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MISCONCEPTIONS TOWARDS DEPARTMENT OF EDUCATION ADVISORY: A CHALLENGE IN THE PHILIPPINE EDUCATION SYSTEM

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ABSTRACT

To ensure teachers can provide quality education, it is essential to continuously enhance their knowledge and skills through professional development opportunities, including seminars and training programs. However, ensuring that teachers only attend quality professional development events is critical to preventing incompetence and promoting actual learning. In the Philippines, the Department of Education (DepEd) provides information about professional development opportunities through DepEd Advisories. Unfortunately, many educators misconstrue these as endorsements for events, publications, and other opportunities, although it is just information dissemination, leading to their vulnerability to predatory practices and the exploitation of the document. Issuance of a DepEd Advisory does not necessarily assure the legitimacy of an event or opportunity, and because of this, educators may invest in activities that are not beneficial to their students or careers.

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The **purpose** of this study is to shed more light on this problem; the study has aimed to determine the knowledge and attitudes of Filipino educators towards DepEd Advisories and provide recommendations to address the misconceptions. It is crucial to correct these misconceptions and ensure that teachers can access quality professional development opportunities to provide the best education possible.

Methodology. The researchers' employed descriptive research design and a quantitative research approach, involving 200 Filipino educators in various specializations who were randomly selected nationwide. A questionnaire was used as a data gathering tool, while to analyze and interpret data collected, frequencies, percentages, mean scores, T-Test, Analysis of Variance (ANOVA), and Pearson R were computed.

Results. The results highlight the lack of understanding among educators regarding DepEd Advisories. Data indicate that teachers often rely on the presence of DepEd Advisories when deciding to participate in professional development opportunities, considering the document as indicator of legitimacy and quality. However, this reliance exposes teachers to potential risks, as they may fall victim to predatory practices, including fraudulent research conferences, contentious awarding ceremonies, and fake publication opportunities, with the researchers' observation that DepEd Advisories are also getting issued to questionable events or activities.

Conclusion. This research provides information towards the low level of knowledge among educators regarding DepEd Advisories and the misconceptions they hold about its issuance and purpose, which serves as a basis for policy planning and development to ensure that teachers are not deceived and will only access quality learning and development opportunities in the future.

KEYWORDS: Misconceptions, Department of Education, Filipino Educators, DepEd Advisory, Educators' Professional Development.

INTRODUCTION

Communication is indispensable for the existence of all living systems on Earth. Life itself emerges through interactions between different organisms, whether these interactions lead to the creation of new organisms or to the demise of those involved in the communication process (Günther & Folke, 1993). Similarly, in social sciences, communication can be seen as peer-to-peer interactions that involve the exchange of information, an essential aspect of living (Berea, 2018). Society heavily relies on communication, as it enables the dissemination of crucial information among individuals, organizations, and institutions. Without effective communication, misunderstandings, disagreements, mistakes, and incomplete tasks would prevail. People would have divergent perspectives without access to reliable information, resulting in chaos. Two primary types of communication exist: verbal communication, involving speech and hearing, and non-verbal communication, encompassing various means like writing, gestures, illustrations, images, and posture, among others (Andreev, 2023).

Various forms of communication include memorandums, public advisories, poster announcements, and advertisements. A memorandum, also known as a memo, is utilized within businesses or organizations to convey urgent information, like a business letter, a memo serves as a permanent record of communication (Western Technical College, n.d.). On the other hand, a public advisory typically consists of official announcements or reports that warn individuals about adverse weather conditions, diseases, or other hazards. It can also provide advice and recommendations to the public (HarperCollins Publishers, n.d.).

Examples of advisories include the Bureau of Quarantine's Advisory issued on September 22, 2022, which informed the public about updated entry, quarantine, and testing requirements for arriving Filipino passengers in relation to the COVID-19 pandemic, the advisory released by the Philippine Statistics Authority (<https://psa.gov.ph/content/advisory-17>) on September 21, 2022, regarding the attendance of officials and selected employees to a national convention on civil registration and vital statistics, and the Department of Labor and Employment's Labor Advisory No. 14, Series of 2023, which discussed the payment of wages for a regular holiday in the Philippines.

These advisories were issued to provide guidance to stakeholders. Advertisements, on the other hand, are paid promotional tools sponsored by identified entities to draw public attention to a product or brand for business purposes (Pahwa, 2023). Meanwhile, despite the importance of communication, there are risks involved, such as the risk of misinterpretation. Communication is a complex phenomenon that relies on the efforts of individuals. It can be simplified as the sending and receiving of messages, where both elements are necessary for communication to occur. However, simply exchanging messages does not guarantee successful communication.

According to Pfeiffer (1998), communication often remains incomplete or fails due to various circumstances surrounding the communication attempt, including environmental factors, emotional influences, verbal skills, phenomenological aspects, or conditions within individuals or institutions attempting to relate. Grossman (2022) also argues that discrepancies and misunderstandings can arise between what is said and what is understood, resulting from poor communication.

The Department of Education (DepEd) is the executive branch of the Philippine government responsible for ensuring access to, promoting equity in, and improving the quality of basic education, in accordance with Republic Act No. 9155. Its main responsibilities include formulating, implementing, and coordinating policies, plans, programs, and projects in the areas of formal and non-formal basic education (Official Gazette, n.d.). DepEd is also involved in overseeing the professional development of teachers and supports institutions and organizations that organize professional development opportunities such as seminars, trainings, conferences, and publications.

DepEd Advisories are issued to assist in the publication of these events. DepEd issuances are official documents that contain policies, procedures, or information released and/or signed by the DepEd Secretary or authorized officials, in line with the department's mandate (DepEd Tambayan, n.d.). DepEd Advisories, in particular, are communication documents issued to announce the conduct of programs, projects, or activities requested by external partners, companies, associations, organizations, institutions, or

agencies. However, it's important to note that these advisories serve solely for information dissemination and do not establish rights or obligations.

Unfortunately, there have been instances where the interpretation of DepEd Advisories has been misconstrued, leading to exploitation. As observed by the researchers, although it is just an information dissemination tool, many educators view these advisories as proof of approval, endorsement, or involvement by the Department in the announced events. Several organizers of such events also seem to intentionally mislead the public by posting advertisements alongside DepEd Advisories, using them as justification for the legitimacy of their events.

It has been observed that some organizations even use the Department's logo on their promotional materials after receiving a DepEd Advisory. During an observation conducted by one of the researchers, it was discovered that at an event, one of the speakers claimed the event was official because it had been issued a DepEd Advisory, even though the advisory was not intended for that purpose. Regrettably, many teachers accept this message and use the presence of a DepEd Advisory as a verification of events' quality and legitimacy.

According to DepEd Order No. 8, Series of 2013, the Department has been supportive of organizations in conducting events as recognition of their contribution to the continuous development of the country's education workforce. This support has led to the issuance of DepEd Advisories to assist with event promotions.

However, there have been complaints from participants regarding unsatisfactory conduct and the collection of registration fees for events that were not actually held. Additionally, some companies or organizations have used the official name and logo of the Department of Education in their programs, projects, and activities, without obtaining official approval from the Department's secretary or authorized officials, confirming the observation of one of the researchers. These instances represent the exploitation of the document, likely due to educators misinterpreting its purpose.

The COVID-19 pandemic has led to an increased reliance on social media as a communication tool, and this has further highlighted the problem related to the misuse of DepEd Advisories. In February 2023, the researchers encountered an organization in the Philippines that was promoting its research journal through social media, alongside a DepEd Advisory inviting educator to publish in the journal. While the researchers had reservations about the credibility of the journal, they remained open-minded. They eventually made a comment inquiring about the journal's indexation.

Within a few hours, the organization responded, claiming that their journal was currently indexed in Scopus, Google Scholar, and other databases. However, as experienced researchers familiar with the research publication process, the researchers felt the need to fact-check this claim. The verification revealed that the journal was not indexed in Scopus, as it was not listed on the database's website, and it could not be found on Google Scholar. This false information clearly indicated manipulation, raising concerns about the journal's potential predatory nature.

The researchers immediately called out the false claim in the comment section and, as expected, they were promptly banned from further commenting. Fortunately, the researchers' experience in research publication allowed them to identify the deception.

However, the situation raises the question of what might have happened if the researchers had been a novice in the field, feeling pressured to publish their work and believing that a DepEd Advisory was proof of legitimacy.

They might have been tempted to submit their work to this predatory journal, wasting time, money, and efforts, only to have their work go to waste. This highlights the potential risks and consequences of misinterpreting the purpose and significance of DepEd Advisories, particularly when it comes to publication opportunities. Novice researchers or individuals who are unaware of predatory practices can easily fall victim to exploitation.

It is also important to note that teachers play a crucial role in shaping the future of nations, making it essential to ensure they can provide quality education, hence, it is important that their knowledge and skills are continuously enhanced, and accessing professional development opportunities is one of the best ways to do it. However, teachers should access quality professional development events and not just any event to prevent incompetence and ensure they gain actual learning. Unfortunately, with educators misconstruing DepEd Advisories as an endorsement for such opportunities, many may believe having such advisory guarantees quality and legitimacy, leading to investment in activities that may not be beneficial to their students or careers.

With DepEd Advisories, which many are using as a verification document, being issued for contentious professional development opportunities, it is clear that this poses as a problem in the Philippine academia; there are professional development opportunities that educators may perceive as legitimate, even if they are not, making them vulnerable to predatory conferences, awarding ceremonies, and publication opportunities among many others that do not provide significant benefits. Therefore, it is crucial to shed more light on the situation, which will allow the development of interventions that would ensure that all educators have accurate information to make informed decisions in the future, it is the **purpose** of the research. This has resulted in the conduct of this study. Specifically, this study aimed to meet the following objectives:

1. To determine Filipino Teachers' knowledge towards DepEd Advisory in terms of the institution that issues it and the purposes it serves.
2. To determine Filipino Teachers' attitude towards DepEd Advisory in terms of using it as basis in assessing professional development opportunities.
3. To determine if there is significant difference in the knowledge and attitude of teachers towards the Advisory in terms of their sexuality, age, and educational attainment.
4. To determine if there is significant relationship between the teachers' knowledge and attitude towards the Advisory.

METHODOLOGY

This study was guided by a descriptive research design and a quantitative research approach involving 200 Filipino educators in various specializations who were randomly selected nationwide. The number of respondents was decided by the researchers due to the lack of information on how exactly how many teachers there are in public and private schools in the Philippines; 200 was decided, given that 100 is the minimum number of

respondents needed that is generally agreed by statisticians to ensure results are reliable as suggested by Fox (2022).

A survey questionnaire created using Google form has been disseminated via social media platforms, and through direct email. The questionnaire was composed of 13 questions, 3 of which were designed to learn about the profile of the respondents, while 10 were asked to determine their knowledge and attitude towards DepEd Advisory. To analyze and interpret data collected, statistical formulas were used including frequencies, percentages, mean scores, T-Test, Analysis of Variance (ANOVA), and Pearson R.

To qualify as a respondent, the person must be a Filipino, at least 18 years of age, has seen a DepEd Advisory, and currently teaching in the primary and/or secondary education levels in a public or private school in the Philippines. Prior answering the survey, respondents were informed about the identities of the researchers, the purpose of the study, and questions that will be asked. It was also explained that they may refuse to answer even after seeing the questions as participation is completely voluntary, hence, no person was forced to be a part of this undertaking.

Table 1
Likert Scale Interpretations

Scale	Descriptive Meaning	Knowledge Interpretation	Attitude Interpretation
3.26-4.00	Strongly Disagree	Very High Knowledge Level	Very Positive Attitude
2.51-3.25	Disagree	High Knowledge Level	Positive Attitude
1.76-2.50	Agree	Low Knowledge Level	Negative Attitude
1.00-1.75	Strongly Agree	Very Low Knowledge Level	Very Negative Attitude

RESULTS

Results of this study provides significant information about the understanding of Filipino educators towards the real purpose why DepEd Advisories are issued and provides information on how such understanding influence their decision in participating in professional development opportunities designed for them. Although each teacher has a different perspective, this study generated their composite knowledge and attitude, which will allow the development of interventions for the entire academic community in the country.

Table 2
Teachers’ Knowledge towards DepEd Advisory

Statements	Mean	Descriptive Meaning
I think that a DepEd Advisory is a document issued by the Commission on Higher Education and TESDA, and not by the Department of Education.	3.28	Strongly Disagree

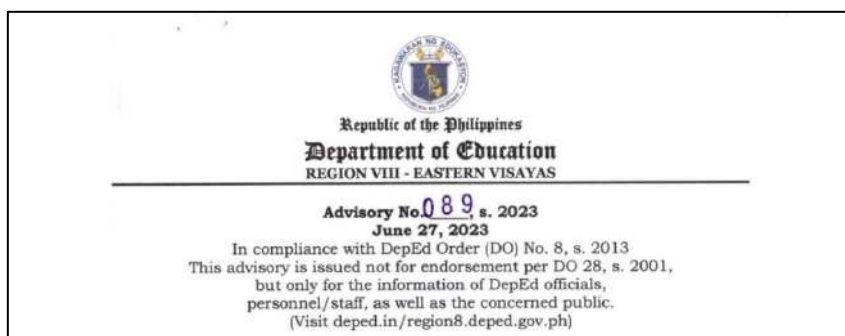
I believe that a DepEd Advisory is automatically issued to institutions and organizations that organize events and activities for the professional development of teachers, hence, the institutions and organizations do not need to apply for it.	2.07	Agree
I believe that a DepEd Advisory is issued as proof that events and activities, and the organizers are legitimate.	1.58	Strongly Agree
I think that if an event or activity has a DepEd Advisory, it means that the Department of Education endorses it.	1.58	Strongly Agree
I believe that events that offer professional development opportunities that have been issued a DepEd Advisory are approved and permitted by the Department of Education.	1.46	Strongly Agree
Composite Mean	1.99	Agree

On this table, it is very clear that the level of knowledge of educators towards DepEd Advisory is low, with them generally agreeing to false information about DepEd Advisories. This is attributed with the misconceptions that they have towards the issuance of it. As presented, they believe that a DepEd Advisory is issued to institutions and organizations without the need of applying for it, despite the fact that an organization needs to submit a request first to the Department of Education before it gets issued such advisory. They also think that a DepEd Advisory is issued as proof that events and activities, as well as the organizers are legitimate, which is false given that the Department only issues it for information dissemination purposes.

The teacher-respondents also think that if an event or activity has a DepEd Advisory, it indicates that the Department of Education endorses it, although that is the case as stated on the upper part of each advisory being issued by the Department (see Figure 1). On the other hand, it is worth noting that they are aware that a DepEd Advisory is a document issued by the Department of Education, and not by the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA). Nevertheless, overall results show that they lack the necessary knowledge towards the document, and this raises concerns about how they evaluate professional development opportunities before deciding to participate in them.

Figure 1

A copy of the header of an actual DepEd Advisory



This illustration clearly shows that DepEd Advisories should not be interpreted as endorsements of professional development opportunities or any event or activity for which they are issued, contrary to the belief of many Filipino teachers.

Table 3

Teachers' Attitude towards DepEd Advisory

Statements	Mean	Descriptive Meaning
I prefer to attend professional development opportunities that have DepEd Advisories than those that don't have.	1.55	Strongly Agree
Learning that a DepEd Advisory was issued for a certain event or activity gives me confidence and an impression that it is legitimate and organized by a legitimate institution and/or organization.	1.50	Strongly Agree
An event or activity promoted to teachers that has no DepEd Advisory is more likely to be illegitimate or at least questionable for me.	1.70	Strongly Agree
When I search for professional development opportunities, I only look for those with DepEd advisories.	1.88	Agree
I perceive events and activities that feature the logo of the Department of Education and/or the DepEd Advisory Number on their promotional materials to be authorized and supported by the Department, and therefore, can offer valuable professional development opportunities.	1.73	Strongly Agree
Composite Mean	1.67	Strongly Agree

Table 3 presents data that indicates teachers' very negative attitude towards the use of the said document, which translates to a wrong perception. They expressed that they prefer to attend professional development opportunities that have DepEd Advisories than those that don't have. They also expressed that learning that a DepEd Advisory was issued for a certain event or activity gives them confidence and an impression that it is legitimate, and that an event or activity that has no DepEd Advisory is more likely to be illegitimate or at least questionable for them.

The respondents also said that when they search for professional development opportunities, they only look for those with DepEd advisories, and that they perceive events and activities that feature the logo of the Department of Education or the DepEd Advisory Number on their promotional materials to be authorized and supported by the Department, and therefore, guarantees valuable professional development opportunities. This result is concerning because their wrong perception alongside their poor understanding towards the said document could lead them to fall victim to predatory practices, such as but not limited to predatory research conferences, contentious awarding ceremonies, and fake publication opportunities that are really

prevalent nowadays. What makes this more concerning is that this could happen even without them realizing it.

Table 4

Differences in the Knowledge and Attitude of Teachers when grouped according to their age

Statement	Mean Square	F	Sig.
Knowledge towards DepEd Advisory	1.746	10.260	.000
Attitude towards DepEd Advisory	.444	2.288	.066

This table, shows that there is a significant difference in the attitude of teachers towards DepEd Advisory when grouped based on age. On the other hand, in terms of attitude, data showed no significant difference. Data revealed that teachers who are 58 years old and above have the highest knowledge level towards DepEd Advisory, while those that are ages between 48 and 57 and those who are 38 to 47 years old have the lowest, which indicates that teachers who are in the middle age are the most reliant on the DepEd Advisory as a document to tell whether such professional development opportunity is legitimate or not, as well as endorsed by DepEd, making them the most vulnerable to predatory practices.

Table 5

Differences in the Knowledge and Attitude of Teachers when Grouped according to Their Sexuality

Statement	t	df	Sig.
Knowledge towards DepEd Advisory	-4.525	98	.000
Attitude towards DepEd Advisory	-1.929	98	.057

In regard to teachers' knowledge towards DepEd Advisory, it was determined that there is significant difference when grouped based on their sexuality. Data shows that males have a better understanding towards the DepEd Advisories compared to females. Meanwhile, there is no significant difference in their attitudes. This indicates that males are less likely to fall victim to predatory professional development opportunities than females as they tend to know more about the real purpose of the Advisory used as a promotional tool by organizers, resulting in being more cautious and not totally relying on it as the basis of an event's legitimacy.

Table 6

Differences in the Knowledge and Attitude of Teachers when grouped according to their educational attainment

Statement	t	df	Sig.
Knowledge towards DepEd Advisory	1.810	98	.073
Attitude towards DepEd Advisory	-1.826	98	.071

It was found that there is no significant difference in the Knowledge and Attitude of Teachers when grouped according to their educational attainment. This indicates that educational attainment cannot be used as an indicator to how knowledgeable a person is towards the purpose of DepEd Advisories, as well as how they perceive it in relation to professional development opportunities.

Table 7

Relationship between the Knowledge and Attitude of Teachers towards DepEd Advisory

		Knowledge	Attitude
Knowledge	Pearson Correlation	1	.586**
	Sig. (2-tailed)		.000
Attitude	Pearson Correlation	.586**	1
	Sig. (2-tailed)	.000	

Table 7 shows that there is a significant relationship between the knowledge and attitude of teachers towards DepEd Advisory. This indicates that their poor understanding towards the purpose of the Advisory results in a wrong perception on how it should be used in relation to professional development opportunities. Additionally, their lack of knowledge towards it makes them use it the wrong way, for instance, using it as a basis for the legitimacy of an event and as proof that it is endorsed by the Department of Education, although it is not, which raises the importance of having adequate knowledge towards communication documents, so it won't be interpreted wrongly.

DISCUSSION

The findings suggest that educators' limited knowledge regarding DepEd Advisories could be attributed to a range of misconceptions surrounding their purpose and issuance. The fact that educators often agree with false information about these advisories highlights a gap in their understanding. This could potentially be attributed to a lack of clear communication or training about the nature and role of DepEd Advisories. The misconception that DepEd Advisories serve as endorsements or proofs of legitimacy for events raises concerns. Educators' preference for events featuring these advisories may be based on a misplaced belief in their credibility. This phenomenon could be indicative of a broader tendency to rely on visual cues, such as official logos, to assess legitimacy. This inclination to associate advisories with endorsements might be further compounded by the emphasis on branding and official materials, which underscores the importance of addressing these misconceptions through targeted educational efforts.

This study also provides insights into how Filipino educators might assess and utilize other types of documents in their professional context. The tendency to agree with inaccurate information about DepEd Advisories suggests that educators might approach other communication documents with a similar disposition. This could imply

a broader trend in how they interpret and rely on official documents for guidance. Therefore, addressing misconceptions about advisories could have a ripple effect on their overall document assessment and utilization practices. The age-based analysis also reveals intriguing insights. The older age group's higher knowledge levels suggest that experience and exposure could contribute to better understanding.

However, the middle-aged groups' reliance on advisories might be influenced by a desire for a more straightforward way to assess legitimacy, possibly due to a rapidly changing professional landscape. This could be linked to a sense of vulnerability stemming from the need to adapt to newer educational trends and technologies. Such insights highlight the need for tailored strategies to address the misconceptions prevalent among middle-aged educators. The gender-based discrepancy in knowledge could point to varied sources of information or differing levels of engagement with professional networks. This could be an area for further investigation to understand why males seem to possess a better grasp of the advisory concept.

The lack of correlation between educational attainment and knowledge/attitude, on the other hand, signifies that knowledge of DepEd Advisories or other official documents isn't necessarily acquired through formal education. Meanwhile, the significant relationship between knowledge and attitude reinforces the idea that accurate understanding directly influences how educators perceive and utilize DepEd Advisories and possibly other official communications. This points to the need for proactive efforts to improve comprehension (Bashkir et al, 2021), which could involve workshops, training sessions, and informative resources.

CONCLUSION

This research sheds light on the low level of knowledge among educators regarding DepEd Advisories and the misconceptions they hold about its issuance and purpose. The findings reveal that teachers generally agreed with false information about DepEd Advisories, such as the belief that these advisories are automatically issued to institutions and organizations without any application process. Moreover, they mistakenly perceive DepEd Advisories as proof of an event or activity's legitimacy and endorsement by the Department of Education, despite the advisories being issued solely for information dissemination purposes.

The novelty of these findings lies in the fact that this research appears to be the first of its kind to delve into this topic, highlighting the lack of understanding among educators regarding DepEd Advisories. The implications of these findings are significant, particularly in terms of how teachers evaluate professional development opportunities. The data indicates that teachers often rely on the presence of DepEd Advisories when deciding to participate in such opportunities, considering them as indicators of legitimacy and quality.

However, this reliance exposes teachers to potential risks, as they may fall victim to predatory practices, including fraudulent research conferences, contentious awarding ceremonies, and fake publication opportunities, with the researcher's observation that DepEd Advisories are also getting issued to questionable professional development opportunities. What is particularly concerning is that teachers may not even realize their

vulnerability to such practices due to their misconceptions about the purpose and significance of the said Advisories.

Most importantly, it was found that there is a significant relationship between knowledge and attitude towards DepEd Advisories, which underscores the importance of addressing teachers' misconceptions and enhancing their understanding of this communication document. Adequate knowledge about DepEd Advisories is crucial to prevent misinterpretations and ensure that they are used appropriately in evaluating professional development opportunities. This will also prevent organizations from exploiting it for business purposes.

The researchers hereby recommend the provision of clearer guidelines and information on the purpose of DepEd Advisories to avoid misconceptions among educators. Additionally, the Department of Education can conduct more awareness campaigns to help teachers understand the importance of verifying the legitimacy and quality of professional development opportunities before investing in them. Lastly, DepEd can explore alternative methods of disseminating information to educators, such as online platforms that they manage themselves, to ensure equal access to the latest information on educational opportunities and developments rather than letting the organizations or institutions to have a copy of the DepEd Advisory for their event or activity, which puts it at risk to be exploited, resulting in misrepresentation, misconceptions, and many educators falling victims to predatory practices.

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CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**НЕПОРОЗУМІННЯ ВІДНОСНО КОНСУЛЬТАЦІЙ ДЕПАРТАМЕНТУ ОСВІТИ:
ВИКЛИКИ ОСВІТНЬОЇ СИСТЕМИ ФІЛІППІН**

Щоб гарантувати, що вчителі можуть надавати якісну освіту, важливо постійно підвищувати їхні знання та навички за допомогою можливостей професійного розвитку, включаючи семінари та навчальні програми. Однак забезпечення того, щоб вчителі відвідували лише якісні заходи професійного розвитку, має вирішальне значення для запобігання некомпетентності та сприяння справжньому навчанню. На

Філіппінах Департамент Освіти (ДО) надає інформацію про можливості професійного розвитку через консультації. На жаль, багато педагогів з непорозумінням сприймають це як підтримку заходів, публікацій та інших можливостей, хоча це лише поширення інформації, це робить педагогів уразливими для хижацьких практик вільного використання наданих ними документів. Можливості консультацій ДО не обов'язково гарантують легітимність заходів, подій, і через це педагоги можуть бути помилково задіяні в діяльності, яка не принесе користі їх кар'єрі.

Мета цього дослідження – пролити більше світла на цю проблему; визначити знання та ставлення філіппінських педагогів до консультацій ДО і надати рекомендації щодо усунення хибних уявлень. Вкрай важливо виправити ці помилкові уявлення та забезпечити вчителям доступ до якісних можливостей професійного розвитку, щоб забезпечити найкращу освіту.

Методологія. Дослідники використовували описовий дизайн дослідження та кількісний підхід дослідження, залучаючи 200 філіппінських педагогів різних спеціальностей, які були рандомно відібрані по всій країні. Анкету використовували як інструмент збору даних, тоді як для аналізу та інтерпретації зібраних даних обчислювалася частотність, відсотки, середні бали, Т-тест, дисперсійний аналіз (ANOVA) і методика Pearson R.

Результати. Результати підкреслюють відсутність розуміння серед освітян консультацій ДО. Дані вказують на те, що вчителі часто покладаються на наявність консультацій ДО, коли вирішують брати участь у можливостях професійного розвитку, вважаючи їх показником якості та легітимності. Однак ця залежність наражає вчителів на потенційні ризики, оскільки вони можуть стати жертвами хижацьких практик, зокрема шахрайських дослідницьких конференцій, суперечливих церемоній нагородження та можливостей для фальшивих публікацій, причому, за спостереженнями деяких дослідників, консультації ДО також видаються до деяких сумнівних подій і заходів.

Висновок. Це дослідження надає інформацію про низький рівень знань серед освітян щодо консультацій ДО та хибних уявлень, які вони мають щодо їх мети та призначення, це служить основою для планування та розробки політики, щоб гарантувати, що вчителі не будуть обмануті та матимуть доступ лише до якісного навчання та якісних можливостей розвитку в майбутньому.

КЛЮЧОВІ СЛОВА: неправильні уявлення, Департамент Освіти, Філіппінські педагоги, Консультації Департаменту Освіти, Підвищення кваліфікації педагогів.

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IMPROVING STUDENTS' SPEAKING ABILITY THROUGH MORNING ENGLISH PROGRAM EXTRACURRICULAR ACTIVITIES IN INDONESIA

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ABSTRACT

This study **aim** was to describe the activities of the Morning English Program (MEP) and their impact on improving students' speaking skills.

This study used a qualitative descriptive research **method**. To collect the data, the researchers of the administered questionnaire were divided into two groups: an English teacher in Indonesia at SMK Bhakti Mulia Pare and 44 of 11th grade students who became members of the MEP. Then, the researcher interviewed five students and one teacher to expand the information received. Data analysis carried out was collecting data, displaying data, and drawing conclusions. The reliability of the study data was checked through data triangulation.

The **results** of this study identified the MEP activities consisted of speaking, reading aloud, telling stories and group discussions. Following the implementation of these activities, students' speaking skills which include grammatical accuracy, pronunciation skills, vocabulary mastery, fluency, and the ability to organize concepts while speaking. In addition, students experienced lower anxiety and increased interest in learning English. This positive impact enhances the teacher's role in using appropriate teaching methods and creating a positive learning environment.

Conclusion. Henceforth, this study illustrates the importance of planning before implementing an English program and adopting similar activities to improve students' speaking skills.

KEYWORDS: Speaking Ability, Community Language Learning (CLL), Morning English Program (MEP).

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INTRODUCTION

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning extracurricular activities in primary and secondary education, it is stated that each school can provide opportunities to develop students' competencies by implementing extracurricular programs. Extracurriculars are programs that can facilitate the development of students' potential through the development of talents, interests and creativity as well as the ability to communicate and work together with others. Since this is not a compulsory subject, students have the right to take it or not.

In a wide range of studies, it is mentioned that there are several ways to improve English proficiency, one of which is to join an English club, a program, for students who want to learn and be more involved in English, with their schoolmates outside the regularly scheduled class. Bhakti Mulia Pare Vocational School is a vocational school with various majors and implements an extracurricular program called the Morning English Program (MEP). This aims to improve the students' English language skills for students at SMK Bhakti Mulia Pare by focusing on students' speaking skills.

MEP is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities. Surahman and Sofyan (2021) mention the strengths of CLL in its emphasis on individual learning, the informative and non-judgmental role of the facilitator, and the transfer of learning tasks and responsibilities to the students themselves.

Meanwhile, Halimah (2018) believes that learning CLL strengthens relationships among students in class. Students can acquire new skills not only through contact with one another but also by engaging directly with the instructor. There are at least four skills that must be mastered in MEP learning, listening, speaking, reading and writing.

By mastering listening and reading, students can get information from what they hear and read. While speaking and writing skills are types of output skills that students get from listening and reading processes. Therefore, this article focuses more on students' ability to speak because in extracurricular MEP, it dominates to enrich students' speaking skills. Another goal of MEP is to support students' academic achievement and improve students' ability in English according to each major.

The standard for students' English skills in vocational schools is that they are expected to be able to use English in communicating according to the context in the field. In earlier research, it was stated that oral communication skills depend on listening skills, while listening skills require reading and writing skills, because these skills are interdependent on one another. That is, oral skills cannot be separated from other skills and this is evidenced by teaching and learning activities in MEP. In addition, a fun classroom environment at MEP can make students stress-free and can increase enthusiasm for learning.

Fitriany (2021) in her study found that a good strategy allows students to achieve effective learning outcomes, and makes it easier for them to design ideas to speak. Furthermore, the findings of Melviza (2017) explained that students improved their pronunciation, vocabulary, and fluency through participation in English extracurricular

programs. It means that this outside class program is quite beneficial for students to improve their linguistic and speaking skills.

According to several other studies, the learning approach in the form of a language learning community has certain weaknesses that must be known and highlighted. Cheng (2019) in his research stated that the fundamental problem that arises from English club extracurricular learning activities is the repetition of topics that are carried out continuously so that they do not arouse students' enthusiasm for learning.

Then, the low quality of the program reduces the interaction involvement of students. This scenario has arisen because of a lack and careful planning in the English extracurricular program. For this reason, regarding the benefits and limitations of the CLL method in teaching English, it must be planned following the initial objectives of the activity. So, the program can assist in developing and preparing students' personalities as a whole and be useful in the world of work after graduation according to each major.

LITERATURE REVIEW

Speaking Ability

Speaking is the act of communicating or expressing thoughts, ideas, or feelings through the use of spoken words or verbal language. It involves producing sounds and forming words and sentences in a way that others can understand. Hymes (1971) defined speaking as an interactive verbal process that involves a speaker and a listener engaged in the act of communication and takes into account the social, cultural, and situational factors that influence the communication process.

In addition, Thornbury (2005) explains that speaking has two primary functions: the first is a transactional function, and the second is an informational function. When someone speaks to others as part of the informational function, the focus is on the exchange of information or on enabling the trading of goods by one person to another.

To have a conversation like this interaction, speakers need to acquire the skills of explaining a need or something, asking questions, asking for clarification, justifying opinions, making suggestions, clarifying understanding, and making comparisons to agree and disagree. Everyone can practice all of them if they understand and master speaking skills. If students have a good command of English, they should be able to communicate with others easily and effectively (Leong & Ahmadi, 2017).

Brown (2000, 2004) classifies five stages of effective speaking skills. The first is the silent or receptive stage, at this moment, a person is not yet able to produce words to speak, but has already started to understand the language being heard. The second is the early production stage, in this case, a person can produce short and simple words, which mainly relate to daily physical needs. Later stage a person can already use simple phrases, longer sentences, and proper grammar.

In the fourth stage, a person can already speak fluently and start using more complex and proper language. And the last stage is advanced fluency when a person can use the language fluently and properly in complicated communication situations. Students or people need to learn those skills, so they can form the correct words when speaking.

However, it should be noted that these stages of effective speaking skills are general and may vary depending on the person and the situation. According to the CEFR Council of Europe (2018) speaking ability is the capacity to produce and or understand oral messages in a given language, at a given level of proficiency.

Communicative Language Learning (CLL)

Community Language Learning (CLL) is a humanistic and holistic approach to language teaching and learning that was developed by Charles Curran in the 1970s. It is based on the idea that learning a language is a social and emotional process, and that learners should be encouraged to work together in a supportive and collaborative environment. In line with CLL which acts as a learning approach by involving students to become participants in a language set and share their understanding of the language by involving others (Nurhasanah, 2015).

Surahman and Sofyan (2021) mention the strengths of CLL in its emphasis on individual learning, the informative and non-judgmental role of the facilitator, and the transfer of learning tasks and responsibilities to the students themselves. In addition, CLL emphasizes not only the linguistic aspects of language study, but also the more humanistic and philosophical aspects of the process of acquiring a second language. This goes beyond highlighting the advantages of a student-centered teaching approach (Nurhasanah, 2015).

In CLL, language learning is a deeply personal and emotional process that is influenced by the learner's attitudes, beliefs, and experiences. The teacher acts as a facilitator or counsellor, helping the learners to express their thoughts and feelings in the target language. The goal of CLL is not only to help learners acquire language skills but also to develop their self-awareness and self-confidence. Halimah (2018) believes that CLL strengthens relationships between students in class.

The students can gain new knowledge not only through their relationship with each other but also through the way they engage with the instructor. In the CLL procedure, the teacher and learners sit in a circle, facing each other. The teacher starts a conversation in the target language and students respond in their native language. The teacher then translates the learners' responses into the target language and helps them to rephrase their thoughts in the target language. Through this process, learners gradually begin to speak in the target language and develop their speaking skills.

Yuliasari & Kusriandi (2018) in their research said that students' motivation to use the English they had just produced could be increased through participation in a community language club. Therefore, English teachers are required to provide many opportunities for their students to speak English during the education process in regular courses. Additionally, learners should be encouraged to express their emotions and feelings freely, which can help reduce anxiety and increase motivation.

Morning English Program as an Extracurricular

Morning English Program is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities at SMK Bhakti Mulia Pare Kediri. It is an intensive English language learning extracurricular program guided by experienced tutors. This guidance is carried out in the class of students from each department, guided by an English tutor who were

recruited from several English language courses in the English language village of Pare-Kediri which is domiciled in the Tulungrejo area. The sessions run four days a week on Tuesday, Wednesday, Thursday, and Saturday in the morning from 06.45 to 07.45 am.

Elnadeef and Abdala (2019) state that the English club program aims to create a friendly atmosphere where participants can practice their spoken English without feeling inferior, expand the participants' vocabulary and increase the use of idiomatic expressions.

The material in MEP is delivered in three stages of English for communication. The first stage is called the pre-elementary level, which is given when the students are still in class X semester 1. The second stage is called elementary level, which is given when students are still in class X semester 2. The third stage is called survival level, which is given when students are still in class XI semester 3. This program is delivered when students are in class XI semester 4, in order to prepare students to enter class XI.1

To encourage participants, at the end of the third stage, the school held a study tour program to Bali. This activity was included the final exam where students met foreign tourists to communicate directly to demonstrate their ability to speak English. This was done in their existing study groups. Most educators are aware that leaving the classroom can be an effective way to encourage students to engage with the subject. The English club was designed to be an exemplar of this approach (Arum, 2018).

METHODOLOGY

This study used a qualitative descriptive method by observing objects using field facts according to observations. Researchers used this method to discover information directly so as to be able to describe and analyze data in precise way. Data was collected on MEP activity and its impact on the development of speaking skills of students from Vocational High Schools (SMK) Bhakti Mulia, Pare, Kediri, East Java, Indonesia. Study participants were divided into two groups: an English tutor at SMK Bhakti Mulia Pare and 44 of 11th-grade students who became members of the MEP.

The 11th- grade students were selected because they took longer to join the MEP than lower grades. So their perspectives and experiences are more diverse, and they provide a large amount of data for this research. Data were obtained using two methods; an online questionnaire using the Guttman scale to avoid the ambiguity that arises through the Google Form, and direct interviews in class. After completing the questionnaire, five students were randomly selected from the participants in this class to be interviewed to continue data collection. The data are then processed in several steps, as suggested by Miles and Huberman (1994), including data compression, data presentation, and drawing conclusions from all the data collected.

RESULTS

This study **aims** to examine the activities of the Morning English Program (MEP) and its impact on improving students' speaking skills. Therefore, the results of this study are presented in accordance with the research objectives.

1. Morning English Program (MEP) Activities

To obtain data, questionnaires and interviews were carried out with teachers and students. Based on the results of giving the questionnaire, the MEP activities that students take part in are described in

Table 1

Morning English Program (MEP) Activities that the Students' Joined

Nº	Activities	Yes (%)	No (%)	Total Respondents
1.	Speech	44 (100%)	(0%)	44
2.	Reading Aloud	43 (97,7%)	1 (2,3%)	44
3.	Story Telling	41 (93,2%)	3 (6,8%)	44
4.	Group Discussion	43 (97,7%)	1 (2,3%)	44

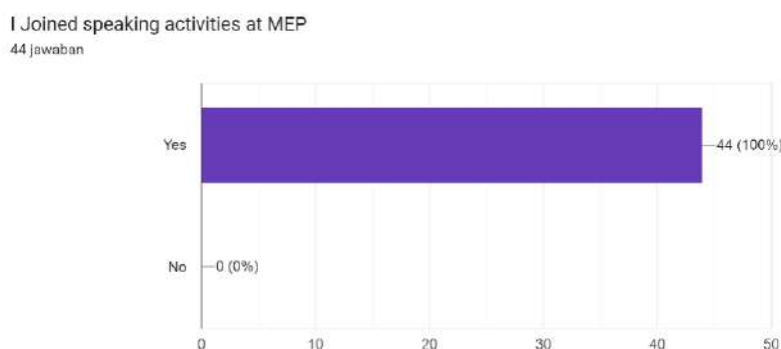
Table 1 shows that speaking activity is the most preferred MEP activity by students with evidence of 100% student participation. Then followed by the second favourite activity, there is reading aloud and group discussions with the same percentage of student participation, and in fourth place was storytelling. The percentage of each MEP activity will represent their agreement on the impact of the activity on improving their English proficiency. Furthermore, the results of more detailed quantitative calculations supported by interview results and descriptions of activities will be presented in the following sub-themes.

a) Speech

Based on the administration of the questionnaire (see Table 1), it was found that forty-four students had filled out the questionnaire and all students answered “yes”. This activity became the most chosen by all students to admit that speech could improve their English speaking ability with 100% agreement. As shown in Figure 1, they think that speaking activities greatly contribute to improving their English speaking skills. Therefore, it can be concluded that all respondents agreed that speaking activities at MEP had a significant impact on improving students' speaking skills.

Figure 1

Speech as an activity to improve students' speaking ability



Students' perceptions of the impact of speaking activities to improve their speaking skills were based on the activities they carried out during speech preparation, implementation, and evaluation under the guidance of an MEP teacher. The teacher gives two types of speaking activities during teaching. The first is a speech prepared by students using tutor materials.

The students were instructed to understand the text and record the important points of each paragraph of the speech. After that, students are expected to be able to develop it using their own words. Then the speeches are written by the students themselves. The students are instructed to make their speech in this section. They are allowed to vote and write on whatever topic they want. The teacher (T) explained:

"I usually use two strategies when practising my speech. The first is that I offer my writing to them, and the next is that students make speech texts according to their own themes".

After that, there were the speeches the students wrote themselves. In this section, students are given the opportunity to write their own content. They are allowed to choose topics that interest them, and are free to write about those topics. Students have the opportunity to practise speaking in front of groups through this exercise. Instructor and students view performance. Afterwards, the instructor and other students provide feedback and ideas about student performance.

The instructor also provides suggestions and adjustments to students' pronunciation. Students have the opportunity and experience to speak in front of others as a result of participating in this event. In addition, it also increases student confidence. This also helps students improve their ability to integrate the concepts that will be conveyed in their speech. students 1, 2, and 4 (S1, S2, and S4) stated:

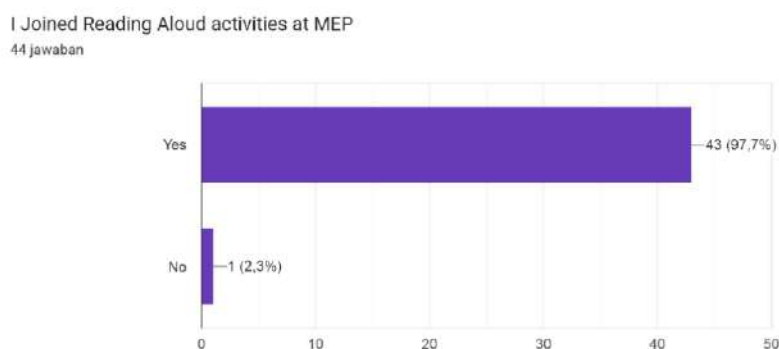
"We are usually told not to be pushed by texts when practicing speaking. Consequently, we use our phrases, which are not always the same as the text. After our performance, the teacher gave us feedback about our performance and pronunciation, what was right and not right".

b) Reading Aloud

The second activity is reading aloud. Students who joined in this activity amounted to 43 or 97.7%. They consider this activity useful to improve their English skills. Meanwhile, one other student (2.3%) thought that reading aloud did not enable them to improve their English proficiency (see Figure 2).

Figure 2

Reading aloud as an activity to improve students' speaking ability



Describing the implementation of the reading-aloud activity, the instructor asked students to read the material that had been previously assigned. After that, students read the assigned material aloud in front of the class. Reading aloud to students is meant to inspire them to read on their own. Their understanding of words also increases as a result of this activity.

In addition, reading aloud is used as a method to prepare students to take part in competitions. Students' ability to communicate proved to be more fluent and improved as a result of this activity. The goal is to prepare students for the activities that will include learning. The following can be shown through interviews with students who are respondents (S2):

“We were instructed by the teacher to read the text aloud while paying attention to all the reading material. When we mispronounce words, the instructor will also provide feedback on our pronunciation”.

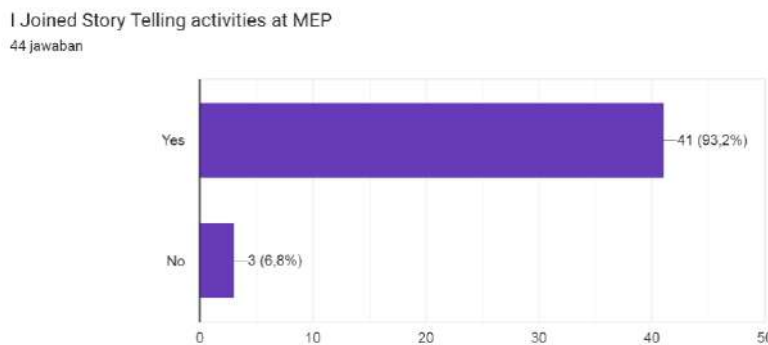
The teacher starts the process of teaching speaking to students by integrating reading aloud, instructing them to get a lot of practice by reading English textbooks aloud, not only in the school environment, but also in their own homes. This instruction is provided so that students have the opportunity to improve their speaking skills in both environments.

c) Story Telling

The third Morning English Program (MEP) activity carried out by students is storytelling. The results of giving questionnaires related to this activity are depicted in Figure 3.

Figure 3

Storytelling as an activity to improve students' speaking ability



According to students, storytelling is also an interesting activity to be carried out at Morning English Program (MEP). However, it was not as popular as speaking and reading aloud. This can be seen in Figure 3 out of a total of 44 respondents who filled out the online questionnaire, there were 41 (93.2%) respondents who stated “agree” with the storytelling method in MEP to hone their speaking skills, and 3 respondents (6.8%) disagree.

Students find story telling to be an interesting activity because everyone is having fun listening to other people's amazing thoughts. In this activity, students are required to find narrative stories to equip them before doing storytelling activities. They are given

the freedom to make the story as interesting as they see it. This was made to make the plot easier to understand. During their preparation before the performance, students learn about grammar as well as narration in this exercise. Teacher (T) stated:

“Students will learn grammar through practice questions. Students are first asked to find narrative text. After that, students must identify grammar and ideas in each sentence of the text. Understanding the subject matter of the text can make it easier for students to tell a narrative. Students are then instructed to remember the passage. Then they are invited to retell a narrative to their classmates”.

When students retell the narrative in front of the class, they sometimes make mistakes. Like errors in pronunciation, they are usually the most common mistakes. In this case, the teacher does not interrupt their performance in the middle of it. The teacher provides feedback on their performance when the activity has been completed.

This exercise will also encourage other students to concentrate on listening and understanding the context of their friend's presentation. They were then invited to provide input and criticism of their friends' performances. This was also shown through conversations with other students who were respondents (S3):

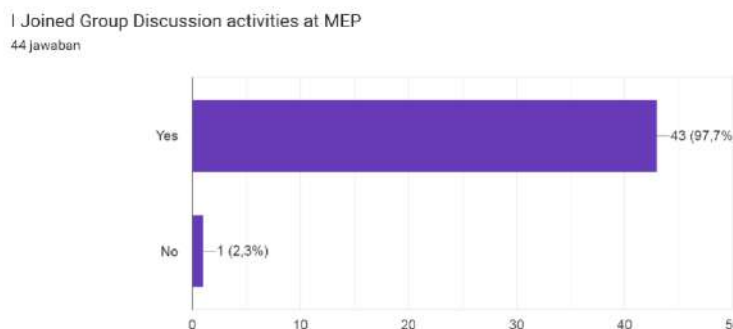
“This exercise is often used as a competition between classes every year, similar to a class meeting. As a result, each student submits one representative to compete. If there is an outside competition, the instructor usually selects one of the best students from the English club to compete”.

d) Group Discussion

The last activity that was implemented in the Morning English Program (MEP) was group discussion. There were 43 or 97.7% students who considered this activity to give benefit improving their English speaking ability. While the other three students (2.3%) thought that group discussion could not enhance their English speaking ability. It is the same with reading aloud activity (see Figure 4).

Figure 4

Group discussion as an activity to improve students' speaking ability



Describing the implementation of the group discussion activity, students found that activity was interesting since everyone had fun listening to other amazing thoughts. Moreover, it is frequently held outdoors and it made a more relaxing situation. The students were then separated into groups. They frequently talk about intriguing issues.

They may review the day's assessment of their MEP activities or express their ideas. Students 3 and 4 (S3 and S4) stated:

"The majority of discussion activities take place outside of the classroom. We were then separated into many groups, each of which discussed a different topic. We also shared our amazing thoughts on occasion".

In the group discussion process, the teacher gives freedom to students with the topics so they can express opinions and issue ideas according to their wishes. Teacher (T) stated:

"We continue to provide supervision while students discuss the themes they have chosen. Then the results of these discussions are presented one by one with arguments".

2. The Impact of MEP Activities on Students' Speaking Ability

The second research problem to be answered is about knowing the impact of Morning English Program (MEP) activities on improving students' speaking skills. Based on the data collected from the interviews, there are several MEP contributions that help improve students' speaking skills. MEP activities at the school had several impacts on students.

Students claim that MEP activities helped them gain better grammatical accuracy, flexibility in speaking due to frequent reading, vocabulary mastery, and confidence to speak in front of an audience. These conditions include the S1 and S2 statements which underline the positive side in their mastery of English due to joining MEP:

"I have benefited a lot from joining MEP. For example, I can improve my speaking skills by studying grammar materials and frequently reading English phrases. There are also storytelling games to help you learn new words. There is more practice than MEP material, such as speeches and storytelling, so I have many opportunities to improve my speaking skills as well as my courage to speak English".

The Morning English Program's contribution to improving students' speaking ability was also found in vocabulary mastery. Students find words all over the place here. They might also be the words of a classmate, the teacher's explanation, or from another text. The students also become accustomed to playing activities related to vocabulary. They enjoy playing games while learning a new language. It helps them gain a lot and learn to speak well.

Furthermore, through participating in various activities, students improve their pronunciation skills. In the assessment section, the tutor corrects the student's performance and provides examples of correct pronunciation for students' incorrect pronunciation. The students were then taught to repeat a few words accurately. All students in this study felt that their pronunciation had improved since actively participating in MEP activities.

All participants in the Morning English Program at SMK Bhakti Mulia Pare Kediri, East Java, Indonesia would probably agree that it is very beneficial for them to become MEP members. They participate in various speaking exercises, which is one way these activities at the English club help people improve their English skills.

If students are able to speak English fluently, they must be able to pronounce words correctly, use the proper stress and intonation patterns, and speak in related

discourse. The audience won't understand our thoughts if we don't speak fluently, the ability to communicate fluently is very important.

DISCUSSION

The discussion section will examine both the activities of the Morning English Program (MEP) and their impact on students' English speaking ability with theory as well as studies in previous literature reviews. According to previous research, Jannah et al., (2020) students' speech performances can be a medium for them to share thoughts and ideas with others through the use of words that have been spoken.

In speech activities, students are required to be confident, ready with ideas, and ready to appear in front of many audiences and listeners in a short time (Kostikova & Miasoiedova, 2022). As with speeches, reading aloud also showed a positive impact on students' English speaking ability. MEP teachers believe that making reading English textbooks a routine activity will provide many benefits for students, including improving students' speaking skills.

Through reading, students will have sufficient information as a source of speaking, will be trained to articulate ideas more often to prepare to speak fluently, and will be prepared with better pronunciation when they listen to the reading aloud. This is in line with Supraba et al. (2020) who stated that reading aloud can be an effective way to introduce students to English words and pronunciation.

Compared to speech and reading aloud, storytelling activities also require students to practice confidence by sharing ideas and information with others. Storytelling requires the storyteller to employ his imagination in retelling the story. As A.B (2016) states that storytelling is an oral exercise in which narrative is constructed in the imagination through discussion between the storyteller and listeners in various situations. Storytelling is one of the fun strategies that learners can use to improve their English skills. People use fairy tales to share their experiences, free their imaginations, understand other people's experiences, and understand things and their goals in storytelling.

Discussing the fourth MEP activity, group discussion provides a more relaxed learning environment so that it has a more positive impact on students' English speaking skills. Harmer (2007) states that unscripted discussion activities allow students to speak freely without feeling obligated to follow a theme. These group discussions also help students increase the number of utterances, increase cooperation and bargaining, and serve as exercises to improve students' problem-solving abilities.

Although, group discussions not only improve students' speaking skills by requiring them to communicate with other people in the group, but also develop students' cooperation and courage. In addition, group discussions have a great influence on the academic sector and offer students leadership and understanding skills. According to Pereira et al., (2013) students are taught how to organize, and develop communities to achieve common goals.

Morning English Program (MEP) is a learning process based on community language learning (CLL) that relies on language training and habituation to help students improve their speaking abilities at SMK Bhakti Mulia Pare Kediri. Based on this finding, the teacher starts a conversation in a group of this community for the target language and

students respond in their project language. Sometimes the teacher translates the learners' responses into the target language and helps them to rephrase their thoughts in the target language.

In this case students become participants in a language set and share their understanding of the language by involving others. In addition, CLL of MEP emphasizes not only the linguistic aspects of language study, but also the more humanistic and philosophical aspects of the process of acquiring a second language for MEP activities by students, such as speaking, storytelling, reading aloud, and group discussion.

As a result, all four MEP activities showed a positive impact on students' English speaking ability. The different percentages that appear in the results of Table 1 represent the freedom of students to choose the best MEP activity that is more suited to their learning style and interests.

In addition, the teacher's role is to provide a supportive learning environment by planning MEP teaching methods such as indoor and outdoor, designing MEP with prepared materials and developing student materials themselves, as well as providing serious and relaxed speaking practice which has proven successful in helping students improve their speaking skills in English. Finally, this study implies the importance of planning before implementing English programs and adopting similar activities to improve students' speaking skills in schools.

CONCLUSION

This study aimed to analyze MEP activities and their influence on students' English speaking skills at SMK Bhakti Mulia Pare. Based on the findings, the students at MEP participated in four activities, namely speaking, reading aloud, telling stories and group discussions. However, the activity most students considered most effective in improving their English speaking ability was speaking activity, with 100% of the students' responses agreeing. During the implementation of MEP activities, the teacher's role is very important to design the best methods and provide a more supportive and comfortable learning environment to help students' English performance get better.

As a result, many positive impacts emerged as a result of the program, such as increased grammatical accuracy, mastery of vocabulary, fluency in speaking, pronunciation ability, and ability to construct concepts in speaking. In addition, students experience lower anxiety and have a higher interest in learning English after participating in MEP activities. Therefore, this study recommends educational institutions and teachers consider good planning and providing a supportive learning environment as important points before implementing an English program.

This research has theoretical implications because it enriches knowledge regarding the establishment of an English language extracurricular program through the community language learning (CLL) model. It also provides practical implications for a teacher or institution outside the context of this research to adapt the implementation of MEP activities to improve students' English-speaking skills. However, due to context, time and participant limitations in this study, broader research with similar or different community language learning (CLL) models would be preferable and could be redeveloped according to the conditions of students in each school.

CONFLICT OF INTERESTS

There is no conflict of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ПОКРАЩЕННЯ РОЗМОВНИХ ЗДІБНОСТЕЙ СТАРШОКЛАСНИКІВ У
РАНКОВІЙ ПРОГРАМІ З АНГЛІЙСЬКОЇ МОВИ ЗА ДОПОМОГОЮ
ПОЗАКЛАСНИХ ЗАХОДІВ В ІНДОНЕЗІЇ**

Це дослідження має на **меті** описати діяльність Ранкової Програми з Англійської (РПА) та її вплив на покращення розмовних навичок старшокласників.

У цьому дослідженні використовується якісний описовий **метод** дослідження. Щоб зібрати дані, учасники заповненої анкети були розділені на дві групи: вчитель англійської мови в Індонезії, та 44 учня 11-го класу, які стали членами РПА. Потім автор опитав п'ятьох старшокласників і одного вчителя, щоб розширити отриману інформацію. Проведений аналіз даних полягав у зборі даних, відображенні даних і висновках. Достовірність даних дослідження була перевірена за допомогою тріангуляції даних.

Результати цього дослідження показали, що діяльність РПА складалася з усного мовлення, читання вголос, розповідання історій та групових дискусій. Після виконання цих заходів вдосконалюються мовленнєві навички старшокласників, які включають граматичну точність, навички

вимови, оволодіння словниковим запасом, вільне спілкування та вміння систематизувати поняття в усному мовленні. Крім того, старшокласники відчували низьку тривожність і більший інтерес до вивчення англійської мови.

Висновок. Цей позитивний вплив підкреслює роль вчителя у використанні відповідних методів навчання та створенні позитивного навчального середовища. У дослідженні наголошується на важливості планування перед впровадженням програми з англійської мови та проведення подібних заходів для покращення розмовних навичок старшокласників.

КЛЮЧОВІ СЛОВА: розмовні здібності, вивчення мови спільноти, ранкова програма з англійської (РПА).

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EUROPEAN UNION STRATEGIES EXTRAPOLATION FOR BOOSTING STUDENTS' MEDIA LITERACY IN UKRAINIAN HIGHER EDUCATION

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ABSTRACT

Purpose. *The paper deals with the realization of Erasmus+ Jean Monnet Module project that contributes to the strengthening of the role of media literacy among citizens. The **aim** of the article is to regard practical aspects*

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of media literacy and critical thinking development for higher education (HE) institution' students in the context of foreign language learning, considering European and Ukrainian experiences.

*The **methodology** of the study involved analysing and generalizing scientific sources to uncover the main issues under investigation; collecting and summarizing valuable points from scholars' contributions worldwide, intercultural communication observations and descriptions.*

Results. *The project "European Union (EU) strategies extrapolation for boosting students' media literacy in Ukrainian HE", initiated in SNAU with the support of Jean Monnet Foundation within the EU Erasmus+ Program, is targeted at popularizing the main directions of EU policy in the field of media education. While reviewing the European discourse on media literacy it was found that the key strategies in British media education are media authorship, ownership and control, ways of achieving the effect of influence and encoding information of media texts, etc. Finnish media education's overall goal is enabling students' analysis of the present and the desired future, and decision making to move towards the desired future. Media education in France is largely determined by semiology, discourse analysis, film analysis, promoting citizens' participation in the public life, a critical approach to advertising and active resistance to its influence. Austrian and German media education focuses on the control over media with potentially harmful or dangerous content and the development of responsible communication culture. Integrating media literacy into foreign language training is revealed to be essential as it can introduce real-world topics and scenarios relevant to students. The compilers of the training course syllabus considered important European documents on media literacy and language education selecting topics, establishing learning objectives, defining learning outcomes, and setting evaluation criteria.*

Conclusions: *The results of this study suggest that media literacy skills should be a compulsory subject in all branches of educational faculties and developed throughout life. The training course should be based on advanced innovations and achievements in this field, considering European and Ukrainian experiences.*

KEYWORDS: *Critical Thinking, European Policies, Foreign Language Training, Media Literacy, Students.*

INTRODUCTION

In the era of digitalization, freedom of speech and individual expression, which is a fundamental right of democratic societies, has become, at the same time, a point of their greatest vulnerability. Utilization of a wide range of tools of information influence makes it possible to achieve significant results in the field of information warfare through the use of psychological characteristics of people, their limited readiness to resist complex information operations, the main means of which are fake news, propaganda, the work of "troll factories", etc. (Bilotserkovets et al., 2021).

The main tool for protection in such cases is the spread of media literacy in the society, because it is media literacy that gives practical skills to evaluate the media process, forms critical thinking of citizens, their culture of media product consumption and their ability to navigate in the new multimedia space, as well as basic knowledge about methods of mass media influence both on the consciousness of an individual and on mass consciousness (Bilotserkovets et al., 2021).

The European integration processes, that are currently taking place in Ukraine, contribute to strengthening the role of media literacy promotion among broad sections of the population. During the 23rd Ukraine-European Union Summit, a joint statement on cooperation between Ukraine and the European Union (EU) was adopted, which, among other things, discussed the importance of media literacy and strategic communications in the field of countering disinformation, mentioned the issue of cyber security, and noted the direction of Ukraine's integration into the single digital market (Joint statement following the 23rd EU-Ukraine Summit, 2021).

In light of the Russian Federation's military aggression in both physical and informational domains, there is an urgent need to prioritize the teaching of media literacy to students in a timely and accurate manner.

The Erasmus+ Jean Monnet Module project, "EU strategies extrapolation for boosting student's media literacy in Ukrainian higher education", was launched in September 2022, and is aimed at popularizing the main directions of EU policy in the field of media education and involving Ukrainian higher education institutions in the European discourse on media literacy in wartime. Under the auspices of this project, Sumy National Agrarian University (SNAU), Ukraine, has developed a training course, "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning" (Euselena Project, 2023).

This article **aims** to address the practical aspects of media literacy and critical thinking development for Higher Educational Establishment (HEI) students in the context of foreign language learning, considering European and Ukrainian experiences and the current relevance of this topic. In order to address the current situation effectively, it is important to tackle essential objectives in an integrated manner.

These objectives include: singling out main strategies applied in the European countries (Finland, France, Great Britain, etcetera.) that were crucial for the successful realization of their media literacy programs in educational environments; highlighting the important aspects of the program for practical implementation of the training course "Major EU practices on media literacy for boosting students' critical thinking in the frame of the target language learning", while incorporating interactive and remote learning technologies and applying the principle of intercultural communication. Integrating media literacy into foreign language training appears to be a sound idea, backed by a number of well-founded reasons.

Considering that foreign language training is included in all educational programs and that the topics covered in language courses often overlap, the development of media literacy can seamlessly complement and enhance the foreign language curriculum at higher education institutions. As foreign languages are studied as a tool for communication, incorporating media literacy can introduce real-world topics and scenarios that are relevant to both society and the students.

The training course “Major EU practices on media literacy for boosting students’ critical thinking in the frame of the target language learning” that has been developed entails a series of structured educational activities focused on spreading awareness about the EU media landscape, promoting media literacy practices that underpin a democratic society and personal growth and equipping learners with the necessary skills on counter-propaganda tactics. The participation of international students studying in Ukraine (from Africa, Asia, etcetera) and local Ukrainian learners in these educational activities will help disseminate relevant knowledge and foster critical thinking while encouraging solidarity and inclusion.

The training course’s core concept is the idea that media literacy learning goes beyond just tool and technology knowledge. It strives to provide young people with critical thinking skills necessary to analyze complex issues, assess situations, and differentiate between opinions and facts.

METHODOLOGY

In order to achieve the study purpose, various research methods were utilized. Theoretical methods involved analyzing and generalizing scientific sources to uncover the main issues under investigation. These approaches allowed the authors to collect and summarize valuable points from scholars’ contributions worldwide and as well as enriched the authors’ experience in enhancing students’ media literacy and critical thinking skills in foreign language training at HEIs. An analysis of effective techniques for developing media literacy and critical thinking in foreign language education with consideration for intercultural communication observations, descriptions, analyses, and systematizations was conducted.

The study was carried out during the 2022-2023 academic year at the Department of Foreign Languages at SNAU, Ukraine.

RESULTS

The issues of media education and media literacy attract considerable attention and stimulate the introduction of a number of initiatives both by state bodies of Ukraine (the Ministry of Education and Science, the Ministry of Culture and Information Policy, the Ministry of Digital Transformation) and public ones, in particular, organizations such as “Internews-Ukraine”, “Detector media”, Academy of the Ukrainian Press, National Media Literacy Project “Filter”(<https://filter.mkip.gov.ua/en/about-the-project/>), etcetera.

SNAU plays an important role in the formation of information and media literacy, the dissemination of reliable information about various aspects of life through the coverage of events on the university’s website, the publication of its own newspaper “Visnyk SNAU”, the introduction of the Promotion Office, and the organization of the Media School. SNAU actively cooperates with local authorities, supports research initiatives and projects on media information literacy and fact-checking.

Thus, from November 2022, the international project “EU strategies extrapolation for boosting students’ media literacy in Ukrainian HE” was initiated in SNAU with the support of Jean Monnet Foundation within the EU Erasmus+ Program. The project is aimed at popularizing the main directions of EU policy in the field of media education and involving Ukrainian higher education institutions in the European discourse on

media literacy in the conditions of Russia's unprovoked military invasion in Ukraine (Euselena Project, 2023).

The project is based on the experience of the European Union, since European countries during the 20th century (under the conditions of the Cold War and significant information activity of the USSR) gained comprehensive experience in the large-scale implementation of media literacy at all levels. Moreover, the beginning of the 21st century led to the development and widespread distribution of innovative types of digital, network, information and communication technologies. The term "new (latest) media" outlined the emergence of such new forms of communication as websites, chats, 3D, and multimedia. Services (wikis, networks, and blogs), thanks to which users interact with content are called "social media". In fact, there was a fundamental change in the communication model – namely, that the principle of "old media" – "one to many" turns into "many to many". In this discourse, media literacy includes all the technical, cognitive, social, civic, ethical, and creative abilities that enable a citizen to access information through the media; effectively use, safely and responsibly create and share media content across various media platforms (Bilotserkovets et al., 2021).

The history of media education in European countries goes back several decades. The theory and methodology of media education was largely formed thanks to the British media pedagogue and media researcher L. Masterman, who suggested evaluating the effectiveness of media education primarily by the ability to use one's knowledge (critical ideas and principles) in new situations. In particular, the scientist identified four key areas that need to be explored: 1) media authorship, ownership and control; 2) ways of achieving the effect of influence (that is, ways of encoding information) of the media text; 3) representation of the surrounding reality with the help of media; 4) media audience.

Furthermore, Britain is one of those countries where the media education movement started with film education, and then covered a wider range of communication media (press, television, Internet, etc.). The history of British film and media education begins in the 1930s during the so-called "inoculation paradigm", which was aimed at countering the harmful influence of the media. The popular French theory of "author's cinema" in the 1960s led to a change of emphasis in British media education as well: the focus shifted to studying the best examples of "media as popular culture" (popular arts paradigm). The first media education courses were introduced into university curricula in the 1960s (Masterman, 1997).

In 1970, Finnish media educators S. Minkkinen and K. Nordenstreng developed a program on media education, and on behalf of UNESCO prepared the first systematic report on the current state of development of media education and recommendations on further strategies for media education at various levels. For the purpose of media education, they defined the fostering of cognitive, ethical, philosophical and aesthetic issues. The researchers singled out the following key media educational topics: 1) history, present and future of mass communication; 2) structure, technology of production of media texts; 3) content of media texts, representation of objective reality in them; 4) influence of the media on the audience (Minkkinen, & Nordenstreng, 1984).

Media education and digital literacy have become key moments in the formation of the educational approach in Finland during the setting of tasks for new technologies and communication skills being essential in the post-information society. Integration of

media and education, their interactivity becomes a central issue of audiovisual communication. This cultural paradigm shift requires the transformation of traditional literacy into media literacy or, more broadly, into cultural literacy, where understanding how images are created and their meaning is crucial.

The values on which the curriculum is built include the support for building the basics of the individual's own cultural identity and, through it, his/her participation in national and global culture. These skills emphasized the vector on interactive and socially oriented communication. The overall goal is enabling students' observation and analysis of current environmental problems, the present and the desired future, evaluation of their lifestyles and dominant trends from the perspective of the future, and decision making to move towards the desired future (Salomaa, & Palsa, 2019).

Currently, the introduction of media literacy in France is regarded as having a systematic nature. Active participants in this process are not only the educational institutions, but also the media industry, executive authorities and a network of public organizations. The specificity of media education in France is largely determined by the theoretical traditions of semiology, discourse analysis, film analysis, the pedagogical tradition of developing local communication and promoting citizens' participation in the public life. Regarding commercial media, the most significant initiatives are based on a critical approach to advertising and active resistance to its influence.

In August 2006, the French Ministry of Education published a report written by a group of experts, which identified a number of tasks for the promotion of Internet technologies in education, including: 1) strengthening the integration of Internet technologies in educational programs by introducing practical classes; 2) improving the qualifications of teachers; 3) expansion of cooperation between educational structures, communities and local organizations in the right to develop Internet technologies; 4) expanding the production of digital educational materials; 5) strengthening measures to improve access to the Internet in various localities (Adriaens-Allemand, 2021).

Media education was officially integrated into the compulsory agenda of Austrian educational institutions and became part of the state educational and cultural policy that received a targeted support from the Ministry of Education. Courses on media culture are taught at universities, youth media centers, where events for different types of audiences take place. These efforts are boosted by a significant number of publications, special journals, and scientific and methodological activities. The important role in the spread of media education in Austria is played by the association AFMK ("Movement for the Support of Media Competence").

The Department of Media Pedagogy, Educational Media and Media Services of the Ministry of Education, Science and the Arts of Austria takes care of raising awareness of media literacy, accumulates research results, working materials, and conducts consultations on media literacy. One of the functions of the department is to select and provide recommendations on audiovisual educational materials and control the content of films in order to prevent youth from accessing unwanted content. In addition, there are a number of non-governmental organizations that united by the mission of providing citizens' access to media education in Austria (<https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/austria/68-media-literacy-and-safe-use-of-new-media>).

The German government believes that the use of modern information and communication technologies is the key to improving the quality of knowledge and the growth of innovation. Today, media literacy and media education are considered to be the main challenges for the country's development. With the help of the nationwide program "New Media in Education", appropriate conditions were created in school education, which raised Germany to a leading position in the world in terms of technological equipment for schools. Today, the issue of new media as a part of everyday educational life is on the agenda. These measures correspond to the SEMIK program (systematic introduction of media, information and communication technologies into the educational and educational process).

Leading organizations in the field of media education in Germany include the following: Federal Department for Determining the Degree of Harmfulness of Media for Adolescents (BPjM), the purpose of which is to protect children and adolescents in Germany from contact with media that is harmful or dangerous content, with elements of obscenity or cruelty and anti-Semitic or racist statements; German Association for Media Education and Communication Culture (GMK), an organization that brings together professionals and experts working in the fields of education, science, culture and media to promote the development of media literacy as a responsible communication culture (<http://www.youthpress.org>).

EU strategies crucial issues for media literacy training were realized in the projects "EU strategies extrapolation for boosting students' media literacy in Ukrainian HEI". It is worth noting that, on the whole, the project's main purpose is to enhance media education in Ukraine and involve its HEIs in a European-oriented media literacy discourse even though the challenges posed by the current martial conditions in the country are unique. This includes establishing a strong foundation for promoting media awareness among the general public by providing theoretical and practical support. The target audience includes a diverse range of individuals such as Ukrainian and international students, postgraduates, urban and rural populations, and others.

The training course encourages open communication and exchange of ideas among various groups such as educators, scientists, politicians, public officials, civil society, and mass media.

The curriculum for the training is designed to be integrative by nature, as it takes into account the Common European Recommendations on Language Education (CEFR) and important European documents on media literacy like the Digital Competence Framework for Citizens (Vuorikari et al., 2022). This means that the compilers considered these factors when selecting topics, establishing learning objectives, defining learning outcomes, and setting evaluation criteria.

The course is aimed at forming students' critical thinking skills in the context of the development of media literacy using the experience of the European Union, namely: understanding the importance of media literacy in a globalized information world; perception of information; selection of the most common types of information manipulation; provision of basic means of checking information; preparation for safe and effective interaction with the system of traditional and modern mass media, taking into account modern trends in the development of information and communication technologies. The formation of young people's media literacy and the development of

their critical thinking skills is an integral part of spreading knowledge about the EU, implementing the values and principles of a modern democratic society.

So, upon completion of the course, students are expected to have acquired a diverse set of competencies, these include:

- a comprehensive understanding of EU policies related to media literacy and media development, the theory and practice of media literacy implementation in both European countries and Ukraine;
- awareness of media security, media ethics, and the communication culture within the media environment;
- ability to apply acquired knowledge and skills to foster a responsible and secure media environment, and engage with its objects and participants through critical thinking;
- proficiency in promoting and spreading media literacy, including awareness of media education in EU countries;
- ability to debunk misleading content and distorted information as well as to counter disinformation and propaganda under the war conditions;
- capability to implement linguistic, communicative, socio-cultural, and intercultural competencies enabling effective communication both within and beyond the media sphere.

The syllabus is thoughtfully designed to offer two comprehensive content modules that encompass a total of 14 themes. Each theme has been elaborated to incorporate foreign language training and tasks aimed at enhancing media literacy and critical thinking skills. The relevant modules and their corresponding items are clearly presented in Table 1 (Bilotserkovets et al., 2023).

Table 1

The correlation of themes by content modules in the syllabus of the training course “Major EU practices on media literacy for boosting students’ critical thinking in the frame of the target language learning”

Content Module 1: Introduction to EU media literacy space: mass media are omnipresent.	Content Module 2: Media and Diversity: Ukrainian and European discourse
Theme 1. Media education, media literacy, digital literacy: nature of concepts, place and crucial role to contribute in the democratic society; critical thinking as a crucial skill for media space.	Theme 8. Navigating in media space: searching, analyzing and using information from various sources; media and on-line resources for education and foreign-language learning (remote platforms, Google tools, online survey tools, tests and assessments, etc.).
Theme 2. Information environment evolution. History of media: experience of Ukraine and Europe.	Theme 9. Media literacy in the context of communication and collaboration: interacting, sharing, collaborating through digital technologies; netiquette; managing digital identity.

Theme 3. The role of the media in shaping the multicultural picture of the world: truthfulness of information, overcoming prejudices, stereotypes, discrimination; Council of Europe social campaign “No hate speech movement” (2013); The European Observatory of Online Hate (2021).

Theme 4. Mapping of media literacy practices and actions in EU-28. The declaration on European digital rights and principles as a promotion of a digital transition shaped by European values. European Council conclusions on media literacy in an ever-changing world.

Theme 5. Guide to human rights for Internet users by European Council. The European digital competence framework for citizens. Media and online activism for personal and social development.

Theme 6. Diversity of the media, diversity of content in the media; linguistic diversity; media representation of social groups; diverse mass media in education etc.

Theme 7. Reporting diversity in the news media and their role in creating intercultural dialogue: media freedom and pluralism; the process of news selection; counteraction to fakes and manipulation in the media.

Theme 10. Information hygiene. Reducing the negative impact of information on mental, physical and social well-being. Management of emotions. Culture of information consumption. Fact and judgment. Fact-checking technologies.

Theme 11. Safety in media space and the basics of cyber security: protecting devices; protecting personal data and privacy; protecting health and well-being; different forms of cyber-bullying (trolling, slander, phishing, etc.) and counteracting to them.

Theme 12. Media text and its critical reading. Critical perception of audio-visual content. Socio-cultural discourse and narratives in the film and television industry. Literature as a form of mass consciousness.

Theme 13. Propaganda Wars: From Social Media and Mass Media to TV Series The enemy as an important element of the propaganda system. Interventions in someone else's information space. Aesthetics of information invasion. Origins of aestheticization of information and virtual flows. Narrative machines of influence.

Theme 14. The role of information in hybrid wars. Russian-Ukrainian propaganda conflict: stages and symbolization, analytical context. IPSO. Information war against Ukraine from European viewpoint.

Certainly, the mentioned themes and points are not exhaustive and can be modified, enhanced, and expanded based on the audience's needs and the relevant situation.

Also, the educational program provides a set of criteria for evaluating a person's media literacy knowledge, skills, and abilities based on course completion, in line with the European Digital Competence Framework for Citizens (Vuorikari et al., 2022). Notably, the ability to coordinate actions aimed at promoting media literacy among the population is considered a crucial principle for achieving high and sufficient levels.

In general, it is suitable to combine foreign language training with media literacy and critical thinking activities. The proposed educational program is believed to provide balanced, systematic, professional assistance in addressing the identified objectives. The application of various heuristic techniques, incorporating problem-solving learning and implementing the principle of intercultural communication will contribute to boosting media literacy, critical thinking and foreign language communication.

Taking into account the current conditions of martial law in Ukraine, all the mentioned approaches can be implemented taking into account blended and distance learning. Furthermore, the opportunity to study in the classroom, of course, will create even more favorable conditions for the application of appropriate teaching and learning formats.

DISCUSSION

Given the current wartime circumstances, the approach for developing media literacy and critical thinking should be modified and enhanced. However, upon thorough analysis of the available educational programs for higher education students, we have observed that media literacy is generally not offered as a distinct discipline unless the specialty is related to journalism, management, or pedagogy. Even in those cases, it is often listed as an optional course.

Consequently, embedding media literacy into other disciplines would be an incredibly productive method of promoting its development, particularly in non-specialized HEIs. Under these circumstances, incorporating media literacy into target language learning could be a valuable strategy to foster greater awareness and comprehension (Bilotserkovets et al., 2022).

Researchers argue that media literacy skill should be a compulsory subject in all branches of educational faculties and developed throughout life; it should be extended to the process and should also be included in implicit education other than formal education (Dolanbay, 2022).

Other authors argue that media literacy courses should be differentiated, depending on the content and purpose of the training and the practical teaching experience. Furthermore, these courses should be based on advanced innovations and achievements in this field, considering progressive, flexible forms and methods of teaching aimed at making the learning process ultimately open, adaptive, focused on students' needs, and easy-to-disseminate in diverse social contexts (Krylova-Grek, & Shyshkina, 2020).

Scholars' comprehension of media literacy and critical thinking development has been validated and broadened by our study. Importantly, it also provides valuable insights on how to effectively incorporate these aspects into foreign language training in HEIs.

The authors' focus on media literacy and critical thinking development in higher education aligns with the findings of nationally and internationally acclaimed studies.

We firmly believe that fostering these essential competencies is integral to cultivating a well-informed and discerning populace that is better equipped to navigate the complex and ever-evolving media landscape with confidence and efficacy. Elaborating the curriculum incorporating media literacy and critical thinking development in foreign language training is of great importance. We consider it is a relevant response to the

requirements regarding the training of mindful personalities and qualified specialists. The study shares the opinion that a well-designed syllabus for foreign language education must have a clear and defined structure (Celot, 2015; Lushchik et al., 2020). This involves identifying a purpose, specific objectives, expected outcomes, evaluation criteria and themes at every stage of training.

The selection of themes related to modern media for foreign language curriculum development aligns with research findings in the field. Educators have observed that students exhibit a noticeable interest in using diverse digital and media resources and are enthusiastic about acquiring the necessary knowledge and skills to consume and disseminate content safely and efficiently (Lushchik et al., 2020).

Moreover, the syllabus's correlation with CEFR's levels of language proficiency underpins drafting foreign language curriculum in HEI on the whole. Such an approach can ensure that learners receive a comprehensive and standardized language education that meets their needs and expectations.

CONCLUSIONS

Equipping students with theoretical knowledge and practical critical thinking skills is essential to identify misleading content, combat informational and psychological aggression, and mitigate the negative impact on their minds and consciousness. Advanced foreign experience in the formation of media literacy for Ukraine, which is in a state of war and under the influence of Russia's disinformation campaign, acquires special significance.

During times of military invasion, it is crucial to focus on developing skills that will enable young people to resist aggressive informational influences, in particular, disinformation, bombardment, manipulation of objective facts, intimidation, hate speech and hostile propaganda. Additionally, teaching young people to think critically and consciously when consuming and distributing media products is also essential.

The results of this study suggest that media literacy skill should be a compulsory subject in all branches of educational faculties and developed throughout life; the training course should be based on advanced innovations and achievements in this field, considering European and Ukrainian experience; given the current wartime circumstances, the approach for developing media literacy and critical thinking should be modified and enhanced; the selection of the themes should be related to modern media; the training course syllabus should be correlated with CEFR's levels of language proficiency.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**ЕКСТРАПОЛЯЦІЯ СТРАТЕГІЙ ЄВРОПЕЙСЬКОГО СОЮЗУ ДЛЯ РОЗВИТКУ МЕДІАГРАМОТНОСТІ СТУДЕНТІВ У ВИЩІЙ ОСВІТІ УКРАЇНИ**

Мета. У статті висвітлено реалізацію проєкту Еразмус+ Жан Моне Модуль, який сприяє посиленню ролі медіаграмотності серед громадян. Метою статті є розгляд практичних аспектів розвитку медіаграмотності та критичного мислення студентів закладів вищої освіти у контексті вивчення іноземної мови, враховуючи європейський та український досвід.

Методологія дослідження передбачала аналіз та узагальнення наукових джерел для розкриття основних проблем, що розглядаються; збір та узагальнення цінних моментів із внесків науковців у всьому світі, спостережень та описів міжкультурної комунікації.

Результати. Проєкт «Екстраполяція стратегій Європейського союзу (ЄС) для розвитку медіаграмотності студентів у вищій освіті України», що реалізується у Сумському національному аграрному університеті за підтримки Фонду Жана Моне у межах Програми Еразмус+, спрямований на популяризацію основних напрямків політики ЄС у сфері медіаосвіти. Під час розкриття європейського дискурсу з медіаграмотності з'ясувалося, що ключовими стратегіями британської медіаосвіти є авторство, володіння та контроль медіа, способи досягнення ефекту впливу та кодування інформації медіатекстів тощо. Загальна мета фінської медіаосвіти полягає в тому, щоб студенти могли аналізувати сьогодення та бажане майбутнє, робити вибір, щоб рухатися до бажаного майбутнього. Медіаосвіта у Франції значною мірою визначається семіологією, аналізом дискурсу, аналізом фільмів, сприянням участі громадян у суспільному житті, критичним підходом до реклами та активним опором її впливу. Австрійська та німецька медіаосвіта зосереджена на контролі над медіа з потенційно шкідливим або небезпечним контентом і розвитку культури відповідального спілкування. Інтеграція медіаграмотності в навчання іноземних мов має

важливе значення, оскільки вона може познайомити студентів із реальними темами та сценаріями. Автори – розробники програми навчального курсу врахували важливі європейські документи з медіаграмотності та іншомовної освіти, обираючи теми, визначаючи цілі навчання, розкриваючи результати навчання та встановлюючи критерії оцінювання.

Висновки. Результати цього дослідження свідчать про те, що навички медіаграмотності мають бути обов'язковим предметом на всіх факультетах та розвиватися протягом усього життя. Навчальний курс повинен базуватися на передових інноваціях і досягненнях у цій галузі з урахуванням європейського та українського досвіду.

КЛЮЧОВІ СЛОВА: критичне мислення, європейська політика, вивчення іноземної мови, медіаграмотність, студенти закладів вищої освіти.

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THE DEVELOPMENT OF THINKING SKILLS IN ENGLISH AS A SECOND LANGUAGE METHODOLOGY CLASSROOM

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ABSTRACT

*This article focuses on an important aspect of modern education – the development of thinking skills. The **purpose** of this article is to outline the way thinking skills are developed in English as a Second Language (ESL) Methodology. The research was undertaken at Pavlo Tychyna Uman State Pedagogical University.*

*The **methodology** is based on a review of academic literature, analyses of core Curriculum and ESL Methodology course books, and a generalization of our own ESL Methodology teaching experience.*

Results. *The notion of thinking skills is revealed and their role for language learning is emphasized in the article. It is concluded that the development of thinking skills greatly depends on the quality of instruction, hence the requirement to enhance the ability of preservice teachers to develop thinking skills in their learners. To understand students' readiness to develop thinking skills in their learners the PRESETT Curriculum on Methodology (Bachelor's Level) and ESL Methodology coursebooks were thoroughly studied in terms of the aspects relevant to this research. The general overview of the core Curriculum in terms of the suggested modules, units and learning outcomes proved that the development of higher-order thinking skills is one of its main objectives.*

According to the core Curriculum thinking skills are developed through a range of teaching approaches, among them task-based learning, the use of

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case studies, simulations, group projects and problem solving. Such modes of teaching and learning promote high level interaction as well as the high level of thinking skills development. The analysis of the ESL Methodology coursebooks provides much more detailed overview of the activities practiced during the sessions, thus giving additional support for the research. It is proposed that competencies can be improved by means of HOT skills activities in the ESL Methodology classes.

Conclusions. *The research findings have enriched our understanding of thinking skills and highlighted the importance of their development in preservice teachers so that they are able to develop thinking skills in their future learners. Taken together, the research results suggest that both thinking skills and life skills, such as communication, teamwork, critical thinking, problem-solving, information literacy, creativity, etc., are focused on in both the PRESETT Curriculum on Methodology and in the ESL Methodology coursebooks.*

KEYWORDS: *ESL Methodology, Higher-Order Thinking Skills, Preservice Teachers, PRESETT Curriculum on Methodology, Teacher Training.*

INTRODUCTION

In recent years there has been a great shift in teacher training in Ukraine. These changes have been reflected in educational policy, curricular design and teaching practice. The Concept for the Development of Pedagogical Education emphasizes the importance of creating a new model of teacher education which is focused on training teachers of a new generation (Ministry of Education and Science of Ukraine, 2017, p. 5), ready to implement the key ideas of the New Ukrainian School.

Furthermore, the document states that the contemporary teacher training programs should be based on competence, learner-centered approach, ensuring the formation of soft skills, acquiring skills and experience in forming competencies in students. These ideas coincide with the New Ukrainian School requirements. According to this document “it is not enough to only feed a child with knowledge; it is also necessary to teach how to use that knowledge” (Ministry of Education and Science of Ukraine, 2016, p. 10).

Thus, the development of life competencies has become essential for successful self-fulfillment in life, education and work as modern society requires “professionals who are able to learn throughout life, think critically, set and achieve goals, work in teams, communicate in a multicultural environment and possess other contemporary skills” (Ministry of Education and Science of Ukraine, 2016, p. 4).

The analysis of a number of documents on State Standard of Basic Secondary Education, Core Curricular of General Secondary and basic secondary education, Model Curricular on English as a Second Language (ESL) teaching provides the evidence of the necessity for implementing modern approaches and models of teaching and learning: competence approach, communicative approach, task-based approach, learner-centered approach, culturological approach, pedagogy of partnership, interactive teaching, problem-solving learning that develops not only language skills, but key life competences: communication in the national language (and mother tongue, if

different); communication in foreign languages; mathematical literacy; competencies in Science and Technology; ICT and digital competencies; lifelong learning skills; sense of entrepreneurship; social and civic competencies; cultural awareness; environmental awareness and healthy lifestyles.

In this perspective, the role of thinking skills has been greatly increased. It is especially important to teach preservice teachers to think so that they can develop these skills in their students. The necessity for critical thinking skills development in preservice teachers is supported by Furqon, Sinaga, Liliyasi, & Riza (2023), who consider them essential in the 21st century.

Similar ideas are expressed by other distinguished authors. In their opinion, developing thinking skills significantly increases language learners' speaking and listening exams scores (Yang et al., 2013), writing and speaking skills (Sanavi & Tarighat, 2014), vocabulary learning (Allahverdi & Gholami, 2014), and reading comprehension performance (Fahim et al., 2012). Together, these studies emphasize the importance of thinking skills development in preservice ESL teachers.

METHODOLOGY

The **purpose** of this article is to outline the way thinking skills are developed in the ESL Methodology classroom. The research was done at Pavlo Tychyna Uman State Pedagogical University. The following research questions were formulated:

1. What is the role of thinking skills for preservice ESL teachers?
2. How well does the ESL Methodology develop thinking skills in preservice teachers?

Data was collected through several methods throughout the study. Among them were the following: a review of academic literature, core Curriculum analysis, ESL Methodology course books analysis, generalization of our own ESL Methodology teaching experience.

The study comprises two stages. In the initial stage of the research the notion of thinking skills was investigated through the analysis of a vast range of literature on the problem. Together these studies provided important insights into the structure of thinking skills and their role for language learning. The second stage of the research was devoted to the analysis of the materials: PRESETT Curriculum on Methodology (bachelor level) and ESL Methodology course books. Our own ESL Methodology teaching experience was also generalized at this stage. The findings made it possible to describe the way thinking skills are developed in the ESL Methodology classroom.

RESULTS

First of all, the research requires an understanding of the notion of thinking skills. The literature review showed that there is a vast number of definitions, the essence of which is always the same. In our opinion, the notion of thinking skills is best revealed by William & Burden (1997). They define thinking skills as "a cognitive process in which the students are emerged to use their minds to observe, think, categorize, and hypothesize".

The notion of thinking skills is more complex than it may seem at first sight because thinking skills are composed of some sub-skills. Thinking skills were first systemized in 1956 by educational psychologist Benjamin Bloom and his team who created the

eponymous taxonomy, at the core of which is a series of skills that teachers should develop in their learners in order to make their students learn more effectively. The taxonomy challenged traditional rote learning in education and encouraged “higher-order thinking”. Bloom’s Taxonomy is presented in Figure 1.

Figure 1

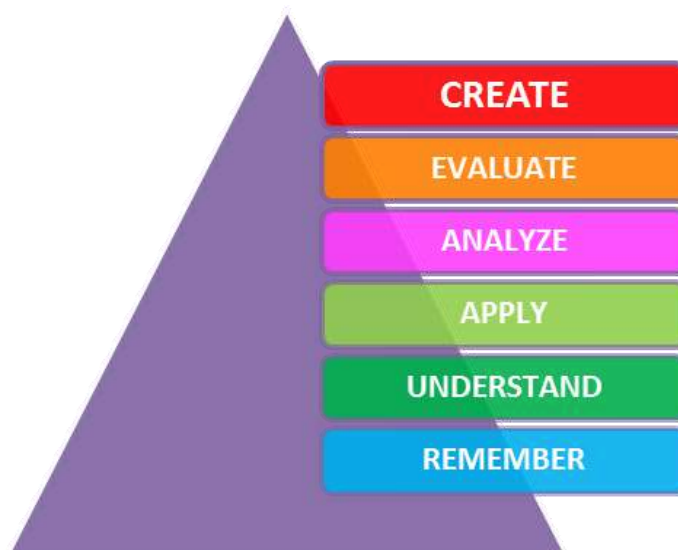
Bloom B. S (1956) A Taxonomy of Educational Objectives



Figure 2 demonstrates the revised version of Bloom’s Taxonomy proposed by David Krathwohl and Lorin Anderson in 2000.

Figure 2

Anderson, L.W. & Krathwohl, D.R. (2000). A taxonomy for learning, teaching and assessing: A revision of Bloom’s taxonomy of educational objectives



In this schema, the different thinking skills are described using verbs rather than nouns, and are no longer seen as cumulative and hierarchical but of equal value, which can be

employed at various times in learning. Considering the fact that learning does not always run smoothly, in Anderson and Kratwohl's opinion, the sequence of the steps might change depending on the circumstances. That was the central idea behind the revision of Bloom's taxonomy.

As we can see their classification is closer to classroom practice. Teachers can initiate tasks that practice different thinking skills at different times, and sometimes more than once, in no particular order, thus teaching students to use their knowledge in the real world.

Among the six levels of thinking, higher order thinking skills (HOT skills) are of utmost importance as they help students to transfer their knowledge into actual use. They are analyzing, evaluating, and creating. Many educators split HOT skills into four groups: applying, analyzing, evaluating, and creating. Thus, HOT skills include problem-solving, analyzing, imagining and making connections. Without them, students may know a lot of vocabulary or grammar rules, but be unable to use them in a meaningful way.

The higher-order thinking involved allows students to immediately use the language in a practical or creative way, mimicking how they may need to use it in the future. For students hoping to move on to university level studies, these skills are not only helpful, but essential to their success. The extent of thinking skills development is largely dependent upon the teacher, that is why it is important to train preservice teachers to develop thinking skills in their learners. Preservice teachers will benefit from exposure to HOT skills activities in the ESL Methodology classes.

To answer the second research question: *How well does the ESL Methodology develop thinking skills in preservice teachers?* we analyzed the core Curriculum and ESL Methodology course books. It gave us an understanding of preservice teachers' readiness to develop thinking skills in their learners.

First of all, the PRESETT Curriculum on Methodology (Bachelor's Level) (2020) was thoroughly studied in terms of the aspects relevant to this research. Of specific interest were learning outcomes, as they demonstrate what students have learned as a result of a module or unit.

The list of verbs used in the description of the learning outcomes were identified and compared to the Bloom's Taxonomy verb chart in order to see to which levels of thinking they relate. So, the most frequently used verbs in the learning outcomes are "reflect", "identify", "give recommendations", "analyse", "choose", "select", "design", "plan", "evaluate", "assess", "exploit", "write". Comparing these verbs to the Bloom's Taxonomy verb chart (<https://tips.uark.edu/blooms-taxonomy-verb-chart/>) we can state that all of them are focused on the development of higher-order thinking skills, such as: analyzing, evaluating and creating.

Besides, these are measurable action verbs which prompt the way students are assessed. At the same time, they are intended to develop important skills for preservice teachers, such as: the ability to select, to analyze, to evaluate, to recommend, to design, to plan, etcetera.

According to the core Curriculum (2020) these skills are developed through "a range of teaching approaches, among them task-based learning, the use of case studies, simulations, group projects and problem solving" (p. 17). Such modes of teaching and

learning promote interaction of high level as well as high level of thinking skills development. As a result, we can state that a higher-order thinking skill is one of the main objectives of the core Curriculum. It is obvious that with this skill students will be prepared to cooperate successfully, think critically, communicate effectively and solve problems efficiently in their workplace. As a result, they will be more successful in their future work performance.

The analysis of the ESL Methodology course books (Bezv et al., 2020; Bezv & Gembaruk, 2021) provides much more detailed overview of the activities practiced during the sessions, thus giving additional support for the research. We analyzed the coursebooks specially designed by the ESL Methodology teachers of Palvo Tychyna Uman State Pedagogical University on Modules 3 and 4.

These modules are taught to the third-year students of the Faculty of Foreign Languages. First of all, the coursebooks were thoroughly studied in terms of their structure. Each of the coursebooks is devoted to teaching a particular module. Each unit within the module is marked by a similar structure, number of hours allocated for contact study (18) and self-study (12).

The beginning of each unit gives students a clear understanding of its assessment specifications: the description of the item for assessment and assessment criteria. A self-assessment check list sums up students' work on the unit and identifies areas they can already do as well as areas which require further consideration. Sessions within the units are also marked by a similar structure. Being based on the constructivist approach, sessions rely on Kolb's Experiential Learning theory which suggests a four-phase learning cycle connected with doing, sensing, observing, reflecting, thinking and planning.

This learning cycle structures learning sequence and provides the development of both thinking skills and life skills (communication, teamwork, critical thinking, problem-solving, information literacy, creativity, etc.) which is the aim of the core Curriculum (Gembaruk, 2022). Providing students with different opportunities to share their ideas, reflect on their learning, and engage in extended communication with peers and teachers, classroom activities make the learning process more active. Active learning involves students in various activities (dialogue, debate, writing, and problem solving, etc.) as well as in analyzing, evaluating and creating.

The analysis reveals that classroom activities provided by the ESL Methodology coursebooks are well focused on thinking skills development, especially higher-order thinking skills. Nevertheless, more detail about the activity types and their correspondence to Bloom's taxonomy levels of thinking is needed. Table 1 represents the major activities used in teaching ESL Methodology along with the thinking skills they employ.

We are focused on HOT skills as they require more cognitive processing than others and involve the learning of complex judgmental skills such as critical thinking and problem solving. Though application refers to the low-order thinking skills (LOT) we consider it important as it enables students to apply their existing knowledge and experience to various situations. On the other hand, many educators refer application to the HOT skills.

Table 1*Coursebook Activities and Thinking Skills Employed*

Thinking skills employed	Activities
Applying	Understanding listening
	Instruction: Share your viewpoints on the questions: <i>How do you understand listening? What is meant by listening (skills)? Do hearing and listening mean the same things Why? or Why not?</i>
	Different sources of listening
	Instruction: Discuss the following questions and fill in the table below. Questions: <i>What do we listen to in learning a foreign language? Why do we listen? Where do we listen?</i>
Practice in identifying activity types and their purposes	
Instruction: Read the course book extract and identify each activity and its purpose.	
Course book metaphor	
Instruction: Working in groups, come up with a metaphor for a coursebook relating it to some of the functions that coursebooks perform and present it on the poster.	
Analyzing	Coursebook analysis
	Instruction: Read four coursebook passages on the same topic: food. Identify the differences between texts in terms of level, complexity, density, vocabulary and authenticity. Put down your answers in the table below.
	Curriculum requirements for teaching reading
	Instruction: Working in 3 groups, study National Curricular and identify curricular requirements for teaching reading for all the grades (1-11). Summarize your findings in chart format.
	Spot the differences
Instruction: Spot the differences between:	
<ul style="list-style-type: none"> - <i>Extensive and intensive reading</i> - <i>Skimming and scanning</i> 	
Lesson plans analysis	
Instruction: Read the examples of lesson plans based on different approaches, and analyse them using the Table above. Define which approach the lesson is based on. Discuss the results in plenary	
Practice in coursebook evaluation and selection	
Instruction: Evaluate 2-3 on-line coursebooks for the same level against the agreed criteria. Select one, following the steps and taking into account the guidelines for coursebook evaluation.	
Evaluating	While-listening activities and their purposes

Instruction: Read the listening activities 1-16 on the listening text. Choose those which apply to the *While-listening stage*. Justify your choice.

Types of speaking activities

Instruction: In your groups try two activities out one after the other, allowing about five minutes for each. Share your viewpoints on the questions: *Which was more successful in producing good oral fluency practice? Why? What do you think the types of activities are?*

Approaches to teaching reading

Instruction: Read the statements about reading. Agree or disagree to them. Justify your point of view.

Practice in Teaching Listening

Instruction: Design a sequence of tasks for the following recorded text, including at least one pre-listening, one or more while-listening tasks, and one post-listening task. Present your ideas to the whole group.

Follow-up task

Creating

Instruction: Prepare Item 2 from Assessment Specifications

Item 2. Evaluate a unit from a coursebook for a specified educational context (secondary school, grade ...) according to the set criteria. Write a report (250-300 words), justifying your decisions and giving evidence that this unit suits / does not suit learners' needs and the requirements of the curriculum. Prepare PowerPoint presentation of your report using "Dos & Don'ts Doc" and presentation tips. Present it in class.

Table 1 provides an overview of the activities which illustrate the employment of the higher-order thinking skills. The activities were randomly chosen in order to create a general understanding of the way thinking skills are developed. The first level of thinking, applying, refers to the ability to use learned material in new and concrete situations. According to the constructivist approach the knowledge is not given but constructed by the students themselves. So, the activities employing this skill are usually practiced at the beginning of the session. They include sharing experience on the topic learnt and then applying it to the new content.

As is evident in Table 1 there is a rough balance between the activities offering students' exposure to higher-order thinking: analyzing, evaluating and creating. Though, sometimes it is difficult to identify the skill employed in the activity, as there is a slight overlap between the skills or some skills are developed within one activity. As, for example, *While-listening activities and their purposes* (Table 1), when students first analyze the activities in order to choose those which apply to the while-listening stage.

Then they are to justify their choice by expressing their opinion or giving arguments. Each session ends with students' reflection on its key issues. Reflection employs evaluating the topic by giving sound arguments, using good evidence or support.

Analysing core Curriculum and ESL Methodology coursebooks we were attracted by the assessment specifications which include a wide range of assignment types, among them: essay, reflective writing, reports, presentation, quiz, lesson plan, case study, materials and test design, professional development plan, portfolio (PRESETT Curriculum on Methodology (Bachelor's Level) (p. 27). These are typical examples of creative tasks which involve all levels of higher-order thinking skills.

DISCUSSION

Thinking skills are cognitive processes that are used to solve problems, make different decisions, asking questions, making plans, organizing and creating information. Thinking skills are crucial at every career level in every industry. Those who have well-developed thinking skills can work well both with others and independently to address different problems. For this reason, companies value and prefer applicants who show strong thinking skills. Everybody has thinking skills, but not everyone uses them effectively. Effective thinking skills are developed over a period of time. In this context, the development of thinking skills has become crucial in education.

The importance of thinking skills development is emphasized in state documents on education. The New Ukrainian School, a key reform of the Ministry of Education and Science, pays special attention to teaching critical thinking. According to it students are to be taught to think critically, not to be afraid of voicing their views and be responsible citizens (Ministry of Education and Science of Ukraine, 2016).

The central place in the system of education belongs to the secondary school. It is at school that children's personality, their attitudes to the society and their professional qualities form. So, the new school requires new teachers who are able to introduce changes, to effectively implement innovative approaches and techniques (Kostikova & Miasoiedova, 2022) as well as different activities which provide thinking skills development.

CONCLUSIONS

The research findings have enriched our understanding of thinking skills and highlighted the importance of their development in preservice teachers so that they could be able to develop thinking skills in their future learners. The analysis of the PRESETT Curriculum on Methodology in terms of modules, units and learning outcomes clearly shows that higher-order thinking skills are one of its main objectives. Recommended by the curriculum modes of teaching and learning promote interaction of high level as well as high level of thinking skills development.

The analysis of the ESL Methodology coursebooks reveals major activities used in the classroom along with the thinking skills they employ. Taken together, the research results suggest that both thinking skills and life skills, such as communication, teamwork, critical thinking, problem-solving, information literacy, creativity, etc., are focused on. It makes possible to conclude that thinking skills are well-developed in the ESL Methodology classroom.

CONFLICT OF INTERESTS

There is no conflict of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

РОЗВИТОК НАВИЧОК МИСЛЕННЯ НА ЗАНЯТТЯХ З МЕТОДИКИ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

Мета. Стаття присвячена вивченню важливого аспекту сучасної освіти – розвитку мислення. Мета цієї статті – окреслити спосіб розвитку навичок мислення на заняттях з методики навчання англійської мови. Дослідження виконано в Уманському державному педагогічному університеті імені Павла Тичини.

Методологія. У процесі дослідження було використано такі методи: огляд наукових і академічних статей, аналіз типової навчальної програми «Методика навчання англійської мови (рівень бакалавра)», аналіз підручників з методики навчання англійської мови, узагальнення власного досвіду викладання методики навчання англійської мови.

Результати. У статті розкрито поняття «навички мислення» та підкреслено їх роль у навчанні мови. Зроблено висновок, що рівень розвитку навичок мислення значною мірою залежить від учителя, тому дуже важливо готувати студентів до розвитку навичок мислення у своїх учнів. Для того, щоб зробити це належним чином, необхідно розвивати навички мислення у студентів на заняттях з методики навчання англійської мови. З метою перевірки готовності студентів до розвитку навичок мислення було проаналізовано типову програму «Методика навчання англійської мови» (рівень бакалавра) та навчальні посібники з методики навчання англійської мови з точки зору аспектів, пов'язаних з цим дослідженням. Загальний огляд типової програми, здійснений на рівні навчальних модулів, розділів та очікуваних результатів навчання, довів, що розвиток навичок мислення вищого рівня є однією із пріоритетних цілей цієї програми. Відповідно до типової програми навички мислення розвиваються за допомогою низки підходів, серед яких навчання на основі завдань, використання тематичних досліджень, моделювання, групові проєкти та вирішення проблем. Доведено, що такі режими викладання та навчання сприяють взаємодії високого рівня, а також сприяють розвитку навичок мислення вищого рівня. Аналіз підручників з методики навчання англійської мови, сфокусований на різноманітних діяльностях, що практикуються під час навчальних сесій, надав додаткову та вагому для дослідження інформацію.

Висновки. Результати дослідження збагатили наше розуміння сутності поняття «навички мислення» та підкреслили важливість їх розвитку для майбутніх учителів. У сукупності результати дослідження свідчать про те, що розвитку навичок мислення та життєвих навичок, як то: спілкування, робота в команді, критичне мислення, вирішення проблем,

інформаційна грамотність, креативність тощо, надається значна увага як у типовій програмі «Методика навчання англійської мови» (рівень бакалавра), так і в проаналізованих нами підручниках з методики навчання англійської мови.

КЛЮЧОВІ СЛОВА: майбутні вчителі, методика навчання англійської мови, навички мислення вищого рівня, підготовка вчителя. програма додипломної методичної підготовки вчителів.

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DESIGNING THE CLASSIC TEACHING SESSION FOR ARCHITECTURAL STUDENT VIA NEW BOPPPS MODEL WITH THE SPIRIT “S” OR SEVENTH SEAL

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ABSTRACT

Purpose is to analyze BOPPPS as a model for participatory learning and development (PLD) activities for architectural students.

Methodology. The methods of analysis, classification, and descriptions are used.

Results. BOPPPS model consists of the following components: Bridge-in: An opening session to introduce the topic, participants, and objectives of the PLD activity. Objectives: Defining the specific goals and outcomes that the PLD activity aims to achieve. Post-test: An evaluation tool used to assess participants' knowledge and understanding of the topic prior to the PLD activity. Participatory Learning: A process where participants actively engage in learning activities, such as group discussions, role-plays, and hands-on exercises, to acquire new knowledge and skills. Post-assessment: An evaluation tool used to assess participants' knowledge and understanding of

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the topic after the PLD activity. Summary: A closing session where the facilitator summarizes the key takeaways from the PLD activity and highlights areas for further improvement or follow-up. The BOPPPS model is designed to ensure that PLD activities are well-structured, participatory, and effective in promoting learning and development. By incorporating evaluation tools such as pre- and post-tests, the model allows organizers to measure the impact of the PLD activity and assess its effectiveness. The addition of the "S for Spirit" in the BOPPPS model emphasizes the importance of designing PLD activities with the spirit, or the essence and guiding principle, of the project. This means that the PLD activity is not only structured and evaluated effectively, but also aligns with the purpose, values, and vision of the project. Designing with the spirit can add a more meaningful and personal touch to the PLD activity, creating a more impactful learning experience for participants.

Conclusions. The updated BOPPPS model could include one more component Spirit (S). They are as followings: Bridge-in, Objectives, Post-test, Participatory Learning, Post-assessment, Summary, and definitely Spirit (S) – the guiding principle and essence of the project that shapes the PLD activity.

KEYWORDS: BOPPPS, Spirit, Learning, PLD, Understanding.

INTRODUCTION

The BOPPPS model is an efficient template for the planning of lectures. Insightful instructors, however, have used the various stages in this template intuitively without ever being aware of its existence (Ma et al., 2021). After having learnt the BOPPPS model formally, we realized that we had been using elements of the model unconsciously in an intuitive manner in the teaching of Architectural Design and Documentary Film Production at KDU.

BOPPPS is an acronym for **B**ridge-in, **O**bjectives, **P**ost-test, **P**articipatory Learning, **P**ost-assessment and **S**ummary, a systematic and processual approach to teaching which provides comprehensive coverage for all the salient features of a lecture, paving the way for excellence in teaching (Liu et al., 2022). For the inexperienced instructor who has just begun his career in teaching, and for whom standing in front of a class full of intensely focused students would be a terrifying prospect, it is a godsend since it virtually provides an all-inclusive template that could be used in most classroom settings and situations (Wang et al., 2021).

Lectures should be meticulously planned since it is not only information that is disseminated by the lecturer. Apart from the basic content of the lecture, experienced teachers also demonstrate how subject matter is conveyed to students. Whilst learning from inspired teachers, students also learn how to teach (Shih, & Tsai, 2020). Great teachers consciously impart this valuable lesson to students and, in so doing, groom the next generation of teachers. The baton should be passed on to posterity in class, long before any student has decided that teaching is a viable career path for him (Yang et al., 2019).

The BOPPPS model is a double-edged sword, so to speak, a truly effective way of accomplishing the twofold meta-objectives of teaching and grooming students for

careers in teaching (Wu et al., 2021). The various stages of the BOPPPS model will be taken up next for analyses. The purpose of education using the BOPPPS approach can be summarized as follows: Bridging knowledge gaps, Optimizing learning experiences, Promoting critical thinking skills, Preparing for future success, and Supporting personal growth and development. So, the article **purpose** is to analyze BOPPPS as a model for participatory learning and development (PLD) activities for architectural students.

METHODOLOGY

The methods of analyses, classification, descriptions are used.

THEORETICAL BACKGROUND

Table 1

Lesson Plan for Delivery of Micro-Lecture

COURSE: Theory of Architecture	DATE: 12 th June 2022
TITLE: Interactive War Memorial: A Soldier's Journey into Deathlessness	INSTRUCTOR: Archt SR Gunerathne
BRIDGE: Delineates the architectural design process. War memorial without sculptures of soldiers, Design commissioned by Field Marshall Sarath Fonseka to commemorate victory in the "War Against Terror"	
LEARNING OBJECTIVE: How to use words creatively to envision existential space, how to differentiate between words, spatial words, metaphors and archetypes: how to use existing precedents to create innovative spaces for specific functions.	
PRE-ASSESSMENT: Design exercises conducted prior to lecture establish understanding of the design process	MATERIAL: Multimedia projector

PARTICIPATORY LEARNING

Illustrates how theoretical knowledge is employed to create visible and practical design solutions for the real world, /design process comprises the 4 learning styles of the Kolb Learning Cycle comprising Concrete Experience, Reflective observation, Abstract conceptualization, and Active experimentation

TIME	INSTRUCTOR ACTIVITIES	LEARNER ACTIVITIES	RESOURCES
Coconceptualization – 2min	Use of Rhetoric		
Programme – 2 min	Use of Precedents		
Precedents – 2 min	Use of Connotative words,	Relating the	PowerPoint,
Design Philosophy – 3 min	metaphors, archetypes	presentation to the	Sketchup
Design concept – 3 min	and Philosophy/theory to	given Studio Designs	
War memorial – 8 min	generate a design		

POST ASSESSMENT: Setting of design exercises to ascertain whether the design process from conceptualization to design has been understood

SUMMARY: establishes the process whereby concepts, precedents, brief and design philosophy are used to generate design, use of spatial words, metaphors and archetypes in designing spaces for human habitations and functions

WHAT WORKED WELL/WHAT NEEDS REVISION: Working consistently with a viable concept in order to flesh out a design scheme poses difficulties for students

B: The Bridge-in

The bridge is what enables the lecturer to arouse interest in the students in regard to the lecture that is about to be delivered. Often times, it could be in the form of a humorous anecdote, a song, a video clip or a powerful image or series of images that strike an introductory note for the lecture that is about to be presented (Li et al., 2021).

The bridge could refer to a contemporary societal trend, fashion, or interesting trivia that students are familiar with. This facilitates the smooth transmission of information and also functions as a learning aid or mnemonic. Students learn not only in a linear fashion but also through associations. A web of associations for the bridge-in would result in that particular lecture becoming an unforgettable experience for the students. As usual practice is to use imagery and footage from advertisements along with short films thrown in for good measure (Table 1).

O: Objectives

The intended learning outcomes (ILO) are covered under Objectives. This deals with the content of the lecture that is processed by the students so that it may be applicable in some other context or setting. In the field of architecture, ILOs have practical and theoretical ramifications (Cui, 2019).

More often than not, they lead to practical applications of the knowledge that is gathered from a lecture. An ILO could also provide inspiration for a student to conduct research in an area touched upon in the lecture. Generally, the most important ILO in the discipline of architecture is the application of the knowledge gained by the student in a design exercise to engender existential space.

P: Pre-assessment

The first "P" in the BOPPPS acronym deals with the lead up to a lecture that has been planned. In this regard, the insights gained from teaching an architectural design studio regarding how students approach their design exercises, makes the lecturer prescient in his pre-assessment of a student's learning approach (Zhang, 2020). Prior experience in the design studio also enables him to pitch his lecture to the class, so that an entire group of students with wide ranging learning capacities would be able to comprehend him. Pre-assessment also allows the lecturer to pick and choose students who are opinion leaders to precipitate discussions in class.

P: Participatory Learning

Participatory learning constitutes the main segment in the learning process. I teach documentary film production and architectural design to undergraduates of the 5-year BArch program in architecture at the General Sir John Kotelawala Defence University. In my experience as a teacher in documentary film production, participatory learning is varied, interesting and rewarding. In fact, this form of learning is a sine qua non in the teaching of a film studio.

Students first learn the rudiments of how meaning is conveyed in still images after which they are introduced to moving images and how they convey meaning (Wang, 2021). Provocative stills and videos of world advertisements are used to generate discussions and conduct analyses. Insightful responses are rewarded with prizes.

P: Post-assessment

The final “P” in the BOPPPS acronym, post-assessment is a means of ascertaining the extent to which a lesson has percolated into the sensibilities of the student (Chen et al., 2022). During this penultimate stage, the lecturer could encounter un envisaged scenarios, where students’ use of knowledge imparted in class is applied in contexts that are seemingly disconnected from the use it was originally intended for.

In the lecture series on film production and theory of architecture which is conducted, post assessment leads to creative design both as filmic and spatial responses to given assignments. Thus, students’ understanding of what they learnt in class under Documentary Film Production is tested through group assignments such as the compilation of photograph portfolios, storyboarding short stories, writing pitches, and developing them into treatments. The end product in these series of assignments is the production of a video documentary short film, a comprehensive and exhaustive exercise that incorporates all the tasks that define post assessment.

S: Summary

In BArch lectures, Summary is achieved through critiques of students’ work by visiting architects, filmmakers and theorists in the field. Some students go on to exhibit their work in international competitions and use their talents in other disciplines in order to conduct filmic simulations of various settings for research purposes (Li, 2019).

RESULTS**New addition of S for Spirit: Adding the Final “S” to BOPPPS**

As a teacher, one of the most important lessons that a teacher aims to teach lies outside the curriculum and, hence, does not get included in the traditional format of the lesson plan. It is to demonstrate that education is for life and not for a living. This statement is attributed to Bhagavan Sri Sathya Sai Baba, one of the most beloved religious teachers of the 20th century and an inspired educationist, who passed away in 2011. Bhagavan Baba had realized that an education without any ethical foundation results in the hardening of the human soul and leads to a pervasive lovelessness in society. He has repeatedly endeavored to communicate the vital truth that individuals should be humane and of service to the human commune, over and above the dictates of the career path that he has chosen for himself.

This, he believes, is what engenders a society governed by individuals who are guided by the Spirit without any religious bigotry. In our modern era where the word “love” has become a four-letter expletive, Baba demonstrates that love should be the root cause, the basis of any civilized endeavor. The four axioms given below convey the force of his teachings and his insight with regard to the need for ethics in education, in a concise and poetic manner.

- | | |
|----------------------------|---------------|
| – Love as thought is | Truth |
| – Love as action is | Right conduct |
| – Love as feeling is | Peace |
| – Love as understanding is | Non-violence |

In our opinion, this aspect should be incorporated in the BOPPPS lesson plan as the final “S”, or the seventh seal, in the former 6-letter acronym to reflect the spiritual dimension that it lacks at present. It most emphatically should not be part of the Bridge-in component as this would leave its inclusion to chance and the whim of the lecturer. The new reading that this study propose would incorporate 7 letters as in this example, “**BOPPPSS**”, where the last “S” is highlighted in red to denote the Spirit with the toned-down former version of the acronym preceding it.

The Seventh Seal: Designing with the Spirit

This section will now demonstrate how we incorporated this final spiritual dimension in my seven-letter modified version of the **BOPPPSS** in the teaching of architectural design.

Teaching of BArch students’ curriculum was designed had recourse to the Blooms Taxonomy in the teaching of architectural design, it showed how it negotiated the students’ access to the Affective Domain in Blooms through the use of specially designed assignments in the form of two color assignments. In reality, they functioned as psychological probes, enabling students to get in touch with childhood phobias and negative emotions generated by long forgotten traumatic experiences, providing them with the opportunity to understand and, thereby, free their minds of such debilitating psychological blocks. It also demonstrated how this newfound freedom impacts positively on the Cognitive Domain where students grapple with potent words and metaphors to derive appropriate and meaningful concepts that facilitate the engendering of existential space.

Furthermore, in this section we will show how the Spirit “S” or Seventh Seal is incorporated in a lesson plan that deals with the design of an interactive war memorial. This in fact becomes the content for the Psychomotor Domain in Blooms Taxonomy. Students could use this segment as template to conduct their design explorations.

A BOPPPSS CASE STUDY: DESIGNING THE INTERACTIVE WAR MEMORIAL

The above lecture was delivered after effectively demonstrating to the students, the manner in which the Cognitive Domain in the Blooms Taxonomy is dependent on the realization of the desiderata in the Affective Domain. The lecture was based on a commission we had received to design a war memorial for the Vijayabha Infantry Regiment’s Regimental Centre located at the Boyagane Camp in Kurunegala, soon after Sri Lanka’s War Against Terror ended in May 2019. The project was designed and Archt SR Gunerathne author re-enacted the design process as a learning experience for the students using my reinterpretation of the BOPPPS lesson plan.

Bridge-in: the Telltale Hook

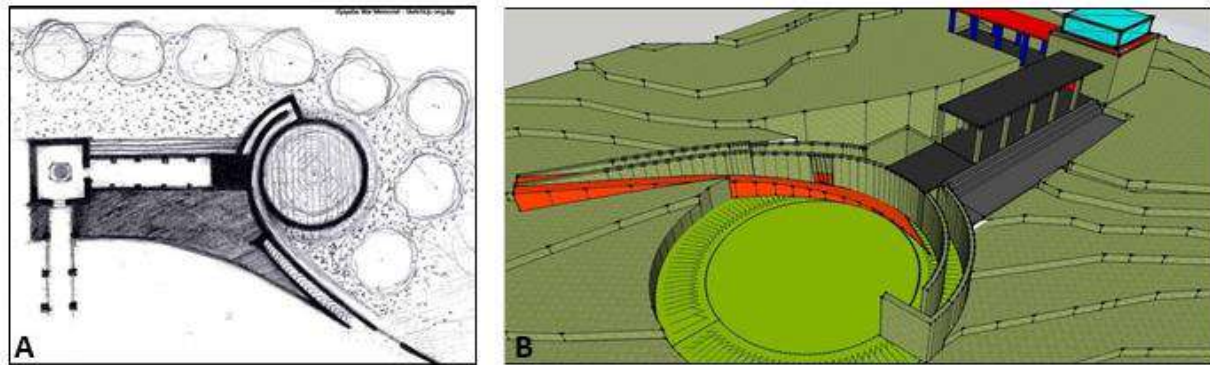
The very nature of the commission, the circumstances of which are delineated below, constitutes the Bridge-in component of the lesson plan.

My former schoolmate, Maj. General Rajitha De Silva, who at that point in time happened to be the aide de camp to Field Marshall Sarath Fonseka, contacted me to commission a war memorial for the aforementioned regiment in Kurunegala. Having known me for over 40 years as a maverick in whatever I did, he had an intuitive feel for the way I would approach an architectural design. He communicated his design brief via telephone. It

had the enigmatic simplicity and contradiction of a Japanese Koan: “Design me a war memorial without incorporating statues of embattled soldiers in battle fatigues.” It was an architect’s dream come true. Evidently, my friend knew me well!

Figure 1

Diagram of the war memorial; A-Sketch; B- Graphical representative



Objectives: Learning How Architects Conceptualise Buildings

It was realized almost immediately that he was referring to an interactive space where space itself would function as the object. In order to achieve this end author had to envision spaces that possessed distinctive moods, which could be generated with the use of specific materials (Figure 1 A and B). Such spaces are archetypal, and I mean it in the Jungian sense. A brief introduction to Jung’s psychology should suffice at this juncture. Psychologist Carl Jung postulated the existence of a substratum in our unconscious, with unrealized potential, which he referred to as the Collective Unconscious (Jung, 2016).

“Collective”, since he had realized through his research that its structures are common to the entire human race. He referred to these common structures of our Collective Unconscious as Archetypes. Jung believed that these structures were psychic imprints of a bygone aeon when the nascent human race was impressionable, and the environment was threatening and full of inexplicable phenomena that filled him with fear and wonderment. Thus, the natural objects that powered his world were invested with mana and were considered divine.

We had to use such motifs in my design and my inspiration was derived from primeval archetypes such as the sun, moon, stars, sky, night, day, fire, water, mountains, trees, shamans and, especially because of the specific nature of my commission, the warrior. Thus, my brief or program was constituted of the following.

1. Spaces without sculptures of embattled soldiers;
2. Spaces as objects;
3. Interactive spaces with emphasis on materiality;
4. Spaces with emotive power;
5. Spaces with archetypal resonance.

These programmatic requirements had to be realized through my conceptualisation of the war memorial, which progressed from words through spatial words and spatial

metaphors to archetypes as follows. Words – Spatial Words – Spatial Metaphors – Archetypes

Thus, the ILOs or objectives of this lecture were the empowerment of students by enabling them to conceptualise design spaces through the mediatory function of words, spatial words, spatial metaphors and archetypes with which they have been familiarized in previous lectures.

Pre-assessment: Exemplifying Conceptual Categories

During this stage in the lesson, students were asked to provide examples for the four conceptual categories named in the foregoing section on Objectives or ILOs. Thus, they had to confirm with each other in class as part of a group exercise, in order to provide examples that best define a war memorial. The students came up with innovative answers, frequently without any prompting on my part. They were asked to suggest words that could define a soldier/warrior, spatial words that could prompt a design concept, spatial metaphors that could generate a design scheme and archetypes that could give form and emotive power to a design. Their contributions helped complete the conceptual sequences as follows.

1. Words – Virtue, Fearlessness, Deathlessness, Emancipation;
2. Spatial Words – Path, Sanctuary, Waters, Sky, Solitude;
3. Spatial Metaphors – One thing in terms of another: Building as a Journey;
4. Archetypes – Sky, Light, Water, Path, Journey, Sanctuary, Warrior.

The students, having gained confidence with their successful interactions were now primed to absorb, in my opinion, the most significant section of the lecture. Therefore, chose to combine the Participatory Learning process with the Spirit segment, which is the final “**S**” in this reinterpretation of the **BOPPPSS** Model.

Participatory Learning and the Spiritual Dimension

We drew on the Tripitaka and Upanishads, the Buddhist and Hindu scriptures that author Guneratne is familiar with, to define this section. The discipline that is required to live the life of a monk is compared to the discipline of a warrior in many cultures of the world. In actual fact, this distinction begins to disappear in the Zen Culture of mediaeval Japan where warriors ordained as monks and monks gave up their robes to become warriors. This is a tradition that is part of Sri Lanka’s heritage as well as exemplified in the lives of 3rd century BCE warriors such Phussadeva and Theraputthabhaya.

The spaces of the war memorial would be sculpted with the idealized virtues of the warrior monk and the spatial concretization of the various stages of his spiritual journey towards self-realization, two apt metaphors indeed for this building typology. I, therefore, had to define the character of this especial warrior through the religious ideals and philosophies that prevail in our part of the world, i.e., the Subcontinent, in order to firmly entrench the building in our culture and contextualise it.

In order to achieve this end author had recourse to the ten Paramis as defined in the Buddhist scriptures namely Generosity (Dana), Virtue (Sila), Renunciation (Nekkhamma), Wisdom (Pañña), Energy (Viriya), Patience (Khanti), Truthfulness (Sacca), Determination (Aditthana), Lovingkindness (Metta) and Equanimity (Upekkha).

For the purpose of representing the war memorial in terms of a spiritual journey undertaken by the warrior we used two concepts from the Upanishads. From the Isa Upanishad came the following enigmatic verse: “Into blind darkness enter they that worship ignorance; into darkness greater than that, as it were, they that delight in knowledge.” From the Brihadaranyaka Upanishad the compelling notion of a spiritual evolution that carries the individual from a state untruth toward truth, from darkness toward light and from mortality to deathlessness. The convergence of these concepts facilitates the spatial envisioning of the war memorial. Thus, the war memorial could now be defined as a warrior’s journey through a series of elements or world spaces symbolic of the foregoing spiritual attributes.

1. Path of the Fearless – the soldier’s descent into the Great Unknown;
2. Sanctuary of Solitude – the soldier is alone before the Great Unknown;
3. Sanctuary of Sublime Virtue – the soldier enters and engages the Great Unknown;
4. Sanctuary of Deathless Waters – the soldier emerges from the Great Unknown, sanctified;
5. Sanctuary of Light – the soldier emanates light, the sign of his purification;
6. Sanctuary of Emancipation – the soldier is beyond the need for any kind of protection.

This segment of the lecture lays emphasis on the notion of “Education is for life and not for a living”, as explicated by Bhagavan Baba. By this time the student has begun to see with great clarity the viability of a design process that harnesses word concepts to envision and give form to a spatial end product that enriches our built environment.

Post-assessment: Student Responsibility in the Design Studio

In the teaching of architectural design, post-assessment is a long and arduous process. The lecturer needs to be patient. It is invariably a way of ascertaining how successfully a student applies the theoretical principles learnt in class in his design work over the course of the semester, or perhaps the entire year as the case may be. A student’s performance improves in unforeseen ways as attested to by the student’s year coordinator. Results become manifest in the design schemes of students where they resolve contradictory forces and ideas harmoniously.

The Creative Summary: Design Critiques

During the course of the lesson, we generally summarise the content by showing how they are seamlessly connected to ideas explicated in previous lectures. However, it is the studio critique that constitutes the true summary of the theory learnt in class and applied in the design studio.

DISCUSSION

In this study, the BOPPPS’S’ model with seven-phase framework was adapted to organize and accelerate the teaching cycle including goal, behavior, learning activity, and evaluation. Furthermore, the model could be helpful for students’ multiple learning skills, particularly self-directed learning, concentrated learning, and learning retention. However, this study has some limitations, and it was done only for the architectural students and better check with the other streams also (Babak, 2023; Holubnycha et al., 2023).

CONCLUSION

BOPPPS stands for Bridge-in, Objectives, Post-test, Participatory Learning, Post-assessment, and Summary, which is a model used in education to design and implement participatory learning activities. It is based on the following components: Bridge-in: This is a pre-test or an introduction to the topic that provides a baseline understanding of the students' current knowledge and helps them connect the topic to their prior experiences. Objectives: This refers to the specific goals and outcomes that the participatory learning activity aims to achieve. Post-test: This is a test that is administered after the participatory learning activity to measure the students' understanding of the topic. Participatory Learning: This is the main component of the BOPPPS model and refers to the interactive and engaging activities that are designed to facilitate learning and understanding. Post-assessment: This is an evaluation of the students' understanding of the topic after the participatory learning activity, typically in the form of a written assignment or a presentation. Summary: This is a review of the learning that took place during the participatory learning activity, which provides closure and helps reinforce the key concepts. The Seventh Seal: Designing with the Spirit.

Designing with the spirit refers to a creative approach to design that is guided by a particular purpose, concept, or ethos. It involves creating designs that embody a particular vision or set of values, rather than simply following a set of aesthetic or technical guidelines. The "spirit" in this context can refer to the essence of the design project, the values and beliefs of the designer, or the desired atmosphere or impact that the design is intended to create. Designing with the spirit involves a level of intuition, creativity, and subjective interpretation, and is often seen as a more organic and holistic approach to design.

CONFLICT OF INTERESTS

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ПРОЕКТУВАННЯ КЛАСИЧНОГО НАВЧАННЯ ДЛЯ СТУДЕНТІВ-АРХІТЕКТОРІВ ЗА ДОПОМОГОЮ НОВОЇ МОДЕЛІ «ВОРППС» З УРАХУВАННЯМ ДУХУ ПРОЕКТУ

Мета полягає в аналізі ВОРППС як моделі Спільного Навчання та Розвитку (СНР) для студентів-архітекторів.

Методологія. Використано методи аналізу, класифікації, опису.

Результати. Модель ВОРППС складається з наступних компонентів. Вступ: вступ для ознайомлення з темою, учасниками та цілями діяльності СНР. Цілі: Визначення конкретних цілей і результатів, на досягнення яких спрямована діяльність СНР. Діагностичний тест: інструмент оцінювання, який використовується для оцінки знань і розуміння учасниками теми до початку СНР. Навчання за участю: процес, у якому учасники активно беруть участь у навчальній діяльності, такій як групові дискусії, рольові ігри та практичні заняття, щоб отримати нові знання та навички. Пост-оцінка: інструмент оцінювання, який використовується для оцінки знань і розуміння теми учасниками після діяльності СНР. Підсумок: заключна зустріч, на якій фасилітатор підсумовує ключові висновки з діяльності СНР і висвітлює галузі для подальшого вдосконалення або подальших дій. Модель ВОРППС розроблена для забезпечення того, щоб діяльність СНР була добре структурованою, залученою та ефективною. Включаючи інструменти оцінки, такі як попередні та підсумкові тести, модель дозволяє організаторам вимірювати вплив діяльності СНР та оцінювати її ефективність. Додавання останнього компоненту «S» у моделі ВОРППС підкреслює важливість проектування діяльності СНР з урахуванням духу, суті та керівного принципу проекту. Це означає, що діяльність СНР не тільки структурована та ефективно оцінена, але й узгоджується з метою, цінностями та духом, баченням проекту. Проектування з урахуванням духу проекту може додати більш значущого та індивідуального відтінку діяльності СНР, створюючи більш впливовий досвід навчання для учасників.

Висновки. Оновлена модель ВОРППС може містити ще один компонент «S» – це дух проекту на додачу вже відомих. Вони такі: Вступ, Цілі, Діагностичний тест, Навчання за участю, Пост-оцінка, Підсумок та, безумовно, Дух проекту – керівний принцип і суть проекту, який формує діяльність СНР.

КЛЮЧОВІ СЛОВА: модель ВОРППС, Дух проекту, Навчання, Спільне Навчання та Розвиток, Розуміння

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EXAMINING ENGLISH LANGUAGE INSTRUCTORS' PRACTICE OF REFLECTIVE TEACHING COMPONENTS IN ETHIOPIA

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ABSTRACT

Reflective teaching, which has attracted attention globally as an integral component of teacher pedagogy, is still a difficult concept to understand. Probably, because it is attainable only when the practitioners are committed to practice it, seeing it as the best opportunity for their professional development through critical thinking about their teaching.

*The **aim** of this study is to examine the opportunities for English language instructors to engage in the practice of reflective teaching.*

*Adopting convergent descriptive case study **method**, the study was conducted utilizing both qualitative and quantitative data sources. The quantitative data were collected through the administration of a questionnaire. It was adopted from a Reflective English Language Teaching Inventory developed by Akbari et al for forty-one English language instructors taken through comprehensive sampling in Ethiopia from Wachemo*

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University. The qualitative data was collected using interviews and reflective journal writing from four instructors taken through convenience sampling among the surveyed instructors on the basis of their willingness to participate. The interview data was transcribed and analyzed applying various stages of coding, employing software called Open Code 4. The journal entry data was analyzed using content analysis method. The quantitative data was analyzed using descriptive statistics applying SPSS version 24.

The **results** revealed that the instructors engaged in the cognitive, practical, affective and meta-cognitive reflections to a greater extent. The findings of the study further demonstrated that although the instructors are relatively good at practicing the four domains of reflection, they rarely engage in critical reflective construct.

This leads to the **conclusion** that the instructors have a gap in dealing with broader socio-cultural factors affecting their teaching practice and students' language learning beyond the classroom context.

KEYWORDS: Reflection Domains, Practice, Reflective Teaching, Instructors, Professional Development.

INTRODUCTION

Since the 19th century English Language teaching methods have evolved substantially in a search for the best method of teaching (Brown, 2007). During that time, English language teachers used to passively apply the methods channeling theoretical content knowledge without any role of adapting the content considering contextual factors (Crandall, 2000; Kumaravadivelu, 2003).

In the 20th century, however, the notion of method faced objection and declined as scholars challenged this approach (Allwright, 1991). The collapse of method era was accompanied by post-method and reflective teaching emerged as a result of this debate gaining more influence in English language education contexts since early 20th century (Akbari, 2007, 2008).

Consequently, there has been a general shift from the concept of the teacher as a technician to the teacher as a reflective practitioner and reflective teaching has become a main paradigm in English language teaching (Schön, 1983; Schön, 1987). The concept of reflective teaching entered the area of English Language teaching making instructors actively engage in the process of self-observation through keeping teaching journals, video/ audio recordings, peer suggestions and reading journals in the course of enriching their profession (Dewey, 1933; Schön, 1983).

John Dewey conceptualized reflective teaching as a method of teaching which requires thinking critically instead of passively transmitting knowledge using routine procedures established over time (Dewey, 1933). He noted that reflective teachers need to look back critically and imaginatively with logical thinking in order to derive helpful ideas (p.13). In short, reflective teaching is all about learning from experience and corroborative observation through analyzing critical events (Farrell, 2013; Farrell, 2018; Widodo, 2018). Accordingly, teachers, as reflective thinkers, need to monitor and be conscious of what

they learn, what they already know, what they are expected to know, and know how to bridge their knowledge gap (Darling-Hammond et al., 2020).

Akbari et al., (2010) developed a reflective English Language teaching model comprising practical, cognitive, affective, meta-cognitive and critical domains of reflection used to measure teachers' reflectivity. The practical reflection incorporates instructors' use of reflective activities like keeping teaching journals/portfolios, audio/video recordings, observations, analysis of critical incidents and group discussions with colleagues (Akbari, et al., 2010; Gudeta, 2022, p. 12).

The cognitive reflection deals with practitioners' self-initiated activities like conducting research, attending research conferences, and reading journals (Ibid). The affective reflection signifies instructors' reflections about their students' cultural and cognitive aspects and their emotional states (Akbari, et al., 2010). Metacognitive reflection represents instructors' knowledge and regulation of cognition having awareness on their way of learning, strengths and weaknesses. (Metzger, et al., 2018).

Finally, critical reflection requires teachers to have broader ethical, moral, social, or historical implications of teaching learning for both their classroom practices and their profession as lifelong learners (Ferrell, 2015; Lee, 2008; Larrivee, 2008). Here, it is important to note that the extent of instructors' engagement in each reflection domain may vary possibly due to various contextual factors like institutional support, professional development opportunities, and personal beliefs and values (Fonkamo, & Zeru, 2022).

Recent studies disclosed that teachers are expected to develop their reflective activities by questioning and reviewing their actions so as to build their cognitive/meta-cognitive skills as practitioners (Lundgren et al., 2017). Aalto et al., (2019) noted that the length of experience without continuous reflection doesn't genuinely provide awareness on instructors' teaching practice. This implies that in-service instructors find it difficult to directly apply the theoretical knowledge acquired during pre-service training unless they reconstruct their knowledge regularly, engaging in various domains of reflection.

Coming to the local context, Ethiopia is striving to implement reflective teaching learning in higher education, devising a platform of producing "reflective practitioners" (Ministry of Education, 2010). In this manner, teachers are expected to meet five standards of competence. Realization of reflective and inquiry teaching methods through training reflective practitioners and enriching their critical reflective capacity applying various on-job trainings is one of the standards (Ibid).

To do so, instructors should apply various strategies of reflectivity such as "reflective practitioners" as per to the competence standard of the Ministry of Education of Ethiopia (Ministry of Education, 2013; Ministry of Education, 2016). In this fashion, all Ethiopian teacher education colleges and government universities have been providing various on-job trainings including Higher Diploma Program for academic staffs to help them engage in various components of self-reflection so that they can enrich their capacities and develop their professional knowledge (Ministry of Education, 2011).

As it is discussed previously, the Ethiopian Ministry of Education has designated reflective teaching as one of the standards of competence at the policy level; however, research shows that only a few studies were conducted regarding in-service instructors' practical engagement on various domains of reflection in their teaching.

Specifically, the question “To what extent have the instructors actually been implementing various domains of reflection in their English Language teaching?” has received little attention of researchers in the local context. Overall, unlike wide-range investigation of pre-service teachers’ reflective teaching practices, the investigation of on-job instructors’ reflectivity in their teaching was taken for granted although it is worth studying as it is believed to promote instructors’ professional development to a large extent. Therefore, the present study seeks to answer the following major research question:

To what extent do English Language instructors engage in the practice of various domains of reflection (Practical, Cognitive, Affective, Metacognitive or Critical component) in their teaching?

METHODS

1. Research Design

This study employed a descriptive convergent case study research design which can lend itself to data collection from both qualitative and quantitative sources (Yin, 2018). The existing literature acknowledges mixed methods with a rationale of exploiting the strengths and compensating the inadequacies of both in single research and across studies (Johnson, & Onwuegbuzie, 2004, p. 15). In view of that, both qualitative and quantitative data were collected and analyzed independently and then merged and interpreted to more deeply substantiate the data in this study.

2. Participants

This study required both quantitative and qualitative data. Thus, to secure quantitative data from self-reflective questionnaire, all forty-one English language instructors were taken employing comprehensive sampling from Wachemo University in the 2022 academic year as the sample size was manageable. As well, with the aim of finding subjects who can provide qualitative data, four English language instructors, selected from those surveyed, took part in the interview and journal writing process being selected through convenient sampling on the basis of their consent to participate.

3. Instruments

As the present study required both qualitative and quantitative data, interview and reflective journal writing and self-reflective questionnaires were employed as tools to collect the data. After receiving their consent, interviews were held face to face with four instructors and teaching journals were kept by those. Quantitative data was collected by administering a questionnaire adopted from English language teaching reflection inventory developed by Akbari et al. (2010) to forty-one English language instructors from Wachemo University. The aim was to determine the extent to which the instructors engage in various domains of reflection. Content validity of the tools was ascertained by the supervisor of the research and experts from the university. While checking reliability of the responses, a questionnaire was piloted with fifteen English Language instructors selected via convenience sampling from Wolkite University.

The results of the pilot study were analyzed using SPSS version 24 applying a method called internal consistency, as it is suitable to be used with single administration. The result of the Cronbach Alpha for the questionnaire was calculated as 0.706 which is interpreted as good enough/ reliable since the coefficient (0.706) lies between 0.7 and 0.8 according to the cut off points put by Hair et al. (2016). Reliability of the interview guide was tested via the technique of repeating questions in slightly different forms during the interview sessions as stated by Best and Kahn (1986).

4. Procedures of Data Collection

Before collecting the data, the researchers sought the consent of participants. Upon receipt of consent, w interview sessions were held with the sample instructors and audio-recorded. Subsequently, the four instructors prepared journal entries of their lessons, having been provided with a short training on it. After all, the questionnaire was administered to all forty-one English language instructors including those who were interviewed and kept the teaching journals.

5. Method of Data Analysis

The qualitative data collected from the interviews was transcribed into a textual form. Then, initial, axial and selective coding was conducted before starting the analysis of the data by means of Open Code4 software. Thematic data analysis was employed based on grounded theory principles, moving data from one category to another, looking for commonalities and differences within the categories. As the categories became clearer, themes emerged from the data.

Besides this, content analysis was applied to analyze journal entry data. The quantitative data obtained from the instructors' self-reflective questionnaires were analyzed for mean and standard deviation descriptively using SPSS software version 24. Finally, both quantitative and qualitative data were merged and interpreted to answer the research question.

RESULTS

In this section, quantitative and qualitative data collected from English Language instructors concerning their engagement in the components of reflection were presented.

Analysis of Quantitative Data on English Language Instructors' Reflective Domains in Their Teaching.

Akbari et al.'s (2010) questionnaire was employed to find out the extent to which instructors engage in various domains of reflection. Accordingly, the data of descriptive statistics (mean and standard deviation) English Language instructors' self-reported survey questionnaire on the components of reflective teaching are presented in the tables 1-4 below:

Table 1

Mean and Standard Deviation of Instructors' Practical Domain Reflective Teaching

Domain	N	Statements	Mean	Std. Dev
Practical Domain	1	I have a file where I keep my accounts of my teaching for reviewing purposes.	3.88	.739
	2	I talk about my classroom experiences with my colleagues and seek their advice / feedback.	3.52	.740
	3	After each lesson, I write about the accomplishments / failures of that lesson or I talk about the lesson to a colleague.	3.00	.625
	4	I discuss practical / theoretical issues with my colleagues.	3.93	.712
	5	I observe other teachers' classrooms to learn about their efficient practices.	4.21	.750
	6	I ask my peers to observe my teaching and comment on my teaching performance.	3.95	.795
Total			3.75	0.726

Source: Survey data (2022)

As to the practical component, the highest means (4.21 & 3.95) belong to items 5 & 6 signifying “observing other teachers’ classrooms to learn about their efficient practices” and “asking peers to observe one’s teaching and comment on teaching performance”. Whereas the lowest mean (3.00) belongs to item 3 regarding “writing about the accomplishments/ failure of the lesson, and talking about the lesson to colleagues. This tends to indicate that the instructors seem to engage in observing each other’s lesson and exchange feedback with colleagues.

Table 2

Mean and Standard Deviation of Instructors' Cognitive Domain Reflective Teaching

Domain	N	Statements	Mean	Std. Dev
Cognitive Domain	7	I read books / articles related to effective teaching to improve my classroom performance.	3.64	.485
	8	I participate in workshops / conferences related to teaching/learning issues.	3.14	.521
	9	I think of writing articles based on my classroom experiences.	3.83	.660
	10	I look at journal articles or search the internet to see what the recent developments in my profession are.	4.10	.656
	11	I carry out small scale research activities in my classes to become better informed of learning/teaching processes.	4.10	.656
	12	I think of classroom events as potential research topics and think of finding a method for investigating them.	3.83	.660
Total			3.77	0.606

Source: Survey data (2022)

Concerning the cognitive component, the highest mean (4.10 each) is obtained for items 10 & 11, regarding “looking at journal articles or search the internet to see what the recent developments in one’s profession are” and “carrying out small scale research activities to become better informed of learning/teaching processes” respectively. The lowest mean (3.14) is for item eight representing “participating in workshops/conferences related to teaching/learning issues”. This tends to show that the instructors engaged in conducting small scale researches and in reviewing journals.

Table 3

Mean and Standard Deviation of Instructors’ Affective Domain Reflective Teaching

Domain	N	Statements	Mean	Std. Dev
Affective Domain	13	I talk to my students to learn about their learning styles and preferences.	4.10	.656
	14	I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.	3.83	.660
	15	I ask my students whether they like a teaching task or not.	3.64	.485
Total			3.86	0.600

Source: Survey data (2022)

Regarding the affective/learner component, item 13, suggesting “talking to students to learn about their learning styles and preferences” received the highest mean (4.10) whereas items 14 & 15 dealing with “talking to students’ family background, hobbies, interest, and abilities”, and “asking students whether they like teaching task or not” received means 3.83 & 3.64 respectively. This depicts that the instructors engage in learner factors to a greater extent.

Table 4

Mean and Standard Deviation of Instructors’ Metacognitive Domain Reflective teaching

Domain	N	Statements	Mean	Std. Dev
Metacognitive Domain	16	As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.	3.83	.660
	17	I think of the ways my biography or my background affects the way I define myself as a teacher.	3.95	.795
	18	I think of the meaning or significance of my job as a teacher.	4.05	.697
	19	I try to find out which aspects of my teaching provide me with a sense of satisfaction.	4.21	.750
	20	I think about my strengths and weaknesses as a teacher.	4.24	.692

21	I think of the positive / negative role models I have had as a student and the way they have affected me in my practice.	4.12	.504
22	I think of inconsistencies and contradictions that occur in my classroom practice.	4.10	.656
Total		4.10	0.679

Source: Survey data (2022)

Coming to the metacognitive component, the highest mean (3.67) is achieved by item 20 concerning “thinking about one’s strengths and weaknesses as a teacher”, and the lowest mean (3.83) is achieved by item 16, symbolizing “thinking about ones teaching philosophy as a teacher and the way it affects ones teaching”. Here, the respondents appear to hold thought of their own strengths and limitations, table 5.

Table 5

Mean and Standard Deviation of Instructors’ Critical Domain Reflective Teaching

Domain	N	Statements	Mean	Std. Dev
Critical Domain	23	I think about instances of social injustice in my own surrounding and try to discuss them in my classes.	1.95	.795
	24	I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.	2.00	.826
	25	In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.	2.00	.826
	26	I think about the political aspects of my teaching and the way I may affect my students’ political views.	2.05	1.081
	27	I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.	2.00	.826
	28	I think about the ways gender, social class, and race influence my students’ achievements.	2.05	1.081
	29	I think of outside social events that can influence my teaching inside the class.	1.95	.795
Total			2.01	0.91

Source: Survey data (2022)

Concerning the moral/critical component, the highest means (2.05 each) are obtained from items 26 & 28 respectively, signifying “thinking about the political aspects of teaching and the way he may affect his students’ political views” and “thinking about the ways gender, social class, and race influence students’ achievement”. On the other

hand, the lowest means (1.95 each) are obtained from items 23 & 29 respectively, which are related to “thinking about instances of social injustice in one’s own surroundings and try to discuss them in classes” and related to “thinking of outside social events that can influence his teaching inside the class”.

The total mean and standard deviation of each component of reflection are also calculated and presented earlier. Consequently, the highest mean (4.10) goes to the metacognitive component followed by affective / learner component (M=3.86), cognitive component (M=3.77), the practical component (M=3.75) and critical component with the least mean value (M=2.01) respectively. This data implied that instructors engage in metacognitive, affective and cognitive and practical reflection domains to a greater extent, yet they are relatively the least in terms of implementing critical reflection domain dealing with worth of socio-cultural and moral dimensions of teaching.

Analysis of Qualitative Data on English Language Instructors’ Reflective Domains in Their Teaching

With the intention of triangulating the quantitative data under this theme, interviews were held with four instructors (among the surveyed ones) who were currently teaching English Language courses in Wachemo University to elicit detailed information on various components of reflection using guiding questions. Besides the interview, the four instructors willing to participate in qualitative data collection process prepared their teaching journal.

Thus, the qualitative data collected using interview and the journal entry were summarized in the next sections. To begin with presentation of the interview, the first guiding question which says, “How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors’ classroom lessons to get feedback on your teaching practices?” deals with the practical component comprising the reflective tools such as journal writing, lesson reports, surveys and self-reflective questionnaire, audio and video recordings, observation, action research, teaching portfolios, group discussions, analyzing critical incidents as stated by (Lee, 2008; Farrell, 2018).

Answering this question, the instructors indicated that they prepare their lesson before their class and tend to document classroom events/experiences after their class, though this practice is not fully developed. For example, instructor 1 stated: “I sometimes write what I experienced after class as it helps me become more informed by providing me with feedback”.

In addition, instructor 2 added his reflection saying: “I try to jot down classroom events. I mean, if I have time, I write my classroom experiences in my diary book so that I can learn something about my weaknesses and strengths later on”. Yet instructor 3 reacted to the issue by saying: “I’m not good at documenting things I have been experiencing in my teaching learning process although I understand it is vital to do so”. And still instructor 4 narrated that he has a portfolio where he documents his students results, keeps copies of remedial classes and tutorials, but he disclosed that he rarely refers back to this file as he doesn’t have enough time to do so (See appendix-I).

This implies that instructors spend some time thinking about and reflecting on their own teaching practices in order to improve their teaching practice. The instructors in their reflection refer to past experiences to help them improve their performance. They reflect on what they did in lessons which helps them to teach progressively. The responses of the instructors' stress the main importance of talking with colleagues about class experiences and seeking their feedback and comments on teaching performance.

From their responses, one can perceive that the instructors ideally believe that they provide and acquire practical feedback and ideas to and from others or share experiences with colleagues and improve their teaching by identifying problems they have with their lessons and advancing their practices (See appendix-I). The researchers learned from the interviews on this specific issue that the instructors only occasionally have observation sessions because of time constraints and fear of criticism or dread of fault finding among each other (See appendix-I).

Concerning the cognitive component of reflective practice, Richards and Farrell, (2005) stated that reflective practitioners are expected to conduct action researches, attend conferences or workshops, and review literature in order to improve their teaching competence. Accordingly, the second interview question which asked: "How do you see your practice of conducting action researches, reading journals/books and attending research conference?" is aimed at gaining an insight into instructors' cognitive component of reflection with respect to their at professional development.

The instructors' reaction to this specific interview guide indicated that they are willing to learn from their review and use it to advance their practice. Likewise, instructors tried to express in their responses that they need to improve teaching practice and develop their profession through participation in workshops and conferences which in turn shows that instructors tend to be interested in participating in conferences to enrich their teaching performance and enhance student learning. Nevertheless, the researchers realized from their responses that the instructors are unable to engage in such research as a result of personal reasons and time constraints (See Appendix-I).

The third interview question asked "How often do you talk to your students to learn about their learning styles/preferences, interests and to identify whether they like the way of teaching or not?" addresses the instructors awareness of affective components of reflective teaching. Concerning this component, the instructors tried to elicit their reflection.

Their responses in the transcribed data portrayed that the instructor tries to pay some attention to learners' factors, including their cultural and linguistic background, their level of understanding, interest and readiness for a given task so that they create smooth interaction and interpersonal relationship with students in their English Language classrooms (See Appendix-I).

The fourth interview question asked "How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, and situational teaching-learning techniques/strategies?" This question was posed to determine the instructors' self-awareness of meta-cognitive element. The sample instructors tried to reflect their feeling as it can be seen from the data transcribed in appendix-I.

This implies that the instructors make an effort to learn from their mistakes in order to move forward. They seemed to perceive that their overall performance in the classroom could influence their students' performance (See Appendix-I). Concerning this component of reflection, Akbari (2007) states that teachers' self-awareness about their personality, beliefs, and values and particularly their affective factors affect their tendency to engage in reflection and will affect their reaction to their own image.

From this, the researchers understood that the instructors tend to be aware of their own strengths and weaknesses, which would influence the way they teach helping them to think more about their own actions. It further denotes those teachers who have meta-cognitive element in teaching would reflect on their own affective factors in attaining alternative ways to improve students' results fostering learning.

The last interview question asked: "To what extent do you consider students' socio-cultural and moral issues in your English classroom?" The respondents indicated that socio-cultural issues affect learning directly and indirectly. The researchers concluded that although instructors have an intention to incorporate socio-cultural issues in their teaching, they rarely if ever do so because of various reasons they tried to raise (See Appendix-I). Hence, it can be said that the critical reflection component is missing in instructors' reflection process.

Besides this, the four sample instructors prepared reflective journal entries (See Appendix-II). When the researchers examined the overall journal entries, it was realized that the sampled instructors narrated only about what and how they did in class.

The contents of the instructors' journal entries heavily focus on technical aspects of teaching which proves that the instructors were striving to achieve educational objectives with mere concern of realizing the technical application of educational knowledge and basic curriculum principles (examining the skills, strategies, methods, and principles used to achieve predetermined goals or objectives focusing on the success/effectiveness of their teaching and learning experiences in classroom teaching.

In short, it was indicated in the journal entries that the instructors did not attempt to critically reflect upon the worth of teaching broadly apart from focusing on the effectiveness of their teaching with the aim of achieving the preset educational outcomes.

DISCUSSION

Merging of the quantitative and qualitative data suggests that the instructors in the study have been practicing various domains of reflection to a varying degree. That is, although the participants engage at practical, cognitive, metacognitive and affective domains to a greater extent, they were the least reflective in terms of critical domains of reflection. This was an indication of the instructors' lack of sound reflectivity in the broader socio-economic and cultural contexts which plays a vital role in the course of their professional development making teaching more effective in the wider context of education.

Interpreting the results of the present study in terms of this, the researchers realized that the instructors typically focused on their own actions of successfully completing their daily lesson (to achieve instrumental outcome). However, they were less reflective in

terms of analyzing their beliefs and contextualizing their actions in the wider socio-economic contexts justifying goals behind the teaching tasks designed to achieve the educational objectives beyond technical classroom aspects. In short, the data supports the argument that instructors rarely engage in critical reflection in connection with the broader instructional issues affecting their job directly or indirectly.

The current study through the journal entry data still proved that instructors rarely keep advanced journals reflecting their performance in terms of their strengths and gaps seemingly due to being tied up with longer working hours and lack of time for peer observation and self-reported reflection having video-recorded their teaching journal. It can be deduced from this that the instructors were the least reflective in their journal writing taking the larger context of education in to account and critically questioning their teaching practice bearing moral, ethical and socio-cultural issues in mind.

The present study is consistent with the study conducted by McGarr and Moody (2010) which found that pre-service teachers focus more on the quantity of journal entry including simple descriptions of classroom routines rather than the quality producing deep reflection. Instructors are expected to consider both breadth (content of the reflection where various aspects of personal experiences, emotions, classroom teaching, and social contexts are discussed) and depth (interpretation and analysis of broader aspects of education outside the classroom) of the reflection process with a more critical lens so that they are said to be reflective practitioners (Tiainen et al., 2018; Thompson, & Pascal, 2011).

In this regard, the sampled instructors in the study area are found at the lower descriptive journal writing level without endeavoring to provide reasons or justifications for the situations with little narration of the influences of socio-political issues affecting students' learning. This can be an indication of the lack of engagement in critical reflection in the context of the present study.

CONCLUSION

The current study was carried out with the aim of examining the extent to which ELT instructors engage in practicing various components of reflectivity (Practical, cognitive, affective, meta-cognitive and critical reflective components) in their teaching. The quantitative data showed that instructors have been engaging in metacognitive, affective/learner, practical, and cognitive components of reflection relatively to a greater extent. However, the data disclosed that the status of instructors' engagement in the critical reflection domain is said to be the lowest. This is also confirmed by the interview and self-reflective journal entry data provided by the sample instructors under this theme.

It can be deduced from the findings of the current study that although the instructors are relatively better at practicing the four domains of reflection, they are poorer at practicing critical reflective construct. This further leads to the conclusion that the instructors have a gap in dealing with broader cultural and socio-economic learner factors (norms and values of society) affecting instructors' teaching practice and students' language learning beyond the classroom context.

Therefore, it can generally be concluded from the results of the study that English Language instructors in the study area have not developed the culture of engaging in

critical reflection which considers the worth of broader educational aspects in English language classrooms.

Indeed, it has been broadly indicated in the literature that teachers endowed with various domains of reflection are very likely to improve their teaching using variety of engaging teaching strategies which have key roles in learner' mastery of the subject matter as there is significant relationship between teachers' degree of reflectivity and students' achievement (Rezaeyan, & Nikoopour, 2013). This implies that domains of reflection influence instructors' behaviors, attitudes, and their practice having direct correlation with their professional development and students' mastery of the instructional contents.

DATA AVAILABILITY

The data that supports the findings of this study can be obtained from the corresponding author up on reasonable request.

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CONFLICTS OF INTEREST

The authors declare that there is no potential conflict of interest reported by the authors.

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APPENDIXES

APPENDIX-I: *Transcribed Interview Data*

1. Researcher: Welcome to this interview session. Coming to the first question, how do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor 1: *Actually, I sometimes write what I experienced after class as it helps me become more informed by providing me with feedback. Sometimes I talk with my colleagues about the parts that I am not sure about that and we share our experience and materials one another and up-to-date information. Although I have much interest to observe other teacher classrooms to get their experiences on teaching approaches, I rarely do it as I hardly have enough time since I am loaded throughout the week*

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor 1: *Well, I read books or articles that relate to method of teaching and learning English Language because I want to stay updated with the contemporary pedagogical aspects. As well, I try to attend some research conferences and educational workshops prepared by the university and acquire insights on my way of teaching. However, to be honest, I am not good at conducting action researches due to lack of time and research experience*

Researcher: Okay. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?"

Instructor 1: *I often ask students to reflect their comment on my way of teaching, what they learned, what they liked and what they didn't understand, what is clear and what is ambiguous seeking further explanation. As well, I often advise my students to approach me as their father or immediate person so that they share their needs, lacks and preferences freely.*

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses/deficits, situational teaching-learning techniques/strategies?

Instructor: *I often think in advance of my goals of teaching as a teacher, how I can teach a specific content of lesson better using appropriate teaching approach for my students in connection with their achievement. I plan ahead what specific teaching technique I am going to employ being aware of which teaching technique I use will be most effective. I ask myself if I have considered all possible techniques after teaching a lesson as well. If the chosen specific teaching technique is unsuccessful, I will learn from my weaknesses and try to modify my teaching technique*

Researcher: Coming to the last question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor 1: *Frankly speaking, although I think about the influences of social issues such as gender and other aspects having direct or indirect impact on their achievements, I rarely practice them in reality. Let alone considering such outside classroom issues, it is quite difficult to cover the portion effectively unless you rush as much as you can*

2. Researcher: Welcome to this interview session. Shall we start? How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor 2: *Indeed, I try to jot down classroom events. I mean, if I have time, I write my classroom experiences in my diary book so that I can learn something about my weaknesses and strengths later on. I talk about my experience (practical issues) I have with my students and the lesson I taught to them and how to integrate a specific topic into the tasks that would be useful for them and ask for their feedback. Most of the time I have a plan to conduct observation of my friends' classroom in order to share their way of teaching and other related issues. However, I occasionally do this ahead of my plan on account of lack of enough free time to do so. And even I ask my staff members to observe my lesson, but they have hardly any time to do so.*

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor 2: *As far as I am concerned with teaching English language, I want to read a number of language related books or journals or review literature so that I could have new innovative teaching approaches and authentic contents for my students to improve my class routine. I often participate in annual conferences and workshops prepared by my institution and I learn something new more about my teaching practice from such meetings which is one of the cognitive component of reflection. But I haven't conducted action research yet there is big experience and skill gap to conduct such researches.*

Researcher: Well done. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?"

Instructor 2: *Sometimes, I make my students jot down whatever they feel, like, dislike, prefer, etc. about my teaching method and I collect their piece of papers so that I can learn from their feedback / response and improve my teaching practice. Here, it seems that this instructor is aware of the value of getting feedback from students about their teaching progress and in improving their classroom teaching (teaching in a better way). Additionally, instructor disclosed his idea that different students have different emotional needs, so he needs to spend more time with students to learn about their needs and interests so as to increase their engagement in classroom*

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses / deficits, situational teaching-learning techniques / strategies?

Instructor 2: *I often think of my positive/negative role model to my students and the way it affects my students while teaching as a university instructor. I take some time to think particularly about negative aspects of my teaching and try to find solution for the weaknesses. Regularly, I ask myself how well I am doing while I am teaching as well as I often try to ensure to what extent my students understand the concept while I am teaching and even, I try to use teaching techniques that were effective in the past. In short, as any teacher I have self-awareness especially on my deficiencies and I do my best to compensate my weaknesses updating myself regularly as effective teacher learning from my past teaching experiences*

Researcher: Okay, the last question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor 2: *Sometimes I suppose to pay attention to a number of social events generated from outside of classroom that can influence my English language teaching inside the class and adversely affect students' achievement, but practically I rarely consider them as I am loaded heavily by other tiresome and demanding tasks of planning and preparing teaching tasks for my students. Hence, I can say that I am not good at considering socio-cultural aspects of learning while teaching English for my students*

3. Researcher: Welcome to this interview session. Let's start the first question. How do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor 3: *I'm not good at documenting things I have been experiencing in my teaching learning process although I understand it is vital to do so Yet I am not good at observing my colleagues' classroom experiences and how they teach their students and I haven't invited them to observe my teaching practice yet. This is my main gap I need to improve. Apart from sharing some educational materials and experiences with my staff mates, I don't have the experience of observing their classroom lesson, nor have I invited them to observe my classroom lessons formally*

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor 3: *Well, I enjoy reading academic or non-academic books both in hard and soft copies and even I advise my students to do so as I believe that reading is my world. However, I am not good at conducting basic as well as action researches apart from participating in annual research conferences and workshops as I have been loaded throughout the academic year*

Researcher: Well done. The next question: How often do you talk to your students so as to learn about their learning styles / preferences, hobbies/interests and to identify whether they like your way of teaching or not?"

Instructor 3: *As a matter of fact, I try to approach my students being friendly with them with main intention of getting their feelings, inner motives and needs/interests. Normally, I need to do away with my students' negative factors like boredom, nervousness, depression and lack of self-confidence adversely affecting their English Language learning using different strategies asking to participate calling by their names and appreciating for their participation*

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses / deficits, situational teaching-learning techniques / strategies?

Instructor 3: *I use different helpful teaching techniques depending on the content. That is, content of that specific lesson determines choose of each teaching technique I use in class. I often find myself assessing how useful my teaching techniques are while teaching and even I ask myself if I could have used different techniques after each lesson. I question myself repeatedly if I meet my teaching goals while or post teaching*

Researcher: Coming to the last question, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor 3: *As far as my experience of teaching is concerned, I am quite aware of various internal and external factors like gender, socio-economic status and the like, which affect students learning. Accordingly, I sometimes guide female students and other male volunteer students having schedule how to read with plan and how to deal with other socio-cultural issues. However, I can't say that I fully address such aspects due to my own work load and time constraints.*

4. Researcher: Welcome to this interview session. Let's go to the first question, how do you see your practices of writing reflective journal/diary of classroom events; sharing your practical/theoretical classroom experiences with your colleagues and observing other instructors' classroom lessons to get feedback on your teaching practices?

Instructor 4: *I have a portfolio where I reserve my students results, copy of remedial and tutorials, yet I rarely refer back to such file as I don't have enough time to do so. I occasionally try to share experiences regarding academic issues by having formal or informal discussion time with my colleagues, but I feel that it is not adequate. We hardly try to observe each other's classroom formally most probably due to the fact that we wrongly think it as fault finding game or critics.*

Researcher: Thank you very much. Let's go to the next question. How do you see your practice of conducting action researches, reading journals/books and attending research conference?

Instructor 4: *As there is better access of internet in the institution, I often read a number of language related books or journals or review literature so that I could have current and up to date teaching experiences and contents for my students to improve their learning. I never miss whenever there is annual conference and educational workshops in the university as I want to learn something new more about my teaching practice from such meetings. Except participating in research conferences I couldn't conduct action researches due to lack of time*

Researcher: *That sounds great. The next question: How often do you talk to your students so as to learn about their learning styles/preferences, hobbies/interests and to identify whether they like your way of teaching or not?"*

Instructor 4: *I often try to find out students' emotional problems distracting their attention further ruining their learning and I try my best to alleviate their distractions having predetermined schedule for counseling and guidance per week.*

Researcher: How do you see your self-awareness about your knowledge of subject matter, strengths, weaknesses / deficits, situational teaching-learning techniques / strategies?

Instructor 4: *Well, I am used to setting my specific teaching goals earlier before I start teaching and organizing my time to best accomplish my teaching goals. I ask myself how well I have accomplished my teaching goals after I have finished the lesson. This way, I often evaluate my strengths and particularly my weaknesses. This way, I use my strengths to compensate for my weaknesses in my teaching. Thus, I can say that I am aware of the strengths and weaknesses in my teaching*

Researcher: Splendid. Finally, to what extent do you consider students' socio-cultural and moral issues in your English classroom?

Instructor 4: *As I have experienced from my past practices of teaching, learners come to English classroom with a lot of, socio-cultural barriers which adversely affect their learning. Gender difference is among other factors which make female students dependent on their male students lacking self-confidence and self-esteem. In view of that, I provide some remedial activities including makeup and tutorial programs for female students and I often make them alert that they would be successful as long as they are diligent in their learning having work schedule. Yet, there is still huge gap from me in employing more affirmative actions sufficiently to support them at least to help them not to lose hope in their education.*

APPENDIX-II: Journal Entry of the Four Sample English Language Instructors

Instructor-1:

In today's lesson, I mainly focused on components parts and types of paragraphs along with various stage of writing it. After that, I gave them sample paragraph on argumentation, exposition, narration and description types. Then, students are guided to produce argumentative texts on providing debatable issues like "Boys and girls are equal; women should stay at home and work on household work; female genital mutilation should be banned by law". I guided the students to collaborate and generate idea in group, but majority of students were not volunteer to take part in the group discussion instead they were trying to write independently. Some groups of students were arguing that the girls should work at home because house hold work is females' specialty.

Instructor-2:

The portion I covered today deals with a reading passage entitled "Reading for Study" which is found in Unit-1, page-9 of the new Communicative English Skills-I module. In Preparation stage of my lesson, I introduced the topic of lesson to the students and I provided them with the concept of scanning and skimming strategies of reading

shortly; then I made the students read silently and individually with the objective of guessing the contextual meanings of the new words and answer comprehension questions. The lesson was not completely successful due to the fact that students did not finish the exercise on time.

Instructor-3:

The topic I tried to impart today was “Active and Passive Voices” which was one of the grammar lessons on unit one of the new Communicative English Skills-II. In view of that, the lesson was started by asking students to define active and passive voice providing examples on each. Then after, the learners were guided to read an article provided on page-12 of the module and identify passive verb forms listed in the text. Finally, the students were supplied with correction on their answer. After all, the students were given home take assignment of paragraph completion which requires the students to write the correct active or passive forms of the verbs in brackets on page 14 of the new Communicative English Skills-II module prepared for Undergraduate students enrolled in Ethiopian universities.

Instructor-4:

The course I taught was “Basic writing Skills” given for second year English major students in Wachemo University. The main objective of this specific lesson was identifying basic structure/components of a Paragraph: the introduction (topic sentence), the body (detailed or supportive sentences), and the conclusion. Accordingly, the students were asked to identify the components of the text given underneath: Over the past thirty years, research in the health arena has attracted psychologists and sociologists. The focus of psychological research in this area is concerned with individual motives, attitudes and beliefs in relation to both health and illness. Anthropological studies, however, are concerned with culture and health care. Such studies concentrate on a conception of disease as a cultural product and on the way social and cultural life in the past affect beliefs about health and illness. In sociological studies the emphasis is similar, but focused more on social relations within a particular social structure with respect to medical care. It is rare that an individual study takes all three perspectives although this may yield the most beneficial results.

АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**ВИВЧЕННЯ ДОСВІДУ ВИКЛАДАЧІВ АНГЛІЙСЬКОЇ МОВИ ЩОДО
КОМПОНЕНТІВ РЕФЛЕКСИВНОГО НАВЧАННЯ В ЕФІОПІЇ**

Рефлексивне викладання, яке привернуло належну увагу в усьому світі як невід’ємний компонент педагогіки освітянина, все ще є важкою концепцією для розуміння. Ймовірно тому, що воно доступне лише тоді, коли досвідчені освітяни практикують його, вбачаючи в ньому найкращу можливість для свого професійного розвитку через критичне осмислення свого викладання.

Це дослідження мало на меті вивчити ступінь, у якому викладачі англійської мови залучаються до різноманітних практик у різних сферах рефлексії свого викладання.

Дослідження було проведено за допомогою конвергентного описового **методу** дослідження. Дослідження було проведено з використанням як якісних, так і кількісних даних. Кількісні дані були зібрані за допомогою опитувальника, взятого з «Рефлексивного переліку викладання англійської мови», розробленого Акбарі та співавторами для сорока одного викладача англійської мови, шляхом всебічної вибірки в університеті Ефіопії, у Вачемо. Якісні дані були зібрані за допомогою інтерв'ю та рефлексивних записів у журналі чотирьох викладачів, відібраних шляхом практичної вибірки серед опитаних викладачів на основі їх бажання брати участь у дослідженні. Дані інтерв'ю були записані та проаналізовані із застосуванням різних етапів кодування із використанням програмного забезпечення Open Code 4. Дані журнальних записів були проаналізовані за допомогою аналізу їх змісту. Кількісні дані були проаналізовані за допомогою описової статистики із застосуванням SPSS, версія 24.

Результати показали, що викладачі здебільшого брали участь у когнітивних, практичних, афективних і мета когнітивних рефлексіях. Результати дослідження також показали, що хоча викладачі відносно краще практикують чотири види рефлексії, вони рідко беруть участь у критичній рефлексії.

Це приводить до **висновку**, що викладачі мають прогалину в роботі з ширшими соціокультурними факторами, які впливають на практику викладачів і вивчення мови студентами поза контекстом аудиторії.

КЛЮЧОВІ СЛОВА: види рефлексії, практика, рефлексивне навчання, викладачі, професійний розвиток

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DEVELOPMENT OF EUROPEAN EDUCATIONAL POLICY: LEGAL FOUNDATIONS

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ABSTRACT

The manuscript is devoted to European educational policy through the prism of legal regulations as their influence is very significant for the development of educational system especially at the tertiary level.

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The **purpose** is to study peculiarities of the shaping and development of European educational policies within the realm of higher education, where legal and pedagogical sciences intersect. The tasks are: to find out what place educational sector takes in Europe and why; to reveal the most significant legal documents in the sphere of education and follow the path of development of European policy development in the higher education domain by drawing insights from these documents; to determine the value of legal documents in the sphere of education for the development of European educational policy, based on their essence.

The research **methods** used are analysis and syntheses of European legal documents related to the higher education field aimed at collecting the materials for researching the problem both from a legal and pedagogical position and for drawing the conclusion.

The **results** revealed that the beginning of the European countries' cooperation in educational sphere (1970s) led to the development of a common educational strategy. Enhanced collaboration in higher education across various tiers evolved significantly following the recognition of the pivotal role played by skilled human resources in driving economic and social progress, a realization that first emerged in 1985. This recognition led to the endorsement of several significant agreements, including the Single European Act in 1987, the Magna Charta Universitatum in 1988, and the Memorandum of Higher Education in the European Community in 1991. The most important EU Treaties concerned the educational sector as well that led to the signing the Bologna Declaration, the establishment of the European Higher Education Area, and the regular meetings of the European Ministers of Education. Education has become the basis for shaping European community and the core for economic stability.

The **conclusion** is that European statesmen consider the educational sector to be the key one because it is the basis of economic, social and human development; the EU Higher Educational Policy has gone from the auxiliary industry in the context of shaping the internal market (1950s) to one of the priority sectors that is developing in response to the demands of society.

KEYWORDS: European Educational Policy, Educational Strategy, Educational Sector, Education, Legal Regulations.

INTRODUCTION

Throughout history, the development of education took place in parallel with the evolution of human civilization. Leading countries of the world have always had an advanced educational system. Understanding the special role of higher education for achieving shared ambitions has been characteristic of European society since the first attempts to unify the partnership in the region. Today, elevating higher education stands as a top priority for European nations, in particular in the European Union (hereinafter – the EU).

Among its many activities, higher education constitutes a pivotal domain within the EU's policy framework since it directly contributes to European economic growth.

Hence, the EU is deeply invested in advancing the quality of education through every available means (Chornyǐ et al., 2022), regardless of the challenges encountered by European nations (Holubnycha et al., 2022; Kostikova et al., 2023) and the EU in every way encourages cooperation between its Member-States and supports them in developing the European Higher Education Area, constantly working on clarifying and detailing the strategy for achieving it, its main objectives and standards, fixing the solution of problems, connected with the system of higher education, at different levels including the legislative one.

Paying attention to the current legal regulation of the educational process at the tertiary level, we consider it significant to mention the actions of the EU in this area that are aimed at different aspects, in particular:

- developing a European dimension in higher education; increasing the effectiveness of the functioning of the Member-States educational systems and the international attractiveness of higher education in Europe;
- support for the mobility of students and teachers by encouraging them, in particular, the provision of educational grants, academic recognition of diplomas and periods of study;
- modernization of the agenda of higher education (curricula, management and financing); promotion of cooperation between educational institutions;
- the development of the sharing of information and experiences related to shared educational system issues among Member States;
- promoting the growth of remote learning opportunities; partnership with enterprises through implementation of mobility programs for young professionals, etc.

The impact of legislative policy is highly consequential for the advancement of the educational system, particularly at the tertiary level. This policy plays a pivotal role in shaping educational content, curricula, quality standards, and even instructional approaches (Holubnycha, 2015; Holubnycha & Trotsko, 2017). So, research in the stated sphere is really topical.

What is more, the examination of the legal underpinnings of the European higher educational system can be considered relevant not only for educational community but also for legal scholars.

Considering Ukraine as an example, the nation actively engages in the Bologna Process and is a participant in the European Higher Education Area (EHEA). Additionally, Ukraine has previously endorsed the European Cultural Convention through the Council of Europe. Furthermore, it has enshrined a European development orientation in its constitutional framework (Krayevska, 2011).

Therefore, the analysis of this problem is important when assessing the present status of international collaboration in the education sector, and for determining the prospects for further development of the country in this area.

Analysis of research shows that there are a lot of manuscripts devoted to the issue of European educational policy and the development of its normative background. So, Alexiadou (2007), Ertl (2003), Fredriksson (2003), Lokshyna (2007), Novoa (2003), Thijs (2008), Vilchynska (2012) delved into the aforementioned issue by examining its periodization and progression.

Notably, Lokshyna (2007) elaborated on the periodization initially proposed by Ertl (2003), which encompassed four distinct phases: I – the inception (1951-1963), II – the foundational (1963-1976), III – the expansive (1976-1992), and IV – the consolidation (since 1992). Lokshyna (2007: 39-57) divided the last into the period of the establishment of a common educational policy (1992-2000) and the period of intensification of international cooperation (since 2000).

Vilchynska's notable contribution in 2012 lies in her identification of not only the developmental phases of EU educational policy but also in her emphasis on the key milestones that have shaped the legal and institutional foundations of European educational policy from 1957 to the present day.

Special attention is paid to different aspects of European legal and regulatory policy in education. Thus, Bloom (2004) and Moutsios (2007) examined its economic potential. Blunkett (2005), Tulasiewicz & Brock (1999), Schriewer (2000) shed light on the social advantages of this policy. Leclercq (2000), Ryba (2000) investigated the challenges associated with the implementation of the relevant legal acts.

The manuscripts of Dovzhenko (2000), Holubnycha (2014), Krayevska (2011), Van der Wendé (2000), Velichko (2004), Zinchenko (2011). From a legal point of view the issue was studied by Kolesnyk (2020), Kovalchuk (2013), Nevara (2016) address the issue of establishing and nurturing the European educational space, which is evolving in tandem with the Bologna Process, with a focus on pedagogical perspectives.

However, it turned out that the process of shaping and evolution of the legal foundations of higher education in the EU have not been explored jointly from a legal and pedagogical point of view in details.

This can be traced even in the analysis of various documents by the scientists and giving them unequal significance. Therefore, in our opinion, it is relevant to highlight the emergence and development of modern European legal and regulatory higher education policy from both legal and pedagogical aspects.

Thus, the **purpose** of the investigation is to study peculiarities of the shaping and development of European educational policies within the realm of higher education, where legal and pedagogical sciences intersect.

The tasks are: 1) to find out what place educational sector takes in Europe and why; 2) to reveal the most significant legal documents in the sphere of education and follow the path of development of European crafting higher education policies based on these documents; 3) to determine the value of legal documents in the sphere of education for the development of European educational policy, basing on their essence.

METHODOLOGY

The manuscript purpose and the mentioned tasks required using methods of general theoretical level, such as the analysis and synthesis of European legal documents related to the higher education field, namely, different Council and Education Ministers' decisions, Recommendations and declarations of the European Parliament and Council, Communiqué of meetings and conferences of European Ministers, Lisbon Convention, Sorbonne Declaration (<https://www.ehea.info/page-sorbonne-declaration-1998>), Bologna Declaration, Magna Charta Universitatum (<http://www.magna-charta.org>) and others.

As well as pedagogical research on the Bologna Process realization in Ukraine, the general principles of higher education systems in European countries, European Higher Education Area's basic approaches and stages. They were needed to collect the materials for researching the problem jointly from a legal and pedagogical position as well as for drawing the conclusion.

Moreover, Chat GPT was used for the selection and analysis of literature.

RESULTS

The educational system of any country, as well as its culture, is a complex and unique phenomenon, since the basis for education is the spiritual and material past and present

of the nation. Accordingly, it is clear that each country has its own peculiarities of the educational system and its organization.

When there appear changes in the educational system, their causes are mostly environmental alterations, for example, state policy and priorities of its development, accession to international organizations and the signing international treaties, industrial development, movements in culture, etc.

Therefore, today, during the reform of higher education, on the one hand, it is vital to preserve the cultural identity of the national educational system; on the other hand, it is necessary to ensure effective international cooperation, to create opportunities for the employment of future university graduates in the European space, and to maintain the competitiveness of higher education institutions internationally. Consequently, there is a question of coordinating the system of higher education at the global level.

In our opinion, signing the first European treaties (although they were not aimed at the educational sphere directly but concerned education for preparing qualified personal for European economy development) can be considered as the first uncertain attempts to create a system for coordinating education in Europe.

The most significant documents are:

- The Treaty establishing the European Coal and Steel Community, Paris (1951). Its article 56 designated funds earmarked for Brussels with the specific purpose of facilitating the professional retraining of workers.
- The Euratom Treaty (1957), which resulted in the establishment of educational institutions, including universities, for the training of qualified specialists (as outlined in Articles 9 and 33).
- The Treaty establishing the European Economic Community, signed in Rome (1957), with Articles 118, 125, and 128 directly addressing the overarching principles governing the implementation of a unified vocational training policy to foster the development of national economies and the common market.

Thus, at the initial stage of European integration, the issues of education have not become systematic yet. However, during the revival of the countries of the European region after the Second World War, there appeared an awareness of the need to unite and cooperate (Dovzhenko, 2000).

Moreover, it was realized that education should play a significant role in achieving such a goal. In this regard, the issue of vocational and higher education began to receive increasing attention and the process of making its normative settlement became obligatory.

During the 1970s a number of specialized organizations were established as well as several vital legal documents being issued:

- in 1971 UNESCO established the International Commission on the Development of Education, with Edgar Faure serving as its chairperson. This commission adopted a resolution concerning the collaboration of European countries in the realm of education (Faure, 1972). Its appearance was caused by joint European problems and goals; the promotion of democracy through education; the opportunity of empowerment for every human being;
- in 1973 the idea of lifelong learning was initiated as an attempt to overcome the problem of countries competitiveness and employment (Janne, 1973);
- in 1974 the Resolution of the Ministers of Education “On Cooperation in Education” was adopted (Resolution, 1974) and the Committee (within European Commission), which included education ministers of all Member-States and representatives of the European Commission was established;

- in 1976 the Committee on Education worked out the program, which was concerned with teaching and research activities, as well as the problems of compilation of documentation and statistics (Resolution, 1976).

Thus, the main achievement of cooperation between European countries was the development of a common educational strategy that was to be implemented in a context of accelerating socio-economic changes in the region.

The next step on the path to European educational integration can be seen the report of the Committee on the concept of “Europe of Nations”, which was presented in March 1985 at a meeting of the European Council.

Its main idea was to emphasize the value of human resources as a leading factor in economic and social growth, focusing on the need to strengthen competencies to enhance the competitiveness of national economies. The report has led to an increase in attention to the problems of education and vocational training in the scale of Europe, in particular, international cooperation.

So, a number of vital documents appeared in the late 1980s (Mikulec, 2023; Single, 1987; Magna, 1988). Moreover, during 1988 the Council of Ministers of Education endorsed a resolution (Resolution, 1988), which consolidated the educational goals and values in the region (such values as democracy, social justice, respect for human rights and strengthening the sense of European identity) as part of youth training for development of the EU.

But one of the most important tools in the sphere under research became The Magna Charta Universitatum (1988) (<http://www.magna-charta.org>).

The next steps in the normative settlement of higher education within Europe took place in the 1990s. Several important regulations (European Commission, 1991; Treaty, 1992; Treaty, 1997; Council, 1997; Sorbonne, 1998) developed standards of the EU tertiary level of education.

In particular, they substantiated the role of qualitative training of specialists for future citizens of the region and further development of the EU (Memorandum, 1991).

The analysis of the most significant legal documents in the sphere of education shows that special value for development of European educational policy may be given to main treaties establishing the EU.

So, under art. 149-150 (Treaty, 1992) the Union received, in accordance with the principle of “subsidiarity”, limited powers in this area, while responsibility for the content and implementation of educational policy remained for the states. The EU’s mandate included supporting Member-States’ actions in certain areas of educational policy and subsidiary activities to enhance the “spirit of European”.

According to Chapter XI, subdivision III (Treaty, 1997) the provision of education was consolidated. So, on the one hand, the document deepened the integration processes in the EU and facilitated the advance of the quality of education, and on the other, it underlined the importance of the diversity of cultures and languages within the Member States.

As the results of some documents (Council, 1997; Sorbonne, 1998) such essential aspects of modern higher educational sphere were developed:

- the creation of a two-level structure of higher education;
- the use of credit systems (ECTS);
- international recognition of a bachelor’s degree as a level of higher education and granting it the right to continue studying for educational programs of a master’s degree.

Stepko et al. (2003) argue that the modernization of higher education took place following the implementation of the Bologna Declaration (1999), which marked the inception of the Bologna Process (1999), officially commencing in the same year.

Thus, the Bologna Process is based on “a structural and paradigmatic reform of higher education in Europe” (the Bologna Process, 1999), with the goal of “convergence of European higher educational systems” (the Bologna Process, 1999: 3).

Following the adoption of the Bologna Declaration, the convergence and internationalization of European educational systems in a single European Educational Area have taken place and the normative regulation of the higher educational process in the EU has become systematic and dynamic.

So, at least every two years there are gatherings of the Education Ministers representing the participating nations till 2010 to clarify and detail the strategies to achieve the EU’s main objectives in educational policy (see Table 1).

Table 1

Legislative Measures Concerning Higher Education in the European Union till 2010

Year	Document Title	Core Content of the Document
2001	Salamanca Declaration “Shaping Our Own Future in the European Higher Education Area” (Salamanca, 2001)	It <i>established</i> the following: 1) fundamental principles for higher education, encompassing autonomy paired with responsibility, education's societal obligation, higher education grounded in scientific research, and structured diversification; 2) focal concerns, which encompassed the quality of higher education, the fostering of trust, alignment with the European labour market, and facilitation of mobility.
2001	Prague communiqué “To the European Higher Education Area” (Bologna, 2001)	It <i>determined</i> : 1) the promotion of European cooperation in ensuring the quality of education; 2) the development of principles, criteria for further development of the quality of educational system, certification of national systems of quality assurance.
2001	Report from the Commission “The concrete future objectives of education system” (Report, 2001)	It <i>determined</i> the Council of Europe's harmonized recommendations for shaping national educational policies in the education domain until 2010, specifically: collaborative initiatives among Member States in the education sphere until 2010; a strategic approach for enhancing the quality and efficiency of education and training systems within EU nations; facilitating access to all forms of education throughout life; increasing the openness of education and training systems around the world.
2002	The Copenhagen Declaration of European Ministers of Vocational Education and Training and European	It <i>determined</i> the policy of international cooperation in the sphere of professional training.

	Commission (The Copenhagen, 2002)	
2003	Berlin Communiqué “Creating a European Higher Education Area” (Bologna, 2003)	It <i>determined</i> : 1) the functions of national systems to ensure the quality of education; 2) internal and external evaluation of educational programmes of higher educational establishments; 3) the responsibilities of institutions that will ensure the quality of education; 4) the procedure of attestation and accreditation
2005	Bergen Communiqué “The European Higher Education Area - Achieving Goals.” (Bologna, 2005)	It <i>determined</i> measures of quality assurance of education: 1) improving the quality of higher education institutions activity by introducing internal quality assurance mechanisms in the context of maintaining the connection with the external quality assurance system; 2) introduction of a model of expert assessment of quality assurance agencies at the domestic level; 3) fostering collaborative efforts with national agencies to ensure educational quality.
2006	Recommendation of the European parliament and of the council on key competences for lifelong learning (Recommendation, 2006)	It <i>determined</i> : 1) recommendations for implementation in the national educational systems of the Member States; 2) key competences encompass: proficiency in native language communication, fluency in a foreign language, mathematical expertise, foundational competence in science and technology, digital literacy, interpersonal abilities, intercultural understanding, social and civic proficiencies, entrepreneurial skills, and cultural expression. A Directory of Quality Assurance Agencies for European Higher Education was created.
2007	London Communiqué “Towards a European Higher Education Area: Answering the Challenges of Globalization” (Bologna, 2007)	It <i>determined</i> a shift towards the issue of international cooperation between quality assurance agencies and the mutual recognition of accreditations.
2009	Leuven / Louvre Communiqué “Bologna Process 2020 – European Higher Education Area in the New Decade” (Leuven, 2009)	It <i>determined</i> : 1) the main achievements of the Bologna process: globalization, rapid development of technologies; 2) the problems to be answered by the higher education system: the aging population, the financial and economic crisis; 3) tasks for the next decade.
2010	Budapest-Vienna Declaration on the	It <i>determined</i> that the problems of providing high-quality higher education are greatly enhanced.

	European Higher Education Area (Bologna, 2010)	The European Higher Education Area was officially proclaimed.
2010	European Cooperation Programme in the field of education and training “ET-2020” (Communication, 2010)	It <i>determined</i> strategic goals of the tertiary level till 2020: 1) providing lifelong education and mobility; 2) enhancing the excellence and effectiveness of education and training; 3) advancement of social cohesion, active civic position; 4) encouraging innovation and creativity at all levels of education and training.

There are meetings of the Education Ministers of the participating countries to widen EU’s main objectives in educational policy. Thus, it is expedient, in our opinion, to present the regulations adopted at that time in the form of a table (see Table 2).

Table 2
Regulatory Acts on Higher Education in the EU till 2023

Year	Document Title	Core Content of the Document
2012	Bucharest Communiqué “Using our potential to the greatest benefit: consolidating the European Higher Education Area” (Bucharest, 2012)	It <i>determined</i> : 1) skills as a component of the strategic goal – improving the quality of education; 2) future priorities for the development of the European Higher Education Area. The results of the Bologna process have been summed up.
2014	The educational programme of international cooperation "Erasmus +" (The educational, 2014)	It <i>determined</i> : 1) general information about the programme; 2) information on the directions and activities of the programme; 3) detailed information on the procedures for submitting a project proposal for a grant and selection of projects; 4) financial and administrative provisions related to the award of the Erasmus + grant.
2015	Yerevan Communiqué (Bologna, 2015)	It <i>determined</i> : 1) the direction for further implementation of the EHEA; 2) progress in the implementation of the priorities of the Bucharest Communiqué; 3) the main priorities of the development of cooperation within the framework of the Bologna Process up to 2018: improvement of the quality and conformity of higher education, readiness of graduates to work; expanding access to higher education in the context of demographic change, migration and military conflicts; introduction of structural reforms in higher education.

	<p>It <i>adopted</i>: 1) new Standards and Recommendations on the quality assurance of higher education in the EHEA, 2) European approaches to quality assurance of joint higher education programmes; 3) a new version of the ECTS user guide.</p>
<p>2018 Paris Communiqué (http://www.ehea2018.paris)</p>	<p>It <i>determined</i>: 1) promoting and safeguarding fundamental values like academic freedom, integrity, institutional autonomy, involving students and staff in higher education governance, and ensuring public accountability within the EHEA; 2) encouraging and aiding higher education institutions in fulfilling their societal role and promoting a more cohesive and inclusive society by fostering intercultural comprehension, civic engagement, ethical consciousness, and equitable access to higher education; 3) progress in implementing agreed reforms.</p>
<p>2020 Rome Ministerial Communiqué (Rome, 2020)</p>	<p>It <i>determined</i>: 1) free movement of academic staff, students and graduates for teaching, learning and doing research; 2) the EHEA respects higher education values, democracy and the rule of law; 3) European higher education strives for inclusive, innovative and incorporated EHEA by 2030; 4) European higher education must prepare active, critical and responsible citizens; 5) European higher education is the key point for sustainable development by 2023; 50 it is important to support not only quality education but also academic and scientific integrity.</p>
<p>2023 G20 Education Ministerial Meeting “Outcome Document and Chair’s Summary” (G20, 2023)</p>	<p>It <i>determined</i>: 1) education is crucial for enabling human dignity as well as self-actualisation globally; 2) coordination of global educational sphere is important for sustainable future; 3) everybody must be admitted to quality, inclusive and equitable teaching and learning; 4) education encompasses not only academic learning but also the cultivation of life skills, technical expertise, and vocational proficiencies, all of which are vital for lifelong development.</p>

Analysis of the table shows that, firstly, since the beginning of the 21st century intensification of international cooperation in the sphere of higher education has occurred; secondly, both official EU’s organs and international organizations concerning higher school pay attention to problems of the establishment and evolution of the European Higher Education Area.

Thirdly, different aspects of higher education are being regulated; fourthly, higher education quality may be considered as the most urgent issue as it has been mentioned more often; fifthly, other frequently and newly regarded problems are fundamental values and competences; sixthly, new strategies of European educational policy have been formed since 2010.

Thus, the increased attention of the international institutions of the EU on the development of the whole educational sphere as a catalyst for the advancement for the development of a competitive European community can be seen.

DISCUSSION

Analysis of studies that are devoted to the issue under research has demonstrated that changes of European education policy attracted attention of a number of scholars. Hence, our complete concurrence with the views of Ertl (2003), Fredriksson (2003), and Kovalchuk (2013), who posit that globalization has exerted a significant influence on European education policy.

But the above authors investigated European education policy more through legal prism. However, we tried to do it through both legal and pedagogical prism.

Simons (2007) is another scholar who delves into the impact of globalization on European education policy. But the researcher also underlines the nation state governments' role. This distinguishes his article from previous ones including ours.

We also fully support the study of Cankaya et al. (2015), where the scholars claim that Europe reflected education as an instrument to reach its economic goals. As the stated authors we paid attention to historical perspective of problem under study. But unlike our research they stood at pedagogical position mostly.

The authors wholeheartedly concur with the assessment of the pivotal role played by the Bologna Process in reshaping the higher education system, as elucidated from a pedagogical perspective by various scholars, including Nevara (2016), Stepko et al. (2003), Van der Wende (2000), Velychko (2004), Zinchenko (2011).

However, all the mentioned scientific investigations were devoted exclusively or mostly to the Bologna Declaration while we considered a rather wide range of legal documents related fully or partly to European educational policy or influenced it greatly or to some extent. Furthermore, those papers did not address the legal aspect, which is of significance for our study.

CONCLUSIONS

Thus, the investigation has enabled us to derive the following conclusions:

- 1) given the EU's ambition to become "the most competitive and dynamic knowledge-based economy in the world", after 2010, European policymakers have increasingly recognized the pivotal role of the education sector within the EU since education serves as the cornerstone for economic, social, and human development;
- 2) the EU's Higher Education Policy has transitioned from being a secondary concern in the context of shaping the internal market during the 1950s to one of the foremost priority sectors, adapting to the evolving needs of society;
- 3) the commencement of collaborative efforts among European countries in the realm of higher education during the 1970s culminated in the formulation of a unified educational strategy.

This strategy encompassed the adoption of initial joint action programs in the domain of higher education and training, accompanied by the establishment of an institutional

framework for their execution; the recognition of the pivotal role played by skilled human resources as the primary driver of economic and social progress in 1985 served to intensify collaboration in higher education.

This collaboration extended beyond the purview of European governing institutions to encompass higher educational institutions.

It gave rise to a proliferation of educational programmes, the establishment of a unified European information and analytical network, the endorsement of the Magna Charta Universitatum by educators in 1988 (<http://www.magna-charta.org>), and, on a legislative front, the enactment of the Single European Act in 1987 and the adoption of the Memorandum of Higher Education in the European Community in 1991 (European Commission, 1991).

The Maastricht Treaty ushered the educational sector into the sphere of the EU's jurisdiction, amalgamating educational objectives with other shared policies of the Union. This evolution led to the endorsement of the Bologna Declaration, the formation of the European Higher Education Area, and the routine convening of European Ministers of Education to elucidate and elaborate on strategies aimed at realizing the principal objectives of the EU's educational policy.

The EU's educational policy, grounded in its founding treaties, strategic development programs for both the Union and its member states, and supplementary documents issued by EU institutions, serves as a foundational pillar for forging the European community.

Simultaneously, it acts as a linchpin for the economic stability and competitiveness of EU nations. Furthermore, this policy has been instrumental in driving substantial educational reforms within the sphere of higher education.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЄВРОПЕЙСЬКА ОСВІТНЯ ПОЛІТИКА: ПРАВОВІ ЗАСАДИ

Статтю присвячено європейській освітній політиці крізь призму законодавчих норм, оскільки їхній вплив є дуже значним для розвитку системи освіти, особливо на рівні вищої освіти.

Мета – дослідити особливості формування та розвитку європейської освітньої політики у сфері вищої освіти на стику юридичної й педагогічної наук. Завдання: з'ясувати, яке місце займає освітня сфера в Європі і чому; виявити найважливіші нормативно-правові документи у сфері освіти та на основі цих документів прослідкувати шлях розвитку європейської політики у сфері вищої освіти; визначити значення нормативно-правових документів у сфері освіти для розвитку європейської освітньої політики, виходячи з їх сутності.

Методами дослідження є аналіз та узагальнення європейських нормативно-правових документів, що стосуються сфери вищої освіти, з метою збору матеріалів для дослідження проблеми з правової та педагогічної позицій разом та для формування висновків.

Результати показали, що початок співпраці європейських країн в освітній сфері (1970-ті роки) призвів до розробки спільної освітньої стратегії. Співпраця у сфері вищої освіти на різних рівнях була поглиблена після усвідомлення важливості компетентних людських ресурсів як головного чинника економічного та соціального розвитку (1985 р.), що призвело до підписання ряду важливих документів (Єдиний європейський акт, 1987 р.; Велика хартія університетів, 1988 р.; Меморандум про вищу освіту в Європейському співтоваристві, 1991 р.). Найважливіші угоди ЄС також стосувалися освітнього сектору, що призвело до підписання Болонської декларації, створення Європейського простору вищої освіти та регулярних зустрічей європейських міністрів освіти. Освіта стала основою формування європейської спільноти та основою економічної стабільності.

Висновок полягає в тому, що європейські державні діячі вважають освітній сектор ключовим, оскільки він є основою економічного, соціального та людського розвитку; Політика ЄС щодо вищої освіти пройшла шлях від допоміжної галузі в контексті формування внутрішнього ринку (1950-ті роки) до одного з пріоритетних секторів, який розвивається відповідно до запитів суспільства.

КЛЮЧОВІ СЛОВА: Європейська освітня політика, освітня стратегія, освітній сектор, освіта, правове регулювання.

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CREATION OF WEBQUESTS FOR CULTURAL EDUCATION AND REFUGEE INTEGRATION IN GERMANY: ON THE EXAMPLE OF COLOGNE

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ABSTRACT

Purpose. This research aims to determine the methodology of creating and conducting web quests for people who have left their homes and settled in another country (especially emigrants and refugees). The study includes a clear definition of the sequence of creation and implementation of web quests for families who emigrated to Germany.

Methodology. The research was conducted in the format of a single case study with a description of the creation of a specific web quest for a seed audience of emigrants and refugees. The methodology presented in the study included a description of the process, principles and means necessary

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for the organizer and other interested parties in case of reproduction of this web quest for a similar audience and in similar conditions.

Results. *The main results presented in the study include a clear algorithm for conducting the WebQuest “Family creative and educational quest in Cologne”, aimed at cultural adaptation and education in the field of history and iconic places of Cologne; «excursion program»; communication between different generations of families; a simple divergent task, proposed at each station of the WebQuest to creatively reinterpret the received excursion information; increasing the level of digital literacy.*

The article provides recommendations for increasing the effectiveness of WebQuest in the context of cultural adaptation of refugees and emigrants living in Germany.

Conclusions. *It was determined that creating and conducting WebQuests is a complex and time-consuming process, the goal of which is to maximize interactivity and involvement of participants. Therefore, the creators of such a digital product need to consider a number of features of the participants and digital tools used in the process.*

The format of web quests allows people to involve their whole family with the process, which significantly increases their cohesion in a new place and enables integration and adaption with not solely individual family members, but the whole family, which expands the level of awareness of the culture and history of their new home.

KEYWORDS: *Adaptation, Digital Creativity, Media Literacy, Refugees, WebQuests.*

INTRODUCTION

Changes in migration flows caused by unrest in various parts of the world, necessitate active cultural adaptation of immigrants and refugees in European countries (Qin et al, 2015; Sam et al, 2008). Cultural adaptation is a complex and dynamic process that requires adequate social and psychological support, as well as the use of modern digital technologies to facilitate this process (Kim, 2001).

Cultural adaptation is a complex process of acceptance and assimilation of a new cultural environment. Emigrants and refugees face changes in language, values, behavioral patterns, interaction patterns, and socio-cultural structures of the new country. Lack of adequate cultural adjustment can lead to feelings of isolation, psychological difficulties, and social marginalization. In this context, digital technologies are becoming increasingly relevant as a means of enabling the process of cultural adaptation.

Digital technologies are becoming an important factor in assisting the cultural adaptation (Ryan et al., 2011) of migrants and refugees in Europe (Aléncar & Tsagkroni, 2019). First of all, access to the Internet and social media provides an opportunity to get acquainted with the culture, customs, and language of the country. Online resources such as language courses, multimedia content, and virtual tours allow them to effectively explore a new environment and reduce communicational barriers (Nteliou et al., 2021).

In addition, digital platforms enable social inclusion. Social networks and virtual communities bring together people with common interests and cultural affiliations, which helps to create a supportive environment and strengthen positive connections. Digital platforms also relieve the access to information about social services (Liang & Fung, 2020), health care, educational opportunities, and employment.

Cultural adaptation for migrants and refugees in Europe is a vital part of the process of their integration into the new environment. Digital technologies play a key role in this process by providing access to information, education, communication, and social inclusion (Gibson, 2006; Zheng et al., 2005; Zhernovnykova et al., 2020). It is important to ensure that digital resources are accessible to all segments of the population to provide equal opportunities and strengthen the diversity of cultural perspectives in the European society.

It is important to note that in the context of ensuring effective cultural adaptation for migrants and refugees in Europe, webquests have an important place as a tool to promote the in-depth understanding of the new environment. These digital educational tools provide an interactive learning experience (Abbitt & Ophus, 2008), allowing participants to actively interact with materials about local culture, customs, and history. WebQuests also promote intercultural competence by helping people to adapt to the diversity of values and practices inherent in the society they arrive (Zhukova, et al., 2021).

Therefore, not only do webquests provide an educational component (Halat, 2008), they also contribute to the profound immersion in the cultural environment, supporting successful integration and creating a positive experience for expats and refugees.

This paper will examine the importance of cultural adaptation and the role of digital technologies in ensuring successful integration of emigrants and refugees into the European Union.

The **purpose** of the study is to show the algorithm used for creating and conducting a web quest as a means of integrating emigrants and refugees into their new surroundings.

METHODOLOGY

The research method presented in the article was based on a single case study in the field of creating and applying a web quest aimed at studying and adapting to the cultural heritage of Germany and, in particular, Cologne by emigrants and refugees. The web quest is called "Family creative and educational quest in Cologne". It was designed for children and teenagers as well as their families who use mobile phones and other devices to complete a web quest.

This web quest was created in the Spring 2022 throughout the periodic lockdowns due to the spread of the coronavirus as the best solution for an event with a large number of students from Creative Studio Cologne. Thus, this digital solution made it possible to hold a general meeting in the open air without violating the rules set during the period of restrictions (at the time of the first web quest in Cologne, close contact with representatives of other households, even outdoors, was prohibited).

For that group of Creative Studio students and their families, who are not native Germans and are emigrants from the countries of the former USSR (for example,

Kazakhstan, Ukraine, Moldova, Latvia and others), an event was planned as part of an excursion program, as well as communication different between generations of families, the creative process that increases the level of digital literacy (Martin & Grudziecki, 2006). Taking into account the characteristics of the target group (including the fact that not all participants of the event speak German or English sufficiently to complete the web quest in German).

The translation of this web quest into Ukrainian, German, English, French and Spanish is planned for the beginning of 2024, which will allow its availability for passing by native speakers of these languages for creative familiarity with the history of Cologne, and by local people as an additional material in mastering these languages (for example, classes that study French as a foreign language).

Moreover, translating a web quest into different languages opens up the potential for a simpler and more comfortable acceptance of a new culture in an understandable language for a migrant or refugee.

To achieve the goals set, the following tasks were used when creating the web quest:

- the task of cultural adaptation and education in the field of history and iconic places of Cologne;
- the task of an excursion program: a consultation was held with a certified guide, who majored in the history of Cologne;
- the communication task between different generations of families: students of Creative Studio with their families, including grandparents, were invited to complete the WebQuest. Each family was a team that went through the tasks of the WebQuest together;
- the creative process task: for creative rethinking of the received excursion information, a simple divergent task was offered at each web quest station;
- the task of increasing the level of digital literacy: based on the European Digital Competence Framework Dig Comp (Ronzes, 2021), the WebQuest was designed in such a way that in the process of its completion the participants developed such digital competence skills as communication and collaboration, working with information and data, security, digital content creation, problem solving.

Given the possibility of different levels of digital literacy among the participants, only public digital services which are installed or available by default in any smartphone or tablet, were provided for web quest passing, as they do not require additional installation of new applications or advanced digital experience.

Therefore, the following digital services were chosen:

- Google Maps to search for stations-locations of the web quest at the specified coordinates and (or) to complete the web quest along a pre-determined digital route;
- Web browser for downloading files stored on the cloud of Creative Studio on Google Drive using specified links – an audio tour to each station-location, as well as an interactive web quest file (optional);
- Camera and photo gallery on the participant's mobile device to scan the QR code, take a photo, process it and send the image or video.

- Headphones or speaker on the participant's mobile device to listen to audio tours.

The webquest was printed out and distributed to the participating teams. To listen to audio tours, it was necessary to navigate to the desired file by scanning a QR code. It was also possible to download an interactive file and follow the necessary links without scanning a QR code.

Three events were held to complete the web quest "Family creative and educational quest around Cologne". They involved: in March 2020 – 18 family teams, June 2020 – 15 family teams, November 2020 – 14 family teams (with an average of three people each). The approximate number of participants in the web quest at common events was 80 people. In addition to general events, the web quest was held individually or in mini-groups by 48 students of the Faculty of Slavic Studies of University of Cologne in 2021.

The web quest was designed both for individual completing and for groups. Thus, the minimum allowed number of participants is 1, the maximum does not have a strict limit. However, with a large number of participants, for effective passage, it is recommended to break them into mini-groups of up to five people.

Teams can complete the web quest simultaneously. A competitive moment can also be engaged, where the criteria for successful completion can be either the speed of passage, or the level of creativity (Nalyvaiko & Ronzhes, 2021) of the participants' answers, their flexibility and originality.

The full version of the web quest "Family creative and educational quest around Cologne" can be found here https://drive.google.com/file/d/1_mdWhn6W9_GNky5VHas_01E__-ujFou/view?usp=drive_link. It is important to note that the study has some limitations due to the method of a single case study and the limited sample of participants.

RESULTS

Preliminary preparation included the development of an idea (a city tour with digital tools application) and the goal setting (creation of a WebQuest that combines an excursion program, elements of cultural education and adaptation to new cultural realities, a creative process and an increase in the level of digital literacy, which can be held both individually and in mini-groups as communication between different generations of families).

The creation of the web quest "Family creative and educational quest around Cologne" included the following steps:

1. Consultation with a certified guide. Choice of stations-locations.
2. Development of a route to familiar places in the city center. It was taken into account that a walk should take no more than three hours, provided that the stay at each of the stations-locations is maximum 15 minutes, and have a length of up to three kilometers, in order to be accessible to the elderly or small children as well. The route consisted of 12 stations-locations, had a length of two kilometers and provided for 1.5-2 hours of passing the web quest at an average pace. The route is digitized in Google Maps.

3. Preparation of written materials for each station, including the most significant facts from the history, the current state and purpose of this place and the legend about it (if any). The presentation of materials should be engaging, non-academic, cross-generational, include cultural or political references to relevant events, as well as evoke emotional or sensory experience and be presented in a simple language.
4. Voicing of text material and placement of audio files in a common format on the Internet (on Creative Studio cloud on Google Drive). Testing the quality of downloading and listening.
5. Creation of QR codes leading to each of the audio files and to the route of the WebQuest.
6. Creation and digitization of illustrations for each of the stations. Given the presence of creative tasks in this WebQuest and the specifics of the experience of students of Creative Studio, it was appropriate to make illustrations in one of the traditional techniques (acrylic on cardboard) as an example of inspiration of own interpretation of the excursion material. Therefore, photographs, diagrams or infographics have been excluded from the illustrative material.
7. Development of creative tasks for each station. Tasks were varied in formats and execution techniques. They were meant to develop imagination, fantasy, observation, verbal and pictorial creativity, figurative thinking (Nalyvaiko & Ronzhes, 2021).
8. Thinking through and preparing a channel for communication between participants and presenters, as well as for sending divergent answers to each of the tasks. The channel was chosen according to the preferences of the target audience. The most common messenger among the audience was WhatsApp.

The authors created a broadcast channel in the WhatsApp messenger, which allowed sending information to all participants individually, as well as receiving their answers and, if necessary, maintaining communication in personal correspondence. Thus, the privacy of data and contact numbers among the participants was maintained.
9. Layout of an interactive file consisting of a brief description of the project, a route and a QR code for its digital version, and 12 stations-locations. Testing all links. Uploading a file to Creative Studio cloud on Google Drive
10. Printing an interactive file in the form of a brochure on the number of families (mini-groups) that were registered for the web quest at common events.

The event with the passage of the web quest consisted of the following stages:

1. Sending an invitation to participants about the meeting point and the need to bring a smartphone or tablet with a dead battery, a camera and speakers (standard), as well as a stable Internet connection.

Short description: «*The route through 12 iconic places in the old town of Cologne, where history through the centuries has come down to our days and has remained a part of our lives. A circular route of about two kilometers awaits us, the execution time is 1.5-2 hours*» (see Figure 1).

Figure 1

The title page of the interactive file or brochure of the WebQuest «Family creative and educational quest around Cologne» with a brief description of the project



2. General gathering, distribution of brochures with a WebQuest and a briefing of the participants: «The family receives a route and tasks. The family goes through twelve stations, scans QR codes at each and listens to the story to the illustration of the location. The family completes a creative task at each station and sends responses via leading WhatsApp message. After completing the route, the family receives a prize from the Creative Studio» (see Figure 2).

Figure 2

The route on the interactive map and the printed one



3. Passage of the route of the webquest “Family creative and educational quest around Cologne” concerned such stations of the route as Roman North Gate, Cologne Cathedral, Museum of Roman-German History, Rhine Embankment, Fish Market, Süner Brewery “In the Whale”, Tünnes and Schel, Cologne Historical Town Hall,

Museum of Aromas in Farin's House, Well of Women, Fountain of Gnomes-Houses, Merzenich Bakery on Wallrafplatz.

- Information about each station-location contained the following elements (see Figure 3): Number and name; Postal address and letter on the route; Geographical coordinates; QR code for an audio file with a history; Creative task; Illustration.

Figure 3

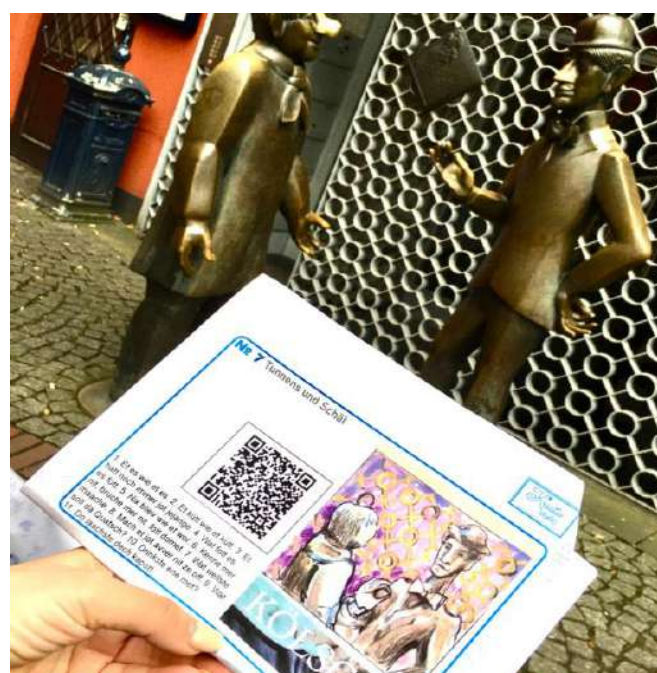
Examples of stations-locations of the web quest and the information elements for them



- Sending completed tasks to the hosts immediately after completion at each station (see Figure 4) or after passing the web quest.

Figure 4

Visiting one of the Web Quest stations and the moment of completing the creative task for this station: an audio recording of the comic rules Cologne, read in the local dialect «kölsch»



6. The final stage of the WebQuest was receiving a prize after completing all the tasks (books by Creative Studio for home inventive activities), the final farewell.

As a result of completing the WebQuest in mini-groups with families, the participants noted the following effects:

- convergence of generations – passing a common path and tasks under the condition of equality allowed everyone to show their strong points for a common result: attentiveness, orientation in space, knowledge of history or local traditions, creativity, knowledge of digital technologies;
- time together and shared memories for the future, also recorded as a digital footprint – participants noted that they rarely spent time together among different generations and they felt lack of positive joint experiences;
- improving digital literacy – this was especially noted by representatives of the older generation, whose younger relatives turned out to be instructors in using some functions in the WebQuest;
- enhancing adaptation in Cologne – thanks to the visual and auditory excursion materials, fixed by personal presence at the places (stations) mentioned in it, as well as the creative rethinking of the information in the tasks, the participants noted that the city and its inhabitants became clearer and closer.

Based on the results of this study, the following recommendations can be made for effective repetition and /or transformation of authors' experience.

In today's highly dynamic digital landscape, the spectrum of digital solutions is rapidly transforming. Therefore, the public services chosen by the authors as optimal public services can be replaced by others that will be effective at the time of creating new WebQuests.

Moreover, to communicate with the hosts of the WebQuest to clarify questions, solve problems and send divergent answers, it is not necessary to use instant messengers if you first create a chat bot. However, it is necessary to take into account the stability of the work and the prevalence of the selected digital tools. At the moment, we recommend choosing solutions for built-in hardware functions (camera and speakers), as well as large services that are common in most countries (for example, Google services).

To attract participants of older generations, as well as for the convenience of those who prefer interaction with a material carrier of information, we recommend a printed version of the WebQuest in the form of a brochure. In addition to access to a wider audience, it could have a hybrid format of the completion of the WebQuest, in which the interaction of the real world and the digital environment is combined into a single project.

If a large number of participants pass the web quest, individually or in mini-groups, it is recommended to make an exhibition of the answers-results – in an online format or in the form of an event with a physical presence. Such an exhibition will be not only a spectacular logical completion of the WebQuest as a project, but also a demonstration of the variety of options for solving divergent tasks, as well as digital creativity products.

DISCUSSION

Cultural adaptation is a very important process for any society, and especially for countries who face an influx of migration and refugees, namely, the EU countries and the countries that border them.

Digital technologies nowadays act as an accessible «window of opportunity» where everybody can find a tool to his/her liking for integrating into a new community or culture (Belk, 2013). We focused the research on the use of WebQuests as one of the many tools available for a person's soft adaptation to new realities. It is important to note that WebQuests are not a panacea and are not the only way to adapt migrants and refugees. Different scholars offer different ways to deal with this undoubtedly difficult challenge for any country.

We would like to briefly outline the role of Germany as the largest refugee hub in the entire EU. So, only from Ukraine to Germany went more than 1 million refugees forced to flee the hostilities on the territory of Ukraine. For successful adaptation to a new culture and social relations, it is necessary to develop effective mechanisms for working with different strata of the population, and especially with children, which require special attention when in new conditions. In this context, it is important to find the balance that will allow the younger generation and other categories of refugees to get acquainted with the cultural heritage of different regions of Germany with its rich and interesting history.

WebQuests (Segers & Verhoeven, 2009) combine all these elements and allow immersion, in the familiar combination of digital and real spaces, into the world of culture and understanding of the society and values of the German people and other citizens and values that are represented on the territory of Germany.

Furthermore, historians, culturologists, art critics in Ukraine are welcome to join the creation of WebQuests according to our proposed methodology for creating informative creative digital collections of WebQuests in different languages for cities and significant places in Ukraine. Such solutions can then be used both for local residents and for visitors from other cities and countries in the context of adaptation to Ukrainian cultural realities. Provided that WebQuests are created in different languages (Ukrainian, English, French, German, Spanish), it will be possible to pass both in the most understandable language for the user, and in foreign ones to support their study.

CONCLUSIONS

Thus, conclusions were drawn about the conducted research in the field of creating and conducting web quest. Creating and running a web quest is a complex and time-consuming process that aims to maximize the interactivity and involvement of participants. Therefore, the creators of such a digital product should consider a number of features of the participants and digital tools that are used in the process.

This article presents a methodology for creating and conducting a web quest for participants, who want to increase their level of awareness about the history, culture of Cologne and the region of Germany where the city is located. This format allows the whole family to be involved, which significantly increases the cohesion of people in a new place and allows the integration and adaptation of not only individual family members,

but the whole family, which significantly increases their level of awareness of the culture and history of their new place of living. The increase in digital literacy of web quest participants is also worth mentioning, because through the activity and use of gadgets and digital programs, participants can improve their understanding of the use of these devices not only in standard conditions, but also show their creativity and acquire new skills in using these devices.

In further research, it is planned to generalize the experience of conducting web quests in different parts of Germany and determine the level of digital competence of participants before and after the web quest.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

СТВОРЕННЯ ВЕБ-КВЕСТІВ ДЛЯ КУЛЬТУРНОЇ ОСВІТИ ТА ІНТЕГРАЦІЇ БІЖЕНЦІВ В НІМЕЧЧИНІ НА ПРИКЛАДІ КЕЛЬНУ

Мета. Дослідження спрямоване на визначення методології створення та проведення веб-квестів для осіб, які покинули свої домівки та оселилися у іншій країні (особливо емігранти та біженці). Ціль дослідження включала чітке визначення послідовності створення та впровадження веб-квестів для сімей, які емігрували до Німеччини.

Методологія. Дослідження проводилося у форматі вивчення окремого кейсу з описом створення конкретного веб-квесту для початкової аудиторії емігрантів та біженців. Методологія, представлена у дослідженні, включає опис процесу, принципів та засобів, які будуть необхідні організаторам та іншим зацікавленим сторонам у разі відтворення цього веб-квесту для схожої аудиторії та у схожих умовах.

Результати. До основних результатів, представлених у дослідженні, можна віднести чіткий алгоритм проведення веб-квесту «Family creative and educational quest in Cologne», який направлений на: культурну адаптацію та освіту в галузі історії та знакових місць Кельну; «екскурсійну програму»; спілкування між різними поколіннями сімей. Для творчого переосмислення отриманої екскурсійної інформації на кожній станції веб-квесту було запропоновано просте дивергентне завдання з підвищення рівня цифрової грамотності.

У статті надані рекомендації щодо підвищення ефективності проведення веб-квестів у контексті культурної адаптації біженців та емігрантів, які проживають у Німеччині.

Висновки. Визначено, що створення та проведення веб-квесту є складним і трудомістким процесом, метою якого є максимізація інтерактивності та залучення учасників. Тому творцям такого цифрового продукту необхідно враховувати ряд особливостей учасників і цифрових інструментів, які використовуються в процесі. Формат веб-квестів дозволяє залучити всю родину, що значно підвищує згуртованість людей на новому місці та дозволяє інтегрувати та адаптувати не лише окремих членів сім'ї, а цілу родину, що підвищує рівень обізнаності з культурою та історією свого нового місця проживання.

Ключові слова: адаптація, біженці, медіа грамотність, цифрова креативність, веб-квести.

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THE RELATIONSHIP AMONG SCHOOL MINDFULNESS, CLASSROOM ANXIETY, AND HIGH SCHOOL STUDENT LIFE SATISFACTION

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ABSTRACT

Purpose. *The study aims to improve student life throughout the school years by exploring the use of mindfulness-based instruction to reduce classroom anxiety. Many school systems in Asia do not use mindful based instruction at primary, secondary and high school education. Emphasis on academic achievement as measured in terms of grade scoring and competitive exam results is high, and leads to significant stress on students. It is believed that mindfulness coaching could help reduce overall stress levels in high school students.*

Methodology. *The study is a correlational design in which convenience sampling was used. It aims to measure school mindfulness by Hoy (2004), classroom anxiety by Richmond (2001), and high school student life*

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satisfaction by Heubener (1991) for a sample of 80 high school students drawn from the private school system of Pakistan.

Results. The study reported moderate to weak positive correlations between the three constructs. It was found that there was a significant link between school mindfulness, student life satisfaction, and classroom anxiety. The study reported that age and gender have no significant impact on school mindfulness, student life satisfaction and classroom anxiety.

Conclusions. The study indicates the development of mindfulness-based training at the school level to improve student life satisfaction. The study indicates the possibility of Western mindfulness instruction courses being implemented in the Eastern traditional school system. School mindfulness can help students to meaningfully grow in their academic careers. It further can enhance their coping and stress handling techniques as they proceed into higher education. The study will pave way for the implementation of school mindfulness programs and workshops to be delivered by mindfulness certified instructors and counselors, which is at present a rarity in traditional academic system.

KEYWORDS: Psychology, Education, Eastern, Mindfulness, Anxiety, Students.

INTRODUCTION

This research is undertaken in the hope of contributing to the field of educational psychology. The **aim** was to explore the possibility of mindful-based program implications at the school and college levels. Moreover, to assess the classroom anxiety levels and student life satisfaction to improve the overall well-being of students. The concept of school mindfulness is defined as learning to train a person's attention to the present moments without any distractions or thinking about what has happened in the past or distress about the future.

It is said that mindfulness is very helpful in education, it helps in calming body and mind and also moderates the bad influences of stress, and helps students to be focused not only mentally or physically but also academically, as well as helping to reduce behavioral problems. On the other hand, in the classroom anxiety may affect academic performance. When students are anxious in the classroom, they cannot pay attention to the classroom lessons, and worried thoughts overtake their brain. Anxiety in the classroom makes students feel on edge and uneasy, sleep problems, panic attacks, social problems, physical problems, difficulty in school performance, refusal to go to school, etc. Student life satisfaction is also important in students' lives beyond their studies.

METHODOLOGY

The quantitative correlational research method was used to explore the connection and relationship between school mindfulness, classroom anxiety, and student life satisfaction.

Valid and reliable instruments were used. A population sample of 80 university students which include young males (n=40) and young females (n=40) from schools. A convenient

sampling strategy was used in the research. The research questionnaires were filled out by students of different disciplines with a range of 8-16 years.

A convenient sampling technique was used to approach the sample. This technique has the probability to be selected on an equal basis as young males and females who were willing to be a part of this research without a problem and this technique also relies on members from the population sample who are easily available and willing to participate in the study.

To check the sample size of the research, power analysis was done through G* Power 3.0 (Kang, 2021).

Instruments

- School Mindfulness Short Scale by Hoy (2006)

This scale has 14 Items.

Cronbach Alpha Range = .84 to .90

6 -6-point Likert-type scale ranging from 1 (Strongly disagree), 2 (Disagree), 3 (Somewhat disagree), 4 (Somewhat agree) 5 (Agree) to 6 (Strongly agree).

- Classroom Anxiety Short scale by Wrench & Richmond (2001)

This scale has 20 Items.

Cronbach Alpha = .80

5-point Likert-type scale scoring from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), 5 (strongly agree).

- Student Life Satisfaction Short scale by Heubener (1991)

This scale has 7 Items.

Cronbach Alpha Range = .70 to .80

Alpha of grade of 4-8 = .82

Alpha of grade 9-12 = .86

Alpha for middle school students = .75

Alpha for high school students = .81

Alpha coefficients Range = .80 to .85

6-point Likert-scale ranging from 1-6 as 1 (Strongly disagree), 2 (Moderately Disagree), 3 (Mildly disagree), 4 (Mildly agree) 5 (Agree) to 6 (Strongly agree).

Procedure and Statistical Analysis

The following objectives will be processed using IBM SPSS V.25

1. Pearson moment product correlation is used to measure the relationship between school mindfulness, classroom anxiety, and student life satisfaction.
2. Multiple linear regression is used to explore the effect of school mindfulness and classroom anxiety on student life satisfaction.

3. Simple linear regression is used to explore the effect of classroom anxiety on student life satisfaction.
4. Multiple univariate analysis of variance is used to measure the impact of age and gender on school mindfulness, classroom anxiety, and student life satisfaction.

RESULTS

School Mindfulness

In psychology, the theory of mind is defined as the capability to understand other people by ascribing mental states to them which means by surmising what is happening in their mind. The mental state of one person is different from others for example their beliefs, desires, intentions, emotions, and thoughts. Originally, the development of the theory of mind came from the studies done on infants and animals. Some factors can affect a person's capacity to display theory of mind such as drug and alcohol consumption, age, language development, cognitive delay, and culture, etc. The theory of mind develops throughout childhood as the prefrontal cortex develops. (Premack & Woodruff, 1978).

The theory of cognitive function, P3a/P3b brain potentials, and cortical thickness in aging is integral to include. The original study was to assess the relationship between the P3a/P3b brain potentials, cortical thickness, and cognitive function in aging. The study is conducted on young and older participants who completed the visual three stimulus oddball ERP (event-related potential) paradigm, a battery of neuropsychological tests, and MRI scans. They made groups with short vs. long latency, and low vs. high amplitude that were compared on a point-by-point basis across the entire cortical mantle. In the young participants, the thickness was weakly related to P3.

On the other hand, in elderly participants, P3a amplitude effects were found in parietal areas, the temporoparietal junction, and parts of the posterior cingulate cortex. Lastly, the result shows that thickness in specific cortical areas correlates with scalp recorded P3a/P3b in the elderly and that these relationships differentially mediate higher cognitive function (Fjell et al., 2007).

Langer's mindfulness theory is defined as the process of paying attention to the purpose of the present moment, so as that be aware of novelty in experiences or situations and perceive differences in contexts and events. Langer's mindfulness is characterized by a continuous creative of new categories, openness to new information and possibilities, awareness of more than one perspective, and flexibility in perspective-taking. In Langer's conceptualization, mindfulness is the opposite of mindlessness. (Langer, 1989).

The scientific theory about mindfulness was originally formed from an in-depth analysis of cases in which theories do not attempt to be scientific or social sciences, and it can also be described from a phenomenological perspective (Cordon & Brown, 2009), and there are also its application are studying within a constructivist paradigm necessitates making connection between a set of techniques designed to help the researchers collect data to build or test theories (Creswell & Lindsay, 2014).

It is also believed that mindfulness is before the development of mental concepts (Ryan & Brown, 2003). The viewpoint of first-person about mindfulness is defined as "begin to think sensibly or correctly after being foolish or wrong"(Kabat-Zinn, 2005). In other

people, mindfulness is not an outward phenomenon that can be immediately sensed or examined, according to the researchers that is the third-person perspective.

The idea of mindfulness can vary across cultures, and it also makes reasonable sense according to the scientific understanding that the world is above our senses and determined by how people organize and process information about events and objects in their cultural environment (Kikas, 2004). The idea of mindfulness is popular and secular, which sometimes connects it with relaxation and the reduction of stress and simplifies it.

The recent mindfulness-based interventions (MBIs) and their practice have gained popularity. Hence mindfulness is defined as the psychological ability to remain fully present with one's experiences while maintaining a non-judgmental attitude. This ability fosters a warm and welcoming curiosity and openness (Kabat-Zinn, 2005).

Mindfulness is practiced in many ways such as in Eastern cultural traditions and central aspects of a manifold philosophical, psychological, and spiritual tradition of thought and practice (Wallace and Shapiro, 2006). Originally this was cultivated by several exercises for example yoga, tai chi, or meditation techniques like sitting meditation. These exercises help in calming the mind, improving the ability to concentrate, and widening the range of focus.

For centuries, the idea of mindfulness has been woven into American popular culture, formally and informally, in the names of several contexts, with the mindset of reshaping people and organizations in private and public settings. CBS aired an edition of 60 Minutes with Anderson Cooper in 2014 that tells the American people how to practice mindfulness because of its trending movement as a part of public wellness (Aldahadha, 2023).

Opposite to that, the mainstream media criticize and whitewash the appropriation, secular, and cultural ideas of mindfulness that serve as the foundation for mindful practice. Mindfulness has undergone many definitions, praise, and criticism according to the beliefs used to contextualize it.

Classroom Anxiety

Classroom anxiety theory relates to self-determination. Self-determination theory (SDT) is a macro theory of human motivation and personality that concerns people's innate growth tendencies and innate psychological needs. It is said that the motivation behind people's choices is the absence of external influences and distractions. SDT focuses on the degree to which human behavior is self-motivated and self-determined (Deci & Ryan 2022).

Social constructivism theory focuses on the collaborative nature of learning. Knowledge develops from how people interact with each other, their culture, and their perspective of society. For example, people rely on others to help build their building blocks, and learning from others helps them construct their knowledge and reality. (McKinley, 2015).

The study reports how much foreign language (the language that is not the official language of, nor typically spoken in a given country) anxiety (FLA) especially English report feeling and for which learning the language. Among 67 first-year students who enrolled in two academic degree programs at the University of the Balearic Islands were

the participants of this study. The data was collected using the Foreign Anxiety Scale of Classroom (Horwitz, & Cope, 1986).

The results indicate that the majority of students undergo the medium to highest position of anxiety. The biggest reason for Foreign Language Anxiety in students was communication anxiety. The data proved significant statistically and variations in test anxiety and fear of failing among participants of degree programs.

However, there were no significant gender variations in Foreign Anxiety about Language Levels. The proportionality analysis shows a strong inverse relationship between self-reported English language competence and Foreign Anxiety about Language scores for speaking and listening. (Horwitz, & Cope, 1986)

This research is conducted on the issue of the effect of gathering anxiety on students' study wellness and welfare in education. Fitness issues that are frequent and can range from mild distress to severe disability are social anxiety. The mild kind of anxiety may manifest as passing social anxiety that is brought on by frequent social evaluation circumstances, but the more serious form of anxiety may cause crippling, chronic panic and prevention (Crozier, 2001; Masie-Warner, 2003; Veale, 2003).

It is reported that gathering anxiety develops when an individual wishes to show the best descriptions of themselves to others but also has fear about whether they can do it or not (Narimany et al., 2023). Such unexpected situations could be fueled by internalized shame and low self-esteem (Ali et al., 2022)). These factors add up and have the potential to negatively affect a person's identity, mental health, academic performance, and interactions with others due to accumulating anxiety (Lau et al., 2002).

Student Life Satisfaction

Goal theory is a motivational approach that emphasizes the need to establish goals as intrinsic motivation. It is said that there is a relationship between goal difficulty, level of performance, and efforts involved (Fong, 2022). This relationship is positive so as long as the person is committed to the goal has the preexisting ability to attain it, and does not have conflicting goals. Goal theory states that some conditions are important in achievement such as goal acceptance and commitment, goal specificity, goal difficulty, and feedback.

A phenomenon called subjective well-being that is also a multifaceted category includes perception response, positive and uncertain affect, throughout the measurement of life satisfaction, and estate satisfaction (Proctor et al., 2008). So, it can be inferred that life satisfaction or bliss is a component of contentment and overturned tacit assumptions approaches to life satisfaction also say that overall life satisfaction is a mixture of satisfaction in specific estates.

This proves that a person's level of satisfaction with many life domains, including family, leisure, and health, among others can determine their level of satisfaction (Melton et al., 2022). Also, to add up many domains frequently intersect. According to the spillover model, the happiness of one area of life can also influence or impact the happiness of the other area of life (Zhou et al., 2023).

Currently, positive psychology boosts interest in subjective well-being. Now psychologists research positive emotions and psychological well-being more than

unpleasant emotional issues like despair and anxiety (Deng et al., 2022). Seligman and Csikszentmihalyi (2000) describe this general shift and outline the purpose and benefits of this approach in their inspiring studies. Life satisfaction can also be described as the judgment process that assesses individuals' satisfaction with activity to their standard. It also has an impact on a person's well-being. People with higher levels of life satisfaction can be seen to be more successful in their interactions with others, at work, and as well their bodily processes.

The basic data results are demonstrated in table 1, 2, 3, 4, 5, 6.

Table 1

Demographics

Variable	Frequency	Percentage
Male	40	100
Female	40	100
Age 8-12	24	60
12-16	10	25
16-18	06	15
Education - primary school	14	35
Middle school	15	37.5
High school	11	27.5

Table 2

Psychometric Properties

Scales	K	M(SD)	α	Skewness	Kurtosis
School Mindfulness	4	22.13(2.528)	.75	-.378	-.322
Classroom anxiety	20	34.28(2.894)	.79	.256	-.734
Student life satisfaction	7	63.02(10.173)	.82	-2.002	3.554

Note: K= no. of items, M=mean, SD= standard deviation, α =Cronbach Alpha

Table 3

Correlation among school mindfulness, classroom anxiety, and student life satisfaction (N=80)

Variables	1	2	3
1. School Mindfulness	-	.318***	.67**
2. Classroom Anxiety	-	-	.289**
3. Student Life Satisfaction	-	-	-

Note: * $p < .05$, ** $p < .01$ & *** $p < .001$

Table 3 shows the results of the Pearson correlation that indicates that school mindfulness has a significant positive correlation with classroom anxiety ($R=.318, p<0.01$). School mindfulness has a significant positive correlation with student life satisfaction ($R=0.67, p<0.01$). Classroom anxiety has a weak significant positive correlation with student life satisfaction ($R=.289, p<0.01$).

Table 4

Simple Linear Regression Analysis (N=80)

Predictors	B	95% CI		p
		UL	LL	
Constant	17.475	29.181	5.769	.004
Classroom anxiety	.227	.403	.050	.012
R²	.084			
F	6.568			

Note: B= coefficient of regression, LL=lower limit, UL= upper limit .95% confidence interval ** $p<.01$.

Table 4 shows simple linear regression analysis was carried out for the significant predictors of student life satisfaction. The results indicated that classroom anxiety is a strong predictor of student life satisfaction. The B value shows that there is a 29% relative influence of classroom anxiety on student life satisfaction in schools. R^2 indicates that there is an 8.4% variance in student life satisfaction in schools that can be accounted for classroom anxiety.

Table 5

Multiple Linear Regression Analysis (N=80)

Predictors	B	95% CI		P
		UL	LL	
Constant	17.297	30.561	4.033	.011
Classroom anxiety	.226	.407	.044	.016
School mindfulness	.005	.179	-.169	.954
R²	.084			
F	3.240			

Note: B=coefficient of regression, LL=lower limit, UL=upper limit, 95% confidence interval ** $p<.01$.

Table 5 shows that multiple linear regression analysis was carried out to determine the significant predictors of classroom anxiety in students. Results indicate that classroom anxiety is $B=.016, p<.05$. And school mindfulness is $B=.954, P<.05$. The R^2 indicates there is an 8.4% variance in classroom anxiety in schools that can be accounted for school mindfulness and student life satisfaction.

Table 6

Multivariate Analysis (N=80)

Source	Dependant variable	Type all sum of square	DF	Mean Square	F	Sig
Age	School mindfulness	64.401	2	32.201	32.201	.614
	Classroom anxiety	253.346	2	126.673	126.673	.021
	Student life satisfaction	136.285	2	68.142	68.142	.320
Gender	School mindfulness	75.636	1	75.636	1.157	.286
	Classroom anxiety	23.231	1	23.231	.752	.389
	Student life satisfaction	61.249	1	61.249	1.045	.311

There is no impact of age and gender on school mindfulness, classroom anxiety, and student life satisfaction.

DISCUSSION

According to the theory of self-determination, there is a significant relationship between classroom anxiety and student life satisfaction. There is a degree of motivation within the class that may indicate competition that leads to classroom anxiety and ultimately to student life satisfaction. There can be a potential role of parent training that may lead to classroom anxiety. According to the theory of social constructivism, there is more importance and respect for education rather than skills hence anxiety is interpreted as cultural norms. According to the theory of anxiety conditions, there can be an underlying anxiety disorder in students, especially in type a personality.

According to the theory of mind, everyone has a different frame of reference due to a variety of beliefs, values, and customs. According to the theory, the prefrontal cortex develops throughout the young year hence having mindfulness may take time there is an insignificant relation between school mindfulness, classroom anxiety, and student life satisfaction because school mindfulness is practiced less in schools. There should be mindfulness-trained teachers widely present in schools so that it can be learned at primary and secondary levels of education.

According to the cognitive function theory, the cortical areas of the brain predict the relationship in brain function which may impact mindfulness activity.

According to Langer’s theory of mindfulness, there is a process of being attentive and being present in the moment but in the current generation, due to lifestyle technology use cognitive overload, the students seem to have short attention span with higher distractions.

According to the goal theory, the students accept a goal and commit to it and link their success with goal difficulty so a higher goal difficulty (And being successful in achieving) leads to greater life satisfaction by taking classroom anxiety.

CONCLUSIONS

The results showed that there is a significant relation with a positive correlation between classroom anxiety and student life satisfaction. It is found that there should be more school mindfulness programs to be conducted in schools. Such as mindful-based stress reduction techniques. Different methods for data collection and sampling procedures may be required to prevent sample bias, which influences the study's results, and randomized sampling with multiple stages is proposed for future research to minimize bias in sampling.

As a result, the number of samples for future research needs to be adequately standardized. A variety of ages should be investigated as well. The study solely included students from Lahore; however, students from other parts of Pakistan might have been included.

This study's sample size can be increased for future research by including additional institutes, not only in Pakistan, but also in foreign samples, to examine the relationship and effect of school mindfulness, classroom anxiety, and student life satisfaction on each other. It would be truly amazing to witness identical research with a different sample set besides students.

More research is needed to analyze the influence of school mindfulness, classroom anxiety, and student life satisfaction among students, and it will aid in exploring findings that were discovered to address the issue.

Demographics covered in this research as well as others should be investigated further as a contributing cause to the emergence of problems. That is how these variables interact with one another.

LIMITATIONS

According to different psychological approaches school students can belong to different age groups: 8-12 years old, 13-16 years old. The age should be taken into account when choosing diagnostic procedures. So, the level of anxiety and life satisfaction may be different due to the age as well as the cultural traditions and stereotypes of the educational system in Pakistan.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ЗВ'ЯЗОК МІЖ ШКІЛЬНОЮ УВАГОЮ, ТРИВОГОЮ В КЛАСІ ТА ЗАДОВОЛЕННЯМ СТАРШОКЛАСНИКАМИ ЖИТТЯМ

Мета. Дослідження спрямоване на покращення життя старшокласників протягом шкільних років шляхом впровадження вправ, заснованих на уважності, щоб зменшити тривогу в класі. В даний час шкільна система в Азії менше пристосована для уважного навчання в початковій, середній і старшій школі. Навантаження на академічні досягнення з погляду оцінок і конкурсних іспитів є вищим порівняно з навчанням усвідомленості, що призводить до збільшення стресу та тривоги старшокласників.

Методологія. Дослідження є кореляційним, в ньому використовувалася зручна вибірка. Його метою є вимірювання шкільної усвідомленості за Хоєм (2004), тривоги в класі за Річмондом (2001) і задоволеності життям старшокласниками за Хьюбенером (1991) для вибірки з 80 учнів із системи приватних шкіл Пакистану.

Результати. Дослідження показало помірну або слабку позитивну кореляцію між трьома конструктами. Було встановлено, що існує значний зв'язок між усвідомленістю в школі, задоволеністю життям і тривогою в класі. Дослідження показало, що вік і стать не мають суттєвого впливу на уважність у школі, задоволеність життям учнів і тривогу в класі.

Висновки. Дослідження вказує на розвиток навчання на основі усвідомленості на рівні школи для підвищення задоволеності учнів життям. Дослідження вказує на можливість запровадження західних курсів навчання уважності в східній традиційній шкільній системі. Шкільна уважність може допомогти учням розвиватися усвідомлено в академічній кар'єрі. Це також може покращити методи подолання та боротьби зі стресом, коли продовжується навчання у закладах вищої освіти. Дослідження прокладе шлях до реалізації шкільних програм з усвідомленості та семінарів, які проводитимуть сертифіковані інструктори та консультанти, що зараз є рідкістю в традиційній академічній системі.

КЛЮЧОВІ СЛОВА: психологія, освіта, схід, уважність, тривожність, старшокласники

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PROFESSIONAL DEVELOPMENT PROGRAM FOR CIVIL SERVANTS FOR CREATION A SAFE EDUCATIONAL ENVIRONMENT UNDER MARTIAL LAW

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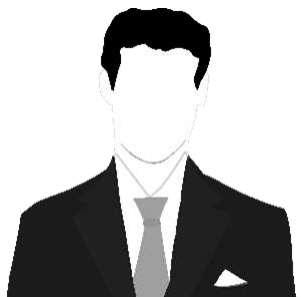
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ABSTRACT

The relevance of the article is determined by the need to train education managers – civil servants and officials of local self-government bodies – to work and manage the educational system in war conditions.

*The **purpose** of the article is a justification and development of a short-term professional development program for civil servants and officials of local self-government bodies regarding safety in education, creation of a safe educational environment.*

*The research **methodology** of the article is a complex of scientific approaches that determined the content, methods and form of training: competence-based, axiological, systemic, risk-oriented approaches, public administration approach; approach for human rights. Research methods included analysis of theoretical sources, synthesis, modeling, oral interviews of educators, generalization of experience, and observation. Scientific novelty is substantiated by the content of the program and selection of approaches to learning. Practical significance is the development of a training program for civil servants and officials of local self-government bodies.*

*The **results** of the study are the content, forms and methods of teaching to solve the education problems under martial law in Ukraine, looking specifically at the example of the Kharkiv region. The new problems of the education organization under the martial law were identified: technical, psychological problems of children and other participants during the educational process, material problems of educational institutions and families, which are necessary to resolve for effective educational process, lack of safety culture among the population, etcetera.*

*The **conclusion** is that the proposed program answers many questions, especially, for the Kharkiv region and Ukraine. Prospects for further research are expansion of the program's content, taking into account the best foreign and Ukrainian experience.*

KEYWORDS: *Security in Education, Curriculum, Civil Servants, Education Managers, Martial Law, Education Problems.*

INTRODUCTION

Nowadays, there are certain difficulties and problematic issues regarding the creation of conditions for the safe realization of the right to education, in particular, a safe educational environment, under the conditions of martial law. Unfortunately, for both objective and subjective reasons, most of the leaders of the education system – leaders of general secondary education institutions, preschool educational institutions, higher education institutions and teachers of general secondary education institutions have adapted to military realities “on the fly”, or in an unsystematic way, which significantly complicates the realization of the right to education. Of particular concern is ensuring a safe educational environment under conditions of martial law.

The reality of education under martial law is that everything new is learned on the go. Studies are conducted of foreign and domestic experiences, and experts of the Ministry

of Internal Affairs, State Emergency Service, and other specialized services have become involved in working with children and teachers, non-governmental organizations (NGOs) and mass media.

Today, there are numerous public initiatives and international projects, seeking to address the challenge of providing education while the state is at war, but no definitive answer has yet been found. No system has been created, no systematic approach has been implemented. System and competence approaches, the use of appropriate protocols, where the actions of officials and responsible persons are prescribed step-by-step, are considered basic today in the EU and developed countries. Unfortunately, Ukraine has not implemented a sufficient number of international legal acts to address the challenges it now faces.

The solution to the problem today requires coordination of efforts and generalization of experience, as well as taking into account the experience accumulated by domestic educators to develop recommendations and requirements for a safe educational environment, ensuring the continuity of education, and safe conditions for the functioning of the educational sector.

For example, we refer to the Declaration of School Safety, which Ukraine signed in 2019, but did not implement into national legislation. Yet, the Ministry of Education and Science is still conducting an experiment in 20+ schools of Ukraine regarding the implementation of this document in general secondary education institutions (GSEI). Note that this is an extremely valuable document in martial law conditions as a guide for teachers and education managers.

There are already certain requirements for shelters based on the experience of the «Eastern Europe» Foundation project, i.e., requirements for shelters as full-fledged educational environments, a universal design for shelters, etcetera are being developed. There are also projects and initiatives for training safety culture and safety techniques for children and educators during hostilities. Films and videos were shot, there are recommendations of the State Emergency Service, the Ministry of Internal Affairs, etcetera. So, there is a basis for state regulation for solving the problem of safety in education and a safe educational environment.

Our concern in this article are the reasons for the unpreparedness of educators, in particular, civil servants in the education system, pedagogical workers and heads of education to work under martial law. So, the reasons for it are:

1. All educators of Ukraine, including heads of educational institutions, were not prepared for work during wartime. The safety of all participants in the educational process (children, parents, teaching staff) in the conditions of war was not a subject of training in pedagogical higher education institutions. Today, under the current legislation of Ukraine, a person can be a teacher even without a pedagogical education. Apart from the military and medics, workers in the field of education were not prepared for work in wartime conditions. Alternative to full-time education, the latest technologies of the educational process in the conditions of martial law were not studied.

As already mentioned above, the Safe Schools Declaration, which was signed by Ukraine in November 2019, has not been implemented into the system of general secondary education institutions (GSEI) and into the system of training and advanced training of

teachers and education managers. As a result, most of the participants in the educational process in GSEI do not have the skills of safe behavior today, which creates conditions for the interruption of children's education for an indefinite period, deterioration of the quality of education.

It threatens to create a “tipping point” (UNICEF's term) in children, which indicates that they will never return to education. It is necessary to teach safe behavior in different communities in different ways, depending on the real threats that exist there. There is a question about the initiatives of higher education institutions, Institute of Postgraduate Pedagogical Education (IPPE) on safety education of teachers, heads of GSEI in their regions and cooperation with security specialists in the region on these issues.

2. The professional standards that were adopted in 2020-2021, which are guided by the managers and teachers of GSEI, provide work in peacetime, their text lacks relevant competencies in conditions of martial law. Moreover, the Law of Ukraine “On Complete General Secondary Education” (Zakon Ukrainy «Pro povnu zahalnu seredniu osvitu»..., 2020) speaks of a safe educational environment in peacetime, there are no risks and dangers of war there.

Therefore, all regulatory documents for them were not taken into account in the Ministry of Education and Science at the beginning of the war and were developed on the go. But the Law has not yet been supplemented, no changes have been made. Today, war is a greater threat to the lives of all participants in the educational process than, for example, bullying. Although it also continues to exist.

3. It should be noted that the war has caused psychological trauma to children and adults who live in the war zone. War is a long-term stress that affects health, cognitive, emotional and volitional spheres, children's behavior, their consciousness, life plans, etcetera. Therefore, all children in Ukraine have special needs.

There are no safe places in Ukraine today. Most of the children of Ukraine today need to take into account their special needs in education. The war affected the health of children - it disturbed their physical, psychological and social well-being, which requires the selection and application of new technologies in the educational process in wartime in accordance with the new special needs of children. These needs should be researched and summarized, recommendations should be developed for their satisfaction with various technologies, taking into account age, gender, place of stay, status of the child, etc.

4. A safe educational environment has not been considered in detail in studies from the point of view of security, which makes it impossible to create it qualitatively in the GSEI without studying foreign experience in war. Scientific justification, research of this concept, implementation of the best domestic and foreign experience on the problem, establishment of exchange of experience in solving the problem in the education system, etcetera are needed.

5. No higher education institution in Ukraine yet prepares specialists in security education. There are only a few dozens of safety educators who, according to the UNICEF project, began to be trained by the National Academy of Internal Affairs in Ukraine in 2022. There are not enough of them, however, to solve the problem of security in

education. Their positions are supported through funding from the local budget, which in wartime works for defense.

In the Ternopil region, for example, after studying the experience of the Israeli model, the head of the Department of Education of the region is starting to experimentally introduce the position of a safety educator in PPE in some communities. It is necessary, there is no doubt, but who can be employed for this position? Study at the National Academy of Internal Affairs in Ukraine lasts for a month (full-time and extramural training). A system of training such specialists as a profession is already needed throughout Ukraine.

6. In Ukraine today there are recommendations from the Ministry of Education and Science to create security offices in regional professional development institutes for teachers. But there are no specialists who can work there.

7. As for civil servants in the education system. Most of them received a classical pedagogical education, therefore, they are also not ready to work in wartime conditions. The education manager was trained in postgraduate education institutes and the Academy under the President of Ukraine.

Today, there is a need for a restoration specialist, who is being trained for the first time in Ukraine under international projects together with a representative of a local self-government body. This is at the community level. At the national level, no one prepares such specialists. Although it is civil servants – those who manage the educational sector in all conditions, must have education and experience of working during the war and restoring education after the war. V.O. Sukhomlynskyi's green school in the forest on the lawn is designed for children as outdoor learning to bring them back to their childhood while the school is being renovated after the war. This is only viable in warmer seasons.

LITERATURE REVIEW

Existing studies (Creative Associates International, n.d.; Young, 2012) currently cover only psychological and socio-pedagogical assistance to children and families in war conditions. The question of education and its organization in the conditions of war as a large-scale aggression in our country is generally insufficiently researched. The experience of international organizations regarding education in the conditions of military conflicts (INEE, 2018; UNICEF, 2016; Creative Associates International, n.d.; UNESCO, 2011; INEE, n.d.; UNICEF, 2018) shows the importance of continuous education, the need to continue it even in the conditions of war, but as an education that is sensitive to the conflict.

Neither educators, nor civil servants of the education system, nor officials of local self-government bodies were prepared for conflict conditions. And this is where their interaction with each other, taking into account local conditions, is needed for the organization of a safe educational environment and the continuation of education by students, similar to the orders of the Regional Military Administration (RMA). In the research of scientists on the culture of safety in education, there is only opposition to violence (say «no» to violence), cruelty, bullying, as well as building peace through the services of understanding in education, teaching various life skills, psychological resilience and economic independence (Opanasenko, & Novikova, 2022; Prokopenko, & Trubavina, 2020).

Martial law (Zakon Ukrainy «Pro pravovyi rezhyim voiennoho stanu»..., 2015) was not the subject of pedagogical research. In the field of public administration, this issue is just beginning to develop, as evidenced by the orders of the Ministry of Education and Science on a safe educational environment, which appeared only in the summer of 2022.

Thus, professional competence regarding safety in education and the creation of a safe educational environment is urgent for heads of education, teachers, heads of GSEI (Dashchakivska et al., 2021; INEE, 2013; Trubavina et al., 2022; INEE, n.d.). Therefore, the problem of security in education and access to education in wartime conditions requires separate professional training, advanced training and interaction of specialists from different fields to solve it, in particular, in the aspect of public administration.

Therefore, the **purpose** of the article is to model and develop a program of short-term professional development for educators in the state administration to ensure safety in education.

METHODOLOGY

We used theoretical analysis of sources, synthesis, modeling, oral surveys of educators, generalization of experience.

Scientific approaches to the development of the program were:

- competence approach as the main one in education;
- a systematic approach for the education system;
- a risk-oriented approach as a basis for determining risks and dangers;
- the approach of state administration as the provision of the state component in solving security problems in education; use of its mechanisms and base, resource;
- the approach of human rights as the basis of the work of managers of the educational sector;
- an axiological approach, according to which not only education, but also all educational activity should be based on values – universal human, European, national.

RESULTS

Taking into account the above, we proposed the following draft content of the program «Education and security in education in a state of war in the context of national security, respect for human rights and European integration», see Table 1.

Table 1

General Short-Term Professional Development Program: Education and security in education in martial law in the context of national security, respect for human rights and European integration

PROGRAM PROFILE

1. General Information	
Name of the program	<i>Education and security in education in martial law in the context of national security, respect for human rights and European integration</i>
Program code	–

Type of program by content	general short-term program
Form of education	full-time, E-learning (synchronous mode) or mixed (full-time and E-learning)
Target group	civil servants holding public service positions of categories «B» and «C», officials of local self-government (fourth-seventh category of positions)
Prerequisites for studying	The war in Ukraine, for which no one was prepared
The name of the customer of educational services in the field of professional training according to the program	Department of Education
Name of the partner(s) of the program	V. N. Karazin Kharkiv National University
Scope of the program	1,0 Credit ECTS
Duration of the program and organization of training	<ul style="list-style-type: none"> – full-time learning – 5 days – E-learning – 5 days in synchronous mode; – full-time and E-learning – 2 days of full-time training and 3 days of E-learning in synchronous mode
Language(s) of teaching	State
Area(s) of professional development covered by the program	de-occupation and reintegration of the temporarily occupied territory and management of the de-occupied territory; observance of human rights and anti-discrimination
List of professional competences, the level of which the program is aimed at increasing	<ul style="list-style-type: none"> – professional knowledge regarding security in education and through education, education in conflict conditions, a safe educational environment and ways of creating it, requirements for the functions of educators in conditions of military conflict, new functions of educators in conditions of war; – implementation of the right to education under martial law; professional knowledge about the formation of national identity as a component of national security; – the concept of a safe educational environment in conditions of war, state of emergency and peacetime; knowledge about educational institutions as centers of social assistance to families with children in the community;

- risks and problems of certain categories of citizens: internally displaced persons (IDPs), residents of de-occupied territories, certain categories of people in places of compact living;
- opportunities of educators to provide assistance to categories of citizens: IDPs, residents of de-occupied territories, certain categories of people in places of compact living;
- legislative and regulatory framework on safety in education for all participants in the educational process.

Compiler(s) of the program

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2. General Purpose

Acquisition and deepening of students' knowledge of legal categories, the latest risks, dangers, trends in education security in martial law, new functions of educators in martial law in the conditions of large-scale aggression of the Russian Federation, ways of solving security problems in education in educational institutions of different levels of education and accreditation, theoretical principles of security in education, the regulatory framework for solving the problem and mechanisms of state management that solve it.

Formation of competencies, abilities and skills in the field of education to ensure safety in education, implementation of legislative norms on safety in education in the practical activities of public administration bodies, performance of new functions of educators in conditions of martial law, mass movement of people across Ukraine and abroad, implementation of normative documents of the Ministry of Education and Science regarding safety in education in educational institutions, organization of continuous education and creation of a safe educational environment for all participants of the educational process.

3. Expected Learning Outcomes

According to the results of training, students must demonstrate:

Knowledge

- the main directions of state policy regarding the realization of the right to education of applicants, the creation of a safe educational environment, the peculiarities of the realization of the right to education in conditions of war, understanding the need for continuous education in war.
- security subjects and objects in education; the responsibility of educators for safety in education and the

	<ul style="list-style-type: none"> – creation of a safe educational environment; resources of subjects and their competences in safety in education; – system of national documents defining safety in education; safe educational environment, in particular, in conditions of martial law; – peculiarities of the realization of the right to education by applicants in the conditions of martial law in Ukraine and abroad, new forms of education; – principles of providing educational services in conditions of war; – essence, tasks, types, forms of education for the safety of all participants in the educational process; new functions of educators as a result of martial law; – basic requirements for safety in education and the creation of a safe educational environment, technologies and methods of work in it.
<p>Abilities</p>	<ul style="list-style-type: none"> – to conduct a basic analysis of a specific situation for the selection of forms, methods of providing educational services in the conditions of war in the community and region; – to carry out information campaigns, measures on the need for safety in education and continuity of education; – to apply the norms of current legislation regarding the provision of educational services in wartime for the safety of all participants in the educational process, to create a safe educational environment; – to determine the criteria for the effectiveness of the provision of educational services in wartime conditions; – to use existing opportunities and resources to prevent dangers in education, interruption of education by students, creation of a safe educational environment, performance of new functions by educators in conditions of war; – to determine the risks and dangers for the participants of the educational process in the conditions of war in Ukraine, abroad, in the community. – to be able to organize the interaction of specialists in the community, in the region for safety in education and the creation of a safe educational environment.
<p>Skills</p>	<ul style="list-style-type: none"> – conducting information and educational campaigns among the population regarding the importance of continuous education and safety in education, a safe educational environment;

- analysis of legal norms in professional activity on the problem of safety in education;
- assessment of problematic situations in the education system in the context of safety in education, creation of a safe educational environment;
- - responding to problematic situations related to the fulfillment of duties regarding a safe educational environment, safety in education, new functions of educators in war conditions.

**4. Teaching and Learning
(methods of teaching, forms of conducting educational classes)**

During full-time training, lectures, trainings, thematic discussions, practical work, solution of situational tasks (case-study), individual and group work of participants of professional training are held.

During E-learning education, training is provided in synchronous mode by participating in webinars during which lectures-presentations and seminars are held, case methods are used, group solutions of practical exercises and their discussion.

During a mixed form training - participation in webinars (in synchronous mode) and full-time training, during which trainings, thematic discussions, practical work, analysis of situations and solving situational tasks (case-study), individual and group work of participants of professional training are held.

5. Resource provision of distance learning

Names of the web platform, website, electronic training system through which such training will be carried out, link (web address)	Service for organizing online conferences and video communication GoogleMeet, HangoutsMeet, Zoom and Skype. For E-learning in synchronous mode, access to the video conference web cabinet is provided during registration.
Name of distance course (module)	Education and security in education in martial law in the context of national security, abidance of human rights and European integration.

6. Assessment and forms of current and final control

Assessment criteria and their weight in the final assessment (%)	<p>During full-time training: attending classes - 40%; final control – 60%.</p> <p>During E-learning learning: E-learning (in synchronous mode) – 40%; final control – 60%.</p> <p>During mixed education: E-learning (in synchronous mode) – 20%; attending classes - 20%; final control – 60%.</p>
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A document on professional development is issued on the condition that the participant gains at least 75% of professional training, calculated taking into account the specific weight of each of the assessment components and on the condition that the final control is successfully passed.

Final control form	computer testing
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In accordance with the set goal, a complex of selected scientific approaches, a personal study of the experience of working in the educational sector in 2022-2023 in various regions of Ukraine, conducted training courses for educators and heads of educational institutions in different regions of the country, we have developed the content of the short-term professional development program for civil servants holding public service positions of categories «B» and «B», officials of local self-government (fourth-seventh category of positions) in the amount of 1 credit (30 hours) for full-time study. The structure of the program is given in Table 2.

Table 2
Structure of the Program (for full-time education)

Name of topics	Number of hours				
	Total number of hours / ECTS credits	including:			
		Lecture classes	E-learning classes	Educational visits	Independent work
1	2	3	4	5	6
Topic 1. The concept of safety in education, a safe educational environment as a problem in Ukraine during the state of war. Legislative and regulatory framework of the concept.	3	1	1		1
Topic 2. Risks, dangers and threats in education for all participants of the educational process in the state of war in Ukraine, abroad, in the community and the region.	3	1	1		1
Topic 3. Scientific approaches to solving security problems in education, creating a safe educational environment, working of an educational institution as a social assistance center in the community, and the country's experience in solving security problems in education during a state of war.	4	2	1		1

Topic 4. Conflict-sensitive education: essence, principles and implementation strategies.	3	2	1	1
Topic 5. Implementation of the Declaration on school safety in modern Ukraine and abroad.	3	2		1
Topic 6. Current issues of providing educational services in wartime conditions. Safety educators in Ukraine.	4	2		1
Topic 7. Criteria for the effectiveness of providing educational services.	2	1		1
Topic 8. Planning and implementation of information campaigns on safety in education, a safe educational environment and the need for continuity of education.	3	2	1	
Topic 9. Prevention of dangers and risks in the education system of Ukraine in the conditions of martial law, deoccupation and recovery. Interaction of specialists to solve the problem of safety in education in the community and region.	2	1	1	
Topic 10. Peculiarities of providing educational services to students abroad, in internal displacement, in deoccupied territories. Safety of participants of the educational process in various conditions.	2	1	1	
Final control of learning results	1	1		
TOTAL	30/1,0	16	7	7

Our communication with educators in various positions in the education system throughout the country in 2022-2023 during advanced training courses for teachers, school directors, and specialists of education departments allows us to talk about new problems that need to be solved at the state level when organizing education in war:

- technical problems (lack of mobile and fixed communication in the regions, especially in the zone of hostilities, possible hostilities, the availability of computers or their shortage in a family in which education and work are carried out remotely at the same time, and there is only one gadget in the family, or none at all, lack of coverage or a weak signal (no light) - a program for providing gadgets for teaching children and teachers is needed. Such an initiative exists in Ukraine at UNICEF, but it is not enough - 1,000 laptops per region. There are many more children and teachers. We need Starlinks in communities, generators, etcetera. in the education system.

- psychological problems of children and other participants in the educational process (lack of confidence in the future, life plans and perspectives, adaptation disorders to new living conditions, fears, psychological traumas that complicate the education process and create gaps in cognitive processes, emotional development, anxiety, silence, immersion into one's own world, deprivation due to war, aggression and traumatic children's games, lack of interest in the usual way of life, etcetera). There is a need for medical psychologists who can work with psychological injuries, but there are not so many of them in Ukraine today, and there are none in the education system at all. Their training, increased in scope, is needed specifically for the state-ordered education system.
- material problems (lack of a place to study at home or in a residence abroad, own housing, things necessary for life and study, loss of the family's normal financial situation due to job loss, displacement, loss of home, etcetera). This can be resolved by establishing life in new conditions with the material and economic support of the state and international organizations, creating places with a safe educational environment in child-friendly spaces. These are support centers for families with children, corners for children in various institutions, shopping malls, etcetera.
- lack of safety culture among the entire population of the country before the war. This concerns not only safety rules. The value of life and peace was not perceived as something outstanding in peacetime. It was commonplace, given little attention in everyday life, and there was little thought about losing these qualities. Today, the value of life comes to the fore, humanism, human-centeredness become meaningful terms. But the combination with security techniques in the conditions of war requires separate training, which should be different in content depending on the security problems of education in the region. This is not included in the regulatory documents of the Ministry of Education and Science on education in the educational process of children and youth.
- problems of socialization due to the war. Seeking safety for their children, parents leave them without the usual children's life, communication, activities in the children's team. Only virtual communication does not contribute much to socialization. The organization of socialization of children and youth in distance learning conditions, especially in regions where there are hostilities or their threat, is an issue that has not yet been resolved.

These identified problems are also issues that require immediate solution and further study from the experience of education managers.

DISCUSSION

The problem of education security and the creation of a safe educational environment is relevant for many countries, that have military conflicts on their territory, but full-scale external aggression, the lack of safe places throughout the country is typical only for Ukraine. The lack of experience of continuing education in a full-scale war complicates the organization of education on their models. These are other conditions, scales, threats, risks and dangers for which no one was prepared.

Today it is important to collect and adapt everything that is in the world accumulated on the problem with the peculiarities of the war in Ukraine. We agree with the fundamental provisions of the Declaration on the Safety of Schools, Scientists and Public

Figures of different countries, international organizations such as UNICEF, UNESCO on the role of educational institutions in war, education in conflict conditions, the need for continuing education and have taken these into the program.

At the same time, we must apply everything possible for the safety of participants in the educational process in our country. And there is no the single recipe for studying in war conditions, in particular, in Ukraine with its large territory and various threats depending on the distance to the border. There are no safe places in Ukraine.

Therefore, we understand that officials need to know the best foreign experience, the conditions for its application, our legislation and regulations for the children' protection in every possible way. They need to initiate the creation of such documents and recommendations, as the International Congress on Safety in Education, regional exchanges of experience, the position of community safety educator, child safety and protection policies in educational institutions, international standards for the safety and protection of children, which are now brought to the territory of Ukraine by international organizations. For the educational institutions these measures arrive slowly.

It should be noted that in Ukraine the civil service and work in local self-government bodies is a competitive position. The elected officials begin to perform organizational and administrative functions in education. At that time, in Germany and in many EU countries, for example, a teacher is a civil servant, but does not organize education as a system in war, this is not his or her function.

Therefore, the training programs for teachers to work in war conditions are not the same as the training programs for educational managers in local self-government bodies or public service in Ukraine. The preparation of a teacher as a civil servant for work in war conditions does not include organizational issues and education management in war conditions. The teacher will only work with children in his workplace. This is evidenced by teacher training programs in many EU countries at universities. About these items we asked colleagues at conferences in the Czech Republic, Slovakia, France, Germany during 2022-2023.

If we take the example of Israel, more attention is paid to the security design of buildings and educational institutions. The culture of security is formed in kindergartens, schools, universities, etcetera, as well as the patriotic education and readiness for military service, which must be performed by all genders. All citizens live for many years in war conditions, so the entire system of training educators at every level takes these issues into account in the country.

But war is a war with its different philosophy, other ways of waging war, other systems of defense. Therefore, we can turn to the ideas of patriotic education as an important factor of victory, gender equality in the defense of the Motherland, work from kindergarten with children and form the safety culture, build shelters in every possible way where people can be, and all these items include training programs for education managers, as we have done.

But the scale of war in Ukraine, the dangers and risks in education, the lack of protection from the sky, mine danger are not issues that are typical to Israel. Therefore, today, in the face of more dangers and risks in Ukraine, we have taken into account all the experience that exists in the world.

At the same time, we cannot cover the full range of security issues in education in one program. It needs to have a larger continuation, taking into account the problematic issues that arose after the creation of the first program. This is an issue that needs to be solved in the near future.

CONCLUSIONS.

Considering the above, it can be said that such a training program for managers of the education system is relevant and solves a certain part of the needs of working specialists of local self-government bodies and state administration. It was developed and provided to managers of education and training courses for civil servants. The goal of our research has been achieved – there is a program and it is justified. It should be based on a complex of scientific approaches and have a certain specific, defined structure based on them.

It has modules that allow the study of the regulatory framework of education management during the war, to understand the problems of children and educators, to get acquainted with the best world experience in solving them, to exchange experience in solving similar problems, to introduce it into our education system taking into account the assets. It is theoretical with practical significance and it is a first for managers of the education system. It is logical that it should be followed by another program that allows to solve the new issues and challenges that have arisen in the management of education system in Ukraine today.

The proposed program does not solve all safety issues in education, but it gives answers to many of them, in which direction to move and what to do. Therefore, it has the right to exist and is the first for civil servants and officials of local self-government of the Kharkiv region and Ukraine. Prospects for further research are the expansion of the content of the program, taking into account the best foreign and domestic experience and identified problems in the management of education in war.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ПРОГРАМА ПІДВИЩЕННЯ КВАЛІФІКАЦІЇ ДЕРЖАВНИХ
СЛУЖБОВЦІВ ЗІ СТВОРЕННЯ БЕЗПЕЧНОГО ОСВІТЬОГО
СЕРЕДОВИЩА В УМОВАХ ВОЄННОГО СТАНУ**

Актуальність статті зумовлена необхідністю підготовки менеджерів освіти – державних службовців і посадових осіб органів місцевого самоврядування – до роботи в умовах війни і управління освітньою системою.

Метою статті є обґрунтування і розробка програми коротко термінового підвищення кваліфікації державних службовців і посадових осіб органів місцевого самоврядування щодо безпеки в освіті, створення безпечного освітнього середовища.

Методологією статті є комплекс наукових підходів, які визначили зміст, методи і форму навчання слухачів: компетентнісний, аксіологічний, системний, ризико-орієнтований підходи, підхід державного управління; підхід до прав людини. Методи дослідження: теоретичний аналіз джерел, синтез, моделювання, усні опитування освітян, узагальнення досвіду, спостереження. Наукова новизна обґрунтована змістом програми і добром комплексу підходів до змісту навчання з вказаної проблеми. Практичне значення полягає у розробці програми навчання державних службовців і посадових осіб органів місцевого самоврядування.

Результатами дослідження стали: зміст, форми і методи навчання з вирішення проблем організації освіти в умовах воєнного стану в Україні на прикладі Харківської області; було також проаналізовано проблеми організації освіти в умовах воєнного стану: технічні й психологічні проблеми учнів та інших учасників освітнього процесу, матеріальні проблеми закладів освіти та сімей, які необхідно вирішити для ефективного освітнього процесу, відсутність культури безпеки у населення тощо.

Висновок – запропонована програма відповідає на багато запитань, особливо для Харківської області та України. Перспективами подальших досліджень є розширення змісту програми з урахуванням кращого закордонного і вітчизняного досвіду.

КЛЮЧОВІ СЛОВА: безпека в освіті, програма навчання, державні службовці, менеджери освіти, воєнний стан, проблеми освіти.

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RISK FACTORS AFFECTING HEALTH OF MODERN SPECIALISTS IN VOCATIONAL AND PSYCHOLOGICAL TRAINING

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ABSTRACT

The health of people in Ukraine has become particularly relevant in recent years, as Ukrainian society is exposed to unprecedented external threats, such as the war with Russia, that negatively affect plans, goals and quality of life, and the increases psychological tensions that lead to the deterioration of people's physical, mental and social health. This also applies equally to participants in the educational environment.

Today, in light of the military actions in Ukraine, it is necessary in higher educational institutions to address new and non-standard tasks challenge students' health and their personal resources in the process of education.

A complex combination of new and unpredictable challenges and risks resulting from challenges to the socio-political situation in the country such as the Covid pandemic, the war with Russia, and the growing presence of

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digital technologies in the educational space, actualizes the deployment of a series of studies about risk factors affecting students' health.

*The **purpose** of this article is to study the particular risk factors affecting the health status of today's students distinctive in order to help develop a better system of protective measures to prevent morbidity in the process of their education.*

*The **methodology** in this article is based on the fundamental methodological principles of consistency and interdisciplinary approach and includes the use of a collection of general scientific (explanation, comparison, classification, generalization, systematization) and empirical (observation, conversation, description, analysis, experiment) methods. Based upon these, we have formulated a set of practical recommendations for providing appropriate conditions for maintaining students' health in modern learning conditions.*

*Within the framework of our study, the following **results** were achieved: the views of scientists on the definition of factors affecting the level of youth health were summarized; the risk factors influencing the health indicators of students are considered; the results of a study about the prevalence of diseases among students in a special medical group from the National Technical University "Kharkiv Polytechnic Institute" are given, the recommendations are formulated for the prevention of morbidity among students in higher educational institutions in the process of vocational training in war conditions.*

*The **conclusions** allow us to state that in order to preserve the health of modern specialists in current conditions, it is necessary to identify the main groups of risk factors, understand the mechanisms of their action to a specialist and apply timely appropriate measures and techniques to prevent them, depending on the current situation.*

KEYWORDS: *Students' Health, Healthy Lifestyle, Risk Factors, Specialists' Training, Preventive Measures, Disease Prevention.*

INTRODUCTION

The health problems of the country's population, in particular young people, have become especially relevant in recent years due to the pandemic, and the subsequent Russian military operations in Ukraine. The whole set of factors affecting the health of the population can be divided into three main groups: biological, environmental, and socio-economic.

The group of biological factors should primarily include unfavorable heredity and developmental anomalies.

In the group of environmental factors, the leading role should be given to the characteristics of the influence of the environment on the human body, in particular the degree of environmental pollution by harmful chemical, radioactive, biological substances.

Among the socio-economic factors that negatively affect the health of the population, the most significant are hypokinesia (a state of insufficient motor activity of the body with limitation of the pace and amplitude of movements), improper nutrition, physical overload, prolonged stay at the computer or mobile phone, sleep disorders and insomnia, short-term stay in the fresh air, lack of body hardening skills, bad habits, stress etc. (Kostikova et al., 2023).

The question is repeatedly raised about the need to introduce nationwide measures for the health care of young people in Ukraine, providing for the solution of not only medical, social, pedagogical, environmental problems, but also health-improving and preventive issues. (Howard et al., 2020).

Despite the difficult conditions that have developed in Ukraine since the beginning of the war, the educational process in higher educational institutions (Hornostaieva, & Kravchenko, 2021) has been resumed and takes place in a distance or mixed form.

The **purpose** of the article is to study of risk factors that can affect the health status of students in today's conditions to develop a system of protective measures to prevent morbidity.

THEORETICAL FRAMEWORK

In modern conditions of the educational process in educational institutions, there has been a transformation of the communicative space of students, an increase in the communicative distance, a virtual way of communicating with the outside world via the Internet (social networks Skype, Facebook, Discord, Steam, online games, life in blogs, virtual entertainment) devalue the meaning of live communication (Bzdok & Dunbar, 2020). Psychologically, this affects the nature of interaction with the teacher and fellow students; manifests itself at the level of complexity of the formation of psychological neoplasms (self-esteem and self-control), social competence; there are problems of the motivational-value sphere (formation of digital addictions) and the emotional sphere (lack of skills for emotional experience of situations, feeling of loneliness). (Yanguas et al., 2018), confusion, emotional discomfort, difficulties in interpreting emotional aspects of behavior strategies, formation of neuroses), etc. (Pietrabissa & Simpson, 2020).

In addition, chemical, radioactive and bacteriological pollution of air, water, soil, food, noise, vibration, electromagnetic fields, ionizing radiation and the like cause pathological phenomena and genetic changes in the human body. As a result, the level of morbidity of the population increases. For example, people living in cities, due to environmental pollution by industrial and automobile emissions, are more likely to suffer from various forms of allergic manifestations (rash, dermatitis, rhinitis, asthma, allergic edema). (Andrusyshyna & Barykin, 2022).

It is impossible to ignore the influence of the biotic component of the environment in the form of waste products of plants and microorganisms, pathogenic microorganisms (viruses, bacteria, fungi, etc.), toxic substances, insects and other animals dangerous to humans.

Taking into account the state of the national system health care system, as well as only the initial stage of its reform, which concerns, first of all, the primary link of providing medical care and changes in the system of financing medicine, young people do not

turn to health care institutions for every need. The entire set of factors affecting the health of the population can be divided into favorable and unfavorable (risk factors).

The following are favorable factors:

- a rational mode of everyday activity;
- full and balanced nutrition;
- compliance of the environment with hygienic requirements;
- optimal driving mode;
- hardening;
- hygienic habits and a healthy lifestyle.

The group of unfavorable factors includes:

- violation of the daily schedule and educational process;
- shortcomings in the organization of food;
- violation of hygienic requirements for the conditions of activity;
- insufficient or excessive physical activity;
- loneliness;
- unfavorable psychological climate in the family and team;
- absence of hygienic habits;
- presence of bad habits.

In turn, scientists K. Puka, Ch. Buckley, N. Mulia, A. Lasserre, J. Rehm and C. Probst (2022) divide the risk factors in the educational process into three more groups: hygienic factors (summarize all the real conditions of the educational process), educational and organizational factors (reflect the informational side of the educational process, the process and organization of education), and psychological-pedagogical factors (generalize the style of relations between the teacher and the student, including the assessment of his educational activity).

METHODOLOGY

To achieve the goal, general scientific (explanation, comparison, classification, generalization, systematization) and empirical methods (observation, conversation, description, analysis, experiment) were applied. Based on them, we formulated practical recommendations for ensuring appropriate conditions for preserving the health of students in the process of professional training in modern educational conditions.

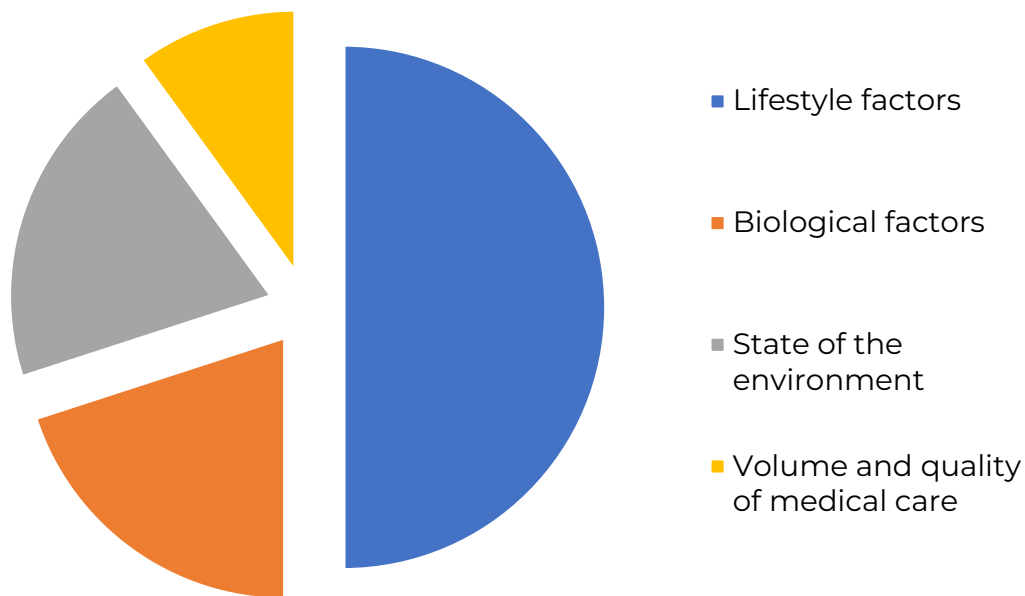
RESULTS

All factors affecting the health of the population, including young people, can be divided into 4 groups (Fig. 1):

- Lifestyle factors (50%);
- Biological factors (20%);
- State of the environment (20%);
- Volume and quality of medical care (10%).

Figure 1

Factors influencing the state of health of the population



Medical factors (vaccination against infection, clinical examination, quality of treatment, and others). In the structure of the factors that shape the health of the population, they occupy only 10%, since medicine is more focused on identifying diseases and gross defects of the body and treating them. It should be noted that all factors are interconnected and reinforce each other's action both in a positive and negative direction.

According to the content, factors can be divided into socio-economic (for example, family income, unemployment), environmental (state of environmental pollution), medical (hereditary genetic diseases, access to medical institutions, pandemic) and socio-political (military operations in the country).

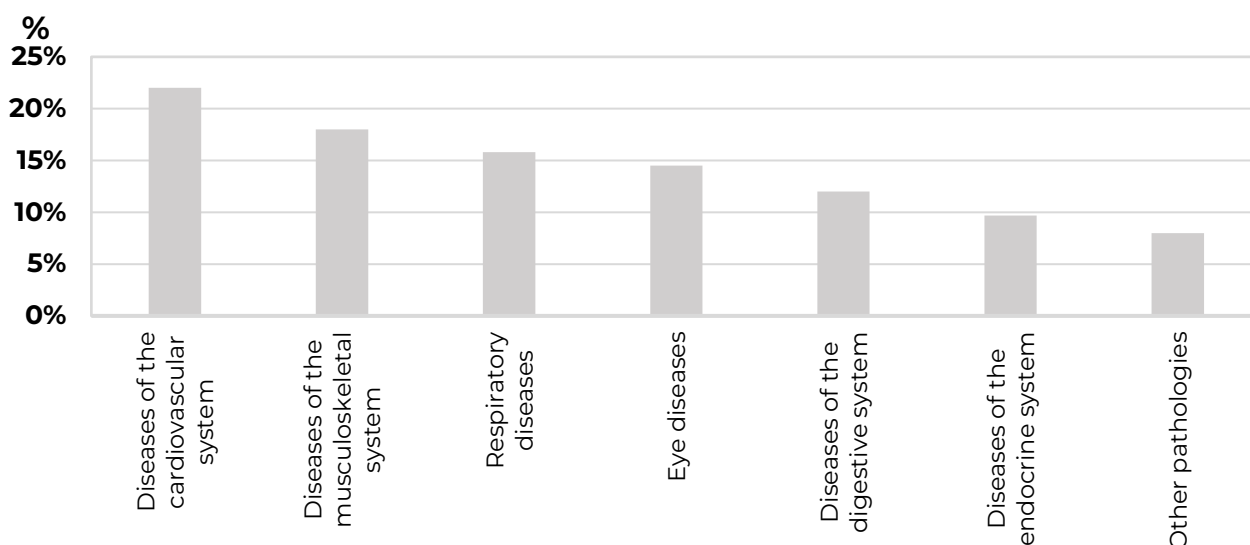
These factors can arise at the level of the state (macrofactors), the region (mesofactors) and at the level of an individual family and a person in particular (microfactors); have a positive or negative direction of influence (favorable and unfavorable factors) and a short or long-term influence on the formation of the health of students; have a direct or indirect effect.

Recently, the health situation of students has reached a critical level: the level of general morbidity and the prevalence of diseases of individual organs and systems are growing. This is facilitated by an increase in the intensity of the impact of environmental and medical and social risk factors on health, a deterioration in the composition of the diet, and a decrease in the effectiveness of traditional preventive measures (Kaunda, 2020).

According to the results of the study, among the students of the special medical group of the National Technical University "Kharkiv Polytechnic Institute" (145 people), the following diseases were detected (Fig. 2).

Figure 2

The prevalence of diseases among students of a special medical group



22% of students suffer from diseases of the cardiovascular system; 18% – musculoskeletal system; 15.8% – respiratory diseases; 14.5% – eye diseases; 12% – a disease of the digestive system; 9.7% – endocrine system; 8% – other pathologies.

According to the results of research carried out at universities, statistical data for Ukraine and the Kharkiv region have been confirmed, the most common are diseases of the cardiovascular system (up to 24%), eye diseases (up to 18%), diseases of the musculoskeletal system (up to 18%), diseases of the respiratory system (up to 16%), digestion (up to 12%), endocrine system (up to 10%) (Rubin, 2022). The main risk factors that can affect the state of health in the process of professional and psychological training of students include:

- a high level of stress associated with study requirements, tests and challenges, which can negatively affect the student's mental and physical health. Negative stress can cause increased anxiety, depression, insomnia and other problems;
- excessive workload can cause overload, which can lead to deterioration of health;
- a disordered daily routine (insufficient amount of sleep, irregular diet and insufficient physical activity) can have a negative effect on the functioning of the body and the state of health;
- lack of social support from teachers, group mates or family can make learning more difficult and increase the risk of psychological problems;
- insufficient control over one's time, emotions and stress can lead to a loss of effectiveness in learning.

It should be noted that the difficult conditions in which modern youth find themselves cause them psychological and emotional tension (Leigh-Hunt et al., 2017). As a consequence, in one case this is accompanied by the mobilization of internal vital resources: in the other – a decrease or even a breakdown in working capacity, deterioration in health, physiological and psychological stressful phenomena. It depends on the individual characteristics of the organism, living conditions, awareness of ongoing events and understanding of the degree of danger. Thus, the factors that generate

mental tension can in some cases have a positive effect on the person mobilizing him, and in others – a negative impact (Tverdokhliebova et al. 2023).

By prevention we mean science-based and timely actions aimed at preventing possible physical, psychological or socio-cultural collisions; preservation, maintenance and protection of the normal standard of living and health of students in wartime; assistance in achieving the set goals and revealing their internal potentials.

Preventive measures which reduce the incidence among youth are the observance of a healthy lifestyle and culture. Proper physical education strengthens and hardens the body, increases resistance to negative environmental factors, is the most effective means of non-specific prevention and the most important stimulator of harmonious growth and development of a person.

Let us formulate general recommendations for students on maintaining health in the extremely difficult conditions of war:

1. Support from family, friends, psychologists, or other professionals during times of mental stress.
2. A routine and a stable schedule, including restful sleep and regular physical activity, will help reduce stress and restore balance.
3. Develop and use your own self-protection strategies to reduce stress (hobbies, meditation, deep breathing, yoga, etc.).
4. Setting limits and defining times for receiving current news on social networks to prevent excessive consumption of negative or violent information.
5. Creating and maintaining a healthy and safe environment around you (avoiding negative people or situations that can increase stress, etc.).
6. Volunteering, activities at charity events can help to feel useful and active.

It is necessary to remember that each person has different mechanisms that help him maintain mental health. Obtaining support and creating a healthy environment is an important step in the direction of psychological well-being in the conditions of war.

It should be noted that for the development of personal potential and abilities, it is important for a person to be in a safe and stable environment. A safe environment around the personality is the most important condition for its development. The Institute of Education is a psychological and pedagogical environment where specially organized conditions are developed for the development of a personality, included in the spatial, subject, and social environment, the essence of which is a set of communicative actions and relationships between participants in the educational process (Tverdokhliebova, & Yevtushenko, 2022).

In the conditions of war, the organization of students' educational activities is difficult due to the influence of danger, stress, and changes in learning conditions. However, some dominants can help students organize their learning activities in such a way that they can be productive and maintain mental health:

1. Creating a schedule, setting goals and a plan for the day, week and month. This will help you have a stable structure and feel in control of your learning.
2. Development of a conscious strategy for managing your own time and energy, immersion in the learning process and responsibility for your results. Concentration and responsibility.

3. Flexibility – willingness to change and adapt to new circumstances in order to achieve one's goals (new methods, resources, or even place of learning).
4. Self-management, including the development of self-control and self-reflection for a better understanding of one's own needs, progress and achievements. Identify the methods, strategies or resources that work best and then use them for effective learning.
5. Social support with groupmates and teachers, which can help you feel less isolated and build a strong learning community.
6. Flexible access to resources, which involves the use of technology to gain access to the necessary learning resources (virtual platforms, online courses, digital libraries, etc.).

The psychological safety of the educational environment is based on the quality of the interaction process, which:

- leads to the actualization of the student's personality, the formation of his professional competence and satisfaction with training.
- contributes to the formation of a healthy, creative, and socially adapted personality of a student, reduction of neuropsychic stress.
- increases the ability to self-regulation.
- contributes to the improvement of the mental health of the participants in the pedagogical process.

DISCUSSION

We agree with the opinion of scientists A. Shkodina, H. Chopra, I. Singh, Sh. Ahmad and D. Boiko (2022), that in recent years there has been a steady trend towards the deterioration of the health of young people. Students are the most vulnerable segment of society to the negative impact of social factors on health (OECD / European Union, 2020).

The adaptation of students, especially junior students, to study in higher educational institutions in modern conditions is a complex, lengthy process and places high demands on the plasticity of the psyche and the physiological functions of the body of young people.

To date, there are not enough practical developments aimed at creating special conditions for maintaining the health of today's youth in the process of obtaining vocational education in war conditions. Accordingly, this study is devoted to the actual problem of processing risk factors that affect the health of a modern specialist and determining the main dominants that can help students organize their own learning activities in such a way as to be productive and maintain physical and mental health.

CONCLUSIONS

The study of risk factors affecting the state of health in the process of professional psychological training of students is important for understanding and preventing their psychological problems, anxiety, and stress.

Psychological security characterizes the degree of protection of the individual from various negative and destructive factors of the outside world. The psychology of personal

security determines the level of a comfortable mental state that a person needs to perform professional and social functions without fear for life and without fear of possible negative consequences of the development of the current situation.

Taking into account the peculiarities of each specific situation, participants in the educational process can develop an individual plan of strategies and actions that will help them effectively organize educational activities in modern conditions.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:**ДОСЛІДЖЕННЯ ФАКТОРІВ РИЗИКУ, ЩО ВПЛИВАЮТЬ НА ЗДОРОВ'Я У ПРОЦЕСІ ПРОФЕСІЙНО-ПСИХОЛОГІЧНОЇ ПІДГОТОВКИ СУЧАСНОГО ФАХІВЦЯ**

Проблема здоров'я населення України набула особливої актуальності в останні роки, оскільки українське суспільство зазнає зовнішніх загроз від війни з Росією, що негативно відбивається на планах, цілях і якості життя, підвищує психологічну напруженість і призводить до погіршення фізичного, психічного та соціального здоров'я людей. Це стосується й учасників освітнього середовища.

На сьогодні, незважаючи на воєнні дії в Україні, необхідним у вищих навчальних закладах є розв'язання нових і нестандартних завдань, які вимагають збереження здоров'я студентів та їх особистісних ресурсів у процесі професійної підготовки.

Комплекс різнорівневих непередбачуваних викликів і ризиків, які зосереджені навколо соціально-політичної ситуації в країні в умовах спочатку пандемії, а тепер війни та дедалі більшої присутності цифрових

технологій в освітньому просторі вищих навчальних закладів, актуалізує розгортання серії досліджень факторів ризику, що впливають на стан здоров'я студентів для профілактики захворювань молоді.

Метою даної статті є дослідження факторів ризику, що можуть впливати на стан здоров'я студентів в умовах сьогодення для розробки системи профілактичних заходів попередження захворюваності в процесі їх професійної підготовки.

Методологія, на яку спирається ця стаття, базується на основоположних методологічних принципах системності та міждисциплінарного підходу і включає використання комплексу загальнонаукових (пояснення, порівняння, класифікація, узагальнення, систематизація) та емпіричних (спостереження, бесіда, опис, аналіз, експеримент) методів. Спираючись на них, ми сформулювали практичні рекомендації щодо забезпечення відповідних умов для збереження здоров'я студентів в сучасних умовах навчання.

У межах нашого дослідження було досягнуто наступних **результатів**: узагальнено погляди науковців до визначення факторів, що впливають на рівень здоров'я молоді; розглянуто фактори ризику, що впливають на показники здоров'я студентів; надано результати дослідження поширеності захворювань у студентів спеціальної медичної групи Національного технічного університету «Харківський політехнічний інститут», сформульовано рекомендації щодо профілактики захворюваності серед студентів вищих навчальних закладів у процесі професійної підготовки в умовах війни.

Висновки дозволяють стверджувати, що для збереження здоров'я сучасного фахівця в сучасних умовах необхідно визначити основні групи факторів ризику, зрозуміти механізми їх дії на фахівця і своєчасно застосувати відповідні заходи і прийоми для їх запобігання залежно від ситуації, яка склалася.

КЛЮЧОВІ СЛОВА: здоров'я студентів, здоровий спосіб життя, фактори ризику, підготовка фахівців, профілактичні заходи, попередження захворюваності.

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