disciplines in accordance with the curriculum for all types of classes, assigning him a rating depending on the level of preparedness, activity and his behavior.

The factor stimulating educational activity is the information openness of the system, which enables schoolchildren to compare the results of their studies with the results of their classmates.

The use of the proposed approach makes it possible to use the entire motivational block and various channels for receiving and transmitting educational information that affect schoolchildren to the greatest extent. At the same time, the effects of a feedback relationship between all participants in such an intensive use of advanced technologies in education are formed and multiply amplified. In this case, the teacher himself falls under the influence of such effects, which requires high concentration and corresponding interest from him (Freudenberger, 1975).

So, the technology of rating assessment of the educational success of students is a multifactorial technology for assessing learning, in which success, in addition to academic performance, is assessed according to the following evaluation criteria:

1. homework (its presence, compliance with the given volume),
2. information activity (messages, reports, conferences, abstracts, etc.),
3. participation in the study of new material and consolidation of the studied material,
4. discipline (remarks, destructive conflict),
5. skipping lessons and being late (without a good reason).

For each of the evaluation criteria, an evaluation scale in Re (rating units) has been developed. Thus, we get the opportunity to evaluate all aspects of the educational process.

It uses both a five-point grading system and a rating scale for academic achievement. The point system of assessments corresponds to the five-point system of educational progress. The use of the traditional five-point system for assessing the knowledge, skills and abilities of students is based on the fact that grading in the certificate, class journal meets the requirements of the current regulatory documents for assessing the knowledge, skills and abilities of students in individual subjects and subject areas.

The rating scale of educational success uses units of success - Re. A system is provided for converting evaluation points into units of success. Depending on the level of performance, the following levels are distinguished: performance is the highest, highest, high, medium, low, extremely low, extremely low.

A system for accruing incentive and penalty points is provided, which, subject to the requirements of the educational process, will either increase the level of educational success or lower it if the student, violating the requirements of the educational process, receives them (Kim, 2017).

7. Conclusions

So, having analyzed the problem of stimulating students, having determined the essence of the rating system and, having analyzed educational success with the help of a rating system for monitoring and evaluating knowledge, we can say with confidence that today the rating system for monitoring and evaluating knowledge provides a systematic, maximally stimulated work, as students as well as teachers.

This is confirmed by the fact that the introduction of a rating system into the educational process creates the following advantages in learning:

The stressful situation in the process of control is reduced for both students and teachers;
Learning becomes student-centered;
The rating system excludes any humiliation of the student's personality, allows him to evaluate his own abilities and capabilities, i.e., encourages him to conscientious work during the entire period of study.

Thus, the introduction of a rating system for assessing the knowledge of schoolchildren ensures the constant desire of students to score more points, increases their interest in learning activities, thereby organizing the systematic, rhythmic work of students and, as a result, increases stimulation in learning activities.

The improvement of the forms and methods of control ultimately led to the need to modernize the system of control actions, which determined a qualitative change in the place of control in the educational process.

To objectify the quality control of students' knowledge and encourage them to study, a system of rating control and assessment of knowledge was introduced into the educational process.

The rating system for assessing knowledge allows students to:

be aware of the need for systematic and rhythmic work on the assimilation of educational material based on knowledge of their current rating in this discipline;
clearly understand the system for forming the final grade;
timely assess the state of their work on the study of the discipline, the implementation of all types of academic load before the start of the test;
master the studied material in depth, continuously increasing your rating during the academic year.

Make adjustments to the organization of current independent work within six months. The rating system allows teachers to:

rationally plan the educational process in this subject and stimulate the work of students; have an objective picture of the assimilation of the studied material;
make timely adjustments to the organization of the educational process based on the results of

ongoing monitoring;
 accurately and objectively determine the final grade in the discipline, taking into account the current performance;
 provide a more accurate gradation of the assessment of the level of knowledge in comparison with the traditional system.

The rating system not only removes many contradictions in the control of students' knowledge, but also optimally contributes to solving the problems of strengthening motivation for learning activities; shows the dynamics of successes and failures in the learning process.

The introduction of the spirit of competition and rivalry, originally inherent in human nature, finds the best way out in a voluntary form that does not cause a negative repulsive and, most importantly, painful stress reaction. The development of elements of creativity, introspection, the inclusion of intellectual reserves of the individual, due to the increased motivation of students, paves the way for the gradual erasure of hard distance boundaries between the teacher and the student.

So, using the rating-control system in pedagogical practice together with the technology of rating assessment of the educational success of students, the educational process will fulfill the needs of society in the preparation of highly qualified specialists capable of creative and vigorous activity.

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Prospects for the development of distance education in Ukraine: methodological aspect

Perspectivas para el desarrollo de la educación a distancia en ucrania: aspecto metodológico

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Abstract

The article identifies and characterizes the organizational and pedagogical preconditions, patterns, features of the development of distance education in Ukraine, analyzes its role in solving the problem of modernization of vocational education in Ukraine. The main trends in the development of distance education and new learning technologies in Ukraine, based on modern information and telecommunication means of manipulating educational information, have been studied in order to find out the prospects for its further development. The principles of modeling the process of distance learning are disclosed, which allow creating a special learning environment in any geographical location and due to the didactic tasks of higher education. The concept of variable modeling of distance training systems for a future specialist by creating a special learning environment in any geographical location has been developed and theoretically substantiated. The organizational and pedagogical conditions for the effective implementation of distance learning models in the current system of training

specialists in higher education are shown.

Keywords: higher education, education system, distance learning, distance education.

Resumen

El artículo identifica y caracteriza las condiciones previas organizativas y pedagógicas, los patrones y las características del desarrollo de la educación a distancia en Ucrania, analiza su papel en la solución del problema de la modernización de la educación vocacional en Ucrania. Se han estudiado las principales tendencias en el desarrollo de la educación a distancia y las nuevas tecnologías de aprendizaje en Ucrania, basadas en medios modernos de información y telecomunicaciones para manipular la información educativa, con el fin de conocer las perspectivas de su desarrollo futuro.

Se dan a conocer los principios de modelado del proceso de educación a distancia, que permiten crear un ambiente de aprendizaje especial en cualquier ubicación geográfica y debido a las tareas didácticas de la educación superior.

Se ha desarrollado y fundamentado teóricamente el concepto de modelado variable de los sistemas de formación a distancia para un futuro especialista mediante la creación de un entorno de aprendizaje especial en cualquier ubicación geográfica.

Se muestran las condiciones organizativas y pedagógicas para la implementación efectiva de modelos de educación a distancia en el actual sistema de formación de especialistas en educación superior.

Palabras clave: educación superior, sistema educativo, aprendizaje a distancia, educación a distancia.

1. Introduction

In the 21st century, society is faced with such problems as the rapid change of information flows, economic instability. Many professions become morally obsolete in the labor market, and therefore, in the process of rotation, workers in these areas are forced to change the scope, content and quality of their knowledge and skills in the process of rotation or acquire them from scratch, adapting to a new professional field. New professions appear that require a quick response from the education sector with to fill the expanding nomenclature vacuum.

Significant changes have taken place in the domestic education system due to the development of market relations and changes in the socio-economic situation in the country. The university has become one of the institutions of the market economy. Transformations in the economy, significant changes in working conditions, the need to train highly qualified specialists for new or modernized areas of activity have a direct impact on its institutional structures and curricula.

The change in priorities in society and the economy has led to a drop in demand for graduates from previously prestigious technical universities and a sharp increase in competition for economic, law, environmental and humanitarian faculties. Introducing new specialties, modern universities turned out to be financially and methodologically unprepared to provide the educational process with adequate educational infrastructures, specialized libraries and educational technologies, including distance education technologies.

The demand for distance education in Ukraine today is estimated as commensurate with the needs of full-time education, i.e. is approximately 0.5 million students per year. Large consumers of the distance education system are the population in European countries and individuals (Gao,

2021). The demand for a distance learning system is also due to the need to implement the principle of openness in education, to expand the rights of an individual to receive that education and in that educational institution that seems more attractive to the future specialist.

Currently, distance education is considered as a form of education that makes it possible to choose educational resources and is a promising way to get education in areas remote from educational centers.

Today, the need for specialists who can work with a dynamic information environment exceeds the ability of the educational system to train them (Palvia et al., 2018). This led to the fact that education began to be considered as the most important factor in the economic growth and social development of countries, solving a number of global problems related to the survival of mankind.

There is a contradiction between the new needs of society for highly qualified specialists and the inability of the modern professional school to satisfy them; between the speed of economic and social transformations in society and the inertia of the educational system, which fails to timely and adequately adapt to these transformations (Hillier, 2018). The dynamic genesis of distance education, which allowed it to transform in the historically shortest possible time from a simple use of technical means in the educational process to a specific didactic approach, and then a specific system for organizing this process, has been suspended in recent years.

The main attention began to be paid to the improvement of the means of technical support themselves, and not to the study of the didactic problems of distance education (Atieku-Boateng, 2021), (Shoufan, 2019).

Thus, the forms, methods and principles of distance learning, didactic conditions for the effectiveness of its organization, including those related to the search for optimal combinations of distance and contact learning, have not received proper development.

This, in turn, predetermined the range of particular contradictions between:

- the rapid advancement of the level of technical support for distance education and the imperfection of its didactic base;
- the novelty of the forms of organization of distance education and the lag in the methodological support of the process of distance learning;
- the inefficiency of transferring traditional didactics methods that are not adapted to the features of distance education and the need to use them due to the undeveloped specific didactics of distance learning;
- a variety of didactic tasks that need to be solved in the process of distance learning, and the lack of evidence-based variant models of its organization;
- the parallel existence of two independent didactics of contact and distance learning without conducting a study of the possibilities of their integration for the training of specialists (Shehab & Khalifa, 2021).

2. Literature review

Despite the obvious advantages of online learning in higher education institutions, the introduction of the educational process in electronic format involves solving a number of issues for both

students and for academic staff of educational institutions (Riera Guasp, Ardid, Vidaurre & Dueñas, 2018), (Rajab, 2018).

For academic staff, the real challenge of online learning was the significant increase in the time required to provide a quality learning process. In particular, the time for preparing lecture classes, checking homework, and maintaining electronic and hardcopy records of attendance and success of education applicants has doubled (Ali, Khalil & El-Sharkawy, 2020). The major reasons for the suspension of the educational process during warfare are considered to be the lack of a clear plan of action for the use of online learning for all participants in the educational process and the lack of adequate facilities of institutions of higher education that could ensure the proper quality of online education (O'Doherty, Dromey, Loughheed, Hannigan, Last & McGrath, 2018), (Nikadambaeva, 2020), (Morin, 2020). Considering the challenges of online learning organization, scientists pay attention to the issues of qualified support of the student by the educator or other authorized persons during online learning. Such qualified support should begin at the stage of searching for proposals of distance learning programs and accompany the student during the entire learning process (Langedard, Kiani, Nielsen & Svensson, 2021). However, a review of the literature on the development of online education in times of war has shown that the issue of developing special strategies for working with higher education applicants during military conflicts remains unresolved. This is due to the lack of specialized software and information developments for working with students that take into account the specifics of receiving education specifically during military conflict (during its exacerbation especially) in the territory where the educational institution or students studying at such institutions are located.

3. Aims

The identified contradictions prove the existence of the research problem: what are the conceptual foundations for the variable modeling of the distance learning process in the specific conditions of distance education of future specialists in the “person-to-person” sphere? The solution to the problem is due to the need to determine the appropriate limits of applicability of this type of education for solving certain pedagogical problems, constructing variable models that optimize its combination with other learning methods. Today, the methodological foundations of distance education are based entirely on the principles of informatization of education and the extensive use of new telecommunication technologies. The didactic principles that ensure the intensification of distance learning require their justification.

Insufficient theoretical and practical elaboration of the problem and its particular relevance and scientific significance in modern conditions of the development of society determined the choice of the topic of the article.

Object of the article: the process of remote training of future specialists in the sphere higher education.

The purpose of the article is to develop and theoretically substantiate the concept of modeling options for distance education, to create and experimentally test options for its organizational and pedagogical models, to isolate the boundaries of its expedient application and conditions for effectiveness.

4. Materials and methods

Research methods. At different stages of the study, a set of complementary methods was used:

- a) theoretical (analysis and synthesis of scientific literature on the topic of research; generalization, extrapolation, modeling, design of systems and processes, study of directive, regulatory and program and methodological documents in the field of education);
- b) empirical (study, analysis of the current experience of the functioning of the system of continuous education and distance learning, prolonged observations; questionnaires, heuristic conversations, content analysis, rating, Internet search, pedagogical experiment, retrospective analysis of personal pedagogical experience in modeling learning systems and implementing distance learning);
- c) statistical (quantitative and qualitative processing of experimental data, graphical representation of the results).

5. Results

Consideration of the essence of distance education as a pedagogical category showed that distance education is a complex of educational services provided to the general population with the help of a specialized information educational environment based on the means of exchanging educational information at a distance. This is one of the options for modernizing modern education systems in the country.

This is a universal humanistic form of education based on the use of a wide range of information and telecommunication technologies and technical means that create conditions for the student to freely choose educational disciplines, dialogue exchange with the teacher, regardless of the location of the student in space and time. The teacher, student and information sources can be located in different geographic regions and communicate through special means of communication that allow for educational interaction without their direct contact. The use of computer technology and printed media, which is characteristic of this form, reduces the necessary amount of direct communication with the teacher and changes the nature, content and target orientation of educational interaction (Alqahtani & Rajkhan, 2020).

Distance learning as an information and educational remote access system based on modern information technologies combines elements of classical university education and numerous elements of a virtual educational environment. Modern means of communication make it possible to overcome the shortcomings of traditional forms of education, while maintaining all their advantages.

The basis of the distance educational process is the purposeful and controlled intensive independent work of the student, who can study in a convenient place, according to an individual schedule, having a set of special teaching aids with him.

The emergence of information and telecommunication training aids - personal computers with training, control programs, models and simulators, facsimile, video and audio technologies, systems. The introduction of computer technology made it possible to move to a different level of information transfer, made it possible to create training aids with powerful interactive capabilities. Computer systems can demonstrate the multivariance of a solution, examine, identify errors, give

the necessary recommendations, open access to electronic libraries, and help find the information you need in a matter of seconds (Ratheeswari, 2018).

6. Discussion

The research hypothesis is based on the fact that the results of the current system of training future specialists using distance learning can be significantly higher if:

- models of distance education will be based on the theoretical and methodological foundations of the long-term development of distance learning technologies based on modern information and telecommunication means for transmitting and processing information and integrating different types of systems for organizing the process of learning by students;
- training models will be variable, diverse and adequate to the target settings of their application;
- modeling of various options for the educational process will be based on the symbiosis of the principles of contact and distance learning, allowing you to create special learning environments in any geographical location, taking into account the specifics of the educational contingent;
- organizational and pedagogical conditions for the introduction of distance learning models into the current system of higher education have been identified and substantiated.

The prerequisites for expanding the scope of distance education are:

- processes of democratization and humanization of modern Ukrainian society;
- the release of a large number of jobs due to their obsolescence and the curtailment of many industries;
- the growth of the country's need for new specialties, reflecting a new level of technological progress;
- an increase in the desire for higher education of an increasing number of the population of the country, including those previously deprived of the opportunity to receive it due to the remoteness from educational institutions and the limited possibilities of the universities themselves.

Factors that determine the nature and features of the development of distance education are:

- the emergence in the country of new systems of technical support for the educational process, which allow organizing the training of specialists in any geographically remote point of the country;
- expansion of the information educational and scientific-pedagogical field by attracting world experience in the creation of special computer technologies; intensification of integrative processes of development of foreign economic relations; entry of Ukraine into the world economic and educational space;
- shifting the focus of global conceptual educational positions from "education for life" to "education throughout life";
- change of priorities from the militaristic doctrine of a closed society to society from the everyday type, interacting in a single world space;
- the emergence of a global paradigm setting for the continuity of education.

The chronology of the history of the formation of distance education in the country with the

periodization of the main stages of its development is substantiated.

The principles of modeling distance education are defined, combining general didactic principles with the principles of informatization:

the priority of the pedagogical approach when designing models of the educational process in the system of distance learning;

flexibility, dynamism and variability of distance learning models;

compliance of the teaching technologies used by the teacher with the selected models and types of distance education used by this teacher or educational institution;

non-antagonism of models used in distance learning to existing forms of education; modularity, interactivity, cost-effectiveness and accessibility to various categories of the population in the construction of distance learning models;

Variable organizational and pedagogical models of distance learning for specialists working in the field of "human-to-human" have been developed:

- model of synchronized learning without feedback;
- model of synchronized learning with feedback;
- model of asynchronous learning with feedback;
- model of asynchronous learning with vertical and horizontal feedback;
- asynchronous learning model with vertical and horizontal feedback;
- a student-oriented model of distance learning, which allows students to work in modes from a rigidly controlled one, which sets the student's performing activity within a strictly defined framework of an information and training program, to research one, carried out in the conditions of working on a single group project or individual research.

Theoretical significance of the study.

Theoretical and methodological foundations for modeling distance education as a set of basic subsystems are substantiated, each of which consists of certain components and is built taking into account the development of new innovative technologies and information and telecommunication means of information transmission.

The main trends in the development of distance education have been identified, which make it possible to create a theoretical basis for it, which ensures its further development:

- globalization (transition through distance education in the country to a single global educational space);
- a combination of remote and interactive forms of interaction between the student and students, ensuring the completeness and variety of interactive communications;
- integrativity of organizational and pedagogical models of distance learning with existing didactic systems;
- the focus of education on the priorities of the individual and her well-being, as well as on the science of industry and the economy of tomorrow;
- continuity of education throughout a person's life.

The organizational and pedagogical conditions for the introduction of distance learning models

have been identified and justified, and the effectiveness of their application based on the use of information technology and computer technology has been confirmed:

- a) basing distance learning models on a combination of general didactic principles with specific ones, their creative interpretation in the process of adapting to new tasks of training specialists in a professional educational institution;
- b) integration of different types of systems for organizing the process of mastering knowledge by trainees;
- c) effective use of information technologies and computer technology, overcoming the socio-geographical factors of removal of the student from the teacher.

In the course of the study, the main principles for designing a distance education system were determined: the principle of the priority of the pedagogical approach in designing the educational process in the distance learning system; the principle of flexibility and dynamism, which determines the ability of trainees in this system to work at a convenient time in a convenient place; the principle of pedagogical expediency of applying new information technologies; the principle of taking into account the starting level of education; the principle of compliance of the teaching technologies used by the teacher with the selected models and types of distance education used by this teacher or educational institution; the principle of freedom of choice of the content of education by students; the principle of information security in the distance learning system; the principle of non-antagonism of distance education to existing forms of education; principles of modularity, interactivity, intensification, economic efficiency and accessibility to various categories of the population.

The analysis of the literature on the problem under study and the accumulated experience of variable modeling of target models of the organization of the distance educational process made it possible to develop a formula for the concept of variable modeling of the distance learning process. Briefly, it is formulated as follows: modeling of distance education in higher education as a system of integrated learning technologies is implemented through the creation of special methodological, didactic and organizational- technological learning environments, functioning on the basis of a complex of variable pedagogical models for organizing a distance educational process, built on the integration of systems of various types organizing the process of assimilation of knowledge by trainees, the combination of general didactic and information and telecommunication principles and the use of information technology and computer technology.

7. Conclusions

Thus, the creation of a distance learning system should be based on fundamental principles, on the one hand, denoting a set of requirements inherent in any type of education, on the other hand, defining the specifics of this type of education. The didactic foundations of distance learning should be based on a combination of general didactic principles with specific ones, creatively interpreting them in the process of adapting to new learning tasks.

Selected models of organizing a distance educational process based on the integration of different types of systems for organizing the process of assimilation of knowledge by trainees (model of synchronized learning without feedback; model of synchronized learning with feedback; model of asynchronous learning with feedback; model of asynchronous learning with vertical and horizontal feedback; diagnostic - asynchronous learning model with vertical and horizontal feedback; student-centered model of distance learning) allow students to work in modes from a tightly

controlled, setting the performing activity of the student within a strictly defined framework of the information program to research, conducted in the conditions of working on a single group project or individual research. They can also be used in the full-time and part-time system of organizing the educational process. The difference will be the proportions of the ratios of the contact and distance components of training in terms of content, volume of material studied and time, as well as the schemes and nature of the interaction of participants in the educational process.

The implementation of the concept of creating a distance learning model in higher education dictates the need to create a single educational space that unites teachers and students not only with the noble goal of knowledge and education, but also mass familiarization with the technical and cultural achievements of mankind. The possibilities of distance learning methods and means of technological support of the educational process give education a democratic character, flexibility and mobility, sufficient to take into account the various interests of the “learner”, while maintaining high quality and exactingness.

The attempt made in this study to build the concept of variable modeling of distance education as a system of integrated educational technologies, to lay the foundations for the process of distance learning of a future specialist, to create and experimentally test such models for higher education, based on the principles and specific means of distance learning and adequately changing the ways of organizing the educational process , predetermines the prospects for its further comprehensive research in order to improve the concept of distance education development in the country.

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Art history research in scientific discourse

Investigación en Historia del Arte en el Discurso Científico

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Abstract

It is noted in the article that art historical research occupies a prominent place in the scientific discourse. The work on the identification of obscure views on music as a phenomenon in the cultural and anthropological tradition of music is carried out. It is proved that scientists interpret the painting as a semiotic system with its special image code, the information of which can be decoded. The secondary verbal expression of such messages in the text of art is possible due to the mechanism of interpretation. It is concluded that the non-verbal type of artistic creativity is comprehended by the subject in the form of the inclusion of the mechanism of reception, evaluated, transformed into a verbal code, and thus interpreted.

Keywords: art history discourse, ethnomusicology, interpretation, mechanism of reception, decoding of art, structural and functional method.

Resumen

Se advierte en el artículo que la investigación histórica del arte ocupa un lugar destacado en el discurso científico. Se realiza el trabajo de identificación de visiones oscuras sobre la música como fenómeno en la tradición cultural y antropológica de la música. Está comprobado que los científicos interpretan la pintura como un sistema semiótico con su código de imagen especial, cuya información se puede decodificar. La expresión verbal secundaria de tales mensajes en el texto del arte es posible gracias al mecanismo de interpretación. Se concluye que la creatividad artística de tipo no verbal es comprendida por el sujeto en la forma de inclusión del mecanismo de recepción, evaluado, transformado en código verbal y así interpretado.

Palabras clave: discurso de la historia del arte, etnomusicología, interpretación, mecanismo de recepción, decodificación del arte, método estructural y funcional.

1. Introduction

Contemporary art has greatly expanded its boundaries. After the famous "readymade" object by Marcel Duchamp, almost a century later, the artist Tracey Emin was nominated for the Turner Prize in 2000, the most popular award given to British artists annually at the Tate Gallery in London, and she presented an unmade bed to the audience. Of course, the viewer is not called upon to appreciate the beauty of this object. The artist was challenging, shocking the audience and forcing them to find their explanations for this provocative work: for this "frankness". It was also for the largest number of viewers that this work attracted that she was awarded the Prize. In 2001, the prize was awarded to Martin Creed for his work "Lights turning on and off", which was exactly what the title says. With this work, the artist raised the question of conventions in the gallery space.

Looking at all these innovations in art, we realize that we need scholarly literature that explains these phenomena. New texts interpret contemporary art and put it in context, making it understandable. At the beginning and middle of the 20th century, art texts were written in the most serious scientific language of a specialist who had received a classical art history education. He analyzes a work of art only from a classical point of view, attributing it to a particular trend and allowing the viewer to see the main thing in the work. The critic tried to develop the viewer's taste and ability to understand beauty.

Contemporary criticism about art (Adams, 2002), (Birnie Danzker, Jassenjowsky & Kiblitck, 1993), (Boas, 887), (D'Alleva, 2008) has a different character: its authors argue, question, persuade, and offer different interpretations using different artistic means. They may take the form of a dialog with the reader, have features of colloquial speech, be expressive, and use stylistic devices that are not typical of the scientific works of art historians. Their authors are not always art historians: more and more, compared to the beginning of the twentieth century, journalists, artists, curators, and gallery owners write about art ("gallery owner" is a new profession of the late twentieth century, meaning "the owner of the gallery" or "a person engaged in the gallery business, i.e. selling works of art through exhibitions in his or her gallery"; this word is not yet in the Ukrainian language dictionary, but it is widely used in the field of fine arts) (Herzog, 1934, 1936). The approach to the interpretation of works of art has changed due to the emergence of completely

new phenomena and forms in art. Furthermore, the circle of authors who create these texts has expanded. R. Jones creates a model of institutional discourse consisting of four features:

- constitutive features of the discourse (including participants, conditions, organization, methods, and material of communication);
- signs of institutionality (record the role indicators of clients of institutions);
- signs of the type of institutional discourse (revealed in its type);
- neutral features (including general discourse characteristics typical for any communication) (Jones, 2011).

The model of institutional discourse includes genres and their subtypes, strategies, goals, values, and deliberately selected texts. Discursive formulas, under which V.I. Karasyk understands a kind of functionally determined speech turns, based on the above principles of discourse types, are dynamic following the transformation of the world picture and socio-cultural practices.

Other researchers in the field of art history define discourse as a special sociolinguistic type, emphasizing its dual nature, verbal and non-verbal. The characteristic features of the interaction between these two forms of communication include respondents, topics of discussion, channels of communication and information transfer, and format, (Malinowski, 1935), (Nettl, 2005, 2010).

Scientists talk about the complex nature of the processes that take place in the verbalization of art historical discourse and describe their essence as follows: "The material is transformed into a linear model that creates non-linear images in the mental space." The scientist considers "poly-cord education" to be the main factor and distinctive feature of art historical discourse, its essence. An art critic, verbalizing, describing, and analyzing works of art, introduces the audience to the paintings on display and their authors (Reed, 1993).

Based on indirect communication in art historical discourse, other scholars view art historians as a link in this communication system. They characterize art historical discourse as a specific linguistic space in a special communicative situation, its conceptual sphere, expressed by vocabulary, a thematic set of emotionally colored and professional vocabulary (Rusted, 2006), (Seeger, 1977), (Asieieva, 1984, 2006, 2011), (Markhaichuk, 2006), (Petrova, 2004), (Skrynyk-Myska, 2010).

The main objective of the paper is to examine the peculiarities of the construction of art historical discourse of different generations and to identify the peculiarities of the new generation of art historical discourse, as well as the extra-linguistic factors that led to the emergence of these peculiarities.

The material for the study was chosen from texts by British art historians of the second half of the 20th century and the late 20th and early 21st centuries, who are the most reputable authors in the field.

2. Methodology

As a methodological basis, the research uses comparative historical methodology and the structural-functional method to study scientific texts and further process and generalize the theoretical constructions of art historical discourse. In the course of the work, the method of

continuous analysis of texts was used, and a lot of information of a cultural, philological, and social nature was involved.

3. Theoretical background

Art historical discourse is a certain linguistic space, a verbalized set of relevant linguistic knowledge and strategies used for communication. The scientific community believes that the core of the subject of art historical discourse is art. Some scholars understand art historical discourse as an allusion to the name of the science of art. They explain this by the fact that the creator of a verbal work about art tries to analyze art to understand the intention of the work of art under study, often completing the author's thought.

The term "art historical discourse" implies a direct attitude toward art and the Institute of Art History. However, scholarly texts in this subject area constitute only one micro-field of art historical discourse.

Other scholars talk about the great variability of the selected properties of the text belonging to the discourse of art history. The text of the discourse of art history, which does not necessarily refer only to the scientific one, is general and abstract, contains detailed or extended explanations, and differs in terminological and lexical content. The totality of an art history text is a structural, semantic, thematic unity, grammatical coherence, and compositional construction. All this forms the "nature of discourse. One aspect of the nature of discourse is textuality of discourse.

4. Results

Currently, the concept of works of art includes many artistic forms. Among them, objects of art and painting are usually objects of special interest for linguistic researchers. This area is characterized by a wide variety of genres and a significant amount of material for research. This kind of art is non-verbal in itself, but in art historical discourse it takes on a verbal form.

Some scholars in their linguistic works on the conceptualization of knowledge in art historical discourse study the terminology of the concept. They define discourse as a verbalized experience of thinking about objects that exist as works of art. Thus, in their opinion, discourse is organized within the framework of strategies of perception, authority, evaluation, and other art historical strategies.

Interpreting the discourse from the standpoint of language proficiency and the strategy necessary for communication, it is worth emphasizing the characteristic features of using a fairly large amount of foreign language vocabulary of artistic terms (etude, pastel, masterpiece, etc.). Among the main features, scholars emphasize the importance of the perception strategy and note the flexible and non-linear structures in the organization of this type of discourse.

Communicative interaction with an aesthetic message is a kind of "highlight" of this discursive field, which manifests itself in a comprehensive assessment, perception, verbalization, and interpretation of a particular work. At the same time, the interpretation will depend not only on the interpreter's picture of the world, his/her life experience, cultural level, and socio-cultural factors but also on the meaning laid down by the author (the artist of the picture). All of this indicates the multiplicity of verbal interpretations of one work of art in the form of a correlation between language and culture.

We can conclude that classical art history discourse is resistant to language changes, containing a large amount of commonly used vocabulary, as well as a bookish, foreign language, and borrowed vocabulary. Foreign language vocabulary is represented by French, Greek, and Italian expressions. This emphasizes the authors' orientation toward classical authorities and has aesthetic and emotional and sensual themes. An important role is played by combined terms that are expressive and descriptive with a predominance of mental, emotional, artistic, and sensory vocabulary.

The conceptualization of classical discourse reflects its aestheticization, subtle emotional perception, and delineation from the everyday sphere of life.

Contemporary art historical discourse is unstable to linguistic changes. Its vocabulary is very diverse and reflects phenomena from various spheres of life. It is characterized by the use of reduced vocabulary along with specialized book vocabulary; a tendency to colloquialism and spontaneous speech; the creation of new lexical items; the use of irregular rhythm and "understopping". Moreover, the composition of borrowed and foreign language vocabulary is changing: German expressions appear, as well as Americanisms associated with the world of commerce and market relations; features of media discourse appear. Combined terms, in addition to emotionally expressive ones, have colloquial coloring and also contain terms from other fields (science, cinema, etc.).

The conceptualization of contemporary art historical discourse reflects a new perception of the art world. The emphasis is shifting from emotional and sensory concepts to existential ones, which are borrowed from areas of life that have nothing to do with art. One of the main features of contemporary discourse is the constant ability to form concepts from new areas and to view art objects through their prism. The distinction between art and everyday life is being lost. The analysis reflects two sides of the discourse: a constant process of change, contradiction, and the desire for the eternal, and the temporary.

Anthropologists often compare the understanding of culture, including its aspect of music, to the process of writing novels that cover the histories of entire nations, eras, or generations. The work of an anthropologist or novelist is primarily to translate entire musical meanings for distant audiences that are outside of a particular cultural discourse. This is certainly not an easy task for a scholar, partly because of the complex nature of the symbolism exchanged between people in communication. The same goes for interpreting the meaning of human social interaction from an anthropological perspective, which is as challenging as writing novels or plays that depict the spirit of a society. Thus, the key to social interaction, as they say among anthropologists, lies in its symbolism, which is primarily seen as a type of action, given the fact that the participants in the exchange form perceptions of each other during the interaction, which influences the following actions (Shmahalo, 2007), (Shumylovych, 2006), (Yakovets, 2014), (Yatsiv, 2009).

One of the most eloquent anthropological writers, once summarized this sentiment. He said that culture is a historically transmitted pattern of meanings embodied in symbols, a system of inherited ideas expressed in symbolic forms through which people communicate, perpetuate, and develop their knowledge of and attitudes toward life. Language provides one of the main layers of symbolism, as each word consists of a series of sound patterns that together carry meaning, as with the words "dog," "cat," and "love." Things become much more complicated when the music creates a picture and the singer begins to modulate his voice with changes in the field, distributing

these words in layers of musical significance.

The analysis in terms of narrativity/non-narrativity allowed us to identify methods of influencing the reader in art historical discourse at two stages of its development. In "classical" texts, it is carried out through a combination of non-narrative and narrative, according to W. Chafe's classification of "strategies of engagement" and "strategies of alienation". Non-narrativity is aimed at conveying the necessary knowledge in the key of a scientific and authoritative approach, while narrativity is aimed at conveying the emotional qualities of a work of art. As a result, the narrative focuses on the work of art, the description of which is aimed at describing the properties of the work of art through non-narrative and narrative. Non-narrativity as the dominant way of conveying information makes it difficult to understand the text, making it less interesting.

In contemporary texts, the influence on the reader is exercised through the realization of narrativity, which dominates contemporary art historical discourse. It is represented by many ways of representing the position of the "I": sharply negative evaluative vocabulary, colloquial style, use of slang expressions, as well as vocabulary with erotic themes, and new ad hoc lexical units. This, in turn, leads to a reduction in the distance between the addressee and the addressee, and a loss of scientific approach. The individual discourse becomes the center of the narrative.

One of the earliest substantial references to music within anthropology appeared in F. Boas's 1888 monograph "The Central Eskimo", which contained transcriptions and some analysis of two dozen Eskimo songs in the context of a comprehensive ethnography. This not only laid the foundation for anthropologists' Czech approach to the study of non-Western music but also represents a scientific endeavor in comparative musicology. Boas worked with his colleague Stumpf to collect and analyze the music of the indigenous peoples of the Northwest Coast, which was later published in 1886 in the "Vierteljahresschrift für Musikwissenschaft", one of the first journals of comparative musicology. Therefore, it would be a mistake to assume that comparative musicologists and anthropologists acted in isolation from each other. However, the general approaches to the study of non-Western music by musicologists and cultural anthropologists differed in many ways. Comparative musicologists were motivated by theories about the origins and structure of music and analyzed the relevant materials of Boas and Stumpf. Boas's work on music lacked this type of theory, instead fitting into the framework of scrupulously detailed and ethnographic descriptive work.

In addition to the music contained in *The Central Eskimo*, Boas published articles on Kwakiutl, Chinook, Eskimo, and Sioux music between 1888 and 1925. Each of these, focusing on music, contained elements that have come to be associated with Boas's cultural anthropology. The article "On Certain Songs and Dances of the Kwakiutl of British Columbia" contains several musical transcriptions of songs (presumably made by Boas himself), including records of rituals, lyrics, and a very large amount of mythology relating to the songs. His article "Chinook Songs" contains three short notations along with 38 song lyrics and a glossary of several dozen words. Two articles, both titled "Eskimo Tales and Songs," present the lyrics of songs along with explanations of the dozens of words that appear in them. The article "Teton Sioux Music" discusses musical form, including rhythm, phraseology, and structure, and contains 11 fairly detailed musical inscriptions. Although he does not focus on the technical and analytical details of some comparative musicologists, Boas was on par with many, and his work on music is underestimated, perhaps because of the enormous volume of work on other subjects.

While the early generation of anthropologists included music in their ethnographic work,

ethnomusicology largely reversed this former emphasis, making music the main object of study, albeit with a focus on local cultural characteristics. Thus, new subfields were born that were specifically devoted to the study of one of humanity's greatest talents, the ability to create music. Boas's student George Herzog (1901-1983) pioneered the new intellectual discipline, passing on a holistic vision of ethnomusicology to many future generations of scholars. While studying at the Royal Conservatory in Budapest, he was strongly influenced by the folk music studies of Béla Bartók and Zoltán Kodály. From 1923 to 1925, Herzog worked for Erich von Hornbostel at the Berlin Phonogram Archive, the most important archival institution for comparative musicology before World War II. In 1925 he emigrated to the United States and studied anthropology under Boas. Herzog was faced with the problem that anthropologists writing about music and ethnomusicologists as specialists in this field have to think about the issues of methodology and the problem of subjectivity in representing the musical experience of other peoples. Ethnomusicologist Mantle Hood (1918-2005), for example, argued that bi-musicianship, or fluency in the musical traditions of at least two cultures, potentially provides an epistemological basis for understanding these traditions from an insider's perspective. This claim has been controversial, however, given that insiders can also speak for themselves and be cited by anthropologists about their subjectivity. Over the past century, sociologists and anthropologists have repeatedly demonstrated the position that to interpret any one aspect of human behavior, such as language or music, one must look beyond this single feature of social interaction, to consider all the other ways people communicate, thus shaping its meaning. Thus, to understand music, one must look far beyond it, to uncover the many hidden layers of its meaning as they are reflected elsewhere in the social interaction of the community. Based on this position, even when watching and listening to a gifted musician in the context of, for example, an opera or a philharmonic, the music must be considered together with everything else that surrounds the performance. That is, we are talking about all the symbolic connotations of life, in addition to the purely musical ones, which contribute to perception and experience.

Verbal language, gestures, facial expressions, and even the spatial layout of the stage can also play a role in interpreting what is happening during a performance, even in terms of interpreting the music itself. Consider, for example, the intimate nature of a religious performance, where the words of the chant are wrapped in the specialized meanings of their scriptures. At the same time, every movement among the performers takes on a sacred connotation. The blood, crosses, or sacrifices thus occupy a prominent place in American gospel music, creating a context by drawing directly from the Bible as the main source, while the audience enjoys its imagination.

5. Conclusion

Thus, the term "art historical discourse" as a separate element in modern linguistics is not yet well studied, so its consideration is relevant. Scientists pay attention to the characteristic features of discourse: cognitive, lexical content, pragmatism, evaluation, and perception strategies. Moreover, they emphasize the subjective nature of the interpretation of this concept, and its determinism, caused by external factors. These factors include personal experience, the nominative-communicative aspect, double communication, and lexical and terminological variability as the main factor and distinctive characteristics of the polycoded communication process.

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Preparation of students for studying in crisis situations

Preparación de estudiantes para estudiar en situaciones de crisis

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Abstract

The primary directions of the higher school's educational activity are professional training, education seekers' personal growth and self-affirmation, development of all participants' intellectual potential in the educational process, spiritual enrichment, and moral, aesthetic and physical improvement. The process of socialization of the student's personality continues even during crisis situations.

The purpose of the academic paper is to establish the main tendencies in preparing students for the educational process in crisis situations in the scientific literature and to clarify certain practical aspects of preparing higher education seekers to study in crisis situations. In the course of the research, the analytical-bibliographic method was used to study the scientific literature on the issues of training higher education seekers in crisis situations. Induction, deduction, analysis, synthesis of information, logical-linguistic methods, abstraction, and idealization were applied to study and process data. A questionnaire was conducted by the research authors in online mode to clarify certain aspects of training practically. Based on the research results, the primary theoretical aspects of the process of students' training in crisis situations were studied, as well as the standpoints of education seekers and teachers of higher educational institutions regarding the key aspects of this issue were clarified.

Keywords: means of anti-crisis communication, anti-crisis learning strategy, educational competencies in crisis situations, flexibility of learning activities, anti-crisis training programs.

Resumen

Las direcciones principales de la actividad educativa de la escuela superior son la formación profesional, el crecimiento personal y la autoafirmación de los buscadores de educación, el desarrollo del potencial intelectual de todos los participantes en el proceso educativo, el enriquecimiento espiritual y la mejora moral, estética y física. El proceso de socialización de la personalidad del alumno continúa incluso en situaciones de crisis. Al mismo tiempo, la adaptación, la individualización y la integración efectivas de las medidas anticrisis para garantizar el proceso educativo en las condiciones del entorno educativo de las instituciones culturales y de educación superior adquieren una importancia decisiva. Estudiar las características psicológicas de la edad estudiantil, sus contradicciones, crisis, nivel de desarrollo y características individuales de cada alumno lo hace posible, considerando los cambios que experimenta el equipo estudiantil en general y cada uno de sus participantes en particular, de acuerdo con las especificidades de la situación de crisis, para reconstruir efectivamente el proceso educativo de acuerdo con los requisitos de la institución educativa, incluida la adaptación del contenido y la metodología del proceso educativo mientras se trabaja durante una crisis.

El artículo académico tiene como objetivo establecer las principales tendencias en el estudio del tema de la preparación de los estudiantes para el proceso educativo en situaciones de crisis en la literatura científica y aclarar ciertos aspectos prácticos de la preparación de los aspirantes a la educación superior para estudiar en situaciones de crisis. En el transcurso de la investigación, se utilizó el método analítico-bibliográfico para estudiar la literatura científica sobre los temas de la formación de aspirantes a la educación superior en situaciones de crisis. Se aplicó inducción, deducción, análisis, síntesis de información, métodos sistémico-estructurales, comparativos, lógico-lingüísticos, abstracción, idealización para estudiar y procesar datos. Se realizó un cuestionario por parte de los autores de la investigación en modalidad online para aclarar de manera práctica ciertos aspectos de la formación en condiciones de crisis. Con base en los resultados de la investigación, se estudiaron los principales aspectos teóricos del proceso de formación de los estudiantes en situaciones de crisis, así como se esclareció el punto de vista de los buscadores de educación y de los docentes de las instituciones de educación superior sobre los aspectos clave de este tema.

Palabras clave: medios de comunicación anticrisis, estrategia de aprendizaje anticrisis, competencias educativas en situaciones de crisis, flexibilidad de las actividades de aprendizaje, programas de formación anticrisis.

1. Introduction

Crises are an integral part of society's development. In case they are not given due attention, they can become a threat to the person, the organization and the state in general. Globalization and informatization as defining tendencies of modern times contribute to the rapid spread and development of crisis situations, the widespread dissemination of negative information. However, at the same time, they provide opportunities for protection, repelling physical and informational aggression, and even development.

To ensure the educational process in higher educational institutions in crisis situations, students should learn the basic requirements of strategic and anti-crisis communication and master the skills of analyzing a crisis situation, forecasting its development. They should substantiate the anti-crisis strategy and develop communication tools for anti-crisis management.

The theoretical part of the present research substantiates the essence, components and features of the preparatory process for training during crises.

The practical part of the research includes assessing certain aspects of ensuring students' quality education in crisis situations, which require particular attention from the perspective of their scientific justification. It also identifies modern educational tendencies, which are most actively and successfully used in education during the period of crisis phenomena. Along with this, it establishes the most important directions of higher education seekers' psychological training in connection with the emergence of crisis situations, as well as competencies that were effectively developed in Ukrainian higher educational institutions during the Russian war in Ukraine, which can be used as a basis for developing anti-crisis training programs in other countries of the world. Based on the research results, conclusions were made regarding the issues raised. New approaches of providing the educational process, most actively and successfully used during the period of crisis phenomena in higher educational institutions' training activities, are distance online learning and gamification of the process of obtaining knowledge. At the same time, the most significant directions of higher education seekers' psychological training, which should be studied at higher educational institutions in connection with the occurrence of crisis situations, are the ability to use modern educational technologies in working with people in crisis situations and deep knowledge and understanding of modern ideas about the principles of providing psychological support in crisis situations and adaptation to specific circumstances. A significant result of the present research is the determination of skills and competencies that have acquired effective development from the perspective of the experience gained by participants in the educational process of Ukrainian higher educational institutions during the Russian war in Ukraine. They can be used as a basis for developing anti-crisis training programs in other countries of the world. Such skills are the ability to create individual ways of development, education, social adaptation and integration of people in crisis situations, and the ability to interdisciplinary interaction under the condition of solving specific tasks during a crisis.

2. Literature Review

Pedagogical and educational activities in a higher educational institution aim to form a highly qualified specialist who is able to find his place in the labor market, and take an active part in political, social, cultural and other spheres of society (Costa, Baptista & Dorotea, 2022).

Adaptation-reaction processes in a higher educational institution's pedagogical and educational

activities during crisis situations are conducted by scientific and pedagogical workers implementing the institution's pedagogical, methodical, scientific and organizational activities during a crisis situation in accordance with higher education institutions' main goal. Pedagogical activity of scientific and pedagogical workers of a higher educational institution during a crisis requires a transition from a standard to an adaptive organization of educational activities. At the same time, the entire available stock of abilities and skills of their work in the anti-crisis period is updated, ensuring the fulfillment of a specific task of pedagogical action (Aljanazrah, Yerousis, Hamed & Khlaif, 2022)

In the conditions of a sharp change in the social environment, the transformation of pedagogical activity into a pedagogical and professional one, the education seeker, as a rule, faces significant difficulties in the process of personal and social adaptation of professional training in a period of crisis. The training of the future subject of professional activity in the period of crisis involves the activation of a person's self-awareness, stimulation of the desire for self-esteem and self-development in accordance with the new requirements of organizing the educational process (Braun & Clarke, 2019).

The significance of anti-crisis communication in higher education is due to the growing importance of communication processes as a factor in solving problems related to crisis phenomena (Bruggeman et al., 2021).

In modern conditions of computerizing public relations, implementing information and communication technologies, thanks to which news about crisis situations are spread instantly, a media communications specialist must be able to organize external communication with mass media, government bodies, partners and clients and minimize the negative impact on a higher educational institution's work (Ferri, Grifoni & Guzzo, 2020).

In practice, it is increasingly possible to see that using information technologies becomes a catalyst for developing negative consequences, and sometimes a source of crises. After all, the situation can even get out of control due to spreading false information. Consequently, the importance of anti-crisis communication as a component of anti-crisis management in higher education is growing (Bradshaw et al., 2022), (Abad-Segura et al., 2020).

The organization of the educational process during crisis phenomena in society is a new challenge for heads of educational institutions and teachers, and for education seekers. It is important to prepare the educational process in advance or during a crisis from an organizational, material and methodological perspective just to make it safe and pleasant as possible for both students and scientific and pedagogical staff (Vasil'eva, 2022).

Conducted studies of the practical experience of organizing the educational process during Russia's military operations in Ukraine proved that remote work during martial law can be fulfilled both in synchronous and asynchronous mode. However, the best results can be achieved while applying hybrid learning, that is, part of the material is studied in synchronous mode, and most of it is studied in asynchronous mode. Experience has shown that it is necessary to discuss in advance the rules of operation in both modes, as well as the algorithm of actions in the presence of an aggravation of the crisis.

The teacher can also independently make recordings of audiovisual materials and post them on

available platforms for further discussion with education seekers (Vasil'eva, 2022).

Undoubtedly, verifying completed tasks and assessing students' achievements are important parts of the educational process. At the same time, the greatest effectiveness will be achieved in the case when the teacher conducts interviews with students synchronously; however, he can verify the performance of individual and group tasks and conduct control work asynchronously, using platforms (Vasil'eva, 2022).

Having defined the specifics of the provision of educational services in the context of crisis phenomena, it is important to dwell on the main tasks of state authorities in managing the education of territorial communities, fulfilling the requirements for the organization of the educational process in the context of a crisis, namely: to provide education in the most acceptable and safe form, keep records of those who study from among internally displaced persons, pay for the work of teaching staff regardless of their location and notify about the dismissal, promote the employment of employees if there are vacancies (Klimenko, 2022).

Moreover, a specialist should navigate information wars and recognize information operations in current conditions. He should be able to develop and effectively use anti-crisis communication tools. This is precisely why the study of anti-crisis communication aims to prepare students to make balanced decisions and flexible actions in the conditions of rapidly changing situations, to form moral and willful qualities and critical thinking (Barrot, Llenares & Rosario, 2021).

The purpose of the present research is to clarify the standpoint of education seekers and teachers of higher educational institutions regarding certain aspects of training education seekers for effective participation in the educational process during crisis situations.

3. Materials and Methods

A practical study of the features of training students in crisis situations was carried out by surveying 253 practicing teachers of higher educational institutions, as well as 311 students in 14 higher educational institutions of Volyn, Rivne, Zhytomyr and Kyiv regions of Ukraine. The research was conducted using the Survey Monkey service.

4. Results

According to the survey participants' standpoint, currently, in conditions of an increased degree of probability of crisis phenomena of various natures in society, the issues related to ensuring quality education of students in crisis situations, requiring the most active study by scientists, are as follows (Figure 1):

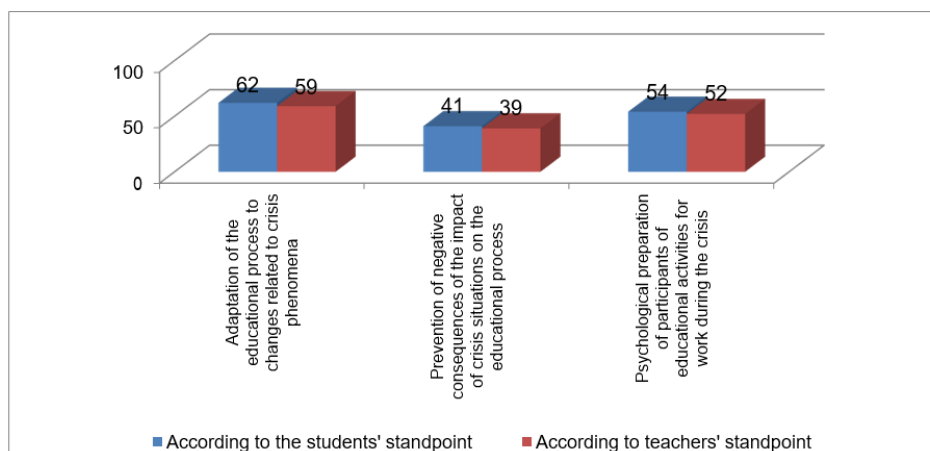


Figure 1. Aspects of ensuring quality education of students in crisis situations, requiring the most attention from the perspective of their scientific justification, %

Source: compiled by the authors

The analysis of the survey's results showed that such aspects are the adaptation of the educational process to the changes related to crisis phenomena and the psychological preparation of the participants of educational activities. During the survey, the respondents determined the following new approaches to ensuring the educational process, which are most actively and successfully used in the period of crisis phenomena in the educational activities of the higher school (Figure 2).

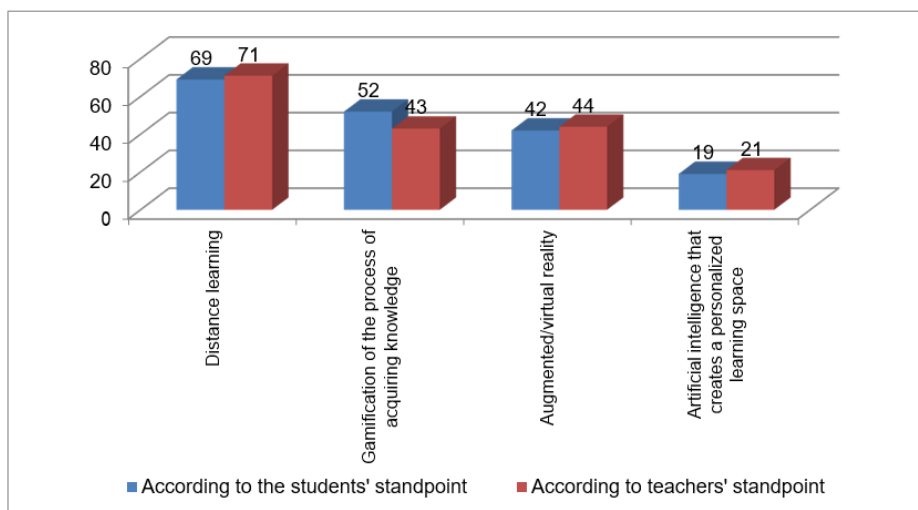


Figure 2. Modern educational trends that are most actively and successfully used in education in the period of crisis phenomena, %

Source: compiled by the authors

According to the standpoint of students and teachers of higher educational institutions, the most important and effective trends in the period of crises are distance online learning and gamification of the process of acquiring knowledge. A significant focus of the research was to reveal the most important areas of higher education seekers' psychological training, which should be studied in higher educational institutions in connection with the emergence of crisis situations (Figure 3).

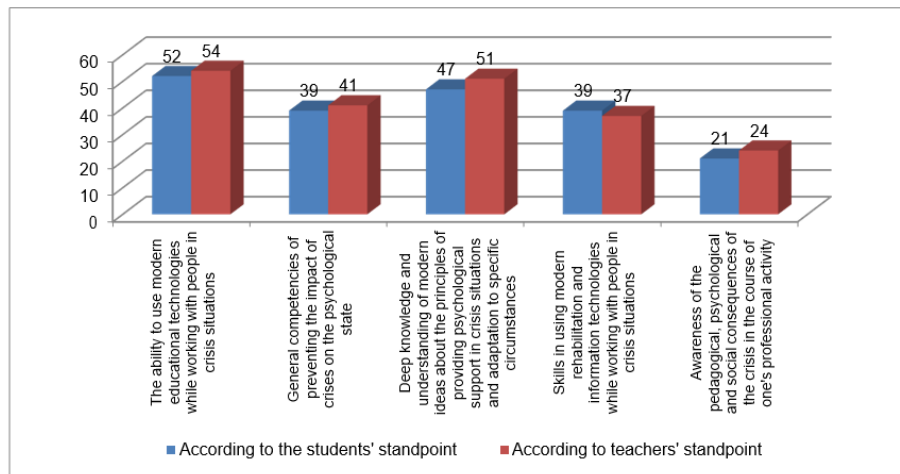


Figure 3. The most important directions of higher education seekers' psychological training in connection with the occurrence of crisis situations, %

Source: compiled by the authors

The respondents believe that such directions are the ability to use modern educational technologies in working with people in crisis situations and deep knowledge and understanding of modern ideas about the principles of providing psychological support in crisis situations and adaptation to specific circumstances.

In the course of the research, the respondents were asked to identify the competencies that have acquired effective development from the perspective of the experience gained by education seekers of the Ukrainian higher educational institutions during the Russian war in Ukraine, and can be used as a basis for developing anti-crisis educational programs in other countries of the world (Figure 4):

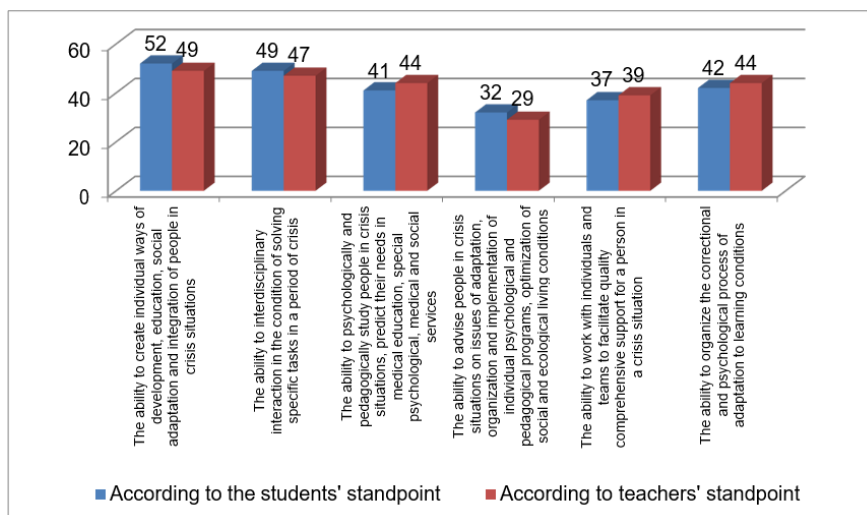


Figure 4. Competencies that were effectively developed at Ukrainian higher educational institutions during Russia's war in Ukraine, which can be used as a basis for the developing anti-crisis training programs in other countries of the world, %

Source: compiled by the authors

It can be observed from Figure 4 that these competencies include the ability to create individual ways of development, education, social adaptation and integration of people in crisis situations, and the ability to interdisciplinary interaction under the condition of solving specific tasks during a crisis.

5. Discussion

Considering the features of modern conditions for functioning and developing higher education, when crisis phenomena in society inevitably affect all aspects of the work of higher educational institutions, the necessity to create a “modern strategy” for higher education is of particular relevance. It involves developing anti-crisis methodical principles of specialists’ professional training based on a targeted combination of theoretical, practical, research and experimental aspects of higher educational institutions’ activities (Bruggeman et al., 2021), (Marey & Magd, 2022).

In this regard, higher educational institutions face a number of tasks aimed at effectively preparing all subjects of the educational process to work in crisis situations (Gunasinghe & Nanayakkara, 2021).

The experience of Ukrainian higher educational institutions during crisis situations showed that, thanks to applying special conditions for organizing the educational process, like many areas of social and professional life, it was possible not only to resist, but also to adapt to the new work challenges (Sandanayake, 2019), (Rawashdeh et al., 2021).

Currently, the disruption of the usual scenarios of providing educational activities in the world has finally given higher education the opportunity to reflect, transform and introduce innovations necessary for its adaptation to society’s needs. In particular, the effective organization of the distance learning process has acquired considerable importance in these conditions. The higher education sector proved to be one of the best prepared to move most of its processes to online mode (Alan, Teodora & Seda, 2020), (Singh, Steele & Singh, 2021).

Studying at higher educational institutions is accompanied by the emergence and resolution of contradictions of various natures. At the same time, the crisis often indicates significant problems in personal and professional development, and becomes an incentive for self-development, activating and enriching the psychological resources of students and teachers to overcome difficult life situations. In the conditions of successful overcoming of the crisis, such experience becomes the basis for the formation of professional self-confidence and personality of future specialists. Therefore, recognition and understanding of the phenomenon of students’ professional training crises is a leading prerequisite for psychological support for successfully overcoming these crises (Eaton et al., 2019), (Londar, 2021).

Establishing modern higher education based on a result-oriented model by designing training programs and forming a set of general and professional competencies for future specialists leads to the optimization of their learning process when choosing effective methods and technologies for organizing the educational process. There is every reason to say that in order to be modern and high-quality, university, education should combine a practical orientation with the fundamental preparation of students of all levels to work in adverse conditions (Green & Harrington, 2020).

The primary directions for improving the training of students and teachers in higher educational institutions for professional activities in crisis situations are as follows:

- the introduction of anti-crisis methods of work and the latest approaches to organizing the educational process;
- the implementation of effective models of education seekers' professional and personal training, improvement of existing and development of new teaching methods;
- training of teaching staff of higher educational institutions to acquire competencies in the areas of anti-crisis work in the field of practical psychology, direct practical activity;
- improvement of professional-pedagogical and psychological mastership, teachers' skills and personal qualities;
- development and improvement of effective influence methods and the latest research tools on the basis of educational institutions in order to increase the efficiency of education seekers' work in the educational process in crisis situations (Helmy et al., 2020), (Jin et al., 2019), (Khan et al., 2021).

6. Conclusions

Summarizing the analysis of the scientific literature on the research issue and the questionnaire results, it should be noted that the specifics of higher educational institutions' teachers' activities are determined by contact with the inner world of the education seeker during professional interaction. Accordingly, the specifics of the educational process in higher education during the crisis can be determined based on the specifics of professional activity and social requirements for future specialists of each individual profile. At the same time, the ability of the teacher to organize training in crisis conditions, to learn to develop the moral will towards understanding, reflection, critical thinking for communication in crisis situations, modern tools of anti-crisis communication in educational cases, during professional activities, should be taken into account while acquiring skills of self-expression and creativity during anti-crisis communication. Experience has proven that such a communication process requires advance preparation of all training subjects, adaption of methodological materials and the training's material base, as well as the moral and organizational support of education seekers for its effective implementation.

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Fundamentals of developing students' cognitive abilities in european universities

Fundamentos del Desarrollo de las Habilidades Cognitivas de los Estudiantes en las Universidades Europeas

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Abstract

The purpose of the academic paper is to study the fundamentals of developing students' cognitive abilities in European universities. The methodology included a subject study to describe the fundamentals of developing students' cognitive abilities based on analyzing secondary data and materials of the European Commission, the analysis of the cases of European universities' two alliances: The 4EU+ European University Alliance (2023a) and The Arqus European University

Alliance (2023a). The results indicate the development of quality inclusive education in the EU based on common human values and a partnership approach to cooperation between institutions and communities.

Keywords: cognitive abilities, European universities, European educational space, EU's competence framework.

Resumen

El propósito del trabajo académico es estudiar los fundamentos del desarrollo de las habilidades cognitivas de los estudiantes en las universidades europeas. La metodología incluyó un estudio temático para describir los fundamentos del desarrollo de las capacidades cognitivas de los estudiantes a partir del análisis de datos y materiales secundarios de la Comisión Europea, el análisis de los casos de dos alianzas de universidades europeas: The 4EU+ European University Alliance (2023a) y The Alianza Universitaria Europea Arqus (2023a). Los resultados indican el desarrollo de una educación inclusiva de calidad en la UE basada en valores humanos comunes y un enfoque de asociación para la cooperación entre instituciones y comunidades.

Palabras clave: capacidades cognitivas, universidades europeas, espacio educativo europeo, marco de competencias de la UE.

1. Introduction

Students' cognitive abilities are highly significant for solving complex, unpredictable problem situations in the professional field. Given the increasing level of the external environment's uncertainty and variability, such abilities are especially important for flexible adaptation and creative performance of work assignments. Working with large volumes of data and information also requires the development of cognitive abilities. Within the EU, where the creative economy, the information economy, and the knowledge economy are actively developing, universities are giving increasing significance to such students' competencies as critical thinking, problem-oriented thinking, creativity, etc. The high level of student mobility, the involvement of migrants and students from third countries also requires the formation of the ability to cooperate in a multicultural environment. The policy of creating the EU's educational space is aimed at developing an inclusive educational environment. The above-mentioned tendencies and features actualize the problems of studying the fundamentals of developing students' cognitive abilities in European universities.

The purpose of the academic paper is to study the fundamentals of developing students' cognitive abilities in European universities.

2. Literature Review

Cognitive processes of human consciousness are related to issues of perception, pattern recognition, attention, memory, feelings, information presentation, imagination, logical thinking, speech and decision-making ability. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy while skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, means, tools and instruments) (Cinque, 2016).

European structures of competencies, which include knowledge, skills and abilities, are

developed and updated according to the external environment's challenges, aligned with institutional and contextual requirements in different countries, remaining open to adaptation and updating (Caena & Redecker, 2019).

Cognitive activity is related to acquiring, organizing, and using knowledge. Studying students' cognitive abilities should be based on the axiomatic provisions of cognitive psychology, namely:

- 1) there is a gradual processing of information received from the outside in the human psyche;
- 2) the information processing system has a limited capacity. The cognitive process or the process of cognition operates according to the gnoseological or epistemological principle. It is based on the statement that only the tendency to search for simpler (optimal) solutions is manifested in human thinking and creativity;
- 3) information is encoded in the psyche, that is, the physical world is reflected in the psyche in a special form.

In several scientific studies, students' cognitive abilities are considered and investigated in the context of: a problem-oriented approach to learning (Maskur et al., 2020; Nurkhin & Pramusinto, 2020), an approach to learning based on knowledge (Ristanto et al., 2020), innovative models of learning management (Changwong, Sukkamart & Sisan, 2018; Adnan et al., 2021), various methods and practices of learning (Istiyono et al., 2020; Spaska et al., 2021; Hidajat, 2021; Tabieh et al., 2021), e-learning for improving critical thinking (Supriyatno, Susilawati & Hassan, 2020), strategies for developing students' cognitive abilities, Brečka, P., Valentová, M., & Lančarič, D. (2022). In these studies, such cognitive abilities of students as creative thinking, critical thinking, and analytical thinking are considered.

Chu et al. (2021) have considered in their study innovative educational practices for the formation of students' cognitive abilities, including exploratory thinking, freedom of will, ingenuity and creativity, critical thinking, and non-standard problem solving. The authors claim that the fundamentals of developing cognitive abilities should be as follows: using research projects as an approach to learning; using the relevant methods (joint learning in a team, social constructivist design based on games); using social media and information technologies for communication; project-oriented and problem-oriented approaches to learning; creation of a motivating learning environment based on students' requests and a social-constructivist approach to knowledge formation. The approaches mentioned above and educational methods contribute to the creativity formation and solving problematic situations by students in practice.

The scientific work of Virtanen & Tynjälä (2018) examines how different types of pedagogical practices contribute to developing specific general skills. The authors have revealed that developing skills and abilities does not depend on a specific teaching method and pedagogical practice. The combination of various teaching methods and pedagogical practices contributes more towards developing abilities and skills.

Thus, the scientific literature empirically studies students' cognitive abilities and development using various methods, learning practices, strategies and learning models. At the same time, there are no comprehensive, holistic studies of the fundamentals for developing students' cognitive abilities in European universities at the level of the EU's educational space. In the context of adopting the strategy for developing the EU's educational space and initiatives regarding development of universities, the study of the basic conditions for promoting the formation of cognitive abilities is particularly relevant.

3. Methodology

The academic paper uses the methodology of subject studies to describe the fundamentals of developing students' cognitive abilities in European universities. At the first stage, the authors determine the general development tendencies of the European Education Area (EEA) based on the analysis of secondary data and materials of the European Commission. The authors analyze trends in EEA development strategies and university development strategies, European Universities' initiatives, key competencies for lifelong learning and competency framework (EU Careers, 2023). Within the framework of competencies approved by the European Personnel Selection Office (EPSO), the author has highlighted the key abilities that potential candidates and graduates of the EU universities should possess. EPSO meets the recruitment needs of the EU institutions by selecting talented candidates through specialist competitions.

4. Results

More than 5 000 higher educational institutions (HEIs) operate within the EU countries, in which 17,5 million students study, 1,17 million researchers, and 1,35 million teachers work. The European education system strives to develop high-quality inclusive education based on common human values and a partnership approach to cooperation between institutions and communities (European Commission, 2023a). Students of higher educational institutions (HEIs) receive qualifications through completing modules or short courses, forming the knowledge and skills required in the changing external environment (European Commission, 2023a). Increasing the competence level in order to develop quality, innovative and inclusive education is one of the strategic goals of the European Educational Space (European Commission, 2023b). The EU adopts the system of higher education and students' skills in accordance with the external environment's requirements (digital economy, information economy, green economy, etc.) (European Commission, 2023c). The EU countries strive to ensure the development of a competitive educational space on a global scale. Therefore, the strategy of developing universities lies in creating an innovative research environment. For this purpose, the European Universities Initiative has been developed in the EU to create networks of higher educational institutions, promote student mobility and develop a European identity (European Commission, 2023d). According to the specified strategies for developing the educational space and the goals set, the framework of key competencies, knowledge and basic skills is updated, revised and approved. For instance, the following basic lifelong learning competencies have been approved, namely: literacy, multilingualism, numerical, scientific and engineering skills, digital and technology-based competencies, interpersonal skills, and the ability to adopt new competencies, active citizenship, entrepreneurship, cultural awareness and expression. The above-mentioned list of competencies indicates the need to develop students' cognitive abilities and create conditions for their formation (European Commission, 2023e). Creativity, critical thinking and the ability to work in a team are also highly valued in the EU.

The new EU Competency Framework (EPSO Competency Framework) defines 8 key competencies that graduates must possess when selecting for positions. Within the framework of the specified competencies, the key abilities that a graduate should possess are highlighted (Figure 1).

Within the EU's educational space, 44 European universities are being created, attracting about 340 educational institutions in the capitals and remote regions of the member states (including Norway, Iceland, Turkey and Serbia). These universities cooperate with 1 300 associated

partners: enterprises, non-governmental organizations, regional and local authorities, etc. (European Commission, 2023d). Within the framework of the Erasmus+ 2022 competition, 44 alliances (European universities) united on the following topics were created:

1. Intensification of prior deep institutional transnational cooperation: 4EU+ European University Alliance, Arqus European University, Challenge-Driven, Accessible, Research-based and Mobile European University, The European University of Social Sciences, etc.
2. Development of new deep institutional transnational cooperation: European Dual Studies University, European University alliance for sustainability: responsible GRowth, inclusive Education and ENvironment, The Green European University.

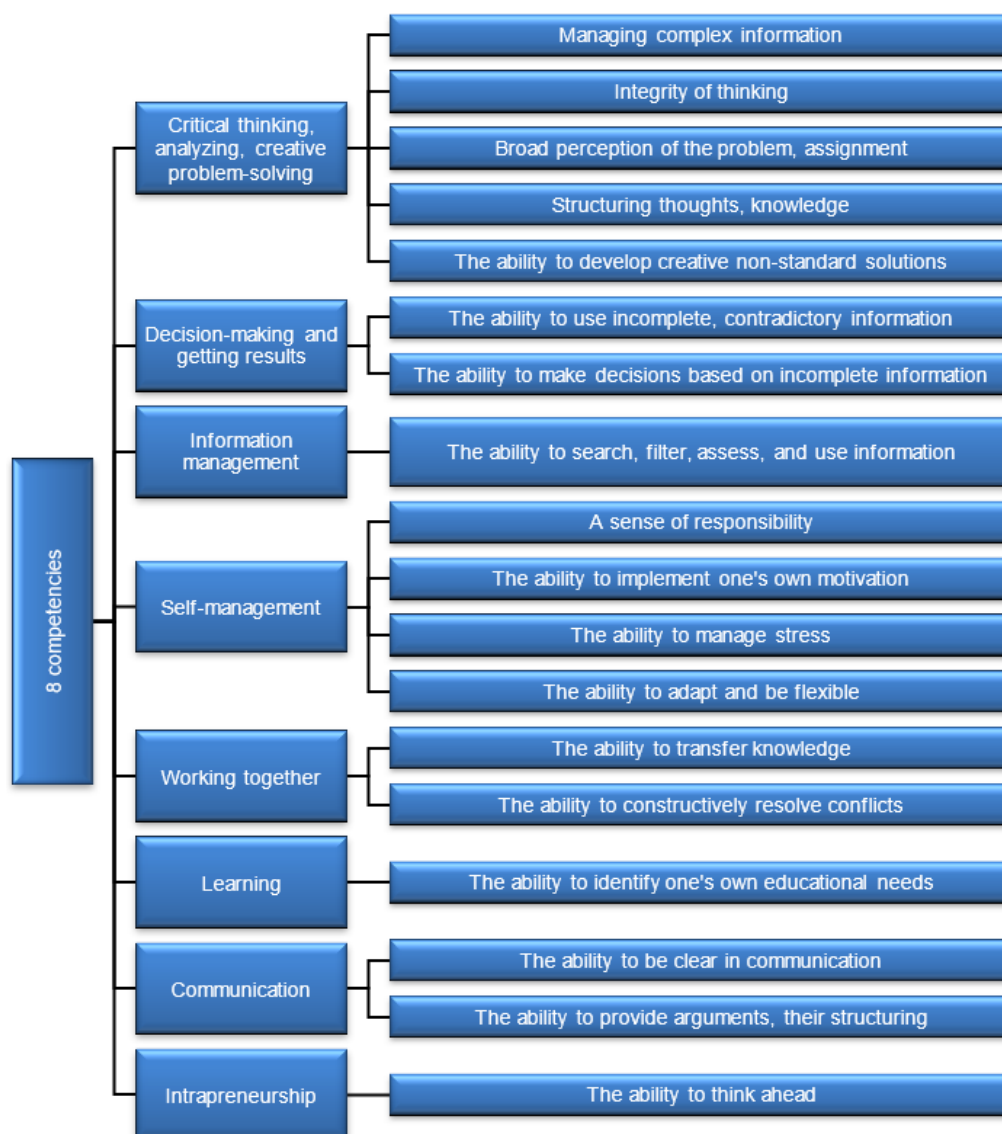


Figure 1. New EPSO Competency Framework: key abilities of graduate students within the defined competencies

Source: compiled by the author based on EPSO's Competency Framework (EU Careers, 2023).

Let's take a closer look at the cognitive abilities within the skills that are formed during the educational process of the 4EU+ European University Alliance. The education of students involves using an interdisciplinary approach and conducting studies in education. The Alliance identifies four key programs that align with the Sustainable Development Goals. The common core curriculum is offered in all 6 universities within the alliance. Students are also offered special courses that are available in person and through blended learning methods. The specified basic programs and special courses are the basis for challenge-based degree programs for which common diploma will be awarded. In addition, such general learning principles are complemented by joint programs, new inter-alliance training programs, joint courses, joint supervision of theses, etc. Thus, students are offered a wide selection of study programs within the alliance. The portfolio of graduates' skills, competencies and values of the 4EU+ alliance involves formation of an open, multilingual, critical-thinking student who possesses multiculturalism, entrepreneurial abilities, pluralistic views, the ability to work with data and information. Such a set of graduates' skills, competencies and values is the basis for a European citizen. The development of "Social engagement" should be noted, providing involving communities in European universities and interaction with them to ensure the development, transfer and use of knowledge (The 4EU+ European University Alliance, 2023a). Thus, the alliance forms students' ability to be responsible for society and its well-being. It is also expedient to note the use of a project approach based on implementing projects between the EU universities. For instance, within the 4EU+ alliance, the Academic Partnership for Innovation in Teaching and Learning (API) has been implemented within the framework of the International Academic Partnership Program. The University of Warsaw, Charles University in Prague, Heidelberg University, and Sorbonne University took part in the project. The project was aimed at achieving the following goals (The 4EU+ European University Alliance, 2023b):

- 1) joint work on developing innovative educational materials, tools and methods to promote the development of a student-centered teaching and learning environment at partner universities;
- 2) developing creative, specialized exchange programs for students and employees (administrative, academic), which contributes to increasing the level of mobility between partner universities;
- 3) formation of graduates' competencies and critical skills necessary for work in a mobile, multicultural, complex, heterogeneous, multilingual and digital environment;
- 4) assistance in the development of the international academic community.

The fundamentals of developing students' cognitive abilities in European universities are changing in accordance with the challenges of the EU educational space (Figure 2). Universities have to create and develop educational space and establish high-quality cooperation in teaching, education, management, research, interaction with communities. The EU universities are democratizing education, implementing a student-oriented approach, an interdisciplinary approach to developing competencies, skills, and abilities. Integrity, openness, creativity, and internationalization are defined as significant values. These primary fundamentals of the EU educational space contribute to developing the following cognitive abilities: critical thinking, non-standard solving of problems and professional tasks, teamwork, etc.



Figure 2. Fundamentals of students' cognitive skills at European universities

Source: systematized by the author based on the 4EU+ European University Alliance (2023a; 2023b)

Similar visions, missions and goals are defined in the activities of the Arqus Alliance of European Universities. The Alliance's vision regarding education development lies in striving to be open, forward-looking, integrated and research-oriented, creating transformational excellence for stakeholders (societies, universities, businesses). The Alliance develops innovative sectoral cooperation. The included universities have a common profile and are located in medium-sized cities. Sustainable development of regions, cooperation between cities and universities are significant components of the Alliance's activities (The Arqus European University Alliance, 2023a).

The mission of Arqus lies in transforming the European system of higher education, innovation and research based on cooperation, integration for sustainable development. Based on the mission outlined, training programs are developed providing for the development of students' critical thinking, abilities for social integration and lifelong learning. Universities form a system of open, challenge-oriented, reflective and innovative knowledge in students. The crucial goals of the activity are defined as follows (The Arqus European University Alliance, 2023a):

1. Effective, unhindered cooperation at all institutional levels to respond to various societal challenges.
2. Collaborative institutional learning based on factual data, the ability to distinguish between true information and data.
3. Involvement and development of interaction between students, scientists, researchers, professionals and graduates in a multi-level environment.
4. Collaborative creation of a flexible academic environment based on analyzing challenges and studies.
5. Joint disciplinary and interdisciplinary investigations, developments, innovations.
6. Development of intercultural competence, global understanding and respect for diversity.

A special feature of the Alliance's activity is the cross-cutting stimulating learning strategies contributing to the development of students' cognitive abilities. The key strategies are as follows (The Arqus European University Alliance, 2023b):

1. Functioning of the laboratory of institutional learning to conduct experiments and develop innovations to ensure the integration of universities and inter-university cooperation. The strategy provides evidence-based institutional training and improves the higher education policy at the national and European levels. Findings will be shared with other universities and networks, as well as the higher education sector as a whole.
2. Mobility strategy and recognition based on traditions and long-standing experience in student mobility at the European and global levels. In addition, mobility of staff and researchers, virtual exchange in various formats is ensured. For instance, structured and integrated mobility is organized in joint training programs. Within the Alliance's framework, intersectoral mobility is offered, during which students are attracted to learning through work, research, services to form their practical experience and skills. In the process of such mobility, entrepreneurial cognitive abilities and social activity, the ability to work in a team are formed.
3. Quality education for students in a diverse, collaborative, flexible academic environment. The Alliance has created joint adaptable programs for three training cycles as well as microcredits to implement out this strategy. Thus, the development of inclusive innovative teaching and learning methodologies is ensured; initiatives are being formed to improve the staff's skills, virtual and hybrid learning formats.
4. Openness of science for citizens and providing access to information due to the high quality of student education. This in turn promotes open communication, multicultural cooperation, and sustained social development. Arqus provides access to educational resources and data for this purpose. The Alliance is committed to increasing diversity through Open Science (OS), ensuring fairness, inclusiveness and the use of scientific knowledge as a public good. OS also aims to promote citizens' understanding of scientific facts, enable innovation and well-being. In this way, Arqus aims to promote OS development, including citizen science, open education, open innovation, and coordinate efforts to increase openness in European universities strategically. OS development takes place through partnership, knowledge sharing and consultation at different institutional levels: regional, national and international.
5. A strategy for implementing a long-term initiative to satisfy the interested parties' interests. Arqus and partners make investments in support of joint activities within the framework of defined financial opportunities. The staff's and students' involvement and participation at all levels of the partner universities in the governance structures and Arqus's work plans contribute to establishing European identity and the development of cooperation in teaching and learning, research, cultural and outreach activities.

5. Conclusions

Within the EU, quality inclusive education is being developed based on common human values and a partnership approach to cooperation between institutions and communities. Inclusive education, research and cooperation involve increasing the various stakeholders' competence levels for developing quality, innovative and inclusive education. A strategy for the development of universities has been adopted within the European Educational Space. It provides establishing an innovative, research environment, the creation of networks of higher educational institutions, the promotion of student mobility and the development of European identity. As a result, European universities are updating, revising and approving the framework of key competencies, knowledge and basic skills. The primary fundamentals of developing students' cognitive abilities in European

universities are defined as follows: establishing high-quality cooperation in teaching, education, management, research, interaction with communities. The universities' main values are the democratization of education, the introduction of a student-oriented approach, an interdisciplinary approach to developing competencies, skills, and abilities. Integrity, openness, creativity, and internationalization are defined as important values. The universities have also identified the key cognitive abilities, namely: critical thinking, creativity, entrepreneurial abilities, non-standard problem solving and professional tasks, social inclusion and teamwork, etc.

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The use of pedagogical technologies for the organization of the educational process in institutions of higher education

El uso de tecnologías pedagógicas para la organización del proceso educativo en instituciones de educación superior

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Abstract

Currently, the educational and training process is characterized by the search for such pedagogical technologies that would maximally contribute to forming a socially active, creative personality capable

of independently regulating his life activities. The purpose of the academic paper is to study the theoretical fundamentals of the features of applying various pedagogical technologies. In the course of the present research, analysis, synthesis, induction and deduction were used to process scientific information. Based on the research results, the existing pedagogical technologies of organizing the educational process in the higher education sphere were studied from the perspective of their effectiveness.

Keywords: application of learning technologies, the teacher's effective technological activity, optimality of educational technology of higher educational institutions, scientific organization of the educational process, technological teaching tools.

Resumen

Actualmente, el proceso educativo y de formación se caracteriza por la búsqueda de tecnologías pedagógicas que contribuyan al máximo a formar una personalidad socialmente activa y creativa capaz de regular de forma independiente sus actividades de vida. El propósito del trabajo académico es estudiar los fundamentos teóricos de las características de aplicar diversas tecnologías pedagógicas. En el transcurso de la presente investigación se utilizó el análisis, la síntesis, la inducción y la deducción para procesar la información científica. Con base en los resultados de la investigación, se estudiaron las tecnologías pedagógicas existentes de organización del proceso educativo en el ámbito de la educación superior desde la perspectiva de su eficacia.

Palabras clave: aplicación de tecnologías de aprendizaje, actividad tecnológica efectiva del docente, optimización de la tecnología educativa de las instituciones de educación superior, organización científica del proceso educativo, herramientas tecnológicas de enseñanza.

1. Introduction

Effective education system development involves introducing and implementing innovative educational systems and technologies. The degree of implementing the latest technological approaches is one of the most important criteria for determining the educational institution's competitiveness and prestige. After all, pedagogical technologies ensure systematicity, expediency, efficiency and effectiveness of its activity. Pedagogical technologies contribute to increasing the motivation of the educational process' participants toward knowledge acquisition. The connection of the educational material with the real challenges of nowadays is also monitored. The variety of functions of educational technologies is explained by the variability of their structure, the components of which, in addition to traditional ones, are the newest means of the educational process. In particular, these include interactive information and communication technologies, as well as distance forms of educational organization, which are currently used and have gained particular popularity around the world.

The theoretical part of the present research substantiates the relevance, components and main theoretical features of developing pedagogical technologies for organizing the educational process at higher educational institutions.

The practical part of the research includes establishing the most significant and priority types of pedagogical technologies in terms of the effectiveness of their application in organizing the educational process at higher educational institutions. These are features characterizing the concept of pedagogical technologies, requirements for pedagogical technologies from the perspective of their most effective application in organizing the educational process. The practical

part of the research also determines the basic and most effective types of universal pedagogical technologies used in higher education, as well as the most promising areas of studying features of using the technologies for organizing the educational process at higher educational institutions.

Based on the research results, conclusions were drawn regarding the most significant types of pedagogical technologies that can be applied in higher education. These are management and information technologies. The survey showed that the features defining the concept of pedagogical technologies are models of the educational process in accordance with the outlined goal and a set of actions or activities. The respondents believe that diagnostic goal setting and efficiency, as well as algorithmicity and designing are the main requirements for pedagogical technologies in terms of their most effective application in organizing the educational process at higher educational institutions.

According to the survey participants' viewpoints, the project method and game technologies are the basic and most universal directions of new pedagogical technologies. By the way, the respondents also revealed the most promising areas of the scientific study of applying the technologies in organizing the educational process in higher education. These are the analysis of target orientations, conceptual specifications, the results of training and education, and the analysis of time usefulness and intellectual investments in implementing the pedagogical technologies.

2. Literature Review

Currently, the interaction of various pedagogical systems and teaching technologies has gained considerable popularity, which in practice tests both new forms and integral pedagogical systems of the past (Akour & Alenezi, 2022).

Pedagogical technology is a method of joint action of the teacher and students, characterized primarily by consistency in performing actions, constant and systematic measurement of the level of upbringing and the formation of educational qualities, the interconnection of the technology's main elements (Kramarenko et al., 2022).

The latest development of the education system involves introducing pedagogical practice, purposeful managerial influence on the educational system, retraining of pedagogical personnel, significant corrections in the content, styles of activity of pedagogical institutions.

Dissatisfaction with specialists' training quality in practice and awareness of the need to reform the work of educational institutions lead to the need to update professional training and a teacher's style of professional activity. It is especially significant to develop his competencies, personal and professional qualities, ability to live and work in new conditions, perceive and understand new challenges of society (You, 2022).

The basic stages of implementing an educational technology are as follows: goal setting (exact definition of the desired result as a student's set of actions); diagnostics (recognition of the initial level of observed actions); formulation (establishing a program of joint work between the teacher and students, or "writing a recipe for action"); implementation of the technological process (ensuring the conditions for program execution); assessment and correction of results (comparison of results with an established standard) (Akour & Alenezi, 2022).

Some scientists tend to consider pedagogical technology the part of pedagogical science, which studies and develops the purpose, content and means of achieving planned learning outcomes. Other scholars consider pedagogical technology as knowledge about pedagogical activity carried out with the help of certain means (Tran et al., 2021; You, 2022).

From another point of view, pedagogical technology is “the ability to design the pedagogical process by the set goal and taking into account the specific conditions of activity”. It is “a particular order, logic and sequence in accordance with the set goal, to a certain extent the algorithmization of the joint activity of the teacher and students in the educational process, the coherence of their actions and relationships” (Lai, Saab & Admiraal, 2022).

Several publications use the term “teaching technique” for the educational process, and the term “pedagogical technique” for teaching. In this context, the term “pedagogical technique” is used as “a set of scientifically based methods of educational influence on a person or a group of people” or as “a reasonable choice of the type of operational influence during the teacher’s interaction with children for the maximum development of the personality as a subject”, or as a system of knowledge necessary for the teacher to implement the strategy, tactics, and procedure of training (Bilyk et al., 2021).

Two components were identified in pedagogical technology: the use of system knowledge to solve practical problems and the use of technological tools in the educational process. Unlike the term “educational technology”, which was synonymous with “technical educational resources”, “pedagogical technology” should be understood as a scientific description (set of means and methods) of the educational process. Currently, modern pedagogical technology is considered primarily as a system of the most rational means for achieving the pedagogical goal, the scientific organization of the educational process (Kučera, 2021).

The scientific and pedagogical literature analysis shows that all signs of pedagogical technologies are divided into general and specific ones. For instance, common features are inherent in any technology (processuality, availability of a complex of methods for measuring the state of the object, focus on the design and use of effective and economical processes) (Wang et al., 2019).

From among the features of pedagogical technologies, which must meet the main methodical requirements and criteria of manufacturability, the following are distinguished:

- conceptuality (on the basis of a specific concept, which includes philosophical, psychological, didactic and social-pedagogical justifications, contains educational goals). Conceptuality is considered in terms of innovation, alternative, humanism, democracy and modernity;
- systematicity (pedagogical technique must have all the signs of a system, as the expected efficiency and reproducibility depend entirely on it);
- logic of the process;
- sequence and connection of all its parts;
- expediency of individual elements, integrity;
- manageability (the possibility of setting goals, designing the learning process, step-by-step diagnostics, varying means and methods for correcting results);
- efficiency (guarantee of achieving the planned result – a certain standard of preparation, optimal costs);
- reproducibility (possibility of applying under other similar conditions by other institutions);

- the unity of content and procedural parts, their interdependence, the complexity of the entire methodological toolkit;
- correspondence of the content of education and the contingent of educational subjects (Double, McGrane & Hopfenbeck, 2020; Orji, Ojadi & Okwara, 2022).

Mastering new training and educational technologies requires the teacher's internal readiness to work seriously on his professional growth (Knoche, 2022).

The purpose of the research is to determine the standpoint of scientists and heads of higher educational institutions regarding the features of using various types of pedagogical technologies in organizing the educational process of higher education and, based on the results of the analysis of the respondents' viewpoints, to reveal the most promising directions of scientific research in the outlined sphere.

3. Methodology

A practical study of modern tendencies in applying pedagogical technologies in organizing the educational process at higher educational institutions was carried out by surveying 411 scientific employees whose scientific and professional development is related to the technology of organizing the educational process at higher educational institutions, as well as 317 teachers of higher educational institutions conducting their professional activities in 14 educational institutions of higher education of Ukraine. The research was conducted using the Survey Planet service.

4. Results and Discussion

At the beginning of the survey, the respondents were asked to evaluate the importance and priority of various types of pedagogical technologies in terms of their effective application in organizing the educational process in higher education.

According to the survey participants' standpoint, the most significant types of pedagogical technologies that can be used in higher education are as follows (Figure 1).

- management technologies;
- information technologies.

At the same time, it is worth noting that a particular group of educational technologies - information technologies scored a relatively large percentage of points. These are cross-cutting and separate groups of technologies used in education, training and management.

During the survey, the respondents identified the following features, due to which they define the concept of pedagogical technologies (Figure 2).

Educational technologies are often defined as a model of the educational process in accordance with an outlined goal and a set of actions or activities.

A significant aspect of this survey is the clarification of the requirements for pedagogical technologies from the perspective of their most effective application in organizing the educational process at higher educational institutions.

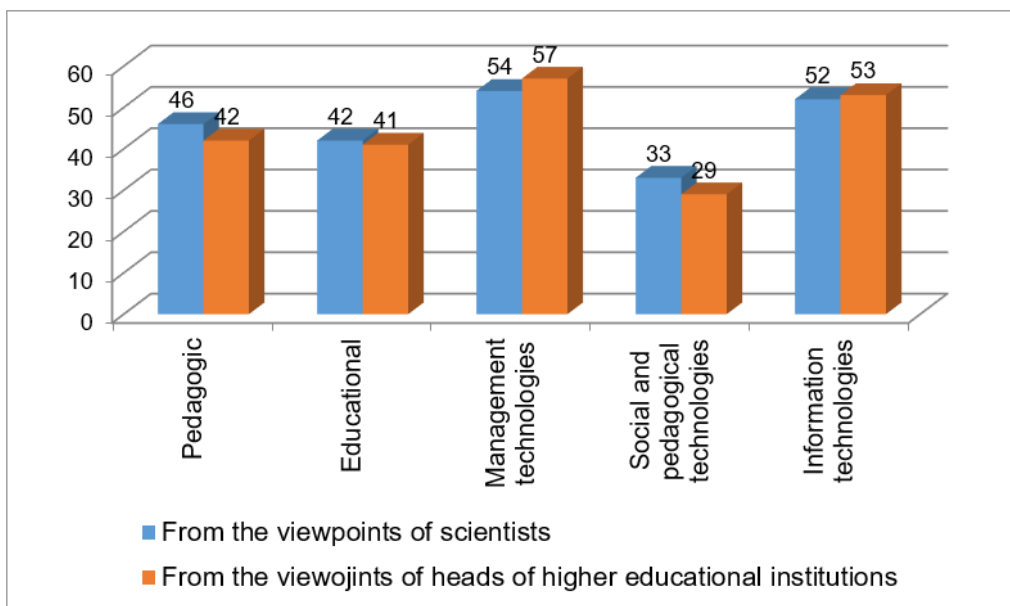


Figure 1. The most significant and most priority types of pedagogical technologies in terms of their effective application in organizing the educational process in higher education, %
 Source: compiled by the authors

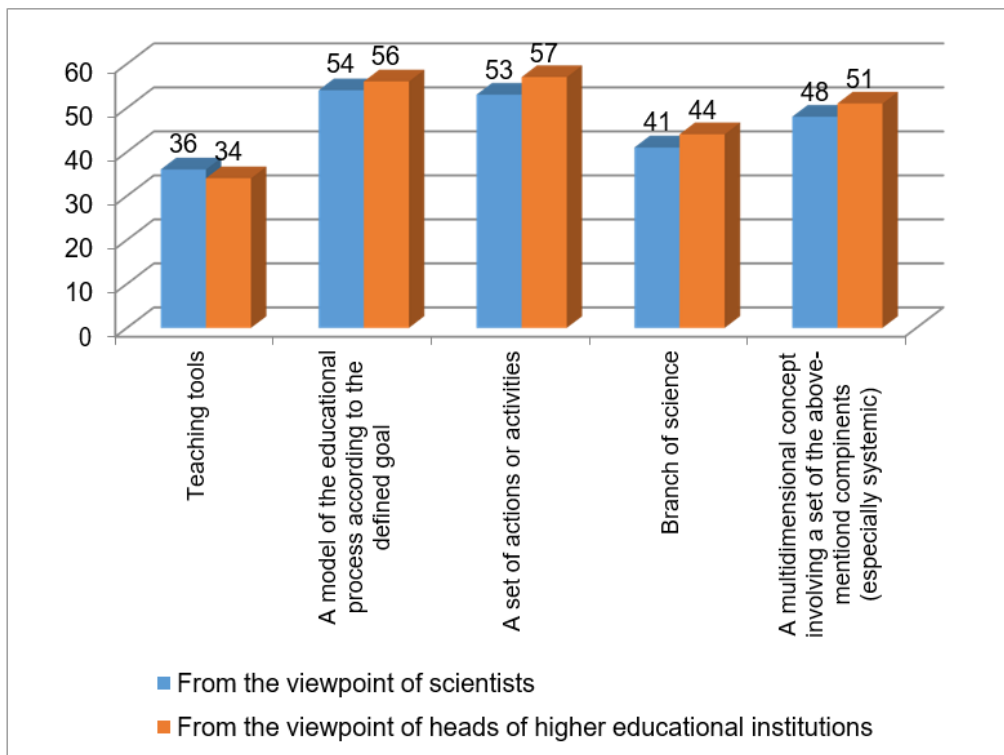


Figure 2. Features characterizing the concept of pedagogical technologies, %
 Source: compiled by the authors

The conducted survey made it possible to reveal the main and most universal directions of new pedagogical technologies (Figure 4).

From among the various directions of new pedagogical technologies that are part of educational technologies, the most effective ones are the project method and game technologies.

An important advantage of the present research is the clarification of the most promising, from the respondents' viewpoints, directions of studying the features of using technologies in organizing the educational process in higher education (Figure 5).

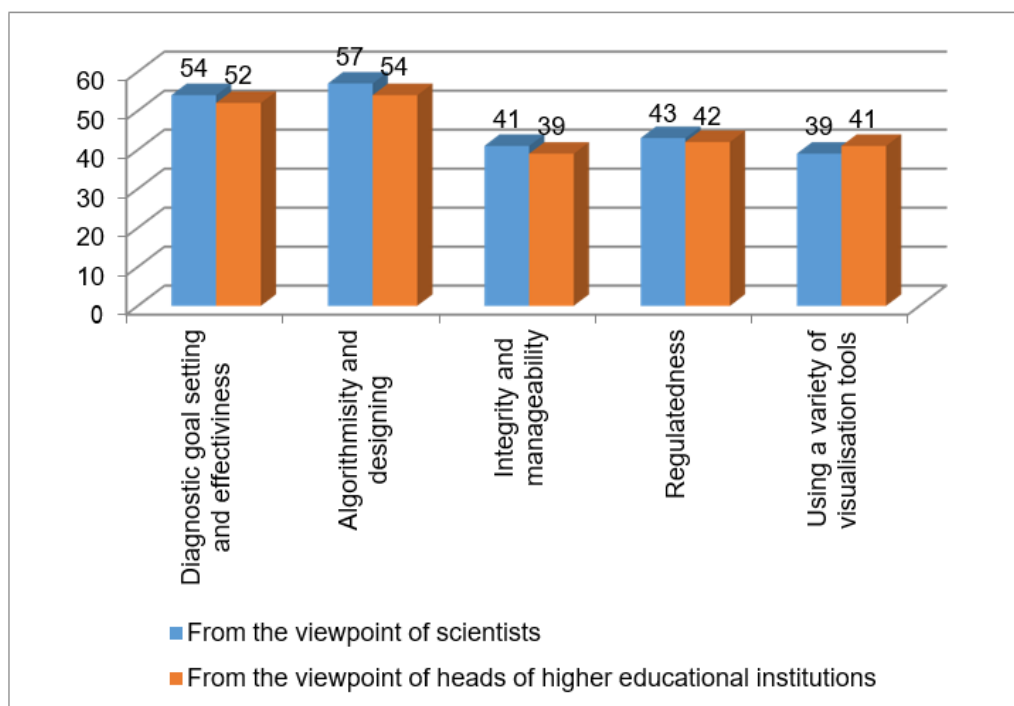


Figure 3. Requirements for pedagogical technologies from the perspective of their most effective application in organizing the educational process at higher educational institutions, %
Source: compiled by the authors

Figure 3 shows that the most significant requirements for pedagogical technologies are diagnostic goal setting and efficiency, algorithmicity and designing.

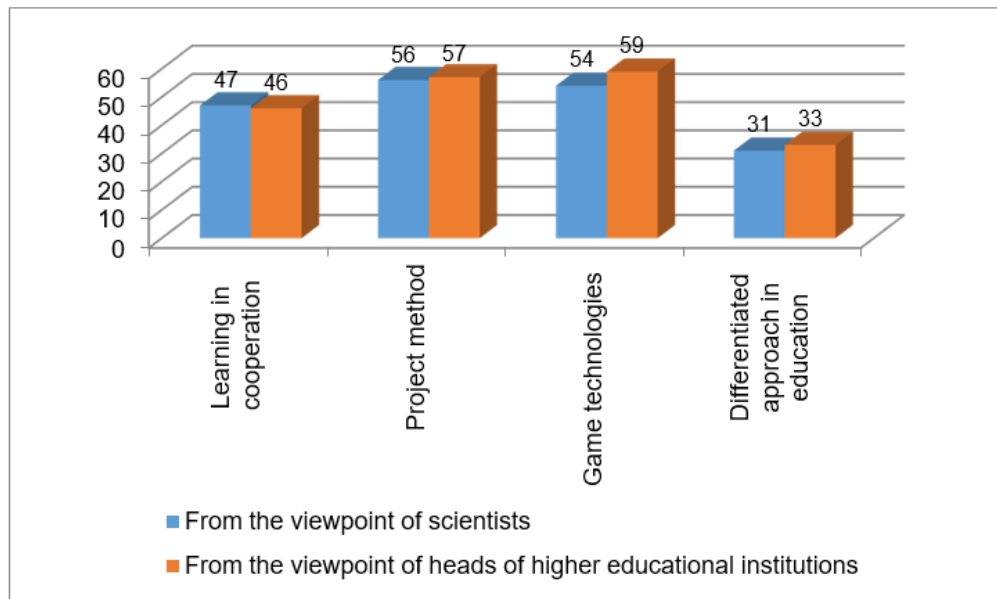


Figure 4. The basic and most effective types of universal pedagogical technologies used in higher education, %

Source: compiled by the authors

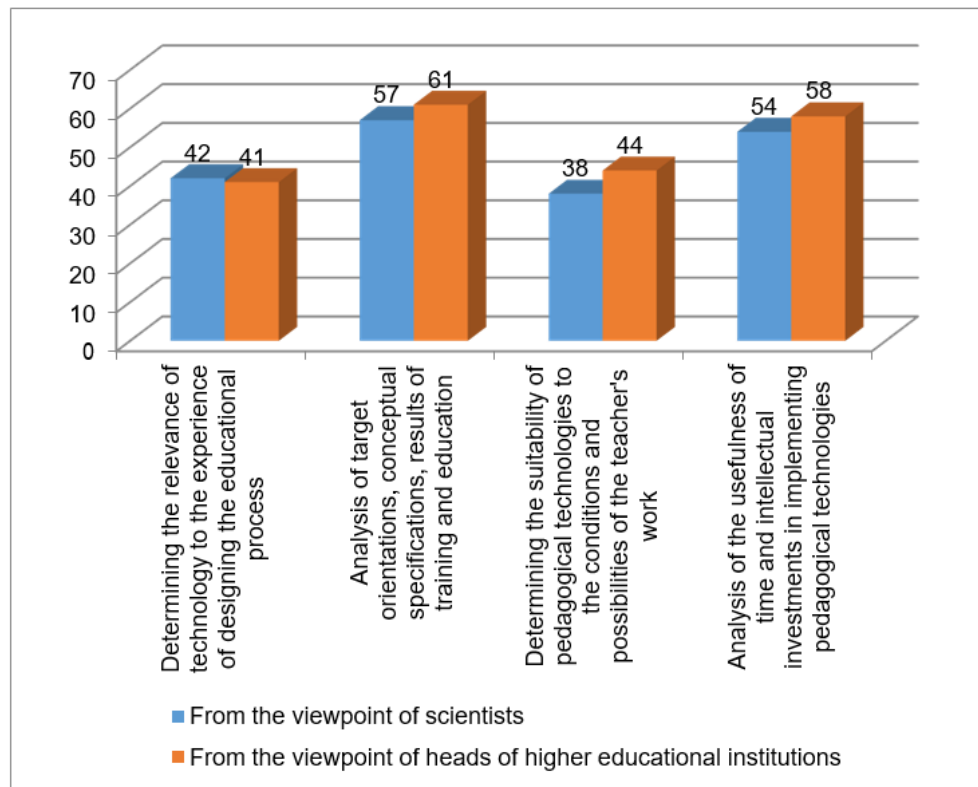


Figure 5. The most promising directions of studying the features of using technologies in organizing the educational process in higher education, %.

Source: compiled by the authors

It can be seen from Figure 5 that the most promising directions for studying pedagogical technologies for organizing the educational process in higher education are the analysis of target orientations, conceptual specifications, learning and education results, and the analysis of time usefulness and intellectual investments in implementing pedagogical technologies.

The introduction of modern educational technologies into the educational process will contribute to improving the quality of education. In this regard, the main components that should be taken into account in the process of training and educating future specialists are their individual features, the ability of the teacher to use modern educational technologies effectively, didactic focus on developing a positive motivated attitude of the student (Stathopoulou et al., 2019).

The state's social-economic situation is changing, which makes it more important to search for reliable, innovative, and efficient educational methods. It also calls for introducing educational technologies that would ensure the effective preparation of talented and capable students for entering society and the establishment of a social elite capable of ensuring the state's economic and social development at the proper level.

The innovative capacity of modern pedagogical technologies lies not in the algorithms or organizational components specified by their developers, but in the relevance of the chosen topic and content, in modern tools and innovative methods of their implementation (Taimalu & Luik, 2019).

Modern pedagogical technologies of professional training should be based on dialogue, creative cooperation using project and research methods, mutual support and exchange of cultural-informational, spiritual-moral, and emotional-value experiences between participants of the educational process. Such subject-subject interaction ensures the productive cooperation of participants in the educational process. It contributes to establishing new, unique, cultural products of cognitive activity – social, intellectual, cultural, etc. (Fertig & Joseph, 2022).

Modern pedagogical technologies at the current stage of their development should be aimed at updating various thinking strategies, developing cultural models, and developing an appropriate reflection on the challenges of the surrounding reality. Pedagogical technologies, during their application in higher education, generally contribute to developing self-education skills, self-analysis, self-control and self-assessment and require using such extracurricular skills (Romero-Colmenares & Reyes-Rodríguez, 2022).

From this perspective, one of the target orientations of pedagogical technologies should be the development of cognitive qualities of the individual: thinking, memory, imagination, attention, and the need for constant self-development (Wu, Zhou, Li & Chen, 2022).

Pedagogical technologies function as a means of investigating the most rational methods of learning, as well as a system consisting of the most relevant and effective principles, techniques and methods used to achieve the ultimate educational and cultural goals (Røe, Wojniusz & Bjerke, 2022).

Modern pedagogical technology is a synthesis of the achievements of pedagogical science and practice, a combination of elements of traditional past experience and advanced achievements of scientific and technical progress (Okoye et al., 2022a).

Pedagogical technologies are person-oriented due to the humanization and democratization of society. Currently, the sources of new pedagogical technologies are as follows:

- social changes and new pedagogical thinking;
- social-pedagogical and psychological sciences;
- modern advanced pedagogical experience;
- historical domestic and foreign experience (acquired from previous generations);
- traditional pedagogy (Gallagher & Savage, 2022).

Nowadays, a variety of personally-oriented pedagogical technologies are emerging based on activating a student's activity and improving the overall quality of the educational process. Personally oriented training involves using various forms and methods of organizing educational activities, which make it possible to reveal the subjective experience of future specialists. Accordingly, the teacher faces new challenges: creating an atmosphere of each student's interest in the work of the entire group; encouraging them to complete the task without fear of making a mistake or getting the wrong answer; effective use of didactic material at the lesson; assessing the student's activity not only according to the final result but also in the process of its achievement; encouraging the desire of the student to find his own way of working; creation of pedagogical situations of communication in class that allow each student to show initiative and independence in choosing and applying work tools (Okoye et al., 2022b).

5. Conclusions

The conducted methodological analysis of the issue under study regarding introducing pedagogical technologies into the modern educational space made it possible to establish that these technologies characterize the general strategy of the development of education, in general, and the educational environment of higher schools, in particular. The principal goal of pedagogical technologies is to forecast the development of pedagogical systems, their design, planning and determination of factors corresponding to educational goals. Conducting a meaningful consideration of the researched problem requires its coverage both at the level of methodological principles and a comprehensive analysis of methodological ways of its implementation.

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The use of the project method in the educational process of the higher education institutions for students of historical specialties

El uso del método de proyectos en el proceso educativo de las instituciones de educación superior para estudiantes de especialidades históricas

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Abstract

The article is aimed at clarifying, through a questionnaire survey, certain practical aspects of the use of the project method in the organization of the educational process in higher education institutions. In

the course of the study, the analytical and bibliographic method was applied to study the scientific literature on the use of the project method in the educational process. The authors of the study conducted an online questionnaire survey to clarify certain aspects of using the project method in teaching in HEIs practically. Based on the results of the study, the main most important theoretical aspects of the process of using the project method in HEIs for students of historical specialties have been highlighted. The point of view of students and teachers of HEIs on the key practical aspects of this issue has been investigated.

Keywords: interactive teaching methods, students' research work, project planning and implementation, project skills, project-based learning for students of historical specialties.

Resumen

El artículo tiene como objetivo esclarecer, a través de un cuestionario de encuesta, ciertos aspectos prácticos del uso del método de proyectos en la organización del proceso educativo en las instituciones de educación superior. En el transcurso del estudio se aplicó el método analítico y bibliográfico para estudiar la literatura científica sobre el uso del método de proyectos en el proceso educativo. Los autores del estudio realizaron una encuesta en línea para aclarar ciertos aspectos del uso del método de proyectos en la enseñanza en las IES en la práctica. Con base en los resultados del estudio, se han destacado los principales aspectos teóricos más importantes del proceso de utilización del método de proyectos en las IES para estudiantes de especialidades históricas. Se ha investigado el punto de vista de los estudiantes y profesores de las IES sobre los aspectos prácticos clave de este tema.

Palabras clave: métodos de enseñanza interactivos, trabajo de investigación de los estudiantes, planificación e implementación de proyectos, habilidades de proyecto, aprendizaje basado en proyectos para estudiantes de especialidades históricas.

1. Introduction

The application of the project method in the educational process of higher education institutions for students of historical specialties aims to create conditions for the development of youth initiatives and their participation in active professional activities. The tendency to implement project technologies is now standard practice in the professional training of specialists in any field of activity.

The theoretical part of this paper substantiates the concept, components, and main trends in the use of the project method in higher education. The practical part of the study includes an assessment of the primary properties of the project-based learning method that lead to its active use in the educational process in HEIs. This part also examines the most important criteria for evaluating the performance of each project participant and the types of projects that have been most actively and successfully used in the educational process in higher education institutions. The survey showed a gradation of the importance of skills acquired by students in the course of project activities while studying at HEIs. Moreover, owing to the survey, the authors could identify the most important areas that require attention in terms of the need to research and consider them when developing project-based learning resources in HEIs.

Based on the results of the study, conclusions have been drawn on the issues raised. In particular, it has been found that one of the primary properties of the project-based learning method, which lead to its active use in the educational process in HEIs, is the ability to combine learning activities

with other activities in the process of project implementation. Besides, the interdisciplinarity of this method has been established. The most important criteria for evaluating the performance of each project participant to achieve the highest quality result are non-standard approaches to solving the tasks, full coverage of participation in all stages of the project, and high-quality recording of information. Meanwhile, according to the respondents, the types of projects that have been most actively and successfully used in the educational process in HEIs are research, game, and practice-oriented projects. According to the survey, the main skills that students acquire during project activities are planning their work, predicting its possible results, collecting and processing material independently, and establishing social contacts. The areas that require special attention in terms of the need for their research and consideration in the development of project-based learning resources in HEIs are identified. These are the identification of a significant search and creative problem that requires a comprehensive study and search for ways to solve it when using the project method, independent (individual, pair, and group) activities of students, and the integrated use of various methods of work in the project method.

The research aims to determine the position of educators and students of HEIs on the peculiarities of using the project method in higher educational institutions.

2. Literature review

The use of interactive teaching methods in historical HEIs makes it possible to recreate a problematic situation and test the experience already gained in artificially created conditions. The use of active and interactive teaching methods, which until recently were considered an innovative approach, is now a prerequisite for improving the quality of education (Guo et al., 2020). Interactive learning is a tool that promotes the activation of students' pedagogical and cognitive activities, as it is based on the wide integrated use of didactic and organizational management tools. Thus, this combination allows for a high degree of learning and increases the orientation of the learning process on practical work (Kobernyk et al., 2022).

The researchers emphasize that active and interactive teaching methods make it possible to model the holistic content of a specialist's future professional activity. Such learning adds a new quality to traditional forms of the educational process in HEIs: the content center shifts from the processes of transferring, processing, and assimilating information to students' independent search for it and modeling the possibilities of applying the information in future professional activities (Fuentes-Camacho et al., 2019), (Knoche, 2022).

Thus, the experience of applying active and interactive teaching methods in higher education shows that one of the most effective teaching tools is project-based learning, which most accurately interprets real professional situations and allows for student-centered learning. They can be described as "a process of qualitative transformation of the educational environment for students, which aims to increase their autonomy and critical thinking skills based on a project-based approach that encourages new means of curriculum development, teaching, and learning" (Lubicz-Nawrocka & Owen, 2022).

Defining the essence and specifics of using the project method in the educational process, researchers note its creative, transformative nature. They emphasize that participation in projects promotes students' involvement, creativity, and self-confidence in their abilities to develop research skills and integrate knowledge. At the same time, the project method should be

considered a comprehensive pedagogical method that allows individualizing the educational process and allows revealing creative abilities in planning, organizing, and controlling activities (Carbonell et al., 2021), (Martin & Padula, 2018). The diversity of goals and objectives of the project method indicates its multifunctionality, which is guaranteed by its didactic, cognitive, educational, socializing, and developmental functions (Drozdova, Rogulskaya & Rudnitskaya, 2021).

There are basic requirements for using the project method in the educational process. It is essential to define the problematic task (situation), the solution of which requires critical and comprehensive analysis in the process of its research; the theoretical, practical, and cognitive value of the project. Moreover, it is important to pay due attention to the organization of the student's research work (individual, pair, group); creation of the content part of the project with the recording of gradual results; choice of research methods; systematization of information collection and analysis. The final stage will be a discussion of the results of the work (presentation, publication, website, etc.); design and presentation of the results; project evaluation; conclusions that determine promising areas for further research (Menziez et al., 2021), (Lee et al., 2021).

3. Methodology

A practical study of current trends in the use of the project method in HEIs was conducted by interviewing 184 educators and 273 students in 16 HEIs in Poltava, Lviv, Zhytomyr, and Kyiv oblasts of Ukraine. The study was conducted using the Survio service.

4. Results

First, the survey revealed the respondents' opinion on the primary properties of the project-based learning method that lead to its active use in the educational process in HEIs (see Fig. 1).

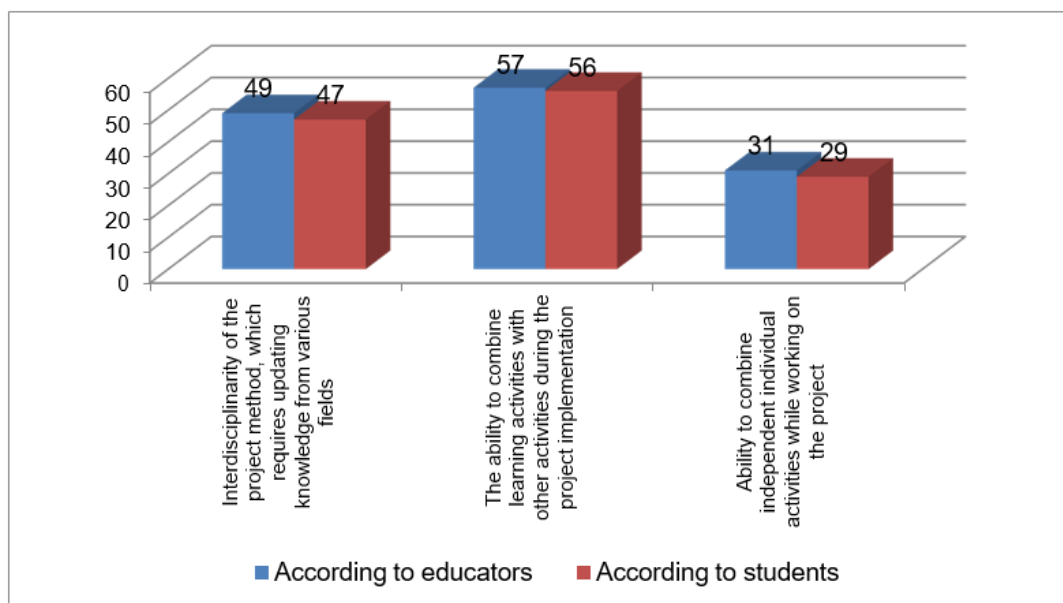


Fig. 1. Primary properties of the project-based learning method that lead to its active use during the educational process in HEIs for students of historical specialties, %.

Source: built by the authors

According to the survey participants, the most important features of project work for its use in HEIs are the ability to combine learning activities with other types of activities in the course of project implementation, as well as its interdisciplinary nature.

In the survey, respondents agreed that assessment criteria are the foundation for ensuring the quality of the project goals. In the learning process, they should be communicated to students in advance and determined individually for each task that students work on independently. To achieve the best possible result, the teacher should formulate clear criteria for evaluating the performance of each project participant, the most essential of which are (see Fig. 2)

- non-standard approaches to solving the tasks;
- full coverage of participation in all stages of the project;
- high-quality recording of information.

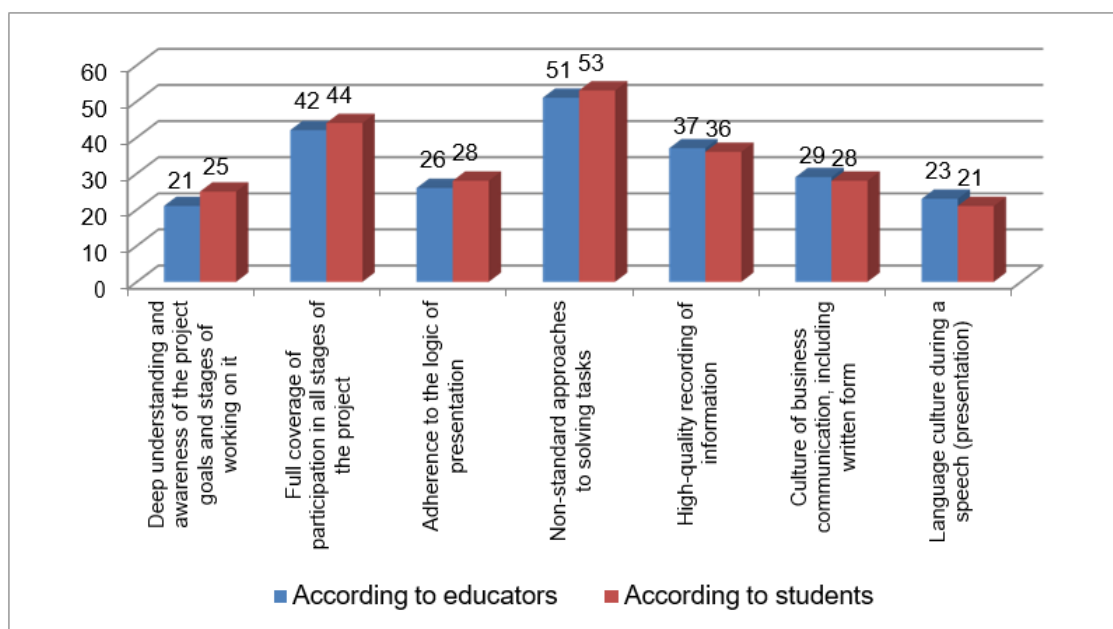


Fig. 2. The most important criteria for evaluating the performance of each project participant, %. Source: built by the authors

The survey helped to identify the types of projects that were most actively and successfully used during the educational process in HEIs (see Fig. 3).

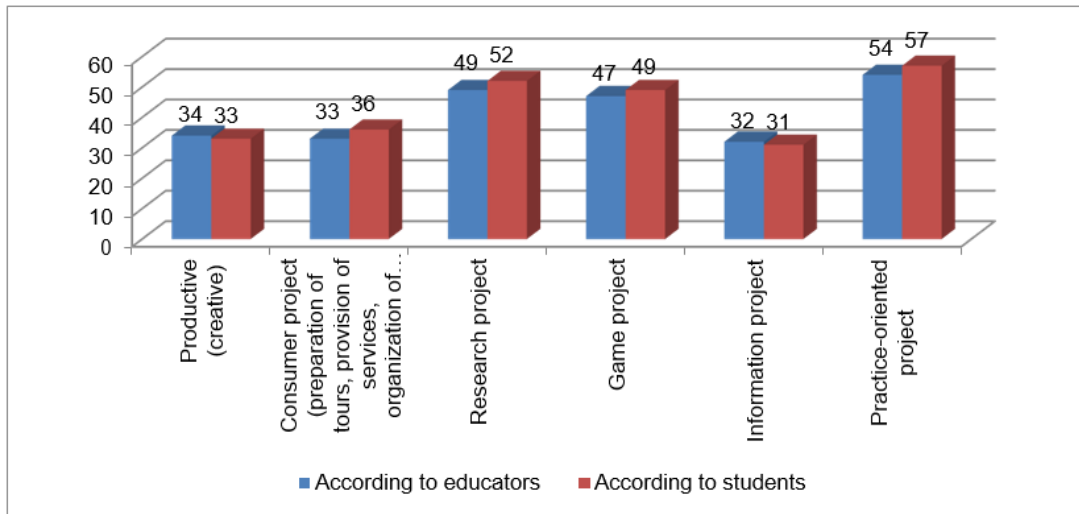


Fig. 3. The types of projects that have been most actively and successfully used during the educational process in HEIs for students of historical specialties, %.

Source: built by the authors

As can be seen from Figure 3, these types are research, game, and practice-oriented projects. During the study, respondents were asked to assess the effectiveness of the project method in terms of its efficiency in developing the skills acquired by students during project activities (see Fig. 4).

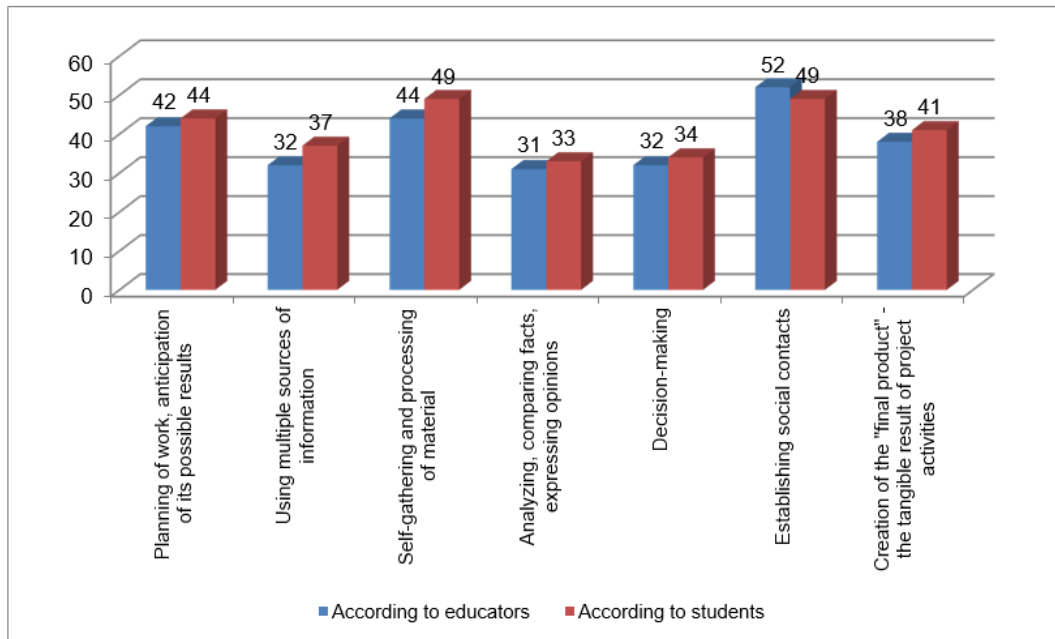


Fig. 4. Skills that students acquire in the course of project activities while studying in HEIs, %.

The survey showed that these skills include planning work individually, anticipating its possible outcomes, collecting and processing material independently, and establishing social contacts.

An important result of the survey was the identification of areas that require special attention in terms of the need to research and consider them when developing project-based learning resources in HEIs (see Fig. 5):

- identification of a significant research and creative problem that requires a comprehensive study and search for ways to solve it when applying the project method;
- independent (individual, pair, group) activity of students;
- integrated use of various methods of work during the project method (brainstorming, round table, statistical methods, creative reports, website development, presentations, databases, etc.)

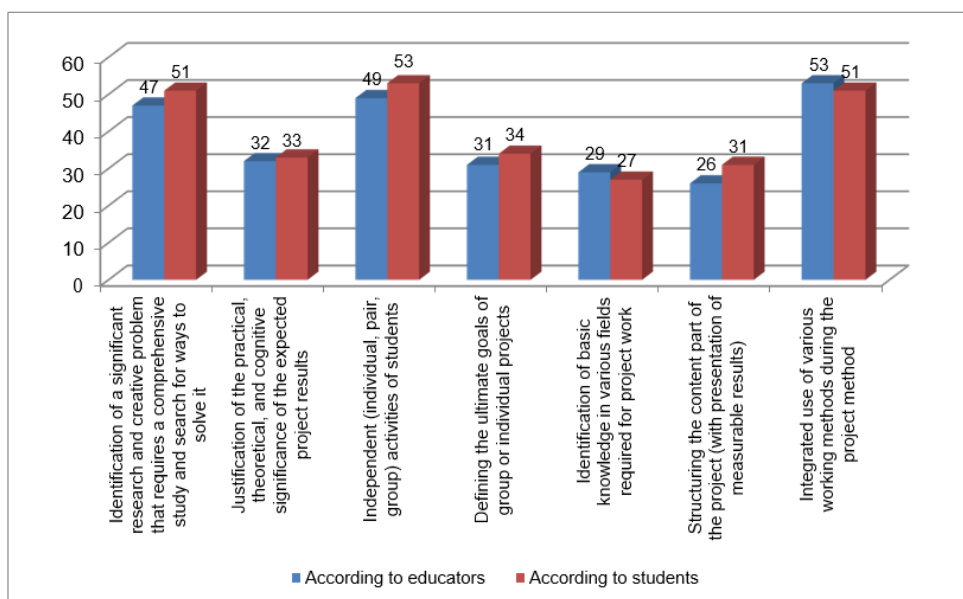


Fig. 5. Areas that require special attention in terms of the need to research and consider them when developing project-based learning resources in HEIs for students of historical specialties, %.

Source: built by the authors

5. Discussion

Scientists define the project method as an open pedagogical system that contains a certain set of interrelated tools, methods, and processes necessary for the implementation of an organized and purposeful pedagogical influence on the formation of the student's personality. (Lai, Saab & Admiraal, 2022).

The main principle of education - "learning through action" - is crucial for the development of the idea of the project method. According to this principle, the essence of the learning process is discovery, i.e. constant, genuine study and research of something new (Lim et al., 2022).

The project method is based on an idea that reflects the essence of the concept of "project" and its pragmatic focus on the result obtained by solving a practically or theoretically significant

problem. The most important thing is that this result can be seen, understood, and applied in real practice. To achieve such a result, it is necessary to be able to think independently as well as find and solve problems using knowledge from various fields. It is also important to be able to predict the results and possible consequences of different solutions to a problem, to establish cause-and-effect relationships (Røe, Wojniusz & Bjerke, 2022).

A comprehensive analysis of research in the field of project activity allows us to identify typical requirements for the use of project work. These include the existence of a technically significant research problem that requires research and integrated knowledge and planning of research results containing practical, theoretical, and scientific innovations (Ali, 2020).

The use of project technology contributes to the realization of the professional interests of higher education students, and the integration of a particular task into the context of future professional activity (Díaz-García¹ et al., 2022).

The project technology also contributes to the professional self-determination of the individual. As part of the curriculum, students are encouraged to solve true professional problems in which they develop professional skills (Calonge et al., 2022).

When evaluating the project, one should also consider the development of the student's personal qualities. Namely, the level of self-esteem, the ability to make an informed decision and realize its consequences; the ability to determine the importance and relevance of the problems raised. It is furthermore essential to consider the appropriateness of the research methods used and the processing of the results; activity during the project, the ability to argue their conclusions, and answer questions from opponents (Okoye et al., 2022), (Ertmer & Otterbreit-Leftwich, 2019).

It should be noted that as students complete project activities, their interest in particular subject increases, as well as their interest in learning. In the course of projects, students are involved in finding solutions to problems and methods of studying them. Equally important is that they have the opportunity to demonstrate measurable results in the process of working on a project (Tømte et al., 2019).

It is worth emphasizing that students learn not only to develop and implement a project per the task but also to present its results to a wide audience; get used to using approaches to rational time allocation and management, reveal the creative abilities and thinking of each participant in the educational project (Stathopoulou et al., 2019).

6. Conclusions

Thus, according to the analysis of the scientific literature on the research topic and the results of the survey, the project method as a form of productive learning makes it possible to provide additional opportunities for young people's professional search, based on practical life experience, to solve their social, educational, psychological and cultural problems. The use of the project method in the educational process of students of historical specialties increases the efficiency of learning and awareness of knowledge about the subject. It also helps to develop the ability to work with information, analyze, systematize, generalize, build associations with what has been previously studied, develop conclusions, put forward ideas, find ways to solve a problem, foresee possible consequences of decisions, argue opinions, find a compromise, and predict the results of their activities.

Thus, the introduction of the project method in the process of training future specialists will help to bring the learning process as close as possible to true professional activities and increase motivation for the chosen profession. Moreover, this method ensures the implementation of student-centered learning and promotes the development of professional skills and creativity of students. At the same time, the project method intensifies the learning process, strengthens its practical orientation, and helps to overcome destructive forms of behavior of the students. It is equally important that it contributes to their mastery of information technologies, optimally shapes theoretical, practical, and psychological ways of preparing for professional activities, and effectively forms the competence of students.

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Social environment as a factor of personality formation

El Entorno Social como Factor de Formación de la Personalidad

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Abstract

In the course of the research, analytical and bibliographic method was employed to study the scientific literature on the influence of the social environment on the process of personality formation. The questionnaire survey conducted by the authors of the study online served to clarify the most important issues related to the research topic in practice. According to the results of the study, the main important theoretical components of the process of influence of the social environment on the formation of

personality have been identified. The point of view of practical psychologists and researchers-teachers of humanities universities on the key aspects of this issue has been investigated.

Keywords: influence of social institutions, conditions of personality formation, personality subjectivity, influence on the formation of value orientations, social value structure.

Resumen

En el transcurso de la investigación, se empleó el método analítico y bibliográfico para estudiar la literatura científica sobre la influencia del entorno social en el proceso de formación de la personalidad. El cuestionario de encuesta realizado por los autores del estudio en línea sirvió para aclarar las cuestiones más importantes relacionadas con el tema de investigación en la práctica. De acuerdo con los resultados del estudio, se han identificado los principales componentes teóricos importantes del proceso de influencia del entorno social en la formación de la personalidad. Se ha investigado el punto de vista de psicólogos prácticos e investigadores-docentes de universidades de humanidades sobre los aspectos clave de este tema.

Palabras clave: influencia de las instituciones sociales, condiciones de formación de la personalidad, subjetividad de la personalidad, influencia en la formación de orientaciones valorativas, estructura social de valores.

1. Introduction

Today, society fully shapes a mature personality, as it determines the vector of his or her social behavior and determines the effectiveness of life. As an important factor of influence on a person, the social sphere reflects a person's internal readiness to take a chosen action aimed at satisfying needs and interests, and thus indicates strategic models of behavior.

The theoretical part of this study substantiates the components and main stages of the development of the social environment as an important prerequisite for the formation of personality traits.

The practical part of the work includes identifying the most important institutional elements of society that influence the formation of personality traits. This part examines the macro- and macro-level components of the social environment that are most important in the formation of personality traits in children and adolescents. There is an overview of the areas that require attention from government agencies in terms of their assistance in the development of the educational environment as a significant factor in the formation of the personality of community members. The main psychological aspects of the work of educational institutions as the most important factors in the formation of personality traits were also identified. The areas where there is a priority need for scientific research on issues related to the study of the social environment as one of the most important factors in the formation of personality are outlined.

Based on the results of the study, conclusions have been drawn regarding the issues raised. In particular, it is established that the most important institutional components of the social environment that shape personality traits in persons exposed to its influence are special associations for certain groups of the population, youth centers, and tourism and recreation organizations. At the same time, the most important macro- and macro-level components that are most important in the formation of personality traits in children and adolescents are the cultural and material environment, as well as the conditions of the immediate environment (street,

settlement environment, educational and social group). The survey showed that today the areas requiring special attention from government agencies are issues related to the optimization of the physical environment and curricula, and forms of educational activities. The survey revealed that the psychological components of the educational environment are the most important factors in the formation of personality traits. Namely, a sense of security, the formation of a positive self-concept, recognition by others, and effective interaction with oneself and others. The respondents were asked about the areas in which there is a priority need for research on issues related to the study of the social environment as one of the most important factors in the formation of personality. According to the survey, these were educational concepts, curricula, issues related to the responsibility of the subjects of the pedagogical process, the definition of goals and objectives, as well as the selection and development of forms and methods of organizing the educational process.

The research aims to determine the position of practical psychologists and researchers-teachers of humanities HEIs on the peculiarities of the influence of the social environment on the formation of human personality traits.

2. Literature Review

The social environment exists because of numerous connections between its members and social institutions. The larger and more diverse the range of components of the social environment, the more intensive their development and the more diverse the living conditions of an individual in it (Hopwood, Schwaba & Bleidorn, 2021).

The characteristics of the social environment that contribute to the development of the individual include the level and nature of opportunities for self-realization, a manifestation of individual abilities and creative potential of the individual; the degree of unity and integrity of the constituent elements (social relations, social spheres); the level of uniformity of development of various elements and spheres of the social environment (Bleidorn et al., 2021).

The conditions that directly affect an individual in the social environment can be divided into two groups: social, material, and physical. The first includes the basic conditions for the functioning of a person in a team, the peculiarities of the pedagogical process, rituals, and the social environment of a particular region; the second involves the material and living conditions of educators and students in a particular educational system, the moral and psychological climate in the team, etc. (Lampropoulos et al., 2022).

Elements of a particular environment can affect a person directly or indirectly, spontaneously or intentionally. At the same time, the effects of such influence can be accidental or regular, permanent or temporary. Given the above, educational work should be aimed at both perceiving and weakening the assimilation of influential factors of social processes. It depends on whether or not they contribute to the development or provoke negative aspects that destabilize the consciousness and behavior of the individual (Vries et al., 2021).

All environmental factors, combined with genetically inherited predispositions and specific historical socio-cultural conditions of upbringing, are fundamental to a person's intellectual development. However, the environment is not only a factor in their intellectual and personal development. The socio-cultural environment can be viewed as a system that directly affects the

development of the individual. Moreover, it indirectly determines the nature and direction of various forms of state, social, family, institutional, and informal education (Sutin, et al., 2022), (Barnett, Archuleta & Cantu, 2019).

The socio-cultural environment is a factor in the emergence and development of new educational trends, in our case, the ideas of freedom pedagogy. The analysis of the socio-cultural environment as a factor in the formation and development of the concept of pedagogy of freedom leads to the need to distinguish a special element in it, in addition to the elements of the macro- and micro-social environment. We are talking about the educational community, an element characterized by many distinctive features. The peculiarity of this element of the socio-cultural environment is that, on the one hand, it belongs to the macro-social level as a society of educational subjects, and its specific members are directly involved in the micro-social environment of the child. Furthermore, if all other elements of the macro social environment act on the developing personality indirectly through the micro social environment, then for some teachers this influence becomes direct (Hall, Lewis & Ellsworth, 2018), (Chuang, Manley & Petersen 2020).

Today, the question of the role of an open socio-cultural environment in the development of personal freedom in general and its subjectivity, in particular, is becoming more and more relevant. However, the ability of psychological and pedagogical science to properly influence this process can only be ensured by overcoming the contradictions that have arisen between the process of self-development of the individual and the system of traditional education and have been entrenched in the public consciousness (Brandt et al., 2022), (Bleidorn, Hopwood & Lucas, 2018).

3. Methodology

A practical study of current trends in the study of social environment as a factor in the formation of personality traits was conducted by interviewing 214 practicing psychologists and 192 researchers and teachers of humanities universities in Chernihiv, Rivne, Poltava, and Kyiv oblasts of Ukraine. The study was conducted using the Survey Planet service.

4. Results

According to the survey participants, today, in the context of active development of communication processes, the most important institutional components of the social environment that shape personality traits in people exposed to it are (Figure 1):

- special associations for specific groups of people: dormitories for students and young workers;
- centers for young people in crises, orphanages;
- tourism and recreation organizations, namely tourist summer bases, recreation camps, and family-type homes for young people, along with special recreation settlements.

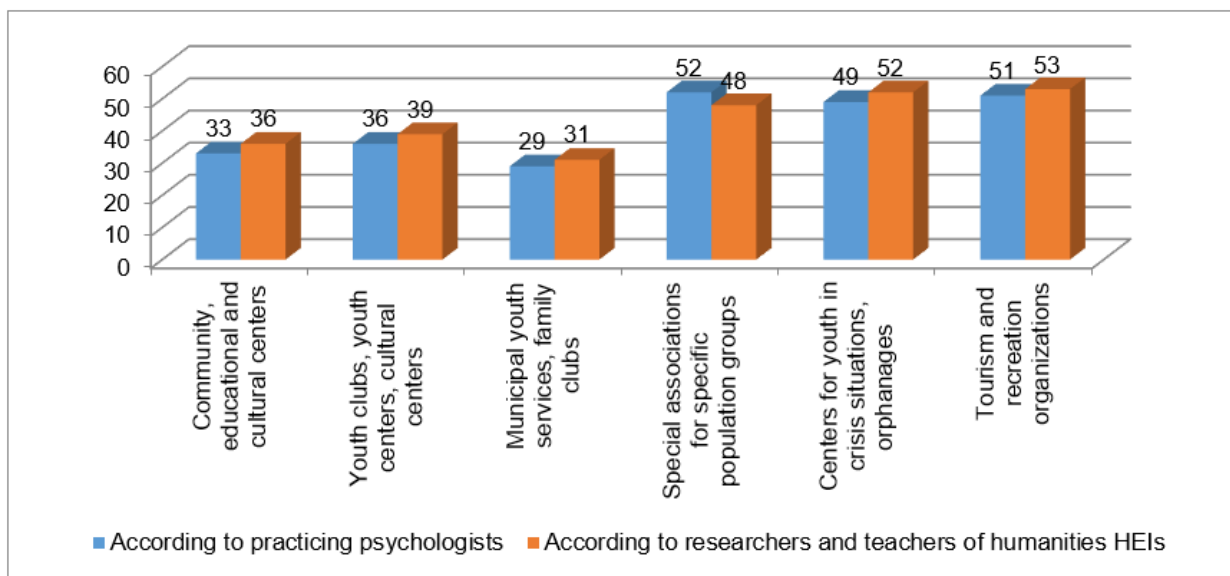


Figure 1. The most important institutional components of the social environment that influence the formation of personality traits, %
 Source: built by the authors.

In the structure of the social environment in which a person functions, is formed and changes, there are macro and micro levels, depending on the way they influence a person in the formation of significant personal qualities. In the course of the survey, the respondents identified the following most important components of the macro- and micro-level of the social environment that is most important in the formation of personal traits in children and adolescents (Figure 2).

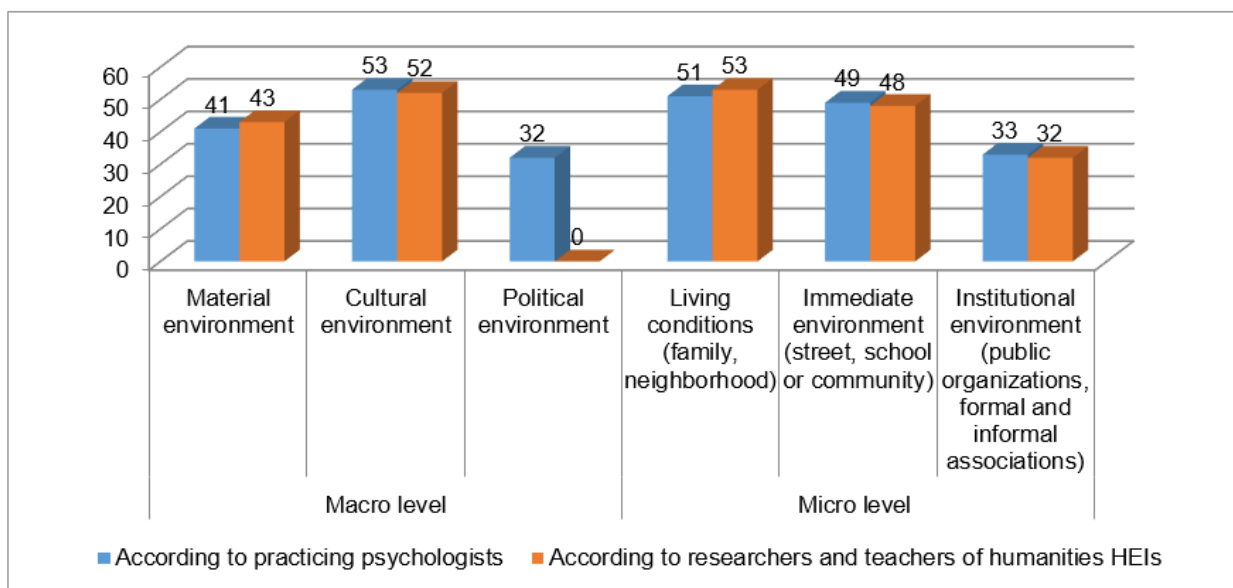


Figure 2. Components of the micro- and macro-level of the social environment that are most important in the formation of personal traits in children and adolescents, %
 Source: built by the authors.

According to the survey, in children and adolescents, the greatest influence on the formation of their traits is exerted at the macro level primarily by the cultural and then material environment, and at the macro level by living conditions (family, neighborhood) and conditions of the immediate environment (street, settlement environment, educational and social group).

In the course of the study, respondents were asked to name areas that require special attention from government agencies in terms of their involvement in promoting the development of the educational environment as a significant factor in shaping the personality of local community members (Figure 3):

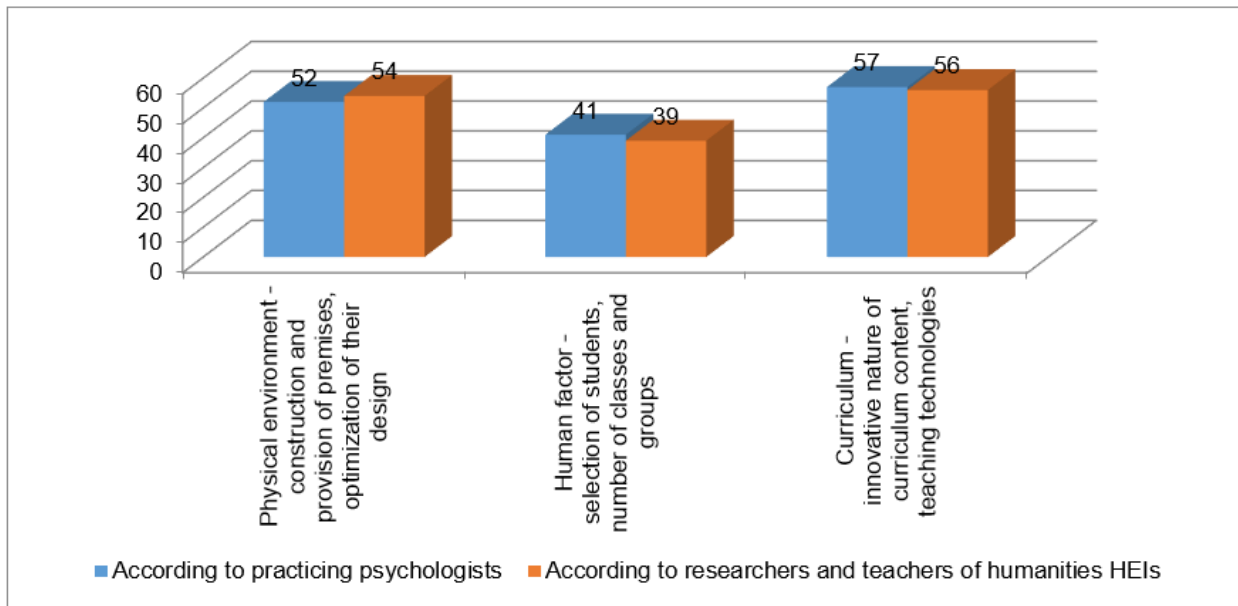


Figure 3. Areas requiring attention from the state authorities in terms of their assistance in the development of the educational environment as a significant factor in shaping the personality of community members, %

Source: built by the authors.

According to the survey, the issues related to the optimization of the physical environment require the most attention and refinement from the state authorities. These issues relate to the construction and provision of premises, optimization of structures, size and spatial structure of educational accommodation, conditions for movement and accommodation of persons, as well as curricula, especially the actualization of the innovative nature of the content of curricula, teaching technologies, teaching style and methods, forms of learning activities, and types of control.

The survey revealed that most scholars agree that the psychological component (social or communicative component according to different authors) is central among other structural elements of the environment that shape personality traits.

The psychological component of the educational environment is, first of all, a type of communication between the subjects of the educational process, which carries the main burden

of ensuring the possibility of meeting and developing the needs of the subjects of the educational process, primarily in the following areas (Figure 4):

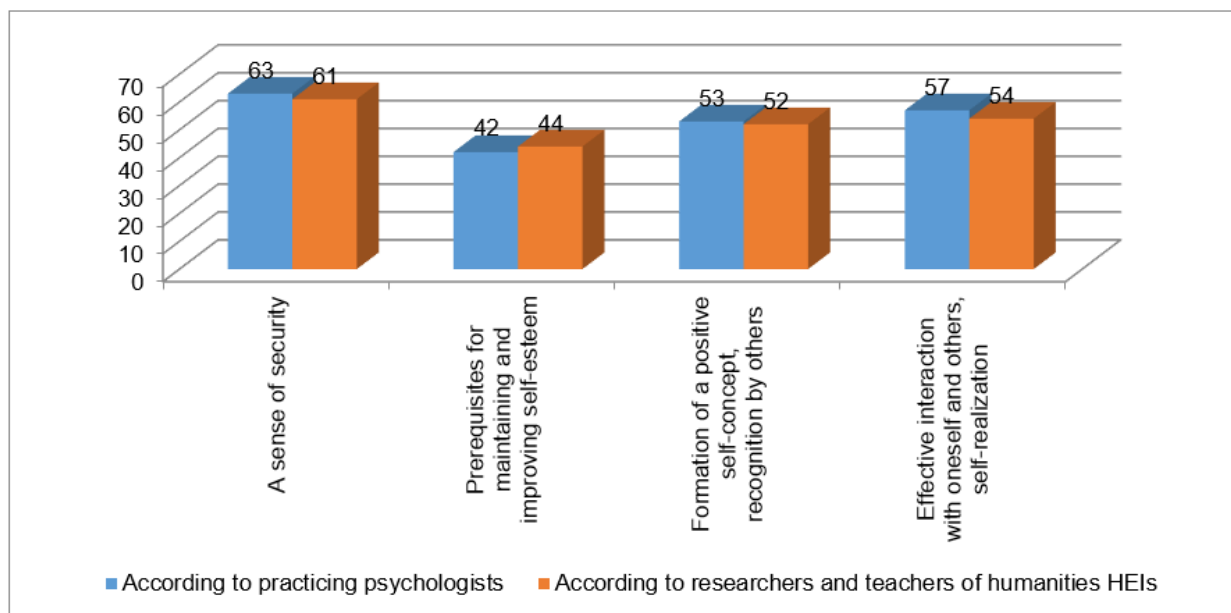


Figure 4. Psychological components of the educational environment as the most important factors in the formation of personality traits, %

Source: built by the authors.

As seen in Figure 4, the psychological prerequisites for personality formation are primarily a sense of security, as well as the formation of a positive self-concept, recognition by others, and effective interaction with oneself and other society members.

An important element of the research is to study the point of view of practicing psychologists and scientists on the need for scientific works on issues related to the peculiarities of studying and shaping the social environment as one of the most important factors in the formation of personal traits (Figure 5):

- educational concepts, curricula, individual plans, reference books, textbooks, and reference works;
- distribution of roles, and responsibilities of the subjects of the pedagogical process, the definition of goals and objectives;
- forms and methods of organizing the educational process

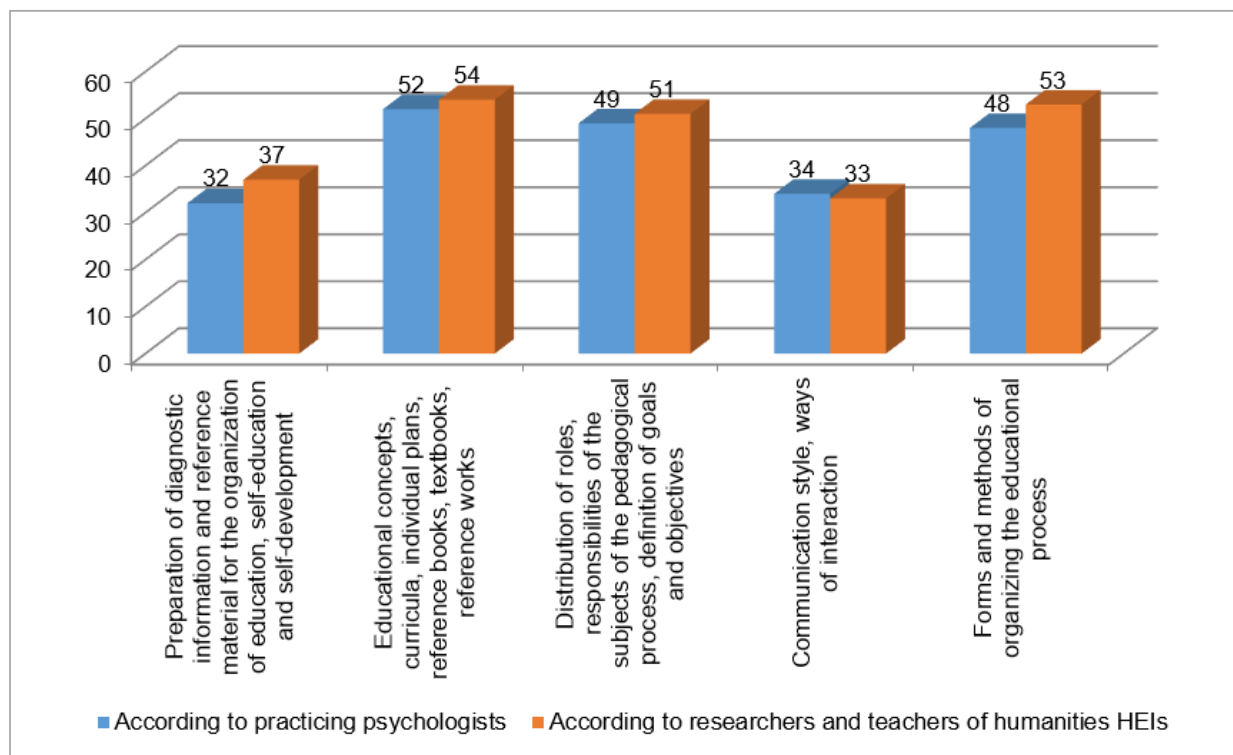


Figure 5. Areas, where there is a priority, need for scientific works on issues related to the study of the social environment as one of the most important factors in the formation of personality, %
 Source: built by the authors.

5. Discussion

The environment, which is a set of natural and social conditions in which human society functions, acts as a necessary condition for the personality's formation and development. In the process of acquiring and assimilating the social experience of humanity, the individual is involved in the process of communication and relationships with other people, phenomena, and things, and develops a certain social activity. Consciousness, the spiritual world of a person is formed by the entire system of life, a specific social environment, which acts jointly with education (Aragon-orrea, Marcus & Vogel, 2020), (Şahin, Karadağ & Tuncer, 2019).

The social environment and the individual are in constant interaction. The environment influences the personality and contributes to its formation. A person, who acts in the social environment, forming relationships with other people, and participating in the activities of various communities, thereby creates this environment and gives it a certain social property (Zarnadze et al., 2022).

Today, education and upbringing are understood as unique creative processes that create conditions for the development, upbringing, and self-education of a child's personality. Herewith, the teacher's personality and the child's personality appear here as equal participants in these processes with equal responsibility for their organization and result (Faruk, Karada & Tuncer, 2019).

The role of the socio-cultural environment as a factor in the emergence and development of pedagogical ideas is extremely high, as it forms not only professional but also universal personal values of society members (Ndou, Mele & Vecchio, 2019)

The peculiarity of modern pedagogical thinking is not only to consider individual ideas of the social and educational environment but to build on their basis holistic models of education that reflect a single system of both social and pedagogical views and beliefs (Murnieks, Klotz & Shepherd, 2020), (Baggio et al., 2019).

The models of personality development are based on socio-philosophical approaches to interaction with children, psychological research on personality development, and methods of systemic design thinking (Martínez-González et al., 2022).

We consider the socio-pedagogical environment as an open pedagogical system that is closely related to external factors and cannot function outside its boundaries and influences. The socio-educational environment functions as an effective interpersonal interaction. It contributes to the emotional well-being of students and teachers, the development of a mentally healthy personality, the personal and professional growth of students, the longevity of teachers, and the harmonization of their personalities. The socio-pedagogical environment of the school should be such that the majority of participants have a positive attitude towards it, and high levels of satisfaction with needs and safety (Dvorský, Petráková, Čera & Folvarčan, 2019), (Aggarwal et al., 2019).

6. Conclusion

Thus, the analysis of the scientific literature on the research topic and the results of the questionnaire survey showed that the basic, fundamental provisions, a kind of "basic structure" of the social environment as a determining factor in the formation and development of a person in society include the priority of the individual, his or her needs, interests, and desires. This also includes the creation of optimal conditions for self-education, cognition, self-determination for the fullest possible life, and professional realization of the individual. The analysis of the international experience of scientific developments in this area shows the expediency of comprehending and practical implementation in the modern conditions of our society of such a model of educational activity that would involve all educational institutions and the public sphere in the formation of general civilizational value orientations of a person. This is a guideline for assessing subjects, objects of the social sphere, actions of other people, social processes, and one's behavior.

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