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To the readers of “The Modern Higher Education Review” international journal

The development of the European Higher Education Area and the European Research Area is becoming increasingly important for Ukraine. Higher education becomes a field for complex research and systematic analysis. The international scientific community unites efforts in higher education studies as one of the most powerful means of problems solving of globalization, migration, labour market mobility, intercultural education. Educational policy in Ukraine sets a goal to reform national higher education system in accordance with the European Higher Education Area and European Research Area standards. Ukrainian scientists together with European colleagues are investigating the problems of modern higher education development in the context of European integration and trends in preserving national traditions.

“The Modern Higher Education Review” journal aims to promote joint research and information exchange by scientists from different countries. We hope that this journal will facilitate cooperation between Ukrainian, European and scientists of the world.

*Sincerely,
Editor in Chief*

CONTINUOUS PROFESSIONAL EDUCATION: THEORY AND PRATICE

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DEVELOPMENT OF ENVIRONMENTAL COMMUNICATION SKILLS IN STUDENT TEACHERS

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ABSTRACT

The article is devoted to the problem of the development of environmental communication skills among future teachers in the process of professional training.

The psychological-pedagogical foundations of the formation of future educators' environmental communication skills in the process of professional training are theoretically and methodologically substantiated.

The article analyses the approaches of scientists to the interpretation of concepts that make up the scientific thesaurus of research: 'ecological communication', 'ecological approach', 'ecological behaviour', and 'ecological environment of the child'.

The importance of ecological communication in the educational environment of a preschool education institution is substantiated. On the basis of the analysis of scientific works, the components of the studied education are distinguished: motivational, social, communicative, and reflective; groups of technologies and effective non-traditional teaching methods are defined; methodological approaches of effective formation of skills to organise environmental communication with children of preschool age in a preschool education institution.

The complex pedagogical conditions for the effective development of environmental communication skills in future educators in the process of professional training are characterised. It is proposed to modernise the pedagogical conditions for the formation of environmental communication

skills among future educators through the implementation of coaching technologies during the pedagogical practices of students.

The concept of 'ecological communication' is non-violent communication, which includes awareness and respect for one's own and others' personal boundaries, self-love and care for one's inner comfort, tolerance, acceptance of one's own and others' shortcomings, and empathy, which has been clarified.

The fundamental principles of ecological communication in the educational environment of the preschool education institution are defined.

Keywords: *ecological communication; ecological approach; environmental approach in education; non-violent communication; student teachers.*

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INTRODUCTION

Today, humanity lives in the world BANI (brittle, anxious, nonlinear, incomprehensible). Ukrainians feel the changes in the geopolitical, economic, and socio-cultural spheres especially acutely in the conditions of a full-scale war. Therefore, the idea of self-worth of human capital is updated. It is obvious that a person in modern society needs help and psychological support. The most vulnerable category of people who need support is children. Therefore, the role of the child's adaptation to the realities of the modern world, psychological comfort, and security, which belong to parents and educators of preschool education institutions, is extremely important. In this context, the provision of ecological communication in the educational environment of a preschool education institution, which will not have a harmful effect on the child's health and emotional state, is of particular value.

The analysis of scientific works proved that the environmental approach in education — preschool, school, professional, continuous — was recorded as promising at the level of UNESCO's "World Reports on Education". Scientists note that the environmental approach consists in recognizing three equal participants in the educational process: the teacher, the child, and the educational environment.

In the context of the value approach to understanding the educational environment and the influence of the environmental approach on changing the emphasis in pedagogical activity, Bratko (2018) claims that the educational environment directly affects the individual through activities aimed at creating and developing an environment that ideally should optimally satisfy educational needs of the student of education.

The implementation of the environmental approach in preschool education leads to the creation of a specific environment — the 'world of childhood'. The educational environment of a preschool education institution is, by its very nature, a factor in the integral personal development of a preschool child, psychological and pedagogical influences and conditions of personality

formation. The environment of a preschool education institution is considered psychologically safe, in which there is a non-violent atmosphere, there is support and constructive interaction, and there is no coercion, mutual distrust, or conflicts. Therefore, we believe that in the process of professional training of future educators, an important aspect is the formation of environmental communication skills of future educators, which will ensure the preservation of the mental health of the child in the educational environment of preschool education institution and will determine the effectiveness of educational results.

BACKGROUND

The theoretical basis for solving the outlined scientific problem is the ideas presented in the scientific work of foreign and domestic scientists: H. Lozhkina, S. Maksimenko, N. Pezeshkiana, V. Solovienko (the influence of the psychosomatic health of the individual on harmonious development); T. Niita (influence of three realities: place, activity, relationship); P. Pinheiro (prevention of violence against children and the inadmissibility of authoritarian relations in the educational environment); S. Newman (the teacher's provision of the psychological climate in the educational environment); U. Bronfenbrenner (environment of the child) and others.

The purpose of the article is the theoretical-methodological substantiation of the psychological-pedagogical foundations of the formation of environmental communication skills among future educators in the process of professional training.

The definition of 'ecology' is considered a universal category that reflects the safe, resource-saving existence of not only the material world but also the social world.

R. Benedict, F. Heisenberg, J. Gibson, H. Kohut, K. Levin and other representatives of the school of humanistic psychology are considered the founders of the Ecological approach, who introduced the following definitions into the scientific discourse of psychology: ecological communications, ecological thinking, ecological behaviour, ecological environment, ecological consciousness (Petrunko & Plyusch, 2021).

According to the definition by scientists Petrunko & Plyusch (2021) "ecological behaviour in an ecological environment is the practical implementation of ecological communications — ecological exchange of information (knowledge), emotions (feelings, attitudes, states), interactions (actions, interactions, behavioural acts, etc.). Ecological communications are communications sufficient to satisfy the basic social needs of a person" (p. 210).

Ecolinguists believe that the ecological nature of communication is aimed at harm or benefit, both for the psychological and sometimes for the physical state of a person. According to Kiselyuk (2018) "emotions are a means of influencing a person, therefore the speaker's negative emotions project the recipient's

negative reactions and, as a result, lead to the emergence of various negative emotional states, such as anxiety, anger, fear” (p. 6).

In the aspect of our research, Rosenberg’s concept of non-violent communication is interesting, which reveals the specifics of environmental communication and methods of mastering non-violent communication. Rosenberg’s theory includes observations, feelings, needs, values, and desires (Rosenberg, 2015).

The axiological basis of childhood is the concept of treating childhood as a self-valuable phenomenon. Therefore, the personality of a preschool teacher should contribute to the support and enrichment of the world of childhood. The phenomenon of childhood is a significant value that determines a certain level of cultural and social development of society. Thus, the interaction of the child’s external environment and the environment of his life activities is one of the important problems of childhood. Since it is during this period that the foundations of the future personality are laid.

The prevention of various forms of coercion, oppression, and bullying of a child’s personality is traced in the works of humanist pedagogues: U. Bronfenbrenner, Y. Korchak, M. Montessori, K. Rogers, S. Rusova, V. Sukhomlynskyi, F. Froebel, R. Steiner, and others.

According to Bronfenbrenner (1994), the child’s ecological environment contains a microsystem (family), a mesosystem (a preschool, a school, an educational institution, a residential area), an ecosystem (various organizations), a macrosystem (a country’s cultural customs, values, resources), which are able to successfully infiltrate each other. The scientist singled out the three most important components of the environment: the child’s activities, social roles with which the child interacts, and interpersonal relationships in which he enters.

Neuman (2014), the author of the evaluation rating of the educational environment of the preschool education institution, draws attention to the importance of the following aspects: psychological climate in the environment; accompanying a child; preservation of traditional childhood values; ‘non-interference’ in the world of childhood; reflection.

Furthermore, communication skills development is an objective of investigations. For example, intercultural communication nature (Papadopoulos, 2019), communication at university (Sobczak-Michałowska, 2021), collaborative communication between teachers, parents and students (Hruzd-Matuszczyk, 2018), and teaching English communication via ICT (Mospan, 2022). Besides, recent studies pay much attention to environmental awareness development, primarily in preschool education (Christidi & Christopoulou, 2022), in higher education (Brown, 2022; Marcella & Samofalova, 2022; Sysoiev, 2021; van Kempen et al., 2022), and in adult education (Griswold et al., 2022).

The analysis of psychological and pedagogical literature shows that the organization of the educational process in accordance with the requirements

of the eco-psychological approach ensures the effective achievement of educational results.

Taking into account the importance of environmental communication skills development of future educators in the context of sustainable development, **the paper makes an effort** to reveal pedagogical conditions for effective environmental communication skills development.

METHODOLOGY

We believe that the development of environmental communication skills in future educators in the process of professional training is an important component of the professional training of a preschool education specialist. Since ecological communication directs the teacher's interaction with children, support; is a positive factor of personal self-development; forms the perception of oneself and others; provides awareness of one's social self, emotional openness and trust in others, respect, and empathy.

Based on scientific works related to research on the content of the ecological environment, ecological communication, and eco-psychological approach in pedagogy, we distinguish the components of the studied education: motivational, social, communicative, and reflective.

For the effective formation of skills to organize environmental communication with children of preschool (early and preschool) age in the educational process, we distinguish the following groups of technologies: technologies related to the optimization of the educator's attitude to his own personality and the personality of the child; technologies aimed at humanizing the interaction between the teacher and children of preschool (early and preschool) age; technologies related to the formation of the ability of non-violent interaction in children of preschool (early and preschool) age. We believe that the formation of value attitudes towards oneself, others, and the world in children of preschool (early and preschool) age leads to value orientations and attitudes of non-violence.

The effectiveness of the formation of environmental communication skills among future educators depends on the successful implementation of a number of methodological approaches: systemic, environmental, technological, axiological, and competence.

RESULTS

As a result of the research, we define a set of pedagogical conditions for the effective formation of environmental communication skills in future educators:

- use of interactive forms of learning: heuristic conversation, creation of intellectual maps, use of problem situations, brainstorming, training for the development of environmental communication, role-playing and business games, SWOT analysis, round table, etc.;

- Tutor support for students' individual educational routes and the use of coaching technologies: situational tasks, problematic pedagogical situations, game technologies, simulations, project methods, cases, etc.;
- Organization of extracurricular work with students: professional training; cognitive quests, co-working spaces, interactive and reflective classes, online webinars, master classes, etc.
- Organization of pedagogical practices aimed at increasing the personal and professional growth of students and their professional skills.

In the aspect of researching pedagogical conditions for the formation of environmental communication skills among future educators, we consider it appropriate to focus attention on effective non-traditional teaching methods: the method of problem-based learning (Problem-Based Learning); SWOT analysis, case method, project method; the foresight method, which is implemented on the basis of reflective activity of students; method of formation of communication skills: empathy, perception, transfer of emotional state, removal of emotional tension.

We are convinced that the formation of environmental communication skills among future educators will not be fully realized only at the theoretical level. In our opinion, the practical component of future preschool education specialists is important. Therefore, we propose to modernize the pedagogical conditions for the formation of environmental communication skills in future educators through the implementation of coaching technologies during the pedagogical practices of students, which are aimed at psychological and pedagogical support of students, designing interaction technologies, interactive forms of support, stimulating them to realize their goals, resources and restrictions; ensure effective use of the potential of future preschool education specialists.

Since the main task of a coach is to identify and realize the potential of an individual; skills development to use all possible resources to achieve success; determination of the optimal course of action, which makes it possible to achieve the maximum result with minimal effort (Protsenko, 2013), then we are convinced that the use of coaching techniques in the process of pedagogical practice of future teachers of preschool education institutions will ensure interpersonal interaction between the practice leader and the student based on interest, cooperation and flexibility, shared responsibility for the results of personal and social development of each child.

CONCLUSIONS AND PROSPECTS

The generalization of ideas about ecological communication became the basis for understanding its essence as non-violent communication, which includes awareness and respect for one's own and others' personal boundaries, self-love and care for one's inner comfort, tolerance, acceptance of one's own and others' shortcomings, empathy.

The fundamental principles of ecological communication in the educational environment of a preschool education institution are defined as respect for a child's personality, acceptance of him as he is, free development of personality, and priority of universal values.

The implementation of these principles in practice allows us to assert that not only does a preschool child develop a positive motivation for tolerant interaction with a teacher, peers, and parents, a negative attitude towards any kind of violence, but as a result, preschool teachers also get opportunities for self-development, formation of a system of relations with the child, with each other, with parents based on trust, kindness, non-violence.

Therefore, the problem of developing environmental communication skills among future educators is relevant not only as a component of professional training but also as a social problem due to the development of cruelty, aggression, violence, devaluation of human life, and terrorism, which has become a security threat throughout the world.

Prospects for further research are in the scientific search for a complex solution to the problem of forming environmental communication skills in future educators, which will ensure their readiness to design a psychologically comfortable educational environment of a preschool education institution.

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ОСОБЛИВОСТІ ФОРМУВАННЯ У МАЙБУТНІХ ВИХОВАТЕЛІВ НАВИЧОК ЕКОЛОГІЧНОГО СПІЛКУВАННЯ У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

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Статтю присвячено проблемі формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки. Теоретико-методологічно обґрунтовано психолого-педагогічні засади формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки.

У статті здійснено аналіз підходів учених до тлумачення понять, які складають науковий тезаурус дослідження: «екологічне спілкування», «екологічний підхід», «екологічна поведінка», «екологічне середовище дитини».

Обґрунтовано важливість екологічного спілкування в освітньому середовищі закладу дошкільної освіти. На підставі аналізу наукових праць виокремлено компоненти досліджуваного утворення: мотиваційний, соціальний, комунікативний, рефлексивний; визначено групи технологій, дієві нетрадиційні методи навчання; методологічні підходи ефективного формування умінь організовувати екологічне спілкування з дітьми дошкільного (раннього та передшкільного) віку в закладі дошкільної освіти.

Охарактеризовано комплекс педагогічних умов ефективного формування у майбутніх вихователів навичок екологічного спілкування у процесі фахової підготовки. Запропоновано модернізувати педагогічні умови формування у майбутніх вихователів навичок екологічного спілкування через реалізацію технологій коучингу (coaching) під час педагогічних практик студентів.

Уточнено зміст поняття «екологічне спілкування» як ненасильницьке спілкування, яке включає усвідомлення і повагу своїх та чужих особистих кордонів, любов до себе і турботу про свій внутрішній комфорт, толерантність, прийняття власних і чужих недоліків, емпатії.

Визначено фундаментальні принципи екологічного спілкування в освітньому середовищі закладу дошкільної освіти.

Ключові слова: екологічне спілкування; екологічне середовище дитини; екологічний підхід; майбутні вихователі; ненасильницькі комунікації; освітнє середовище закладу дошкільної освіти; середовищний підхід в освіті; фахова підготовка.

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CURRENT TENDS IN MODERN HIGHER EDUCATION

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«FOUR — “I”» MODEL: LEVELS OF INTEREST DEVELOPMENT IN TEACHING PROFESSION

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ABSTRACT

The article is devoted to the study of different approaches to obtaining a teaching profession and considering development of interest in teaching profession. Choosing development of interest in teaching profession as the object of this article, the author intends to compare different approaches and interpretations of the above term in educational process and professional orientation. Changing in teaching profession standards and new challenges of time became the basis for new approach to the process of professional orientation and caused additional study of the latest generation called Post- Millennials or Zoomers in different sources. Analysis of the latest generation characteristics by different scientists and research groups became the basis of rethinking previous experience in teaching profession orientation of high school students. Changes in life environment, new approaches to education process, new generation grown up are taken into account in current study. As a result, a «Four — “I”» model: Levels of Interest development in teaching profession” is created and signs of interest in teaching profession were specified for Zoomers. Additionally, six indicators of interest development in teaching activity are determined to clarify further teaching profession orientation process.

Keywords: *development of interest; teaching profession; teaching profession orientation; «Four — “I”» model; signs of interest; indicators of interest; high school students; Post-Millennials; Zoomers.*

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INTRODUCTION

Problem of providing secondary schools with teachers is not a new one, but it met new challenges last years because of the COVID-19 pandemic and dangerous war environment in our country. Used to work in the classroom, teachers faced new ways of their activities — synchronous and asynchronous distance learning (Ivaniuk & Ovcharuk, 2021). Though, teacher's professional qualities were changed on the demand of time (digitalisation of communication) and new challenges of current situation (Mospan & Sysoieva, 2022). Nevertheless, teacher is not a highly attractive career for Post-Millennials or Zoomers (Eldridge, 2022), who are in contrast to other generations have grown up in a digital world and are ready to implement digital technologies into their practice.

Last decade, teaching profession became market-driven with new digital ways of communications, higher demands to teacher's skills and experience (Kaminska, 2019; Mospan, 2016; Stacey, 2020; Sysoieva & Sokolova, 2018). It could be positive motivation to choose educational career in secondary schools, but private schools or learning courses break these perspectives.

Additionally, there's no media buzz about brilliant teachers, educational environment, interesting positive or even negative cases happened at schools. It is obvious that there is low interest not only in the work of the teacher, but even in obtaining a teaching profession. Pedagogical universities make a lot of efforts to attract applicants to study, but few people take into account the real interest of students in teaching profession.

Though, taking into account context, behaviour and consumption of Zoomers (Eldridge, 2022) as generation to start their education in pedagogical universities in the nearest future and modern teaching profession demands, it is possible to evaluate the interest to the teacher as their future activity.

PROBLEM STATEMENT

Development of the interest in teaching profession is a complicated process with its own logic, stages and levels. To determine them, it is necessary to find out indicators of the effectiveness of the process of evaluating interest in the profession of a teacher, its dynamics, which is formed from one level of development to another with gradual improvement (Blaschke, 2012). Under development, we consider qualitative changes in the object or structure of the object.

Having a clear idea of the levels of interest in the teaching profession, as well as the definition of the highest level of interest development as a motive

for mastering the profession of a teacher, makes it possible to determine further actions of a mentor in career guidance work.

BACKGROUND

What is the dynamics of interest development? There was no consensus in the scientific literature. Different authors, exploring this issue, distinguish different levels of its development (Renninger, 2009; Rotgans & Schmidt, 2017).

A lot of research on this subject was carried out by Zhernosiek (1998), who created vocational guidance to teaching profession in Ukraine in the late 90s of the 20-th century. Purposeful vocational guidance in many schools made it possible to solve the problem of full provision of pedagogical staff in some areas at the expense of former graduates of district schools. This applies to Vinnytsia, Kryvyi Rih, Chernihiv and many other regions. Later, in 2011-2012, Ukrainian scientists (e.g., M. Luzan, O. Melnyk, A. Khyzhniak, I. Tkachuk, N. Fedorova) studied different aspects of professional orientation and interest of high school students in teaching, but not the development of interest to this profession.

Hidi & Renninger (2006) studied the problem of personal interest to learning and created "The Four-Phase Model of Interest Development" where they characterized each phase of interest development with definitions and learner characteristics. By this model, the first phase is "Triggered Situational" with learners who need support from others and may or may not be aware of the learning experience. The second phase of their model is called "Maintained Situational." Learner expresses positive feelings and develops knowledge of content and content of content's value. The third phase, "Emerging Individual" uncovers learner's curiosity about contents of knowledge, asking questions and desiring to have answers on them. His feelings are positive, and he's got definite knowledge and understands values of learning. And the last phase, "Well-Developed Individual" with independent learner who meets the goals of learning process (Hidi & Renninger, 2006).

The presented approach is very close to the teaching profession interest development, as it includes the concept of "cognitive interest". Further studies of interest development are based on the above-mentioned model, with different explanation of each phase and little changes in learner's characteristics.

METHODOLOGY

Objectives of current study of high school students interest development in profession of a teacher are as follows: to clearly define characteristics of a teacher, its place on the market of professions and modern interpretation of the development of interest in teaching profession. Additionally, short generation characteristics are valuable to understand the ways of implementation of the levels of interest in the practice in early profession orientation. Thus, methods of observation, comparative analysis and descriptive modelling are used to achieve the goals of this study.

RESULTS

Teacher is a profession with long history and diversity. Professional standards of teaching profession changes to meet time challenges. The latest changes in Ukrainian standard of teacher were reflected in December 2020 (Order № 2376, 2020). There are some basic provisions and regulations that reflect teaching profession for many years. The interest of this study is a varying part of teaching profession standards to find common points with the latest generation interests to elaborate a model of the levels of their interest in teaching profession in the way it could be implemented in profession orientation practice.

The object of this study is the latest generation of high school students who will choose their future career in a year or two, entering different universities. In spite of the fact that generations were identified and studied by American scientists, this defining of generations was spread all over the world and found practical realization in statistics and characteristics of demographic groups with their abilities. Post-Millennials or Zoomers were born between 1997 and 2012 (Dimock, 2019). Based on comparing characteristics of Zoomers by Eldridge (2022), Francis and Hoefel (2022), Fry and Parker (2018), and Cook (2019) the defining of this generation is as follows. Post-Millennials or Zoomers are realistic and pragmatic. On the other hand, being a digital generation, they prefer social media and Internet communities instead of real socialization. Zoomers value their uniqueness, they are highly competitive, ready to earn the desired outcomes. They understand the role of education in their future career, though, they are considered to be the most educated than previous generations.

Considering different approaches to interpretation of the dynamics of interest development (Ainley, 2017; Hidi, 1990; Hidi & Ainley, 2008; Iran-Nejad, 1987) and characteristics of the object of study, we designed a Four — “I” model of interest development in a teaching profession.

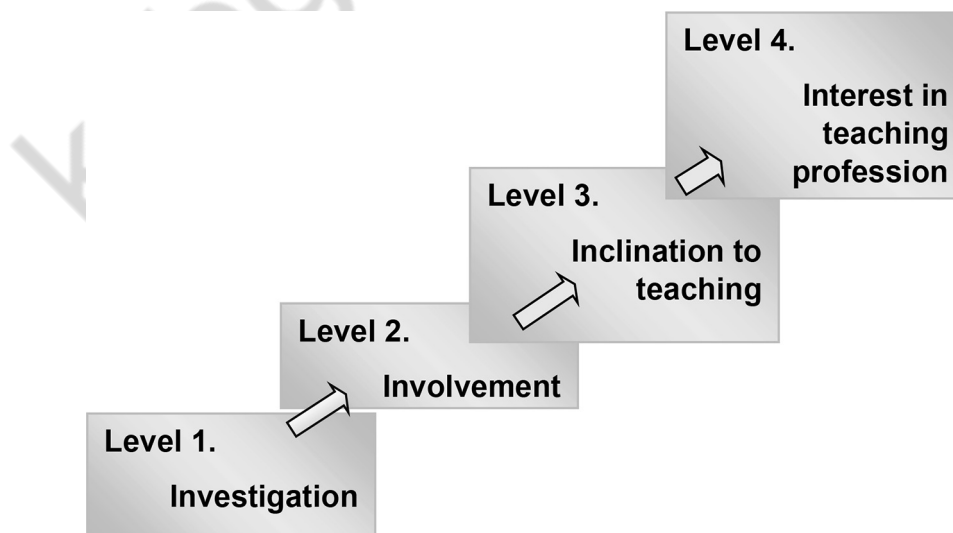


Figure 1. Four — “I” model: Levels of Interest development in teaching profession

Let's look closer at «Four — “I”» model levels and their description.

1. Investigation is the initial level of interest, development dynamics. It arises as a result of a positive reaction to the novelty or the external, but not meaningful, features of the object. It could be bright, extraordinary, non-standard. Interest at this level is short-term and characterized by an unstable and passive expose, instability of content, and low degree of significance for the individual.

2. Involvement follows by a positive emotional reaction to a meaningful part of the teacher's profession. It is characterized by active position of a student and usually expressed by questions at intellectual level and by performance of tasks and assignments at practical one. Involvement is obvious in a particular situation with appropriate conditions. It is not stable. Interest at this level is situational and characterized by demonstration of profession awareness and instability, as it quickly disappears.

3. Inclination to teaching appears at a higher level of interest development as a positive emotional reaction to intellectual positional activity, including mastering the profession of a teacher. It reveals a steady desire to be aware of a teaching profession, to collect information about it. Inclination to teaching can be expressed by the formula “I want to know everything”. Interest at this level is characterized by concentration on a certain object, sufficiently high degree of stability in cognitive research of reality; high significance for the individual.

4. Interest in teaching profession is based on contradictions between the desire to act in this area and the lack of special knowledge to get very good results. Though, Interest is expressed by the necessity to get more theoretical knowledge, to find new solutions that will help in solving issues. Students desire to fulfil significant intelligent tasks and meet all challenges of this activity. This level of interest in teaching profession raises desire to increase theoretical knowledge and practical skills, as well as to provide self-analysis of own professional qualities.

Each level has its own sign of interest in teaching profession. To provide teaching profession orientation with Zoomers and achieve desired results, we need to specify activities offering to this generation that meet their interests in getting knowledge and do not break their personal space. Signs of interest in teaching profession specified for Zoomers are described in the following *table*.

Thus, interest in teaching profession is one of the leading motives at these age stages. An important feature of it is stability, which helps a high school student in mastering chosen profession skills and in achieving significant results. Various factors play an important role for Zoomers in choosing a profession and durability of their interests, namely: interesting information about profession, access to theoretical knowledge, familiarity with the content of the profession, combination of digital and real world objectives; self-realization, successful participation in round-table talks, online and offline conferences, clubs, and extracurricular activities etc. Pragmatic Zoomers appreciate only successful professional activity, which will contribute to the development of their interest in profession.

Table 1. Signs of interest in teaching profession by Zoomers

Levels	Signs of Interest	Activities	Showing interest in pedagogical activities by Zoomers
1	2	3	4
1. Investigation	Occasional interest to the outside object (events)	<ul style="list-style-type: none"> - Funny high school educational stories in Facebook (objectives: to share own stories and get many comments); - Short video with interesting question (objectives: to make a video and take part in intellectual game). 	The object of interest is impermanent. Various kinds of events (or activities) offered to Zoomers raise their short-term interest as they are active participants of the events. Emotions are mutually positive. Interest is without bright expressiveness.
2. Involvement	Positive reaction to the meaningful part of the object.	<ul style="list-style-type: none"> - Portrait of new digitalized teacher (objectives: to read a documentary story about teacher and reveal true and false characteristics); - Presentation of remote (online) teacher of Biology, Mathematics, English or other school subjects (objectives: present teacher and very short assignment to groupmates). 	The range of interests is narrowing: interest is concentrated on one object. Students want to know a meaningful part of the object. They are interested in the conditions, content, requirements of the profession, as well as core (profile) subject. Interest in the object is situational. They are included in the activity, but the interest is unstable and quickly fading.
3. Inclination to teaching	Engaged cognitive activity	<ul style="list-style-type: none"> - Report about rare facts of breakthrough or innovation (objectives: to create 2-3 minutes report with reliable arguments and be ready to answer questions) 	Interest in the object has cognitive orientation. Students want to take part in this type of activity: to perform various types of long-term assignments, to visit clubs, extracurricular.
4. Interest in teaching profession	The need to test theoretical knowledge based on positive professional training	<ul style="list-style-type: none"> - Organizing online intellectual quests with feedback from participants; - Creating and implementing different types of surveys; - Taking part in Mock Conferences with different school subjects reports. 	Interest in the object has a professional orientation. Students positively assess their own professional suitability, want to improve their professional knowledge, skills, abilities.

This allows us to draw conclusions and identify indicators of interest in teaching profession in high school students:

1. Showing interest in teaching profession by its interesting activities.
2. Motivation for choosing a profession that will meet a desire for self-realization.
3. Awareness with teaching profession, including monetization of personal talents.
4. The amount of theoretical knowledge and necessity to improve them.
5. Practical skills and positive experience in this activity.
6. Self-assessment of professional skills.

Purposeful professional orientation and career guidance work with Zoomers in high secondary schools will help to solve the problem with teachers in the market of professions. The experience of educational teams, which traditionally carried out professional and teaching orientation, proved that this process should be generation -driven to organize the most effective forms of cooperation with students who showed interest and abilities for teaching activity.

CONCLUSIONS AND PROSPECTS

The analysis of various approaches to teaching profession, characteristics of Zoomers, naturally digital generation, sensitive and pragmatic at the same time became the basics for creating a “Four — “I” model of the development of interest in teaching profession”. This model became the basis for the analysis of teaching profession interest dynamics in high school students and, as a result, six indicators of the development of interest in a teaching profession were determined. The combination of synchronous and, in addition, the analysis of previous experience in career guidance work made it possible to identify important sources of information about the teaching profession. Therefore, on the basis of theoretical analysis and previous practical experience, we are able to create a powerful career guidance work in clear directions of developing the interest of high school students in pedagogical activities.

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МОДЕЛЬ «ЧОТИРИ — “І”»: РОЗВИТОК РІВНЯ ЗАЦІКАВЛЕНOSTІ У ВЧИТЕЛЬСЬКІЙ ПРОФЕСІЇ

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Стаття присвячена дослідженню різних підходів до отримання педагогічної професії та розгляду розвитку інтересу до професії вчителя. Обираючи об'єктом даної статті розвиток інтересу до педагогічної професії, автор має намір зіставити різні підходи та трактування вищевказаного терміна в освітньому процесі та професійній орієнтації. Зміна стандартів педагогічної професії та нові виклики часу стали основою для нового підходу до процесу професійної орієнтації та зумовили додаткове вивчення останнього покоління пост-міленіалів або зумерів, як їх називають у різних джерелах. Аналіз характеристик останнього покоління різними вченими й дослідницькими групами став основою переосмислення попереднього досвіду педагогічної професійної орієнтації старшокласників. В поточному дослідженні враховуються зміни в життєвому середовищі, нові підходи до освітнього процесу, нове покоління, що виросло. В результаті створюється модель «Чотири — “І”»: Рівні розвитку інтересу до вчительської професії», а для покоління зумерів визначені ознаки інтересу до вчительської професії. Додатково визначено шість показників роз-

витку інтересу до педагогічної діяльності для чіткого розуміння подальших дій процесу орієнтації на педагогічну професію.

Ключові слова: *вчительська професія; розвиток інтересу; орієнтація на вчительську професію; пост-міленіали; зумери; модель «Чотири — «І»; ознаки інтересу; показники зацікавленості; старшокласники.*

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TRENDS IN PRE-SERVICE PRIMARY SCHOOL TEACHERS' ADMISSION TO HIGHER EDUCATIONAL INSTITUTIONS IN THE BENELUX COUNTRIES

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ABSTRACT

This article is a comparative research on the admission process to higher educational institutions in the Benelux countries. In this paper, the author aimed at identifying trends in the admission process to the Primary Education programs in the Benelux countries and ways to implement best practices into Ukrainian realities. The study is grounded in a qualitative methodology, with a wide range of empirical methods used. Collected data is structured on organizational, content and assessment levels of trends. On the organizational level, we have identified trends in the digitalization of the admission process to teaching programs; commercialization of the admission process; organization of a multistep enrolment procedure. On the content level, we have identified trends in the identification of compulsory subject tests for applicants; including the identification of motivation and personal aptitude towards teaching into the admission process. On the assessment level, we identified trends in taking the results of the admission test as a formative assessment. The article addresses various ways to implement best practices in Ukraine.

Keywords: admission; elementary school teacher; primary school teacher; test, the Benelux countries.

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INTRODUCTION

In recent years, there has been a significant shortage of primary school teachers in schools, which results in a growing ratio of students per

teacher in Ukraine (Samokhin, 2020). This problem is complex and rooted in the issues of allocating budget funds to schools, raising teachers' salaries, motivating graduates to work at schools and selecting motivated applicants to become primary school teachers. In this study, the author focuses attention on the process of selection of motivated applicants and their enrolment into higher educational institutions (HEIs).

The admission process to HEIs in Ukraine was established by the Law of Ukraine On Higher Education (2014). This Law gives importance not only to further integration of the Ukrainian educational system into European but also to saving national peculiarities of the educational system in Ukraine (Verkhovna Rada of Ukraine, 2014). However, the admission procedures, primarily the test format, have been changed to meet the challenges of wartime. Namely, several individual paper-based tests were changed by one multi-subject complex test and a motivation letter as the main tools for the selection and admission to the Primary School teacher training programs.

However, both the Ministry of Education and Science and the developers admit this is not a perfect option, yet it is the best one in this situation (Markovskaya, 2022).

One of the major drawbacks of this temporary system of assessment is its lack of inclusiveness. Students with visual impairments were not given the possibility to take this test. Moreover, the scope of the test content has been significantly reduced due to the context applicants are in, yet it raises concerns if students are ready to take university courses with their current level of knowledge.

Among other problems, HEIs face a decrease in the number of students enrolled, and lower minimal grades of enrollees (Ohneviuk, 2021, 67-68). The problem of admission to teacher training programs is complex and requires a comprehensive approach to its solving. To identify feasible ways of selecting pre-service primary school teachers, it is necessary to study the diverse experience of European countries in organizing the admission process and suggest adaptation of individual practices to Ukrainian realities.

BACKGROUND

In the last few years, there has been a growing interest in comparative international analyses of trends in higher teacher education. For instance, trends in teacher training in the EU and Ukraine (Mospan, 2016; Mospan, 2017), and trends in the continuing education of teachers in the EU (Kaminska, 2019), trends in the organization of the pre-service primary school teacher training (Ivanova et al., 2021; Kotenko & Holovatenko, 2020). Moreover, the issue of pre-service primary teachers' training continuously attracts the attention of scholars (Hamed et al., 2020; Velthuis et al., 2014).

Researchers have two different opinions regarding the way applicants should be selected to the teaching program. Some indicate that one of the most

important things in selecting pre-service teachers is their motivation, engagement, emotional intelligence (Wurf & Croft-Piggin, 2015), and personal interest in teaching (Gore et al., 2016). Other scholars advocate for academic achievements as the defining criteria for admission (Auguste et al., 2010; Mankki et al., 2020).

Wurf and Croft-Piggin in their research on predicting the academic achievement of first year students using surveying proved that student's motivation and engagement in learning is a better predictor of their end-of-year result, than their initial level of knowledge (Wurf & Croft-Piggin, 2015, 75-91). This study empirically backs up the importance of admitting students based not only on their grades, but primarily on their motivation.

Another research by Gore, Barron, Holmes, and Smith supports the idea that motivation is a key predictor of further professional choice of graduates. Scholars have designed a longitudinal research to study the interest in teaching profession among students of Years 3-12. The results indicate interest in teaching is widespread among both high achievers and students with worse academic achievements from various social background (Gore, et al., pp. 527-549). Research results indicate the importance of creating the selection process which enables students with diverse background being enrolled. Additionally, the research has also evidenced high level of motivation to being a teacher among low-achievers. Hence, as rating is an important feature of the enrolment system, highly motivated low-achievers might become excluded from the process of admission, which makes access to teacher training programs a privilege.

There is contradictory opinion among the scholars as well. According to a different approach, only best-achievers working as teachers can ensure high quality of education and high achievements of their students. For instance, in Singapore, South Korea and Finland, where students outperform on PISA assessment, pre-service teachers are selected from the 'top-third +' achievers (Auguste et al., 2010, p. 9). Mankki et al., (2020) describe a two-stage selection process in Finland: a national multiple choice test and a face-to-face aptitude test. As scholars state, in Finland the system of teacher selection is largely competitive and only get a place at the program after thorough selection process (p. 151-153). Teacher educators act as gatekeepers by assessing the progress of pre-service teachers. However, teacher educator's prediction about applicant's performance in the program during their entrance examinations was poor. Better scores achieved during the enrolment process did not mean students were as successful in their studies. There are also issues of injustice during the second stage of the admission process, such as awarding higher points to male and older participants due to educator's will to help them to be enrolled (Mankki et al., 2020).

Previously, the author studied the experience of the Benelux countries in organizing the admission to Primary Education programs in the context of teacher training (Holovatenko, 2021). However, the primary focus

of the research was on teacher preparation, not on the admission process in the Benelux countries.

Based on the literature analysis, we can conclude the problem of selection and admission of pre-service primary school teachers to HEIs was scarcely researched and needs further structured research.

Among the European countries our attention is drawn to the Benelux countries, as these countries present a diversified experience in organizing the admission process: in Belgium there are three educational systems (Flanders, Wallonia, and German-speaking Belgium) each having a unique admission system, in the Netherlands the admission process is centralized to some extent and in Luxembourg there is only one university preparing pre-service primary school teacher and the admission procedure is largely designed by the University itself.

In this research, the author is guided by the following research questions:

- What trends of selection and admission of pre-service primary school teachers are implemented in the Benelux countries?
- What best practices based on findings can be implemented in Ukraine?

METHODOLOGY

This research is a qualitative study in Comparative Education. The empirical methods used in the study are comparison by one feature; case study, and analysis of authentic documents and websites; description of the system of pre-service primary school teacher admission to higher educational institutions in the Benelux countries.

The empirically collected data is structured at 3 levels of trends: organizational, content and assessment. Based on the comparative research, the author suggests ways of implementation of best practices in Ukraine.

RESULTS

On the organizational level, the author identifies trends concerned with the ways the enrolment process is organized across the educational systems in the Benelux countries.

Digitalization of the admission process to teaching programs. The overall trend to digitalization of the admission process has different variations. For instance, in Flanders, applicants can take a compulsory online test wherever and whenever they want. The test is administered by the association of higher schools in the region, called VLHORA (Vlaamse Hogescholenraad). Applicants also register online to apply for the programme at the websites of individual HEIs in Flanders.

In the German-speaking Belgium, students work with a web-site, where they learn about teaching profession, assess themselves in typical situations teachers perform in, assess their personal traits. The application to the HEI is also submitted online (Aufnahmeverfahren, 2020).

In Wallonia, applicants apply through individual HEI web-sites. Based on the analysis of websites of Wallonian HEIs, 92.3% of HEIs enabled online registration for their applicants (Holovatenko, 2021, 133).

In the Netherlands the enrolment process is organized through the national system called Studielink, which is a means of a general management of the application process, which enables connection between the HEI and the applicant. Through this system, applicants can choose time and place of taking enrolment tests and get their results (Toelatingstoetsen, 2020).

In Luxembourg, applicants complete an online admission application form, pay the enrolment fee, create a temporary account and submit documents online. They also take a computer-based online enrolment test (Application for Admission, 2022).

To sum it up, in the Benelux countries ways of digitalization of the admission process vary from online registration of the applicant, submission of an application through a national online system to computer-based online tests.

The digitalization of the enrolment process has also started in Ukraine. For instance, applicants register for the national entrance tests and get their results online. However, one of the stages of the enrolment process is bringing paper enrolment documents to the chosen HEI and signing the paper in presence of the HEI representative. This practice might be reconsidered, taking into account European experience.

Also, in all these educational systems, there is a *trend to commercialization of the admission process*. All applicants pay the registration fee when applying to the HEI across some educational systems.

For instance, in Wallonia applicants pay €50 admission fee (Holovatenko, 2021, 259; Registrations, 2022). In Luxembourg, applicants pay a €50 admission fee (Uni.lu introduces a 50 EUR application fee, 2021). In the Netherlands, where admission takes place through the national system, the admission fee is paid only by non-nationals (€100) (Applying for a Bachelor's programme, 2022; Holovatenko, 2021, 262).

In the German-speaking Belgium and in Flanders the admission fee is not imposed (Admission procedure, 2022; Holovatenko, 2021, 255).

The payment is processed online and is one of the leverages for securing places for enrollees at the HEI. The fee also covers the processing of the applicant's submission. It is worth mentioning, that in the German-speaking Belgium and in Flanders applicants can choose only one HEI they want to enter, so there is no need in additionally securing the place in the program.

European experience of commercialization of the admission process might be one of the solutions to encourage a more responsible choice of training programs by enrollees.

Organization of a multi-step enrolment procedure. In educational systems of the Benelux countries HEIs introduced a multi-step enrolment procedure, aiming at identifying previous knowledge of applicants, their motivation, experience and aptitude towards a teaching profession.

For instance, in Flanders applicants undergo a three-step enrolment process including a subject test, study skills screening and motivation test (Instaptoets Lerarenopleiding Oefentest, 2020). These three steps are compulsory for all applicants. However, their result does not the student rating (Головатенко, 2021, p. 107).

The author finds this practice to be worth piloting in Ukraine and comparing results with the traditional enrolment process. However, the difference in the number of applicants might become one of the limitations of the study.

In the Autonomous Higher School in German-speaking Belgium the enrolment process comprises four steps: online screening for applicants' personal profile, previous experience and aptitudes; online submission of the documents to the HEI; subject test; interview with applicants, which includes self-presentation and discussion of a pedagogical situation (Aufnahmeverfahren, 2020; Career Counselling for Teachers, 2020).

Even though the case of multi-step enrolment process proves to be effective in the German-speaking Belgium, its implementation into the Ukrainian educational system might drastically reduce the number of pre-service teachers, but solve the problem of early career drop-outs as well.

In the Netherlands, the enrolment process includes obligatory national subject tests. This system is to a large extent similar to the Ukrainian one. However, the next steps are set by HEIs. For instance, in NHL Stenden applicants fill in the survey; submit CV and motivation letter; have an interview and do a Mathematics test in groups (International Teacher Education for Primary Schools (ITEPS), 2021). In Luxembourg the admission process includes a cover letter, online motivation survey, test and surveying applicants for their background (Admission Procedure to the University of Luxembourg).

To the author's opinion, the practice of collecting applicant's data on their motivation and previous experience is already pivoting its way in Ukraine. The idea of observing applicants' group work as a part of the selection process is also worth piloting, as it can demonstrate applicant's aptitude towards teaching.

In Wallonia, a different trend can be identified — the applicants do not undergo enrolment testing for a Primary Education programme. They are enrolled based on their applications (Головатенко, 2021, p. 259).

Enrolment only by the applications raises the concern if pre-service teachers are motivated enough to graduate and stay in profession. Hence, this option to the author's opinion should be brought to light in a wider societal context and in context of program expectations towards students. These factors largely influence the quality of education and the level of external motivation to working as a teacher.

The results of the analysis show that multi-stage enrolment process includes informing about the teaching profession, tests and interviews prior to the admission. We find this approach being well-suited to the aim of identifying

applicants for the Primary Education program, who are competitive in terms of knowledge, personality traits, motivation, self-presentation and their soft skills.

An important implication of these findings is that results of the multi-stage enrolment process might guarantee the selection of motivated applicants with the aptitude towards teaching, yet if the societal expectations towards the teaching profession are low, in-service career of teachers might experience early career drop-off.

On the content level, we have analysed the content of the admission tests in the Benelux countries and have identified the following trends.

Identification of compulsory subject tests for applicants. In Flanders the compulsory subjects are Dutch (national language), Mathematics, French (foreign language) (Instaptoets Lerarenopleiding Oefentest, 2020). In German-speaking Belgium, the admission test includes tasks aiming at testing their language and Mathematic skills, special thinking skills, and logical thinking on a pedagogical topic (Aufnahmeverfahren, 2020). In the Netherlands the required tests are Geography, History, Nature and Technology (Toelatingstoetsen, 2022). In Luxembourg the admission test includes Mathematics; Science; French and German grammar and vocabulary; reading in French, English, German and Luxembourgish (Admission Procedure to the University of Luxembourg).

The findings show that across all educational systems the common admission tests comprise the native language, Mathematics and foreign language. The difference in the implementation of this trend is in the Netherlands, where applicants must undergo a different set of admission tests. However, all applicants take a Mathematics and Dutch national obligatory test at the end of the first year of studies (Study Guide, 2021).

This trend is already implemented in Ukraine with Ukrainian, Mathematics and Ukrainian History being compulsory tests for admission (Enrolment in Primary Education programs full time, 2022).

Including the identification of motivation and personal aptitude towards teaching into the admission process. A great importance is given not only to applicants' knowledge, but to their motivation as well. For instance, in Flanders, a separate part of the admission test includes a test to identify the level of study skills and applicant's motivation.

In German-speaking Belgium, there is a separate webpage with Linkert scale aiming at self-assessment of applicants in the main areas of teacher's work (Figure 1). There is also a web-page with a scale for identifying how applicants demonstrate 12 opposite characteristics. The following web-page is aimed at identifying applicants' experience of working with a child/ a group of children (Career Counselling for Teachers, 2020). The result of the survey is used for applicant's reference. However, the last stage of the admission process is an interview aiming at oral self-presentation (story about themselves, their motivation to choose their job, previous experience with children) and an analysis of a short video with pedagogical situation (Aufnahmeverfahren, 2020).

Stellen Sie sich vor, Sie sind Lehrer/in:

Wie gern führen Sie vermutlich folgende Tätigkeiten aus?

		sehr ungern	ungern	weder gern noch ungern	gern	sehr gern
1	den Schüler/innen einen Sachverhalt erklären	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2	Konflikte zwischen den Schüler/innen zu klären versuchen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3	Fachliteratur zu meinen Gegenständen lesen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4	bei einem Elternabend über mögliche Bildungswege informieren	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5	überprüfen, was die Schüler/innen können	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
6	neue Schüler/innen in die Klasse integrieren	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 1. A sample of the Linkert scale questionnaire for applicants of the German-speaking Belgium

In the Netherlands, after the registration, applicants are obliged to fill in the survey and submit their motivation letter. After that, they proceed to an in-person interview with successful applicants, aiming at identifying the level of speaking English and motivation of applicants. During this interview, there are also Mathematics tasks and group tasks to identify team-working skills of applicants.

In Luxembourg, the admission test includes a part, where applicants provide general information about them which serves to gather some basic information about a various cohort of enrollees.

On the assessment level, there is a *trend to taking in the results of the admission test as a formative assessment*. In most educational systems in the Benelux countries, the admission test does not influence the rating of the applicant. In Flanders, the results of the test give applicants an opportunity to identify their weaknesses and show the higher school the way to individualize the professional development of a student (Vlaamse Hogescholenraad, 2020). Based on these results, students can study the program in three or four years. Moreover, in some higher schools (e.g. Artesis Plantijn Hogeschool Antwerpen) the results of the enrolment test are regarded as a placement test and after it first-year students undergo a screening test to identify further ways to individualize their professional development. There are the following ways to individualize preservice teacher training, for example using online trainings in Spelling and Mathematics; extracurricular courses; 1:1 student consultations; group consultations; part-time trajectory of the program (60 ECTS of the first year are split into two years) (Vlaamse Hogescholenraad, 2020).

In Wallonia there is no admission test and further individualization of the study route takes place during the studies at the instructor's decision (Holovatenko, 2021, 259).

In the Netherlands, regardless of the interview result, applicants make their own decision on applying or not to the program. The interview with them is aimed to demonstrate their strengths and weaknesses, but not to select them or create a rating.

In the German-speaking Belgium, only a part of the admission survey where applicants learn about a role of a teacher and evaluate their personal characteristics is considered as a formal assessment.

However, a different trend can be identified in Luxembourg, where results of the subject tests are important, and the test results are summative.

Based on the identified organizational trends, the author would recommend adapting and implementing the following practices into the Ukrainian process of admitting applicants to the Primary Education program:

- introducing full online application process to enable communication with the HEI through applicant's profile in the system;
- further digitalization of the application and the enrolment process in HEIs (full online paperless application process);
- charge the admission fee for processing offline applications to encourage a more responsible choice of future career and HEI;

After structuring the trends on the content level, the author would like to suggest:

- admitting to teaching programs based not only on the knowledge tests, but also on the identification of applicants' personal characteristics;
- enhancing the domain of identifying motivation by Linkert scale surveys;
- introducing foreign language as one of the compulsory subjects;
- including in-person interviews and the identification of personality traits, self-presentation and soft skills into the steps of the admission process;

Identification of trends on the assessment level enables the author suggesting:

- introducing a formative assessment part into the admission process (learning about teachers' responsibilities, self-assessment of personal characteristics) to balance the summative and formative approach towards assessment of enrollees.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

In this study we have analysed the trends of the admission process in the Benelux countries on three levels: organizational, content and assessment. On the organizational level, we have identified a trend to digitalization of the admission process to teaching programs; commercialization of the admission process; organization of a multi-step enrolment procedure. On the content level, we have identified a trend to identification of compulsory subject tests for applicants; including the identification of motivation and personal aptitude towards teaching into the admission process. On the assessment level,

we identified a trend to taking in the results of the admission test as a formative assessment.

Based on the identified trends, the author suggests practices to be implemented into Ukrainian realities. Prospects for further research are in analysing ways of building individual student trajectories during their studies.

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ТЕНДЕНЦІЇ ОРГАНІЗАЦІЇ ВСТУПНОГО ПРОЦЕСУ НА СПЕЦІАЛЬНІСТЬ «ПОЧАТКОВА ОСВІТА» ДО ЗАКЛАДІВ ВИЩОЇ ОСВІТИ У КРАЇНАХ БЕНІЛЮКСУ

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Ця стаття є порівняльно-педагогічним дослідженням процесу вступу до вищих навчальних закладів у країнах Бенілюксу. Метою статті є виявити тенденції процесу вступу на програми «Початкова освіта» в країнах Бенілюксу та шляхи впровадження перспективного досвіду в Україні. Дослідження ґрунтується на якісній методології з використанням широкого спектру емпіричних методів. Зібрані дані структуровані в тенденції на організаційному, змістовому та оцінювальному рівнях. На організаційному рівні виявлено тенденцію до диджиталізації процесу вступу на освітню програму; комерціалізація процесу вступу; організація багатоступеневої процедури зарахування. На змістовному рівні виявлено тенденцію до виділення обов'язкових предметів у переліку документів для вступу; визначення мотивації та особистих здібностей до роботи вчителем у процесі вступу. На оцінювальному рівні виявлено тенденцію до формульованого характеру результатів вступного випробування. У статті визначено шляхи впровадження кращих практик в Україні.

Ключові слова: вступ; тест; країни Бенілюксу; вчитель початкових класів; вчитель початкових класів.

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DEVELOPMENT OF YOUTH IDENTITY AND I-CONCEPT

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ABSTRACT

The article is devoted to the psychological phenomenon of identity and self-concept, and the peculiarities of their development in early youth. An attempt was made to compare different interpretations of the concept of identity, and the main aspects and types of identity were considered. Various approaches of domestic and foreign scientists to the problem of identity formation are analysed. A psychological analysis of scientific approaches to the problem of identity during the period of personality maturation was carried out. The main mechanisms of self-identity development in the process of ontogenetic development of the personality are highlighted. The results of the study of social roles and individual characteristics (family, interpersonal, individual-age, educational-professional, personal-civic, personal-individual) are presented, and the ratio of types of personal identity and the level of awareness and acceptance of them is determined. It is shown that identity is an integral component of a person's personal development, the result of self-awareness and self-determination of one's "I". The result of these processes is a dynamic system of a person's ideas about himself, evaluations of his actions, thoughts, feelings, morality and interests, ideals and motives of behaviour, a holistic assessment of himself as a person, his place in life, a sense of the personal value of everything that is included in the sphere "I". The study of the psychological foundations of this concept is important for the self-development, and self-actualisation of the individual, which contributes to the formation of a mature, and later professional identity of the individual.

Keywords: identity; identification; self-concept; social and personal identity; self-identity; professional identity.

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INTRODUCTION

In the social and psychological realities of our time, there is a need to develop the problem of identity, to understand the psychological changes in the processes of the formation of individuality, and the role of this

phenomenon in the development of the individual as a participant in transformational socio-economic changes.

Constant transformations in society, and immersion in diverse social relations, stimulate people to continuous development, the desire to meet social expectations, and at the same time to preserve their personal uniqueness. This requires a deep knowledge of oneself and one's potential. This problem is especially relevant for youth.

Pezeshkian (1996), the founder of the method of positive psychotherapy, pointed out that a person is a mine full of precious stones. Therefore, one of the priorities of the educational process is the task of finding a hidden valuable treasure, raising it from the depths of the human soul and showing it to the world in the form of revealing natural gifts and talents, which ultimately leads to the development of a person's identity and self-realization.

PROBLEM STATEMENT

Identity is an internal, self-creating, dynamic structure that provides a sense of integrity, continuity and identity of the individual and is associated with a person having a clear self-definition, which includes the choice of goals, values and beliefs that a person follows in life.

The notion of 'identity' combines two meanings: the identity of a person with himself ("Who am I?"), and exclusive sameness with someone or something ("Whom, what I belong to? Or Whom am I similar with?"). Identity formation is a purely individual process, special for each person. To a large extent, it is determined by the internal characteristics of the individual and the influence of the social environment, in a particular family, school, and ethnic characteristics. Identity is an inseparable characteristic of a person, which is manifested in the recognition of one's uniqueness, on the one hand, and the feeling of belonging to a certain community, on the other.

A sensitive period for the formation of an adequate identity is youth, in which psychological readiness for self-determination is formed and awareness and evaluation of one's qualities, the level of harassment, and one's own self-image takes place. A sense of identity creates conditions for young people to meet their individuality, and personal and professional self-determination and growth are built on this.

The purpose of the article is to find out the composition of the concept of personal identity, to reveal the peculiarities of identity development in early youth, and to investigate the relationship between the types of personal identity and the level of their awareness empirically.

BACKGROUND

The analysis of fundamental research and publications reveals international psychologists who investigate this issue, e.g. A. Waterman, E. Erikson,

E. Fromm, Z. Freud, J. Lacan, J. Miller, M. Klein, J. Tashfield, J. Turner, G. Tejfel, J. Piaget, R. Fogelson.

Among Ukrainian scientists, this issue was studied by V.S. Ageev, H.M. Andreeva, I.S. Kon, V.A. Yadov, who emphasized the study of self-awareness and self-identification of the individual.

Recent publications focus on youth's self-esteem (Minczanowska, 2019), self-development (Żmudzka, 2021), national identity (Ostrowska, 2020), cultural identity (Ahmed et al., 2022), and sexual and gender identity (DiGuseppi et al., 2022). Besides, the research objectives are youth shifting identities (Johnson & West, 2022), and preventing aggression in youth (Chmielewska, 2020). Moreover, scholars investigate various methods of developing youth in educational institutions, e.g. the cognitive-behavioural coaching method (Koc, 2021).

Investigating identity of youth, Burns (1986), Erikson (2006), Marcia (1980), and Plaza et al. (2013) emphasize in their works that identity is the goal of personality development, its creative direction and productivity, which is especially important for self-realization not only of individuals but society as well. They drew attention to the problem of balancing social and personal identity.

The concept of 'identity' first appeared in psychiatry in the context of studying the phenomenon of 'identity crisis', which describes the state of mental patients who have lost their idea of themselves and the sequence of events in their lives. Erikson (2006) transferred it to developmental psychology, showing that identity crisis is a normal phenomenon of human development. He singled out eight age stages of human development and considered adolescence and youth to be the most important in the formation of identity. An important neoplasm of youth is personal self-determination and identity.

The formation of personal identity, that is, the feeling of individual self-identity, continuity and unity, is the central psychological process of youth. Adolescence is the age of growth of "I" power, the ability to express and preserve one's individuality. The identity crisis characteristic of student age is connected with this — a special moment of development, when vulnerability and the potential of the individual develop equally dynamically. There is a basis for overcoming the fear of losing one's self in the conditions of group activities, intimacy or friendship. At the same time, "I" tests its strength, and through confrontation with other people, young men find clear boundaries of their psychological space, which protect them from the danger of the destructive influence of others.

According to Erikson (2006), the main task faced by the individual in early youth is the formation of a sense of identity, in contrast to the role of the uncertainty of the personal "I". The formation of identity is a consequence of the individual's separation of himself from the surrounding environment and is manifested as a sense of wholeness, and self-identity.

Erikson (2006) is considered the founder of the theory of identity, which is vividly and in detail revealed in the work "Identity, Youth and Crisis."

The author indicated that the awareness of the identity of the subject to himself, the search for an answer to the questions: “What am I?”, “What would I like to become?”, “Who do I take for?”, understanding the continuity of one’s own personality over time is called identity. The scientist describes identity as a core in the structure of the self, as a subjective and inspired feeling of identity and integrity, as a process of organizing life experience into an individual self, and as a very complex connection between the individual and the social. Identity determines an individual’s ability to assimilate personal and social experience, and to maintain one’s own integrity and subjectivity in the changing external world.

The psychologist considered the central core of the personality to be the so-called ‘psychosocial identity’, which is based on the individual’s acceptance of a holistic image of himself in combination with his social connections and is experienced as a feeling of compliance with the requirements of society.

Erikson (2006) indicated that three signs indicate a sense of identity:

- 1) a sense of internal identity and integration in the time of the past and future, which are closely related to the present;
- 2) a sense of internal identity and integration in space, i.e., regardless of location, a person perceives himself as a whole and considers his own actions and decisions as internally conditioned;
- 3) identity is experienced among significant others when a sense of individuality is maintained and developed in relationships.

Therefore, the mechanism of identity formation in ontogenesis is identification, which is understood as the process of self-identification with another person, group and values that exist in society, and as a mechanism of socialization of an individual, the formation of his personality, which affects the development of self-awareness. Thus, Erikson (2006) saw the function of identity as the ability to distinguish oneself from the world of others and to reflect a person’s internal acceptance of social ideals and norms. He called this structure social identity.

In psychological science, two main types of identity are distinguished: personal and social, as two large subsystems of the self-concept, which play the role of a regulator of self-awareness and social behaviour of a person.

Personal identity is considered as a person’s feeling of his own inevitability, the uniqueness of his life experience, which gives a certain identity to himself. According to Kohn (1989), the personal identity of an individual is his awareness of his own self, “reflected in terms of his own biography”, which is manifested in his “ability to maintain and continue his own narrative as the story of his Self, which preserves its integrity, regardless of changes of its individual components” (p. 6). Harmonious interaction and complementarity of personal and social identity ensure comprehensive personal development.

According to Burns (1986), the term ‘identity’ is fundamentally synonymous with the self-concept. Self-concept is a core formation of the ontogenetic development of a person, a central link of self-awareness, a relatively established

dynamic and to some extent conscious system of a person's ideas about himself, a complete image of his own self, which synthesizes his self-perception as he is, wants to be in the ideal and has must become This is a dynamic system of a person's ideas about himself, which includes awareness of his physical, intellectual and other properties, self-esteem, subjective perception by the individual of factors that affect him. It includes the following criteria:

- 1) 'Spiritual self' — the inner and subjective existence of a person, a set of his religious, political, philosophical and moral attitudes;
- 2) 'Material Self' — what a person identifies with himself (intellect, activity, private property);
- 3) 'Social self' — recognition and respect that a person receives in society, its social role.
- 4) 'Physical Self' — the human body and its primary physiological needs.

Self-concept is a collection of all the individual's ideas about himself and includes beliefs, evaluations and behavioural tendencies. However, the self-concept, like any subsystem of the personality, cannot be considered a one-dimensional entity, it should not be reduced to the sum of the individual's specific ideas about himself.

The self-concept is considered from the point of view of the content and nature of self-concepts, the complexity and differentiation of these concepts, their subjective significance for the individual, as well as the internal integrity and consistency, adequacy of the sense of one's own identity (Burns, 1986, 51).

The development of the self-concept is one of the main processes in a person's life, which actively manifests itself in adolescence and young adulthood and continues throughout life. Successes or failures that will occur in a person's life depend on the features of the formed self-concept. It also defines the scope of possibilities, that is, what a person is capable of doing. By expanding the boundaries of our own "I" we get to know ourselves, opening the sphere of the possible for ourselves, and forming our own identity. Being aware of an adequate and realistic idea of oneself, the self-concept seems to endow us with new abilities. The model of the world as a representation of oneself in it is the central part of mental life. Only in the mirror of our own picture of the world do we have the opportunity to see ourselves as a whole. The comparative image of the self, which characterizes the knowledge of oneself compared to other people, gives the individual a sense of his own uniqueness and provides the need for self-determination and self-realization.

So, a person's definition of his own essence, his own "I" by identifying himself with a certain group of people, which is perceived as his own, based on such criteria as beauty, truth, goodness, humanism, equality, and freedom, is called identification. Identification is a conscious process of combining an individual with a certain society, and identity is the result of this process.

Researchers point out that identity is a volatile characteristic. Its development is determined by many reasons, among which the factors of conscious regulation and personal choice occupy a large place. This is how the Canadian psychologist

J. Marcia (1980) considered identity in the context of the problem of decision-making. He defined identity as an ego-internal structure that is formed through the choice of some specific alternatives that a person faces in life. Each solved problem strengthens the ego, fills it with content, reveals strengths and weaknesses, and contributes to the awareness of the purposefulness and meaningfulness of one's life. Personal history is formed as identity is formed, which has four typical variants of its formation:

- 1) Diffuse, not yet formed, blurred identity. It means that the individual has not yet made a responsible choice.
- 2) Preliminary identification, 'doomed variant of development'. The young man has already adopted a certain identity, having gone through a complex and painful process of introspection, he is already included in the system of adult relationships, but this choice was not made consciously, but under the influence of the outside or according to ready-made standards.
- 3) Deferred identity, or identification moratorium. This is the stage when a young person tries to develop an identity and is directly in the process of professional and world-view self-determination, but postpones the final decision for later.
- 4) Achieved, a mature identity. Indicates that the individual has found himself and entered the period of practical self-realization (Marcia, 1980, 159-187).

These stages reflect the general logical sequence of identity formation, but this does not mean that each of them is a necessary condition for the next one. Only the moratorium stage inevitably precedes the stage of identity achievement, since the search that takes place in this period serves as a prerequisite for solving the problem of self-determination.

Solving every, even minor, life problem is a certain contribution to the achievement of identity. As you make more and more diverse decisions about yourself and your life, the identity structure develops, awareness of your strengths and weaknesses, purposefulness and awareness of your life increase. Marcia emphasizes that identity development can include many other aspects, but his model is based specifically on the problem-solving aspect (Marcia, 1980, 162).

In his publications, he also notes that identity develops throughout a person's life and is carried out in two ways:

- 1) gradual awareness of some data about oneself (name, citizenship, availability of abilities, etc.), this path leads to the formation of an appropriated or previous identity;
- 2) a person's independent decision-making about what to be; this path leads to the formation of an achieved identity (Marcia, 1980, 174).

The dynamics of identity consist of the constant identification of a person with objects of the external world, which turn out to be consonant with his deep mental life.

The position-approach to the definition of identity in the writings of Karikash (2008) plays an important role in the above-mentioned problem-solving. The author singled out identities that correspond to the levels of conflict in Pezeshkian's (1996) positive psychotherapy: 1) situational ("Who am I in this situation?"); 2) characterological ("Who am I? What am I?"); 3) basic, which involves self-identification based on such stable categories ('big figures') as gender, nationality, race, language, profession, age, religion, etc. Such self-identity provides greater stability, and structural completeness of the self-concept, creating a sense of integrity and confidence (Karikash, 2008, 18–19).

The identity formed on the basis of age self-identification in the context of existential values is defined by the scientist as existential identity ("Who am I on this life path?"). Existential identity, in turn, is divided into five types ('vertices') that replace each other in the process of ontogenesis: I-son/daughter, I-man/woman, I-father/mother, I-person, and I-part of the universe. At the same time, the author notes that such existential periodization should not be considered a formal stage of development. After all, different identities can intersect, compete and complement each other at the same time. This approach allows us to imagine identity as a dynamic system of interaction with oneself and the world.

Establishing one's identity in close relationships with other people and developing one's professional identity is the most necessary task that a person faces in youth. Therefore, the stability of self-identity is the basis of optimal functioning and psychological well-being of a person, which is associated with a stable sense of internal integrity and harmonious integration with social requirements; it is a basic attitude towards oneself.

Karikash (2008) attributes professional identity to the so-called basic identities: "Professional identity is not what we possess as professionals, but what we are as professionals in essence." (p. 18-19). The path of professional maturity is not a linear process but passes through a series of successes and existential crises, the so-called "Five Peaks of Destiny", five levels of identity formation.

The formation of a person as an individual takes place in the youth, when a young person, having gone through a complex path of ontogenetic identification with other people, has adopted from them socially significant personality properties, the ability to empathize, to actively become moral towards people, towards himself and towards nature.

METHODOLOGY OF THE RESEARCH

When studying identity, such techniques as the "Who am I?" test are used. Kuhn-McPartland, D. Leontiev's value orientation research method, S. Pantileev's self-attitude research method, L. Shneider's "Personal Identity Study" method (MBOI).

The test “Who am I?” was chosen for the study. M. Kuhn and T. McPartland, aimed at studying the meaningful characteristics of a person’s identity and is a free self-description followed by content-analytical processing. This technique refers to methods of non-standardized self-reports, which have their advantages (the ability to analyse self-description and self-attitude expressed in the subject’s own language) and disadvantages (difficulty of self-description, the ambiguity of interpretation). Despite its shortcomings and apparent simplicity, the test of twenty statements is one of the most popular and sought-after methods for researching various aspects and types of identity.

In the content analysis of the answers, the method contains the following scales:

- 1) educational and professional characteristics (teacher, master’s degree, manager),
- 2) individual age (gender, age, person, creature),
- 3) family (wife, husband, son),
- 4) personal-civic (personality, Ukrainian, citizen),
- 5) interpersonal (comrade, friend),
- 6) personal-individual (smart, cheerful, caring) (Bondarchuk, 2014, 125-126.).

By calculating the number of points for each group of characteristics, it is possible to determine their significance for a given personality. The availability of the test procedure makes it possible to use it not only for research and educational purposes, but also for psychotherapeutic and corrective purposes. Various modifications of the methodology are used in the practice of education, counselling, and work of correctional and training groups.

Let’s analyse the demographic characteristics of the respondents. The survey was conducted among students of the Applied College “Universum”. The average age of respondents is 15–18 years. The total number of respondents was 38: 20 girls and 18 boys. The parameters by which the respondents were grouped were: the origin of the respondents, and their plans for their future job. In total, 5 groups were conditionally formed: rural students, urban students; students from urban-type villages, rural working youth and urban working youth.

We used the following methods: “Identity statuses” by J. Marcia, “Identity protection strategies” by Breakwell, “Identity status interview”, “Ego-identity test”, “Interpersonal diagnosis questionnaire” by T. Leary.

THE MAIN RESULTS OF THE STUDY

According to the results of the survey, from the total number of questions, those that are indicators of the transformation of social identity associated with the migration of rural youth to the city were selected. In the space of these features, factor analysis was carried out, which allowed us to identify significant factors that, according to their semantic content, could

be interpreted as psychological mechanisms of transformation of social identity: “idealization of one’s own group”, “de-idealization of one’s own group”, “group de-identification”, “active involvement”, “idealization of self-image”, “confrontation”, “de-idealisation of self-image” and “conformism”. Next, we will analyse the specifics of the functioning of individual psychological mechanisms in different socio-demographic groups of young people and determine the specifics of the manifestation of the functional load of the mechanisms depending on the age, gender, origin and plans for the future place of residence of the respondents, and their level of education. In order to emphasize the effect of these mechanisms depending on the demographic indicators of the respondents, as well as to clarify the fact of statistical dependence between the selected mechanisms and the socio-demographic characteristics of the respondents, the method of two-dimensional analysis was applied.

38 second-year students of the “Universum” College took part in the psychological study. As a result, the following ratio of types of identities was obtained:

Table 1.

Results of Psychological Research

Nº	Scales	%
1	Personal-individual (intelligent, cheerful, caring)	33.08
2	Family (wife, husband, son)	16.08
3	Interpersonal (comrade, friend)	15.44
4	Individual-age (gender, age, person, creature)	12.90
5	Educational and professional characteristics (teacher, master’s degree)	12.13
6	Personal and civil (Ukrainian, citizen)	10.37

Personal-individual qualities are the most manifested (33.08%), and personal-civic qualities are the least formed (10.37%), which is typical for early youth. For most students, the pace of personal identity development is ahead of the pace of professional identity development. The process of professional self-determination in youth is just beginning. According to the research results, it can be seen that the professional identity (12.13%) of college students is almost the same as the gender identity (12.9%). This indicates a certain level of self-determination, a conscious choice of profession and the gradual formation of a civic position.

The results of this study and the theoretical analysis of the literature on the problem of identity in early youth allow us to draw the following conclusions: the basis of identity development in early youth is personal self-determination, which has a value-semantic nature, in which ideas about oneself and the world and professional self-determination.

The relationship between the types of personal identity is directly related to the level of their awareness, and therefore the goal of the article has been achieved.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

Identity is considered a complex, multidimensional phenomenon. The structure of identity remains an open question of psychological science, as it is a dynamic formation that is actively formed in youth, develops throughout a person's life and is the result of self-awareness and self-definition of one's "I". This development is carried out unevenly and non-linearly, passing through overcoming crises and forming different types of identities.

The main functions performed by identity are integrity, continuity and determination of the individual, ensuring similarity with some people and difference from others; ensuring the process of differentiation, which is manifested in the certainty of boundaries, integrity and independence of the self; recognition of social status, professional self-determination; integration of the Self, which is manifested in the subjective association of oneself with other people, as well as the choice of ways of this integration. Therefore, the most important functions of the identification process help young people find their place in the social structure, find meaning and systematize their experience.

Further scientific research in this direction should be directed to the development of a strategy of psychological support for the formation of gender, professional and civic identity in early youth.

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ФОРМУВАННЯ ІДЕНТИЧНОСТІ ТА РОЗВИТОК Я-КОНЦЕПЦІЇ У МОЛОДІ

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Стаття присвячена психологічному феномену ідентичності та Я-концепції, особливостям їх формування та розвитку в ранньому юнацькому віці. Зроблено спробу порівняння різних трактувань поняття ідентичності, розглянуто основні аспекти та види ідентичності. Проаналізовано різноманітні підходи вітчизняних та зарубіжних учених до проблеми формування особистості. Проведено психологічний аналіз наукових підходів до проблеми становлення та розвитку особистості в період дорослішання особистості. Висвітлено основні механізми формування Я-ідентичності в процесі онтогенетичного розвитку особистості. Представлено результати дослідження соціальних ролей та індивідуальних характеристик (сімейних, міжособистісних, індивідуально-вікових, освітньо-професійних, особистісно-громадянських, особистісно-індивідуальних), визначено співвідношення типів особистісної ідентичності та рівня усвідомлення та прийняття вони визначаються. Показано, що ідентичність є невід'ємною складовою особистісного розвитку людини, результатом самоусвідомлення та самовизначення свого «Я». Результатом цих процесів є динамічна система уявлень людини про себе, оцінок своїх вчинків, думок, почуттів, моралі та інтересів, ідеалів і мотивів поведінки, цілісна оцінка себе як особистості, свого місця в житті, почуття особистої цінності всього, що входить у сферу «Я». Вивчення психологічних основ цього поняття є важливим для саморозвитку, самоактуалізації особистості, що сприяє формуванню зрілої, а згодом і професійної ідентичності особистості.

Ключові слова: ідентичність; ідентифікація; самоусвідомлення; соціальна та особистісна ідентичність; самоідентичність; професійна ідентичність.

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METHODOLOGICAL SUPPORT OF INTERCULTURAL COMMUNICATION OF STUDENTS IN ENGLISH LESSONS

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ABSTRACT

The article is devoted to methodological support for the formation of intercultural communication among school students in English lessons. The aim of the article is to describe the methodological support which can be used to form the intercultural communication of school students in English lessons. Analysis and systematisation of the methods for the formation of intercultural communication among school students the English lessons were chosen as the leading methods. The author mentions that in the era of globalization and digital society, the development of science, and technology and the pace of people's life is constantly accelerating. Thus, nowadays, one of the most necessary skills of a modern person is his or her readiness for intercultural communication, which supposes his or her ability to communicate with representatives of different cultures and to achieve the desired result — mutual understanding. It is pointed out that secondary school has to form

the readiness for intercultural communication since adolescence. This age is sensitive to the formation of moral and cultural qualities of personality, character, attitudes, stereotypes of behaviour thinking, and world-view which provides an opportunity to instil national and universal human values in teenagers, to cultivate a respectful attitude towards another culture. Also, the most favourable environment for acquiring and learning international communication skills is the English lesson. It is almost impossible to communicate with representatives of other cultures without knowing English. It is defined that the effective methodological support for the formation of intercultural communication among school students in English lessons depends on the correct usage, combination and sequence of methods, techniques and means. Different methods of forming intercultural communication among school students the English lessons are given: verbal narrative, clarification, discussion, lecture, illustration method, displaying, dramatization method, dialogic teaching and technologies, simulations and interactive simulation methods, methods of biographic reflection, role plays, method of projects, WebQuests, training method.

Keywords: school students; English lessons; international communication; method; methodological support.

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INTRODUCTION

It is known, positive experience and knowledge are the person's best assistants in any area of his life. The earlier a person begins to engage in a certain useful activity, the more time and chances he has to expand his horizons, enrich his knowledge, and acquire the necessary skills and abilities.

It is of particular importance for modern generations, because in the era of globalization and digital society, the development of society, science, technology, as well as the pace of life of most people is constantly accelerating. Population migration takes place between different countries, information is exchanged in large volumes.

Therefore, today, one of the necessary qualities of a modern person is his readiness for intercultural communication, which involves the ability to communicate with representatives of different cultures, achieving the desired result — mutual understanding. At the same time, the most effective communication is possible only if the communicators are able not only to understand a foreign language but also to interpret the actions, behaviour, words, gestures and facial expressions of the interlocutor in accordance with the interpretation of their meanings in the latter's culture.

PROBLEM STATEMENT

It is obvious that high school, starting from adolescence, should form a readiness for intercultural communication and teach a person the necessary

skills. Also, there is no doubt that the most favourable environment for learning and mastering these skills is the lessons of a foreign language, because, without its knowledge, communication with representatives of another culture may turn out to be impossible.

At the same time, pedagogical conditions, methods, techniques, and means of effective formation of teenagers' readiness for intercultural communication in foreign language lessons remain unresearched and not properly substantiated and require further scientific developments.

It should be noted that all students of current secondary education institutions belong to the so-called "Z" generation (born in 2004 and later), who are distinguished by creativity, perceive information better than their predecessors, but usually rely not so much on their knowledge, but on the use of gadgets. They feel free in a networked Internet environment and quickly navigate in artificially simulated situations, but they have a somewhat reduced motivation to study at school, since, if necessary, most of the information they need can be obtained from Internet resources.

Also, modern teenagers prefer communication in mobile messengers to "live" communication. As a result of early contact with the latest technologies, which affects their development and socialization, representatives of this generation better master knowledge in a game form, and rules, formulations and other information are easier for them to perceive in the form of infographics.

The correct understanding of these features of modern students by teachers depends on the correctness of creating pedagogical conditions, choosing methods, techniques and means of education and training of teenagers, in particular those that are used in the preparation for intercultural communication.

BACKGROUND

The works of many scientists were devoted to the concept of intercultural communication, in particular, K. Klakhon, E. Hall, R. Porter, D. Trager, A. Kreber. The study of various aspects of the theory of intercultural communication was carried out by the following scientists: S. Huntington, K. Berger, E. Hirsch, G. Hofstede, E. Hall. L. Vygotsky, V. Humboldt, M. Zhinkin, I. Zimnya, V. Skalkin studied a number of issues of speech activity and communication; learning foreign languages with a special purpose was investigated by V. Buchbinder, B. Coffey, R. Johnson, G. Stone, E. Waters, D. Williams, W. Strauss, F. Eppert; structure and content of communicative competence — A. Aleksandrenko, A. Sycheva and others. Among Ukrainian scientists, V. Andrushchenko, L. Guberskyi, I. Dzyuba, P. Donets, V. Yevtukh, G. Kasyanov, M. Kushnaryova, L. Nagorna, P. Skrypka devoted their research to issues of intercultural communication.

The issue of intercultural communication and cultural education attracts contemporary scholars as well. For example, Liddicoat, (2022) investigates

interculturally in education. Besides, contemporary studies are focused on developing intercultural communication through threads of personal experiences (Liu, 2022), the dialogical relationship (Simpson, 2022), and via ICT, e.g. through computer-mediated communication (Wang & Devitt, 2022), educational video courses (Mospan, 2022), telecollaboration (Villegas-Paredes, 2022), and in virtual classrooms (Minett et al, 2022; Salomão, 2022),

It is worth mentioning, that the COVID-19 pandemic has affected communicative skill development methods and format. It resulted in different students' experiences and attitudes. For example, university students evidenced an increase in communicative skill development in distance learning (Mospan et al, 2022, p. 100). However, school students faced challenges with a lack of communication with classmates (Mospan & Sysoieva, 2022, p. 29). Therefore, the article aims to investigate of intercultural communication development at school students in English lessons in new educational environments.

METHODOLOGY

The methodological basis of the presented research is a synthesis of the statements of various scientific approaches.

The cultural approach (E. Husynskiy, M. Kagan, Yu. Turchaninov, V. Frankl) consists of the interpretation of education as a means of human formation in culture. The basic ideas of this approach regarding the conditioning of a person's internal development by external cultural events were substantiated in the cultural-historical theory of L. Vygotsky. That is, a person is a subject of culture, a bearer of the cultural world order.

Thus, in the process of the formation of readiness for intercultural communication, on the one hand, the individual appropriates a certain cultural product, on the other hand, the individual creates new cultural values.

The axiological approach (I. Bekh, M. Yevtukh, I. Ziazun, V. Kremen, N. Tkacheva) is based on the concept of 'value'; 'educational values' is a methodological strategy aimed at forming the value-meaning sphere of the individual. The essence of the axiological approach in the context of our study is related to the orientation of the educational environment to the formation of a valuable attitude to intercultural communication. At the same time, objective values are appropriated and transformed into personal values.

The active approach to the formation of readiness for intercultural communication is connected with the activity theory of assimilation of social experience by the individual (L. Vygotsky, P. Halperin, V. Davydov, O. Leontiev, S. Rubinstein). In the format of its provisions, intercultural communication is carried out in the process of the adolescent's own, internally motivated activity directed at the objects and phenomena of the surrounding world. With the help of active, 'passionate' (O. Leontiev) activity, the appropriation of social experience by a person is realized, the development of his mental abilities, systems of relations with the objective world, other people and himself.

The technological approach (V. Bespalko, P. Husak, L. Danylenko, M. Klarin, L. Koval, O. Moroza, G. Selevko, D. Chernilevskyi) involves the instrumental management of the educational process, the productive use of certain forms and methods of education and upbringing, as well as an algorithmic sequence of certain actions aimed at forming the formation of teenagers' readiness for intercultural communication at the lessons of the English language. Considering the above-mentioned, it becomes clear that the achievement of the set goal of a specific lesson, the corresponding section, and the entire course of preparing teenagers for intercultural communication depends on the correct use, combination, sequence of methods, techniques and tools that will be used for this.

Therefore, the presented scientific approaches determine the strategic orientations of the process we are studying.

RESULTS

Thus, previously, in addition to using verbal methods, teachers oriented previous generations of students to work with the books that contained the main sources of obtaining educational information. Accordingly, teenagers mainly used such methods and techniques of working with literature as reading, retelling, writing, drawing up a plan, tables, diagrams, etc.

Currently, almost all the necessary information can be found on the relevant sites on the Internet, on YouTube, in messengers and on other relevant resources. At the same time, it has been proven that videos allow you to "immerse yourself" in a certain culture, its peculiarities, customs, and traditions, and feel its flavour much better than a book.

Therefore, now, it is desirable to supplement the book and verbal methods of teaching with visual methods and the method of demonstration using multimedia, even from the initial stage of training.

After all, only oral narration (a narrative form of disclosure of educational material with the aim of encouraging students to create a certain image in their imagination), explanation (based not so much on imagination as on logical thinking using the previous experience of students and involves revealing the essence of a certain phenomenon, process), and even a conversation (on the basis of the previous experience of the students through dialogue, they are involved in the awareness of new phenomena, concepts or the reproduction of already existing knowledge) or a lecture (revealing in the verbal form the essence of phenomena, scientific concepts, processes that are in a logical connection with each other, united by a common theme) will not be interesting enough for teenagers of the generation "Z".

Instead, if they are proportionally supplemented with methods of illustration (showing objects and processes in their symbolic representation, in the form of photographs, drawings, etc.) and demonstration (showing objects and processes in their natural form, in dynamics), this will arouse much greater interest in teenagers.

Under such conditions, the use of verbal methods will allow students to learn hard-to-understand material much more easily, including the basic categories of intercultural communication, which include such concepts as nation, people, ethos, mentality, national stereotype, prototype, archetype, symbol, cultural code, national (language, value, conceptual) picture of the world, the conceptual sphere of the nation, etc.

It will also help teenagers to develop independence, purposefulness and communication skills in the practical application of acquired knowledge.

Similar visual methods must be used during a dispute (dispute on a scientific or social topic), a discussion (discussion of any issue) and when using the dramatization method (which allows you to successfully develop the creative abilities, imagination and activity of students). This allows the majority of students to participate in subject-subject interaction.

Moreover, the point of view of certain scientists who, in addition to the use of the specified dialogue methods, single out and promote the use of dialogue technologies also seems to be correct. In particular, Hoydosh (2012) defines dialogue technologies as “a set of forms and methods of learning based on dialogic thinking in interactive didactic systems of the subject-subject level” (p. 72).

Tamarkina (2016) emphasizes that dialogic learning technologies make it possible to involve almost all students “in the process of learning, where they can exchange thoughts and ideas in conditions of emotional comfort and a creative atmosphere in class” (p. 97).

Pidborskyi (2012, p. 134) singles out such types of dialogue technologies as problem-search dialogues, seminars-discussions, educational discussions, heuristic conversations, and analysis of specific situations. The purposes of using dialogue technologies could be different:

- 1) training (predict the interviewer’s behaviour, quickly mobilize and provide the necessary information, etc.);
- 2) application of acquired knowledge, abilities and skills in practice;
- 3) training, change of settings;
- 4) development and stimulation of creative thinking, etc.

In the opinion of these scientists, which we fully share, dialogue technologies should be based on the principles of cooperation to solve a certain common goal, the involvement of all teenagers, mutual respect and mutual understanding between the participants of the dialogue, tolerance, and tolerant attitude towards the communicator.

The use of such technologies during the formation of teenagers’ readiness for intercultural communication should ensure both the direct interaction of the teacher with students and students among themselves, which facilitates the assimilation of educational material.

Taking into account that, in our case, we are talking about the use of dialogue technologies and methods in the lessons of a foreign language, not the native language of the participants, certain difficulties will inevitably arise during

their communication, which depends on the unequal level of foreign language proficiency, communication skills, characteristics of the character, temperament and other reasons. At the same time, the teacher's briefing conducted before the lesson, his presence and control during the lesson, as well as competent intervention in the situation should minimize or completely eliminate all contradictions and inconveniences in communication in a timely manner.

There is no doubt that dialogue methods and technologies provide the opportunity to create many different individual and group situations of intercultural communication. The intellectual and emotional energy of the participants in the training helps teenagers to analyse and evaluate these situations and to learn the basic stereotypes of behaviour more quickly and effectively. This result is achieved thanks to the creation of a natural environment for participants to get to know each other and develop more open relations between them; cooperation of participants in the learning process for joint activities; encouragement them to turn to their experience and through it to evaluate practical situations of communication in the present. Thanks to the dialogue, teenagers apply language knowledge and skills in practice, acquire the ability to express their own point of view and justify their ideas on the basis of the material studied and the experience gained. In addition, such training introduces students to the rules of foreign language discussion, teaches correct forms of communication depending on the situation, and helps to formulate and express one's own opinion in a foreign language.

In particular, in the course of using dialogue technologies during the formation of the readiness of school students for intercultural communication, it will be quite appropriate to partially use deductive (first the students are informed of the general norms of communication, after which they begin to analyse specific situations in accordance with such norms), inductive (a number of facts are presented with the help of multimedia visual situations are demonstrated, after which the teacher leads teenagers to generalizations), reproductive and problem-solving methods of learning, which involve increased activity of students in perceiving and memorizing new educational material.

Furthermore, these technologies make it possible to widely use the brainstorming method, which should activate the mental activity of students, and contribute to the processes of overcoming communication barriers and the formation of new ideas for solving problematic tasks or situations. This method is perhaps the best way to teach teenagers to cooperate in a team, allowing them to develop creativity, and the ability to make timely and adequate decisions, which is absolutely necessary for the implementation of high-quality intercultural communication.

Also, in our opinion, preparing teenagers for intercultural communication with the help of dialogue technologies should include methods of simulation and interactive modelling, biographical reflection and self-evaluation, and role-playing games.

Thus, the methods of simulation and interactive modelling consist of the artificial creation of specific situations of intercultural communication and the prediction of possible options and results of communication based on different conditions, points of view and other aspects. Simulation situations, as a rule, are a generalized experience of intercultural communication of all participants in the learning process.

The method of biographical reflection involves understanding one's own biography in order to clarify one's identity as a bearer of national culture, and the forms of manifestation of this identity in everyday life. This method helps to identify one's own cultural standards and reveal the mechanism of cultural self-perception. The self-assessment method is used to identify certain types of behaviour in intercultural communication and consider them from the appropriate angle.

The method of role-playing games is characterized by teenagers playing roles that reproduce frequently repeated situations of intercultural communication. In the study of intercultural communications, this method creates a game experience, thanks to which the interests of the interacting parties, and their form of behaviour, develop the ability to perceive the norms or values of another culture. The value and importance of role-playing games were emphasized by P. Babynska, W. Littlewood, E. Maslyko, O. Pometun, L. Pyrozhenko and other researchers.

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Similar goals are pursued by the project method, which can be used in the presence of a significant problem of intercultural communication, the solution of which requires integrated knowledge, and research (e.g. solving interethnic conflicts with certain groups of people, overcoming culture shock).

From the point of view of optimization of the process of formation of teenagers' readiness for intercultural communication, the following types of projects will be the most interesting:

- Role-playing (gaming), where communication forms of behaviour in situations similar to reality are simulated by means of the game. Their participants perform roles in accordance with the goal and task of the project. In terms of form, role-playing projects are similar

to simulation and interactive modelling methods. Participants receive the final results of the project only at the stage of its completion.

- Informative, where the participants collect the necessary information about a certain phenomenon of intercultural communication and conduct a study, analysis and generalization of the information and facts obtained. The purpose of such projects is to create conditions for an independent search of the necessary information, gaining experience in working with various information sources using modern technical means — smartphones, tablets, laptops, etc.
- Creative, where the participants have freedom, both in fulfilling the basic conditions of the project and in the design and presentation of its result. Their goal may be to acquaint teenagers with the peculiarities of cultural communication of certain peoples and ethnic groups, develop intercultural communication skills, in particular, preventing or resolving conflicts, developing students' presentation skills (for example, the ability to hold their own in front of a foreign-cultural audience).
- Exploratory — research, where the students' activities are aimed at solving the problem of intercultural communication, the outcome of which is unknown in advance. The purpose of these projects is to form the skills of search activity and educational research; to develop the skills and abilities of independent activity with educational material. The stages of such projects are identifying the problem, forming an assumption, planning and developing research actions, collecting information, analysing and summarizing it, conducting an experiment, analysing the received materials, processing the search or research result, and public presentation of the project. The product of the activity can be a publication, a directory, a recommendation, etc.

These projects include:

- independent (individual, pair, group) activity of students;
- structuring of the substantive part of the project (with an indication of phased results);
- use of research methods: definition of the problem of the researched tasks arising from it, putting forward a hypothesis for their solution, discussion of research methods;
- discussion of methods of design of final results (presentations, defence, creative reports);
- collection, systematization and analysis of received data; summing up, design of results, their presentation; conclusions, proposing new research problems.

No less important for the process of forming the readiness of modern teenagers for intercultural communication will be the technology, which involves the active use of information and communication technologies and combines elements of games and interactive learning. This technology, called WebQuests, was introduced into scientific circulation by Dodge (1997),

a professor of educational technologies at the University of San Diego (USA) in 1995.

In the lesson using this technology, most or all of the information used by students comes from the Internet. The web quest allows both students and teachers to be creative and productive, to use the created educational environment to initiate imagination, solve set problems, and promotes discussion of important issues (Bowman, 2000, p. 100). The web quest provides an opportunity to search for additional information on a certain topic, allowing it to attract huge volumes of information from Internet resources. At the same time, the teacher, focusing on different levels of language training of teenagers, conducts a preliminary selection of sites, which makes it possible to exclude the possibility of teenagers using 'inconvenient' sites for them, or sites with unconfirmed, erroneous or biased information.

Dodge (1997) identified six consecutive stages of the web quest, which present the students' step-by-step activities:

- 1) introduction (contains basic information, and explanations that prepare the student to complete the web quest);
- 2) task (implies the performance of tasks that allows students to learn and improve current knowledge by collecting information through a web quest, to involve students in research activities);
- 3) a set of information sources necessary to perform the task (includes Internet resources, web documents available via e-mail, or real-time databases available for online search, as well as books and other documents physically available);
- 4) settings (inclusion of instructions to resources);
- 5) description of the process (a detailed step-by-step description of the stages that direct their execution);
- 6) recommendations (on organizing the received information) and conclusion (analysis and summary) (p. 3).

During the preparation and execution of the tasks of the web quest, teenagers become active participants in the educational process and are fully responsible for solving the questions posed to them. At the same time, students have the opportunity to communicate with real native speakers and study authentic video-audio facts, photo documents, and other necessary information, including in real-time. This forms the ability and skills to choose the most optimal ways of obtaining and using information, and teaches teenagers to independently and timely make adequate decisions in the field of intercultural communication. Thanks to web quests, teenagers can make up for a certain lack of theoretical and practical knowledge, expand their horizons, and develop cognitive abilities, creative initiative and independent thinking.

Another form of problem-based learning is the training method, which also involves the maximum active participation of students, mutual exchange of experiences and the use of effective group interaction. In general, teenagers receive a text with a description of a specific problem. They need to study

the situation and choose an adequate solution. Then the students get into small groups, discuss the pros and cons of the proposed solutions and try to establish the most optimal one. In most cases, there is no single correct solution. The simultaneous existence of several alternative solutions and the possibility of choice from the flexibility of the approach to considering problems. Participants are faced with the task not so much of finding a single answer, but of asking correct and useful questions that may imply the existence of several alternative solutions.

CONCLUSIONS AND PROSPECTS

Considering the recent sharp increase in the volume of communication between Ukrainians and citizens of the European Union, Great Britain, the United States, and other countries, the creation of an effective methodology for the formation of teenagers' readiness for intercultural communication in foreign language classes is considered one of the main tasks for the national high school. After all, the knowledge acquired by teenagers will become the foundation on which, in turn, the readiness for intercultural communication of students of professional educational institutions or institutions of higher education will be formed. Certain part of teenagers, immediately after completing their studies at school, will choose a career path, and then the skills and abilities they have acquired in intercultural communication will be able to come in handy. It has been proven that more effective methods of forming intercultural communication among teenagers in English lessons are such as verbal narrative, explanation, discussion, lecture, illustration method, demonstration, dramatization method, dialogic teaching and technologies, modelling and interactive modelling methods, methods of biographical display, role-playing games, project method, Web quests, training method.

The aspect of the problem related to the development of conditions for the effective formation of intercultural communication among teenagers in English lessons requires further study.

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МЕТОДИЧНИЙ СУПРОВІД ФОРМУВАННЯ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ ПІДЛІТКІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

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Статтю присвячено методичному забезпеченню формування міжкультурної комунікації підлітків на уроках англійської мови. Метою статті є опис методичного забезпечення, яке можна використовувати для формування міжкультурної комунікації підлітків на уроках англійської мови. Провідними методами дослідження обрано аналіз та систематизацію методів формування міжкультурної комунікації підлітків на уроках англійської мови. Зазначено, що в епоху глобалізації та цифрового суспільства розвиток науки, технологій та темп життя людей постійно прискорюються. Тож сьогодні однією з найнеобхідніших навичок сучасної людини є її готовність до міжкультурної комунікації, що передбачає її здатність спілкуватися з представниками різних культур і досягати бажаного результату — взаєморозуміння. Наголошується на тому, що загальноосвітня школа має формувати готовність до міжкультурного спілкування ще з підліткового віку. Цей вік є сензитивним для формування морально-культурних якостей особистості, характеру, поглядів, стереотипів поведінки, мислення, світогляду, що дає можливість прищеплювати під-

літкам національні та загальнолюдські цінності, виховувати шанобливе ставлення до іншої культури. Також найбільш сприятливим середовищем для набуття та вивчення навичок міжнародного спілкування є урок англійської мови. Без знання англійської мови практично неможливо спілкуватися з представниками інших культур. Визначено, що ефективне методичне забезпечення формування міжкультурної комунікації підлітків на уроках англійської мови залежить від правильного використання, поєднання та послідовності методів, прийомів і засобів. Наведено різні методи формування міжкультурної комунікації підлітків на уроках англійської мови: словесний наратив, роз'яснення, дискусія, лекція, метод ілюстрації, показ, метод драматизації, діалогові методи та технології, методи моделювання та інтерактивного моделювання, методи біографічного відображення, рольові ігри, метод проєктів, Веб-квести, метод тренінгу.

Ключові слова: метод; методичне забезпечення; міжнародне спілкування; підліток; уроки англійської мови.

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METHODS OF PARALITURGICAL CHORAL COMPOSITIONS IN STUDENT CHOIR CLASSES

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ABSTRACT

The article focuses on revealing the methodology methods of paraliturgical choral compositions in student choir classes, namely, phonetic features of Church Slavonic hymns, nature of sound production, dynamic ensemble, vocal and timbre ensemble, and phrasing. The role of religious and spiritual culture, spiritual choral art is highlighted. The importance of spiritual choral music in the repertoire of the student choir is substantiated, and the system of Christian values is singled out. It was determined that currently, one of the urgent issues of art education is the revival of the spirituality of the nation, the search for new landmarks, a new system of values. The positive effect of spiritual singing on a person has been proven as well. It was determined that paraliturgical chants have a pedagogical and psychotherapeutic effect on the formation of personality, occupy an important place in the repertoire of student choirs. The interdisciplinary connections between the study of paraliturgical choral works and the subjects of the musical cycle are analysed, e.g., history of music, solfeggio, harmony, voice production, conducting. It was emphasized that in working on paraliturgical choral works, it is important for leaders of educational choral groups to master the special skills and abilities.

Choral singing is a carrier of enormous informational and educational potential, containing interdisciplinary communicative connections of the main subjects of the musical cycle: solfeggio, music theory, harmony, polyphony, history of music, analysis of musical forms, solo singing, conducting. The article

examines the main problem in the work of choirmasters, namely, the lack of knowledge of the traditional style of sacred music, its genre affiliation, and stylistic features.

Keywords: *singing; dynamics; vocals; ensemble; phrasing; intonation; conductor.*

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INTRODUCTION

Preservation and development of the traditions of domestic choral performance is carried out in the system of professional education of future music teachers in choral classes, where the professional level is largely determined by the repertoire, in accordance with the spiritual requirements of the time. Paraliturgical choral music is one of the important sections of the choral repertoire; it combines the canonical texts of psalms, cantos, carols with church practice. Spiritual choral music has always been the artistic layer on which singing voices were nurtured. This is a unique school of a cappella choral singing, which is based on smoothness of voice delivery and naturalness of voice formation.

The world is constantly experiencing a moral crisis associated with the loss of morality, Christian values, because the emphasis is on temporary materialism.

The formation of spiritual values through the study of vocal and choral art in the education system becomes especially relevant. The art of choral singing is an art of unique technical, artistic, and communicative capabilities. Paraliturgical singing serves as the basis of moral and spiritual education of the individual, the dominant core of the educational work of educational institutions.

PROBLEM STATEMENT

Choral art in ancient times was in the field of view of philosophers, musicians and social reformers. According to Plato of Athens (427–347 BC), choral singing is a divine and heavenly occupation that strengthens all that is good and noble in man (Kaminska, 2018).

The works of I. Kuchynska, N. Maslova, V. Medushevskiy, O. Rebrova, O. Rudnytska, I. Sidanich, O. Sukhomlynska, M. Tkach, S. Ship and others are devoted to issues of spiritual development of the individual. In pedagogy, the problem of spiritual values is substantiated in the works of V.Andrushchenko, A.Hlushchenko, N.Kosinska, O.Mayba, M.Mario, O.Oleksyuk, Y.Chornomorets, and others. Features of the formation of vocal and choral skills are the field of view of domestic scientists and pedagogues V. Antonyuk, S. Vovka, N. Grebenyuk, Z. Goncharenko, A. Kozyr, T. Levshenko, S. Svitailo, B. Teplovym and others.

In educational discourse, the issue of music education is widely discussed. For example, music is considered as intercultural education technology (Zheyuan, 2017; 2018), as means of mental imagery (Küssner et al., 2022) and emotional intelligence development of teachers (Rakityanska, 2020). Besides, many works are focused on development of phonemic hearing in students (e.g., Mospan, 2022; Sonia & Lotfi, 2016). Choral singing in classes is an objective of research as well. For example, contemporary scholars study choral chanting (Yagi, 2022), a non-professional choir (Hiney, 2022), the influence of choral practices on creative thinking (Zhou, 2021), and GALA choruses on social change (MacLachlan, 2020). However, paraliturgical choral compositions in classes is lack of attention. Therefore, the article aims at presenting the methods of teaching paraliturgical choral compositions in student choirs.

BACKGROUND

Paraliturgical choral music, its historical development, covers more than eleven centuries. From the very beginning, from the time of the Baptism of Kyivan Rus to the present day, it is one of the important components of the temple synthesis of arts: architecture, sacred texts, icons, specific incense, ritual decorations, etc.

Didactic and methodical aspects of spiritual choral singing are revealed in the publications of N. Davydovskyi, N. Kostiuk, T. Kuznets, V. Martynov, G. Pankevich, T. Plyachenko, D. Razumovskyi, P. Kharlampovich, and others. Ukrainian composers turned to spiritual music, namely: M. Berezovsky, D. Bortnyanskyi, M. Kolesa, M. Lysenko, K. Stetsenko, M. Leontovych, S. Lyudkevich, and others, as well as modern composers A. Alekseeva, L. Vasina, H. Havrylets, V. Davidenko, Z. Zhbanova, V. Poleva, I. Sakhno, O. Tarasenko, B. Filts, M. Tsololo, M. Shuh, and others.

Fundamental studies of the content of paraliturgical choral works were reflected in the works of M. Antonenko, N. Babichenko, A. Bolgarskyi, D. Bolgarskyi, Y. Voskoboinikova, I. Yeletskih, G. Lapaev, M. Lysenko, L. Masol, M. Kaminska, I. Sakhna, T. Chizh, M. I. Filipova and others.

However, the imperfect study of the peculiarities of working on paraliturgical choral works in the classes of the educational choral collective requires a more generalized disclosure of this issue based on competence-based, personality-oriented, axiological approaches. On the basis of scientific research, it is worth justifying the specifics of the performance of paraliturgical choral works and making a brief historical excursion about the origin of this genre.

The first example of choral singing is mentioned in the Holy Scriptures, where it is said about the angels who glorified the newborn Christ (Gospel of Luke 2:14). "...And suddenly the power of the heavenly army appeared with the Angel, praising God and saying: "Glory to God in the highest, and on earth peace, goodwill among people." Sacred music is the main foundation of the work

of composers J. Bach, L. Beethoven, J. Haydn, H. Handel, V.A. Mozart and others (Babichenko, 2017).

METHODOLOGY

Among the genre stratification of sacred choral music, it is possible to single out several general genre groups to which modern composers turn. According to A. Kovalev's research, there is a triad of genre groups that are directly related to church singing culture: traditional genres, mixed genres, non-traditional genres. The scientist refers to the traditional genres of songs that are included in the Old and New Testaments, namely: (psalms and biblical songs, stichira, tropars, kondaks, hymns), that is, those songs that make up the singing structure of Orthodox services (evenings, liturgy, prayers, and memorial services), formed in the bosom of the Orthodox Church and subject to the hierarchy. To the same group, the researcher includes paraliturgical works that are part of the divine service, but occupy a separate place from the divine service, because their performance is not provided for by the Statute, but is allowed. These works are most often written to the texts of psalms, as well as individual prayers, and have a concert character.

RESULTS

Let's consider the method of working with paraliturgical choral works in the classes of the educational choral group. In music and encyclopedias, the concept of 'paraliturgical music' means the general name of text-musical forms that are similar in style (in texts and music) to liturgical ones, but which are not used in official (canonical) worship (Maiba, 2017). Prayer and poetic texts in the form of paraliturgical music are newly created (non-biblical), in a typical case they glorify the Lord Jesus Christ, the Mother of God, Christian saints, biblical prophets, paraphrase typical biblical subjects. In the context of our research, paraliturgical choral works are songs of religious themes, both for church and concert purposes.

A wide range of musicologists studied this layer of musical creativity: T. Bulat, T. Sheffer, O. Shreyer-Tkachenko, O. Hnatyuk, Y. Medvedyk, S. Shcheglova, M. Cherepanin, L. Shevchuk-Nazar, and others.

Currently, Ukrainian and foreign paraliturgical choral music occupies a special place both in the concert repertoire of educational choral groups and in the pedagogical practice of students majoring in "Musical Art" in educational institutions of Ukraine. Turning to works of spiritual content require special knowledge and a special performance culture. Choral singing is a carrier of enormous informational and educational potential, containing interdisciplinary communicative connections of the main subjects of the musical cycle: solfeggio, music theory, harmony, polyphony, music history, analysis of musical forms, solo singing, conducting.

The genre palette of paraliturgical works includes: songs as components of canonical church services, individual prayer songs, carols and their arrangements, wedding and funeral songs.

Let's look at calendar ritual paraliturgical choral works — carols.

Carols in Ukrainian musical art occupy an important place among choral genres. The ancient origin of the texts of church carols formed a valued layer of semi-professional authorial culture of the Baroque era, which often in its musical component is close to the stylistics of folk and secular songs in terms of intonation and partly metro-rhythmic, but at the same time differs in the evolution of the complexity of the musical fabric.

Composers V. Matyuk, M. Leontovych, M. Lysenko, M. Kopko, S. Lyudkevich, D. Sichynskyi, T. Kupchynskyi, and others turned to this genre.

Regarding the method of learning Christmas carols. In working with the educational choral team on these paraliturgical works, it is necessary to focus attention on the content of the work. Thoroughly analyse from the point of view of Christian theology and substantiate in a religious excursion. The next stage is work on musical expressive means. Definition of the form, characteristics of the main melody-theme, latotonal structure of the work. Detailed harmonic analysis of the work using generally accepted functional notation. Conclusions about his harmonic language. And actually, perfect work on each choral part and on the choral piece as a whole. Church carols as a genre of paraliturgical music at the end of the 19-th and the first half of the 20-th centuries were actively included in the everyday life of the people, became widely popularized, and therefore became the subject of study in the educational discipline "Choir class" in music institutions. Christmas carols were performed during Christmas services, in concert programs dedicated to Christmas and in the home. They prescribed the features of secular and folk songs in the plane of intonation and partly metro-rhythmic, but at the same time during the first half of the 20-th century there were distinguished by a clearly traced evolution of the complexity of the musical fabric (Isaieva & Shainer, 2021).

In the curriculum "Choir class" in the recommended list of choral works, we find carols: "God is eternal", "Sing in harmony", "Rejoice", "The universe rejoices", "A star in the sky", "The gift is now abundant", "New joy has become", "Christ is born", "Oh wonderful, wonderful", "Rejoice all people", "God has seen, the Creator has seen", "Heaven and earth" and others.

For example, consider the carol "Christ is born". The carol was written for a mixed choir, in the key of G major. The size of the work is 6/8, which conveys lightness and airiness. Tonic and dominant harmony prevails. In the fifth bar, there is a deviation to the parallel minor. The key stages are the work on melodic and harmonic ensembles. The rhythmic pattern does not cause difficulties, there are sixteenths of duration, which must be sung rhythmically accurately, without speeding up the tempo. The vocal ensemble involves an academic manner of singing (see *Fig. 1*).

The image shows a musical score for a choral work titled "Christ is born" (Хри-стос ро-див-ся). The score is written for two systems of voices, each with a soprano and bass line. The music is in 8/8 time and G major. The lyrics are in Ukrainian. The first system of lyrics is: "Хри-стос ро-див-ся, Бог во-пло-тив-ся, У Віф-ле-єм-ській; 2. Пас-ти-рям віс-ти, ті-ї воз-віс-ти, Аг-нен-стре-гу-щим". The second system of lyrics is: "шо-пі днесь, ста-д в но-чи, Ві-та-є Бо-га, зем-ля у-бо-га, І ве-се-лить-ся; ста-д в но-чи, Тім же у-тіш-но, в Віф-ле-єм спіш-но, Бі-жать, як тіль-ко".

Figure 1. "Christ is born"

The problematic issue of paraliturgical singing is the duality of sensuality and religious norms of restraint, and even some severity. The leitmotif of spiritual choral singing is the harmony of the human state of mind, the spiritual growth of the individual. According to Medushevskiy (2000), the intonation of art, its main specific property, integrally absorbs the energies acting in society and forming the atmosphere of life. The foundation of the spiritual fortress of culture cannot be only secular music. Secular music should focus on spiritual music as a moral support.

Work on paraliturgical choral works is characterized by the interrelationship of physiological, emotional, volitional, intellectual and motivational components of the individual's activity, the activation of sensory mechanisms of aesthetic perception, auditory, musical and auditory perception.

One of the first schools in Ukraine to teach sacred singing was the Ostroh Academy. At the same time, in Ostroh, the well-known "Ostrozh chant", the predecessor of the "Kyiv chant", arose among the East Slavic peoples. And the earliest document in which church chants are recorded is the "Supralsky Irmologion" (1596).

Spiritual music is one of the main components of artistic culture. Church teachers and Christian writers emphasize the positive impact of spiritual singing on a person. Paraliturgical choral singing, in comparison with secular choral works, offers, in addition to text and melody, a third important component — an elevated, spiritual state. The Christian plot of the text of paraliturgical choral works carries educational potential (ethos), a complex of spiritual and moral ideas. In the same way as letters, words, phrases build a single structure of the text, the leader of the choir, the members of the choir

must learn to rise from one or another song to the general dramatic idea, meaningful context. Spiritual choral music gives a unique opportunity to realize your life not as a selfish, individual second-hand, but as gratitude and love.

CONCLUSIONS AND PROSPECTS

Thus, in the work of the educational choral team on paraliturgical choral works, it is worth focusing attention on the spiritual meaning of hymns, their sacredness, content, symbolism, genre. Paraliturgical choral music is a highly moral, didactic layer, a great value of all world art, which makes you think, empathize, and analyse. The study of paraliturgical choral music is an integral component of the formation of students' spirituality.

We see the prospect of further scientific research in the disclosure of pedagogical conditions and pedagogical principles of work on paraliturgical choral works in the educational choral group.

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МЕТОДИКА РОБОТИ З ПАРАЛІТУРГІЙНИМИ ХОРОВИМИ КОМПОЗИЦІЯМИ НА ЗАНЯТТЯХ НАВЧАЛЬНОГО ХОРОВОГО КОЛЕКТИВУ

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У статті зосереджена увага на розкритті методики роботи з паралітургійними хоровими творами на заняттях навчальних хорових колективів, а саме: фонетичні особливості піснеспівів церковнослов'янської мови; характер звуковедення; динамічний ансамбль; вокальний та тембровий ансамбль; фразування. Висвітлюється роль релігійно-духовної культури, духовного хорового мистецтва. Обґрунтовано значення духовної хорової музики в репертуарі студентського хору; виокремлено систему християнських цінностей. Визначено, що на сучасному етапі одним з актуальних питань і завдань мистецької освіти є відродження духовності нації, пошук нових орієнтирів, нової системи цінностей. Доведено позитивність впливу духовного співу на людину. Визначено, що паралітургійні піснеспіви мають педагогічний та психотерапевтичний вплив на формування особистості, займають вагоме місце у репертуарі студентських хорів. Проаналізовано міжпредметні зв'язки між вивченням паралітургійних хорових творів та предметами музичного циклу: історія музики, сольфеджіо, гармонія, постановка голосу, диригування. Наголошено, що у роботі над паралітургійними хоровими творами, важливо досконало володіти спеціальними вміннями та навичками керівникам навчальних хорових колективів.

Ключові слова: спів; динаміка; вокал; ансамбль; фразування; інтонація; диригент.

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ETHICAL PRINCIPLES OF SOCIAL EDUCATOR ACTIVITY

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ABSTRACT

The article reveals the importance of ethical regulation of the social educator profession. The ethical principles of socio-pedagogical activity recorded in the code of ethics are characterised by respect for the dignity of each person, priority of the client's interests, tolerance, trust and interaction in solving the client's problems, availability of services, confidentiality, compliance with the norms of professional ethics. The social educator activity requires moral regulation of society as a specially organised and regulated activity, which involves orientation towards personality, and individuality, revealing the essential forces of a person, providing him with comprehensive social-psychological-pedagogical help in solving personal problems, in realising himself as a subject of his own life. The Code of Ethics focuses on the observance of such ethical principles of socio-pedagogical activity as respect for the dignity of each person, priority of the client's interests, tolerance, trust and interaction in solving the client's problems, availability of services, confidentiality, compliance with the norms of professional ethics. The moral aspect of the social educator activity is revealed through a system of moral values, virtues and goodness in behaviour, which guides the observance of the norms of professional ethics in the activity of a modern social educator.

Keywords: ethical principles, ethics, code of ethics, social educator activity.

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INTRODUCTION

The determining factor in the professional activity of social educators is primarily their theoretical training. Without the necessary professional knowledge, it is impossible to solve any practical tasks. At the same time, social educators in their daily activities face numerous ethical problems and dilemmas that are not defined by legal norms, which forces them to act in accordance

with their moral knowledge, beliefs and needs. This actualises the significance of the social educator activity of ethics as a science of morality, which studies the patterns of its emergence, development and functioning, specificity and role in society, moral categories (good and evil, justice and injustice, honour, dignity, etc.), with the help of which a system of moral values and traditions are formed, a certain system of moral principles of behaviour and communication is theoretically substantiated.

PROBLEM STATEMENT

Ethical principles are one of the forms of moral consciousness in which ethical requirements are expressed in the most generalised way. If the ethical norm prescribes what actions a person can perform, then ethical principles express society's requirements for the ethical essence of a person, his purpose, and the nature of relationships between people. **The purpose of the article:** characterise the ethical principles of the activity of a modern social educator.

BACKGROUND

The COVID-19 pandemic launched digital modification of school education (Mospan & Sysoieva, 2022) and higher education (Mospan, 2023), affecting social educator's activity in a virtual environment with digital technologies (Maussumbayev et al., 2022).

The reflection of the main aspects of social educator activity is in the works of O. Bezpalko, Y. Riabova, T. Lyakh, T. Spirina, N. Klishevich, I. Zvereva, A. Kapska, L. Koval, G. Laktionova. Scientific and pedagogical justifications of the process of formation of professional ethics, the system of values and ideals of social educator work, as well as ethical requirements for the professional profile of a social educator, occupied a central place in the modern developments of Yu. Arakelov, V. Bocharova, M. Guslova, T. Demidova, I. Zinchuk, I. Zyazyun, G. Medvedeva, T. Semigina, O. Tikhomirov, T.Kholostova, E. Yarska-Smirnova and others. Questions of social and socio-pedagogical deontology are studied by scientists A. Bilynska, A. Boyko, I. Mygovych, I. Trubavina and others. O. Bobir, G. Vasyanovych, A. Dontsov, T. Mishatkina, L. Horuzha reveal professional ethics in the system of applied ethical knowledge, the essence of a teacher's ethics, and etiquette in a teacher's professional culture. In foreign literature, these questions are given a lot of attention by scientists, in particular, D. Carnegie, L. Kolderg, and S. Shardlow. However, the issue of moral regulation of social educators is outlined only in a general way. There are no clearly defined recommendations for a social educator on how to make business communication non-conflictual, prevent stress, and promote progressive, non-violent communication during professional negotiations, discussions, and conversations, when resolving social disputes.

METHODOLOGY

To achieve the goal of the article, we conducted a theoretical analysis of scientific and methodological articles, Internet sources; pedagogical observations; studying the practical experience of specialists in the field of social education.

Analysis of normative documents and scientific and methodological articles, pedagogical observations: in his work, a social educator must understand and nurture morality, make sense of it, and clearly distinguish the qualities of goodness and indifference in relations with the client and his family. This forces the specialist to rely on both universal morality and professional deontology, i.e. the system of moral norms and principles developed within the professional community and recorded in program documents, primarily ethical codes of national associations of social educators. Perhaps the most important for the work of a social educator is the principle of tolerance, which means tolerance of other people's thoughts and beliefs. It is worth noting that the very idea of tolerance has a long history because it arose in deep antiquity as a solution to the problem of the attitude towards a religious minority. The problem of tolerance was not openly discussed at that time, but its motives can be seen in the writings of such thinkers as Aristotle, Heraclitus, Antiphon, Seneca and others. As a social phenomenon, tolerance reflected the need for religious tolerance during the dialogue and interaction of various cultural traditions and practices, was one of the grounds for learning about other cultures and created prerequisites for mutual understanding and acceptance.

RESULTS

Tolerance as an ethical principle was introduced into science by J. Locke in his work "Epistola de tolerantia" ("Letters about tolerance", 1688) (Riabova, 2021). According to the philosopher, the argument in favour of tolerance is, firstly, the fact that coercion is not able to convert a person to the path of sincere, religiously fulfilling faith, and secondly, the difference in the main tasks and functions that the church and the state should perform, respectively. In 1689, the British Parliament issued the Toleration Act, because it quickly became clear that the legitimate coexistence of several churches does not lead to anarchy and loss of control, but makes the state stronger. In this way, tolerance for the first time demonstrated its potential as an effective tool for achieving political harmony among various forces under the conditions of their preservation of legal freedom and the right to be themselves. Therefore, in the future, the concept of tolerance spread not only to the sphere of interreligious relations but also to the majority of social relations that arose due to the difference between people and communities, and cultures. In his work, the social educator is obliged to adhere to the "Declaration of the Principles of Tolerance", which was adopted by the UNESCO General Conference on November 16,

1995 (Lyakh & Spirina, 2021), even if some categories of clients do not attract the sympathy of specialists, but their political, religious and national characteristics, behavioural stereotypes and appearance are unusual.

This means recognizing the differences between people, and the diversity of clients and showing tolerance for the manifestations of this diversity, but the reluctance to impose certain views and beliefs. Article 2 of the Declaration states that at the state level, the implementation of the principle of tolerance requires the existence of fair and impartial legislation, compliance with law and order, and judicial and administrative norms. The state should ratify existing international conventions on human rights and, if necessary, develop new legislation in order to ensure equal relations and equal opportunities for all groups and every individual in society. In this regard, Article 3 of the Declaration states, special attention should be focused on the least socially protected groups, which are in unfavourable social or economic conditions, in order to provide them with legal and social protection, in particular, in matters of housing and in matters of employment, protection of health, ensure respect for the identity of their culture and values, promote their social and professional growth and integration, in particular, by means of education. Education of tolerance is defined as one of the leading educational tasks of the 21st century, and as one of the necessary conditions for effective professional training of a future specialist in the social sphere. Closely related to the principle of tolerance is the ethical principle of social pedagogues, which ensures that no disrespect for the individual is allowed, because every person is unique and unique, has the right to self-realisation, which does not lead to the violation of similar rights of other people.

Specialists in social and pedagogical work provide assistance to anyone who turns to them for protection, support, consultation or advice without any discrimination regarding gender, age, physical or mental disabilities, social or racial affiliation, religion, language, political views, sexual orientation. This is precisely what the principles of service availability and dominance of client interests indicate. The last principle means the understanding by the social educator of the priority of the client's motives, reasons and goals, which, due to a special volitional impulse and desire, direct him to moral actions. The principle of trust and cooperation in solving the client's problems requires the specialist to work with clients in an effort to solve any problems they face. This principle is based on a benevolent attitude to the client's problems, which is based on confidence in his honesty, correctness, and willingness to solve any difficulties under the terms of mutual agreements. The social pedagogue defines the client's problems together with him, encourages him to make an independent decision, but at the same time bears responsibility for the consequences provoked by this decision.

It is clear that compliance with this principle and the development of such moral qualities as integrity, decency, and responsibility are mandatory for the future specialist. A social educator must always remember the principle of confidentiality, and in relations with the client treat him with respect, in no

case limiting his will and rights. Respect is a defining feature of social educator activity, which implies justice, equality of rights, trust in a person, an attentive and polite attitude to his aspirations, sensitivity, delicacy, and modesty. Lyakh et al. (2022) note that respect for the individual has many forms. There are many different ways of showing respect to different social and cultural groups. We must take into account what is considered polite and tactful in groups that differ from our own group.

Violation of this principle is physical violence, contemptuous treatment, injustice, inequality, rudeness, psychological pressure and injury, etc. We note that the basis of dignity is the will of a person within the limits of his moral activity, and in this case, everyone should have the opportunity to constantly affirm himself as a moral person by independent participation in all areas of social life. Specialists in social education work should strive to create conditions for the highest degree of freedom for each individual, eradicating all possible types of exploitation. But only after earning the trust of the client, the specialist can hope that the latter will open his whole soul to him, hiding nothing. In any case, the social educator must listen to the client very carefully, showing it even outwardly, without interrupting him in any way. Hence, they need to develop such professional personal qualities as patience, and endurance, and professional skills as the ability to understand others and listen to them. The client should be perceived as a person, whoever he may be, and not as a representative of certain strata of the population. Belief in a person's ability to change, perceive differences, prevent social exclusion of people, etc., is extremely important for practical social work.

In professional activity, there are two layers of manifestation of moral regulators — at the level of the external ethical culture of behaviour, which is manifested, for example, in human politeness, tact, and at the level of a deep internal understanding of moral categories and ideas that turn into beliefs: ideas about good and evil, professional duty. The learned ethical categories create a system of internal professional and ethical culture that regulates the activities of social educators. This allows us to distinguish the functional components of the system of professional and ethical culture of a social educator:

- regulatory component (professional-ethical culture as a system of professional-ethical qualities that are a regulator of social educator relations);
- normative component (professional and ethical culture as a set of professional norms, relations and standards of behaviour);
- an educational component (professional and ethical culture as a factor that forms the moral culture of a participant in professional interaction);
- axiological component (professional and ethical culture as a process of creation, preservation and assimilation of professional and ethical values) (Regueiro et al., 2021).

The last, valuable component is defined by social educators as a creative system because only through the system of values is filtered all the information

perceived and processed by a person. Different people behave differently in the same situation. The difference is determined by the values that a person is guided by and his moral position. The moral value of an act is revealed by comparing it with the ideal of goodness recognized in society, which is fixed in the consciousness of society in the form of a certain set of moral norms, and rules of proper and recommended behaviour.

CONCLUSIONS AND PROSPECTS

Implementation of the content of social educator activities depends on the professional competence of the social educator. However, taking into account the fact that the object of the specialist's activity is children and young people who need help, high ethical requirements are placed on him. The ethics of social educator activity is reflected through a holistic system of moral principles. It is assumed that social educators take into account all the principles related to this or that situation in which their professionalism is realised. Of course, the moral principles recorded in the code of ethics are not an exact algorithm in all possible situations. However, they provide general rules of conduct and provide a basis for judgments about ethical actions. For social educators, it is important not just to learn ethical requirements, as they learn, for example, mathematical formulas. A deep awareness of principles-values is of primary importance here, when they become a person's life guidelines, form his life philosophy and guide practical professional work. Therefore, one of the defining moments of the professional development of a future social educator is the assimilation in the process of professional training of moral principles of professional activity that condition-specific professional problems, in particular, the problem of moral responsibility to the client, colleagues, and society.

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ЕТИЧНІ ПРИНЦИПИ ДІЯЛЬНОСТІ СОЦІАЛЬНОГО ПЕДАГОГА

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У статті розкрито важливість етичної регламентації професії соціального педагога. Охарактеризовано зафіксовані в етичному кодексі етичні принципи соціально-педагогічної діяльності: повага до гідності кожної людини, пріоритетність інтересів клієнта, толерантність, довіра та взаємодія у вирішенні проблем клієнта, доступність послуг, конфіденційність, дотримання норм професійної етики. Діяльність соціального педагога потребує морального регулювання суспільства як спеціально організована та регламентована діяльність, що передбачає орієнтацію на особистість, індивідуальність, розкриття сутнісних сил людини, надання їй комплексної соціально-психологічно-педагогічної допомоги у розв'язанні особистісних проблем, в усвідомленні себе суб'єктом власного життя. Етичний кодекс орієнтує на дотримання таких етичних принципів діяльності соціального педагога, як повага до гідності кожної людини, пріоритетність інтересів клієнта, толерантність, до-

віра та взаємодія у вирішенні проблем клієнта, доступність послуг, конфіденційність, дотримання норм професійної етики. Моральний аспект діяльності соціального педагога розкривається через систему моральних цінностей, чеснот і добра в поведінці, що орієнтує на дотримання норм професійної етики.

Keywords: *етичні принципи, етика, етичний кодекс, діяльність соціального педагога.*

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TEACHER STUDENTS TRAINING TO IMPLEMENT AR AND VR TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

The article is devoted to the problem of students' training at the first educational level of pedagogical specialities (Primary and Preschool education) to the implementation of augmented and virtual reality technologies in foreign language teaching. The notions of AR and VR technologies are clarified, and the necessity and specifics of the use of AR and VR technologies in foreign language teaching are explained. The article observes the use of AR and VR technologies in foreign language teaching as an essential part of the digital competence of the modern teacher. The choice of teaching methods, technologies, and tools in foreign language teaching is emphasised. Therefore, the professional training of pedagogical speciality students' (the first education level) significance is grounded. The depicted examples of such training are based on the working curriculum of the discipline "Mobile learning technology in foreign language teaching of preschool children". This discipline is designed for the students of 012 Preschool education at Borys Grinchenko Kyiv University. This article focuses on the module "Mobile learning technology in foreign language teaching of preschool children," which involves mastering AR technologies in teaching a foreign language at the preschool. The expected learning outcomes for the first education level pedagogical speciality students regarding their professional training to use AR and VR technologies in foreign language teaching are discussed.

Keywords: *AR technologies; digital competence; foreign language teaching; teacher students; training; VR technologies.*

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INTRODUCTION

The COVID-19 pandemic has accelerated the digitalisation of higher and secondary education worldwide. In Ukraine, higher educational institutions and schools faced challenges with the digital transformation of education and the emergency transition to synchronous distance learning. Nonetheless, national university and school students showed their satisfaction with distance online education during the pandemic and chose it as a promising format of education in the future (Mospan et al., 2022; Mospan & Sysoieva, 2022).

Consequently, the rapid digitalisation of educational services requires a modern teacher to develop digital competencies and obtain particular skills in terms of computer literacy, utilising digital tools in an educational environment, assessment, and self-development. Since the process is characterized by its ongoing nature, more technologies appear and are implemented in the educational sphere to improve its quality as well as student motivation. Among the recent educational trends, the concepts of Augmented Reality (AR) and Virtual Reality (VR) are becoming widely discussed (Castaño-Calle, et al., 2022; Jumani et al., 2022; King et al., 2022; Lampropoulos et al., 2022; Tan et al., 2022), which requires specific attention to the possibilities and challenges offered by the aforementioned technologies within the lens of the professional training of pedagogical speciality students to their use of the aforementioned technologies in their future professional activities.

PROBLEM STATEMENT

Professional training of student teachers to utilise AR and VR technologies in foreign language teaching requires specific attention in terms of the popularity they gain and has become extremely important since the concepts of AR and VR have become more and more common in the field of education. The question of the use of the aforementioned technologies in education is already being investigated in terms of higher education and professional training of students of particular specialties and employees training. For instance, surgeons and soldiers have already experienced VR training, and such experience has become increasingly popular and widely used worldwide. This highlights the potential of AR and VR technologies in education and in professional training of pedagogical speciality students specifically to teach them skills necessary to implement the AR and VR technologies in the classroom environment in terms of primary and preschool students' foreign language learning.

BACKGROUND

The constant development of the requirements for the pedagogue is caused by several factors. First is the transformation of the whole education sphere, specifically higher education, due to its integration into the European Higher Education Area, which started in 2005 from the Bologna declaration. Second is the shift to distance learning in terms of the COVID-19 pandemic and the rapid implementation of various digital tools and technologies that accompanied the aforementioned process. In terms of the digitalization of the learning process and the necessity to develop a digital competence of students of pedagogical speciality, the questions of the use of innovative technologies in the process of their professional training arose. Finally, the rapid changes and realities that modern societies deal with provoke the cardinal changes in the list of requirements and demands that social expectations form the image of a contemporary pedagogue. All of these factors emphasize the need to investigate the potential of AR and VR technologies in education, specifically in language learning, and how to integrate the received knowledge into the professional training process of modern pedagogical speciality students. Various aspects of professional training of the students of pedagogical speciality were analysed by scholars. For example, Kotenko & Holovatenko (2020) investigate foreign language primary school teachers' training in Ukraine. Kosharna (2021) represented the European experience of teacher training. Petryk (2021) studies the media didactic support of foreign language primary school teachers' training. Nezhyva & Palamar (2021) analyse the training of future primary school teachers in terms of the urgency of the use of AR in literacy and literary reading lessons. In addition, Karacan & Kemal (2021) consider AR technology as an educational tool for foreign language education. Studying this question, Parmaxi & Demetriou (2020) show that AR in language learning depend on devices used, software installed, levels of education involved, languages presented, and the theoretical framework of AR. Despite the mentioned research, the aspect of the need for professional training of pedagogical speciality students in AR and VR technologies use in their future professional activities was not comprehensively studied and revealed in scientific literature.

METHODOLOGY

The objective can be stated as follows: emphasizing the education potential of AR and VR technologies in language learning to prove the functionality and significance of their integration into the process of professional training of students of pedagogical specialities. To achieve the formulated goal of the paper, the methods of observation, descriptive investigation, as well as study and generalization of scientific publications were used.

RESULTS

The shift that occurs in pedagogy from the use of traditional methods to their digitalization is supported by the emergence of innovations in terms of technologies. Since today digital technologies allow for updating of the learning process both in preschool and primary education in terms of the new societal expectations, the professional training of pedagogical speciality students should also be transformed accordingly. Several disciplines allow them to do it within the content of future teachers' professional training. Before analysing the changes considering the discipline's content, it is necessary to analyse the education potential the AR and VR technologies can offer in the aforementioned process.

It is well-known that the modern generation is surrounded by technological advancements. Digital technologies continue to develop, and more and more innovations such as AR technology and VR technology constantly appear in Education Market. While AR technology is being analysed in scientific literature and considered one of the most influential during the next decade (Alakärppä et al., 2017), the potential of VR technology is still being investigated due to specific circumstances that are discussed further in the paper. Nevertheless, both technologies are forecasted to grow in the Education Market, which makes studying their educational potential, advantages, and disadvantages, as well as the ways of implementation in the modern classroom, very topical.

While both AR and VR technologies offer unique learning experiences, they differ in their nature. AR technologies work with the help of mobile devices that add various digital information to the physical elements in the environment (Augmented and Virtual reality, 2018). VR technologies involve complete immersion in the digital simulation of a world where users can interact with different objects and environments (Augmented and Virtual reality, 2018). Despite the highlighted difference in their functions, both are proven to offer several benefits when used in the education environment, particularly language learning.

The difference between AR and VR technologies allows us to create completely different learning experiences and adapt the aforementioned categories to different age categories. Since there are age limitations to the use of VR technologies (the typical age limitation for VR gaming is 7+, which further differs based on the manufacturer of the headset, for instance, it is 12 for SONY's play station VR and 13+ for Oculus Rift and Samsung's Gear VR. Due to these measures, we could advise the use of VR technologies for the children of primary school and the elder, while AR technologies could be offered for children of preschool educational institutions, but with a strict time limit and wise attitude.

Among the factors mentioned by the researchers that contribute to the use of AR in foreign language learning, several groups are mentioned: improved motivation, satisfaction, attention, engagement, and enjoyment; enhanced

learning performance regarding multiple language skills; reinforcement of interactions between stakeholders and ample opportunities for authentic language tasks (Parmaxi & Demetriou, 2020). As it was aforementioned before, the use of AR technology in foreign language learning is observed within multiple language skills, which are reading, writing, listening, speaking, vocabulary acquisition, comprehension, pronunciation, phonics, and general language skills. Nevertheless, recent research analysis proves that in the majority the main focus of AR in terms of foreign language learning is communication (Parmaxi & Demetriou, 2020). To achieve any of the set aims in the classroom, different types of AR technology are used. Thus, Karacan & Kemal (2021) offer to review AR Applications in terms of three major groups that are namely: Image-based AR, Markerless AR, and Creation-based AR, represented in *Figure 1*.

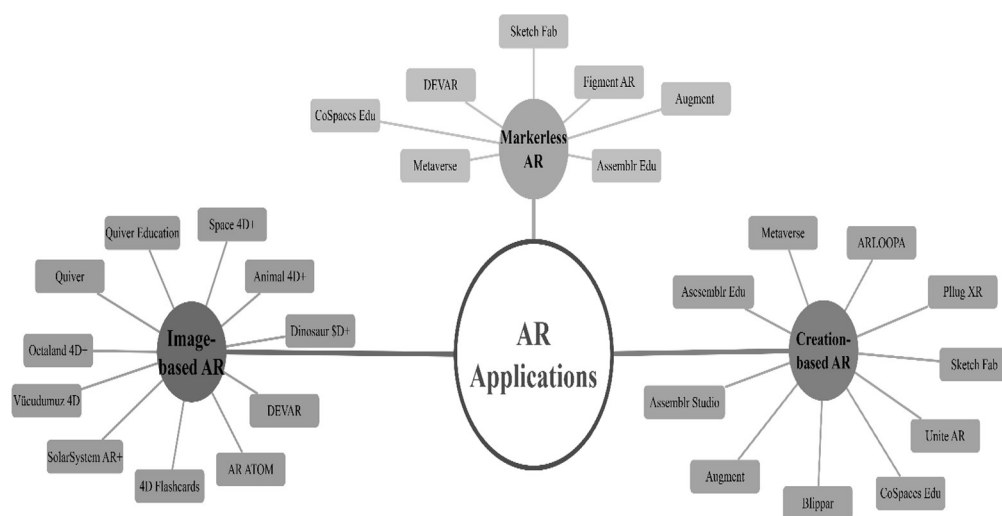


Figure 1. The mind map of AR Applications classification (adopted from Karacan & Kemal, 2021)

The first category of the aforementioned applications offers rather limited functionality since it only works with sets of flashcards that require physical or online purchases. The second category, which often includes the software that could belong to both the second and third categories, includes the ready-to-use materials. Finally, the third category allows creating users their AR products that could have individual settings.

Currently, VR technology is still associated mostly with the video gaming industry, high school and university students have already experienced the benefits of the use of VR technology in their training since it attracted the attention of educators of specific fields such as medicine, chemistry, biology, etc. particularly abroad while it is only making a path in foreign language learning in Ukraine. Though the first VR applications emerged in the late 60s, they were never specifically designed for language learning purposes and became popular recently. Among the certain advantages of the use of VR is overcoming the difficulties that appear in terms of language learning in real

life that are conditioned by time, geographical and financial restrictions in terms of communication and interaction with native speakers as well as the use of target language in the situations of communication due to ability to create a simulated close to reality authentic environment (Panagiotidis, 2021). Thus, VR technology not only offers the contextual presence for language learning but also is based on pedagogical theories, which makes its use in education justified.

Nowadays, the classification of VR systems singles out three of its categories (non-immersive, semi-immersive, and fully immersive VR) that could be realized in language learning depending on the different technologies (Panagiotidis, 2021). Except for hardware, which became available for a large mass market in 2016 the specific software is what makes VR experience possible. Based on the classification offered by Lan (2020) that is applied for language education, the VR applications could be distinguished according to the various pedagogical purposes between five singled-out categories that are revealed in *Table 1*.

Table 1.

The classification of VR applications for language learning (by Lan, 2020)

Category of VR application	Example of the software
Entertainment	VR games: WoW
Social networking	Open Sim Platform, Second Life, Active worlds
Visual experiences	Google Expeditions and Discovery VR-based software (Google Earth VR)
Creation	Minecraft Realms
Operation	Simulations and 3D objects manipulation (Influent)

Some factors slow down the tempo of the integration of AR and specifically VR technologies in the education sphere. The first and the most serious factor is the cost of the hardware that is necessary to implement the VR technologies in the modern classroom (The price ranges from \$400 (Meta Quest 2) to several thousand dollars depending on the model). It is worth mentioning that except for the headset purchase, there are compulsory requirements for the PC system recommendations, specifically for the Graphic Card (GPU). The second factor is the number of available software (free and paid-for) and the time and costs it takes to develop the new one. Nevertheless, despite all the aforementioned issues and critics of the technologies, they already demonstrate and prove the educational potential.

Despite the rapid development and improvement of the learning process, for instance, the use of the augmented reality application Fast AR Kids in primary schools in Ukraine, still the use of similar technologies is limited and is not characterized by systematic character (Nezhyva & Palamar, 2021). Moreover, it lacks the proper methodologies and skills of modern pedagogues to use the aforementioned tools in the education process. Also, the use of either AR or VR technologies is not foreseen by the standard syllabus of the educational

establishments, while the need for professional training of the pedagogical speciality students and formation of their readiness to implement AR and VR technologies in the classroom setting has already been grounded (Nezhyva & Palamar, 2021). All of these emphasize the need to investigate the way AR and VR technologies could be integrated into the professional training of pedagogical speciality students.

Based on the experience of professional training of pedagogical speciality students at the Faculty of Pedagogical Education of Borys Grinchenko Kyiv University, the specific training for the future AR and VR technologies use in the professional career has already started. In particular, the working curriculum of the discipline “Modern technologies of teaching a foreign language to preschool children” for first education level students of 012 Preschool education speciality was updated this year (Rudnik, 2022). The changes pertain to the content of the 10th module of the discipline, which is taught in the 2nd, 3rd, and 4th courses within 12 modules. With the appearance of the topic devoted to Mobile learning technologies of foreign language learning to preschool children, the content of the module transformed as well. During the 7 classes of module 10, future preschool teachers get acquainted with the basics of AR and VR technology and the specifics of various applications, their functionality, and applicability to the defined age category of students and their learning needs.

To manage mobile learning use, the aspects of AR technologies use for preschoolers and VR technologies for primary school students to grant continuing education between preschool and primary education institutions are overviewed and practised during the number of practical classes. Students get acquainted with the available software (e.g., AR Flashcards-Animal Alphabet, Mondly AR, and Catchy Words AR), install it on their devices, and practice using it as well as create the how-to videos on the specific applications that prove the improvement of the level of their methodological and teaching English level skills. Then, the videos are shared and discussed with their group mates to allow them to get acquainted with more useful AR and VR applications during the limited-time frame.

In terms of their self-study, students of 012 Preschool education speciality create infographics while they learn about the benefits of AR and virtual reality tools in foreign language learning to preschool children, as well as create their playlists on their YouTube channels with the best examples of the implementation of AR or VR software in language education. Also, they make useful lists of applications that could be implemented during foreign language learning with preschool children and argument their choices. Thus, preschool education speciality students learn to use the benefits of AR and VR technologies in foreign language learning and develop their life-learning skills since they live in an epoch of rapid changes and quick improvements where education professionals should constantly improve and upgrade their knowledge about what is on and popular in Education Market.

CONCLUSIONS AND PROSPECTS

The overview of the potential of the use of AR and VR technologies in education, particularly in foreign language learning, proves the necessity of further investigation of the topic. Despite the existing limitations to the complete VR technology implementation in the modern foreign language learning classroom environment demonstrates very promising benefits and requires specific attention, support and implementation, while AR technology has already been partially introduced in primary school. The defined advantages of the aforementioned technologies make the creation of educational content and its investigation the prospect of further research as well as the more detailed analysis of the ways of integration of AR and VR technologies in pedagogical speciality students' professional training, particularly investigating their level of readiness to use the AR and VR in their future professional activities.

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ПРОФЕСІЙНА ПІДГОТОВКА СТУДЕНТІВ ПЕДАГОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ ДО ЗАСТОСУВАННЯ AR ТА VR ТЕХНОЛОГІЙ У НАВЧАННІ ІНОЗЕМНИХ МОВ

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Стаття присвячена проблемі підготовки студентів першого освітнього рівня педагогічних спеціальностей (Початкова та Дошкільна освіта) до використання AR та VR технологій у навчанні іноземних мов. Уточнюються поняття AR та VR технологій, пояснюється необхідність та специфіка використання AR та VR технологій у навчанні іноземних мов. У статті розглядається використання AR та VR технологій у навчанні іноземних мов як важлива складова цифрової компетентності сучасного вчителя. Акцентовано увагу на виборі методів, технологій та засобів навчання іноземної мови. Тому обґрунтовано значення професійної підготовки студентів педагогічних спеціальностей першого освітнього рівня. Наведено приклади такої підготовки на основі робочої програми навчальної дисципліни «Сучасні технології навчання дітей дошкільного віку іноземної мови», що викладається в Київському університеті імені Бориса Грінченка, розробленої для студентів спеціальності 012 «Дошкільна освіта» саме в частині опанування модуля «Технології мобільного навчання у навчанні дітей дошкільного віку іноземної мови», яка передбачає опанування використанням AR-технологій у навчанні іноземної мови в дитячому садку. Обговорено очікувані результати навчання студентів першого освітнього рівня педагогічних спеціальностей щодо їх професійної підготовки до використання AR та VR технологій у навчанні іноземних мов.

Ключові слова: технології AR; цифрова компетентність; іноземні мови; студенти педагогічної спеціальності; професійна підготовка; VR технології.

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APPROACHES TO DISTANCE LEARNING IN PHYSICAL EDUCATION IN COLLEGES DURING WAR

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ABSTRACT

Lockdowns and the introduction of anti-epidemic measures to prevent the spread of the acute respiratory disease COVID-19, the war conflict in Ukraine resulted in the implementation of online education, significantly limited the access of students to college gyms and reduced the number of face-to-face classes under the guidance of teachers. This had a negative impact on the health of students. According to the results of the medical examination, about 28% of the students of the “Universum” Vocational College are assigned to the preparatory and special medical health groups. Statistics show that every third of young people have various abnormalities in their health. One of the reasons for this is insufficient motor activity. With the introduction of martial law in Ukraine, the situation regarding the organisation of the educational process has deteriorated significantly. The cyclical commissions of physical education of colleges faced the question of finding new forms and methods of organising classes, taking into account the challenges of the times. The author analysed the advantages and disadvantages of physical education for students in the period of implementation of distance and blended learning. It has been established that mixed training in physical education is a more flexible and diverse form of conducting classes. The transition to a distance and mixed form of education in physical education requires the development of new approaches to the methodology of organising classes, the establishment of personally significant priorities and needs for the physical development of students, the modernisation of existing learning technologies and the development of new mechanisms for effective cooperation between teachers and students.

Keywords: *blended learning; distance learning; physical education; students.*

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INTRODUCTION

The emergency higher education transition to distance learning worldwide was caused by the COVID-19 pandemic (Mospan, 2022). In Ukraine, the introduction of distance and blended learning is a forced measure, which was primarily connected with lockdown restrictions (Mospan et al., 2022) and the war. Distance learning is likely to affect physical education. Bogusz (2021) shows the negative impact of quarantine restrictions on the development of motor skills of students and the maintenance of their physical capacity. The search for alternative ways to meet the motor needs of students led to the need for physical culture specialists to develop various fitness programs (Tan et al., 2023), which allow training in a limited space using non-standard equipment. To date, there is no universal program for conducting physical education classes that would meet all the requirements for the development of the functional and physical condition of students during the implementation of distance and blended learning. However, each of the proposed fitness programs has its own positive achievements that the teacher can use in his professional activities.

PROBLEM STATEMENT

Physical education is a specific educational discipline with the purpose of teaching, which is to improve the health of students, relieve emotional stress, learn new movements, develop physical qualities, master special physical education knowledge, and create a conscious need for systematic physical exercises.

The results of the literature review on the problem of distance and blended learning in physical education show that today this problem remains insufficiently researched. The problems of distance and blended learning in physical education are investigated by modern scholars, e.g. Lopatenko et al. (2021), Pippi & Fanelli (2022), and Tan et al. (2023).

The purpose of the article is to learn the advantages and disadvantages of the implementation of distance and blended learning in physical education in times of crisis.

METHODOLOGY

To achieve the results, a theoretical literature review and internet sources were carried out; pedagogical observations; a study of the practical experience of specialists regarding the organization of distance and blended learning in physical education.

Analysis of regulatory documents, scientific and methodological literature, and pedagogical observation: the research was conducted during the 2020-2021 and 2021-2022 academic years with the participation of 950

students from the “Universum” Vocational College. During this period, the following changes took place: modern distance learning technologies using the Moodle electronic educational platform were successfully introduced into the educational process; methodical and visual support for students’ independent work was developed; Pedagogical observation of students’ activity and success in the learning process was carried out.

The analysis of normative documents and the generalization of literary data made it possible to determine conceptual approaches to the organization of classes in quarantine and martial law conditions, which should ensure:

- the implementation of the main task of the discipline;
- the formation of a careful attitude to one’s health, the harmonious development of physical and mental properties;
- the creative use of physical culture tools in the organization of students’ healthy lifestyles;
- flexible and quick transition to forms of education (face-to-face, mixed, distance) according to circumstances;
- placement on the Moodle electronic educational platform of educational materials presented in a clear and accessible way for students to understand;
- provision of individual consultations for students during a semester;
- implementation of systematic control over the individual work of students and providing feedback (Lola et al., 2023).

In order to implement the mentioned conceptual approaches, the most acceptable forms of training organization were determined. Thus, under the conditions of relaxation of the quarantine, the class was organized according to a mixed form of education, which provided for the distribution of students by educational departments and groups corresponding to the number of quarantine restrictions. At the same time, classes of students majoring in “Physical Education” were held in the sports hall of the “Universum” Vocational College or on open sports grounds.

Students’ classes were conducted in a distance asynchronous form of learning, which included independent practical classes at home and on open sports grounds. With the worsening epidemiological situation, student-athletes also switched to remote asynchronous training. To ensure successful learning, electronic educational and methodical complexes in the discipline “Physical Education” adapted to the level of physical capabilities and health status was developed for students of each educational department. This gave students the opportunity to familiarize themselves with the algorithm of distance learning, the requirements of the discipline and the conditions for obtaining an educational rating. The course program was developed in two sections: general physical training and theoretical training. The general physical training task was designed to be completed at home 3–4 times a week for 30–40 minutes. Exercises that are components of the state tests of physical fitness of the population of Ukraine were included in the content of independent

practical classes. At the same time, students were given the opportunity to use other exercises at their own will. Also, it was recommended to perform your own complex of morning hygienic gymnastics daily, which should contain physical exercises for all muscle groups, exercises for flexibility and recovery of breathing. It was not recommended to introduce exercises of a static nature, with a significant load and endurance (Pippi & Fanelli, 2022). In addition, students were given the opportunity to choose practical and theoretical credit tasks to complete at their own will. Independent work performed by students was automatically recorded on the educational platform, which ensured weekly ongoing control. The conducted pedagogical observation and analysis of the results of the final control proved a sufficiently high level of activity and success of students. According to ECTS assessments, more than 45% of students received A (excellent). At the same time, a trend towards a decrease in the number of students willing to complete the control standards in full has been noted.

RESULTS

Physical education is a specific educational discipline with the purpose of teaching, which is to improve the health of students, relieve emotional stress, learn new movements, develop physical qualities, master special physical education knowledge, and create a conscious need for systematic physical exercises. 90% of physical education classes in non-sports educational institutions consist of practical classes and are held in the first courses of study. At the current stage of development of the education system and the spread of distance and blended learning, in particular physical education, new approaches to the organization of the educational process were needed. The development of electronic learning opportunities, progress in the spread of distance forms of education, personalization of personal needs and achievements of students, and adaptability to new challenges of time have become important features and characteristic features of modern educational technologies. The world experience of distance learning confirms its effectiveness and ability to overcome the shortcomings of traditional forms of providing educational services. The use of remote forms of education with the use of modern information technologies allows for increasing the effectiveness of the educational process due to the opportunity to receive additional information from various sources, to study expert opinions of specialists on current issues, to form personal views on a specific problem (Lopatenko et al., 2021). At the same time, distance learning has a number of characteristic disadvantages that affect its effectiveness. First, this is the lack of live communication between the student and the teacher, the high dependence on the quality of the Internet, the low level of practical orientation of classes, and the insufficient level of formation of the student's methodological skills (Bogusz, 2021).

Distance learning in physical education should be considered as one of the elements of the higher education system, which allows meeting the needs of the participants of the educational process in access to specific information of sports, physical culture and development, health, and recreational nature. Distance learning, on the one hand, is mobile, operational and interactive, which allows all participants of the educational process to learn, interact and develop personal communication skills through the means of physical education. On the other hand, distance education limits such advantages of traditional education as the possibility of active participation in sports activities as part of a team, organizing competitions, providing mutual assistance, and improving the emotional state of students during physical education classes. During the transition to distance education, it becomes impossible to hold mass sports and entertainment events, organize national team training sessions, conduct tourist trips, as well as compete in various sports. Distance education significantly limits the variety of forms, methods and means of physical education for students, which ultimately negatively affects the final result and achievement of the goal of physical education. Blended learning is a combination of traditional, online and self-study of the student. The prospects for the development of blended learning are practically limitless. Blended learning creates new opportunities for the development of the educational environment and allows the teacher to focus more on the individual needs of students, take into account their interests and aspirations for personal self-development, choose the most rational forms and methods of learning, take into account the natural abilities and characteristics of students (Tan et al., 2023).

Management of the student's learning process becomes the main function of a modern teacher. Mixed training in physical education is a more flexible and diverse form of conducting classes, it allows you to use the advantages of traditional and distance learning and, on the contrary, suggests their shortcomings. Of course, the mixed form of conducting classes in physical education requires new knowledge, abilities, skills, communication skills and a creative approach to the organization and conducting of classes from the teaching staff. A skilful combination of traditional, distance and self-directed learning allows the teacher at various stages of the student's training to use exactly these tools, which are the most effective. For example, consideration of theoretical provisions should be considered during distance learning, practical skills development — during traditional classes, and improvement of physical skills — during independent classes. The distribution and variability of students' activities for working out educational questions can be numerous. This approach requires a creative approach to the organization of classes from the teacher, a clear understanding of the duration of each of the stages of learning, systematic monitoring and control of students' activities. The transition to a distance and mixed form of education in physical education requires the development of new approaches to the methodology of organizing classes, the establishment of personally significant priorities and

needs for the physical development of students, the modernization of existing learning technologies and the development of new mechanisms for effective cooperation between teachers and students (Lola et al., 2023).

It is in the combination of the personally significant needs of students, creative implementation of modern fitness technologies of individual and group training with the use of innovative forms of conducting physical education classes that success is possible during the implementation of distance and blended learning.

Today, it is important to restore the understanding that physical activity and sports, especially for different segments of the population, are important conditions for the development of the mind and body. And physical activity and playing sports improve the quality of life, reduce stress, increase the body's efficiency, and physical culture and sports are the key to the health of the nation and strengthening the national security of the state. It is known that physical culture and sports are important means of the versatile and harmonious development of student youth. Optimizing the process of physical education as a specialized, targeted, managerial pedagogical activity requires the search for new approaches to the physical activity of students of higher education institutions in Ukraine, especially during military operations in Ukraine. In accordance with the conditions of martial law, physical education classes are held in remote mode and are aimed more at independent studies of students and can have the most diverse forms, but, they are aimed at strengthening health, increasing work capacity, mastering the necessary skills and abilities, improving professional activity, formation of social activity and consciousness. The correct organization of work and rest, and a healthy lifestyle, which, along with physical exercises, includes giving up many harmful habits, which is very important during military operations, are important for the successful mastery of educational material, raising the level of life. The learning process consists of the educational activity of the teacher and the specially organized cognitive activity of the students. The effectiveness of training depends on the preparedness and capabilities of students. It is important for a physical education teacher to be able to correctly determine the level of development of physical qualities and to ensure mental readiness and motivation for mastering physical exercises. Learning as an activity begins only when the student realizes the need to acquire new knowledge, skills, and abilities, and the teacher realizes the need to transfer the knowledge accumulated by mankind. In conditions where a person's motor activity is limited by working or living conditions, it is precisely regular physical exercises and various sports that help reveal the natural gifts and abilities of a young person. Such classes can fill in what was missed in childhood. In the modern system of physical education in higher education institutions, a significant preference is given to sports — games and competitive activities aimed at achieving certain results, characterized by the high motor capabilities of a person in competitive conditions.

Also, in our opinion, during military operations, special attention should be paid to three main components: endurance, power endurance and strength. Yes, we believe that it is important to emphasize the use of training methods in conditions of risk; development of endurance (running for 2–3 km or to propose introducing in the process of training a marching throw for a distance of 5–7 km; daily running for 3–4 km before breakfast; fast running with a change of direction and twisting; strength exercises with own weight and on the crossbar. Accordingly, increase the time devoted to physical exercises. In addition, it is important to conduct physical training in difficult conditions, such as, for example, in a mountainous area where students will experience not only physical stress and neuropsychological stress, but also a lack of oxygen, exposure to cold and moisture and other factors. Therefore, in addition to mastering the skills of overcoming mountain obstacles and the development of general, speed, power endurance, strength, dexterity, and speed, special attention is paid to the development of individual tolerance of environmental factors in young people.

Here are the main motivations when choosing sports or physical exercise systems:

- strengthening health, correcting deficiencies in physical development or body structure;
- increasing the functional capabilities of the body;
- psychophysical preparation for future professional activity and mastering of vital skills and abilities;
- recreation;
- achieving the highest sports results.

The use of applied sports and systems of physical exercises to ensure psychophysical reliability and safety during the performance of professional types of work is based on the fact that the practice of various sports, as well as the level of qualification of athletes, are reflected in the functional readiness, degree of mastery of applied motor skills and skills of future specialists. Playing sports in their free time is an integral part of the physical education of students. Such classes are carried out on an independent basis, without any conditions and restrictions for students. Independent classes are one of the forms of sports training. Independent sports training does not exclude participation in internal and intercollegiate competitions. In the learning process, the teacher uses the most effective tools and methods, creates appropriate learning conditions, distributes them by time, determines the sequence of individual exercises, and ensures all types of control. Control over the quality of learning material is a necessary condition for the timely correction of errors, a guarantee of high learning efficiency. The effectiveness of training may decrease as a result of the violation of pedagogical principles of training, ill-conceived use of methods, limitations of training tools, non-compliance with training conditions and the optimal sequence of mastering parts of physical exercise, and incorrect determination of the causes of errors and ways to eliminate them.

The success of training depends on the presence of necessary and sufficient conditions for mastering the curriculum. Readiness for learning is determined using control exercises (tests) and information about the previous motor experience. This readiness is mainly determined by three components: physical readiness (the degree of development of physical qualities), motor readiness (the degree of coordination development), and mental readiness (mainly the motivation of educational activities).

Solving a motor task requires a certain level of development of physical qualities. Learning how to climb a rope, overcome obstacles, and perform exercises on gymnastic equipment is possible only if there is a sufficient level of development of strength, speed, flexibility, endurance, and dexterity. Before the start of training, the level of physical qualities of students should be determined and, if it is insufficient for mastering the planned motor actions, the necessary period of preliminary physical training should be assigned. The process of learning each individual motor action consists of three relatively complete stages, which contain certain stages of skill formation. The work at these stages differs in the essence of the tasks to be solved, the content of the used means and the methods of learning. Thus, young people are a guarantee, a reserve and a driving force for the development of the country, its present and future.

The upbringing of healthy, comprehensively developed, patriotic citizens is the core that unites the people of Ukraine in their efforts for national revival and full integration into the world community. Mass involvement of people in sports significantly improves the health of the nation, and the quality of life in various aspects, and is a means of achieving well-being.

CONCLUSIONS AND PROSPECTS

The results of the analysis of modern domestic and foreign publications, the monitoring of the effectiveness of distance learning in institutions of higher education show that the remote form of conducting physical education classes does not solve the main tasks of the educational discipline, that is, it is not sufficiently effective. The mixed form of conducting classes in physical education allows for solving most of the tasks of the educational discipline, that is, it is partially effective and needs further development and improvement.

The obtained results give grounds for asserting that the organization of training in a mixed and remote asynchronous form allows the most effective implementation of conceptual approaches to the teaching of the discipline "Physical Education" in quarantine and martial law conditions. The implemented methodical support and established control over the independent work of students contribute to the proper organization of training and the achievement by students of the desired educational rating. At the same time, it was established that under conditions of distance learning, the problem of lack of motor activity of students is increasing. The number

of students who prefer to complete theoretical assessment tasks at the expense of practical ones is increasing. In our opinion, this is related to a sedentary lifestyle and a passive attitude of students to their physical condition. Regulating the amount of motor activity of students, necessary to ensure a healthy lifestyle, is an urgent task for further improvement of the organization of the educational process.

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НОВІ ПІДХОДИ ДО ОРГАНІЗАЦІЇ ДИСТАНЦІЙНОГО НАВЧАННЯ ФІЗИЧНОГО ВИХОВАННЯ В УМОВАХ ВІЙНИ В ЗАКЛАДАХ ФАХОВОЇ ПЕРЕДВИЩОЇ ОСВІТИ

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Карантин та протиепідемічні заходи через запобігання поширенню COVID-19, російська військова агресія проти України та запровадження через це освітнього процесу в дистанційному форматі, значно обмежили можливість студентів користуватися спортивними залами закладів фахової перед вищої освіти та знизили кількість практичних з викладачами, що згубно вплинуло на стан здоров'я студентів. Приблизно 28% студентів Фахового коледжу «Універсум» за результатами медичного огляду належать до підготовчої та спеціальної мед групи. За даними статистики, кожна третя молода особа має проблеми у стані здоров'я через недостатню рухову активність. Ситуація стосовно організації освітнього процесу відчутно погіршилась через воєнний стан в Україні. Перед цикловими комісіями з організації фізичного виховання коледжів постала необхідність пошуку нових форм і методів організації занять з врахуванням сучасної ситуації.

Автором проаналізовано недоліки та переваги фізичного виховання студентів під час імплементації змішаної та дистанційної форми навчання. Дійшли висновку, що змішане навчання є більш гнучкою формою проведення занять з фізичного виховання. Перехід до дистанційної та змішаної форми навчання з фізичного виховання потребує відпрацювання нових підходів до методики організації занять, визначення потреб фізичного розвитку студентів, вдосконалення технологій навчання та розробку нових механізмів кооперації викладачів і студентів.

Ключові слова: змішане навчання, дистанційне навчання, фізичне виховання, студент.

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