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# **EDUCATIONAL CHALLENGES**

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**From the Editor-in-Chief****TO THE READERS, COLLEAGUES, FRIENDS!****Ilona KOSTIKOVA**

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**DEAR READERS, COLLEAGUES, FRIENDS!**

**24 February 2022,** at 5 a.m. the military Russians from Belgorod bombed the sleeping civilian Ukrainians in Kharkiv. The war has started. That day I woke up in Kharkiv, my city, and for the nearest many days, I had been slept just for several hours. I did not go anywhere from Kharkiv though I could go to any safe place in the country or even abroad to different countries that invited me, I didn't, and I will not. Because it is my city, it is my country! And I'll stay here to help my city, up to the war end, up to the Ukrainian victory! Glory to Ukraine!

The issue articles were collected before the war. They are about peaceful teaching and learning, and different educational aspects. I got great supporting words and prayers from the journal editorial team, journal authors, and the colleagues all over the world. While sitting under the Russian bombs they saved us.

**THANK YOU!****06.03.2022**

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Evidence of Russian War Crimes against Ukraine (photos from the Internet)



dionisium [@dionisium]. (2022, March 25). *War in Kharkiv, March, 2022* [Photo]. Instagram. <https://www.instagram.com/p/CbFp3ISly2Z/> (the 1<sup>st</sup> and 2<sup>nd</sup> photos on the page)  
VICE News. (2022, March 25). *How Kharkiv Is Resisting Russia's Invasion* [Video]. YouTube. <https://youtu.be/VA5f6dsq3rQ> (the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> photos on the page)



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Suspilne Kharkiv. (n.d.). Home [Facebook page]. Facebook. Retrieved March 25, 2022, from <https://www.facebook.com/suspilne.kharkiv>

## WORDS OF ENCOURAGEMENT FROM OUR FRIENDS...

*"Keep safe and our thought goes with you. My thought goes with you. Stay strong."*

'Educational Challenges' Deputy Editor, **Emerson Abraham Jackson**, Ph. D. Researcher, Centre of West African Studies, University of Birmingham, United Kingdom. Lead Research Economist, Modelling and Forecasting Section, Research and Statistics Department, Bank of Sierra Leone, Freetown.

*"I send you good vibes and pray for all of you, during these times. I wish you all stay alive, sane, and united. Soon it will be all over and you will be safe again."*

'Educational Challenges' Editorial Member, **Ana Frunză**, Ph. D., Ethics & Scientifics, Researcher III, Lecturer, LUMEN Research Center in Social and Humanistic Sciences, "Stefan cel Mare" University from Suceava, Faculty of Law & Administrative Sciences, Romania.

*"Turkey is always with the friendly and brotherly country Ukraine. I believe that these difficult days will pass as soon as possible".*

'Educational Challenges' Author, **Hakan Uşaklı**, Prof. Dr. Sinop Üniversitesi Eğitim Fakültesi 57000 Sinop TURKEY Sinop University Faculty of Education.

*"We send you and all Ukrainians our solidarity".*

'Educational Challenges' Author, **André Luís Specht**, Doutor em Estudos da Linguagem, Professor Adjunto do Departamento de Letras, campus Irati, Universidade Estadual do Centro Oeste.

*"I am in Constanta, near a border crossing point. People from your country are coming to Romania, to this region, by ferry, at Isaccea. All of them are welcomed by Romanian NGOs and authorities and accommodated accordingly. We are praying too. It is heartbreaking, so many civilians are defenseless. Stay safe!"*

'Educational Challenges' Author, **Oana Gări Neguț**, PhD Student, Doctoral School of Humanities, "Ovidius" University Constanta, Romania.

*"War is a crime against humanity. I think the situation is worse than we think in Kharkiv, I know Belgorod is very close to you Kharkiv. I also LOVE UA."*

**Vahap Boz**, Dr., Siirt University, Turkey.

*"We are very worried about you. Hold on, please! We are with you, we are proud of you, we cry when we watch, read, hear what is happening in Ukraine. Tell everybody who shares these difficult days with you our sincere love and support. We take to the streets, we collect humanitarian aid, we are trying to somehow influence this horror from afar."*

**Veronica Starkov, Zhanna Teinman**, University Professors, The Davidson Institute of Science Education at the Weizmann Institute of Science, Israel.

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# MODERNISING THE EDUCATION SYSTEM TO CONFRONT REALITIES OF 21ST CENTURY DIGITAL SPACE IN SIERRA LEONE: A PRACTICAL DISCOURSE

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## ABSTRACT

The article has provided an opportunity for critical discourses geared towards the modernisation of education in Sierra Leone to confront the realities of digital transformation in the 21st century.

The **purpose** of the study is carved towards the achievement of addressing three objectives, which include the assessment of technology provision and gaps in the country, and proffering recommendations geared towards edging the country's hope of making realistic growth prospects that are comparable to its counterparts in the Sub-Saharan African region.

The **methodology** incorporates discursive analysis of existing technologies that will enable the country to make the right level of progress towards facilitating growth and development.

The **result** unearthed gaps in provision, which is not so much about casting blame, but the need to ensure resources are pulled to address the scope for economic progression across all sectors, while at the same time adding value to human resource skillset.

The **conclusion** shows that resources should be pulled to make sure the system is ready to leap in a bid to embracing advances in technology modernisation needed to achieve a sustained level of growth in the economy.

**KEYWORDS:** Digital Space, Modernising Educational System, Innovation, Sierra Leone.

## INTRODUCTION

Education is considered key to economic growth in any economy (Zivengwa et al.,

2013). The effectiveness of education management, which is an ambit of public sector delivery is very critical to ensuring

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economic progress is realised in all sectors of an economy – this means that the delivery of planned education agendas must take cognisance of sectoral goals, while at the same time not ignoring the pace or movement of technological progress that is fast-moving across the global economy (Jackson, 2020a). Economies around the world and particularly those in Sub-Saharan Africa (SSA) are making sufficient strides to keep pace with the digital space in their education system, which makes sufficient value addition to growth and developments.

A notable example is a case with COVID-19, which nearly brought the world to a standstill on account of the need for economies to keep their citizens safe from the trauma of continued health risks. As a result of this, many economies and more so in the SSA region had no option, but to seek alternative means of innovative options to ensure learning is made an integral part of the agenda to keep pace with human resource development.

This then meant that the need to facilitate learning had to be done through the creation of innovative means of technology, which in a way could be interpreted as paving the way of bringing to light the global ideology of Schumpeter's creative destruction (2016b). The emergence of the COVID-19 pandemic brought with it new innovations in technology, particularly with improvement in learning resources - to date, almost all forms of learning and the way things are done in financial services are spearheaded by the emergence of new technologies.

This to a greater extent could be hailed given the ingenuity it has placed on a human to utilise their imaginations to adapt to a new way of doing things. However, it also meant that countries have

to be well prepared in keeping pace with the economics of new way of doing things, which is greatly influenced by technological developments and the impact on small scale industries, which are not so well equipped to compete with established businesses to stand the test of new innovations (Gross, 2019; Ahlstrom, 2010).

While some economies or regions in the world economy have been seen to make tremendous strides in their effort to leverage technology to champion growth, the situation is seen as the opposite for many others, particularly those in the under-developed world.

More recently, economies like Sierra Leone, typically classified as under-developed have been moving in the affirmative direction of utilising advances in the digital space to catch up with their counterparts in the SSA region – noticeable among such efforts is the emergence of privately sponsored education institutions, which are modelling their institutional focus to accommodate flexible mode of teaching and learning into their curricular system.

Despite the ongoing effort by the Directorate of Science, Technology and Innovation (DSTI) to devote resources to catching up with technology to support equality of access to learning resources for students in public examination classes (off-line access to examination papers), there seems to be a long way in the journey to revert the country to its past glory of being the Athens of West Africa.

With the continued support from government and donor support, the ambition of the DSTI to bring Science and Technology to the fore of things in Sierra Leone will certainly yield positive dividends with the passing of time, particularly in the area of changes to

business systems and the delivery of learning to catch up the pace with 21st century facilities in the digital space.

In view of the above introductory discourses, this paper has therefore carved its impetus in providing the space for critical discourse on the pathway of addressing practical realities for the country to confront the realities of the 21st century digital facilities in bringing education to the fore of supporting human development needs. In that vein, the objectives of the study are therefore set as follows: *(i) To assess historical and current provision of the country's educational provision that lend support to embracing digital advances as the key towards economic development; (ii) To address gaps in the education provision considered as essential in delivering market level of provision for citizens in Sierra Leone; (iii) To proffer tangible recommendations that are consistent with the country's focus of making technological advances as the key driver for development.*

In view of the above, the rest of the paper is therefore set as follows: Section two provides a narrative discourse on the evolution of formal education in Sierra Leone, while Section three, classified into two sub-sections addresses (critical) discourse on the quality of educational provision that is essential to championing economic growth. Section four concludes with some recommended pointers in guiding the way forward to enhancing educational provision in Sierra Leone.

### **EVOLUTION OF FORMAL EDUCATION IN SIERRA LEONE**

Despite the alluded conviction that formal education was introduced in Sierra Leone by western missionaries, Corby's (1990) study made a revealing confirmation that learning was already part and parcel of

people's lives through informal means, confined to the local dialect. Corbin's view about the Europeans' emergence in West Africa and Sierra Leone in particular is that they brought their own methods of instruction and were supported by subject matter contents, completely different from the way it was dealt with prior to their emergence – such emergence include new taught subjects like Science, History and Classics.

Digressing from Corbin's telling story, Paracka's (2004) narrative of formal education in Sierra Leone as perceived in the western diction could be traced from the period of missionary education (1816-1876), colonial education (1876-1938), and development education (1938-2001). Christian missionaries certainly have played a very important role in the transformation of education in Sierra Leone as witnessed in their efforts to support learning through the establishment of schools across the country (Warburton, 2022).

Typical highlights include the C.M.S. Grammar School (first in the West African sub-region established by the Anglican foundation), Methodist Boys and Methodist Girls High Schools (the Methodist Church in Sierra Leone), Convent and St. Edwards Secondary Schools established by the Catholic foundation, the West African Methodist Collegiate School (an establishment of the West African Methodist Church) and many more.

While it is obvious the role played by Christian missionaries in promoting formal education in Sierra Leone, the same can be said about the role of Islam and education in the colony, in the hinterland of the country (Skinner, 1976). The impression of Muslim added value to Sierra Leone's present-day education and advances in capacitating human

intelligence is still making a lasting impact in the country. Given the secular system of governance in Sierra Leone, the country is certainly blessed with the mixing of Christians and Muslims in all sectors of the country's educational structure. This to a larger extent is placing the country as being unique for championing secularism, with the goal of ensuring people integrate well as a single unit when it comes to dealing with progress towards economic capacitation.

With the passing of times, and particularly thereafter the post-colonial era, the country was driven into a state of sadness with the incursion of a brutal civil war, which reaped through the fabrics of lagged progress and an almost brain drain of human knowledge (Ferne, 2001). The rebel incursion in the late 1980s made a lasting impact on the country's lagged progress towards its hope of catching up with counterpart economies in the Sub-Saharan African (SSA) region.

Davies (2000) elucidated the economic dimension of the brutalised civil war the country went through, which to a large extent could be blamed on the easy access to blood diamonds promoted by protagonists, who were most certainly seen as the main financiers of the war, while government's approach in addressing the situation was considered incongruous. In all these, one should be very thankful for the support received from international donor partners, whose efforts made it possible for the country to be placed in its present state of planning progressive developmental goals that are inclusive of embracing the Sustainable Development Goals (SDGs), of which technological progress is an integral part.

The country is still at the mercy of donor support when it comes to making it possible to promote education to its highest level – such could be vividly seen

with the introduction of free education for children at the primary and secondary level in 2018. This has been well received given the scope it has created for those on the poverty line to be privileged now to be in schools to gain a valuable basic education qualification, which is integral to their progression into higher education. Despite challenges, the effort must and should be hailed given its intention to promote equality of opportunities for every citizen regardless of class, ethnic grouping or place of residence in the country. There is certainly the need to make sure the effort is continued and properly championed to enable every child to make the most of an opportunity availed to them, which is free education without the need to be sent out of school for failing to pay school fees.

### **QUALITY OF EDUCATION NEEDED TO CHAMPION ECONOMIC GROWTH**

This section is structured to address two sub-sections as exemplified below. Technology is moving on, with high scope for it to make a tremendous impact on a country's hope of growing economically. As identified in the sub-sections below, a lot is needed to ensure the country move in the right direction of growth and development of human skillset.

- **Expanding provision**

The expansion of higher education provision across the country to cover technical and vocational education is one to be hailed by those in governance. This in reality could be seen as a way of paving the way towards capacitating human resource skills across regional areas, while at the same time identifying skills shortages and potential for real sector development to support a buoyant economic system.

The determination to expand higher education provision should not only be

limited to the sector, but also should be skilfully managed to identify potentially relevant skills-gap as early as in the secondary school levels for those who wish to move into a vocational career. While this is championed, the focus should be placed on ensuring technical provision is well supported by the relevant technological resources to enable key sectors to be well supported with highly skilled human power, with their output strongly capacitated to achieve self-sufficiency in the country's hope of becoming improving its digital space.

There are myriad of gains to be made from a well-planned and expanded educational provision; to cite a few, increased productivity in all sectors of essential goods and services, the high scope of attracting foreign investment, which also have the potential of increasing employment prospects and generating sufficient revenue towards government through taxes raised (both Pay-as-you-Earn and other relevant business taxes).

While the focus as identified in this section is to expand provision, efforts must be made to move with the times by ensuring high-level technology skills are key to increasing a country's competitiveness with the rest of the world (Jackson, 2021a). Therefore, expansion of educational provision must take cognisance of developing essential faculty provision capable of meeting the needs of a well-planned national target, while also targeting human potential capable of utilising resources to make value addition to the country's skills gap. Advancements in technology that incorporate Artificial Intelligence (AI) and Machine Learning are certainly leading the way in ensuring a country is well capable of competing with the 21st century creative destruction goal (Jackson, 2021).

Such approach should be well planned so that expansion in educational provision takes cognisance of emerging developments in the trend of things as they happen in the world of work, but particularly that which is needed to empower the human skillset in achieving the planned agenda of the United Nations Sustainable Development Goals (UN SDG) – soon to make way for all economies across the world (Jackson et al., 2020).

In a bid to ensure everyone is factored into the planned goal of modernising the education system to meet the needs of 21st century digital space, goals must be set, in addition to the above to ensure equality of access, while provision is made an integral part of those who are decision-makers. Therefore, provision must be made to create competitive schemes whereby both male and female learners from as early as in primary schools are identified based on their potential in areas pertaining to Science Technology Engineering and Mathematics (STEM) – this is very critical to the goal of ensuring women are also given equal opportunities of being part of a national development strategy (Jackson & Jackson, 2020; Blumberg, 2005). The process of modernisation must be all-encompassing, with attention focused on empowering the human intellectual mindset in a bid to make it worthwhile for them to be part of a national drive towards developing a nation.

#### • Peculiarities of the Domestic Economy Needs

Sierra Leone is characterised as an underdeveloped economy given its common peculiarities, which is typical of all economies that are high debt-driven, import driven given the low potential for the real sector to meet the domestic consumption needs of its citizens (both in terms of goods and services provided), low

level of human development skills level and many more (Jackson & Tamuke, 2022; Jackson and Jabbie, 2020; Korsu, 2014; GoSL, 2013).

Such characteristics may render the situation very worrying and difficult for an economy like Sierra Leone to catch up in terms of development progress in technological advancement when compared to its counterparts in the SSA region like Ghana and Nigeria. However, a well-planned approach as to how best to manage resource distribution amongst sectoral areas is very critical to Sierra Leone's hope of catching up with trends in technological advancements that is geared to capacitate the human development skillset.

On a cautious note, one will be very much inclined to be a devil's advocate by proposing a total overhaul of curricular provision across the education spectrum. The purpose of this is to ensure the rough assessment is made in terms of projecting human development needs, which will enable the country to progress at a pace that does not necessarily result in the overstretching of resources already earmarked for the good of other essential services.

Equally, in line with the second objective, there is a possibility that this approach will also lend support in enabling relevant experts to plan gaps in the country's human resources skillset needed to make meaningful contribution toward sustainable economic growth for both present and future generations. Given the requirements to meet international standards on technological development, specifically in areas like Big Data and also Payment Systems, it should be treated as a pressing need for higher education institutions in the country to build capacity through professional development opportunities for experienced lecturer to enhance their

skills through overseas training, which will eventually impact on the development of specialist courses at undergraduate or postgraduate level to ensure the country is well capacitated with people to work in the sector.

While it is very much needed to build capacity in human resources development to address a shortfall in technological progress, it is but it is necessary for authorities to make sure resources (both financial and material) are readily available to support the need to push the country in the pathway of growth that will make it possible to catch pace with other economies in the SSA region. This could be done by ensuring institutions with technology specialism are prioritised in terms of resource allocation towards the development of modernising the country's hope of catching pace with the digital space needed to create opportunities for nationals. In the interest of ensuring equality of opportunities is made an integral part of planned objectives, it will be good for skills development to be earmarked in all regional centres across the country, while at the same time ensuring both men and women are given equal access to opportunities in developing their potential.

#### • **The Role of Digital Transformation**

Generally, across the world, digital transformation is taking centre stage in how economies transcend into becoming fully integrated into the realm of things. To start with and as seen across many of the regional counterpart economies like Ghana and Nigeria, which were catching pace with Sierra Leone are now keeping up with developments in their approach towards technology integration in teaching and learning, particularly in the higher education sector. As recently outlined by Jackson (2020b), there is a

need to ensure virtual classroom (e.g., MOODLE, etc.) is made an integral part of the learning experience of learners (across the education and professional development spectrum) to ensure consistency in learning is monitored both within and outside of the formal learning environment.

As we can see, technology is evolving every day and there is a high risk of old technologies being considered obsolete on account of the power of human ingenuity to think in the direction of being brutally creative (Jackson, 2021; Langroodi, 2017). Institutional advances need to be carved in such a way that human endeavours should be capacitated to encourage human ingenuity to be developed competitively. Sierra Leone is still behind when it comes to people's access to technology. Despite the use of WhatsApp being a common means through which people are availed to the digital space, realistically, its use is not so well utilised to take advantage of its low cost in formalising people's hope of increasing their knowledge as addressed by Jackson (2020b) in a recent study devoted to understanding its use by learners in Sierra Leone's higher education system.

As already mentioned in the earlier part of this paper, digital transformation is transforming economies in a variety of ways. Notable among this is the case of Big Data platform, which now makes it quite easy for institutions to access data through provisions like 'web-scraping' - a feature that was common amongst big institutions in determining trends in economic activities during the COVID-19 heightened period of lockdown to save lives (Hillen, 2019; Altbach & de Wit, 2020). Likewise in the financial environment, Sierra Leone is also moving in the direction of catching up with the need to transform

her digital space in financial technology through the growing use of mobile money and very soon, a high-powered National Switch that will make it possible for users to send and receive money at a much faster rate.

Hence, one will consider it very necessary for human ingenuity and resources to be directed towards increasing human skillset to make it possible for institutions to utilise both facilities in the area of Big Data analytics and the financial services infrastructure. More specifically, it is high time for higher education institutions in particular to commence the process of diverting resources towards building capacity in these areas and many more to enable human skillset to be well developed as opposed to paying high costs for importing specialist skills from overseas. While it is seen as if time is on the way of institutions to plan for the delivery of such provision, but it is necessary that actions are taken as soon as possible to limit huge costs to the country as a whole in importing human services from overseas.

### **CONCLUSION (and recommendations)**

In view of the aforementioned discourses, one will be more emphatic in creating an assurance about the hope for the country to move in the direction of catching up with the rest of the world aimed at modernising the country's digital space needed to make rapid progress in the 21st century. In view of the almost one decade of the brutal civil war the country fought through to quell in the early 2000s, this is still a resonating incidence, which is still prevalent in the fabrics of destructive infrastructures and brain drain the country is still trying to catch up with. Despite these, the country has seen the resurrection of a vibrant culture in people's appetite to improve their human resource power as a means to achieving decent

survival and scope for economic progression, now seen to be resonating well in all areas of professional endeavours (Jackson et al, 2020).

Moving on to capacitate the country's hope of making meaningful progress towards improving its digital space, considered essential for tangible economic growth, it must be emphasised that everyone (not necessarily to be left in the hands of the Central government) must work concertedly to the best of their ability in adding value to resources provided. In that vein, one will be more inclined to highlight the following pointers considered worthwhile recommendations in modernising the country's hope of spearheading progressive digital space for the betterment of nation building:

- Curricular restructuring is considered vital here, with the hope of ensuring targets are set for technology to be made an integral part of all subjects offered. In this regard, efforts must be made to integrate virtual learning into the mode of teaching and learning. This will create an opportunity for the learning process to be monitored equally by parents, particularly for children at the primary and secondary school stage.
- Resources must be directed at capacitating the country's human

resource skillset toward career options that are considered critical for progressive growth, while also making it possible for the country to be seen as a potential hotspot for investment purposes.

- Those in governance, particularly in the education sector and at the political helm of things must endeavour to promote equality of opportunities in all corners of the country. This means that children, both boys and girls must be availed of the opportunity to access STEM, which therefore creates an option for them to think as early as possible what is best for their future goals.
- Higher educational establishments in particular must endeavour to utilise resources to create marketable courses, particularly in areas pertaining to an interdisciplinary curricular provision that incorporate technology concepts like Big Data and Artificial Intelligence (AI). In this regard, the Tertiary Education Commission (TEC) must endeavour to encourage competitiveness amongst institutions in key areas like STEM education, which on the whole will bring pride to the country's hope of keeping pace with counterparts in the SSA region and the rest is the world.

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## 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]:

#### МОДЕРНІЗАЦІЯ СИСТЕМИ ОСВІТИ ДЛЯ ПРОТИСТОЯННЯ РЕАЛІЯМ ЦИФРОВОГО ПРОСТОРУ 21 СТОЛІТТЯ В СЬЄРРА-ЛЕОНЕ: ПРАКТИЧНИЙ ДИСКУРС

Стаття надає можливість для критичних дискурсів, спрямованих на модернізацію освіти в Сьєрра-Леоне, щоб протистояти реаліям цифрової трансформації в 21 столітті.

**Мета дослідження** спрямована на досягнення трьох цілей, які включають оцінку технологічного забезпечення та недоліків у країні, а також надання рекомендацій для збільшення надії країни на реалістичні перспективи зростання, які можна порівняти з її аналогами в регіонах Африки на південь від Сахари.

**Методологія** включає в себе дискурсивний аналіз існуючих технологій, що дозволить країні досягти належного рівня прогресу у напрямку зростання та розвитку.

**Результат** дослідження виявив прогалини в забезпеченні, але не заради звинувачень, скільки для потреби залучення ресурсів для вирішення можливостей економічного прогресу в різних секторах, водночас наголошуючи на особливих цінностях і навичках людських ресурсів.

**Висновок** показує, що необхідно залучити ресурси, щоб переконатися, що система готова зануритися в спробу прийняти досягнення для модернізації технологій, необхідних для стійкого рівня економічного зростання.

**КЛЮЧОВІ СЛОВА:** цифровий простір, модернізація освітньої системи, інновації, Сьєрра-Леоне.

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## PRACTICES AND THEIR CHALLENGES IN AN ENGLISH TEACHING PROJECT OF A BRAZILIAN STATE UNIVERSITY DURING THE PANDEMIC

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### ABSTRACT

The **aim** of this manuscript is to present, analyze and discuss the practices developed in a Teacher Education project called *Residência Pedagógica* (Pedagogical Residency) - a project that the Brazilian government offers to Brazilian universities - and their challenges during the pandemic. More specifically, it intends to focus on the practical phase of the first module of the project, which was when the project-participants observed classes in the school, designed lesson plans for the groups of whose classes they observed and implemented the lessons for these groups.

**Methodology.** Qualitative research method was adopted in this study. The reports, lesson plans and video lessons of the project's participants were used as data in order to analyze their practices under the light of theoretical discussion held during the project. A reflexive diary kept by me was also used as data. Moreover, the participants' practices were contrasted with situations that occurred in the pandemic context.

**Results.** The project practical phases did not occur as foreseen; however, the participants were able to reflect upon their practices based on the theoretical discussion carried out previously in the project. They recognized the language learning and teaching perspectives in the lessons they observed and, in the lesson, plans they designed and implemented. The pandemic had a great interference in the project, which had to be adapted, so that the first module could be concluded.

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**Conclusions.** *In spite of the pandemic, we managed to reach the project's main objective, which was to provide space for college students, who shall graduate as English teachers, to have contact with the school environment.*

**KEYWORDS:** *Brazilian Context, COVID-19, English Teaching Project, State Schools, Teaching Education.*

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## INTRODUCTION

The COVID-19 pandemic has created, in the entire world, a scenario of social distancing that forced people to get adapted to many daily activities. In the educational context, the situation would not be different. In Brazil, we have faced many challenges in our classrooms during this context (Barros & Viera, 2021; Linhares et al., 2020). Students have struggled with the online lessons, due to lack of internet and technological access and also due to digital literacy (Souza et al., 2020).

Teachers have faced difficulties in dealing with remote lessons (Paludo, 2020). The government in an attempt to solve the situation has taken emergency measures, providing little support to teachers and students, disconsidering the economical issues many Brazilians face in their homes (Praun, 2020).

Even though Brazil has an Education Ministry that orients our educational contexts, every Brazilian state has an Educational Secretary that takes into consideration its own specificities. In the state of Paraná, in the southern region of Brazil, state schools have adopted Google Workspace for their educators to teach their synchronous and asynchronous lessons.

The government also provided schools with video lessons (*aulas Paraná*) to assist teachers in their practices. State universities have adopted the virtual resources they already had available such as Moodle and Google services. However, unlike schools, each university in Paraná, within their departments, has decided

their pedagogical strategies, considering the courses' and projects' specificities.

In the Language Department of UNICENTRO in the city of Irati, the specificities have mainly revolved around the theoretical and the practical courses and projects. Most practical courses and projects have an interface with state schools, where students engage in their Teacher Education practices.

Considering such specificities, this paper **aims** at presenting, analyzing and discussing the practices developed in a Teacher Education project called *Residência Pedagógica* (Farias & Diniz-Pereira, 2019) and their challenges during the pandemic. More specifically, the paper focuses on the practical phase of the first module of the project, which is when the students observed classes in the school, designed lesson plans for the groups of whose classes they observed, and implemented the lessons to these groups.

The project was composed of three modules, which shares the same phases: 1) discussion of theoretical topics on teaching and learning, 2) observing and assisting teachers in their classes, and 3) designing lesson plans and applying them in the observed classes. The differences among the phrases lay on their levels of difficulty, which increases from one phrase to another.

This paper is organized as follows. Firstly, I introduce a theoretical discussion on the language teaching and learning perspective that guided the first phrase of the project. This phrase aimed at providing a basis for the project-

participants to analyze the lessons they observed and to design the lesson plans. Secondly, I present the method adopted in this study in order to reach its objectives. Thirdly, I share the results, analyze and discuss them. Finally, I conclude the manuscript.

## REVIEW OF LITERATURE

Within Linguistics, the concept of language is multifaceted, so theorists investigate parts of it in a linear way. B. Kumaravadivelu manages to gather language theories and group them in “three broad conceptual vantage points: language as system, language as discourse, and language as ideology” (Kumaravadivelu, 2008, p. 4).

His conceptual organization is highly practical, especially for those who need a panoramic understanding of language. Succinctly, language as system conveys structural perspective on language, such as the formal disciplines of Linguistics, such as phonetics, morphology, syntax, and semantics, that is, formal and structural aspects of language. Language as discourse manages theories that bring into consideration the context in which language is inserted and occurs.

Communication is a key within this conceptual point, and the notions of interlocutor, language use, language functions, communicative competence, speech acts, etc come to light. Finally, language as ideology deals with critical and ideological aspects of language. Within this perspective, concepts such as power relation, and critical discourse analysis play an important role.

As for a second language (L2), additional concepts are necessary to be discussed. Understanding language as system, discourse and ideology is not enough, we need to consider how we develop all these grammatical, contextual and critical aspects of language in a new

language, an L2. Several models to understand and explain L2 competence have been around: Hymes’ model (1972), Canale and Swain’s model (1980), Canale (1983), Bachman’s model (1990), Celce-Murcia, Dornyei, and Thurrell’s model (1995), Littlewood’s model (2011). Although much discussion has been held on this topic, we still do not have a strong consensus about the nature of L2 competence.

Canale and Swain (1980), for instance, consider communicative competence as the integration of grammatical, sociolinguistic, discourse and strategic competences. The other models consider similar competences, but they adopt different dynamics and explore these competences in different ways. The major issue of these models, in my opinion, is that they do not account for the ideological part of language, like interculturality, which asserts that in order for communication to be effective, the learner needs to know about the other culture and also about their own, since language and culture cannot be disassociated (Kramsch & Hua, 2016).

Since the term and the concept of competence is problematic, Kumaravadivelu (2008) suggests the use of the terms knowledge and ability instead. In a few words, “language knowledge is what is in the mind of the language users, and when they use it appropriately to achieve their communicative purpose in a given context, they exhibit their language ability” (p. 21).

For the author, both terms cannot be used separately when talking about knowing an L2, as he states “knowing an L2 may be considered as having linguistic knowledge/ability and pragmatic knowledge/ability required to use the language with grammatical accuracy and

communicative appropriacy (p. 25)". In other words, in order to properly learn an L2, we must learn about it and how to use it. I would add that we also need to have a critical stance towards an L2, so that our learning process can be completed.

Moving on to the learning and teaching fields, the first concept that should be considered is the role of input, which is pivotal in learning and teaching a language. Kumaravadivelu (2008) explains that for input to be part of the learning process, it should be available and accessible for learners. That is, all the input available for learners, being it interlanguage, simplified or non-simplified, should be attainable to them. In the teaching field, input modification grounds methods and approaches. We can group the approaches in three perspectives: Focus on FormS, Focus on Meaning, and Focus on Form.

In terms of research and methodological application, these perspectives follow a chronological and historical order. Focus on Form understands that linguistic structures, or form, is the main source of input in the classroom. Focus on Meaning, on the other hand, ignores forms, having as input, in the classroom, the pragmatic use of language exclusively. Finally, Focus on Form advocates that forms are necessary, but only they derive from a context of pragmatic use of language, being it from the teacher or the learner.

It is worth pointing out that, regardless of the approach, one of the objectives of L2 teaching, perhaps the main one, is to lead learners to learn the language that is being taught, and by learning, we mean the linguistic/pragmatic development that allows learners to use the language for communication purposes. According to Kumaravadivelu (2008), "teaching, it is the task of the teacher to help learners

reach a desired level of linguistic and pragmatic knowledge/ability that addresses their needs, wants, and situations" (p. 25).

Scientifically speaking, Focus on Form seems to be the perspective that assists the most learning with their learning development. Ellis (1999) explains that Focus on FormS, for instance, tends to promote only linguistic knowledge, missing the ability development. On the contrary, focusing only on the use of language, excluding the focus on form totally, seems to auxiliate in the ability development; however, it may cause lead learners to commit errors.

Swan (2005) points out that learners that participated in immersion programs in Canadá, with a Focus on Meaning approach presented difficulties in syntactic and morphological issues, besides not being able to grasp sociolinguistic topics.

We understand, by what was exposed so far, that a teaching methodology concerned with language learning should have as basis the use of language, which approaches form when necessary.

In sum, during the first phase of the project, the students and I discussed the concepts of language, learning and teaching, which were briefly presented in this section. The understandings that we came to were that: *(i) language should be approached, in the classroom, from its different perspectives, allowing learners to have availability and access to every language interface, in a balanced way, and (ii) Focus on Form is the teaching perspective that presents more scientific evidence of its success.*

In the next section, I present the method followed in this study.

## METHODOLOGY

The Pedagogical Residency project is offered by the federal government to all Brazilian universities that have degrees with a teaching diploma in different areas such as Geography, History, Pedagogy, Languages, among others. The project is one of the actions that integrate the National Teacher Education Policy and aims to induce the improvement of practical training in undergraduate courses, promoting the immersion of students in the basic education school, from the second half of their major.

This immersion should include, among other activities, classroom management and pedagogical intervention, accompanied by a school teacher with experience in the undergraduates' teaching area and guided by a professor from their Institution (Farias & Diniz-Pereira, 2019).

The project's participants were (1) me, the coordinator, professor in the Language Department of UNICENTRO, Irati-PR, dedicated to English Language Learning and Teaching and Teacher Education, (2) a school English language teacher, who was selected through a selective process, and was responsible for assisting the students in the school environment, and six students of English from the 3rd and 4th undergraduate years, who were also selected through a selective process. It is worth mentioning that the 3rd and 4th years are the last two ones before graduation and students that take this major are prepared to become English teachers.

That is why a project such as Pedagogical Residency is part of their opportunities to gain more teaching experience.

The project is composed of three modules of 138 hours each. In this paper, I explore the first module, which started at the beginning of October/2020 and came to

an end at the end of March/2021. From these 138 hours, 40 hours were directed to theoretical discussion, 26 hours of class observation, 12 hours of lesson plans preparation, 40 hours of class teaching, and 20 hours of final report writing. It is worth mentioning that due to the pandemic, the schools and the Education Secretary were getting adapted to remote teaching and the bureaucratic process to accept college students to access the virtual classrooms, so our access to the students and classes got delayed.

Having explained the context, we now turn to the data analysis, which focuses on the students' observation reports, lesson plans, and class teaching. These three instruments were assessed by me during the module period in order to provide feedback to the students, and, to reach this study's objectives, I reassessed the instruments, focusing, more specifically, on students' practices in the light of the theoretical discussion phrase.

Furthermore, the content of a reflexive diary kept by me was used as data, too. For clarity sake, I use the terms 'project-students' and 'project-teacher' to differ from students and other teachers from the school. In the next section, I present the results and discussion divided in three subsections: (i) *class observation*, (ii) *lesson plans*, and (iii) *teaching practice*.

## RESULTS AND DISCUSSION

### Class observation

As already mentioned, the participants had to perform 26 hours of class observation, in which they were asked to reflect upon the language learning and teaching perspective the teacher followed, based on the theoretical discussions we had in the previous phrase of the project.

Due to the pandemic situation, classes were taught remotely through three educational tools: (i) *Lessons broadcasted live on TV*, (ii) *video-conference classes*, and (iii) *Activities and tests posted in the Google Classroom environment*. In addition, the project-teacher managed one WhatsApp group for each group of students she had, where students asked questions. Students who did not have access to the virtual tools received printed activities, designed by the teacher, fortnightly. These students needed to fetch the activities and return them to the school.

The project-students followed six high school groups of which the project-teacher was responsible for. In Brazil, our high school educational system consists of three levels: first, second and third years. From these 6 groups, 3 were from the first year, 2 from the second, and 1 from the third. They observed the broadcasted lessons, which random teachers conducted. Every lesson format was similar. The teacher presented, read and translated a text, and then proposed some reading-comprehension questions related to the text.

As the lessons were broadcasted online, the teacher tried to create a type of interaction with the students, even though they did not have any type of contact. For instance, the teacher gave two minutes for the students to answer the questions. In addition, grammar was approached only after students interpreted the text.

The video-conference classes were conducted by the project-teacher and other school teachers in a multidisciplinary way. Such configuration was necessary, since only few school students were able to participate in the classes due to lack of internet and technological access. There were three

classes a week, each one for (a) year group(s).

The project-teacher explored some topics during these lessons, such as Halloween, since the class occurred during this period, and grammar. She worked with reading and comprehension activities through some texts: quotes, lyrics, cartoons. First, she read the texts in English followed by its translation to Portuguese, explaining that we should be careful not to use literal translation, since we are dealing with languages, with different structures.

Finally, the Google Classroom environment was a space to review and reinforce the contents presented in the broadcasted lessons. Some activities were posted by the team in the Education Secretary dedicated in creating the broadcasted lessons and others by the project-teacher. The activities consisted in texts, grammar explanations, and tests.

Thus, the project-students concluded that the lessons they observed followed a language as system, discourse and ideology perspectives (Kumaravadivelu, 2008), because they approached language within a context through the use of texts first and explored grammar topics subsequently. The topics were diversified and opened room to explore language more critically, however only the project-teacher made an attempt to develop the students' critical competence in the video conference classes.

The project-students pointed out the direct translation as being problematic, since the teachers did not provide time for students to try to read the text by themselves. They questioned the project-teacher and she explained that this was necessary, since students' level of proficiency was low. The teaching perspective presented in the lessons was the Focus-on-FormS one, because, since,

even if the focus of the lesson was on exploring texts, the teachers and project-teachers translated them first, which focused on semantics, which disregards the context.

### **Lesson plans**

Normally, the lesson plans are designed taking into consideration the groups observed, so that they can meet the students' needs (Long, 2005); nevertheless, a calendar situation hindered this practice. School and University calendars are similar, the school year begins in February and ends in December.

However, due to the pandemic, in the remote adaptation period, the beginning of many projects and the university calendar suffered a delay. This project only started in October and the school year of 2020 will only end in May/2021. The same did not occur in the schools, since the government installed the remote system in the first months of the beginning of the pandemic.

This created an incompatibility between the schools and universities' calendars. Thus, the practical phase of the project would only begin the year of 2021, which is a new school calendar year, so project-students had to design their lesson plans for new groups they did not know.

Taking this situation into account, the project-students designed ten broad lesson plans using as a basis the content worked in the broadcasted lessons. The context where these lessons would be administered was the Google Meet and the Google Classroom. Every lesson plan followed a similar structure: a theme introduction, and textual exploration, and the materials used were movies, places, advertisements, postcards, literary works, to cite but a few. The plans were connected, creating a development of content.

The project-students idealized the lesson plans in a Focus on Meaning perspective, exploring language as discourse and ideology. In some lesson plans, it was not possible, since they approached genre structure and accent differences, which are considered structural aspects of language.

Another discussion that emerged was that, even though they did not want to explore grammar, so that they could analyze how the class would go, in the teaching practice, students could ask for grammar and language structures explanations. This would not be considered a Focus on Meaning perspective, but a Focus on Form one, to be more specific, the strong version of the Focus on Form, proposed by Long (1991).

### **Teaching practice**

Due to bureaucratic issues, the teaching practice did not occur as it had been planned, that is, with project-students implementing their lesson plans with the groups in the virtual spaces. In order to access the school environment, there were a number of documents each project-student had to fill in and sign, and they had already done it in the beginning of the project.

However, a new school year started in the school and, because of that, new documents had to be submitted. The issue was that the Education Secretary was busy dealing with new virtual implementations and could not deal with the documentation as quickly as needed. They only accepted the documents in the beginning of March, the last month of the first module, and they still check them. Considering the great number of state schools in Paraná, this checking process could take weeks.

Considering the situation, the university projects in general, not only the English one, had to put forward alternatives, so

that our students were able to experience this project phase. For the English project, we decided to produce video lessons.

With this new scenario, the project students had to readapt their lesson plans, so that they would fit in this new format. Their focus had to be changed, that is, instead of being prepared to have students' interaction, they needed (a) to learn how to create video lessons; (b) to design screenplay; (c) to edit the video classes, among others.

Despite the lack of experience, we had in designing video lessons, the result was impressive. They used a video recording platform called Loom, in which they managed to present their slides and their faces in a small circle that could be dragged around the screen, creating an interaction between them and the content they were presenting.

Their lessons, as planned, focused on presenting a theme and then working with it through texts, videos, songs, etc. They almost managed to create a Focus on Meaning environment, but it did not occur because they translated the texts right after reading them and focused on genre structure and accents, as aforementioned.

It is worth mentioning that the idea was not to criticize teaching perspectives. The project-students were interested in understanding how Focus on Meaning perspective worked, since they had not had contact with it before.

Analyzing the video lessons, the project-students, the project-teacher and I found some aspects to improve. In order to create a type of interaction with their future audience, after reading the texts in English, they could have asked the viewer to pause the video and try to read the text by themselves, focusing on reading strategies they knew, like looking for cognate and known words.

Another aspect was the translation, which even though they saw as problematic, they repeated it in their videos. We concluded that it was necessary due to the low proficiency in English students tend to have, however, it would not have been necessary to translate every text or activity. It is important that students develop autonomy in learning a language.

And the last aspect was related to the project-students' pronunciation. Some of them were still learning English and their proficiency was not high, so they mispronounced some words. We agreed that they should have checked the pronunciations they had difficulties in order to avoid mistakes.

## CONCLUSIONS

The pandemic hindered the progress of the project, which had to be altered to fit in a virtual format. School calendars did not match, bureaucratic processes did not allow the participants access to the classes in the teaching practice, among other issues.

However, all in all, we managed to reach the project's main objective, which was to provide space for college students, who shall graduate as English teachers, to have contact with the school environment. Besides that, the project-participants were able to reflect upon their practices based on theoretical discussions we had had previously.

A downside we were able to observe was the fact that many school students did not have access to the classes via the internet, due to economical reasons. It only reinforces how Brazil still has to invest in social policies, so that, perhaps some day, we will have a more equal country. In the case of Paraná, the government, eager to implement a remote system for its schools, ignored the

fact that many students live under a critical economical situation.

This study presented and analyzed the practices of six students in one module of the project, who were tutored by one school teacher, that is, it was a small

scaled study. I suggest that future research encompasses all the modules of the project, with more students and teachers from different cities and regions, so that a bigger picture can be created.

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### CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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**АНОТАЦІЯ / ABSTRACT** [in Ukrainian]:**ПЕДАГОГІЧНА ПРАКТИКА ТА ЇЇ ВИКЛИКИ В АНГЛІЙСЬКОМУ  
ВИКЛАДАЦЬКОМУ ПРОЕКТІ БРАЗИЛЬСЬКОГО ДЕРЖАВНОГО УНІВЕРСИТЕТУ  
ПІД ЧАС ПАНДЕМІЇ**

**Мета** цього рукопису – представити, проаналізувати та обговорити педагогічну практику, розроблену в рамках проекту з підготовки вчителів під назвою *Residência Pedagógica* («Педагогічна резиденція»), - проект, який уряд Бразилії пропонує бразильським університетам – для вирішення проблем під час пандемії. Більш конкретно, проект мав на меті зосередитись на практичній фазі першого модуля, коли учасники проекту спостерігали за заняттями в школі, розробляли плани уроків для груп для тих занять, за якими вони спостерігали, та потім проводили уроки для цих груп.

**Методологія.** У цьому дослідженні було застосовано якісний метод дослідження. Звіти, плани уроків та відеоуроки учасників проекту використовувались як дані для аналізу педагогічної практики у світлі теоретичної дискусії, проведеної під час проекту. Було введено також рефлексивний щоденник, який використовувався як дані. Більше того, педагогічна практика учасників була протиставлені ситуаціям, які траплялися в умовах пандемії.

**Результати.** Практичні етапи проекту не відбулися, як передбачалося; однак учасники змогли поміркувати над своєю педагогічною практикою на основі теоретичного обговорення, проведеного раніше в проекті. Вони визнали перспективи вивчення та викладання мови на уроках, за якими вони спостерігали, і в планах уроків, які вони розробили та реалізували. Пандемія мала значний вплив на проект, який потрібно було адаптувати, для завершення першого модуля.

**Висновки.** Незважаючи на пандемію, нам вдалося досягти головної мети проекту, яка полягала у забезпеченні простору для студентів коледжів, які випускатимуть викладачів англійської мови, для контакту із шкільним середовищем.

**КЛЮЧОВІ СЛОВА:** Бразильський контекст, COVID-19, проект з викладання англійської мови, державні школи, педагогічна освіта.

**RESUMO / ABSTRACT** [in Portuguese]:

**PRÁTICAS E SEUS DESAFIOS EM UM PROJETO DE ENSINO DE INGLÊS DE UMA UNIVERSIDADE PÚBLICA BRASILEIRA DURANTE A PANDEMIA**

O **objetivo** deste artigo é apresentar, analisar e discutir as práticas desenvolvidas em um projeto de Formação de Professores chamado Residência Pedagógica – um projeto que o governo brasileiro oferece para as instituições brasileiras - e os seus desafios durante a pandemia. Mais especificamente, este artigo pretende focar na fase prática do primeiro módulo do projeto, que foi quando os participantes observaram aulas na escola, criaram planos de aula para os grupos cujas aulas observaram e implementaram as aulas para esses grupos.

**Metodologia.** Trata-se de uma pesquisa qualitativa. Os relatórios, planos de aulas e videoaulas produzidas pelos participantes do projeto foram usados como dados com o intuito de analisar as suas práticas sob a luz das discussões teóricas conduzidas durante o projeto. Um diário reflexivo mantido por mim também foi usado como dado. Ademais, as práticas dos participantes foram contrastadas com situações que ocorreram durante o contexto de pandemia.

**Resultados.** As fases práticas do projeto não ocorreram como previstas; entretanto, os participantes puderam refletir sobre as suas práticas baseados nas discussões teóricas conduzidas no projeto anteriormente. Eles reconheceram as perspectivas de ensino e aprendizagem de língua nas aulas que observaram e nos planos de aula que criaram e implementaram. A pandemia teve uma grande interferência no projeto, que teve que ser adaptado, para que o primeiro módulo pudesse ser concluído.

**Conclusões.** Apesar da pandemia, conseguimos alcançar o objetivo principal do projeto, que era abrir espaço para os licenciandos terem contato com o ambiente escolar.

**PALAVRAS-CHAVE:** contexto brasileiro, COVID-19, projeto de ensino de inglês, escolas públicas, formação de professor.

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# A NEW CHALLENGE: THE RECONSTRUCTION OF ONLINE LANGUAGE LABORATORY ON DISTANCE LEARNING IN INDONESIA

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### ABSTRACT

The COVID-19 wide spread constrained numerous schools and colleges to stay closed briefly. This phenomenon brings challenges to the teaching-learning process.

**The aim** of this paper is to explain the learning process using a new language laboratory format. There can be several formats of the online learning process: Knowledge base, online support, asynchronous training, synchronous training, and hybrid training. This study employed a descriptive design with a qualitative approach to examine the language laboratory strategies and challenges through the pandemic in the University.

**Methods.** A questionnaire and interview were used in this study to elicit the responses of the English Lecturer in Language Center, Sebelas Maret University, Indonesia.

The **findings** reveal that the coronavirus disease 2019 (COVID-19) pandemic has reformed the Language Laboratory significantly. On the one hand, both lecturers and students face multiple challenges in conducting the teaching and learning process. On other hand, the new format and content of the Online language laboratory help teachers and students in the teaching-learning process. COVID-19 also opens an opportunity to reconstruct the teaching-learning system in the laboratory and establish updated programs and assessments.

The **conclusion.** The online language laboratory employed for the development of the virtual laboratory environment: Zoom Meeting and

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*Microsoft Teams software was used to create the simulations that support the audio-video media. Microsoft Teams platform was used to host and control the virtual simulations, with additional appropriate resources created for offering learners a collaborative learning environment. The usefulness of the online language laboratory was commended by lecturers and learners. Learners appreciated the online language laboratory experience because it improved their motivation to learn English. Moreover, the response collected from the learners and lecturers indicated that the developed Online Language Laboratory supported the learners' understanding of English Language Skill.*

**KEYWORDS:** *Challenges, Language Laboratory, Pandemic.*

## INTRODUCTION

The COVID-19 widespread constrained numerous schools and colleges to stay closed briefly. Several ranges are influenced around the world, and there is a fear of losing this entire continuous semester or even more within the coming future. Various schools, colleges, and colleges have suspended in-person education (Dhawan, 2020). Beginning reactions from the instructive institutions involved staff hurrying to alter their conventional educational modules to fit a web environment, care to innovation, learning administration frameworks, and various online learning stages that learners seem to access from home (Bhagat & Kim, 2020). It is clear that whereas transition to online conveyance is a necessity, neglecting online pedagogy can be similarly hindering.

Indeed, the whole world was in a problem because of COVID-19 threats, the reality of the situation was challenging to bear, and the education sector remains one of the worst-hit by the Coronavirus outbreak (Onyema et al., 2020). Changes in face-to-face instructing around the world reestablished what has been a long-time discussion: can conventional in-person learning process, hands-on research facility encounters be enough supplanted with computer reenactments, inaccessible information securing, and

other sorts of virtual or mimicked laboratory exercises? It is difficult to answer whether virtual laboratory classes are as efficient as in-person classes because of a myriad of confounding variables, ranging from what the educational objectives are for the laboratory to the many different modalities of virtual laboratory activities (Stokes & Silverthorn, 2021). With no conceivable outcomes of performing face-to-face activities, it is vital to think of elective ways to keep understudies persuaded to memorize and lock in the fundamental course content (Sette-de-Souza, 2021).

Prior to this change, English classes would meet on the Laboratory campus consisting of various sections to present language skills (i.e., asking for opinions, giving sources of information, etc.). The Lesson in the Laboratory provides for the practice of those skills and an extended period during which students demonstrate their ability to produce the aforementioned skills (Tyner, 2021). In a situation where the students are not allowed to go to school, the alternative is to move from traditional to online education (Basilaiia & Kvavadze, 2020). It would not have been conceivable without the advanced technology we have within the 21st century. The integration of the Internet into the learning process makes

it conceivable to conduct online lessons, courses, webinars, indeed challenges such as the work of Language Laboratory at such a specific time.

To respond to this phenomenon the researcher outlines three sections: firstly, the researcher starts by giving an overview of the COVID-19 pandemic affects the education sector, especially the English learning process; secondly, we explicate the plan conducted by some English lecturers in the Language Laboratory issue; and thirdly, the researcher concludes the paper by discussing the implications and way forward.

**The aim** of this paper is to explain the learning process using a new language laboratory format. There can be several formats of the online learning process: Knowledge base, online support, asynchronous training, synchronous training, and hybrid training.

## LITERATURE REVIEW

### • Online Learning in Pandemic COVID-19

The major effect of pandemic COVID-19 in online learning is the learning media. Some facilities move to e-learning quickly with the Internet's growth including equipment and tools. Online learning is derived from traditional education, where teachers can meet learners face-to-face (Mahyoob, 2021). The online learning format tried to engage and attract learners' attention in some ways to a physical classroom. In this case, the essential parts are the internet coverage, availability of computers or smartphones in the population (Basilaia & Kvavadze, 2020). The Online laboratory has been considered as interactive media where simulation experiments can be conducted (Firmayanto et al., 2021). With this simulation, it can be easier for students and educators to conduct

experiments without having to be in a laboratory. In addition, the Online Laboratory can help improve the understanding of scientific concepts, such as chemistry which contains much abstract content in microscopic or particle areas.

This situation pushes university members to look for the best format for the teaching-learning process. The changes of the system and competences conducted by the lecturers, students, and the university will be used in the pandemic period. Online learning can be termed as a medium that can make the teaching-learning process more student-centered, more innovative, and even more flexible (Dhawan, 2020). The lecturers have realized distance learning in a new way, adapted the assignments to the new format of the lessons, which will be reflected positively on students' qualifications.

In pandemic COVID-19, the online teaching method is one of the strategies for creating and solving learning problems. Since lecturers conduct a key role in the teaching-learning process, they need to have sufficient knowledge about a variety of teaching methods (Haftador et al., 2021). Those methods are used to teach appropriately on the basis of learners' capabilities, moreover to overcome the unpredictable situation such as Pandemic COVID-19. Considering the closure of educational institutions during the COVID-19 online education is expanding vastly (Mukhtar et al., 2020).

There can be several formats of the online learning process: knowledge base, online support, asynchronous training, synchronous training, and hybrid training. Firstly, knowledgebase format is a set of material published on the website and provides general learning instructions that a student has to work without

support available. Secondly, the online support type is a modified version of the knowledge base. There are some discussion menus, web forums, or other communication ways. This mode is available to get support on some topics with other participants.

Thirdly, the asynchronous format means that the learning process is not conducted in real-time, but the students are provided with material and content regularly. Lecturers are assigned and provide support through email or other communication platforms. Fourthly, the synchronous process is done in real-time with a live lecturer and other participants. Participants can communicate directly with the lecturer and other group members. And fifthly, hybrid learning is a combination of online and in-person interaction.

To face the pandemic COVID-19, educational members implemented the strategies to ensure the continuation of the learning system, involving various components such as the virtual platforms, digital content, and student learning media support. These plans must respond to various levels such as infrastructure, media, laboratory, and research and development to ensure the continuity of teaching and access to platforms of technological resources (Margarida et al., 2021). Globally, the sluggish pace of progress in academic institutions is lamentable, with centuries-old, lecture-based teaching approaches, cultural prejudices embedded and outmoded classrooms (Rizvi & Nabi, 2021).

#### • Language Laboratory

Technology literacy as online learning means is not enough just to have a computer and software; it needs expertise

in using various learning platforms and applications (Firmayanto et al., 2021). The learning process needs a language laboratory to improve the students' language competence. The field findings show that students' skills are still low, even though these skills are important skills that students must possess and have become one of the focuses in language skills. Therefore, Language Laboratory is expected to be able to improve the quality of language competence through online media.

Language Lab is an instructional technology tool consisting of a source unit such as audios, audio-visuals, videos, PCs, LCD projector, Internet, and/or written materials to students at individual seats, with a wide variety of potential feedback mechanisms (Khaleel, 2020). The Teacher Computer is the core part of the Language Lab. All features and controls are available in Teacher Console to manage the material and students' performance.

Nowadays, the language laboratory has varied functions besides room for listening practice. The language laboratory is a supporting device for the implementation of education in study programs in academic and/or professional education. Some important features of this tool are easy to navigate interface and menus with minimal or no informatics skills, a clean and research targeted text editor with standard information on experiment details like name, objectives, material and methods, results and conclusion, a dedicated space to handle storage of files such as pictures, WORD documents, EXCEL sheets, PDFs, hyperlinks, annotations/comments space, and writing protocols to PDF files (Shrikant & Harshul, 2018). This laboratory functions as a supporting facility to carry out education, research and teaching in

one or a number of branches of science and technology in accordance with the field of study concerned, particularly regarding language (Buska et al., 2020). The room also functions as a reading room and inventory storage related to language learning such as dictionaries, listening devices, and other language learning-related tools.

Since the appearance of language laboratories, technology has always been regarded as a new panacea for language teaching and learning. Today's language labs are available in many different types of technology. Multimedia language labs use computers and incorporate language lab software. Digital language labs typically use digital hardware for the students and software at the teacher station only. Language labs can also be Mobile language labs or wireless language labs. The most common language labs terminologies are: language laboratory; multimedia language lab; language lab; language lab & media center; multimedia language learning center; software language; digital language lab; portable language lab. The study shows that in an average language class in a classroom all students combined speak only a limited time of the class time. With a language lab, all students in the class can work on different levels in 6 different groups or self-access, and speak simultaneously without distracting each other regardless of the class size.

This work can be played back to the students to practice and improve and the teachers can save this work and assign this as homework for the students. A languages laboratory fundamentally represents the dialogical opening of a predominantly monolingual culture to a world of knowledge, of human intellectual production on an

international scale, using the English language as empowering factor for these exchanges (Rotili et al., 2019). Without a language lab, this is not possible and in a class of more than 10 students, each student gets less than one minute of speaking practice without being able to record or save the student's work.

## METHODOLOGY

This research was conducted in the Language Center Unit, Sebelas Maret University. The method used for data collection is the descriptive and analytical approach. This study was qualitative with questionnaire techniques. The use of these methodologies aims to get a deep explanation of the teachers who participated in the study. The population investigated in this study is English Lecturers in the Language Center Unit. To select a representative sample out of this population the researcher invited three English teachers. The study was conducted for one week to answer questions in the form of close questionnaires. All participants have implemented teaching online and conducted the Laboratory learning process. The teachers used online teaching from January to March 2021.

A deep interview was administered to 5 teachers (T1, T2, T3, T4, and T5) by phone. The questionnaire consists of 20 questions: Pandemic Impact, Online Learning Process, Laboratory Process, Students' attitude toward online learning. The questionnaire was adapted from Anderson (2008) and Ramírez et al. (2015). The questions were designed by using a Likert Scale of five items: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The data were collected about five months after online learning was implemented. The second method in collecting data to investigate the problem is interviewing. In

this study, semi-structured interviews were used to support the data gained from the questionnaire.

The data were analyzed through several steps: scoring the questionnaire, finding the percentage, calculating the central tendency (CT), interpreting data analysis, and stating the conclusion. Meanwhile, the data from the interview recorded were transcribed. Then, the important data from the interviews were used to support the data from questionnaire results.

## FINDING AND DISCUSSION

### • Response to Coronavirus Disease 2019 by English Class

Lecturers' experiences and explanations were investigated in terms of Pandemic Crisis Impact on English Online Learning Process.

*(T1) First, of course, what material will be used, after that what platform will be used. Every time I want to teach, I refer to RPS, for example, currently the material is listening, I use Telegram or Youtube. So, I posted Audio. What tool? Most cellphones for recording. Zoom to record. My lab turned into that platform.*

*(T2) So I have to determine what steps I will do in class. I'll open the material later. Then I made the media and material. I have adapted from various sources. More material to grammar. I recorded first I made Youtube. I'll see you later on Zoom. But they have to see Zoom first.*

*(T3) The teacher prepares a Zoom meeting for learning media with students. For planning, it is almost the same as offline learning. Now students receive ebooks or PDFs. We contact students to create class groups on Telegram because there are a lot of mixed-ups in the WA group. So, it can be focused and managed properly. At the*

*initial meeting, we said that we used Zoom meetings. In the beginning, we discussed the learning contract and its media.*

*(T4) The first thing to prepare is a Google class, class group, or Telegram to collect class participants. Give initial information before the initial media is used. Have all of them entered or not. Are there any schedule adjustments? What initial platform are we using? First, we use WA then Zoom.*

*Others customize the material, PDF, Youtube, share screen. Online media use has a different effect from face-to-face learning in general.*

*(T5) Online demands, learning videos. Every new week. Have a Youtube channel. To facilitate the time 100 minutes feels fast. Before entering class as an assignment for students to see. Students have gotten a glimpse of the information, which is shared on Telegram when in class they answer questions using a Google Form to be downloaded and then reviewed the student's answers. In addition to a Google Form, pretest before the material. Learning using ebook books. Using printed materials. The media uses a Google Form for the attendance list. Google classroom for discussion then goes to Zoom. Lecture contract rules are notified in advance. There is a class agreement signed by one of the students via Google Form. 1 class of 30 students, they choose their own schedule.*

Based on the interview above, the researcher gets some data then those will be explained as follow:

#### a. Preparedness

The most difficult challenge in preparedness on the parts of the online learning process is to handle a crisis similar to the one brought about by this

pandemic. Poorly managed and resourced institutions coupled with socially disadvantaged students with limited access to the Internet and technology have affected how educational institutions adequately respond to learners' needs and their inability to engage in an online learning environment. Several reports indicate that infrastructural requirements to support online learning are quite valuable, especially for individuals who choose to study remotely from their homes.

The researcher identified two strategies under teacher and university preparedness. They are as follows:

*(1) Selecting Digital Technologies especially on theoretical and practical activity.*

Teachers work intensively to adapt their planned learning activities to fit distance education. Therefore, we asked the teachers what applications they use in distance education. The result was 10 different applications. Five applications dominated such as applications that enabled real-time video-conferencing: Zoom, Google Meet & Hangout, YouTube, and Microsoft Teams.

*(2) Mapping student access to digital technologies.*

Implementation of online education pushes students to have access to computers and the Internet connection. Although most of the students do it well, some have to face the difficulties of it. One device should share with others in the family; other students may have a limited Internet data plan or poor internet connection. These factors are prerequisites for the daily use of video conferencing tools.

#### **b. Learning Process**

Based on the results of the interview, it was found there was some collaboration from various parties including teachers,

schools, and related education offices. The planning step in the online learning process is conducted by holding discussions with teachers at school about the learning process that is appropriate for the students. It should be noted that the majority of UNS students live in various areas around Indonesia, therefore geographically it is not all areas can be well reached by signals. In addition, there are limitations for students in accessing the Internet. Based on this background, several online learning strategies that can be implemented are produced, namely:

#### **1) Media in use**

The learning process using the WA Media (WhatsApp). WhatsApp is a communication medium that is already popular and widely used by the community. With limited time and easier use, WhatsApp has become an intermediary medium between teachers and students to provide learning materials for both modules and also practice questions.

Another supporting media chosen in the online learning process is to use Google Classroom. Through Google Classroom media the teacher can send materials, assignments, and exercises to students. Google Classroom is an educational media platform designed for online learning. In addition, Google Classroom has several features that support online learning.

#### **2) Organizing the class**

The process of organizing is a predetermined plan. The organizing process includes determining lesson hours for each subject, distributing material, and assigning teachers to students. In facilitating coordination between teachers and students, groups between subjects are created to make it easier for students and the teacher to communicate. At this stage, the school arranges the details of the online learning

schedule to be carried out. This process is expected to ensure that online learning does not give a burden to students and parents to carry out the learning process. Carried out assignments are also given in accordance with the learning portion of students at home by paying attention to health principles.

### • Language Laboratory Format in Pandemic COVID-19 Online Learning

#### Format of Online Language Laboratory.

The format of language laboratory based on Online Learning tries to combine the advantages of the Internet with computer devices. Additionally, the online laboratory can develop student language skills such as listening, speaking, reading, and writing. The format in the online language laboratory is different from conventional language laboratory. Based on the interview, a teacher can provide easily all the equipment and media.

*(T1) It's good but it depends on the signal. Actually, it's fine but it depends on the signal for the audio/ video. If I use a headset so that outside sounds don't come in and the sound is clear. Minimal destruction. Then for the lighting, I use the background feature. There are none for students. They are free to use a laptop or cellphone. I did not specify.*

*(T2) The tools used, starting from the beginning of the video using PPT or Canva. Video editing with cellphones and laptops with applications. Video capture with a cellphone camera, audio also with a cellphone or with a laptop, headsets.*

*For students, they are free but I emphasize using a laptop. But some have problems with laptops, so they use HP.*

*(T3) Laptops are easier to operate. Others are software, audio-video on a laptop or software.*

*(T4) Hardware, laptop, headset, cellphone, Zoom, Google Form, quizzes, Google meet.*

*(P5) So far, it's been smooth. Sometimes the mic is broken. Can chat in the chat-box.*

In the online language laboratory, the lab devices are controlled and programmed through software in computer. A user webcam allows monitoring of the learning activity. The online laboratory can be used from many locations, it can be utilized by a much larger audience and in a longer time duration than a conventional lab. The format of the online laboratory consists of:

- a. Laboratory device, physical instrument or Computer Assisted Language Learning software
- b. Equipment for control the remote users
- c. Teleconferencing equipment for chatting capabilities and collaboration among students and instructor
- d. Control software for users to perform experiments
- e. Lab scheduling component assigning users time to use the lab
- f. Work assignments software for students.
- g. Instructions manual on how to run the online laboratory.

Furthermore, student time and places access will be administered there. Work assignment paper and course material for the learning are available over the Internet from the same site. The theoretical concept behind the Online Language Laboratory is laboratory accessible to students and lecturers. The Online Language Laboratory is integrated with the Internet accessible to enrich the students' educational experience.

There are some features of the language lab, which make the language class have more interactive session:

- a) Attention: Attention on the subject is increased resulting in better retention of the concepts.
- b) Acoustics: It provides equal opportunity to all the students to hear the instructor irrespective of the place where they are seated.
- c) Building Student Experience: Students can build on their existing experiences and gain further knowledge of computers while learning in the computer language lab.
- d) Excitement: Students become excited when using learning lab systems. The student's attention is heightened and the boredom of repetitive learning is lifted.
- e) Efficiency: The teacher can monitor individual students (and talk to them) much more efficiently than in a regular classroom.
- f) Individualization: Labs provide the capability for dividing the class into several groups.
- g) Internet access: The new generation of multimedia systems allows the students to be connected to the World Wide Web and to be able to access information on a global basis.
- h) Privacy: It also provides privacy that encourages shy students to speak without any hesitation.
- i) Teacher monitoring: Since the teacher is not concentrating on producing the next question or drill, he/she can concentrate more on the student responses.
- j) Variety: The language lab provides variety from regular classroom situations. The teacher's role is changed, and the students are more active for longer periods.

### •The Challenge of Online Language Laboratory

Actuating process or implementation there are several obstacles such as not all students can understand the instructions and instructions of the teacher in providing material in the form of modules or questions. Another obstacle is that a large number of assignments that students submit to the teacher makes the recap and assessment process more complicated and increases the teacher's time to check so that data recap errors may occur. Handling that is carried out related to this problem is by scheduling students in each class to collect assignments and carry out offline discussions in class with limited time and the number of students.

Controlling includes monitoring the online learning process and the obstacles that arise in the process. The obstacle in the online learning process at the SWCU LAB Middle School was the ineffective learning using video conferencing using the WA application, Google Meet, and also Zoom. This occurs from not all regions having good internet network access so that not all students can follow the process so that the learning process is replaced by providing modules that are easy for students to understand and also the teacher distributes learning videos that support the student's learning process.

Before online learning, all of the homework, assignment, laboratory assessments, and examination in the course were paper-based. Nowadays on the pandemic, the lecturers and lab assistants convert the course to a fully online environment.

#### a. Lecturer Preparation

Lecturers have difficulty with the software they are going to use in their online labs. Lecturers must have the knowledge and understanding of course materials, the awareness of and skills for using virtual environment teaching methodologies, and the necessary technical competence for using the hardware needed in the Online lab.

**b. Technological Changes**

Update software required hardware changes that should be operated by all members. The changes made it very difficult for lecturers to keep up and required them to constantly look for resources to master the changes. Lecturers run through an implementation difficulty in the first stage of transition, regardless of whether there is support or not.

**c. Curriculum Changes**

Lecturers should have the ability to handle the technical, organizational, and social challenges which came with the online environment. Curricular change is mainly caused by a teacher's perception of the new course materials and media, the goals with which it comes, and the underlying philosophies behind the course or the new medium of teaching.

**d. Student Competency**

The students did not have the competencies in the use of computers and technology. The lack of these skills caused problems for both the lecturers and the students because valuable time was used toward teaching computer skills and technology at the expense of teaching the course content.

**e. Communication**

A lack of communication between the lecturers and the schools' technology experts often created a challenge. They indicated that sometimes the expert was difficult to contact when immediate assistance was needed to solve a problem.

Challenges remain for those wanting to offer laboratory activities to distance students: their familiarity with general applications; their ability to install software correctly, given that they do not come onto campus; and their ability to troubleshoot independently. Giving students the ability to interact with software and equipment they would not have encountered previously outweighs these problems.

## CONCLUSIONS

Language Laboratory is a requirement for education because it offers learners the possibility to have practical experience. This paper presented an exploration of a new online language laboratory model based on lecturers' perspectives for pandemic Covid-19 times. An online language laboratory that can be operated and remoted through the computer, internet, and interactive software supports the teaching of the English learning process. The online language laboratory employed for the development of the virtual laboratory environment: Zoom Meeting and Microsoft Teams software was used to create the simulations that support the audio-video media. Microsoft Teams platform was used to host and control the virtual simulations, with additional appropriate resources created for offering learners a collaborative learning environment.

This paper also presented some online learning challenges that create some learning strategies by the lecturers. In summary, the usefulness of the online language laboratory was commended by lecturers and learners. Learners appreciated the online language laboratory experience because it improved their motivation to learn English. Moreover, the response collected from the learners and lecturers indicated that the developed Online Language

Laboratory supported the learners' understanding of English Language Skill.

Obviously, that is not all the practices of a real laboratory, can be conducted in the online laboratory, but the usefulness of Online Language Laboratories for English learning has been proven by several studies. Finally, this new laboratory

format presented in this paper is a generic framework that can be applied to other courses that need to provide a virtual laboratory. One more perspective of this study is the fact that we are observing the development of an online laboratory for English Learning activities by utilizing the same methodologies and tools.

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## 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]:**НОВИЙ ВИКЛИК: РЕКОНСТРУКЦІЯ МОВНОЇ ОНЛАЙН-ЛАБОРАТОРІЇ  
ДИСТАНЦІЙНОГО НАВЧАННЯ В ІНДОНЕЗІЇ**

Широке поширення COVID-19 змусило більшість шкіл та коледжів залишитися закритими на певний час. Це явище створило проблеми в процесі викладання та навчання.

**Метою** цієї роботи є аналіз процесу навчання за допомогою нового формату лінгафонної лабораторії. Існують декілька форматів процесу онлайн-навчання: база знань, онлайн-підтримка, асинхронне навчання, синхронне навчання та гібридне навчання. У цьому дослідженні використовувався описовий дизайн із якісним підходом до вивчення стратегій лінгафонної лабораторії та викликів пандемії в університеті.

**Методи.** У цьому дослідженні були використані анкета та інтерв'ю, щоб отримати відповіді викладачів англійської мови в мовному центрі Університету Себеласа Марета, Індонезія.

**Результати** показують, що пандемія коронавірусної хвороби 2019 (COVID-19) значно сприяла реформуванню мовної лабораторії. З одного боку, і викладачі, і студенти стикаються з багатьма проблемами в процесі викладання та навчання. З іншого боку, новий формат і зміст лінгафонної лабораторії онлайн допомагають викладачам і студентам у процесі навчання. COVID-19 також відкрив можливість реконструювати систему викладання-навчання в лабораторії та створювати оновлені програми та системи оцінювання.

**Висновок.** Для розробки середовища віртуальної лабораторії використовувалася онлайн лінгафонна лабораторія: програмне забезпечення Zoom Meeting та Microsoft Teams було використано для створення симуляцій, які підтримують аудіо-відео медіа. Платформа Microsoft Teams була використана для розміщення та керування віртуальним моделюванням, а також були створені додаткові відповідні ресурси, щоб пропонувати студентам середовище для спільного навчання. Викладачі та студенти високо оцінили корисність лінгафонної лабораторії. Студенти оцінили досвід онлайн-мовної лабораторії, оскільки він покращив їхню мотивацію до вивчення англійської мови. Більше того, відповіді, зібрані від студентів та викладачів, вказують на те, що розроблена мовна онлайн-лабораторія підтримує розуміння студентами основних навичок володіння англійською мовою.

**КЛЮЧОВІ СЛОВА:** виклики, лінгафонна лабораторія, пандемія.

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## ANALYSIS OF BASIC EDUCATION CONCEPTS IN UKRAINE AND CANADA (IN THE FIELD “ADVERTISING AND PUBLIC RELATIONS”)

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### ABSTRACT

The **aim** of the article is to conduct a comparative analysis of basic research concepts in the Ukrainian and Canadian scientific space related to the concepts that characterize the general context of professional training, in particular in the field of advertising and public relations.

The research **methodology** is based on general scientific and terminological methods, the comparative method.

As a **result**, the comparison of the basic research concepts in the Ukrainian and Canadian scientific space are considered, namely, education, professional education, vocational education, continuing education, lifelong learning, competence, profession, trade, professional training, professional competence, advertising education, integral competence of a specialist in advertising and public relations, general competencies of a specialist in advertising and public relations, etc. The results of the research, first of all, can be used in systematization of the accumulated scientific knowledge in the field, synthesis and generalization of scientific achievements of the field, ensuring the successful application of scientific achievements in practice.

**Conclusions.** The comparative analysis of basic research concepts in Ukraine and Canada that characterize the general context of professional training, in particular, in the field of advertising and public relations is done. The experience can be taken into account when reforming education in Ukraine and Canada.

**KEYWORDS:** Advertising, Education, Educational Training, Comparative Pedagogy, Competence, Continuing Education.

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## INTRODUCTION

In today's society, the contradictions between the content of design education and the needs of advertising and media in the development of educational technologies and digital transformation of training, between the level of professional education of advertisers and employers' requirements for new skills. In the article, the author analyzes the basic concepts of the educational apparatus used in the process of professional training of future advertisers and marketers.

Currently, the scientific and pedagogical community is working to create an effective system of training future professionals who have sufficient professional training and their high qualifications meet modern global requirements for professionals in the advertising business, which can be achieved by reforming higher professional education.

The article presents a comparative analysis of educational terms required for the training of future professionals, in particular, in the design of advertising, sufficiently trained and competitive in today's challenging environment. Digitization of all important aspects of society, in particular in the education systems of Ukraine and Canada, creates, first of all, the need to systematize the accumulated volumes of scientific knowledge, which will ensure reliable ways of research methodology. related scientific knowledge in the field, synthesizes and summarizes the scientific achievements of the whole industry, ensuring the successful application of scientific advances in practice.

The **aim** of the article is to conduct a comparative analysis of basic research concepts in the Ukrainian and Canadian scientific space related to the concepts

that characterize the general context of professional training, in particular, in the field of advertising and public relations.

## METHODOLOGY

The study used a general scientific method that provides analysis, comparison, systematization of information obtained from theoretical materials and scientific literature; a comparative method is needed to compare the concepts used to provide professional education in the field of advertising and public relations; terminological analysis, which defined the basic concepts according to the research subject.

The comparative method performs the function of obtaining relevant information about education in the context of international comparisons; helps to analyze the differences in the education systems of different countries; creates real models for assessing the educational achievements of different countries.

## THEORETICAL FRAMEWORK

Comparative pedagogy performs the function of obtaining relevant information about education in the context of international comparisons; helps to analyze the differences in the education systems of different countries; creates real models for assessing the academic achievements. According to S. Sysoeva, the analysis of scientific terms does not unify the differences of concepts in the study.

Educational terms are used in a group of like-minded people or a team, or in the thesaurus of an individual scientist and are arranged in order to add new values to the industry using the established and accepted system of pedagogical values and expectations (Ognevyuk, 2009, p. 227).

The Canadian researchers N. Johnson (2020) and K. Robson (2021) define education as the main activity of uniting people in any social group or community. The same term is used to describe the results of educational experience. The concepts of “profession” and “professional education” were covered in their works by Canadian scientists Mike Saks (2012) and Vicki Denmark (2013).

## RESULTS

In Ukraine, according to the Law “On Higher Education”, a higher education institution is a separate type of institution, which is a legal entity of private or public law, operates under a license to conduct educational activities at certain levels of higher education, conducts scientific, technical, innovative and / or methodological activities, ensures the organization of the educational process and the acquisition of higher education, postgraduate education, taking into account their vocations, interests and abilities (Zakon Ukrainy “Pro vyshchu osvitu”, 2014).

According to the Council of Ministers of Education of Canada, “a legitimate higher education institution is a private or public institution that has received full authority to obtain degrees, diplomas, and other authority through a public or private provincial or territorial legislature or governmental quality assurance mechanism”.

First of all, let's define the concepts related to education, in particular the professional training of advertisers and the definition of common and different positions in the interpretation of such key terms in Canada and Ukraine. This will give an idea of the essential features, meanings and areas of application of the concepts of the research problem.

The concept “education” is the basis for our study. If we take as a basis the Ukrainian explanatory dictionary, we can see the following meanings of the concept:

1. the amount of knowledge acquired during training;
2. development of the degree of knowledge; training; the course of knowledge acquisition;
3. the degree of knowledge in general in society, the state, etc. (<http://sum.in.ua/>).

The term “education” is understood as:

1. Socially organized and normalized process (and its result) of constant transmission by previous generations to the next socially significant experience, which in ontogenetic terms of personality formation is its genetic program and socialization;
2. Systematic and organized activities aimed at providing knowledge, skills and abilities (Vasyliuk, 2013).

S. Sysoyeva emphasizes that: “Education is perceived today as a process of external influence on the individual’s assimilation of generalized objective, social experience, norms, values, etc.; as a special sphere of social life; unique system, a kind of socio-cultural phenomenon; as an essential characteristic of the ethnos, society, human civilization, ways of its self-preservation and development; as a holistic unity of learning, education and development, self-development of the individual; as the preservation of cultural norms with a focus on the future state of culture; as a socio-cultural 3 institution that promotes economic, social, cultural functioning and improvement of society; as the level of general culture and education of people” (Sysoyeva, 2012).

According to S. Sysoyeva, the term “education” has a broad meaning, filled with different contexts, which together

give the following definitions: education can be a value for the state or society or an individual); education is a system made up of different educational institutions; education is a process; result; socio-cultural phenomenon; education forms the consciousness of society as a social institution (Sysoeva, 2012).

In Canadian terminology, the term “education” is expressed by the word “education”. Etymologically, the word “education” comes from the Latin word *ēducātiō* (breeding, upbringing, cultivation) from *ēducō* (educate, train) which is associated with the homonym *ēdūcō* (lead forward, pull; lift, reduce) from *ē-* (from, with) and *dūcō* (lead, spend).

“Education” is defined as the process of acquiring knowledge. According to the Oxford Dictionary, this term is interpreted as the process of teaching, learning and training, especially in schools, colleges or universities, to improve knowledge and develop skills. In turn, this concept includes “higher education” as education at the university, including degrees; “adult education” that is available outside the formal education system, such as in the evening or online, and “distance education” as a system of education in which people study at home through special websites and send works by mail or e-mail. mail to their teachers.

Correspondence education, distance education, open education, online education and e-learning is the terminological evolution of off-campus education, and the word off campus has now been replaced by e-campus. Distance learning is now available online, on time, relevant and open to all. Not only in Canada, but around the world, it has become one of the most influential teaching methods, bringing an innovative vision of teaching as opposed to teaching in the classroom.

The Canadian Oxford Dictionary (2022) gives a different meaning to the term “education” as the process of obtaining or systematic learning, especially at school or university; theory and practice of teaching; the set of knowledge gained during training; information about or study in a particular subject; educational experience (for 2nd education).

Higher education means education at universities or similar educational institutions, including degrees.

Adult education is educational programs or courses for adults who are not attending school or college.

The Merriam-Webster dictionary interprets the concept of “education” in several senses: 1) the action or process of learning in a school, college or university; 2) knowledge, skills and understanding that you gain from attending school, college or university (Merriam-Webster, 2004)

Canadian scholars N. Johnson (Johnson, 2021) and K. Robson (Robson, 2012) define education as the main activity of uniting people in any social group or community, regardless of their size. It is part of a regular family, business or country relationship. The process by which people gain knowledge, understanding, skills or values. The same term is used to describe the results of educational experience. That is, education is what a school, television, or recreational activity offers people, or the term indicates what participants or viewers have received from their participation in this educational experience.

According to the interpretation given in the Ukrainian pedagogical encyclopedic dictionary (Goncharenko, 2011), “professional education” means training in educational institutions of specialists of different levels of qualification for work in

one of the branches of national economy, science, culture. Its content is aimed at honest study of the scientific foundations and technology of the chosen profession, instilling special practical skills, moral and psychological education of the individual, adapted to perform work in the chosen field. According to another wording, it is the sum of knowledge, skills and abilities required for the work of a specialist of higher, secondary qualification or skilled worker (Goncharenko, 2011).

The topic of our study also includes the term "profession". In Ukraine, this term is explained as a type of employment, work that requires proper knowledge, skills and qualifications. This also applies to the profession of advertising designer, marketer, public relations specialist. Professions are grouped into different categories: economic, technical, pedagogical, and so on. This term can also be described as a system of knowledge, skills and abilities inherent in a particular person (Derzhavna stratehiia rehionalnoho rozvytku na 2021-2027 roky, 2020).

In English, the word "profession" translates as "profession, trade, vacation" and means the ability to work in a particular field; professional, constant performance of some work for the purpose of earning; specialty, specialty; the taxonomic approach defines a profession as a process that has unique and positive characteristics, including excellent knowledge and experience. A neo-Weberian approach based on a less common and more analytically useful definition of the profession, focused on the exceptional excellence of the specialist, is considered more effective. (Saks, 2012).

The concept of "professional training" is identified with professional education, which is associated with the acquisition of certain knowledge and skills in a particular

profession and specialty (Denmark, 2013). The concept of "professional training of specialists in the advertising industry" is considered as a specially organized process of mastering theoretical and practical knowledge, skills and abilities in the process of studying the system of professionally oriented disciplines of the advertising cycle and forming professionally significant personality traits, necessary for the future professional activities.

The concept "professional training" in the Ukrainian scientific space is well understood as the process of obtaining a person a certain professional qualification in the relevant field or specialization (M. Artyushina, A. Vasilyuk, M. Tanas, etc.).

The European Commission's (EC) document "Making the European Lifelong Learning Space a Reality" (Commission of the European Communities. Brussels, 2001) states that building active citizens and employment skills are equally important goals of lifelong learning as a lifelong learning activity, skills and competencies both in the interests of personal development, citizenship, and for social development, or to find a job.

Continuing education, according to (Nychkalo, 2011), covers all types of education – from primary to higher education; is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to personal and professional realization and self-realization of man, improving his skills throughout life.

Continuing professional education should promote the establishment of the human person as the most important in society, protect it from depersonalization in the realities of a market economy, create conditions for self-realization in the

profession, and implement the humanistic orientation of modern education (Nychkalo, 2011).

The Incheon Declaration outlines the conditions under which the program will be coordinated, funded and monitored for the next 15 years at the global, regional and national levels. At the World Forum on Education, participants strongly advise governments to give the entire population equal access to lifelong learning (Trade Union of Education and Science Workers of Ukraine, n.d.).

In Canadian terminology, there are the following concepts for the definition of non-continuing education: permanent education, continuing education, life-long education.

Summarizing the research of scientists on the problem of education in Ukraine, we can conclude that researchers of terminology offer two approaches to the interpretation of the concept “continuing education / continuing learning” (Vanyskott, 2003):

1. The foundation of today's education system, according to which learning lasts a lifetime (for its full self-realization) includes the revival, dissemination and improvement of general and professional competencies and qualifications. Continuing education includes formal and non-formal education, as well as non-formal learning.
2. The endless process of improving general and professional competencies and qualifications is the foundation of the modern education system, when human learning lasts a lifetime and includes the revival, dissemination and improvement of its general and professional competencies. Due to the rapid changes in life and the acceleration of scientific and

technological progress, school education is gradually becoming obsolete, causing the need for lifelong learning in such organizational forms and sizes that are optimal for the profession, in other words that allow to restore and expand general and professional competencies (Derzhavna stratehiia rehionalnoho rozvytku na 2021-2027 roky, 2020).

In the Canadian scientific literature, the concept of “advertising education” is considered in the general European context as a special kind of education, the content and procedural components of which significantly influence the formation of both professional and personal criteria of individual development. will influence the development and course of processes in the creation and application of advertising content that can determine the well-being of society in general and each individual in particular (Saks, 2012).

The concept “advertising education” in the Ukrainian scientific space is interpreted as a result of professional training, which involves obtaining special theoretical and practical knowledge within the professional training of advertisers of all specialties, which allows graduates to successfully perform work in their profession (I. Titarenko, G. Gorbenko, etc.).

The basic competencies that advertising professionals should possess include integrated and general competencies. According to the educational and professional program of the State University of Trade and Economics (Faivishenko et al., 2022), the integral competence of a specialist in advertising and public relations is expressed as the ability to solve complex specialized problems and practical problems in the field of social communications.

Communication and other sciences and is characterized by uncertainty conditions for the bachelor's degree and as the ability of a person to solve complex problems and problems in the field of journalism and in advertising and / or in the learning process, which involves research and / or innovation and is characterized by uncertainty of conditions and requirements, namely to generate a media product idea, develop a creative concept and media design of a product, create photos of various genres, form an advertising strategy, use information and digital technologies in advertising for the third, master's level. Common competencies include, in particular, the ability to apply knowledge in practice, the ability to communicate with non-professionals, the ability to self-study, information skills and the ability to take initiative and generate new ideas.

In Canada in general, there is no division into integral, basic and professional competencies. But there is a list of required professional learning outcomes that a graduate of the Advertising and Public Relations program must achieve, for example, according to the professional standard at the Ontario College of Applied Arts and Technology (2022). Here the graduate must reliably demonstrate the ability to:

- identify and respond to customer goals for advertising and marketing communications, applying the principles of marketing and communications;
- analyze the market segmentation, determine the target market / audience of the organization and determine the consumer behavior of each segment;
- develop an advertising plan and convincingly present and defend it, help assess the effectiveness of

- advertising and marketing communications initiatives;
- cooperate in the development of advertising and marketing communication materials in accordance with current Canadian legislation, industry standards and business practices;
- participate in the development of creative solutions to solve problems of advertising and marketing communications;
- facilitate the planning, implementation, monitoring and evaluation of projects, applying the principles of project management;
- perform all work professionally, ethically and on time;

The results of this study can be taken into account in the reform of education in Ukraine and Canada. First of all, in the systematization of the accumulated amounts of scientific knowledge in the field, synthesis and generalization of scientific achievements of the whole industry, which will ensure the successful application of scientific achievements in practice.

## DISCUSSION

In our opinion, the implementation of a comparative analysis of the basic research concepts in the Ukrainian and Canadian scientific space characterize the general context of professional training. In particular, our study deals with terms in the field of advertising and public relations, which can contribute to the adaptation of vocational education to the new realities of the XXI century, where vocational education, according to the European Commission document active citizens and the ability to get a job are equally important goals of continuing education as a general lifelong learning activity to improve knowledge, skills and competencies in the interests of personal

development, citizenship, and social development, or to find work.

In our opinion, the studied terms are a necessary basis for the organization of vocational education, namely in the implementation and development of vocational education in the field of advertising and public relations. At the same time, we share N. Nychkalo's opinion that continuing education covers all types of education, from primary to higher education. We agree that it is a continuous process that stimulates people and allows them to acquire the necessary knowledge, values, skills that contribute to personal and professional realization and self-realization of man, improving his skills throughout life.

According to S. Sysoyeva, the term "education" has a broad meaning, filled with different contexts, which together give the following definitions: education can be a value for the state or society or an

individual; a system made up of different educational institutions; a process; result; socio-cultural phenomenon; education forms the consciousness of society as a social institution. It is close to us the Canadian Oxford Dictionary definition also gives a different meaning to the term "education": the process of obtaining or systematic learning, especially at school or university; theory and practice of teaching; the set of knowledge gained during training.

## CONCLUSION

Thus, the analyzed basic concepts allow us to conclude that there are different approaches to their interpretation, which often complement each other, sometimes contradict each other, which, however, allows us to argue about common aspects and related areas in the study of economic professionals directly in higher educational institutions of Ukraine and Canada.

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## CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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**АНОТАЦІЯ / ABSTRACT** [in Ukrainian]:

**АНАЛІЗ ОСНОВНИХ ПОНЯТЬ В СИСТЕМІ ОСВІТИ УКРАЇНИ ТА КАНАДИ (В ГАЛУЗІ «РЕКЛАМА ТА ЗВ'ЯЗКИ З ГРОМАДСЬКІСТЮ»)**

**Метою** статті є здійснення порівняльного аналізу базових освітніх понять дослідження в українському й канадському науковому просторі, що відносяться до термінів, які характеризують загальний контекст професійної підготовки фахівців, зокрема в галузі реклами та зв'язків з громадськістю.

**Методологія** дослідження побудована на основі загальнонаукових та термінологічних методах, порівняльному методі.

У **результаті** дослідження здійснено порівняння базових освітніх понять в українському й канадському науковому просторі, а саме – освіта (education), професійна освіта (professional education), неперервна освіта (continuing education, lifelong learning), компетентність (competence), професія (profession, trade), професійна підготовка (professional training), професійна компетентність (professional competence), рекламна освіта (advertising education), інтегральна компетентність фахівця рекламної діяльності і зв'язків з громадськістю (integral competence of a specialist in advertising and public relations), загальні компетентності фахівця рекламної діяльності і зв'язків з громадськістю (general competencies of a specialist in advertising and public relations) та ін. Результати дослідження, насамперед, можуть бути використані при систематизації накопичених обсягів наукових знань в галузі, синтезі та узагальненні наукових досягнень всієї галузі, забезпечуючи успішне застосування досягнень науки на практиці.

**Висновки.** Проведено порівняльний аналіз базових понять дослідження в Україні і Канаді, що характеризують загальний контекст професійної підготовки фахівців, зокрема в галузі реклами та зв'язків з громадськістю. Набутий досвід може бути врахований при реформуванні в системах освіти України та Канади.

**Ключові слова:** компаративна педагогіка, освіта, неперервна освіта, освітня підготовка, реклама, компетентність.

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## ACADEMIC INTEGRITY IN THE CONTEXT OF EUROPEAN EXPERIENCE AND UKRAINIAN PRACTICE

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### ABSTRACT

*The article analyses the experience of European countries in counteraction to academic dishonesty and plagiarism, as well as the attitude of Ukrainian students to the problem. The specific examples of the counteraction against academic fraud in universities abroad have been studied, in particular, in the United Kingdom at the University College London, in Sweden at the Karolinska Medical University, and in higher education institutions in Poland. The article examines the attitude of Ukrainian students to various issues of academic integrity by questionnaires for its development in higher education institutions to prevent plagiarism in Master's theses.*

**The purpose** of the research is to study the European experience in counteraction to the manifestations of academic dishonesty and plagiarism among students to apply the experience in Ukrainian higher education institutions.

**Methodology.** A survey among Master students in H.S. Skovoroda Kharkiv National Pedagogical University was conducted, which revealed the level of students' knowledge about such concepts as academic integrity, plagiarism, as well as its types and reasons that motivate students to academic dishonesty and plagiarism.

**Results.** The results of the survey show that, unfortunately, most students do not consider plagiarism a fraud. According to them, posting a text on the Internet makes it common and accessible to all, "nobody's", and academic

*dishonesty and plagiarism in the student environment by majority of students is still perceived as the norm.*

**Conclusions.** *To develop the academic integrity for Ukrainian students, it is necessary to implement a set of various measures. Promoting academic integrity and counteraction to plagiarism should take place at the level of the national ministry, higher education institutions, University faculties, departments, teaching staff, and the students themselves. Such work must be systematic, have a strategy, technology, ways of implementation at all levels of the scientific and educational process. It is expedient to conduct mass, explanatory, preventive work in each university, instill in Ukrainian students the principles of academic integrity, conduct special lessons to prevent plagiarism, work with common electronic programs of text self-checking, and teach training modules.*

**KEY WORDS:** *Student, Master Student, Academic Integrity, Plagiarism, Questionnaire, Online Form, Electronic Programs.*

## INTRODUCTION

Today, the problem of academic integrity is quite acute around the world (Lyst MON, 2017). In higher education institutions of Ukraine, the issue of instilling fundamental values of academic integrity has received much attention (Finikov & Artiukhov, 2016). In this regard, there is a need to analyze the state of academic integrity on the example of European countries.

But before proceeding to the research of the experience of counteracting the academic dishonesty in foreign universities, the meaning of the terms "academic integrity" and "plagiarism" are to be analyzed.

The content of the term consists of a set defined following laws, regulations, norms, and rules that must be followed by participants in the educational process during training, teaching, scientific activities to improve them, as well as ensure confidence in the results.

Foreign scientists argue that academic integrity ensures public confidence in the authority of modern science at all levels, including both the research process itself and the results obtained

(<https://www.academicintegrity.org/>).

According to researchers, violations of academic integrity are incorrect actions on the part of any participant in the educational process (Anderson et al., 2013; Cross, 2007).

Undoubtedly, the leading normative document on academic integrity is T. Fishman's well-known work "Fundamental Values of Academic Integrity" at the International Center for Academic Integrity at the Rutland Institute of Ethics, Clemson University (South Carolina, USA) (Cross, 2007). This normative document has been translated into many languages of the world, and it is fundamental in the research of academic integrity.

Also, the scientific space pays close attention to the issue of plagiarism. The concept of plagiarism is understood as borrowing scientific ideas without reference to the author's source, appropriation of other people's research results, use of texts without correctly indicating the source of borrowing, and so on.

Finally, plagiarism is illegal scientific behavior in the field of education. The

forms of illegal scientific behavior include scientific plagiarism, falsification of scientific information, and production of pseudo-scientific products.

### THEORETICAL FRAMEWORK

Given the fundamental work on the subject (Fishman, 1999), academic integrity is seen as the commitment of the academic community to six fundamental values, including honesty, trust, justice, respect, responsibility, and courage.

First of all, we shall analyze how these basic values are violated. Violations include copying (the use of the author's text, without reference to his work); forgery (falsification of the text); even involvement in the commission of academic dishonesty; plagiarism (borrowing another person's idea or text and presenting them as their own); deception (providing knowingly false information about the results of scientific activities), such as acquiring the results of scientific activities from third parties and presenting them as their achievements (term papers, theses, articles, dissertations, etc.). We believe that various forms of academic fraud in higher education institutions are used to mimic research, which undermines the credibility of science and research in general, devaluing them (Dorozhko, 2021).

Of course, a person must be brought to academic responsibility for academic dishonesty. However, in this matter, a clear distinction should be made between sanctions against scientific and pedagogical, pedagogical, and scientific workers, as well as against those seeking higher education.

The academic responsibility of scientific and pedagogical, scientific workers, with which there is evidence of academic dishonesty, may consist in the following: refusal to award scientific degrees and

confer academic degrees; cancellation of awarded scientific degrees or awarded scientific titles; prohibition to participate in the work of certain bodies or to hold relevant positions.

Academic responsibility for applicants for higher education, with which there is evidence of academic dishonesty, may consist of the following points: their re-assessment (control, credit, exam); loss of academic scholarship; deductions from higher education institutions.

The category of scientific plagiarism researchers (Byvaltsev et al., 2017) decompose into the category of obvious and non-obvious scientific plagiarism when the consideration of this issue requires the mandatory participation of an expert. The concept of obvious scientific plagiarism combines the following categories: 1) appropriation of authorship of elements of another's scientific text in the part concerning its form in the text; 2) borrowing elements of someone else's scientific text using the rules of scientific citation (indicating the author, title and source of the text), the share of which, for example, exceeds 50% of the total volume of your text; 3) borrowing elements of one's own scientific text (self-plagiarism), the share of which, for example, exceeds 70% of the total volume of a new own text.

The category of non-obvious scientific plagiarism includes the following types of borrowings: 1) partial self-plagiarism; 2) mosaic plagiarism; 3) paraphrasing (rewriting); 4) plagiarism with the participation of "ghost authors" (Scanlon & Neumann, 2002).

Our research aims concern the academic integrity and plagiarism of master students because they are in close contact with these concepts when writing a master's thesis. There is no doubt that it is necessary to form students' academic

integrity from the first year when writing theses, or any small-sized original scientific investigations. However, it is when writing a master's thesis that the students feel what the academic virtue of dishonesty is, or plagiarism.

In our opinion, overcoming the problem of plagiarism among students depends on instilling in students the habit of self-examination of their own scientific work and mandatory total (rather than fragmentary) examination of their work within the institution of higher education.

Undoubtedly, higher education institutions are looking for ways to punish higher education seekers for academic dishonesty. As we have already mentioned, for a higher education applicant this may be the withdrawal of the thesis, as well as exclusion from the institution of higher education. Nevertheless, plagiarism is rarely practiced in domestic higher education institutions (according to official websites). Sanctions such as lowering the grade for the thesis, returning for revision, etc. are mainly applied.

To understand the ways of revealing the academic dishonesty and plagiarism, we have explored specific examples of the fight against academic fraud in universities abroad. The most common strategies of combating student dishonesty in research are presented below.

For example, in the United Kingdom, University College London practices a penalty for academic dishonesty by lowering scores, retaking a course, or dropping out. College students are warned about the ban on the following actions: copying information from electronic sources to form part of the thesis; using someone else's work as your own; the processing of essays or practical

work of other authors, as well as their own (self-plagiarism); using the services of employees of professional firms, as well as individuals in the "help" to prepare work instead of the student; preparation of part of the work based on other people's ideas without correct references to them. Students are also clearly informed about the rules of citation.

Scientists in the UK have developed a system of national rates of fines for plagiarism in student work. The development of the system of fines is due to the inconsistency of penalties that follow plagiarism in various higher education institutions in the UK. This practice is extremely harsh in punishing for academic fraud. It aims at a stricter sequence in the regulation of academic fraud. However, the system of fines is conceived as a guideline rather than a directive.

In Sweden, the Karolinska Institute Medical University also has clear sanctions for plagiarism. Students are also explained in advance that the thesis cannot have unauthorized copying of sections of someone else's text, presenting them as their own work. All student theses are checked for originality through the Urkund and iThenticate electronic plagiarism detection programs that are popular in Sweden.

The Swedish National Higher Education Agency provides annual reports on the increase in the number of disciplinary measures taken in the event of plagiarism. An increasing number of higher education institutions adhere to the principle of prevention of academic fraud.

Polish higher education institutions offer the next way to combat plagiarism, which is to promote the principles of academic integrity and training in information competencies, focusing on the

introduction and use of electronic anti-plagiarism programs in the educational process.

In Polish education and science sector, the problems related to the violation of academic integrity are presented to the public, they are quite actively discussed both in the columns of major periodicals and in student forums. All this, of course, contributes to the fight against negative phenomena in science (Shevchuk, n.d.).

It is worth noting that, unlike in Ukraine, most Polish higher education institutions require their students to provide written confirmation that their dissertation was completed independently and is original (Shevchuk, n.d.). In our opinion, this is also a fairly successful step that contributes to the mass prevention of the spread of plagiarism in student research.

Thus, the analysis of specific measures to combat plagiarism in various higher education institutions revealed their division into lenient and severe ones. The former include clarification, prevention, warning, the latter strengthening the

responsibility for plagiarism, the system of fines, deductions.

**METHODOLOGY**

The empirical basis of our research was the data of the survey of students of H.S. Skovoroda Kharkiv National Pedagogical University, which was conducted online through the Google service. Participation in the survey was voluntary; the link to the questionnaire was placed in groups of students from different faculties. In total, 40 master students took part in the survey.

When surveying master students, we wanted to find out whether the students understood what plagiarism is, what programs are available to detect it, what to do with the text after checking for plagiarism, what are the possible penalties for plagiarism, what are the reasons for students to academic dishonesty, plagiarism.

**RESULTS**

Below, the results of the survey are presented. There are some questions that were asked to respondents during the survey and answers to them (Table 1).

**Table 1**

Question	YES	NO
Do you know the types of plagiarism?	52%	48%
Do you know what plagiarism check programs are?	25%	75%
Do you know how to check texts for plagiarism?	75%	25%
Do you know what to do with your text if it is found to have a small percentage of originality and a high percentage of plagiarism after being checked by an anti-plagiarism program?	25%	75%
Do you know that plagiarism in scientific papers can be punished by the university?	46%	54%

In our opinion, students' misunderstanding of the essence of the concept of academic integrity and their ignorance of its principles, types, and kinds of verification systems, further processing

of the text, misunderstanding of the concept of plagiarism, and penalties for it are the main problems. Unfortunately, sometimes, the writing of a master's thesis is not aimed at performing a scientific,

research task, but only at obtaining formal results that are subject to control and evaluation.

In our opinion, students can avoid performing a scientific task because they do not know and do not understand that copying a text from the Internet is not a scientific or research search. They used to do this since school. In a higher education institution, scientific activity does not acquire personal meaning for students, they do not understand where, when, how they can use it in life or profession, why they need the results of their own scientific work.

Therefore, in view of this, we consider it is necessary for applicants to be as aware as possible of the issue of academic integrity and to understand the seriousness of the consequences of their dishonest actions. We consider the introduction of measures to ensure the observance of academic integrity in higher education institutions to be one of the ways to convey such information to students.

Considering the measures to ensure compliance with academic integrity at the H.S. Skovoroda Kharkiv National Pedagogical University, we can define three types of activities at the university aimed at ensuring the observance of academic integrity, which in turn are divided into three major groups, namely:

- *Information activities.* The necessary information is communicated through the placement of informational, normative, methodological materials on academic integrity and prevention of academic plagiarism on the official website of the university, as well as in structural units; also, they include information stands, banners, leaflets, brochures, etc.
- *Educational activities,* which are implemented through various forums,

courses, seminars, training, quotas, meetings, conferences, training programs dedicated to the promotion of academic integrity and prevention of academic plagiarism.

- *Control activities* are carried out through questionnaires of applicants and employees of higher education institutions for violations of academic integrity and mandatory testing of scientific, educational, methodological, qualification, educational, and research work for signs of academic plagiarism (Code of Academic Integrity of H.S. Skovoroda National Pedagogical University, 2021).

Most of the students who participated in the research, unfortunately, do not consider plagiarism a fraud. According to them, the placement of the text on the Internet makes it common and accessible to all, in addition, the texts are repeated many times, which also, in their opinion, makes them "nobody's". Thus, according to students, partial or complete copying of other people's work allows them to reduce time and intellectual costs for scientific work. In addition, students do not know how to work with basic anti-plagiarism testing programs.

In our opinion, one of the simple and effective mechanisms should be the habit of higher education students to independently check the online texts of their own manuscripts for originality. For example, the most common online programs for self-checking English manuscripts are services Grammarly, iThenticate, Blackboard SafeAssign. You can also use promo or demo versions with Ukrainian-language content, such as "Unicheck", "Antiplagiat", "Plagiat.pl".

We are convinced that higher education institutions must combat violations of the principles of academic integrity and should work on the formation of academic

culture, instill the principles of academic integrity in their students (Kostikova & Dorozhko, 2021).

In our opinion, the formation of academic integrity should begin as early as possible. The institution of higher education should conduct systematic, explanatory, preventive work throughout the scientific activity of students. There is a temptation for students to achieve the goal "at any cost", but cases of plagiarism must be made public in order not to repeat them, because the "tainted" reputation of the student is much more difficult to restore.

## DISCUSSION

Several issues remain debatable in the research. To prevent plagiarism, as evidenced by the work of various researchers, it is important to form academic integrity as a professional competence (Habibzadeh & Shashok, 2011), instilling respect for the principles of academic integrity at the level of higher education. There is no doubt that the fight against plagiarism in the scientific works of bachelors, masters, graduate students should have a strategy, tactics, technology, practical recommendations, ways of implementation (Wong et al., 2016).

Almost all national higher education institutions today use online programs to prevent plagiarism and avoid theft in scientific papers (Tucci & Galwankar, 2011). Undoubtedly, academic integrity testifies to the academic culture of the applicant, and plagiarism prevents an honest, responsible scientific process, the birth of new scientific ideas (Marusić & Marusić, 2007).

Based on the definition of scientists (Gallant & Kalichman, 2010), modern science requires a global and comprehensive approach to combating plagiarism, with the formation of academic integrity, and there should be,

above all, the scientists themselves, teachers, reviewers, editors, experts in science, whose experience will serve as an example for students, masters, graduate students (Sharma, 2015).

## CONCLUSIONS

The results of the research indicate the fact that majority of Ukrainian master students perceive academic dishonesty and plagiarism in the student environment as the norm. We are convinced that to combat the academic dishonesty of students, it is necessary to carry out a set of measures, which should include not only explanation, prevention, warning, strict control, but also administrative punishment.

Therefore, academic dishonesty can be considered as a symptom that reflects the inconsistency of traditional forms of evaluation and control of the scientific task to the current situation in education, society, life. Thus, in our opinion, the pedagogical requirements of assessment and control conflict with the personal intentions of students, their goals, capabilities or, sometimes, cause internal rejection and misunderstanding.

Thus, in our opinion, there are two main reasons for the disinterest of higher education administrations, research advisors, and master students in identifying and disclosing the facts of plagiarism: at the top level – the desire of institution administration to preserve the "face" of the university, its reputation and student's well-being; at the lower level – the reluctance of research advisors to allocate additional, personal time for a re-examination of works in which plagiarism is detected; also, students' misunderstanding of the value of their own scientific work, its practical implementation in later life.

We consider the substantiation of the technology of formation of academic integrity of master students in institutions

of higher pedagogical education to be prospects of further explorations in this direction.

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### CONFLICT OF INTERESTS

The author declares no conflict of interest.

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**АНОТАЦІЯ / ABSTRACT** [in Ukrainian]:**АКАДЕМІЧНА ДОБРОЧЕСНІСТЬ У КОНТЕКСТІ ЄВРОПЕЙСЬКОГО ДОСВІДУ Й УКРАЇНСЬКОЇ ПРАКТИКИ**

Стаття присвячена аналізу досвіду європейських країн у протидії академічній недоброчесності і плагіату, а також ставлення українських студентів до цієї проблеми. Досліджено конкретні приклади боротьби з академічним шахрайством в університетах за кордоном, зокрема, у Великобританії у Лондонському університетському коледжі, у Швеції у Каролінському медичному університеті та у закладах вищої освіти Польщі. Стаття досліджує відношення українських студентів до різних

питань академічної доброчесності шляхом анкетування для її формування у закладах вищої освіти щодо запобігання плагіату у магістерських дипломних роботах.

**Мета дослідження** полягає у вивченні європейського досвіду боротьби з проявами академічної не доброчесності і плагіатом серед студентської молоді з метою застосування даного досвіду в українських закладах вищої освіти.

**Методологія.** Було проведено анкетування магістрантів Харківського національного педагогічного університету імені Г.С. Сковороди, яке дозволило виявити рівень знань студентів про такі поняття, як академічна доброчесність, плагіат, а також його види та причини, що спонукають студентів до академічної недоброчесності, плагіату.

**Результати.** Результати анкетування свідчать про те, що, на жаль, більшість студентів не вважають плагіат шахрайством. На їхню думку, розміщення тексту в Інтернеті робить його загальним і доступним для всіх, тобто «нічиїм», і академічна недоброчесність і плагіат у студентському середовищі більшістю студентів, на жаль, поки що і до сьогодні сприймається як норма.

**Висновки.** Задля формування академічної доброчесності українських студентів необхідно впроваджувати комплекс різноманітних заходів. Сприяння академічній доброчесності й боротьба з плагіатом мають відбуватися на рівні міністерства, закладу вищої освіти, факультетів, кафедр, викладачів, самих студентів. Така робота повинна бути системною, мати стратегію, технологію, шляхи реалізації на всіх рівнях науково-освітнього процесу. Доцільним є ведення масової, роз'яснювальної, профілактичної роботи в кожному закладі вищої освіти, прищеплення українським студентам принципів академічної доброчесності, проведення спеціальних занять щодо запобігання плагіату, робота з поширеними електронними програмами самоперевірки текстів, організація навчальних модулів.

**КЛЮЧОВІ СЛОВА:** студент, магістрант, академічна доброчесність, плагіат, анкетування, онлайн форма, електронні програми.

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## INCLUSIVE EDUCATION IMPLEMENTATION: THE EXPERIENCE OF THE FACULTY OF PRIMARY EDUCATION

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### ABSTRACT

*Considering the current reality, there are new requirements for the organization of the educational process in higher education institutions of Ukraine. Thus, the problems and ways of the implementation of inclusive education for students with special educational needs are becoming increasingly important.*

*The **purpose** of the study is to substantiate theoretically the problems and ways of implementing inclusive education in Ukraine based on the experience of the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University.*

**Methodology.** *A retrospective analysis of the development of inclusive higher education in Ukraine has been used; it has been found that it is necessary to organize an inclusive environment and implement training for students with special educational needs in higher education institutions. The study was based on the Convention on the Rights of Persons with Disabilities, Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 “On approval of the Procedure for the organization of inclusive education in higher education institutions”, educational programs on 013 Primary Education, and scientific and pedagogical works on conceptual approaches to the implementation of inclusive education; organization of training of persons with special educational needs; principles and functions of inclusive education, which indicated the need for inclusive education in higher education institutions.*

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**Results.** *The essence of the concept "inclusive education" has been defined. Problems of higher education of people with special needs have been described. The system of education of students with special needs has been determined. It is noted that art HUB for students and university teachers with special educational needs in H. S. Skovoroda Kharkiv National Pedagogical University has been opened. It has been determined that there are elective subjects "Fundamentals of inclusive education" (for the 3<sup>rd</sup> year students) and "Features of working with an inclusive child" (for the 4<sup>th</sup> year students) in the educational program "Primary Education" at the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University. The educational program "Primary education with methods of special education" for applicants for the first (bachelor's) level of higher education has been described. The examples of students' working with an inclusive child are described.*

**Conclusions.** *The process of successful integration of people with special needs in a higher education institution requires a systematic solution of many tasks. Creating an environment accessible to people with special needs is becoming an unconditional requirement for the development of higher education institutions and significantly affects the competitiveness of a modern IHE.*

**KEYWORDS:** *Adaptation, Inclusive Education, Inclusive Educational Environment, Curatorship, Educational Process, Psychological and Pedagogical Support, Students with Special Educational Needs.*

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## INTRODUCTION

Everyone has the right to education, as it is enshrined in the Convention on the Rights of Persons with Disabilities. Inclusive education is a means of realizing this right. Inclusive education is the joint education of people with special needs and people who do not have such needs. Inclusive education is the recognition of the value of differences of all learners and their ability to learn, it is a flexible system that takes into account the needs of each person, not only with developmental problems, but also those who belong to a particular ethnic, cultural, social or age group. Today in Ukraine, an inclusive approach to learning is one of the main strategies of education (Konvenciia pro prava osib z invalidnistiu, 2009).

Currently, one of the most topical problems of the modern Ukrainian

education system is the organization of professional training and employment for people with special needs.

The **purpose** of the study is to substantiate theoretically the problems and ways of implementing inclusive education in Ukraine based the experience of the Faculty of Primary Education of H. S. Skovoroda Kharkiv National Pedagogical University.

## METHODOLOGY

The problem of education of people with special needs has become especially topical for higher education in Ukraine after the implementation of the Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 "On approval of the Procedure for the organization of inclusive education in higher education institutions" (Postanova Kabinetu Ministriv Ukrainy, 2019).

This document stipulates that it is necessary to create special conditions without which students with special educational needs will not be able to fully receive education in order to organize an inclusive educational environment in the IHE. Such students need special equipment, technical training aids, special training materials and the availability of a qualified assistant. In addition, it is important to ensure free access of such students to the building of the educational organization, i.e. to create a barrier-free environment (Postanova Kabinetu Ministriv Ukrainy, 2019).

A retrospective analysis of the development of inclusive higher education in Ukraine has been used; it has been found that it is necessary to organize an inclusive environment and implement training for students with special educational needs in higher education institutions. The study was based on the Convention on the Rights of Persons with Disabilities, Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 "On approval of the Procedure for the organization of inclusive education in higher education institutions", educational programs on O13 Primary Education, and scientific and pedagogical works on conceptual approaches to the implementation of inclusive education in IHE (K. Kolchenko, Yu. Naida, H. Nikulina, N. Sofii, A. Shokan); organization of training of persons with special educational needs (L. Hrynevych, A. Kalinin, A. Kolupaieva); principles and functions of inclusive education (L. Myskiv), which indicated the need for inclusive education in higher education institutions. The Resolution of the Cabinet of Ministers of Ukraine of July 10, 2019 № 635 "On approval of the Procedure for the organization of inclusive education in higher education institutions" states that special conditions

without which students with special educational needs will not be able to receive education must be created for the organization of the inclusive educational environment in IHE.

## RESULTS

Currently, there are higher education institutions in Ukraine that are trying to purposefully address the problem of inclusive higher education, so it can be stated that in recent years the definition of special conditions for receiving qualitative and affordable higher education for people with special educational needs taking into account macro- and microsocial realities has become one of the traditional scientific problems of higher inclusive education (Peppler Barry, 2000). However, the problem of developing the capacity of educational clusters for training and socio-cultural rehabilitation of people with special educational needs, assistance in employment, ensuring full independence and economic independence of citizens with special needs has not lost its topicality (Ministry of Education and Science of Ukraine, 2021).

Today, inclusive education in Ukraine is under development. According to many researchers (A. Kolupaieva, O. Taranchenko, I. Bilozerska), the modern Ukrainian higher education system is not ready for the inclusion of people with special needs, which is due to the many problems in this area (Kolupaieva, 2012; Kolupaieva, 2014).

There are many practical problems associated with the fact that inclusive higher education requires significant financial resources to create an accessible environment and staff and methodological support for this process (Ministry of Education and Science of Ukraine, 2019). The problems of higher

education for people with special needs are quite multifaceted, but the most significant among them are the following:

- practical implementation of topical issues of inclusive education of people with special needs and their integration into society;
- ensuring the continuity of education of persons with special needs;
- creation of special conditions for social adaptation of persons with special needs to the conditions of the professional training;
- creating an accessible environment;
- professional training and retraining of IHE teachers for the system of higher inclusive education;
- In addition, there are difficulties in the lack of cooperation with agencies that address issues of inclusive education in higher education institutions and provide the legal framework for the education of students with special needs in IHE (Kalinin, 2020). So, in this direction there are the following problems:
- unformed system of actions of the medical and social expert commission, institutions of higher education and employers on the implementation of rehabilitation programs for people with special needs;
- the lack of material support and financial component during the training of students with special educational needs;
- while providing inclusive education for people with special needs, resources and experience of special education are not taken into account (Ministry of Education and Science of Ukraine, 2021; Nakaz MON, 2010).

We are going to identify some of the problems of higher education for people with special needs in more detail. Thus, the success of education of students with special needs depends on the conditions of inclusive education created within the walls of IHE. The system of education of students with special needs and their professional training should be based on the effective preparation for entering the university, career guidance work, integrated training, special equipment and software, tutoring, distance learning and employment promotion (Kolchenko & Nikulina, 2013, Kazachiner, 2020).

While creating an inclusive educational environment in a higher education institution, it is necessary to ensure the architectural accessibility of interiors, campuses, dormitories, sports and cultural facilities. Today, almost all measures to create a barrier-free environment are reduced to the installation of ramps and elevators. The main reasons for the weak development of barrier-free infrastructure are financial issues and the acceptance of people with special needs as a social norm by society of higher education (Myskiv, 2013).

An inclusive form of education for people with special needs involves the creation of an atmosphere of tolerance among the staff of higher education institutions and the promotion of equal rights to education for all students. The development of tolerance for people with special needs is an urgent need of modern society and one of the main components of their successful integration (Korektsiina osvita).

Now the question of the organization of psychological and pedagogical support of the process of adaptation of students with special educational needs to IHE is becoming especially topical in the theory and practice of higher education.

The period of adaptation for students with special educational needs in the environment of IHE is often difficult and long. This is due to a number of factors formed in previous periods of their lives. These include difficulties in learning the material, the lack of communication skills, the experience of indulgent attitude under the influence of which an inflated self-esteem was formed and more. All this cannot be a cause of social isolation from the student community, but it necessarily requires the organization of psychological and pedagogical support (Antykryzovi media-tsentr, 2018).

It should be noted that student age is characterized as:

- age of physical perfection of a person, which is characterized by the highest indicators of muscular strength, speed of reactions, agility, endurance, etc. However, according to the WHO, this age group includes students who are characterized by worse physiological functions (neuropsychiatric disorders, hypertension, tachycardia, diabetes). Studies show that the reasons for this are that students experience severe mental stress during the educational process, which is often devastating to their health. The other reasons, in our opinion, may be the stereotypes of “easier” conditions for receiving higher education compared to work. Perhaps, the compensatory role of education for people with special needs also matters;
- maximum development of psychological properties and higher mental functions: perception, attention, memory, thinking, speech, emotions and feelings, in connection with which this period of life is the most favorable for education and training;
- personal development: mental experience is being enriched, individuality is being formed, holistic

self-image is being formed, self-determination in life and professional plans is taking place.

In accordance with the methodological recommendations for the organization of training of persons with special educational needs, a student with special educational needs has the status of a regular student in IHE, which emphasizes real equality, respect for human dignity, partnership (Ministry of Education and Science of Ukraine, 2021).

On the other hand, such a student has the status of not only a student, but also a person with special needs and belongs to the socially vulnerable category, which is due to

1. Age criterion: young people along with children and the elderly have limitations in determining vital resources and opportunities for their self-satisfaction. The age vulnerability of young people is determined primarily by:
  - a) the absence of their own social status and the determination of their social status due to the social status of parents or the sphere of future professional activity;
  - b) belonging to different structures of society.
2. The mismatch of real resources, which is typical for people with special needs, and the requirements of the professional educational environment.
3. Social risks that determine the marginal position of people with special needs as a social group, the transition from prosperity to misery and have the potential for negative changes in a given situation (material, legal, physical, psychological, social, etc.) (Ministry of Education and Science of Ukraine, 2021).

Experts believe that the main indicators of psychological adaptation are the

successful interaction with others and active activities.

The psychological support for the adaptation of people with special needs to study in higher education should be primarily focused on psychological and socio-psychological levels. Based on the mobilization of new resources, external and internal sources to help students with special needs, we can identify the main guidelines:

- 1) formation of the ability to control events, understand the causes of stress, be aware of the actions that need to be taken;
- 2) development of flexibility in solving problems;
- 3) reduction of anxiety;
- 4) development of skills of individual emotional, intellectual and cognitive organization of life;
- 5) abandonment of unproductive protective strategies;
- 6) assertion of one's own individuality through constructive behavior and communication;
- 7) formation of the ability to positively perceive themselves and their own lives.

The successful process of socio-psychological adaptation of people with special needs should be based on a systematic approach, which involves both impact on the educational environment and the personality of the student with special needs (Ministry of Education and Science of Ukraine, 2021).

Curatorship as a means of the educational system plays a significant role in the formation of tolerance, because it is the process of education that promotes the development of values and attitudes towards the acceptance of other people's characteristics.

One of the main tasks of the curator is to change the attitude to students with special needs and make other students accept them, to form a positive attitude to the problems of people with special needs in the group, and achieve a high level of social activity of students with special needs. This can be achieved by organizing joint activities with other groupmates, using trainings, role-playing and business games, etc. The involvement of students with special needs in extracurricular activities helps their successful integration and self-realization and creates a basis for further communication between students (Sofii & Naida, 2007).

Based on the above, we can state that receiving higher education for people with special needs is provided by the legislation of Ukraine. The introduction of inclusive education in higher education institutions requires the solution of many problems, the main of which are:

- advanced training of IHE teachers in the field of inclusive education;
- availability of methodological support for the educational process (adapted educational programs, educational and methodological literature, etc.);
- creation of barrier-free infrastructure;
- organization of psychological support for the adaptation of persons with special needs to study in higher education.

## DISCUSSION

It should be noted that the art HUB was opened for students and teachers with special educational needs in H.S. Skovoroda Kharkiv National Pedagogical University with the assistance of the Ukrainian Cultural Foundation.

A separate space is divided into zones of creative work, co-working, psychological relief and HandeMade. The zones are

equipped with convenient places for creative work of people with disabilities in various fields of art (pottery, monotype, music, painting, handicrafts, sand animation). Up to 20 people (up to 10 due to quarantine restrictions) can work in the hub at the same time accompanied by highly qualified specialists and a sign language interpreter. Students of the Faculty of Primary Education who have special educational needs attend special trainings and are very satisfied with the HUB's art program. Thus, within the proposed activities, students of the faculty actively participated in watercolor and acrylic painting. The adviser is responsible for mastering the tools of modern art by the members of the hub in the process of creating artistic images. The technique of watercolor painting contributed to the students' mastery of knowledge of the peculiarities of painting as a technique of visual art; basics of applying colors, color as a means of creating visual art samples; specifics of reflecting the emotional state of the individual in color. The technique of acrylic painting helped the visitors of the master classes to express their inner emotions and thoughts with the help of painting; interpret color matching, place images and lines on your own canvas (H.S. Skovoroda KhNPU, 2021).

It should be noted that it is important to prepare future teachers to work with children with special educational needs in IHE. Thus, in H. S. Skovoroda Kharkiv National Pedagogical University the educational program "Primary Education" includes a normative discipline "Fundamentals of inclusive pedagogy" (for the 3<sup>rd</sup> year students) and an elective discipline "Features of working with an inclusive child" (for the 4<sup>th</sup> year students).

Thus, the purpose of teaching the discipline "Fundamentals of inclusive pedagogy" is to master the theoretical and

methodological, legal and organizational and methodological principles of inclusive education.

The main tasks of teaching the discipline "Fundamentals of inclusive pedagogy" are to form a conscious understanding of the basic principles of inclusive education; develop teamwork skills while teaching and educating children with special needs; to ensure perfect mastery of strategies for interaction with parents of children with special needs; to form skills of differentiated teaching and assessment; to develop awareness of the need to increase pedagogical skills.

Regarding the teaching of the discipline "Features of working with inclusive children", its purpose is mastering the competencies of theoretical and methodological, legal and organizational and methodological principles of inclusive education by students; assimilation of basic theoretical and methodological knowledge about the types of speech disorders, what causes them, ways to overcome and prevent them by students.

The main tasks of teaching the discipline "Features of working with an inclusive child" are mastering the basic principles of inclusive education; acquaintance with the basic methods of inclusive education in educational institutions; mastering the technologies of assessing the results of inclusive education of students with special educational needs; the study of the theoretical foundations of speech therapy; acquaintance with the basic mechanisms, classifications of speech disorders; acquaintance with the issues of the organization of speech therapy and prevention of speech disorders of primary school students.

While studying these disciplines, students acquire such skills:

- to characterize the current state of training of children with special needs in the conditions of inclusive education;
- to use innovative approaches in the correction of education of children with special needs;
- to carry out professional functions in the process of inclusive education taking into account the different educational needs of students with special educational needs ensuring their inclusion in the general educational environment, creating conditions for their development and self-development, full socialization;
- to use an individual and differentiated approach to students with mental and physical disabilities;
- to form students' readiness for positive joint interaction with peers who are in need of correction of the psychophysical development;
- to work with parents to provide them with credible information about people with special educational needs.

All these students work in general secondary education institutions during continuous propaedeutic teaching practice and teaching practice in general and specialized secondary education institutions performing special tasks in workbooks on a printed basis.

Subsequently, a new educational program "Primary education with methodologies of special education" was introduced at the Faculty of Primary Education for students of the first (bachelor's) level of higher education. The purpose of this educational program was to train competitive primary school teachers with wide access to employment, able to deal with the high demands of the modern labor market and independently solve complex tasks and practical problems in the process of teaching in a general secondary education institution; to form professional

competencies that ensure the implementation of the concept of "New Ukrainian School" and the State Standard of Primary Education at a level that corresponds to academic and professional qualifications; to implement professional functions in the process of inclusive education.

The theoretical content of the subject area is the theoretical foundations of the process of teaching primary school students in the fields of education defined by the State Standard, including the theoretical foundations of scientific fields that correspond to them; concepts in the field of special and inclusive education, principles and their use, as well as psychological and pedagogical foundations of the development and education of primary school children and children with special educational needs. All disciplines of the educational program are considered in the context of inclusive education of primary school students.

The program has practice-oriented nature of education aimed at training primary school teachers, the formation of integrated, general and professional competencies, soft skills, ensuring the organization and development of the educational process of primary school and working with children with special educational needs in special and inclusive education.

The educational program provides a significant number of practices (continuous propaedeutic teaching practice in general secondary education institutions, teaching practice in general and specialized secondary education institutions, organizational and educational teaching practice in children's health and recreation institutions, field practice).

Students of the Faculty of Primary Education regularly visit the “Kharkiv Special Educational Complex № 7 for children with speech and hearing impairments”, “Kharkiv Special School named after V. H. Korolenko” and “Kharkiv Special School № 5” in the framework of volunteer activities.

Thus, it has become a good tradition of our faculty to prepare a New Year’s play for pupils of the “Kharkiv Special Educational Complex № 7 for children with speech and hearing impairments”. In December 2021, our students girls staged a “New Year's Tale”. During the performance, children had the opportunity to play, dance and receive New Year's gifts (Figure 1).



**Figure 1.** The performance “New Year's Tale”

In October, students of the Faculty of Primary Education visited the Kharkiv Special School named after V. H. Korolenko, where they saw the subtleties of teaching children with visual impairments. The students visited the historical museum, classrooms (primary classroom designed according to the concept of the New Ukrainian School, Mathematics, Ukrainian Language and Geography classrooms), a studio “Creativity on the touch”, where they

learned about the educational process of children with visual impairments. They saw the educational and methodical material, which is published in many formats (embossed Braille, flat-print enlarged font), got acquainted with the teaching technique (Figure 2). Students were given the opportunity to experience all the intricacies of the educational process with the help of special devices and visual material.



**Figure 2.** The special devices and visual material for children with visual impairments

In November, the 4<sup>th</sup> year students visited the Kharkiv Special School № 5 of the Kharkiv Regional Council. The interesting excursion was conducted around the school, during which students visited primary school classrooms, the medical office, the exhibition hall. The students also got acquainted with the activities of school hobby groups (there are about nine), where each child is free to draw, embroider, weave, play sports. And all this was under the guidance of skilled teachers. The students had the

opportunity to visit the lesson of the 1<sup>st</sup> grade and see how interesting and unusual the lesson was for children with special educational needs: the teacher used sign language and dactyled letters, spelled them very clearly with his lips. Children at the lessons were very active and friendly, showed a flair for learning. Also, the students attended the correctional and developmental lesson: the students were very interested to see how much the child wanted to learn to speak to be understood (Figure 3).



**Figure 3.** The lesson of the 1<sup>st</sup> grade for children with special educational needs

We have to note that such activities significantly increase the level of students' knowledge about working with children with special educational needs and foster a tolerant attitude towards them.

### CONCLUSIONS

Therefore, a graduate of pedagogical IHE must have professional qualities that are necessary for the successful pedagogical activity in inclusive education. Special educational work in IHE will help future primary school teachers use their own personal resources, opportunities of IHE and educational environment to prepare for pedagogical work with children with special educational needs.

Regarding the creation of conditions for the successful integration of people with special needs in higher education, this process is very important, which requires a systematic solution of many tasks, both at the level of higher education institutions and at the level of the whole country. Creating an environment accessible to people with special needs is becoming an unconditional requirement for the development of higher education institutions. The accessible environment significantly affects the competitiveness of modern IHEs. A higher education institution that lacks the conditions for the education of people with special needs loses its prestige and loses in the fight for applicants.

## CONFLICT OF INTEREST

The author emphasizes the absence of the conflict of interest.

## FINANCING

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## АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

### РЕАЛІЗАЦІЯ ІНКЛЮЗИВНОГО НАВЧАННЯ: ДОСВІД ФАКУЛЬТЕТУ ПОЧАТКОВОГО НАВЧАННЯ

Реалії сьогодення диктують нові вимоги до організації освітнього процесу в закладах вищої освіти України. З огляду на це проблеми і шляхи реалізації інклюзивного навчання для студентів, що мають особливі освітні потреби, набувають дедалі більшої актуальності.

**Мета дослідження** – теоретично обґрунтувати проблеми і шляхи реалізації інклюзивного навчання, спираючись на досвід факультету початкового навчання ХНПУ Г.С. Сковороди.

**Методологія.** Було використано ретроспективний аналіз розвитку вищої інклюзивної освіти в Україні; з'ясовано, що у закладах вищої освіти необхідною є організація інклюзивного середовища та реалізація навчання студентів, що мають особливі освітні проблеми. Матеріалом дослідження стали Конвенція про права осіб з інвалідністю, Постанова Кабінету Міністрів України від 10 липня 2019 р. № 635 «Про затвердження Порядку організації інклюзивного навчання у закладах вищої освіти», освітні програми зі спеціальності 013 Початкова освіта, а також науково-педагогічні праці щодо концептуальних підходів до впровадження інклюзивної освіти у ЗВО; організації навчання осіб з особливими освітніми потребами; принципів та функцій інклюзивної освіти, що вказують на необхідність організації інклюзивного навчання у закладах вищої освіти.

**Результати.** Визначено сутність понять «інклюзивна освіта». Охарактеризовано проблеми вищої освіти осіб з особливими потребами. Визначено систему навчання студентів з особливими потребами. Зазначено, що у Харківському національному педагогічному університеті імені Г.С. Сковороди відкрито художньо-мистецький ХАБ для здобувачів освіти та викладачів університету з особливими освітніми потребами. Визначено, що на факультеті початкового навчання ХНПУ імені Г.С. Сковороди у складі освітньої програми «Початкова освіта» є вибіркові дисципліни «Основи інклюзивної освіти» (для студентів 3 курсу) та «Особливості роботи з інклюзивною дитиною» (для студентів 4 курсу). Охарактеризовано освітню програму «Початкова освіта з методиками спеціальної освіти» для здобувачів першого (бакалаврського) рівня вищої освіти. Надано приклади залучення студентів до роботи з інклюзивною дитиною.

**Висновки.** Процес успішної інтеграції осіб з особливими потребами в закладі вищої освіти вимагає системного вирішення багатьох завдань. Створення середовища, доступного для осіб з особливими потребами, стає безумовною вимогою до розвитку закладів вищої освіти та істотно впливає на конкурентоспроможність сучасного ЗВО.

**КЛЮЧОВІ СЛОВА:** адаптація, інклюзивна освіта, інклюзивне освітнє середовище, кураторство, освітній процес, психолого-педагогічний супровід, студенти з особливими освітніми потребами.

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## SCIENTIFIC AND PEDAGOGICAL SUPPORT FOR FUTURE PRIMARY SCHOOL TEACHERS DURING TEACHING PRACTICE

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### ABSTRACT

*Considering the current reality, when the state needs highly qualified and creative specialists, the problem of scientific and pedagogical support for future primary school teachers' professional growth during teaching practice is becoming increasingly important.*

*The **purpose** of the research is to substantiate theoretically the scientific and pedagogical support for future primary school teachers' professional growth during teaching practice.*

**Methodology.** *A retrospective analysis of the process of future primary school teachers' professional growth has been used. We have found that the process of professional growth becomes more effective if certain pedagogical conditions of students' teaching practice are created and implemented. They facilitate the development of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. The basis for our research was scientific and pedagogical studies relevant to future primary school teachers' professional growth during teaching practice.*

**Results.** *The essence of the concepts "scientific and pedagogical support", "professional potential" has been defined. The main tasks of future teachers' preparation for future pedagogical activity with orientation on their professional growth as well as professional potential components and the factors having an impact on their formation and realization have been characterized. It has been determined that teaching practice creates ample opportunities for future teachers' personal abilities purposeful development,*

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*the desire for creativity through their systematic involvement in the various activities of a modern primary school teacher.*

*The directions in which scientific and pedagogical support for future primary school teachers is implemented during the experimental teaching practice "A Day at School" have been stated. It has been defined that the system of creative scientific and pedagogical support for future teachers' practical training deals with an introduction to pedagogical activities, adaptation to the professional skill requirements since the 1st year of study, professional self-realization, and pedagogical credo approval in the final year of study.*

**Conclusions.** *Future primary school teachers' scientific and pedagogical support during teaching practice deals with preparation for practical pedagogical activities, providing scientific and methodological assistance (both University and school teachers). Teaching practice ensures future specialists deepen and expand professional knowledge and skills, revealing their professional potential and facilitating professional growth in general.*

**KEYWORDS:** *Future Teachers, Scientific and Pedagogical Support, Professional Potential, Teaching Practice, Primary School, Professional Growth.*

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## INTRODUCTION

The process of future primary school teachers' professional growth becomes more effective if certain pedagogical conditions are created and implemented. They provide the organization of educational activities and students' teaching practice, which facilitates the development of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. It should be noted that professional growth is the result of the purposeful impact on the future primary school teacher personality for a long time due to various forms, methods, techniques, means, and other factors, that create the necessary pedagogical conditions.

The higher educational institution is responsible for students' knowledge and skill acquisition, development of their abilities, that is for the readiness for professional activity and professional growth. In addition, the future specialist is

also responsible for the acquisition of important professional competencies and is a source of activities such as motives, interests, values, etc.

The scientific and pedagogical support for future primary school teachers' professional growth during the teaching practice is an important pedagogic condition that contributes to future primary school teachers' professional growth and realization.

The **purpose** of the research is to substantiate theoretically the scientific and pedagogical support for future primary school teachers' professional growth during teaching practice.

## METHODOLOGY

A retrospective analysis of the process of future primary school teachers' professional growth has been used. It has been found that the process of professional growth becomes more effective if certain pedagogical conditions are created and implemented. They provide such organization of students' educational activities and teaching

practice, which facilitates the formation of future specialists' desire and readiness for faithful implementation of their professional duties, professional competence and important personal qualities development, the ability to self-educate, etc. The basis for our research was scientific and pedagogical studies relevant to future primary school teachers' professional growth during teaching practice.

## RESULTS

It should be noted that some scientists equate mentoring with scientific and pedagogical support for teaching practice. According to scientists, these concepts mean a personality-oriented socio-pedagogical process aimed at the young specialists' adaptation at work, creating social and pedagogical conditions for corporate competencies and culture, team's achievements, etc. (Dubaseniuk, 2014; Fomin, 2012; Masalimova, 2012; Pochebut, 1979).

Scientific and pedagogical support is a special type of pedagogical activity, manifested in the expediency and sequence of mentors' actions aimed at the successful and professional teaching practice completion by future specialists.

According to Yu. Babanskyi (1984) and R. Raievskii (2010) scientific and pedagogical support for future primary school teachers' professional growth is a system of organizational action that ensures future teachers' involvement in the educational process, innovation development and implementation, relationship between participants in the educational process. The purpose of scientific and pedagogical support is to create a special educational environment for the development of future primary school teachers' professional qualities and growth.

The implementation of scientific support for future primary school teachers' professional growth during teaching practice is based on the principles of humanistic pedagogy, which include a person's faith in inner strength, the need for self-development, and self-realization in professional activities (Barysheva, 2001). The key principles of scientific and pedagogic support are the following: the principle of student subjectivity; the principle of student uniqueness; the principle of valuable relations; the principle of integrity; the principle of trust. Their implementation contributes to the future primary school teachers' successful professional growth.

As it is known, teaching practice in higher pedagogical institutions is part of the educational process. Its principal task is to train future specialists to use scientific and theoretical knowledge and practical skills acquired in theoretical training (Podymova, 2012). The process of professional growth during the teaching practice requires a creative and professional basis. It contributes to the development of initiative, responsibility, professional potential, and other primary school teachers' qualities.

Significantly, the problem of future teachers' professional realization has always attracted the attention of scholars. It was studied by A. Derkach and V. Zazykin (2003), V. Markov (2005), H. Meshko (2010), I. Onyshchenko (2012) and others.

Analysis of scientific and pedagogical literature indicates that future primary school teachers' professional potential is a system of qualities revealed in teaching practice through self-realization and aimed at achieving a certain goal.

Teaching practice creates opportunities for personal purposeful development,

students' professional potential, modern primary school teachers' desire for creativity in the various activities, requires initiative, independence, rejection of patterns and stereotypes, self-analysis, and self-esteem.

It is important to note that future primary school teachers' professional potential realization should take place throughout professional training in the higher educational institution and be implemented both during classes and various types of teaching practice.

It should be pointed out that the scientific and pedagogical support for future teachers during teaching practice is carried out by university teachers and mentors in such ways: conducting fragments of lessons; providing assistance to future teachers on planning lessons and drawing up lesson plans, preparing visual aids and technical means, conducting extracurricular activities; attending and analyzing future teachers' trial and control lessons providing advice on the analysis of the lesson or its fragment, etc. (Ivanchenko et al., 2005).

Scientist Martishina (2009) proposes a creative scientific and pedagogical support system of teaching practice. It includes a demonstration of the teaching profession attractiveness and significance for students; future teachers' involvement in the development of a modern teacher's personality model, creation on this basis of professional and personal prospects for the period of study at the university; using academic disciplines for the student's creative development, etc.

In addition, the system of creative scientific and pedagogical support for future teachers' practical training deals with an introduction to pedagogical activities, adaptation to the professional skill requirements since the 1st year of

study, professional self-realization, and pedagogical credo approval in the final year of study (Martishina, 2009).

Scientific and pedagogical support for future primary school teachers' professional growth during teaching practice requires special work aimed at organizing students' training and support at universities and schools where they have teaching practice.

We fully agree that future primary school teachers' scientific and pedagogical support during teaching practice is teachers' special area of activity. The support is focused on interaction with students, assisting in deciding on the choice of professional activity and its realization.

Providing scientific and pedagogical support for future teachers' professional growth during teaching practice, we relied not only on the theoretical studies in philosophy, psychology, pedagogy, and other branches of knowledge but also on the positive experience of various Ukrainian educational establishments (universities, secondary and vocational schools) and practicing teachers. In this regard, scientific and pedagogical support had an applied character and was focused on practical use.

During the organization scientific and pedagogical support for future primary school teachers' professional growth, we proceeded from the peculiarities of the pedagogical activity, which is characterized by the gradual involvement of future primary school teachers in professional activities according to the Concept of "The New Ukrainian School" (Dernova, 2014).

Scientific and pedagogical support for future primary school teachers' professional growth during teaching practice included future teachers' visits to

secondary schools once a week. Future primary teachers completed tasks (within the framework of the experimental teaching practice “A Day at School”), studied academic disciplines at university, had practical activities at school, met with mentors and practicing teachers, etc.

According to the scientists' recommendations (S. Dovbenko, L. Prokopiv, O.Sidoruk) (Prokopiv et al., 2015), scientific and pedagogical support for future primary school teachers' professional growth during teaching practice was carried out in collaboration with the school headteacher, the head of educational practice, university mentors and methodologist of educational practice, university and school teachers, school psychologist, etc.

The joint actions of all participants were aimed at helping students complete teaching practice successfully, identify goals, interests, opportunities, and ways to overcome professional and personal challenges that prevent future teachers from achieving the desired results in professional activities, self-realization.

The experimental practice “A Day at School” was of particular importance in the implementation of scientific and pedagogical support for future teachers. It included the introduction of dual education through students' involvement in professionally oriented interaction with schoolchildren from the first semester of study. The syllabus of the experimental practice did not involve traditional pedagogical practices. It was a new form of training. Once a week future teachers visited a school and completed tasks designed with a gradual complication from the first to the fourth year of study. The list of subjects was supplemented every semester by systematic practical activities based on secondary school (Dolynska, 2005).

The experimental teaching practice “A Day at School” took place on the basis of Kharkiv schools (№ 10, № 36, № 56, Kharkiv Lyceum “Professional”, Kharkiv Gymnasium № 116, № 158, Kharkiv Gymnasium № 169) during studying such disciplines as “Introduction to the Specialty”, “Pedagogical Skills”, “Theory and Methods of Teaching”, “Didactics of the New Ukrainian School”.

We described how the experimental practice “A Day at School” was implemented concerning each of these disciplines.

Thus, the discipline “Introduction to the Specialty” was taught at the Faculty of Primary Education in the first semester and was aimed at the development of future primary school teachers' professional growth needs; formation of ideas about teaching and upbringing processes; development of students' psychological and pedagogical thinking; preparation for teaching practice; formation of creative abilities and system of pedagogical knowledge that contributed to the successful organization of pedagogical activities, etc.

There are themes in the syllabus content that provide an opportunity to develop future specialists' professional qualities, prepare them for successful practical pedagogical activities, and stimulate the process of professional growth in general. The themes are the following: “Peculiarities of professional activity of modern primary school teachers”, “Social significance of the teaching profession. Teacher's functions”, “The essence of teachers' pedagogical activity”, “The concept of the pedagogical activity, its structure”, “Professional and pedagogical activity as meta-activity”, “Teacher's pedagogical skills and personality”, “Teacher's story as a model of pedagogical

activity”, “Teacher’s self-education”, “Teacher’s pedagogical technique”, etc.

When studying these themes, the structure of the professional growth was revealed; characteristics, professional motives of the primary school teachers’ personalities were determined; professional growth stages were identified; the role of future teachers’ professional qualities for successful pedagogical activity was characterized. Future primary school teachers studied the main categories and specifics of professional activity, acquired specific forms and stages of creation and organization of their pedagogical activities.

Teaching practice “A Day at school” in the discipline “Pedagogical Skills” took place according to the following algorithm: motivational lectures (“Teacher’s pedagogical skills and their elements”, “Teacher’s pedagogical technique”, “Teacher’s profession”, “Pedagogical skill as an artistic action”, “The essence and content of pedagogical communication”, “Problems of teacher-student interaction”, “Pedagogical conflicts: prevention and resolution”); primary school teachers’ lessons attending; analysis of elements of teachers’ pedagogical skills; organization of extra school activities with schoolchildren.

During 2016–2021, future school primary teachers had practical classes in the discipline “Theory and methods of education”. Future teachers were trained how to teach primary school children. The process of scientific and pedagogical support within the framework of this discipline included the following sequence of actions:

**1)** provide future teachers with the practical implementation of the basic principles, methods, forms and means

of teaching children by observing, studying and analyzing the educational process in primary school;

- 2)** analyze the methods, forms, techniques and means of organizing national-patriotic, moral, aesthetic, environmental, labour and physical education of primary school children in the educational process (according to school subject contents);
- 3)** develop future teachers’ practical skills and abilities to analyze learning situations in the classroom;
- 4)** attend training lessons, analyze their structure and content; determine the stage of class development;
- 5)** generalize and systematize knowledge in the discipline “Theory and Methods of Teaching” using in practice and studying pedagogical educational work experience;
- 6)** study and analyze the methods, forms, techniques and means of organizing individual educational work with different primary schoolchildren (talented, problem, children with special educational needs, etc.).

Teaching practice “A Day at School” in the discipline “Didactics of the New Ukrainian School” was implemented in the second year of study at the university. The main goal was to acquire the skills of preparing methodological support for different lessons, didactic analysis and diagnostics of primary school children’s knowledge in the real educational process by future primary school teachers.

The workshop “School of Professional Growth” was implemented within the framework of the disciplines “Introduction to the Speciality”, “Pedagogical Skills”, “Theory and Methods of Teaching”, “Didactics of the New Ukrainian school”

(on the basis of Kharkiv secondary schools).

The purpose of the workshop was to form future teachers’ needs in professional development. They understood the features of the future profession and realized pedagogical skills and abilities in the real educational process under the support of Kharkiv secondary school experienced primary school teachers and

university teachers and mentors of the Faculty of Primary Education of Kharkiv National Pedagogical University named after H. S. Skovoroda.

The following themes and tasks (Table 1) were proposed for future teachers within the “School of professional growth” in the discipline “Pedagogical Skills” (Dovzhenko, 2020).

**Table 1**

**Topics and tasks for students within “School of professional growth”**

Themes	Tasks for students
<b>PEDAGOGICAL SKILLS</b>	
<p><b>Theme 1.</b> Teacher’s pedagogical skills and their elements</p>	<ol style="list-style-type: none"> <li>1. Make a teacher’s profile (according to the 5-point system).</li> <li>2. Indicate methods of teacher’s pedagogical technique used at lessons.</li> <li>3. Indicate the teacher’s gestures, say what they mean.</li> </ol>
<p><b>Theme 2.</b> The essence and content of pedagogical communication</p>	<ol style="list-style-type: none"> <li>1. Reveal the nature of teachers’ pedagogical communication.</li> <li>2. What communication barriers do you see preventing pedagogical interaction?</li> <li>3. What style of pedagogical communication is typical for your class teacher? (according to O. Berezovin, Ya. Kolomenskii)?</li> <li>4. Keep the distance from the teacher during the lesson. What prevails?</li> </ol>
<p><b>Theme 3.</b> Problems of teacher-student interaction</p>	<ol style="list-style-type: none"> <li>1. Which features of the teacher’s pedagogical tact do you observe at the lesson?</li> <li>2. Observing the methods of pedagogical impact, describe 2-3 pedagogical situations containing the above-mentioned methods.</li> <li>3. Complete the three key operations of pedagogical impact.</li> </ol>
<p><b>Theme 4.</b> Pedagogical conflicts: prevention and resolution</p>	<ol style="list-style-type: none"> <li>1. Using scientific sources, find out the typology of conflicts in primary school.</li> <li>2. Observing the teacher’s work, determine whether the teacher distinguishes between “favourites” and “abandoned”? Count how many times the teacher pays attention to both. Write down critical remarks and verbal encouragements.</li> <li>3. Define the teacher’s behaviour strategy during conflicts (conflict avoidance, confrontation (rivalry) in conflict, adaptation strategy, compromise, cooperation).</li> <li>4. Find and write down V. Sukhomlynsky’s statement about conflicts: “The conflict between the teacher and the child, between the teacher and the class, is a big”.</li> </ol>

During the study, the above-mentioned disciplines within the teaching practice “A Day at School” active teaching methods such as discussion, dialogue, solving pedagogical situations, activity-practical, as well as a wide range of games (role, simulation, interactive, business, communicative, and positional) were implemented. This significantly activated future teachers and facilitated the process of their professional growth.

In addition, secondary schools organized consultations and meetings for future primary teachers with well-experienced school teachers on current issues of the educational process in primary school (“Features of the New Ukrainian School”, “Organization of individual work with children of different groups”, “Organization of work with parents”, etc.). This contributed to future teachers’ understanding of education and teaching process in primary school and pedagogical culture development.

## DISCUSSION

The result of scientific and pedagogical support is future primary teachers’ professional growth qualities acquisition. These discussed qualities include the ability to set goals, make adequate decisions, the desire to explore the world and self-knowledge, willingness to teach, professional knowledge and skills acquisition, the ability to establish social and business contacts.

We believe that thanks to the support a future primary school teacher acquires professional self-improvement methods and means, learns about the peculiarities of the teaching profession, increases professional competence, professionalism

and pedagogical skills. But this aspect is to be discussed.

## CONCLUSIONS

Thus, scientific and pedagogical support for future primary school teachers during teaching practice includes the preparation for practical pedagogical activities, providing scientific and methodological assistance (both university and school teachers), which deepens and expands future specialists’ professional knowledge, skills and abilities, helps to realize their professional potential and, consequently, promotes the process of professional growth in general.

The scientific and pedagogical support during teaching practice facilitated future primary teachers’ practical experience acquisition, which would have a significant impact on their professional activity in the future. The scientific and pedagogical support was implemented on the attitude to the human as the supreme value. This was ensured by subject-subject relationships, communication, development of future teachers’ ability to self-cognition and reflection.

The final conference, future teachers’ speeches, problematic issues’ discussions demonstrate the feasibility of conducting experimental teaching practice “A Day at School”. The effectiveness of scientific and pedagogical support is confirmed by general observations of the changes that have occurred in future primary school teachers’ professional development, the results of their pedagogical activity self-analysis.

## CONFLICT OF INTEREST

The author emphasizes the absence of the conflict of interest.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

### НАУКОВО-ПЕДАГОГІЧНИЙ СУПРОВІД МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У ПРОЦЕСІ ПЕДАГОГІЧНОЇ ПРАКТИКИ

З огляду на сучасні реалії, коли держава потребує висококваліфікованих та креативних фахівців, проблема науково-педагогічного супроводу професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики для розкриття їхнього професійного потенціалу набуває дедалі більшої актуальності.

**Мета дослідження** – теоретично обґрунтувати науково-педагогічний супровід професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики.

**Методологія.** Було використано ретроспективний аналіз процесу професійного зростання майбутнього вчителя початкових класів; з'ясовано, що процес професійного зростання стає більш ефективним, якщо створюються й реалізуються певні педагогічні умови, які забезпечують таку організацію освітньої діяльності та педагогічної практики студентів, що сприяє формуванню бажання й готовності майбутніх фахівців до сумлінного виконання в майбутньому їхніх професійних обов'язків, розвитку професійної компетентності і важливих особистісних якостей, здатності до самоосвітньої діяльності тощо. Матеріалом дослідження стали науково-педагогічні праці, що вказують на необхідність професійного зростання майбутніх учителів початкових класів у процесі педагогічної практики.

**Результати.** Визначено сутність понять «науково-педагогічний супровід», «професійний потенціал». Охарактеризовано основні завдання підготовки майбутніх вчителів до майбутньої педагогічної діяльності з орієнтацією на їхнє професійне зростання. Охарактеризовано складники професійного потенціалу та чинники, що впливають на його формування і реалізацію. Визначено, що педагогічна практика створює широкі можливості для цілеспрямованого розвитку особистих здібностей, професійного потенціалу студентів, прагнення до творчості через систематичне включення їх у різноманітну діяльність сучасного вчителя початкових класів.

Зазначено напрями, за якими здійснюється науково-педагогічний супровід майбутніх учителів початкових класів під час експериментального виду педагогічної практики «День у школі». Визначено, що система творчого науково-педагогічного супроводу практичної підготовки майбутнього педагога передбачає наступність: від введення в педагогічну діяльність, адаптації до вимог професії ще на 1 курсі навчання до професійної самореалізації та утвердження свого педагогічного кредо на випускному курсі.

**Висновки.** Науково-педагогічний супровід майбутніх учителів початкових класів у процесі педагогічної практики передбачає їх підготовку до практичної педагогічної діяльності, надання науково-

методичної допомоги (як викладачами ЗВО, так і шкільними вчителями) під час проходження педагогічної практики, що забезпечує поглиблення та розширення професійних знань, умінь та навичок майбутніх фахівців, розкриває їхній професійний потенціал, а отже, сприяє процесу професійного зростання, у цілому.

**КЛЮЧОВІ СЛОВА:** майбутні учителі, науково-педагогічний супровід, професійний потенціал, педагогічна практика, початкові класи, професійне зростання.

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## THE IMPACT OF INTERNATIONAL STUDENTS' SOCIAL ADAPTATION ON THE TRAINING PROCESS IN HIGHER EDUCATION

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### ABSTRACT

*The article deals with the impact of international students' social adaptation on the training process in higher educational institution. The article **aims** to highlight and analyze the main aspects of international students' social adaptation as one of the effective factors that impact the quality of training. The tasks of the article are to study and characterize the features of the process of international students' social adaptation (phases, types, components); to analyze challenges of social adaptation that international students meet; to introduce ways to overcome the problems of international students' social adaptation in higher education.*

*According to the purpose and the set of goals, the following general theoretical **methods** were used in the research: systematic analysis of philosophical, sociological, psychological-pedagogical, socio-pedagogical literature, analysis of the conceptual-terminological system for the theoretical study of the problem of international students' social adaptation in higher education; theoretical generalization, synthesis and analysis in order to reveal the main features of the process of international students' social adaptation in higher education as well as generalizing own teaching experience.*

*The **result** as follows: the international students' social adaptation is a continuous process of adaptation to new conditions in training, cultural and*

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*social environment. That is, as a process in which a student adapts to different activities (learning, scientific, etc.), acquires knowledge and skills, adapts to a new way of life in society (living conditions), adopts cultural norms, values, and interacts with the social environment, develops communicative abilities (language, communication). A number of challenges (psychological, training, socio-cultural) that international students meet were identified. Effective ways such as a proper organization of training process and individual work; expanding friendly contacts with local students; social-pedagogical support; were proposed to overcome international students' social adaptation challenges.*

*We have **concluded** that the sufficient international students' social adaptation has as a positive impact on the academic process as on students' mental and physical state.*

**KEYWORDS:** *Challenges, Higher Educational Institution, International Student, Social Adaptation, Training Process.*

## INTRODUCTION

Nowadays the processes of globalization affect not only the sphere of economics, politics but also education. Professional mobility is a common practice today. People move freely from country to country in search of professional and self-realization opportunities. The same tendencies are manifested in education.

Modern globalization processes and the growing importance of academic mobility in the field of higher education led to increased attention to the quality of international students' training in Ukrainian higher education institutions.

The quality of training obtained by international students in Ukraine is the most important component of Ukrainian universities' success of internationalization, Ukraine's competitiveness in the international market of educational services and a priority for every educational institution where international students receive their training. That's why quality assurance of higher education is today a priority of the higher education system of Ukraine as a whole and each university in particular, as it is an important condition for the

development of mobility, motivation to learn.

It is worth noting, the efficiency and quality of the training process are significantly influenced by international students' social adaptation in the training and cultural environment of a higher educational institution. In addition, international learners' emotional and psychological satisfaction with the training process has an important role in the effectiveness of language acquisition as a means of communication and mastering a profession.

Therefore, not only international students' professional training but their social adaptation, which is a process of learner's professional development and self-realization, the acquisition of professional knowledge, skills and abilities, the development of professional culture, becomes especially relevant in the system of higher education. Thus, the successful organization of the training process for international learners is impossible without solving the problems of their social adaptation in the training and cultural environment of a higher educational institution.

On the basis of the points mentioned above, the issue of the effectiveness of the university's work on international students' social adaptation is of particular importance at the current stage of the development of society.

In this regard, many scholars have focused their attention on the problem of international students' socialization. The analysis of the scientific literature shows that educationalists are interested in this issue (Alred, 2003; Mercan, 2016; Bierwiazzonek & Waldzus, 2016; Chen, 2003; Kazakova & Shastina, 2019; Tadeu, Fernandez Batanero & Tarman, 2019; Yigit, 2018). The phenomenon of international students' socialization to a higher educational institution is also researched within a social-psychological (Weidman, 2006); social-pedagogical (Bilyk, 2014); social-cultural context (Dorozhkin & Mazitova, 2007; Wendy, 2020).

Keen attention of Ukrainian and foreign researchers in the problem of international students' social adaptation in higher education determined the relevance of our study.

Despite the existing scientific and pedagogical background on this issue, the impact of international students' social adaptation on the training process in Ukrainian higher educational institutions is not solved fully.

The **purpose** of the article is to highlight the main aspects of international students' social adaptation as one of the effective factors that impact the quality of training. The tasks: 1) to study and characterize the features of the process of international students' social adaptation (phases, types, components); 2) to analyze challenges of social adaptation that international students meet; 3) to introduce ways to overcome the

problems of international students' social adaptation in higher education.

*Hypothesis.* International students' social adaptation was expected to improve their professional and personal development in the training and cultural environment of a higher educational institution.

## METHODOLOGY

According to the purpose and the set of goals, the following general theoretical methods were used in the research:

systematic analysis of philosophical, sociological, psychological-pedagogical, socio-pedagogical literature, analysis of the conceptual-terminological system for the theoretical study of the problem of international students' social adaptation in higher education; theoretical generalization, synthesis and analysis in order to reveal the main features of the process of international students' social adaptation in higher education as well as generalizing own teaching experience.

## RESULTS

The process of international students' adaptation has its own specifics and is more complex than of Ukrainian students. It is because, the system of factors and motives that affect this process are different, besides international students meet a lot of challenges that have different features of overcoming them.

Adaptation is a dynamic process when an organism adapts to changed living conditions. That is why international students coming to study in Ukraine need to adapt to new psychological, social and cultural conditions. All these processes cause some difficulties for them. Without doubts, the process of adapting to student life is quite difficult, even if the training takes place in the country of study. It is more difficult for

those who study in another country (Hans de Wit, 2019).

There are many definitions of the concept of “social adaptation” in the scientific literature. However, despite this, there is still no unambiguous definition that would take into account the complexity and inconsistency of this process and reveal the adaptive human activity from sociological, psychological, professional, cultural and ideological positions.

Social adaptation is an individual adjustment to group standards and, vice versa, adjustment of social group’s interest to a certain person within the group (Zakharenko et al, 2008).

According to the Psychology Dictionary (2013), social adaptation is the adjustment to the demands, restrictions and morals of society where we all live in harmony.

We fully agree that social adaptation is a constant and ongoing process responding to changes in a person’s life and it is difficult to separate its individual aspects from each other. Thus, social adaptation can be interpreted as a continuous communicative process in which people, interacting and adapting to each other, create new ways of communication and connection with various elements of the social environment. Meanwhile, the goal of social adaptation is the individual’s integration into a certain established system of social relations. This involves the development of patterns of behavior that determine the system of values and norms and reflect the behavior in a cultural environment, as well as the acquisition, acceptance and development of interpersonal communication skills. Social adaptation is defined as the adaptation of an individual (or a group) to the conditions of a new culture, to new

values, orientations, norms of behavior, and traditions (Vitkovskaya & Trotsuk, 2004).

Adapting to the training process ensures an adequate international students’ interaction with a new social and intellectual environment of the university. It facilitates the development of personal qualities, professional identification, involves a new social status development, mastering of new social roles, the acquisition of new values, understanding the significance of future profession.

It is important to note that in socialization, the psychological and social aspects are inextricably linked. In this regard, social adaptation is an integral component of socialization.

As it is known, in real life, all types of adaptation cannot be separated from each other, they are closely related. The division of various types of social adaptation, depending on the objects of adaptation, is based on the human activity in the social environment.

There are different theoretical models of international students’ social adaptation. One of them is Lysgaard’s culture shock model (Gebru & Yuksel-Kaptanoglu, 2020). He divides the process of adaptation into four different stages. The first stage is called “the honeymoon stage”. It takes place during the first few months and is characterized by the excitement of the new environment. In the second one “the cultural shock stage” the person faces the problems and tries to solve them. The third stage is “the adjustment stage”. The person starts to learn and adapt to the new culture. In the final stage “the mastery stage” the person accepts and adapts to the new society.

Thus, as it is known, social adaptation can be seen through the triad: personality, society and culture since an international

student as a personality partially accepts the culture of the country in which he arrives and adapts to society.

In other words, the student adapts to activities (training, scientific, etc.), acquires knowledge and skills, adjust to a new way of life in society (living conditions), accepts cultural norms, values, and interacts with the social environment, develops communication skills.

Ukrainian researcher N. Hryshchenko claims, that the problem of social adaptation of students can be solved by creating an educational system aimed at forming “effective social adaptation of students, social competence, which will comply with the individual’s inner motivation” (Hryshchenko, 2012, p.195). According to the researcher, the process of international students’ socialization has three stages: 1) social adaptation, which takes place at the preparatory faculty or the first year of study; 2) social integration, which includes training in basic faculties; 3) individualization, which is implemented in the system of postgraduate education (postgraduate studies, doctoral studies, internships).

It should be pointed out, that Ukrainian and foreign scholars pay much attention to three principal types of students’ social adaptation (Slepykhin, 2014; Hrushevskii, 2014; Grund, Brassler & Fries, 2014; Yashchenko et al., 2018). The following types of social adaptation are common for international students:

1. An international student, being in a new socio-cultural environment, fully accepts customs, traditions, norms and values, which subsequently begin to dominate the original ethnic features.
2. An international student partially perceives a new socio-cultural environment. This is expressed in

agreement with the generally accepted society’s norms, but at the same time, the main ethnic features are persisted through the ethnic groups’ formation.

3. An international student demonstrates a refusal or isolation from the acceptance of cultural norms and values typical for most representatives of a social group.

It is clear that intercultural contacts play an important role in international students’ social adaptation. S. Bochner (1986) states that international students can belong to different groups and each group has significant importance in adaptation. The first group communicate only with countrymen and support their culture and relations. The second one communicates with local students and learns socio-cultural skills that help them adapt to the training process. The third group contacts other international students and support each other. According to his theory, the second group of students quickly adapt to the training process, university and country’s social environment.

We have found that four components take place in the process of international students’ social adaptation. They are the following:

1. Spontaneous socialization during the spontaneous interaction between a person and society, the impact of various life circumstances on a person.
2. Relatively directed socialization, which occurs in the process of the state’s impact on the circumstances of a person’s life.
3. Relatively socially controlled socialization, which occurs through the systematic creation of conditions for a person’s education.
4. Conscious self-change of personality.

Of course, international students deal with all mentioned above components of social adaptation in Ukraine. Contacting with various representatives of the Ukrainian society, international students are exposed to spontaneous socialization, since they find themselves in different life situations, often quite difficult ones, such as lack of language knowledge, inability to establish productive interaction with local students and residents. But the most important thing for international students who came to Ukraine to obtain higher education is the relatively socially controlled socialization that takes place in the training and cultural environment of the higher educational institution because the university where international students study takes full responsibility for their stay in Ukraine. In the process of social education as a relatively socially controlled socialization, there is also a self-change of the international students' personality, that is, the fourth component of socialization is realized.

It should be mentioned, in the process of international students' social adaptation, students' needs play an important role. We can state that successful social adaptation is determined not by any needs, but only by actualized ones. We have identified the following actualized international students' needs in the training and cultural environment of the university: educational, informational and social.

According to statistics, the social ones cause the most adaptive challenges. International students who came to study in Ukraine from other countries find themselves in a rather difficult situation. Student life turns into a serious life test for them. Students are forced not only to study at a higher educational institution, to prepare for their future profession but

also to adapt to a completely new and unfamiliar socio-cultural environment. Thus, the international student is faced with a set of problems in the training and cultural environment.

The analysis of scientific-pedagogical literature on a problem of students' adaptation to training activity has allowed us to emphasize the following international students' challenges related to social adaptation. We have divided them into such groups:

1. Psychophysiological challenges reflecting personality reorganization, entering a new social environment, climate change etc.
2. Training and cognitive challenges dealing with insufficient language knowledge; overcoming differences in education systems; organization of the training process, which is based on the principles of personal self-development, instilling skills of individual work.
3. Socio-cultural challenges arising in the development of a new social and cultural environment of the university, overcoming the language barrier in solving communication problems with the administration of the faculty, teachers and staff, in the process of interpersonal communication with other international and local students.

Based on our pedagogical experience we have found that all international students meet similar difficulties in the process of social adaptation.

On the one hand, they have a low level of language knowledge of training. Most international students come to Ukraine without knowledge of Ukrainian and most people of Ukraine don't speak foreign languages. Because of miscommunication and misunderstanding between the local and

international students, many students deal with challenges in academic and everyday life. Language challenge hinders international students to realize their full potential in academic life. Besides language barrier limits international students from active work in campus social life, festivals, university events.

On the other hand, international students have a lack of skills of individual work, inability to take notes, search for the necessary information, analysis and compression of information. This is due to the difference between methods and forms of teaching Ukrainian higher education from the education of their native country.

In addition, international students cannot carry out behaviour's psychological self-regulation, find the optimal regime of work and rest in new conditions, develop a way of life and self-service, especially at transition from home environment to a hostel.

Overcoming the above-mentioned challenges is a priority of each educational institution, as it has an effective social impact on the further productive training process.

As we have stated before one of the international students' important challenges is a low language proficiency. In the process of language training, the teacher must focus on the practical requirements of the training process and the international students' real needs. That is why it is important to take into account the following aspects in language classes: to create communicative situations as close as possible to the international students' real needs in the training and cultural environment of higher educational institutions and the socio-cultural environment of Ukraine; take into

account ethnopsychological, national-cultural and personal characteristics of international students; stimulate the motivational sphere; to form cognitive activity; to develop skills of individual, training and scientific work. Organization of various competitions ("Ukrainian song", "Ukrainian poetry", "Ukrainian customs and traditions" etc.), excursions around the city, visiting local museums and galleries has a socializing effect on international students, enhances their intercultural competence, overcomes language, psychological, socio-cultural barriers, creates an atmosphere of positive emotional mood.

As for specialist teachers, as a rule they are not very familiar with the international students' ethnopsychological and national-cultural features, are not properly prepared for intercultural interaction in the training process. Determined efforts to prepare teachers for interaction with international students, focused on a significant social effect, are meaningful.

International students are not always sufficiently prepared for self-assess of their knowledge. Faced constantly with the need for adequate assessment of their own knowledge in the training process, international students need proper organization of academic achievement control. This will allow them to better understand the assessment criteria, ensure productive learning, proper professional and personal development. Most international students do not have enough necessary skills to organize training activities independently, they also are not able to implement them properly. Proper organization of individual work will reduce the number of unsuccessful students, increase their self-assess, provide emotional and psychological comfort in the educational

and cultural environment of higher educational institution.

It is important to expand the sphere of friendly contacts between international and Ukrainian students, as such informal relations are the most effective in social adaptation. Active socio-cultural activities, involvement of international students in student life, friendly relations with peers help to overcome the difficulties of socialization and positively affect the quality of the training process.

Acquaintance with the international students' ethnopsychological and national-cultural features studying at the university touches not only Ukrainian students and teachers who work with them, but also other representatives of the training and cultural environment. These are, for example, librarians, dormitory and canteen workers. Because they are also involved in ensuring the training process and life of international students.

An important role in increasing the effectiveness of social adaptation is played by socio-pedagogical support, which is carried out throughout the period of training, aimed at socio-pedagogical protection of international students at the stage of social adaptation, socio-pedagogical assistance at the stage of social integration and socio-pedagogical support at the stage of social individualization. We are completely sure, the process of acculturation takes place through the interaction of the international student with the social teacher, employee of the structural unit responsible for training international students, curator, dean's office employee, language teacher etc.

We believe that the program of social and pedagogical support of international students' social adaptation in the training

process is focused on solving the following tasks:

1. International students' socio-pedagogical portrait creation, outlining the psychological, pedagogical, cultural and social characteristics of their personality.
2. International students' acquaintance with the cultural heritage of Ukrainian culture.
3. International students' support during social adaptation to life in Ukraine and study in the higher educational institution.
4. International students' support in professional and personal self-realization in the training and cultural environment of the university.
5. International students' cross-cultural literacy development.
6. Raising the level of intercultural competence of international students.
7. Interethnic tolerance development representatives of the training and cultural environment of the higher educational institution and international students in the socio-cultural space of Ukraine.
8. Initiation of international students to all university events, student holidays associated with important events in the life of representatives of the community; preparation and holding of evenings; organization of international meetings, sports events; preparing students for participation in festivals, disputes, etc.

Organizing and conducting various events helps international students to immerse themselves in a foreign environment, avoid discomfort, mitigate the negative impact of "culture shock", understand, accept and begin to use new models of social behavior in training, professional and socio-cultural activities.

## DISCUSSION

The problem of international students' adaptation was considered by Ukrainian scientists from the position of socio-philosophical (Ivanova, 2016; Vorozhbyt, 2008), socio-psychological (Zavatska, 2017; Katrushova et. al., 2019), and socio-pedagogical aspects (Miziuk, 2014).

Researcher S. Vorozhbyt understands adaptation to university education as a complex, dynamic process due to the interaction of subjective and objective socio-psychological, mental, psychophysiological and physiological factors (Vorozhbyt, 2008: 74). Scholars M. Vitkovska & I. Trotsuk (2004) states that social adaptation is a process of adaptation of the individual to the academic group, adoption of regulatory requirements stay at the university; meaningful acceptance of the norms of morality and culture; adaptation of accommodation in a hostel.

The problem of international students' adaptation is actively discussed by foreign scholars (Pitarch, 2015; Akhtar & Kroner-Herwig, 2015; Zhou et al., 2008; Ozoğlu, Gur, & Coskun, 2015). According to Zhou et al. (2008), socialization is a continuous process of adaption and fight against stress at different levels. For Lewthwaite (1996) on the other hand, adaptation is a quest for a balance between a person and the environment. According to him, people react to a new condition in one of four different ways: changing the environment, changing oneself, doing nothing, or avoiding it. D. Sam & J. Berry (2006) define the four main strategies of adaptation: integration, assimilation, division and isolation.

The process of social adaptation is influenced by several factors such as type of personality, some knowledge about the country of study, previous experience living abroad (Zhou et al., 2008).

Arriving from another country, international students meet many challenges in their academic and daily lives.

As the international students' adaptation to new sociological, psychological and cultural conditions is the main factor affecting the effectiveness of the training process, foreigners who come to study in Ukraine find themselves in an extremely difficult situation: they have to study in higher education institutions (prepare for a future profession), and also to adapt to a new socio-cultural space.

As it is known, some researcher distinguish the following priority challenges faced by international students: difficulties associated with entering a new climate, unusual living conditions, the need to adapt to new norms and traditions of behavior and interaction with others; possible manifestations of ethnocultural stereotypes and prejudices; maladaptation reactions that lead to deterioration of health, increased anxiety, severe alienation from the study group, intrapersonal and interpersonal conflicts and as a consequence - to reduce academic success, loss of interest and meaning in training and professional activities.

Exploring the issue of international students' challenges in Ukraine, Ukrainian scholar V. Miziuk (2014) divides them into three main groups: 1) psychophysiological challenges associated with personality restructuring, "entering" a new environment, psycho-emotional stress, climate change, etc.; 2) educational and cognitive challenges associated with insufficient language training, overcoming differences in education systems; adaptation to new requirements and knowledge control systems; 3) socio-cultural challenges related to the

development of a new social and cultural space of higher educational establishment; overcoming the language barrier in solving communication problems. Changes in living conditions and lack of usual comfort often prevent students from concentrating on their learning as they have to take care of themselves. Cultural traditions and regional features play an important role in the formation of adaptive skills in international students.

Research conducted by Poyrazli et al (2002) showed that the challenges of adopting to a different educational system can result in students receiving lower grades than they have previously achieved.

We fully agree with the opinion of some researchers, that the problems of everyday life such as the organization of meals in the canteen and the hostel, equipping the hostel with household appliances, access control in the hostel, medical care, as well as the lack of modern conditions for study are one of the most difficult.

Most scientists consider that language challenge is the most severe of all other challenges making socio-cultural and academic adaptation very hard. This is in consistent with findings of researchers like Titrek et al. (2016), Andrade (2006), Ward & Kennedy (1999). As a result, language fluency is a major determinant of successful integration and lessened trauma in a new culture (Andrade, 2006).

Most international students suffer from a lack of self-confidence (Jackson, Ray, & Bybell, 2013), which is a key aspect of learning a new language because constant communication as well as social integration with local students boosts one's proficiency in the new language (Yoon & Portman, 2004). Due to limited

language skills international students face problems with writing, comprehension and reading in academic process (Poyrazli, 2003).

Students' inability to communicate effectively in the host culture complicates their ability to socialize and integrate with local students (Wright & Schartner, 2013).

Study of Aune et al. (2011) shows that international students suffering with language barrier with this psychological and socio-cultural adjustment which resulted in stress and effect their academic performance.

Therefore, it is necessary to provide international students with a social support system to overcome challenges (Baklashova & Kazakov, 2016). Davis & Garrod (2013) states that it is not easy for international students to build a new social network in a new culture that they do not fully understand. According to their study, this is because many international students interpret their lack of friends to mean that they have been rejected by the entire culture in which they have arrived. Over time, these feelings lead to social isolation and low self-esteem. Their study showed that perceived social support levels positively contribute to international students' psychological wellbeing and positively influence their acculturation process.

Polish scientists M. Lazarewicz and B. Warner (2016), studying the role of universities in the social adaptation of international students, point to the following areas of activity: information support (exchange of information in the training process, which contributes to a better understanding of the situation); instrumental support (conducting conversations on specific areas of behavior); emotional support (positive attitude towards students, interest in

their problems, psychological help). In addition, extracurricular activities can help foreign students improve their language skills, integrate with the locals easily and help them in their adaptation (Cathcart et al., 2005).

## CONCLUSION

Therefore, we can conclude that the international students' social adaptation is defined as a continuous process of adaptation to new conditions in training, cultural and social environment. That is, as a process in which a person adapts to activities (learning, scientific, etc.), acquires knowledge and skills, adapts to a new way of life in society (living conditions), adopts cultural norms, values, and interacts with the social environment, develops communicative abilities (language, communication skills).

A holistic analysis of approaches to defining the phenomenon of social adaptation allows us to highlight the main features of this process: a person's assimilation of social norms and rules adopted in a society, social roles, culture, and the psychological readiness of an

individual to interact with various social groups.

We have identified a number of challenges (training, psychological, socio-cultural) that impede the social adaptation of international students to study at the university and finding out their circumstances and gist allowed us to suggest ways to overcome them. In particular, the main conditions for successful international students' adaptation to the format of activities in higher education establishments are outlined.

Further research may be related to the introduction of social directions of the higher educational institution's activities aimed at overcoming the challenges of international students' social adaptation. Development of a program of social and pedagogical support for the social adaptation of international students in the educational and cultural environment of the higher educational establishment will be promising.

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## CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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**АНОТАЦІЯ / ABSTRACT** [in Ukrainian]:**ВПЛИВ СОЦІАЛЬНОЇ АДАПТАЦІЇ ІНОЗЕМНИХ СТУДЕНТІВ  
НА НАВЧАЛЬНИЙ ПРОЦЕС У ЗВО**

У статті розглянуто вплив соціальної адаптації іноземних студентів на навчальний процес у закладах вищої освіти (ЗВО). **Метою** даної статті є висвітлення та аналіз основних аспектів соціальної адаптації іноземних студентів як одного з ефективних факторів, що впливають на якість навчання. Завданнями статті є вивчення та характеристика особливостей процесу соціальної адаптації студентів-іноземців (фази, види, компоненти соціальної адаптації); проаналізувати труднощі соціальної адаптації, з якими стикаються іноземні студенти; представити шляхи подолання проблем соціальної адаптації іноземних студентів у вищій школі.

Відповідно до мети та поставлених цілей у дослідженні були використані такі загальнотеоретичні **методи**: системний аналіз філософської, соціологічної, психолого-педагогічної, соціально-педагогічної літератури, аналіз понятійно-термінологічної системи теоретичного вивчення проблеми соціальної адаптації іноземних студентів у вищій школі; теоретичне узагальнення, синтез та аналіз з метою розкриття основних особливостей процесу соціальної адаптації іноземних студентів у вищій школі, а також узагальнення власного педагогічного досвіду.

**Результати:** соціальна адаптація іноземних студентів – це безперервний процес адаптації до нових умов навчання, культурного

та соціального середовища. Це процес, у якому студент пристосовується до різних видів діяльності (навчальної, наукової тощо), здобуває знання та навички, адаптується до нового способу життя в суспільстві (умови життя), засвоює культурні норми, цінності та взаємодіє з соціальним середовищем, розвиває комунікативні здібності (мову, спілкування). Було визначено низку труднощів (психологічних, навчальних, соціокультурних), з якими стикаються іноземні студенти в країні навчання. Були запропоновані ефективні способи подолання труднощів соціальної адаптації іноземних студентів, такі як правильна організація навчального процесу та індивідуальної роботи, розширення дружніх контактів з місцевими студентами, соціально-педагогічний супровід.

Ми дійшли **висновку**, що успішна соціальна адаптація іноземних студентів позитивно впливає як на навчальний процес, так і на психічний і фізичний стан студентів.

**КЛЮЧОВІ СЛОВА:** заклад вищої освіти, іноземний студент, навчальний процес, соціальна адаптація, труднощі.

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A statue of a winged figure, likely a personification of Victory or Liberty, holding a laurel wreath. The statue is rendered in a golden-yellow color. The background is split horizontally into a light blue upper half and a light yellow lower half. The text "STAY WITH UKRAINE" is overlaid on the image in a bold, sans-serif font. "STAY WITH" is in yellow and "UKRAINE" is in blue.

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