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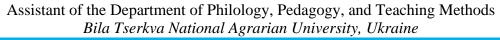
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Zelinska Vita (ID)
Assistant of the Department of Philology, Pedagogy, and Teaching Methods
Bila Tserkva National Agrarian University, Ukraine

THE IMPACT OF ONLINE LEARNING ON SOCIAL ADAPTATION AND INTERACTION OF UNIVERSITY STUDENTS

The situation that has developed in recent years in the world and in Ukraine in particular has made irreversible changes in the life of Ukrainian society, as well as in the state of education. The entire education system of Ukraine was forced to change and adapt to the existing realities at a rapid pace. At first, the challenges posed by the war with Russia in eastern Ukraine and the coronavirus pandemic contributed to this, but despite all the challenges, educators were able to adapt quickly enough thanks to previous developments in distance learning and the capabilities of information and communication technologies. Nowadays, the martial law and constant threats of massive shelling have forced us to move even more actively to the format of remote interaction between participants in the educational process. The transition to distance learning has become a very serious challenge for all participants in the educational process. In recent years, more and more scholars have addressed the problem of social and psychological adaptation of students to new learning conditions: G. Andreeva, M. Dyachenko, L. Kandybovych and others have studied the difficulties of the adaptation period. Adaptation of a student to studying at a higher education institution is a complex and long-term process, as it takes place throughout the entire period of a student's stay at a university. Upon entering a higher education institution, the social role of the individual changes from a pupil to a professionally oriented student, for the successful functioning of which self-education and self-development, establishing interaction with teachers and peers, mastering new forms, means and methods of teaching are important drivers, which is the process of adaptation to new learning conditions [2]. The adaptation of students to studying under martial law has been studied recently and there are already several studies on this topic. In particular, U. Borys, L. Sholokhon and others studied emotional intelligence as a factor in preserving mental health and adaptation

of students to crisis situations [3].M.M. Shpak studied the psycho-emotional state of students in the process of distance learning, where she notes that in the conditions of distance learning, the psycho-emotional state of students deteriorates significantly. [4] They experience emotional discomfort primarily due to forced social isolation, changes in learning and living conditions in general, and limited opportunities for live emotional communication with teachers and peers. In addition, one of the most significant disadvantages is the lack of personal communication with the teacher, as well as communication with other students. However, the emergence of a number of messengers and video conferencing programmes has transformed communication into a slightly different, but no less useful and interesting format. In addition, many teachers point out that one of the negative factors of distance learning is the lack of strong motivation to study independently without teacher supervision. And it is impossible to disagree with this. The lack of personal contact between the teacher and the student leads to less effective transfer of knowledge and its assimilation, which impairs the processes of communication and socialisation of both students and teachers. There is often no opportunity for immediate discussion of questions that students have in the process of completing assignments and for the teacher to explain the situation using specific examples. Mobility is considered to be the main advantage of distance learning, but it must be ensured by certain conditions and opportunities. In particular, it is necessary to have appropriate computer equipment and a quality Internet connection, but students from remote regions of the country may not even have access to this. At the same time, an important element of the educational process - socialisation - is undergoing transformation due to changes in the conditions of students' education. The structure of socialisation includes: social cognition, mastery of certain practical skills, internalisation of certain norms, positions and roles, development of value orientations and attitudes, as well as involvement of a person in active creative activity. A person studying at a distance learning institution experiences difficulties in establishing contact in the context of the educational system; significantly worse assessment of teachers in terms of personal and professional qualities; little care for their future profession, as if they do not 'see' themselves in it. The self-image of a person in distance learning is characterised by a less positive attitude towards oneself than in traditional learning. There are no specific, clearly defined problems in communication among distance learning students. The level of subjective control (intrinsic personal responsibility) does not differ between students studying in the distance learning mode and students studying in the traditional form of study at the university. The level of subjective control (intrinsic personal responsibility) is

significantly higher for students in a traditional learning situation: the level of internalisation is higher for students studying in a traditional form of education. Students studying in distance learning significantly less often consider themselves responsible than in the situation of traditional university education. In both traditional and distance learning, students are significantly more likely to attribute responsibility for the quality of their education to themselves than to their teachers. The virtual space plays a significant role in the formation of a person as a personality, revising the existing system of values and life guidelines.

Thus, in the context of distance learning, the problem of students' socialisation, in particular the development of their positive motivation for educational and social activities and a sense of social solidarity, becomes particularly relevant.

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