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Olena Moskalets
ORCID ID 0000-0002-5779-1590
PhD in Pedagogy, Associate Professor
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
o.moskalets@kubg.edu.ua

Galyna Tsapro
ORCID ID 0000-0002-0748-7531
PhD in Linguistics, Associate Professor
Head of English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
g.tsapro@kubg.edu.ua

Liliia Vinnikova
ORCID ID 0000-0001-6384-97121
Senior Lecturer
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
l.vinnikova@kubg.edu.ua

Gryshchenko Olena
ORCID ID 0000-0001-7678-9851
PhD in Linguistics, Associate Professor
English Language and Communication Department
Faculty of Romance and Germanic Philology
Borys Grinchenko Kyiv Metropolitan University,
o.hryshchenko@kubg.edu.ua

ABSTRACT

This nine-year longitudinal study reports on the redesign of early field practice in a pre-service English language teaching course at Borys Grinchenko Kyiv Metropolitan University. Initially grounded in the principles of the New Generation School Teacher project, the course was later revised to align more closely with students' needs and the real-life teaching context. The intervention replaced early school-based observation with structured, guided observation of live lessons delivered by more advanced peers on university premises, with Year 2 students participating as learners and observers and Year 3 students alternating roles as student-teachers and peers. The change followed the growing gap between what early school observation was meant to achieve and how students actually responded. In the first cohorts of pre-SETT students, many found that lessons they observed relied on rigid, teacher-centred routines. Instead of inspiring confidence, this experience often confirmed their doubts about teaching as a career. Mixed-method survey data from three tracked cohorts show rising satisfaction with observation practice and stronger links between engagement, perceived preparedness, and readiness to teach. Internal consistency measures (Cronbach's α) were moderate to good across instruments; correlations between interest in observation and both willingness to teach and short-term readiness strengthened as the peer-based model matured. In 2022/23, satisfaction with the peer-led observation days was high; by 2024/25, graduates rated their preparation and school-based practice positively, with over half positioning teaching as a plausible career pathway on the upper end of the scale. While the proportion of students unequivocally committing to school employment remains below the original NGST target, the university-based peer model demonstrably improves early engagement, builds a realistic teacher identity, and lowers the entry threshold for subsequent school practice, particularly under crisis constraints that restrict access to model classrooms. The findings suggest that guided peer observation offers a robust format for the first steps of Pre-SETT and should be combined with later school placements, while systemic measures beyond the university are required to address profession-level prestige and retention.

Keywords: higher education in Ukraine, crisis-responsive education, pre-service teacher training, field practice, peer observation, guided observation

INTRODUCTION

Clearly defined professional interests and wholehearted engagement in the learning process at the initial stages of career training are critical for both academic achievement and long-term professional success (Smet, 2022). However, many young people enter bachelor's programs without clear career goals – an especially concerning trend for teacher-training programs, given the global decline in the popularity of teaching careers (Bahr & Ferreira, 2018; European Commission et al., 2021).

In Ukraine, this issue is particularly acute in programs designed to train future teachers of English. Although foreign language proficiency has long been valued in Ukrainian society, actively promoted by the state (Закон України № 3760-IX, 2024; Постанова Кабінету Міністрів України №34, 2025), and consistently ranked among the most popular academic fields among higher education applicants (Волинські новини, 2021; Громадське, 2025), language teaching remains a low-prestige career.

At most Ukrainian universities, where academic flexibility is limited and teacher-training courses are mandatory for English philology students, many begin their undergraduate studies with little or no intention of becoming teachers. Their primary interests often lie in literature, linguistics, translation, or intercultural communication, while pedagogical training is viewed as a formal requirement rather than a meaningful part of their future career path. As a result, when pre-service teacher education begins,

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students' motivation to engage with pedagogical content is low, and their emerging teacher identity is fragile – if present at all.

This low motivation contrasts sharply with the relatively high percentage of students who work in education while still studying, and an even larger number who enter the teaching profession after graduation (Mospan, 2016). Despite this, the quality of school education in Ukraine continues to lag behind international standards. According to PISA 2018 and partial results from PISA 2022, students from Ukraine performed significantly below the OECD average in reading, mathematics, and science (OECD, 2020; OECD, 2023).

It is clear that the teacher training system in Ukraine has long required modernization. In addition to strongly recommending moving away from theory-focused models toward more practice-oriented learning (Borko, Jacobs, & Koellner, 2010), there is an urgent need for training formats that tap into students' intrinsic motivation and support the development of a professional teaching identity.

This **article argues** that rethinking the structure of observation practice may help address this motivational challenge. Observation is traditionally intended to connect theory with practice by exposing students to real classroom environments. However, when implemented too early or in settings where outdated teaching methods dominate, observation can instead demotivate students, reinforcing their

scepticism about the relevance and appeal of teaching as a career. The lingering effects of recent crises in Ukraine have further strained the school system and limited students' access to dynamic and innovative classrooms (Kaden, 2020; Kovalchuk & Korzh, 2023), deepening these challenges.

To respond to this, Borys Grinchenko Kyiv Metropolitan University revised its ELT Methodology course to include structured peer observation conducted within the university setting. Year 2 students now observe and analyse lessons taught by Year 3 peers, allowing them to participate actively, engage reflectively, and build a sense of competence and belonging. The central **hypothesis** of this study is that a peer-based format of field practice can generate short-term intrinsic motivation, which may develop into sustained motivation for mastering teaching skills at the initial stages of Pre-SETT, lay the foundation for greater satisfaction with subsequent teaching practice, and ultimately foster a more positive and realistic view of teaching as a profession.

The study aims to assess how a peer-based observation format influences motivation, engagement, and readiness for teaching among pre-service English teachers.

THEORETICAL FRAMEWORK

Learning any profession is effective only when it provides realistic hands-on experience under the guidance of experienced mentors. Learning to teach is meaningless without structured field practice guided and supported by committed, knowledgeable

teachers. Numerous studies on teacher training emphasize the role of practical training in preparing future educators (Zeichner, 2010; Villalobos Iturriaga et al., 2025).

As in any professional activity, mastering teaching skills relies heavily on motivation. According to Ryan & Deci (2000), intrinsic motivation is a central driver of educational engagement. However, the current low prestige of the teaching profession often fails to generate sufficient long-term intrinsic motivation among pre-service teachers. Instead, many students rely on extrinsic motivation, which centres on visible academic achievements and may promote surface-level learning with limited skill development. While extrinsic motivation can evolve into intrinsic motivation over time (Dörnyei, 1994), this transition depends on meaningful engagement throughout a sufficient period of time.

To foster deeper engagement at the initial stages of pre-service teacher training, it is crucial to appeal directly to intrinsic motivation. Instrumental motivation defined as "*potential pragmatic gains from target skills*" (Gardner, as cited in Dörnyei, 1994) alone cannot sustain commitment to teaching. Integrative motivation, described as the "*desire to interact with or become similar to valued members of a target community*" (Gardner, as cited in Dörnyei, 1994), offers a more powerful route. While many students do not identify with in-service school teachers, they often regard peers one or two years ahead as relatable and credible role

models. Thus, peer teaching and peer observation present a meaningful pathway toward intrinsic engagement.

Research supports the positive impact of peer interaction in teacher preparation. Peer observation and feedback enhance instructional practice and professional dialogue (Andal et al., 2024; Hattie & Timperley, 2007; Ryan & Deci, 2000). Peer teaching promotes reflection, skill development, and confidence (Atay & Kurt, 2007). Co-teaching and peer coaching foster collaboration, reflective practice, and effective method adoption (Thijs & van den Berg, 2002; Bruce & Ross, 2008). These forms of peer-based professional learning support soft-skill growth and mark a move away from outdated, lecture-driven models in teacher education.

The recognition of the low effectiveness of pre-service English teacher training, along with growing evidence supporting student-centred learning formats, prompted calls for curriculum designs that offer early, meaningful, and personally engaging experiences. One notable initiative that sought to address these challenges in Ukraine was the New Generation School Teacher (NGST) project.

The New Generation School Teacher project (New Generation School Teacher project, n.d.), launched in 2013 by the British Council in Ukraine and the Ministry of Education in Ukraine, made a big step towards addressing the problem. The key characteristics of the experimental curriculum, developed by the representatives of thirteen Ukrainian universities and consultants

from the British Council, included updated pedagogical disciplines, student-centredness, and increased role of field practice. The latter feature required integration of regular school visits into the three-year long course of ELT methodology. During the school visits students were supposed to conduct guided observation of lessons by experienced teachers (two semesters), gradually adopt the role of teacher assistants (three semesters) and finally try their hand at planning and presenting lessons by themselves in the capacities of student-teachers (final semester on the bachelor program).

Borys Grinchenko Kyiv University joined the project in 2016 at the very beginning of the pilot stage of the experimental curriculum. As intended by the curriculum, the first cohort of students was invited to attend schools and watch the teachers' work in the classrooms. That was the moment the first discrepancy between the desired outcome of the extensive field practice and the real results of school visits occurred: the students saw that the declared practices and values of teaching English as a tool of communication were not widely implemented at schools. Numerous issues, later described by an independent consultant Alan S. Mackenzie in the project evaluation report "*as teaching-learning traditions with heavy emphasis on grammar and vocabulary and limited use of English as an active life skill''* (Mackenzie, 2019: 4) had a rather negative influence on students'

perception of their careers in education. While the solution to the problem was seen in promoting in-service school teachers' move

"*from traditional to modern methodologies*" (Mackenzie, 2019: 4), project participants did not have any reliable instruments to promote the shift. As a result, during observation practice, students were exposed to outdated lesson designs and classroom management techniques, which were promoted by school teachers and administrators as well-established and time-tested.

Another drawback of the experimental course, as pointed out by participants and quoted in the Evaluation report, was the students' desire to "participate more actively, earlier in their observation teaching practice (Mackenzie, 2019: 5). The last, but not the least problem, revealed by the project assessment was participants' extremely low desire to pursue careers in teaching. While the targeted number of students willing to become teachers was 85%, the evaluation survey and interviews revealed that the real percentage of project participants intending to work in education is below 30%. This result neutralized other high achievements of the project such as students' methodology competence and greatly improved language command (Mackenzie, 2019: 7). Thus, the idea of improving pre-service teacher training by providing more school-based field practice turned out to be controversial: although students do gain more practical experience, they are often exposed to the same old

authoritarian, teacher-centred methods, which only reinforce their lack of desire to pursue a career in education.

A practical solution for implementing a three-year ELT course with integrated field practice while minimizing students' exposure to outdated teaching methods in the early stages of training emerged as a forced way out during the COVID-19 pandemic. Since most schools were unable to allow students on their premises for in-person observation, and online observation was strongly opposed by teaching staff and parents, school-based teaching practice was postponed until the final year of training (see Moskalets & Tsapro, 2025, for more details on the evolution and outcomes of school-based teaching practice at BGKU).

The first two years of field practice were instead provided by the Centre for Languages and Literature Teaching Methodology at the Department of Romance and Germanic Philology. Run by ELT methodology teachers and supported by the department administration, the Centre took responsibility for designing the practice schedule, grouping students, assigning responsibilities, and providing classrooms and equipment for offline classes.

In the 2020/21 academic year, the Centre was officially recognized as the site for the pre-service field practice. In the 2021/22 academic year, the syllabus for the Bachelor's degree in EFL philology and teaching at BGKU was updated to make observation and teaching practice at the Centre mandatory for second and third-year students.

Unfortunately, close observation and objective evaluation of the effects of peer teaching and peer observation at the Centre were disrupted by the beginning of full-scale invasion and military actions in Ukraine in February 2022. Nevertheless, in the following academic year (2022/23), scheduled field practice at the Centre was resumed and demonstrated the viability of the new system.

According to the updated syllabus, second- and third-year students have three practice days per semester, scheduled simultaneously. Third-year students design and deliver English lessons for their peers and for second-year students, and report finding the experience most beneficial (Slyvka, 2025). Second-year students, in turn, participate in these lessons and conduct guided observations focusing on specific aspects recently studied in their ELT methodology sessions.

Formally, observation practice for second-year students begins with an orientation conference about four weeks into the academic year. At the conference, students receive an outline of their observation assignments, the schedule, and the assessment criteria. In practice, however, students are introduced to the observation practice earlier during their sessions in ELT Methodology sessions, as lecturers deliberately use examples from field practice feedback and reports of previous cohorts to illustrate theoretical concepts.

On each observation day, second-year students are expected to attend three lessons, focusing on the same aspect of teaching

throughout. After observing all three lessons, students record key information about each and then summarize their observations. Through years of implementing the NGST curriculum and experimenting with sequencing and combining observation foci, the current list of observation topics includes:

1. Motivational strategies in an English lesson

2. Thinking skills and learning English

3. Learner autonomy in a language classroom

4. Methods and approaches in an English lesson

5. Communicative skills in the language classroom

6. Learning environment in a language classroom.

A few days before the observation date, students are strongly encouraged to access and review the observation task. They are advised to either print out the Observation Report Sheet or save it on their device to avoid relying on an internet connection during the observation day and to be able to take notes while participating in the lesson.

After the observation practice, students have one week to revise and submit their reports as a cool reflection on the experience. Meanwhile, immediately after each lesson, all participants receive links to Google Forms, where they are expected to provide hot feedback on the lesson. Hot feedback questions focus on the emotional aspects of the experience and, in particular, participants' level of satisfaction. In addition to written reports and feedback, students are encouraged to share their

impressions and express their opinions during ELT sessions held shortly after the observation practice.

Groups of students acting as lesson participants are not fixed; for each lesson, learners rotate to ensure they have the opportunity to collaborate with peers from different academic groups. Year 2 students participate in three lessons, observing the same aspect of English teaching delivered by different Year 3 student-teachers. The student-teachers not only conduct their own lessons but also participate as learners in two additional sessions, thus alternating between the roles of teacher and learner within the same day. It is not uncommon for Year 2 students to attend a lesson taught by a particular student-teacher and then find that same individual sitting next to them as a peer participant in the following session. Full engagement in lesson activities is equally expected from both Year 3 and Year 2 participants.

The structured organization of observation practice, where Year 2 students observe multiple lessons and interact with Year 3 peers who alternate between the roles of teacher and learner, is intentionally designed to serve more than one purpose of illustrating theory from ELT sessions. Less explicit but equally essential goal of this setup is to help Year 2 students internalize the reality that they, too, will soon be in the position of teaching. By seeing their slightly more advanced peers take on and reflect upon the challenges of lesson delivery, Year 2 students are encouraged to view teaching not as a distant or

abstract concept, but as an imminent and achievable step in their own development.

Pre-, during-, and post-observation activities further reinforce this by explicitly discussing the emotional and practical aspects of the student-teacher experience. These discussions aim to normalize the difficulties of teaching practice and emphasize that every Year 3 student, regardless of academic performance, is required to undertake this role. This framing encourages Year 2 students to develop empathy for their peers, show greater tolerance toward mistakes, and understand the importance of supportive classroom collaboration. More importantly, it helps them envision themselves in the role of a teacher and fosters confidence in their ability to grow into it. This awareness is expected to deepen their engagement in the ELT course and to positively influence their perception of teaching as a future career.

METHODOLOGY

This research follows a **longitudinal observational design** based on repeated cohorts of pre-service English teachers at Borys Grinchenko Kyiv Metropolitan University between 2016 and 2025.

To better understand the impact of the revised observation practice format on both observation outcomes and attitudes toward a teaching career, data were analysed using two key indicators: Year 2 students' level of engagement

during observation practice and their stated willingness to pursue teaching after graduation, as reported during their final year of the Bachelor's degree program. All surveys were completed anonymously via Google Forms; no identifying

information was collected, and responses were analysed in aggregate.

To assess and compare the effectiveness of observation practice at the initial stages of the new curriculum implementation and the present-day state of affairs, a mixed-method approach was applied. Between 2016 and 2025, during the implementation of the NGST project curriculum, seven student cohorts completed their Bachelor's degree at BGKMU. Data were collected from three cohorts: those enrolled in 2015-2019, 2016-2020, and 2021-2025. Their three-year ELT training periods took place in 2016-2019, 2017-2020, and 2022-2025, respectively. Unfortunately, systematic observation of the four intermediate cohorts was disrupted by the COVID-19 pandemic and the onset of full-scale military action in Ukraine. These circumstances forced a trial-and-error approach and continuous adaptation of the training process, which in turn limited opportunities for consistent data collection.

The first two cohorts of Year 2 students were surveyed at the end of the autumn semester in 2016 and 2017, while the seventh cohort provided their responses at the end of the academic year in 2023. Year 4 students from cohorts 2 and 7 were surveyed at the end

of the academic year in 2020 and 2025, respectively. Data on the learning outcomes of 2019 graduates were drawn from the *Evaluation Pre-SETT Ukraine* report (Mackenzie, 2019). Figure 1 shows when data were collected across the project timeline.
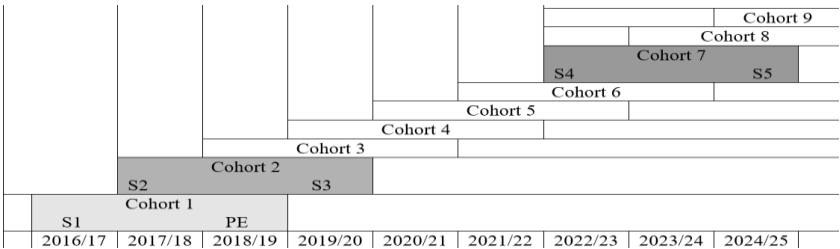
Figure 1. *Observation and peer-teaching structure within the Pre-SETT model*

S1- Survey 1 on cohort 1's Observation Practice

S2 - Survey 2 on cohort 2's Observation Practice

PE - NGST Project Evaluation

S3 - Survey 3 on cohort 2's Teaching Practice Results

S4 - Survey 4 on cohort 7's Observation Practice

S5 - Survey 5 on cohort 7's Teaching Practice Results

Surveys №1 and №2 asked participants to indicate their level of agreement with the following statements: the observation practice has been interesting for me; when I graduate from the university, I would like to work as a school teacher; I would like to work at a school similar to the one where I had my observation practice; next year, it will be easy for me to teach the classes I observed.

To express their level of agreement, participants selected one of the following options: 1-Totally disagree; 2 – Rather disagree; 3 – I am not sure; 4 – Rather agree; 5 – Absolutely agree.

The response matrices for participants surveyed in the 2016/17 and 2017/18 academic years are presented in Tables 1 and 2. The number of participants in Survey 1 and Survey 2 was 17 and 36, respectively. For each set of data, average value, standard deviation, and Cronbach's α were calculated.

Table 1.

Responses from Cohort 1 (Survey 1)

Participant	Statement A	Statement B	Statement C	Statement D
1	3	4	1	2
2	4	3	3	3
3	5	4	4	3
4	3	2	2	3
5	3	1	1	1
6	2	1	1	1
7	1	1	1	5
8	3	2	1	3
9	4	1	1	4
10	4	1	1	4
11	5	2	3	5
12	3	4	2	4
13	3	1	2	3
14	4	2	2	3
15	2	1	1	3
16	4	3	2	3
17	4	3	3	3
Average	3,35	2,12	1,82	3,12
STDEV	1,06	1,17	0,95	1,11
Cronbach's α=0.66				

Table 2.

Responses from Cohort 2 (Survey 2)

Participant	Statement A	Statement B	Statement C	Statement D
1	5	5	5	4
2	3	3	1	3
3	2	1	2	3
4	3	3	3	4
5	3	4	3	1
6	3	1	2	2
7	4	5	4	5
8	5	2	2	3
9	4	1	1	3
10	5	2	3	4
11	4	2	1	4
12	1	1	1	1
13	1	1	2	2
14	2	4	4	3
15	4	2	3	3
16	3	3	2	3
17	5	1	2	5
18	5	3	4	3
19	2	2	1	2
20	5	4	2	4
21	5	3	3	4
22	4	3	2	3
23	1	1	1	1
24	5	3	3	3
25	5	4	3	3
26	4	3	4	5
27	4	2	1	4
28	5	3	4	5
29	5	1	2	3
30	5	3	4	4
31	5	3	2	5
32	5	3	3	4
33	5	5	3	4
34	2	3	1	3
35	4	2	2	3
36	5	3	3	3
Average	3.83	2.64	2.47	3.31
STDEV	1.34	1.20	1.11	1.09
Cronbach's α=0.79				

Cronbach's alpha, calculated for the first and second surveys, yielded values of approximately 0.66 and 0.79, respectively, indicating moderate and good internal consistency of the survey results. Standard deviation values, ranging from 0.95 to 1.34 across individual statement responses, suggest a considerable degree of variation in participants' opinions.

A comparison of the average response values from Survey 1 and Survey 2 made it possible to calculate the quantitative shifts in student attitudes, as presented in Table 3.

Table 3.

Changes in student attitudes toward observation practice across the first two cohorts

	Statement A	Statement B	Statement C	Statement D
Cohort 1	3.35	2.12	1.82	3.12
Cohort 2	3.83	2.64	2.47	3.31
	+0.48	+0.52	+0.65	+0.19

While the second cohort showed a positive shift in attitudes toward both observation practice and the prospect of a teaching career, overall enthusiasm for becoming a teacher (Statement B), especially in a school similar to their field practice site (Statement C), remained notably low. This suggests a mismatch between the intended goals of the observation practice and its actual outcomes.

To examine whether there was a significant relationship between students' interest in the observation practice and their enthusiasm for a teaching career, the Pearson correlation coefficient, which is commonly used to assess the strength and direction of the relationship between two variables (Schober, Boer, & Schwarte, 2018), was applied. The results are presented in Tables 4 and 5.

Table 4.

Pearson Correlation Coefficients for Survey 1

	Statement 1	Statement 2	Statement 3	Statement 4
Statement 1		0.42	**0.69**	0.18
Statement 2	0.42		**0.58**	-0.01
Statement 3	**0.69**	**0.58**		0.20
Statement 4	0.18	-0.01	0.20	

Table 5.

Pearson Correlation Coefficients for Survey 2

	Statement 1	Statement 2	Statement 3	Statement 4
Statement 1		0.37	**0.46**	**0.66**
Statement 2	0.37		**0.63**	0.37
Statement 3	**0.46**	**0.63**		0.42
Statement 4	**0.66**	0.37	0.42	

The analysis revealed a consistent pattern of positive correlation between students' interest in observation practice and

their desire to become a teacher, with strong and moderate correlation coefficients observed in Cohort 1 (r = 0.69) and Cohort 2 (r = 0.46), respectively. Notably, the second survey showed a substantial increase in the correlation between interest in observation practice and perceived readiness to teach in the near future, rising from a negligible r=0.18 to a strong positive r = 0.66. As expected, the correlation between students' desire to become a teacher and their willingness to work at a school similar to their field practice site remained comparable across cohorts (r = 0.58 for Cohort 1 and r = 0.63 for Cohort 2).

In light of the findings from the 2019 Pre-SETT Ukraine Evaluation (Mackenzie, 2019), which revealed a very low level of enthusiasm for pursuing a teaching career among Cohort 1 students, a follow-up survey was conducted with Cohort 2 students in May 2020. The participants were asked the following questions:

1.   Have you had any teaching experience beyond the university-provided teaching practice?

2.   How likely are you to teach after you graduate from university?

A total of 37 students responded. More than four out of five participants gave a positive answer to the first question, with only six reporting no independent teaching experience. This resulted in a positive-to-negative response ratio of 83.8% to 16.2%.

Nevertheless, responses to the second question, which offered three options, yielded the following results: "very likely" –

27%, "I am not sure" – 46%, and "very unlikely" – 27%, indicating a moderate level of enthusiasm for teaching, though higher than that observed in the previous cohort, which overall might indicate some improvement in Pre-SETT.

Due to a number of unforeseen factors, the next cohort of students whose progress could be closely monitored at the initial stage of Pre-SETT and before receiving bachelor's degree were those enrolled in 2021-2025 and doing the ELT course in 2022-2025.

In spring 2023, the students had their observation practice with Year 3 student-teachers at the Centre for Languages and Literature Teaching Methodology. By that time, both the format of the field practice and the feedback form had been redesigned. After participating in each lesson by Year 3 student-teachers, Year 2 participants were asked an extended set of questions. In total, 121 answers were collected in spring 2023.

To compare the data collected in 2016/17, 2017/18, and 2022/23 academic years, a question from the 2022/23 survey was selected that aligned in focus with earlier surveys on the level of interest evoked by the observation practice. The question was: "How satisfying was the experience?" Participants rated their impressions using the scale from 1 to 10, where 1 meant "It did not come up to my expectations at all" and 10 meant "I enjoyed it immensely", yielding the average score of 9.51 and a standard deviation of 1.10, indicating a high level of satisfaction and consistency in responses.

To enable comparison with the earlier datasets, which used a 1–5 scale in 2016/17 and 2017/18, a coefficient of 0.5 was applied to the 2022/23 results. This adjustment produced a recalculated average of 4.76 and a standard deviation of 0.55. Table 6 presents the dynamics in the level of interest and satisfaction with observation practice expressed by Cohorts 1, 2, and 7.

Table 6.

Level of interest/satisfaction with observation practice among three cohorts of Year 2 students.

Academic year	Level of interest / satisfaction	Standard deviation
2016/17	3.35	1.06
2017/18	3.83	1.34
2022/23	4.76	0.55

In May 2025, Cohort 7 were asked to provide anonymous feedback on their preparation for, and experience of, teaching practice, as well as their enthusiasm pursuing a teaching career. Responses were collected from 29 participants.

The survey included the following questions:

1.   Are you satisfied with your teaching experience during the academic year 2024/25?

2.   Are you satisfied with the school where you had your English teaching practice?

3.   Do you think you were well prepared for your English teaching practice at school?

4.   How helpful was the guided observation of live lessons delivered by more advanced students in developing your teaching skills?

5.   How helpful was the observation of live lessons delivered by school teachers in developing your teaching skills?

6.   How helpful was team teaching to younger university students for mastering your teaching skills?

7.   How helpful was solo teaching to younger university students for mastering your teaching skills?

8.   Do you think your future career could be connected with teaching and education?

9.   Have you had any teaching experience beyond the university-provided teaching practice?

For Questions 1-5, participants selected one of the following options:

1 - not at all;

2 - rather not;

3 - it was ok;

4 - rather yes/rather helpful;

5 - perfectly satisfied/helpful.

For Question 6, a 10-point scale was used, where 1 meant "No way" and 10 meant "Definitely yes."

For Question 7, participants chose between "yes" and "no".

A summary of the response to Question 6 is presented in Figure 2.

Do you think your future career can be connected with teaching and education?
29 відповідей
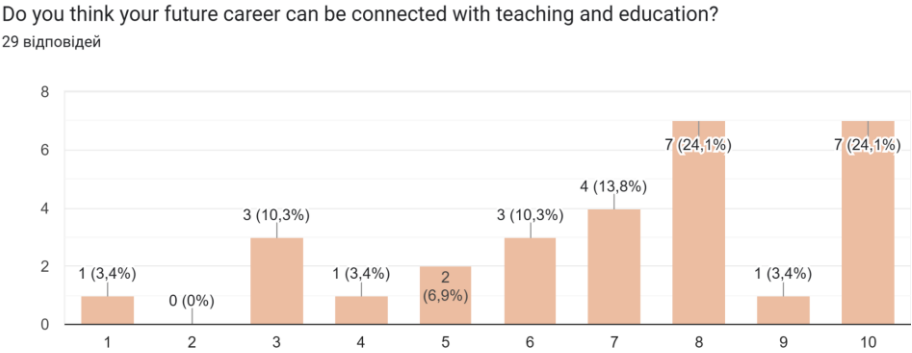
Figure 2. *Cohort 7 graduates' level of enthusiasm for pursuing a teaching career*

For further statistical analysis, responses to Question 6 were converted by multiplying each value by a coefficient of 0.5.

The full response matrix for the May 2025 survey is presented in Table 7.

Table 7.

Responses from Cohort 7 (Survey 5)

R	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1	3	4	4	3	3	3	3	2	Yes
2	5	5	5	4	5	5	5	4	Yes
3	5	4	4	5	3	5	4	1,5	No
4	4	4	4	5	5	5	5	4,5	Yes
5	5	5	5	5	3	4	5	3	Yes
6	3	3	4	4	4	5	4	5	Yes
7	4	4	4	4	4	4	5	3,5	No
8	5	4	5	3	3	5	5	1,5	No
9	3	2	4	4	3	5	5	4	Yes
10	4	5	5	4	3	3	4	5	Yes
11	5	5	5	5	5	5	5	4	Yes
12	4	5	3	3	4	5	5	1,5	No
13	4	5	4	5	4	3	3	4	Yes
14	5	5	5	4	5	5	5	5	Yes
15	5	2	5	5	5	5	5	0,5	Yes
16	5	4	4	4	5	5	5	3,5	Yes
17	5	5	5	5	5	5	5	5	Yes
18	4	4	4	5	5	5	5	4	Yes

19	2	3	3	3	3	3	3	3	Yes
20	5	5	4	4	4	4	4	3,5	No
21	4	5	4	3	5	4	2	3	Yes
22	5	4	5	4	4	5	5	5	Yes
23	5	5	5	5	5	5	5	3,5	Yes
24	3	2	4	5	5	5	5	2,5	Yes
25	5	5	5	4	5	5	5	4	Yes
26	4	5	5	3	5	3	4	2,5	Yes
27	5	5	5	5	5	5	5	5	Yes
28	5	5	4	3	4	3	3	5	Yes
29	5	5	5	5	5	5	5	4	Yes
Average	**4,34**	**4,28**	**4,41**	**4,17**	**4,28**	**4,45**	**4,45**	**3.53**	Yes-24 No-5
STDEV	0,86	1,00	0,63	0,80	0,84	0,83	0,87	1.26	
Cronbach's α = 0.735									

Standard deviation calculated for each set of responses reveals the highest level of consistency in answers to Question 3 (self-assessed level of preparation for teaching practice at school), while the greatest variation was observed in responses to the question about prospects of a teaching career.

Cronbach's alpha for the dataset is 0.735, which indicates acceptable internal consistency.

The average response values indicated a notably positive assessment of the school-based practice, the overall preparation for it, and its individual components.

To determine whether the factors addressed in Questions 1–8 were interdependent, Pearson correlation coefficients were calculated. The results are presented in Table 8.

Table 8.

Pearson Correlation Coefficients for Survey 5

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
Q1	1.0	**0.55**	**0.66**	0.33	0.36	0.38	0.41	0.10
Q2	0.55	1.0	0.33	-0.06	0.20	-0.20	-0.11	0.33
Q3	0.66	0.33	1.0	0.35	0.32	0.25	**0.43**	0.23
Q4	0.33	-0.06	0.35	1.0	0.35	0.47	**0.50**	0.19
Q5	0.36	0.20	0.32	0.35	1.0	**0.43**	0.31	0.23
Q6	0.38	-0.20	0.25	0.47	0.43	1.0	0.75	0.02
Q7	0.41	-0.11	0.43	0.50	0.31	0.75	1.0	0.07
Q8	0.10	0.33	0.23	0.19	0.23	0.02	0.07	1.0

As revealed by the calculations, the highest level of positive correlation ($r = 0.66$) was between students' level of satisfaction with the school-based teaching experience and their self-assessed level of preparation for it. A slightly lower positive correlation ($r = 0.55$) was observed between satisfaction with the teaching practice and the perceived quality of the school where the practice took place.

Notably, Questions 4 and 7 showed a positive correlation of $r = 0.50$, indicating a moderate relationship between observation practice in Year 2 and satisfaction with solo teaching students on the same course.

Other pairs of questions that fall within the range of moderate positive correlation include Questions 3 and 7, and Questions 5 and 6, both with $r = 0.43$. These findings suggest that teaching younger university students had a direct impact on student-teachers' perceived readiness for school practice, and that

delivering solo lessons to younger peers enhanced the benefits gained from observing school teachers' performance.

The question regarding teaching experience beyond the university-provided practice yielded a positive-to-negative response ratio of 82.8% to 17.2%, which is very similar to the results obtained for Cohort 2 (see Table 9).

Table 9.

Teaching experience outside university-provided practice: Cohorts 2 and 7

	Cohort 2 (2016–2020)	Cohort 7 (2021–2025)
Possess teaching experience beyond university-provided practice	83.8%	82.8%
No teaching experience beyond university-provided practice	16.2	17.2%

The crucial question regarding graduates' intention to pursue a teaching career was phrased differently over the five-year period; nevertheless, both versions allow for an estimation of the percentage of students who might intend to work in education (see Table 10).

Table 10.

Graduates' willingness to become teachers among Cohorts 2 and 7

	Questions	Responses
Cohort 2	How likely are you to teach after you graduate from university?	Very unlikely – 27% I am not sure – 46% Very likely – 27%

Cohort 7	Do you think your future career could be connected with teaching and education? (1-No way; 10 - Definitely yes)	1-3.4% 2-0% 3-10.3% 4-3.4% 5-6.9% 6-10.3% 7-13.8% 8-24.1% 9-3.4% 10-24.1%

In Cohort 2, only 27% of participants gave a positive response regarding the possibility of teaching after graduation. While the percentage of Cohort 7 students who provided a confidently positive response (rating 10) remains low (24.1%), the total number of responses on the positive end of the scale (ratings of 8, 9, or 10) is notably higher, reaching 51.6% overall.

FINDINGS AND DISCUSSION

The revisited curriculum for pre-service English teacher training was introduced at Borys Grinchenko Kyiv Metropolitan University (which had a different name at the time) in 2016 and, by May 2025, had undergone a series of transformations and adaptations while retaining the key characteristics of the original design: a three-year-long ELT course with integrated field practice throughout.

Observation practice, intended for the initial stages of training, was among the components most significantly adapted. Instead of visiting schools to observe experienced teachers, students were invited to take part in lessons designed and delivered by peers one year ahead of them in the course. These sessions allowed for guided observation

"from inside" the lesson, with students participating as active learners rather than passive observers.

The transformation of field practice was driven by learning outcomes and attitudes demonstrated by the first cohorts of students trained under the original curriculum developed through the New Generation School Teacher (NGST) project. Surveys conducted during the 2016/17 and 2017/18 academic years revealed that traditional school-based observation failed to instill sufficient confidence in participants regarding the next steps in their training or their future careers. Encounters with the existing secondary education system were often discouraging and did little to foster enthusiasm for teaching. While the second cohort showed some positive developments, the need to reconsider the structure of early-stage field practice in Pre-SETT remained pressing. A follow-up survey conducted closer to graduation indicated that, although most students had gained teaching experience beyond the university-provided practicum, only a small proportion were willing to pursue careers in teaching.

Close monitoring of training under the experimental curriculum was interrupted by a series of unforeseen events both globally and within Ukraine. The next cohort to be followed in detail was Cohort 7. These students experienced observation practice on university premises, observing Year 3 student-teachers and delivering lessons to their less experienced peers. This approach left them feeling better prepared for school visits and school-based teaching practice.

Compared to earlier cohorts, they reported a notably lower level of frustration when encountering the Ukrainian school system and ranked their own activities throughout training relatively high. Nevertheless, the percentage of graduates willing to pursue teaching careers still remained below the level targeted by the NGST project.

CONCLUSIONS & FURTHER RESEARCH

Peer observation at the initial stages of pre-service teacher training shows clear benefits by engaging future teachers early in the learning process and better preparing them for school-based experience. It leads to higher satisfaction with the learning process and more effective field practice.

Still, motivating graduates of pre-service teacher training programs to choose teaching as their preferred career requires broader action beyond the level of any one university. This could involve shifting society's perception of the teaching profession's role in supporting the country's well-being, and, as a result, changes in state policy to better support and reward educators. While the state sector and teaching children remain among the largest employers, a shift in policy is necessary to make the career of a school teacher genuinely attractive to young educators.

The number of young teachers who have acquired teaching skills under the updated curriculum continues to grow, while experienced teachers who completed their pre-service training under outdated curricula are actively engaging in in-service training to master current teaching methods. Engaging these groups of teachers

to supervise students' field practice may provide an opportunity to resume school-based observation and teacher-assistant practice, as originally proposed by the NGST project. If this becomes possible, it will be important to determine the optimal balance between peer teaching and peer observation on the premises of the university and school-based field practice.

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ВІД СПОСТЕРЕЖЕННЯ ДО ПРОФЕСІЙНОГО ПОКЛИКАННЯ: ТРАНСФОРМАЦІЯ ПЕРШИХ КРОКІВ У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ

Москалець Олена,
кандидат педагогічних наук, доцент, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053
o.moskalets@kubg.edu.ua

Цапро Галина,
завідувач кафедри англійської мови та комунікації, кандидат філологічних наук, доцент, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053
g.tsapro@kubg.edu.ua

Віннікова Лілія,
старший викладач, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053
l.vinnikova@kubg.edu.ua

Грищенко Олена,
кандидат філологічних наук, факультет романо-германської філології, Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053
o.hryshchenko@kubg.edu.ua

Це дев'ятирічне лонгітюдне дослідження, проведене у Київському столичному університеті імені Бориса Грінченка, присвячене переосмисленню етапу ранньої педагогічної практики у курсі підготовки майбутніх учителів англійської мови, який було започатковано проєктом «Шкільний вчитель нового покоління». Запроваджене нововведення замінило відвідування школи, запропоноване проєктом, на структуроване, цілеспрямоване спостереження за живими уроками, які проводять більш досвідчені студенти на базі університету. Студенти другого курсу виступали в ролі учнів і спостерігачів, тоді як студенти третього курсу почергово виконували ролі студентів-учителів і учнів. Така зміна стала реакцією на зростаючий розрив між очікуваними результатами ранньої шкільної практики та реальними враженнями студентів. У перших

наборах програми «Шкільний вчитель нового покоління» багато студентів відзначали, що спостережувані уроки ґрунтувалися на жорстких, учитель-центрованих підходах. Замість того щоб зміцнити віру у власні сили, цей досвід часто лише підтверджував їхні сумніви щодо вибору педагогічної кар'єри.

Дані змішаного типу, отримані з трьох досліджуваних когорт, демонструють зростання задоволеності практикою спостереження та посилення взаємозв'язку між залученістю, відчуттям готовності й наміром викладати. Показники внутрішньої узгодженості даних (коефіцієнт α Кронбаха) варіювали від помірних до високих; кореляції між зацікавленістю у спостереженні, готовністю викладати та короткостроковою впевненістю у власних силах зміцнювалися у міру розвитку моделі, заснованої на взаємодії однолітків. У 2022/23 навчальному році рівень задоволеності досвідом спостереження за уроками однолітків був високим; у 2024/25 випускники позитивно оцінили свою підготовку та шкільну практику, причому понад половина з них розглядала педагогіку як цілком реалістичний професійний шлях. Хоча частка студентів, які однозначно обирають роботу в школі, залишається нижчою за початкову ціль проєкту, університетська модель спостереження за уроками однолітків довела свою ефективність: вона підвищує рівень раннього залучення, формує реалістичне усвідомлення ролі вчителя та знижує психологічний поріг входження до шкільної практики, особливо в умовах кризових обмежень, коли доступ до зразкових шкіл ускладнений.

Отримані результати свідчать, що цілеспрямоване спостереження за уроками однолітків є ефективним форматом для перших кроків у системі підготовки майбутнього вчителя і має поєднуватися з подальшими шкільними практиками. Водночас для підвищення престижу та привабливості професії вчителя необхідні системні заходи, що виходять за межі університетського рівня.

METHODOLOGICAL FEATURES OF TEACHING PROFESSIONAL ENGLISH FOR FINANCE AND BANKING STUDENTS

Halyna Lysak
ORCID ID 0000-0002-0598-6919
PhD in Pedagogy, Associate Professor
Department of Foreign Language Education
and Intercultural Communication, Khmelnytskyi National University,
11 Instytutska St., 29000, Khmelnytskyi, Ukraine
lysakh@khmnu.edu.ua

ABSTRACT

This paper examines the methodological features of teaching professionally oriented English for Specific Purposes (ESP) to students majoring in Finance and Banking within the context of Ukraine's integration into the European and global educational space. The research aims to develop a differentiated ESP teaching model that aligns linguistic instruction with professional, cognitive, and intercultural requirements of the financial domain. Using a qualitative and comparative approach, the study analyses international and Ukrainian ESP methodologies and identifies specific linguistic, communicative, and analytical needs of finance and banking students. The findings reveal that effective ESP instruction in this field must integrate economic content, professional discourse, and intercultural competence while fostering analytical and reflective skills. The proposed differentiated model incorporates three interrelated dimensions (cognitive-professional, communicative-interactive, and analytical-reflective), ensuring professional relevance and adaptability across educational contexts. The study highlights the importance of interdisciplinary collaboration, authentic assessment, and digital learning tools in enhancing learner engagement and global employability.

__Keyword__s: analytical-reflective model; competency-based education; English for Specific Purposes (ESP); finance and banking; professional communication

INTRODUCTION

In the contemporary context of globalisation and Ukraine's integration into the European and international educational landscape, foreign language proficiency has become a crucial component of professional training, particularly in fields such as economics, finance, and banking. Over the past decade, the rapid internationalisation of business and education has increased the demand for graduates who demonstrate not only professional expertise but also advanced communicative and intercultural competencies (Anthony, 2018; Mospan, 2017; Richards, 2017). Consequently, the ability to operate effectively in multilingual environments now determines the employability and competitiveness of future finance and banking specialists in the global labour market (Basturkmen, 2010).

In Ukraine's higher education, the teaching of foreign languages, especially English for Specific Purposes (ESP), has evolved from a general linguistic subject into a strategic instrument for achieving professional, academic, and socio-economic objectives (Banegas, 2017; Korolchuk, 2025). Moreover, the adoption of competency-based and task-oriented approaches aligns with the principles of the European Higher Education Area (EHEA) and the national strategy for language education in universities (Sysoieva & Mospan, 2018). Recent studies (Belcher, 2017; Paltridge & Starfield, 2019) indicate that ESP instruction in economics and finance plays a decisive role in forming globally oriented specialists capable of

engaging in international projects, investment initiatives, and cross-border communication.

At the same time, the relevance of this topic is further amplified by Ukraine's current geopolitical situation and post-war reconstruction challenges. The Russian–Ukrainian war has intensified global interdependence and underscored the importance of linguistically proficient professionals who can facilitate economic recovery, attract foreign investment, and promote international cooperation (Deyak & Ishchenko, 2023). In this context, language competence becomes not merely an academic achievement but a critical socio-economic resource enabling active participation in diplomacy, trade, and global finance. Indeed, recent international research highlights that language education directly contributes to national resilience, competitiveness, and innovation potential (Carrió-Pastor, 2020; Javid, 2023).

Furthermore, contemporary scholars emphasise that teaching ESP to students of finance and banking must integrate both discipline-specific content and professional communicative practice. In particular, the integration of content and language through CLIL (Content and Language Integrated Learning) frameworks (Coyle et al., 2010; Pérez-Cañado, 2022), the introduction of digitalised ESP environments (Rogers, 2017), and the use of needs-based instruction reflecting authentic financial contexts (Paltridge & Starfield, 2019; Usyk, 2021) have all proven effective in linking linguistic competence with professional application. These approaches enhance learner motivation,

promote authentic engagement, and prepare students for real-world communication in finance and economics.

For Ukrainian universities, however, adapting such international methodologies requires careful contextualization. As noted by Hildebrant (2025) and Kostyk & Silyutina (2022), ESP courses for finance and banking students should incorporate case studies, policy briefs, and authentic financial documents to foster analytical thinking and applied linguistic skills. In addition, Usyk et al. (2021) emphasise the value of integrating digital platforms and simulation-based tools to develop financial terminology and communicative confidence in online professional settings.

Taken together, these insights confirm that improving the teaching of professionally oriented foreign languages for finance and banking students represents a strategic priority within Ukraine's higher education system. It contributes directly to developing professional communication competence, strengthening academic mobility, and ensuring successful integration into the global financial community.

RESEARCH OBJECTIVES

Accordingly, the purpose of this study is to identify the methodological features of teaching English for Specific Purposes (ESP) to students majoring in finance and banking. This will serve as a foundation for developing a differentiated teaching model tailored to their professional and communicative needs.

The research objectives are to: analyse recent international and Ukrainian research on ESP methodologies for finance, economics, and related fields; conduct a comparative analysis of teaching approaches used for finance and banking students versus other non-linguistic specialisations; and determine the distinctive linguistic, cognitive, and methodological features necessary for designing a profession-oriented ESP framework in finance and banking education.

RESEARCH METHODS

The study employed a qualitative and comparative research design to identify effective methodological approaches to teaching professionally oriented English in the field of Finance and Banking. The analysis combined content analysis of recent ESP literature with a comparative examination of existing instructional models across non-linguistic disciplines. Drawing on established ESP frameworks (Anthony, 2018; Basturkmen, 2010; Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987), the research synthesised theoretical insights to construct a differentiated model integrating cognitive-professional, communicative-interactive, and analytical-reflective components. The model was evaluated through theoretical modelling and qualitative interpretation, emphasising its coherence with competency-based education and digitalised learning contexts. This methodological approach ensured the validity and applicability of the proposed framework within modern higher education and globalised professional environments.

THEORETICAL AND METHODOLOGICAL BACKGROUND

The study of professionally oriented foreign language teaching for students majoring in Finance and Banking lies at the intersection of applied linguistics, pedagogy, and economics. As noted in contemporary educational research (Banegas, 2017; Dudley-Evans & St John, 1998; Richards, 2017), ESP instruction requires the integration of linguistic competence with cognitive, pragmatic, and socio-professional skills. For finance and banking students, this integration must reflect the specific discourse conventions, genres, and communicative practices of the financial domain. Teaching English to such learners involves not only language acquisition, but also the development of conceptual understanding and critical awareness of economic processes expressed through English. In this sense, ESP becomes a tool of professional socialisation, preparing students to function effectively within international financial institutions and corporate environments.

From a methodological perspective, the effective design of ESP courses for financial specialisations should be based on needs analysis, discourse analysis, and task-based learning principles. Needs analysis enables educators to identify the communicative situations and linguistic functions most relevant to future professional contexts, while discourse analysis reveals the structural and rhetorical characteristics of authentic financial communication, such as annual reports, investment proposals, and

regulatory statements (Belcher, 2017; Hildebrant, 2025). Task-based instruction, in turn, provides a pedagogical framework through which learners engage in problem-solving and simulation activities that mirror real professional scenarios. This approach ensures that language learning is embedded in authentic communicative practice, promoting both linguistic accuracy and professional competence.

Furthermore, modern ESP methodology increasingly relies on digital technologies and data-driven learning tools that allow for corpus-based exploration of financial language. Corpus linguistics applications, for instance, enable students to identify collocations, phraseological patterns, and lexical bundles typical of financial discourse. Digital simulations, such as virtual trading platforms or online case studies, help learners apply professional language in dynamic, interactive settings, thereby reinforcing conceptual knowledge through communicative performance. These innovations reflect a broader shift in higher education toward blended and experiential learning models that enhance motivation, learner autonomy, and adaptability to diverse communication environments (Pérez-Cañado, 2022; Rogers, 2017).

In addition, interdisciplinary integration represents a defining feature of effective ESP instruction for finance and economics students. As these disciplines overlap with management, law, and international relations, language teaching should incorporate cross-sectoral content that mirrors real-world complexity. The CLIL approach (Coyle et al., 2010) provides a

theoretical foundation for such integration by promoting simultaneous development of subject-specific knowledge and language competence. Within this framework, students engage with authentic materials – policy briefs, IMF reports, financial press articles – that require analytical reasoning, synthesis of information, and professional judgment. Thus, the methodological basis for teaching English to finance and banking students must combine linguistic, cognitive, and pragmatic dimensions, ensuring that graduates acquire not only communicative fluency but also the capacity to operate in a knowledge-intensive, globally interconnected economic environment.

RESULTS

The effective teaching of a professionally oriented foreign language to students majoring in Finance and Banking requires a differentiated methodological approach. This approach must be grounded in professional needs, communicative competence, and the integration of economic and financial content. A comparative analysis of existing ESP (English for Specific Purposes) practices across non-linguistic specialisations revealed that, although general ESP methodologies share such principles as task-based learning, learner autonomy, and the use of authentic materials, the specific linguistic and cognitive requirements of the financial sphere necessitate a more tailored instructional model. Table 1 presents a comparative analysis of ESP teaching practices across different non-linguistic disciplines (Anthony, 2018; Basturkmen,

2010; Hildebrant, 2025; Washington et al., 2012). It highlights the specific linguistic, cognitive, and professional requirements of Finance and Banking students in contrast to technical, tourism, and management specialisations.

Table 1

Comparative Features of ESP Across Disciplines

Feature	Finance and Banking	Technical Programs	Tourism and Hospitality
Content complexity	High – abstract economic and financial concepts	Medium – technical procedures	Medium – cultural and service-oriented topics
Linguistic register	Formal, precise, hedging expressions ('may indicate,' 'should be considered')	Descriptive, procedural	Conversational, service-oriented
Intercultural competence	Critical – international negotiation and finance contexts	Low – mostly technical terminology	Medium – cross-cultural etiquette
Communication tasks	Reports, investment analyses, and contract negotiation	Technical manuals, lab reports	Customer interaction, oral presentations
Learning materials	Financial reports, IMF/World Bank bulletins, case studies	Technical documents, manuals	Brochures, service scripts
Digital tools	Financial simulations, trading platforms, corpus-based vocabulary	CAD/technical software, simulations	Booking systems, virtual tours

Furthermore, unlike students in technical or humanitarian disciplines, those studying finance and economics operate within a complex interdisciplinary environment combining management, international law, and economic theory. As a result, they must master a highly specialised professional register characterised by financial

terminology, formulaic expressions, and discourse patterns typical of international economic communication. The analysis of scientific literature (Alshayban, 2022; Belcher, 2017; Paltridge & Starfield, 2019) demonstrated that such learners require both general academic English, used for reading research papers, writing reports, and delivering presentations, and specialised professional discourse, essential for negotiating contracts, interpreting market data, or preparing investment analyses.

Moreover, professional communication in the field of international finance often requires an advanced level of intercultural competence, the ability to adjust tone, register, and communication strategies to suit interlocutors from diverse cultural backgrounds. Therefore, ESP instruction for these students must transcend linguistic proficiency alone, incorporating pragmatic and intercultural components as emphasised by Byram (1997).

Based on these findings, the research proposes a differentiated ESP teaching model that integrates cognitive-professional, communicative-interactive, and analytical-reflective dimensions. The *cognitive-professional* element focuses on the development of conceptual knowledge in economics and finance through authentic English-language materials such as financial reports, IMF bulletins, World Bank briefings, and economic news articles (Washington et al., 2012).

The *communicative-interactive* element develops both productive and receptive language skills through role plays and simulations of real professional tasks, including investment

presentations, trade negotiations, and policy discussions, which mirror authentic business contexts (Anthony, 2018; Chew, 2005).

The *analytical-reflective* element, in turn, encourages students to monitor their progress through self-assessment, project-based learning, and portfolio evaluation.

This model corresponds to the competency-based paradigm in higher education, shifting emphasis from knowledge transmission to the formation of practical skills and professional readiness. Table 2 outlines the proposed ESP teaching model for Finance and Banking students, developed from the results of the comparative analysis, existing ESP methodology (Dudley-Evans & St John, 1998; Paltridge & Starfield, 2013), and contemporary studies on task-based, competency-oriented, and CLIL approaches (Banegas, 2017; Coyle, Hood, & Marsh, 2010). It shows the components, strategies, and expected outcomes for professional and communicative development.

Table 2

Differentiated ESP Teaching Model for Finance and Banking Students

Component	Focus	Instructional Strategies	Expected Outcomes
Cognitive - Professional	Subject-specific knowledge in economics and finance	Authentic materials: financial reports, IMF/World Bank briefings, economic news articles	Enhanced understanding of economic concepts, domain-specific vocabulary acquisition

Communicative - Interactive	Productive and receptive communication skills	Simulations: investment presentations, trade negotiations, policy discussions	Improved professional communication, negotiation skills, and presentation abilities
Analytical - Reflective	Self-monitoring and evaluation	Project-based learning, peer feedback, portfolio assessment	Development of reflective skills, autonomous learning, and continuous performance improvement

In addition, the comparative study of ESP instruction across different fields revealed several distinctive characteristics specific to financial and economic disciplines. Firstly, the conceptual density and abstraction level of content in finance are substantially higher, which requires greater focus on analytical reading, critical thinking, and academic writing. Secondly, financial English employs a more cautious and formal linguistic register, with frequent use of modality and hedging expressions such as 'may indicate,' 'is likely to lead to,' or 'should be considered' (Basturkmen, 2010). Such rhetorical precision must be taught explicitly, as it differs significantly from the language used in other domains. Thirdly, intercultural competence is more central to ESP in finance than in many other specialisations, given the inherently international nature of financial communication (Chew, 2005). Thus, students of Finance and Banking require a balanced integration of academic literacy, specialised terminology, and intercultural pragmatics to succeed in global professional environments.

DISCUSSION

It should be noted that the implementation of this differentiated model also carries profound pedagogical implications for tertiary education in economics and finance. Most importantly, instructors must combine linguistic expertise with at least a foundational level of economic knowledge to design relevant and authentic learning scenarios. As noted by Dudley-Evans and St John (1998), effective ESP instruction requires teachers to assume multiple roles, as course designers, collaborators, and evaluators, capable of adapting materials to specific disciplinary contexts. This dual expertise not only ensures contextual accuracy but also fosters the communicative realism essential to professional language use. Consequently, collaboration between language instructors and subject specialists becomes indispensable, since joint curriculum development has been shown to enhance both learner motivation and linguistic results (Anthony, 2018; Basturkmen, 2010; Hutchinson & Waters, 1987).

Furthermore, the assessment of learning outcomes should mirror real-world communicative performance rather than rely solely on abstract linguistic knowledge. As Belcher (2017) and Hildebrant (2025) emphasise, genuine assessment in ESP must align with the discourse practices of the target profession. Thus, instead of traditional grammar or vocabulary tests, learners should engage in professional tasks such as writing investment reports, simulating investor meetings, or analysing policy documents in English. These activities develop not only linguistic accuracy but

also critical thinking, discourse competence, and pragmatic awareness – abilities essential for functioning effectively in global economic environments.

Additionally, the digital transformation of higher education introduces new methodological possibilities for ESP instruction. As argued by Starfield and Paltridge (2017) and Rogers (2017), technology-mediated learning fosters student autonomy and enables exposure to authentic disciplinary discourse through online simulations, webinars, and financial databases. Such innovations are particularly relevant for students in Finance and Banking, as they reflect the increasing virtualisation of financial dealings and international communication. Integrating these digital practices into ESP instruction ensures that graduates are linguistically proficient, digitally literate, and professionally adaptable to the demands of contemporary global finance (Washington et al., 2012).

Finally, the findings support the broader shift toward competency-based and interdisciplinary learning structures in modern higher education. By embedding professional content into language instruction, universities promote not only communicative competence but also intercultural and analytical skills that enhance employability. This aligns with recent educational studies emphasising the need for integrated curricular design and contextualised learning outcomes (Banegas, 2017; Coyle et al., 2010; Rogers, 2017). The differentiated ESP model proposed in this study thus contributes to rethinking traditional

teaching paradigms and supports the creation of a dynamic, globally oriented framework for professional language education in economics and finance.

CONCLUSIONS

Overall, the research has demonstrated that the effective teaching of a professionally oriented foreign language to students majoring in Finance, Banking, and International Economic Relations requires a multidimensional and differentiated methodological approach. This approach should harmoniously integrate linguistic proficiency with domain-specific knowledge and intercultural communicative competence. Given the inherently international nature of finance and economics, future professionals must be prepared to operate in multilingual environments, analyse economic data critically, and engage confidently in global financial discourse.

Importantly, the comparative methodological analysis conducted in this study revealed that, unlike other non-linguistic specialisations, ESP instruction for Finance and Banking students must extend beyond terminology and grammar. It should foster the cognitive processing of economic concepts, encourage data interpretation and analytical reasoning, and promote the pragmatic use of language in professional contexts such as negotiations, report writing, and policy discussions. The proposed differentiated ESP model, which encompasses cognitive-professional, communicative-interactive, and analytical-reflective dimensions, provides a flexible

and scalable framework adaptable to different levels of higher education. This model aligns language instruction with the professional profile of future economists and financiers while reinforcing the competency-based paradigm in higher education.

Furthermore, the research underscores the need to reconsider traditional ESP curricula by integrating digital tools, authentic materials, and interdisciplinary collaboration. Such innovations not only increase learner motivation and engagement but also ensure the practical relevance and international orientation of language education. Teachers, therefore, play a crucial role as facilitators who must possess both methodological flexibility and subject-matter awareness to contextualise linguistic instruction within real-world economic environments.

In summary, the findings confirm that ESP instruction for Finance and Banking should evolve into a professionally grounded, digitally enhanced, and interculturally informed system. This transformation will significantly contribute to producing linguistically competent, analytically capable, and globally competitive graduates ready to operate effectively in the international financial sphere.

PROSPECTS FOR FURTHER RESEARCH

Looking ahead, future research should focus on empirically validating the proposed differentiated ESP model through longitudinal classroom experiments and cross-institutional case studies. While the present study has outlined a theoretical and

methodological framework, its large-scale implementation and quantitative evaluation remain areas for further exploration. In particular, it would be valuable to assess how the integration of cognitive-professional, communicative-interactive, and analytical-reflective dimensions influences measurable learning outcomes such as language proficiency gains, professional discourse competence, and learner autonomy.

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МЕТОДИЧНІ ОСОБЛИВОСТІ ВИКЛАДАННЯ ПРОФЕСІЙНОЇ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ СПЕЦІАЛЬНОСТІ ФІНАНСИ ТА БАНКІВСЬКА СПРАВА

Галина Лисак,

кандидат педагогічних наук, доцент, доцент кафедри іншомовної освіти і міжкультурної комунікації Хмельницького національного університету вул. Інститутська, 11, 29000, м. Хмельницький, Україна lysakh@khmnu.edu.ua

У статті досліджуються методологічні особливості викладання професійно орієнтованої англійської мови для студентів, які спеціалізуються у сфері фінансів та банківської справи, у контексті

інтеграції України до європейського та світового освітнього простору. Метою дослідження є розробка диференційованої моделі викладання ESP, що поєднує мовну підготовку з професійними, когнітивними та міжкультурними вимогами фінансової сфери. Застосовуючи якісний і порівняльний підхід, автор аналізує українські та зарубіжні методики ESP, окреслюючи ключові лінгвістичні, комунікативні й аналітичні потреби студентів економічних спеціальностей. Отримані результати свідчать, що успішне навчання ESP у цій сфері має поєднувати економічний фаховий дискурс і міжкультурну компетентність, забезпечуючи водночас розвиток аналітичних та рефлексивних умінь. Запропонована диференційована модель включає три взаємопов'язані компоненти – когнітивно-професійний, комунікативно-інтерактивний та аналітично-рефлексивний – що забезпечує професійну релевантність та адаптивність у різних освітніх контекстах. Дослідження підкреслює значення міждисциплінарної співпраці та цифрових технологій навчання для підвищення мотивації студентів і їхньої конкурентоспроможності на глобальному ринку праці. Загалом, результати сприяють переосмисленню традиційної методики ESP і розвитку компетентнісно орієнтованої та міжнародно спрямованої мовної освіти у сфері економіки та фінансів.

Ключові слова*: аналітично-рефлексивна модель; компетентнісно орієнтована освіта; англійська для конкретних цілей (ESP); фінанси та банківська справа; професійна комунікація.*

TRAINING MASTER STUDENTS TO MAKE TRANSLATOR'S MACRO-LEVEL DECISIONS

Svitlana Merkulova
ORCID ID 0000-0001-6838-7836
PhD in Education
Associate Professor of Linguistics and Translation Department
Romance and Germanic Faculty
Borys Grinchenko Kyiv Mtropolitan University
18/2 Bulvarno-Kudriavska Str, Kyiv, Ukraine, 04053
s.merkulova@kubg.edu.ua

ABSTRACT

Studies revealed in the article uncover challenges in organising training of master's degree students in making professional decisions to achieve better results in translation practice. Professional Aspects of Translation is one of the fundamental disciplines to train future professionals in the area of Translation. To make a decision at a macro level or to plan the results of translation is one of the important competencies of a translator. Macro-level decision is based on the choice of a strategy or strategies, as well as perfect planning of the results, including customers' choices. Challenges of making the right decision lie in a deep understanding of the translation theory, namely, the concept of strategy in translation, differentiation of strategies and techniques of translation and their implementation into practice. Pre-translation stage is very important in the process of translation as it includes text analysis that influences further translators' decisions. Global and Local strategies are classics of translation decisions. Creative strategies give translators some freedom in rendering fiction, artistic and imaginative texts in different areas of personal activities.

Mastering professional decisions in translation is a complicated process with many puzzles, and the right choice of educational methods and procedures leads to success. Examination of actual studies in translation, analysis of current experience on the basis of existing translations, combination of theoretical basics with best practices, brainstorming and individual translation decisions become necessary training

elements in teaching modern successful translators, who meet trendy translation market needs.

Keywords: translation training, translator's decisions, pre-translation text analysis, translation strategies, learning activities, teaching methods, macro-level translator's decisions.

INTRODUCTION

Translation plays a significant part in international and intercultural communication in our modern world. Despite the dramatic development of AI technologies and their implementation in translation practices, the human translator is still a core figure in building communication bridges between different cultures. Yet, a translator makes professional decisions on the basis of understanding customers' needs, applying professional knowledge in theories of translation and practical experience.

Applying for MA Courses in Translation, candidates are seeking to deepen their knowledge in theory and drill their knowledge in practice to become market-driven professional translators. However, to support their desire to obtain professional education, various disciplines, including AEP "Translation", have become a powerful base for professional translators' training.

Professional Aspects of Translation is a fundamental discipline in MA students of AEP "Translation" training with various practical tasks to fulfil in the process of learning how to make the right translator's decisions on the basis of pre-translational analysis of the text given for translation, apply

knowledge and skills in translation practice. One of the very important educational objectives is developing the ability to make translator's decisions at the macro-level, i.e., to choose an appropriate translation strategy for an entire text as a means of planning the results of translation (Baker, 2020). While micro-level translators' decisions address individual lexical, grammatical, or stylistic challenges, macro-level decisions shape the translator's global approach, influencing coherence, cultural positioning, audience reception, and the overall communicative effect of the target language translation (Zabalbeascoa, 2000).

Considering the importance of achieving goals in translation, diligently designed practical sessions on *Professional Aspects of Translation* allow MA students to deepen their understanding of translation theories and their implementation into practice, also train decision-making at the macro-level.

PROBLEM STATEMENT

The notion of strategies in translation as planning to achieve goals was stated in different studies (Baker, 2020). However, even with serious efforts to provide a complete overview of research on translation strategies, terminological ambivalence is found in the definition of strategies that vary from one author to another (Baker, 2020), causing misunderstanding for students of MA Translation Programs. Thus, planning goals to achieve the desired result in translation is very important as it influences the final product ordered by the customer. In fact, the customer himself,

revealing his wishes about the translated text, gives a hint to the translator on planning the results at the macro-level.

But still, the main challenge of planning translation results at the macro-level is to understand what strategy will give the desired result. However, organising training to apply strategies and achieving desired results at the macro-level in real practice should also be well planned. *The first step* of this practice is systematising culture-oriented approaches, represented by domestication and foreignisation strategies; market-driven globalisation, localisation and glocalisation strategies influenced by customers or target audience and approached to creativity of translator and rewriting strategies. *The second step* is correlating the theoretical basis with its practical implementation by explaining basic practices of applying specific strategies for translation and supporting them with illustrative examples of successful cases where the results of planning translation are obvious. *The third step* of practice is analysing existing translations of famous books or media content. Brainstorming is one of the best practices to achieve the results, where one of the rules is giving arguments to the statements in the case of applied strategies. And *the final step* is making the translator's decision after pre-translation analysis of the given text for translation, and after providing a rendering of the text into another language, revealing the proof of the applied strategy. Organising basic practices with teamwork gives MA students possibilities to exchange their opinions, clarify theoretical notions of strategies and minimise challenges in making translator's

decisions, while individual work creates professional perspectives and reinforces MA students' professional competences.

BACKGROUND

Professional training of translators obviously includes translation components with a definite theoretical background. In the case of training to make translators' decisions at the macro-level by applying translation strategies to achieve specific translators' goals, there are several studies that could be recognised as fundamentals of this translation phenomenon. Millennial studies outlined strategies and their role in translation (Corina, 2021; Munoz, 2000; Nicas & Macri, 2018; Radetska & Mazur, 2023; Zabalbeascoa, 2000).

Albir (2017) clarified strategies from techniques of translation. Lörscher (2005) and Chesterman (2005) used another approach to translation strategies, considering them as tools to solve individual problems in translating texts and, as a result, moved them from macro-level planning of translation results to micro-level techniques solving individual challenges in the process of translation. Later, PACTE (2011), a group of scholars, created the Translation Competence Model with a strategic component, changing previous approaches to the role of strategies in translation. Płońska (2014) in her scientific research of Translation strategies reviewed different approaches to the notion of strategies, among which Lörscher's concept of strategies (2005) as translator's procedure within the whole text or at least, big

passages of the text; Newmark's *global* and *local* strategies (considered by him as procedures or methods) that correspond to Foreignization and Domestication (and commercialized Globalization, Localization, Glocalization).

According to Gil-Bardaji (2020), there are cardinally different approaches to strategies nowadays, beginning with different terminology in describing strategies from scholar to scholar, which leads to misreading strategy phenomena. Additionally, in the *Encyclopedia of Translation Studies* (Baker, ed., 2020), the notion of strategies in translation was defined, different approaches to their role in translation were analysed in detail, experimental studies on experience-related and text-specific strategies, provided by Asadi and Seguinot (2005) among a group of translation experts, were outlined, and strategies phenomena within translation practice were clarified.

As for training of translators and teaching the implementation of strategies into practice, Chesterman (2005) noticed that the main pedagogical problem lies not in the specifics of organisation of training but in the understanding of strategies and their correct implementation into practice. Tymoczko (2014) concentrates on presenting students' results of translation rather than pedagogical problems of training translators. Laviosa (2014) provides a detailed analysis of translators' training with curriculum, teachers' and students' profiles, their classroom activities connected with translation, organisation of modules with translation tasks as semester attestation. Additionally, theoretical studies are revealed as

fundamentals of translators' training and translation analysis is represented as students' classroom activities in the form of discussions. Several case studies are described by Laviosa (2014) in the language and translation training research, as well as methods of training, techniques of translation and interaction between teacher and students to achieve better results in translation.

Fundamental research and collection of decades of experience in the area of teaching translation were represented in the book *Teaching Translation* (Venuti, 2017). Certificate and Degree Programs, teaching practices by different Departments are considered in the book. And studying translation is based on different competencies that should be mastered by students. Ward, Eugeni and Walker (2025) share multinational perspectives of teaching translation with key topics on professional translation practice, academic practices, collaborative pedagogies, flexible approach to organisation of translation and interpreting studies, particularly in multilingual higher education (Mospan, 2023). There are some more studies considering the application of strategies in translation training, but in all cases, they are researching micro-level translators' decisions that solve problems of only a small part of the text within some lexical challenges without any influence on the whole text. However, the influence of the application of strategies as a macro-level translator's decision remains underrated. Moreover, the terminological base of translation strategies is still varying from researcher to researcher and from one author of translation studies to another.

Objectives of this study are as follows: to clear up the concept of macro-level translators' decisions and their importance in translators' practice; to clarify the notion of translation strategies within present international translation studies; to describe case studies of learning translation strategies and making macro-level translation decisions in practice.

RESULTS

As it was stated before, *Professional Aspects of Translation* is one of the fundamental disciplines for MA students, where they study not only the basic theoretical background of translation, they learn how to achieve better results in translation practice with the implementation of their theoretical and academic knowledge about translation. The first step to a translator's successful career is understanding some aspects of translation that become crucial in their practical decisions. While planning the results of the final product, or, in other words, target language translation, translators should clearly understand the results of their work.

The notion of strategies still needs clarifying for students to apply them in translation practice. 'Strategy' is generally understood as a plan of action designed to achieve a goal (Gil-Bardaji, 2020, 540). One of the main features of translation competence is its strategic component, since, according to PACTE (2011b). We appreciate this idea of strategies in translation. Earlier, in the first edition of the above-mentioned *Encyclopedia of Translation Studies* 'strategies of translation' encompass the process of choosing the foreign text for

translation and evaluating its translation by choosing an appropriate method (Baker, 2020). In fact, this earlier explanation and later definition of strategies are close in sense. Moreover, revealing cultural, economic and political factors influencing translators' decisions, Venuti (2017) further shaped two very important strategies, known nowadays as '**foreignization**' and '**domestication**'. He considered foreignization as translation, targeted to foreign culture and canons of the source text, while domestication is about domination of the target language culture and an assimilation approach to the foreign text.

Later, commercialised strategies appeared in translation theory and practice. According to Steger (2017), the term '**globalisation**' in translation studies comprises exchanging information in a multicultural society with extensive changes affecting all areas of the global world, including economies, cultures and societies. '**Localization**' is considered a translational process with local adaptation of modern technologies, interactive digital texts in linguistic and sociocultural contexts (Jimenez-Crespo, 2013). '**Glocalization**' is an interpretation between global and local, when phenomena that spread are adapted to the new locality at which they arrive (Robertson, 2015).

Another group of strategies represents creativity in the translator's work. According to Lefevre (2017), '**rewriting**' results in partial representation of literary works or aspects of reality. He considered translators' work as writers to create so-called 'cultural scripts' with a large quantity of shifts due to the target language.

Gentzler (2017) expands this definition with the term relay translation, explaining it as creative writing with adaptations to target language cultures. '**Transcreation'** was defined as a translation-related activity that incorporates creative rendering of the text with cultural adaptation (Díaz-Millón & Olvera-Lobo, 2021).

Transition from theory to practice requires further training in decision-making at the macro-level, with precise planning for future results of translation by application of appropriate strategies. The next step in training is drilling training strategies for MA students with mock translation agencies. Students are divided into two teams (two agencies), and training starts. They become experts and competitors with each other. Each team receives cards with Translation strategies, which are organised by their comprehension; their goals are outlined with characteristics or practical cases (see Fig. 1).
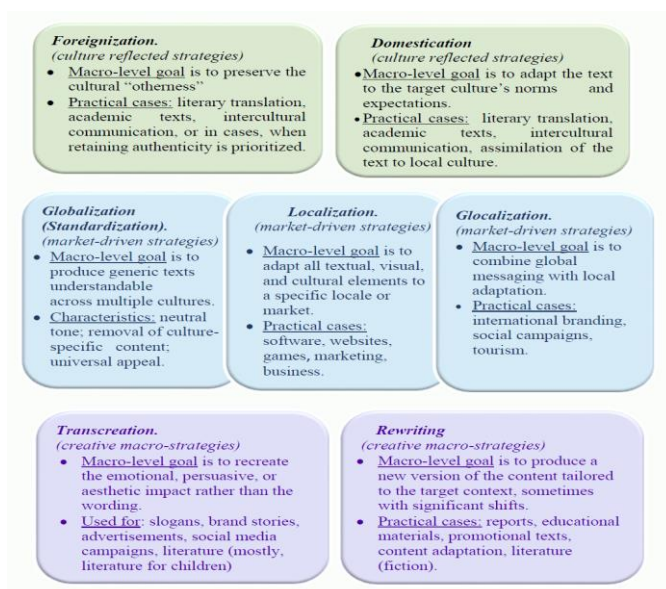
Figure 1. *Translation Strategies Cards for Training*

Among training tasks with translation strategies is "Finding you right strategy". Samples of different texts are given to teams for blind choice pick (printed version of texts, either in envelopes or in packs). After choosing texts, students should make macro-level translation decisions and choose a card with an appropriate strategy, and explain their choice. Their opponents justify strategy choice and may ask them clarifying questions if the strategy choice was irrelevant. In this way, MA students form their knowledge in macro-level strategies and professional competence in making translator's decisions. To consolidate their knowledge in translation strategies, students are appointed to examine translated texts and find out what macro-level decision was made by the translator to achieve corresponding results in translation.

Thus, with an understanding of strategies as planning results of translation, MA students are involved in the analytical stage of translation strategies studies. The case study is *The Hobbit or There and Back Again* by J.R.R. Tolkien (1997) in Ukrainian translation by Olena O'Lir (2007). MA students received the source book and its translation with the task to provide a detailed analysis of the translation after reviewing one of the chapters. When students were ready to discuss the results of their review, they were asked to uncover the translator's macro-level decision first, then prove their point of view with examples from the chapter they had examined.

The results of the case study were as follows: 10 students of 15 in the group have chosen two strategies – rewriting and domestication; 3 students have chosen domestication solely, and 2

students have chosen rewriting. After all students exchanged arguments and examples via brainstorming, all their ideas with arguments and examples were appreciated. Among arguments for the domestication strategy were authentic ways of greetings, titles, adapted to Ukrainian language geographical names, and items of the lifestyle. Among arguments for rewriting strategy were creative descriptions of surroundings, creative geographical names, feelings of Ukrainian translation as "cultural script" with absolutely natural Ukrainian emotions and Ukrainian manner of storytelling and restructuring of the story, etc. All their arguments were proved by examples (see Table 1).

Table 1.

Examples of Students' Strategies for Translation

SL Text	TL Translation
Domestication strategy chosen by a translator	
"Yes, yes, my dear sir—and I do know your name, Mr. Bilbo Baggins. And you do know my name, though you don't remember that I belong to it. I am Gandalf, and Gandalf means me! To think that I should have lived to be goodmorninged by Belladonna Took's son, as if I was selling buttons at the door!" (Tolkien, 1997, p. 14).	– Так-так, ласкавий пане – а я знаю ваше ім'я, добродію Більбо Торбине. І ти, Більбо, знаєш моє, хоча й не пригадуєш, що воно мені належить. Я – Ґандальф, і Ґандальф – це я! Це ж треба, дожитися до того, щоб з тобою так подобрийранкався син Беладонни Тук, ніби ти продаєш ґудзики під дверима! (Толкін, 2007, с. 12).
"Good morning!" he said at last. "We don't want any adventures here, thank you! You might try over The Hill or across The Water." By this he meant that the conversation was at an end (Tolkien, 1997, p.14).	– Добрий ранок! – проказав він урешті. – Нам тут не треба ніяких пригод, красно дякую! Вам слід було б пошукати охочих у Загір'ї або в Заріччі, – цим він давав зрозуміти, що розмову закінчено (Толкін, 2007, с. 12).

Rewriting strategy chosen by a translator	
This hobbit was a very well-to-do hobbit, and his name was Baggins. The Bagginses had lived in the neighbourhood of The Hill for time out of mind, and people considered them very respectable, not only because most of them were rich, but also because they never had any adventures or did anything unexpected: you could tell what a Baggins would say on any question without the bother of asking him (Tolkien, 1997, p.11).	Наш гобіт був дуже заможним гобітом на прізвище Торбин. Торбини жили, сусідячи з Пригірком, іще хтозна відколи, і їх вважали тут дуже респектабельними – не лише тому, що більшість Торбинів були багатії, але й тому, що вони ніколи не встрягали в жодні пригоди і не робили нічого несподіваного. Можна було заздалегідь знати, як Торбин відповість на те чи інше питання, тож і не завдавати собі клопоту запитувати його (Толкін, 2007, с. 8).
No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage (Tolkien, 1997, p.11).	Підійматися сходами – це було не для гобіта: спальні, ванні кімнати, льохи, комори (їх було чимало), гардеробні (він мав цілі кімнати, призначені для одягу), кухні, їдальні – всі вони розташовувалися на тому самому поверсі й навіть у тому самому коридорі (Толкін, 2007, с. 8).

The final stage of training MA students to make a translator's decision at a macro-level involves the following procedures:

- pre-translation analysis of the given text for translation;

- rendering of the text into another one than the source language;

- reveal the proof of the chosen strategy.

The case study was a translation of big fragments from *Uncommon Type: Some Stories* by Tom Hanks (2017). Pre-translation analysis with sharing opinions revealed that *Uncommon Type* is a book of short stories exploring human experiences, different relationships, written in a witty, whimsical style with irony, narrative

twists and numerous descriptions. After translation fragments from the book, students proved their choice of strategy or strategies at a macro-level translator's decision. To illustrate this case study, there are two examples of student works with comments on the strategy chosen before translation and its influence on the whole text translation result (see Table 2).

Table 2.

MA Student's Translation After Implementing Strategies at the Macro-Level

SL Text	TL Translation
None of them beat a tube steak from Butterworth's Hot Dog Emporium on Grand Lake Drive. A bagel in Manhattan is the stuff of theologians, but Crane's West Side Cafeteria serves up a heavenly leavened bun to all in the Tri-Cities. Much is made of N'york, N'york–style pizza, but I fork my money over for a slice of Lamonica's Neopolitan, and, yes, they deliver within a ten-mile circle of each of their fourteen locations (Hanks, 2017, p.121).	Але жоден з них не зрівняється зі смачнющим хотдогом з «Імперії хот-догів Баттерворта» на Гранд Лейк Драйв. Мангеттенський багель – це звісно божественна їжа, але в кав'ярні «Крейнз Вест Сайд Кафетерія» усім мешканцям Трі-Сіті подають булочки приготовані на прямо райській заквасці. Багато з них готують піцу в нью-йоркському стилі, але я готовий розщедритися на шматок неополітанської від «Ламоніки», і так, вони здійснюють доставку в радіусі 16 кілометрів від кожного з чотирнадцяти своїх закладів.
Comments: Rewriting and Foreignization strategies were chosen after pre-translation analysis. There are many shifts and emotions in the translated version by the choice of rewriting, but the preserved authenticity of NY is maintained by borrowing all names of streets, restaurants, food, and recipes. The only localised element is the measure of distance.	

The most productive and interesting case study was translation of promotional and advertising texts. Translation of advertising posters with slogans. After pre-translation analysis, MA students

made a clear choice among strategies. The transcreation strategy was spread globally as a means of promoting products and services. However, their choice was obvious. And the results of translation came from it (see Table 3).

Table 3.

MA Students' Translation of Advertising Slogans After Implementing Transcreation Strategy at the Macro-Level

SL Text	TL Translation
	A) Гострі проблеми. Гострі уми. Блискучий маркетинг. Блискучі рішення. Задоволені замовники. Задоволені клієнти. B) **Гострі** проблеми **Гострі** уми **Жорсткий** маркетинг **Жорсткі** рішення **Вибагливі** продажі **Вибагливі** покупці
	A) Неперевершена кава для неперевершеного **тебе** Смакуй натхнення B) Твоя краща кава Для кращого ТЕБЕ Смак натхнення.
	A) NEW ESKIMOS ICE CREAM So crunchy – so peachy Ice cream plombir Eskimos B) New Eskimos ice cream So crisp - So good

	A) I regift my gifts – Maryna, 39. Morzho. Absolute truth - absolute ice cream. B) I regift my gifts – Maryna, 30. Morzho, no lies – have an ice.

Comments: The choice of macro-level strategy was obvious. Transcreation. To create a corresponding story for another culture translator becomes creative to render the advertising text rich in rhetorical devices.

CONCLUSIONS AND PROSPECTS

Examination of different approaches to training students within Translation Courses revealed a shortage of practices for students learning to make translator's decisions at a macro level. Additionally, there are a few scholars studying translation strategies as a means of macro-level translators' decisions in planning the results of translation. Nevertheless, analysis of existing translation studies and modern approaches to teaching Translation allowed us to elaborate basic principles of training MA students to make translator's decisions at the macro-level to achieve goals in translation. Organisation of MA students' training to make macro-level translator's decisions stage by stage brings positive results in understanding different aspects of translation strategies, specifics of their practical application and realising the results of translation. In spite of definite positive results of the above-mentioned training, it needs further studies to improve training practices in making macro-level translators' decisions to avoid possible missteps in future translators' professional activity.

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ПІДГОТОВКА МАГІСТРІВ ДО ПРИЙНЯТТЯ ПЕРЕКЛАДАЦЬКИХ РІШЕНЬ НА МАКРОРІВНІ

Світлана Меркулова,
к.п.н., доцент кафедри лінгвістики та перекладу романо-германський факультет Київський столичний університет імені Бориса Грінченка, вул. Бульварно-Кудрявська, 18/2, Київ, Україна, 04053 s. merkulova@kubg.edu.ua

Дослідження, представлені в статті, вивчають виклики в організації навчання магістрантів у прийнятті професійних рішень для досягнення кращих результатів у практиці перекладу. Професійні аспекти перекладу – одна з фундаментальних дисциплін для підготовки майбутніх фахівців у цій сфері. Прийняття рішення на макрорівні або планування результатів перекладу – одна з важливих компетенцій перекладача. Рішення на макрорівні базується на виборі стратегії або стратегій оптимального планування результатів, включаючи вибір клієнта. Виклики прийняття правильного рішення полягають у глибокому розумінні теорії перекладу, а саме, концепції стратегії в перекладі, диференціації стратегій і прийомів перекладу та їх впровадженні на практиці. До перекладацьке дослідження є дуже важливими у процесі перекладу, оскільки включає текстовий аналіз, що впливає на подальші рішення перекладача. Глобальні та локальні стратегії є класикою прийняття рішень перекладу. Творчі стратегії дають перекладачам певну свободу у створенні художніх та уявних текстів у різних сферах особистої діяльності. Опанування професійних рішень у перекладі — це складний процес із багатьма головоломками, і правильний вибір освітніх методів і процедур веде до успіху. Вивчення сучасних досліджень у перекладі, аналіз сучасного досвіду на основі наявних перекладів, поєднання теоретичних основ із найкращими практиками, мозковий штурм та індивідуальні перекладальні рішення є необхідними елементами навчання сучасних успішних перекладачів, які відповідають актуальним потребам перекладацького ринку.

Ключові слова: *навчання перекладу, аналіз тексту до перекладу, стратегії перекладу, навчальні заходи, рішення перекладача на макрорівні*

COACHING STYLE IN MANAGEMENT EDUCATOR'S WORK WITH C-LEVEL MBA PARTICIPANTS

Eduard Maltsev
ORCID ID 0000-0001-8475-8457
PhD in Technical Science, Associate Professor
Associate Professor,
Department of Management of Organisations
National University Kyiv-Mohyla Academy
2, Hryhoriya Skovorody St, Kyiv, 04655
eduard.maltsev@gmail.com

Olena Sapozhkova
ORCID ID 0009-0000-8969-4472
Senior Lecturer, Department of Management of Organisations
National University Kyiv-Mohyla Academy
2, Hryhoriya Skovorody St, Kyiv, 04655
elena.sapozhkova@gmail.com

ABSTRACT

This article substantiates a coaching style of teaching as an effective approach in executive MBA (C-level) programs. It introduces the CQA-Executive (Content–Question–Action) model and a learning micro-cycle tailored to executives' profiles, characterised by high expertise and selectivity, limited time and opportunity cost, ROI orientation, and sensitivity to practical value and confidentiality. The model sequences concise expert input with reflective, managerial questioning that anchors concepts in participants' strategic challenges, followed by application-in-action and formative feedback. A typology of questions is specified (goal clarification, experience questions, assumption-surfacing, options generation, commitment-to-action, reflective questions). Class activities include decision labs, peer-advisory triads, case sprints, and reflective journaling. Assessment integrates transparent success criteria and three-layer feedback (feed up, feedback, feed forward) with transfer metrics (30–60–90-day action plans, speed of decision-making, accountability check-ins, self-assessment of effectiveness). The framework aligns with theories of adult, experiential, and reflective learning, as well as with Ukrainian scholarship on educational coaching. Expected benefits include

autonomy support, stronger self-efficacy, higher engagement, and faster decisions with improved workplace transfer. Boundary conditions, faculty development needs, and assessment alignment are discussed. The paper presents a rigorous yet pragmatic approach for integrating coaching micro-practices into executive-level lectures, cases, and projects, without compromising overall academic standards or curricular coherence.

Keywords: executive MBA; coaching style of teaching; reflective questioning; andragogy; formative assessment.

INTRODUCTION

The demand for active, responsible, and self-directed learning in management programs is steadily increasing due to the rapid volatility of managerial contexts, the need to acquire and apply new knowledge, and the continuous enhancement of collaboration and leadership skills. In C-level MBA (executive MBA) programs, the priority is the rapid conversion of knowledge into the capacity to make managerial decisions with measurable business impact and controlled risks. Traditional lecture formats ensure content coverage but are inferior in fostering learner engagement, managerial reflection, and the transfer of acquired practices to complex managerial contexts. A coaching style – combining concise expert input with reflective questioning and application-in-action – aligns with the logic of adult education: lifelong learning and self-education and subject-to-subject interactions; it also meets the requirements of professional development for managers with substantial managerial experience

and addresses the beliefs of successful people-learners and their involvement in the learning process.

LITERATURE REVIEW

Studies conceive coaching as a dialogue (Whitmore, 2017) that unlocks the potential of students (van Nieuwerburgh, 2012) through purposeful questions and accountability for action (Cox et al., 2014). A review of the relevant scholarship shows that the foundations of pedagogical, academic, and educational coaching, the coaching as an instrument of innovation and an innovative technology in education and the impact of coaching on educational quality have been examined by has been explored by many researchers.

The theoretical basis of the coaching approach to teaching includes andragogy and adult learning principles: self-direction, relevance, experience (Knowles et al., 2015); experiential learning – Kolb's cycle: the cyclicity of experiencing – reflection – abstract conceptualization – experiment (Kolb, 1984); reflective practice that turns action into knowledge through sense-making in professional learning (Schön, 1983); self-determination (support of autonomy, competence, and relatedness) (Deci & Ryan, 2000) and self-efficacy as the growth of belief in one's ability to cope with a task (Bandura, 1997); the impact of high-quality feedback on achievement (Hattie, 2009; Hattie & Timperley, 2007); problem-based and case-based learning (Barrows, 1996); the practice of Socratic questioning (Paul & Elder, 2007); formative assessment (clarifying the task, feedback, next steps) (Hattie & Timperley, 2007; Black & Wiliam, 1998; Sahach et

al, 2024); reflective practices in education (Romanova, 2010); coaching as educational innovation (Kuzan & Hordiienko, 2019; Symodeyko, 2011; Nezhynska & Tymenko, 2017); ensuring quality in education (Chernova et al., 2016; Sydorenko, 2019); instructional/educational coaching (Sydorenko, 2019; Krupnyk, 2024; Bratko, 2022; Moskalov & Lohvys, 2021); broader practices of questioning in education (Walsh & Sattes, 2015).

Educational coaching is viewed as an interactive technology that activates the learner's internal resources and optimises instructor–learner interaction within andragogy (Moskalov & Lohvys, 2021), the experiential learning cycle and reflective practice (Romanova, 2010; Denysova & Kharaghirlo, 2021), self-development (Denysova & Kharaghirlo, 2021), and self-efficacy (Bandura, 1997). Effective feedback has a significant impact on achievement (Hattie, 2009; Hattie & Timperley, 2007), and problem-oriented formats strengthen the transfer of acquired knowledge to work practice (Barrows, 1996).

Educational coaching is often described as an innovative technology that: optimises instructor–learner interaction (Sahach et al., 2024; Kuzan & Hordiienko, 2019; Symodeyko, 2011; Nezhynska & Tymenko, 2017); leverages the power of reflective questioning (Nezhynska & Tymenko, 2017); shapes motivation for learning as a way of obtaining new intellectual experience (Sahach et al., 2024); and enables personalised learning outcomes through the active involvement of learners in the educational process (Romanova, 2010).

Recent reviews of coaching theory and practice in education synthesise effects and outline organisational conditions for success

(Krupnyk, 2024). Conceptual works on educational coaching distinguish academic coaching (achievement of a learner's personal educational goals) (Bratko, 2022), pedagogical coaching (oriented toward personal development), and instructional coaching (focused on the quality of the learner's educational experience) (Sahach et al., 2024), and they detail models of interaction and avenues of influence on the success and engagement of participants in the learning process (Bratko, 2022). At the same time, there is no operationalisation of a coaching style specifically for a C-level audience that accounts for limited time for instructional interventions, the high cost of error, the need for confidentiality, and the expectation of return on investment in learning. For this audience, it is essential to operationalise the integration of concise content design with reflective questioning and subsequent action; precisely such an operationalisation of instructional coaching is missing in the current literature. Typologies of questions that directly address learners' managerial experience and provoke individual and collective thinking in C-level business education are also insufficiently described.

METHODOLOGY AND RESEARCH DESIGN

The purpose of this research is to design and justify an evidence-based, coaching-style instructional model for C-level MBA learning. The methodology addresses the development of a model suited to executive contexts, enabling participants to experience the approach in ways that maximise perceived usefulness and support autonomy, competence, and relatedness.

Prior work indicates that instructional design is a powerful lever for developing teaching approaches and learner experiences (Moore et al., 2002; Arregi et al., 2025; Wintersberg & Pittich, 2025). Design-based approaches can be understood as both science and art: they enable designers to solve instructional problems through systematic analysis of learning conditions and iterative creation of the required learning experience (Moore et al., 2002), while actively incorporating evidence-based assessment (e.g., Chesnokova & Zyngier, 2024). Educational Design-Based Research (DBR) provides a systematic yet flexible methodology for improving educational practice via iterative cycles of analysis, design, development, and implementation (Wang & Hannafin, 2005).

The authors adapted this methodology to create and refine a pedagogy through iterative cycles in authentic settings. Acting as both researchers and practitioners, the authors worked in real-world environments to develop and adjust context-sensitive models and principles. This shows constructive alignment to ensure coherence among intended learning outcomes (e.g., decision quality, evidence use), learning activities, and assessment. This alignment considered policy drivers related to regulated labour markets (Mospan, 2017), teacher self-development (Żmudzka, 2021), assessment practices (Moskalov & Lohvys, 2021), and blended activity formats for program participants (Sysoiev, 2021).

The instructional model was iteratively refined by embedding two core elements – reflective questioning and micro-cycles into

interactive lecture sessions. Coaching-style practices were piloted in courses taught by the authors at Kyiv-Mohyla Business School (Department of Management of Organizations, NaUKMA), including Personal Development, Corporate Governance, Systems Thinking, Organisational Design, and the Master's Project. Student needs and the instructional model were iteratively tested with participants in the Executive MBA (C-level managers) and the Presidents' MBA (business founders and owners), 2014-2024, when a total of 445 graduates received their Master's diplomas. The programs (and corresponding courses) were typically delivered twice per year – spring and autumn intake, except in 2022 (one intake took place), amounting to 21 intakes in total.

RESEARCH RESULTS AND DISCUSSION

Characteristics of C-level MBA audiences and pedagogical implications. According to the authors' teaching experiences, who are related to 445 C-level MBA program graduates, the authors suggest the following characteristics of the C-level MBA audience and pedagogical implications. Learners in C-level MBA programs have a high level of experience, expertise. This leads to selectivity toward learning content. The learners expect concise, evidence-based content with clear, comprehensible business value that avoids both the "obvious" and terminological overload. Under these conditions, clear, "nuclear" content blocks are needed, supported by visualisation, up-to-date

data, and examples at the level of an executive board or supervisory board.

The limited time that learners can devote to study, and the high opportunity cost, require high instructional density. Such density can be achieved through session design that complements content blocks with blocks of questions and actions, for example, working with cases and feedback blocks. Contextual diversity and confidentiality require safe conditions for "from the field" cases, such as learners' own cases. The need for confidentiality is addressed by non-disclosure agreements, case anonymisation, and peer-to-peer consulting rules, where each participant can act both as a client and as an observer, with the involvement of the instructor-coach. Learners in C-level MBA programs are result-oriented and expect a return on their investment in learning, with quick effects. Meeting such expectations requires detailing action plans to implement selected decisions and clearly formulating metrics to compare expectations with actual results.

For the C-level learners, it is critically important to link concepts, conceptual and mathematical models with practically valuable decisions. It requires constant attention of educators dealing with such a kind audience to approaches to individual and collective decision-making, as well as examples of formal business communication. At the C-level, there is a heightened need for deep reflection on assumptions. Assumptions, especially implicit ones, strongly influence the quality of strategic decisions because their consequences are often delayed and non-obvious. Approaches such as

reflective questions, Socratic questioning, and systematic work with cognitive biases should address this learner need.

The Content–Question–Action–Executive model. The conducted analysis of the characteristics of a C-level managerial audience and pedagogical implications led the authors to suggest **the Content–Question–Action didactic model for Executives (CQA-Executive model).** The model formalises a coaching style for learning as the combination of three integrated elements: content, question, and action.

● Content: concise delivery of the core material with visualisation, examples, and a minimally sufficient theoretical apparatus.

● Question: reflective questioning that ties concepts to participants' experience and personal contexts (individually, in pairs, triads, or in small and large groups).

● Action: application through micro-cases, role-based decisions, and design sprints, followed by formative assessment (clarifying the task, feedback, and next steps).

The model structures a session into three integrated phases. Let us consider, as an example, two academic sessions (90 minutes in total). Content. A 15–20-minute phase within a 90-minute session. At this stage, the instructor can present 1–2 key models, one empirical insight, and one C-level example. It is also important to explain the learning intentions and success criteria to make the expected outcome transparent. This part should not be overloaded

with learning materials to be able to create a learner's understanding in the next phases.

Question. A 25–30-minute phase within the 90-minute session, involving a coaching dialogue in a triad (client – coach – observer), where the learner acts either as a client or as an observer, drawing on the practice of Socratic questioning. Examples of managerial coaching questions, adapted from the general coaching questions (Whitmore, 2017; Cox et al., 2014), which can be applied within this model:

● Goal-focused questions: clarifying goals and success criteria. What strategic dilemma are we solving? What are the KPIs or OKRs, and their time horizon?

● Experience-based questions: eliciting relevant experience of the team or learner. What constraints are present at the board or the regulator? What is the status quo, and what trade-offs are we forced to accept?

● Heuristic questions: surfacing hidden assumptions and cognitive biases. Which assumptions are ordering the solution? Which team biases are related to the decision?

● Options questions: generating alternatives and assessing consequences. What do the alternatives (at least three) look like, including risks and cost implications?

● Commitment questions: What actions should we take, what resources are required, and what barriers exist? What

steps will we implement within one, two, or three months? Who owns the decision? What resources are available? What early warning signals will we monitor? What metrics will we use?

● Reflective questions: What changed in your understanding? Where did you feel resistance? What would we do differently next time?

Action. A 35–40-minute phase within the 90-minute session. It incorporates all elements of Kolb's cycle (1984): field case experiencing, group reflection, conceptualisation, experiment plan, and envisages one or more learning activities combining content, questions, and action. There are examples of such forms of activities:

● "Case sprint" (up to 30 minutes): individual case reading → experience-based and heuristic questions in triads → brief theoretical input → generation of alternatives via options questions → decision pitch with a scoring rubric

● "Decision lab" (up to 20 minutes): simulation of a board meeting; observers use a checklist for the quality of questions (relevance, openness, clarity, neutrality—no leading prompts); the decision is recorded in a short board/supervisory protocol.

● "Peer coaching" (up to 15 minutes): exchanging feedback in the triad with role rotation (client–coach–observer).

● "Reflective diary" (up to 5 minutes): written answers to "What became clear to me today?", "What should be the next step?", "What will I stop, continue, or start next week?"

In each activity or selected case, it is recommended to highlight elements of the learning micro-cycle: Goal (e.g., expected outcome of the board meeting, KPI/OKR); Reality (e.g., available data, constraints, resources); Options (e.g., three scenarios with risk and cost assessment); Action (e.g., commitments made, decision owner identified, implementation checkpoints at 30, 60, and 90 days).

Assessment and transfer metrics. A key precondition for successful content–question–action phases performance by learners is the articulation of open criteria, such as lesson learning goals, criteria for successful task completion, combined with assessment, integrated into the coaching style for learning. Overall, the success of the CQA-Executive model presupposes:

● Confidentiality: a non-disclosure agreement (NDA), case anonymisation, and consent to peer rating by fellow learners.

● Integration of diverse assessment methods into the session structure.

● Post-session support: discussion of decision implementation with learners after the course.

Several assessment approaches integrate well with the coaching style for learning:

● Formative assessment: clear success criteria; three-layer feedback (feed up – goal, feedback – where am I now, feed

forward – what next); fostering a culture of non-violent communication.

● Assessment of the quality of coaching questions (relevance, clarity, neutrality, depth) by the learners themselves.

● Peer assessment of classmates' solution presentations against 3–4 indicators with descriptive comments.

● Transfer metrics usable both during sessions and for post-session support: speed of decision-making; accountability checks during implementation; self-assessment of efficacy; a learner-compiled rating of question quality for peers' questions.

The expected results of applying the CQA-Executive model include several aspects of the learning experience: learner achievement; motivation, autonomy, and self-efficacy; transfer to practice. Achievement, understood as active knowledge construction and high-quality feedback, has a significant positive effect. Motivation is grounded in experiences of success in small steps and a sense of competence through opportunities to choose, voice ideas, receive support, and be autonomous in learning. Learners' self-efficacy grows as a result of successful application and social reinforcement in group work. Transfer to practice enables learners to begin contextualising new knowledge in their work settings and to formulate explicit action plans, increasing the likelihood of on-the-job application. The proposed CQA-Executive model has high potential in instructional practice under the following conditions:

● Maintaining balance of topics and time: topics within a session should reflect their complexity and the required depth of mastery; time – designing through micro-cycles of goal–reality–options–action – helps to maintain instructional pace and to optimise instructor–learner interaction (Moskalov & Lohvys, 2021).

● Maintaining the content – dialogue – assessment balance: content (from concepts to direct instructions), dialogue (triads, small groups, plenary), and assessment in multiple formats. While a starting proportion of 1/3–1/3–1/3 can be used, the balance will depend on chosen topics, allocated time, and selected interaction tools. The proportions should leverage the power of reflections (Nezhynska & Tymenko, 2017) and new intellectual experience (Sahach et al., 2024).

● Instructor preparation for the method: mastering questioning techniques, moderating discussion, and working with conflict. Key andragogy and adult learning principles like relevance and appealing to experience (Knowles et al., 2015) become crucially important for the C-level audience. The experiential learning (Kolb, 1984) concept applied to experienced professionals demands from the instructor not just a skill but mastery in reflection and abstract conceptualisation applied to the learner's practical experience and beliefs.

● Alignment of intended learning outcomes and assessment, tasks and criteria should reflect coaching-based learning practices: learner autonomy, reliance on experience, personalisation and metacognition, knowledge transmission, and partnership between instructor and learner. For the learners of C-level, the assessment, as a form of effective feedback (Hattie, 2009; Hattie & Timperley, 2007), becomes a sufficient part of transferring the learning outcomes into the practical outcomes of their businesses (Barrows, 1996).

CONCLUSIONS

This study concludes that a coaching style – explicitly operationalised through the CQA-Executive model – offers a strong pedagogical fit for executive MBA (C-level) contexts. By structuring each session into high-density content, reflective managerial questioning, and action-oriented application, the model reconciles two persistent tensions in executive education: the need for rapid, practice-ready insights and the imperative to maintain academic rigour and conceptual depth. The model's micro-cycle advances learning by aligning with adult learning mechanisms: autonomy support (choice and voice during questioning), competence building (clear success criteria and scaffolded tasks), and latedness (peer-advisory formats), while Kolb's experiential cycle (1984) is enacted through case sprints, decision labs, and reflective closures.

The typology of questions (goal, experience, assumptions, options, commitment, reflection) functions as a cognitive scaffold that connects theory to strategic dilemmas, surfaces latent premises and cognitive biases, and accelerates disciplined decision-making. Formative assessment is positioned as the engine of progress: three-layer feedback (feed up, feedback, feed forward), transparent rubrics, and peer assessment improve immediate task performance and strengthen metacognition, self-efficacy, and the likelihood of transfer. The adoption of transfer metrics (30–60–90-day action plans, decision speed, accountability check-ins, leading/lagging indicators, self-assessment) renders the application visible and evaluable for both learners and programs, supporting assurance-of-learning processes. Implementation requires several safeguards. In domains with high compliance or risk, targeted direct instruction should precede coaching dialogue. Faculty capability is pivotal; systematic development in questioning techniques, feedback literacy, and moderation of disagreement is recommended. Program-level alignment – learning outcomes, assessment tasks, confidentiality protocols (e.g., NDAs, case anonymisation), and time-tabled accountability touchpoints – creates an enabling ecology for the approach. Attention to equity and inclusion is also essential so that questioning practices invite diverse perspectives and avoid privileging dominant voices.

Limitations of this work include its conceptual nature and the absence of comparative empirical evidence. Generalizability

across industries, cultures, and delivery modes (face-to-face, online, hybrid) remains to be examined. Measurement challenges persist around the quality of questioning and the durability of transfer beyond short follow-ups.

Further studies should empirically test the impact of the coaching style (CQA-Executive model) on learning outcomes, motivational variables, and long-term transfer, as well as compare it with traditional teaching formats on samples of students in C-level MBA programs. Advancing along these lines will clarify when, how, and for whom the CQA-Executive model delivers the strongest academic and professional returns, and will provide the evidence base necessary for sustainable scaling in executive education.

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РОЛЬ КОУЧИНГОВОГО СТИЛЮ В РОБОТІ ВИКЛАДАЧА МЕНЕДЖМЕНТУ ЗДОБУВАЧІВ МВА ПРОГРАМ С-РІВНЯ

Мальцев Едуард Анатолійович,
кандидат технічних наук, доцент, доцент кафедри менеджменту організацій, Національний Університет Києво-Могилянська академія
eduard.maltsev@gmail.com

Сапожкова Олена Миколаївна,
старший викладач кафедри менеджменту організацій
Національний університет Києво-Могилянська академія
elena.sapozhkova@gmail.com

У статті обґрунтовано коучинговий стиль викладання як ефективний підхід у програмах executive MBA (С-рівня). Запропоновано модель CQA-Executive (Content–Question–Action-Executive – КПД-С Контент–Питання–Дія С-рівня) та навчальний мікро-цикл, зорієнтовані на профіль навчання топ-менеджерів: висока експертиза й вибірковість, обмежений час і висока вартість альтернативних витрат, орієнтація на ROI, чутливість до практичної цінності та конфіденційності. Модель поєднує стисле експертне введення з рефлексивним «управлінським» коучинговим запитуванням, що прив'язує нові концепції до стратегічних викликів учасників, а також із діяльнісними завданнями та формувальним зворотним зв'язком. Сформульовано типологію коучингових запитань (уточнення цілей, питання на основі досвіду, вияв припущень, генерування варіантів, зобов'язання до дії, рефлексивні питання) і наведено приклади аудиторних активностей (лабораторії рішень, дружній консалтинг, кейс-спринти, рефлексивний щоденник) разом із практиками формувального оцінювання (постановка задачі, зворотний зв'язок, наступні кроки) та метриками перенесення (30–60–90-денні плани дій, швидкість ухвалення рішень, перевірки підзвітності, самооцінювання ефективності). Запропонована рамка узгоджується з міжнародними теоріями освіти дорослих, досвідного та рефлексивного навчання і з українськими напрацюваннями з освітнього коучингу. Очікувані результати включають підтримку автономії, посилення самоефективності, зростання залученості та швидше ухвалення рішень із кращим перенесенням у робочу практику. Обговорено межі застосування (коли доцільна пряма інструкція), наслідки для розвитку викладачів і вирівнювання оцінювання. Запропоновано інтегрувати в коучинговий підхід такі способи оцінювання: формувальне оцінювання, оцінювання якості коучингових запитань, метрики перенесення, «дружнє» оцінювання презентацій рішень учасниками навчальної групи. Як очікувані результати та сфери застосування моделі CQA-Executive пропонується розглядати: досягнення здобувачів; їхню

мотивацію, автономію та самоефективність; перенесення у практику. Стаття пропонує чіткий, але прагматичний шлях до інтеграції коучингових мікропрактик у лекції для учасників навчання С-рівня, кейси та проєктні завдання без шкоди для академічних стандартів і цілісності навчальних планів.

Ключові слова: executive MBA; коучинговий стиль викладання; рефлексивні запитання; андрагогіка; формувальне оцінювання.

PSYCHOLOGICAL ASSISTANCE IN CRISIS AND MILITARY CHALLENGES: PROBLEMS OF TRAINING SPECIALISTS

Spivak Yaroslav Olehovych,
ORCID: 0000-0001-6263-535X
Doctor of Education, Professor,
Dean of the Faculty of Professional-Pedagogical Education,
Professor of the Practical Psychology Department
Donbas State Pedagogical University (Dnipro, Ukraine).
yaroslavspivak777@gmail.com

Omelchenko Svitlana Oleksandrivna
ORCID: 0000-0003-2531-6864
Doctor of Education, Professor,
Rector of Donbas State Pedagogical University (Dnipro, Ukraine).
saomel.ddpu@gmail.com

Spivak Liudmyla Anatoliivna,
ORCID: 0000-0003-0642-3330
PhD in Pedagogy,
Associate Professor of the Practical Psychology Department
Donbas State Pedagogical University (Dnipro, Ukraine).
spivakddpu7@gmail.com

ABSTRACT

The article examines both the theoretical and practical aspects of providing psychological support during crises and military conflicts, highlighting the emerging demands for the professional training of psychology specialists. It stresses that the ongoing social and military climate in Ukraine has created a pressing need for psychologists capable of functioning effectively amid heightened stress, uncertainty, and widespread trauma experienced by the population. The study aims to provide a theoretical foundation for the organisational and pedagogical conditions essential for preparing future psychologists for crisis intervention. A review of international and domestic methodologies related to training specialists in crisis psychology is conducted, particularly focusing on contexts involving combat situations, forced migrations, losses, and post-traumatic effects. The article outlines the key

structural components that constitute a future psychologist's professional readiness: cognitive (understanding crisis dynamics and trauma), operational-behavioural (skills in delivering first aid and counselling under extreme conditions), emotional-volitional (stress management, empathy, self-regulation), and ethical (respect for clients, confidentiality, accountability). The empirical section presents findings from the execution of a practice-oriented training model, which features simulation exercises such as 'Crisis Scene,' 'Breathing Under Pressure,' and 'Ethical Dilemma.' These exercises are designed to enhance stress resilience, uphold professional ethics, and foster quick decision-making abilities in crisis scenarios. Results indicate a notable increase in students' confidence regarding their professional capabilities, along with improvements in self-regulation skills and heightened ethical awareness. The necessity for reforming the psychologist training system within higher education institutions is supported through an interdisciplinary approach that incorporates modern educational technologies – such as online courses, simulation labs, and supervision – and establishes a support framework for emerging professionals. The conclusion drawn is that cultivating the professional readiness of future psychologists to operate effectively during crises and warfare represents not only an educational imperative. However, societal necessity also impacts the overall psychological security of the community.

Keywords: *psychological assistance; crisis; military challenges; professional training; stress resistance; educational technologies; specialist psychologist.*

INTRODUCTION

Today, we face new age experiences of tension, including emerging massive military and social challenges stemming from armed conflicts, humanitarian dilemmas, population movements under duress, and sometimes psychological consequences for loss. This is the new reality in which the conditions of psychological assistance are defined in strategic terms in relation to post-trauma

rehabilitation and rehabilitation of traumatised societies. It means that certain preliminary preparation qualifications will need to be established in psychology. This is for the provision of timely, professionally adapted, and ethically high-quality support to different affected groups under and outside martial law conditions. For example, to the military and veterans, displaced populations, minor groups, as well as bereaved people.

The most recent research indicates that the success of crisis intervention relies greatly on practitioners who possess pragmatic skills to apply their theoretical knowledge intuitively in highly stressful environments. It is essential to react quickly under cooperative tension, and also to resist the ebbs and flows of various emotions. Not accepting this current condition indicates that unspecified psychologists are most likely to be unprepared for work amid such a complex set of stressors; this gap shows the need for a change in the methodologies of preparation (Kashyap & Kashyap, 2024; Psychological First Aid Training, 2021). The idea is that substantial international practices demonstrate that comprehensive training programs integrating simulation exercises and online modules on crisis management, along with supervision techniques utilising interdisciplinary knowledge from medicine, social work, education, and military psychology. These are the most efficient means. Critical thinking, empathy, self-regulation skills, and professional competence will be enhanced (Berger, 2024; Clarke-Habibi & Reimann, 2025).

In the field of education in Ukraine, it appears that scant attention has been paid to training future psychologists to ensure they can operate both theoretically and methodologically smoothly during crisis and wartime situations. Clear is the definition of the most optimal organisational blueprints and didactics strategies, upholding preparedness for crisis interventions. Hence, this part of the research can be used to prepare psychologists for managing wars in conjunction with crises, to achieve better overall efficiency in psychological support systems. It can also be used to monitor the mental health of the population during times of change.

In terms of organised psychological assistance during wartime crises, this field is among the increasingly popular areas to modernise research demands from society concerning organised professional support systems. The theoretical matters regarding crisis interventions from ethical prescriptions for psychologists working in emergencies, as well as the kind of educational model that fosters crisis competencies, have been addressed in international journal publications (Apaydn & Akr Elebi, 2023; Kashyap, 2024; Mospan, 2022; Mospan, 2023; Raphael, 2020; Sheerin et al., 2021).

Rosenfield & Peltz (2025) state that psychological assistance during crisis conditions is a multi-layered assistance reconciling psychoeducation, a brief intervention model, and long-term therapeutic support. The needs for organised psychological support among individuals with some degree of collective traumatic experience are recognised. Crisis intervention is also claimed to be a role of a psychologist, especially regarding

competence in early-response intervention and proper communication within a system with other humanitarian workers. Apaydın & Çakır Çelebi (2023) investigated emotional competence, which has been identified as a significant influencing factor in the success of psychological interventions. The finding indicated that personal competencies, such as empathy and resilience, compete with professional skills in helping people during crises (Sheerin et al., 2021). Addressing the supervisory practices in their work and strategies for reducing professional burnout among psychologists.

Most contemporary writings concern the preparation of psychologists through crisis response activities. Arguments, therefore, suggest the use of interactive teaching methods, including simulation scenarios and role-playing, as indicated by Kashyap (2024). This approach prepares the future crisis manager to enhance readiness in providing active assistance under conditions that closely resemble real-life scenarios. The well-documented reports from international educational programs, such as Psychological First Aid Training, for example, demonstrate the subjective modularity of theory and practice integration in developing crisis intervention skills.

From 2014 onwards, and even more so after the launch of the all-out aggression in early 2022, interest in providing psychological support during wartime has increased in the academic environment of Ukraine. Kokun et al. (2023) also examine post-traumatic growth among military personnel and

their adaptations after combat, thereby representing a part of the research space. Concepts of research by Timchenko (2000) are between the psychometry relating to post-traumatic stress disorder related to military service, as well as overdue interventions related to emotional exhaustion in combat specialists.

Current challenges posed by war are explored by Shatyrko (2024) and Karamushka (2024), particularly in terms of fostering students' readiness to navigate high-stress environments effectively within educational contexts. Contributions from NASP (2024) further elucidate the system supporting psychological services across educational institutions, underscoring an interdisciplinary approach that merges psychology with pedagogy and medical knowledge into a cohesive framework aimed at preparing professionals to deal with crises (Lazaro et al., 2025; Myer et al., 2013).

So far, the flow of information involved shows that national scientific literature, combined with foreign literature, has been sufficient to form the theoretical and methodological bases for crisis intervention studies. These generated possibilities for general recommendations on psychological support during trauma experiences and, at the same time, on professional training of future specialists in applied psychology. Another, much less developed scientific and pedagogical problem is the far-reaching substantiation of the conditions that ensure the effective formation of psychologists' readiness for professional work in crisis and war situations. Far less clear are the issues of incorporating

international models for crisis intervention into Ukraine's psychological education, developing adaptive learning technologies for training psychologists to work with different categories of victims. Also, developing performance criteria and indicators of their professional readiness. The **research aims** to theoretically substantiate and define the conditions for pedagogical effectiveness in training future psychologists to provide professional help during crisis and war situations. The scientific novelty of the study lies in its targeted theoretical justification and experimental verification of the construction of a system of practical psychological preparation exercises designed to train future psychologists in professional activity within crisis-related contexts.

RESEARCH METHOD

The study describes the interrelationship between qualitative and quantitative methodologies in achieving the goals and evaluating the effectiveness of a training model developed for aspiring psychologists to assist during crises or military interventions. Data merging thus ensures scientific weight and validation of the achieved results.

The review of national and international scientific literature sources is relevant to issues of crisis psychology, psychosocial support, ethics of training for specialists, and new technologies in education. Systematic approaches and classification-structural techniques enabled the identification of the main structural

components of future psychologists' professional readiness: cognitive, operational-behavioural, emotional-volitional, and ethical-and-institutional. It is worth noting that the current study's theoretical modelling yielded a conceptual model of practice-oriented training in crisis intervention.

Concerning the experimental research, pedagogical design covered the mentioned qualitative and quantitative methods. The experiment used two levels: ascertainment and forming. Practically, a group of simulation exercises: "Crisis Scene", "Breathing Under Pressure", "Ethical Dilemma", designed to develop stress resilience, ethical reflection, and the capability of making operational decisions in difficult situations. The dynamics of professional developments were tracked using psychodiagnostic methods (Crisis Intervention Self-Efficacy Scale, Ethical Sensitivity Scale), surveys, self-assessment, observation, and reflection on communicative and behavioural strategies by the participants.

Data processing for quantitative evaluation was supported by statistical methodology to calculate means, frequencies, and compare pre- and post-implementation results, suggesting positive dynamics regarding the formation of future psychologists' professional readiness for crisis response.

AI tools were employed in various phases of the research, primarily to facilitate the scientific translation process of the text, linguistic editing of the English version of the article, and optimisation of terminological consistency. The implementation

of AI technologies aimed to enhance the precision of scientific concept communication and ensure that the text meets international academic standards, without altering the content structure or research results.

DISCUSSION

Psychological assistance during times marked by crises or conflict is characterised as an intentional process aimed at stabilising individuals' emotional states while helping restore internal resources necessary for developing adaptive coping mechanisms against stressors – ultimately working towards averting psychotraumatic outcomes (Shalev et al., 2000; Yeager & Roberts, 2025). The scholarly discourse defines this process through various lenses, including short-term interventions combined with supportive measures that extend into long-term therapeutic strategies focused on reintegrating individuals into functional societal roles.

From a methodological standpoint, today's practices surrounding psychological care are grounded in biopsychosocial models, recognising that individuals' responses operate at biological, psychological, and social dimensions concurrently. This model synthesises cognitive-behavioural, humanistic, and ecological principles, enabling consideration not just of individual traits but also of contextual circumstances that influence the events experienced. Particularly noteworthy under wartime/post-war settings is integrating trauma-informed approaches that prioritise

safe interaction spaces, acknowledging traumatic experience effects, promoting client control, autonomy, and dignity (Cureton, et al., 2018; Klymchuk, 2020; Kokun, et al., 2023).

Recent global research substantiates claims that implementing practice-driven teaching modalities alongside specialised training techniques, including simulation exercises, role-play, dynamic digital platforms, and supervisory interventional practices, enhances efficiency (see Fig. 1).
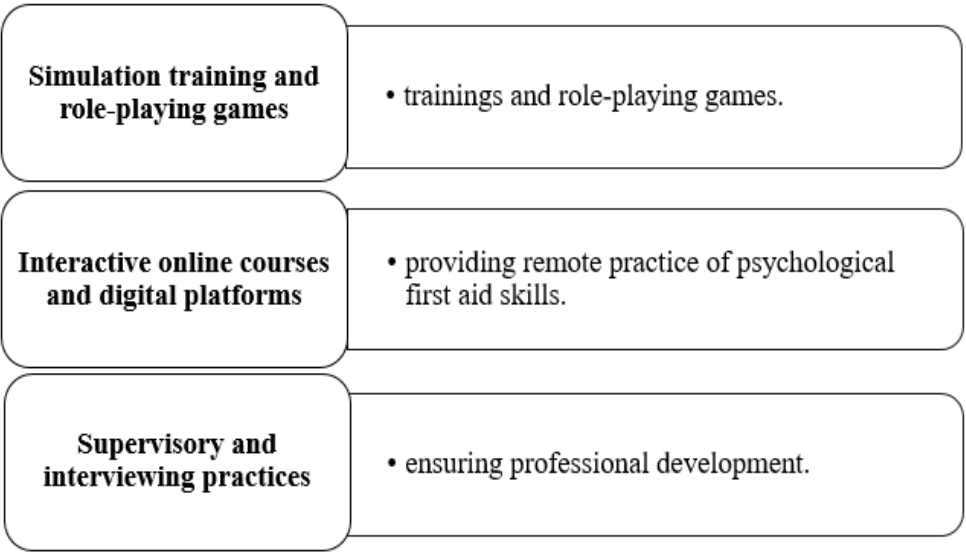
Figure 1. *Practice-Oriented Learning Methods*

Simulations, training, and role-playing enable psychologists to operate effectively in real-world crises, utilising various protocols for interventions, communication, and client support for acute stress (Sheerin et al., 2021). This, too, may help them improve their problem-solving abilities in critical situations and make impromptu decisions under very uncertain circumstances.

Utilising interactive online modules and other digital platforms enables remote psychological first-aid skills training courses to be conducted (Psychological First Aid Training, 2021). The current educational methodologies make it insightful for incoming graduate students. They can incorporate the use of acronyms, such as LISTEN, SAFERR, and RAPID, with virtual interventions, providing them with the real ability for simulation and reflection.

Supervision and intervention remain the fulcrum of professional development, burnout, self-awareness among caregivers, and resilience against stress (Sokol et al., 2022). This means that while caregivers are totally relaxed under a mother's wing in an agency, supervision will help build their skills in extreme situations. Therefore, supervision is a foundational unit that links various packages in all service adaptations.

The other methodological approach involves addressing cultural dimensions in their treatment, whereby social and transcultural issues of conscious and unconscious awareness become integral to intervention theory for traumatised communities. It proposes that practitioners should be culturally competent and tolerant, as these qualities appear to prevent re-traumatisation in multicultural environments (Rosenfield & Peltz, 2025). Cultural appreciation is critical in the military setting, where conflicts or forced migrations affect people's mental resilience, spiritual beliefs, and trust in the mental health support system. Another significant concern, from a psychological perspective, is the ethical issues. According to the Ethical

Principles of Psychologists and Code of Conduct, APA: Psychologists, when in crises, must maintain confidentiality, show respect for autonomy, avoid harm, remain competent, and thus be socially responsible throughout the crisis scenario.

Models of psychological aid need to be summarised as being on crisis or wartime-related, a) integration or reiteration of multiple theories, and b) structural and activity-oriented, as well as humanistic in approach, in that it emphasises trauma sensitivity and cultural awareness. Together, this enhances the empowerment of victims while protecting the professional well-being of those working in crisis regions. This concept should be included in the training curriculum for future psychologists, both as a theoretical concept and a practical skill for effective application in crisis intervention.

A review of contemporary scientific literature reveals that training institutions preparing future psychologists worldwide, such as those in Ukraine, have yet to adapt their training programs to meet the practicalities of crisis or war mode. Incidentally, training is being offered, but only if it's not based on psychology for the crisis or psychological traumatology; best-case scenarios would make these areas optional electives. What was there is training concerning one of them might be at the introductory level and thus should not be treated as a means to gain success, as it lacks a proper understanding of the crucial dynamics of crisis (Yeager & Roberts, 2025).

That theory-practice gap calls for theory students who are more theoretically inclined, yet have very short or indeed no actual

exposure to the crisis interface or psychological first aid on the fringes of stress response (Sheerin et al., 2021).

There are no theoretical or grounded applications of experiential-phase practice, simulation; hence, there are hardly any practical offerings. Currently, simulation is employed in a creative, hands-on mentoring ethos, as expressed by mentors, to develop the latest technology setup for the most respected global leaders in a reflective capacity during a crisis (Kashyap & Kashyap, 2024).

In most cases, programs fail to consider the needs of different vulnerable groups during crises. Many graduates have not learned about traumatised children, even though this knowledge would shape their capacity to give psychological support during real crises (Sokol et al., 2022).

Emotional competence development falls far behind; however, international curricula are developing ethical savvy, and with some guidance, individuals can learn self-care strategies to prevent burnout. But these two remain intensely unacknowledged areas of study in many of their even more established universities. Then, the near-universal absence of mentorship, in brighter surroundings, unreserved guidance from senior colleagues to junior colleagues within the initial few years of training ought to entail regular feedback. This would make the young psychologists prone to errors, indeed unsupportive, thereby compromising the quality of care available to the clients (Du Plessis & Thomas, 2021).

All that much ado about wartime psychosocial training remains amenable to improvement: real wartime preparedness for

withstanding moral distress. An effective educational framework should be based on interdisciplinary cooperation and practical orientation, keeping ethical accountability and reflective practice in mind. International best practices suggest successful implementation strategies in this area. Meanwhile, theoretical guidance to provide psychological assistance in crises has propelled us into action-denoting steps, defining effective forms and properly oriented methodologies leading toward the preparation of future psychologists for crisis response.

This requires experimental validation, which involves testing practical exercises designed to ensure emotional stabilisation alongside ethical awareness, while also developing the communicative proficiency necessary under uncertain circumstances. These objectives will not be achieved merely by immersing oneself in a vast amount of theoretical learning, but through concerted effort aimed at developing integrated professional abilities, linking humanistic ideals to culture-sensitive harmonisation, and culminating in accountable professionalism. On this foundation rests a collection comprising exercises such as 'Crisis Scene,' 'Breathing Under Pressure,' and 'Ethical Dilemma,' specifically designed to enhance the efficacy of crisis specialist training, with respective findings presented throughout our study's practical component.

In this experimental exercise set, a pedagogical experiment was organised with an experimental group and a control group. This study was conducted in the Department of Practical

Psychology at Donbas State Pedagogical University (Dnipro, Ukraine). In this experiment, a sample of 64 students, aged between 19 and 23 years, was purposively selected for the study. The participants were undergraduates from the 3rd to the 4th year. All students attended lectures in such courses as "Psychological Assistance in Extreme Situations" and "Psychological Support of IDP Refugees." They were divided into two groups: an experimental group and a control group. The sample for the experimental group consisted of 30 subjects who underwent a modified training course with a series of exercise sessions; the remainder of the control group comprised 34 students who followed traditional training programs. Measures of self-efficacy, stress resistance, and ethical awareness were assessed in the first phase, and these same measures were repeated in the control phase using standardised methods.

Each exercise was considered individually. The Crisis Scene exercise aimed to achieve rapid functionality in emergencies. Small groups (four to five persons) were constituted to act out a situation during which one meets a soldier mourning his colleague, or an IDP, potentially an underage witness of a shelling. Each group could take on the role of the psychologist and the other as the client, with the remaining group members observing. Afterwards, the scene allowed for discussions of what effective behaviours would look like and what obstacles one would encounter, as well as possible suggestions for achieving better professional acts. Here are some parameters that will be

relevant to state their measure of the exercise: rapid response (the time used to find and select the proper method of action); communication effectiveness (to what extent was the communication clear and empathetic); and emotional equilibrium (steady behaviour under stress). Data were coded during the experiment using the standardised questionnaire of the Crisis Intervention Self-Efficacy Scale. The result of the statistical analysis is illustrated in Fig. 2.
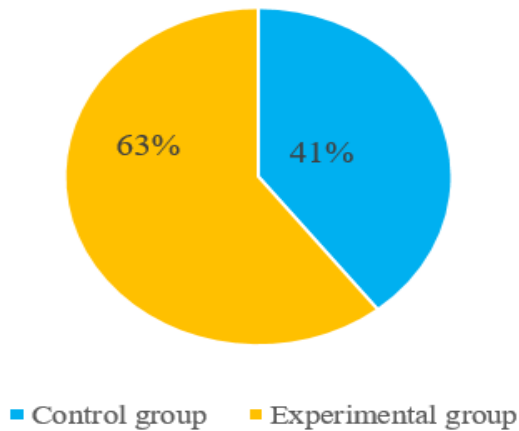
Figure 2. *Results of the 'Crisis Scene' exercise*

The comparative analyses of the collected data revealed a progressive trend, where students who completed the class cycle were found to be more self-assured, by as much as 22%, regarding their ability to cope with emergencies. Not only was flexible communication behaviour noted for improvement, but also a quicker decision-making process and less situational anxiety while handling victims. *Breathing under Pressure* workshops were organised to incorporate other skills in the self-regulation of emotions.

An example would be the few short exercises that had only a short time for decision-making, during which loud sounds served as outside distractions, adding to the pressure of time. Among the Participants were breathing techniques, such as '4-7-8' or square breathing. And then, studies brought the realisation to the participants about the physiological and emotional changes caused; genetic assessment of efficacy, depending on psychophysiological stress levels (heart rates, subjective stress assessment), self-regulatory abilities, control of emotional reactions, sustained attention, concentration, and maintenance of cognitive activity under stress. It is worth noting, however, that this endpoint technique enabled the experimental measurement of the indices before and after the prolonged exercise events.

The experiment gives virtually no hopeful results from self-reports of stress levels or psychophysiological stress indicators, such as heart rate change before and after performing the exercise. This focus on the sample of the remaining 80% of participants shows a characteristic: those with a more than 20-30% lowered post-exercise psychophysiological stress level typically also manifested improvements in concentration of attention, as well as the ability to self-control toward which the exercise contributed to.

The results showed significant positive outcomes: 80% of participants reported a reduction in psychophysiological stress levels of 20-30%, along with improvements in attention, concentration, and self-control abilities. The "Ethical Dilemma" activity offers an engaging learning experience for psychology trainees, specifically

designed to foster their ethical awareness. Script Giants offered snapshots, sometimes real, sometimes imagined, of actual or fictional professional cases that involved ethical dilemmas. One of the examples put forth by fellow students included that of an unwilling patient in military treatment who would not be compliant with psychological treatment. Other examples described professionals suffering emotional exhaustion from long exposure to traumatised clients. While discussing in groups, possible justified alternatives were sketched based on ethical principles, namely, respect, confidentiality, and professional accountability.

However, these factors were considered in terms of ethical sensitivity (the criterion required the recognition of the moral dimensions of the situation), morally analysing ability (the criterion concerns the rational justification of decisions made), and professional responsibilities and tolerance toward the given circumstances. The above citations were measures taken according to the standard Ethical Sensitivity Scale. The measure compared before-and-after results to be revealed under selected academic disciplines. The data are compiled in Fig. 3.
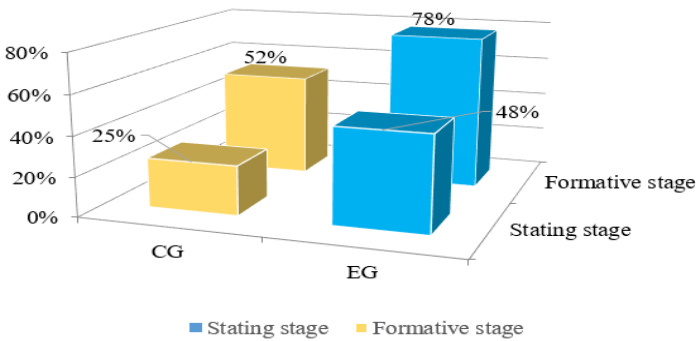
Figure 3. *Results of the exercise 'Ethical Dilemma'*

That would prepare good future psychologists to tackle whatever crisis comes their way; however, they must also develop their emotional resilience, ability to control themselves, and ethical competency in decision-making in complex and hazy situations. This information will be used to create a new framework for comparing a trained cohort with a cohort that has not been introduced to the new curriculum. Approximately eight to twelve weeks after completion, assessments would be administered to evaluate the effectiveness of the training. These assessments would measure qualities such as self-confidence, ability to cope with stress, and comprehension of ethics through various methodologies. Thereafter, statistical methods would be applied to determine whether the training had any demonstrable impact.

CONCLUSIONS AND PROSPECTS

Training of psychologists is currently an academic issue which has ceased to be an immediate necessity for human beings, given the crises and military challenges confronting higher education institutions. This was indeed sharpening, on a macro level, the therapeutic skills, judgment, and emotional resilience of those who are the custodians of mental health, tending through accountability to the social construction of a cadre of professionals who contribute to the psychological well-being of the societies to which they belong.

Psychologising in crises should, indeed, involve multiple modalities whose extension would go beyond merely conveying technical implementation abilities in what really lies in those general orientations – emotional stabilities, ethical sensitivity, and empathy. Also, decision-making in uncertainty and extreme duress. Crucially, this brings together theory and application, as well as the practice and supervision of specific subject skills. This would require understanding how the mind responds under duress and in uncomfortable situations, ultimately underscoring for students the importance of respect, accountability, and discretion.

Training methods-virtual simulation, role-play, case study discussion, and crisis intervention techniques-lead to the concrete realities of future professional practice. Such instruments help students sharpen their self-control and view crisis events as immediate learning opportunities where a clear and empathetic way of communication can be modelled. Supervision serves as vital emotional and professional support until beginners have begun to establish a professional identity. This reflective approach complements the learning cycle by applying knowledge in real-life situations, thereby building the confidence and maturity of aspiring specialists.

Future training programs in psychology would greatly benefit from digital learning, simulators, interdisciplinary modules, and new models of supervision. It will cover training on crisis preparedness, psychological first aid, and maintaining ethics in various team environments. Consequently, these professionals will, in effect, be

teaching both in school and in more extensive contexts; they will assist the vulnerable-from the internally displaced children of veterans displaced by war, who will bear the burden of war, to those who have experienced loss and any kind of violence. Most importantly, psychology needs to be examined in the light of more cultural than ethical and values-related contexts.

It is also crucial to adapt training programs in psychology, as these often rely on the education policies of nations. Such strategies are important because they cultivate a new generation of professionals equipped with compassion and flexibility to adapt to change, all within a strong ethical framework. By making this possible, mental health becomes a part of everyday life, the need for which is especially pronounced in places such as Ukraine, where prevailing conditions, which have really torn apart the existing social norms, have thrown everybody into stark relief against the need for healing and recovery.

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ОРГАНІЗАЦІЯ ПСИХОЛОГІЧНОЇ ДОПОМОГИ В УМОВАХ КРИЗИ ТА ВІЙСЬКОВИХ ВИКЛИКІВ: ПРОБЛЕМИ ПІДГОТОВКИ МАЙБУТНІХ СПЕЦІАЛІСТІВ

Співак Ярослав Олегович,
доктор педагогічних наук, професор, декан факультету професійно-педагогічної освіти, професор кафедри практичної психології Донбаського державного педагогічного університету, Дніпро, Україна,
yaroslavspivak777@gmail.com

Омельченко Світлана Олександрівна,
доктор педагогічних наук, професор,
ректор Донбаського державного педагогічного університету, Дніпро, Україна,
saomel.ddpu@gmail.com

Співак Людмила Анатоліївна,
*кандидат педагогічних наук, доцент кафедри практичної психології
Донбаського державного педагогічного університету Дніпро, Україна,*
spivakddpu7@gmail.com

У статті досліджуються теоретичні та практичні аспекти організації психологічної допомоги в умовах криз і військових викликів, які визначають нові вимоги до професійної підготовки фахівців у галузі психології. Підкреслюється, що сучасна соціально-військова ситуація в Україні зумовлює потребу у психологах, здатних ефективно діяти в умовах підвищеного стресу, невизначеності та масового травматичного досвіду населення. Метою дослідження є теоретичне обґрунтування організаційних і педагогічних умов, необхідних для формування готовності майбутніх психологів до кризового втручання. Проаналізовано міжнародні та вітчизняні підходи до підготовки фахівців з кризової психології, зокрема у контексті бойових дій, вимушеного переселення, втрат і посттравматичних наслідків. У статті визначено основні структурні компоненти професійної готовності майбутнього психолога: когнітивний (знання про кризові процеси та психотравму), операційно-поведінковий (уміння надавати першу психологічну допомогу, здійснювати консультування в екстремальних умовах), емоційно-вольовий (стресостійкість, емпатійність, саморегуляція) та етичний (повага до клієнта, дотримання конфіденційності, відповідальність). Емпірична частина статті представлена результатами впровадження практико-орієнтованої моделі навчання, яка включає симуляційні вправи («Кризова сцена», «Дихання під тиском», «Етична дилема»), спрямовані на розвиток стресостійкості, професійної етики та здатності до швидкого прийняття рішень у кризових ситуаціях. Отримані результати підтверджують підвищення рівня впевненості студентів у власній професійній ефективності, покращення навичок саморегуляції та зростання етичної чутливості. Обґрунтовано необхідність модернізації системи підготовки психологів у закладах вищої освіти шляхом інтеграції міждисциплінарного підходу, впровадження сучасних освітніх технологій (онлайн-курсів, симуляційних лабораторій, супервізії) та розвитку системи підтримки молодих фахівців. Зроблено висновок, що формування професійної готовності майбутніх психологів до роботи в умовах криз і війни є не лише педагогічним завданням, а й соціальною потребою, що визначає рівень психологічної безпеки суспільства загалом.

Ключові слова: *психологічна допомога, криза, військові виклики, професійна підготовка, стресостійкість, освітні технології, психолог-спеціаліст.*

QUALITY ASSURANCE IN HIGHER EDUCATION

IMPLEMENTATION ANALYSIS OF THE LIST OF MAJOR DRAWBACKS IN EXTERNAL QUALITY ASSURANCE IN HIGHER EDUCATION

Andriy Butenko
ORCID ID 0000-0002-6946-292X
PhD in History, Associate Professor,
Head of the National Agency for Quality Assurance in Higher Education,
Independence Square, 2, 01001, Kyiv, Ukraine,
abutenko@naqa.gov.ua

Olena Yeremenko
ORCID ID 0000-0003-1331-1011
Doctor of Philology, Professor,
Deputy Head of the National Agency for Quality Assurance in Higher Education,
Independence Square, 2, 01001, Kyiv, Ukraine,
oyeremenko@naqa.gov.ua

Oksana Trebenko
ORCID ID 0000-0002-5747-8246
PhD in Physical and Mathematical Sciences, Associate Professor,
Head of the analytical and training support department
Secretariat of the National Agency for Quality Assurance in Higher Education,
Independence Square, 2, 01001, Kyiv, Ukraine,
otrebenko@naqa.gov.ua

ABSTRACT

The article analyses the effectiveness of implementing the List of Major Drawbacks as a tool for evaluating study programmes within the external quality assurance processes and procedures in higher education. It is stated that the goals of

its implementation are: unification of approaches to decision-making and ensuring objectivity of evaluation in the case of similar manifestations of problems with the quality of study programmes and educational activities under them; emphasis on key aspects of compliance with legislative requirements during the design and implementation of study programmes; codification of typical problems according to the criteria for evaluating study programmes to improve the quality of the systematic analysis of the agency's activities at the national level: strengthening the focus of the advisory and training activities of the National Agency has generally been achieved. It is emphasised that the participants in the accreditation process are fully aware of the significance of the goals set and recognise the proposed mechanism as successful and effective. Along with this, the need for improvements was identified, which did not diminish the List's effectiveness but would enhance it. In general, the application of the List of Major Drawbacks contributed to strengthening the transparency and predictability of the accreditation procedure, ensuring a common understanding of assessment approaches among all participants in the process – higher education institutions, expert groups, sectoral expert councils and the National Agency, which, in turn, strengthened trust in the results of the assessment of study programmes in the process of external quality assurance of higher education in Ukraine.

Keywords: implementation effectiveness; List of Major Drawbacks; study programme improvement; quality assurance in higher education.

INTRODUCTION

The quality assurance of higher education in Ukraine, compared to the EU (Alzafari & Ursin, 2019; Batechko & Lut, 2019; Keçetep & Özkan, 2014; Mospan, 2018; Ogneviuk, 2022; Van Der Wende & Westerheijden, 2001), has a short history and rather difficult prerequisites. Therefore, its formation requires an operational solution to ideological, technological, and methodological problems, for which

the appropriate tools are constantly being developed and improved. One such relevant and effective tool is the *List of Major Drawbacks* (hereinafter, *the List*) introduced by the National Agency for Quality Assurance in Higher Education (hereinafter, the National Agency) in 2024 for the evaluation of study programmes. During the accreditation season 2024-2025, thanks to constant monitoring of the implementation of *the List*, the need to study its effectiveness and identify prospects for improvement was established. Considering that it was from 2024 that the new Regulations on Accreditation of Study Programmes (Regulations, 2024) were approved and implemented, which summarized the experience of applying all previous accreditation cases, processes and procedures of the National Agency, as well as the need to finally bring the Ukrainian quality assurance system into line with the European Standards for Quality Assurance in Higher Education (ESG, 2015). The List of Major Drawbacks is a completely original tool for measuring the compliance of study programmes with the criteria for assessing the study programmes – Appendix 1 to the Regulations on Accreditation of Study Programmes (Regulations, 2024), it is obvious that this problem has arisen only now, in the process of its use in the work of the National Agency, and it has never been studied scientifically.

The research objective is to highlight the effectiveness of implementing the *List of Major Drawbacks* across the main areas and the effectiveness of the improvements made to this tool as a component of assessing the quality of study programmes.

RESEARCH METHODS

The study used the following qualitative methods of effectiveness research:

- *Secondary data analysis with* a focus on studying current documents, expert group (EG) reports, and Sectoral expert councils' (SEC) opinions to identify certain trends and patterns.

- *Poll* participants in the accreditation process regarding the usefulness and effectiveness of *the List* and its analysis.

- *Case studies* (case studies) as a detailed study of specific manifestations of the application of the List for a deeper understanding of its effectiveness.

- *Comparative content analysis* – two samples of EG reports and SEC opinions (before and after the implementation of *the List*).

Data sources are EG reports and SEC's opinions (2023, 2024, 2025) (NAQA, 2023-2025); survey results of EG and SEC's members (January 2025); analytical materials of the National Agency (Annual Reports for 2019-2024, Reviews for 2022-2024), (Analytical Report, 2025).

RESEARCH RESULTS

As stated in the article *Development of a List of Major Drawbacks as an element of evaluating a study programme according to ESG 2015 standards* (Butenko et al., 2025), the

National Agency's policy regarding the *List of Major Drawbacks* was aimed at further developing external quality assurance tools by:

- unification of approaches to decision-making and ensuring objectivity of assessment in cases of similar manifestations of problems with the quality of study programmes and educational activities under them;

- emphasising key aspects of compliance with legal requirements when designing and implementing study programmes;

- codification of typical problems according to criteria and sub-criteria to improve the quality of the agency's systemic analysis at the national level;

- strengthening the focus of the National Agency's advisory and training activities;

- expanding analytical capabilities for further improvement of quality assurance systems at the institutional, sectoral and national levels.

Implementation of the List of Major Drawbacks

By the decision of the National Agency dated August 27, 2024 (Protocol No. 15 (65)), the *List* was officially included in the reporting documentation on the accreditation examination as a mandatory Appendix to the report of the expert group and an Appendix to the expert opinion of the Sectoral Expert Council. The rules for its application, the procedure for recording and requirements for the argumentation of deficiencies in reporting

documents are determined by the Instructions for the application of the *List*, approved by the order of the Head of the National Agency.

To ensure proper implementation of *the List*, the issue of its application was included in weekly briefings for EGs, a webinar for SEC members (October 2024), and training programs for experts and SEC members. In December 2024, the *Clarifications on the Application of Study Programme Quality Assessment Criteria* (2024) was published, which, in particular, discloses in detail the content of each Criterion, provides references to relevant regulatory documents, and formulates recommendations for substantiating each significant deficiency in case it is identified.

Evaluating the effectiveness of the implementation of the List for external evaluation

During the year, the practice of applying *the List* was monitored, which allowed for timely improvements in both the wording and technical aspects of use. One item of *the List* and the structure of the Appendix were updated to fix shortcomings not included in the List but identified during the accreditation examination.

In July-August 2025, a comprehensive assessment of the effectiveness of the implementation of *the List* was conducted, which covered four areas of analysis and made it possible to determine the level of achievement of the goals set during the development of this tool:

1.   Contextual and semantic analysis of expert group reports and expert opinions of the SEC.

2.   Analysis of the results of the annual evaluation of experts.

3.   Analysis of the results of a survey of experts and members of the SEC.

4.   Assessing the effectiveness of the use of *the List* to form a unified database for further analysis of the results of accreditation examinations.

1. Contextual and semantic analysis of reports of EGs and SEC

The purpose of the study was to assess the impact of the implementation of *the List* on the quality of EG reports and SEC opinions. The analysis was carried out according to the following parameters: clarity, consistency and completeness of the argumentation; the presence and correctness of references to factual data; logical consistency and semantic connection between the description of facts, argumentation and conclusions; the correctness of the correlation of the identified deficiencies with the relevant Criteria; the correctness of the use of professional terminology. Special attention was paid to the correctness of determining the corresponding position of *the List* for each identified violation, the justification of recognising the deficiency as significant or insignificant, as well as the correctness of determining the levels of compliance E or F according to the Criteria.

The study covered two samples: 1 – EG reports and SEC opinions in the field 01 Education/Pedagogy for 130 study programmes, decisions on which were made in the period from September 2023 to June 2024 (prepared before the implementation

of the List); 2 – for 237 study programmes, decisions on which were made in the period from September 2024 to June 2025 (prepared after the implementation of *the List*). The choice of field 01 is due to its largest share among accreditation cases: 9.1% of the total number of study programmes considered under the full procedure in 2023–2024 academic year; 15.0% – in 2024-2025 – 15%, as well as the availability of the results of the analysis of EG reports and SEC opinions of sample 1, carried out as part of the piloting of *the List* (Butenko, 2025).

Analysis results. A comparative analysis of the two samples showed a significant improvement in the quality of reporting documentation after the implementation of *the List.* Before the implementation, in the part of the EG reports and expert opinions of the SEC, there was a certain imbalance between the level of detail and the depth of analysis: The experts focused excessively on insignificant aspects, and in some places, they did not provide sufficient argumentation to determine the systemic nature of the identified violations. There were general formulations without specific examples, an inaccurate correlation of shortcomings with the Criteria, and conclusions without references to sources. Such inaccuracies did not affect the final decisions, but complicated the work of the members of the National Agency during the processing of materials and reduced the comparability of results between study programmes.

After the implementation of *the List*, the quality of EG reports and SEC opinions improved in several areas:

1)   *Structural and logical coherence.* Most reports follow the sequence 'identification of a deficiency – description of manifestations – argumentation – conclusion.' This logic ensured internal integrity and facilitated the perception of the texts.

2)   *Strengthening argumentation.* The frequency of references to specific facts, documents, and survey results has increased. The argumentation has become more logical and convincing, cause-and-effect relationships between the description of facts and the conclusions drawn are better traced.

3)   *Unification of approaches.* The number of cases of incorrect attribution of deficiencies to criteria has decreased. The wording has become more uniform in structure and style.

4)   *Optimisation of volume and content.* The justifications have become more balanced: the proportion of overly descriptive or overly concise fragments has decreased.

5)   *Accuracy of formulations.* The clarity of defining the essence of shortcomings and specifying their manifestations within study programmes has increased.

6)   *Justification of the determination of the materiality of the deficiency and the level of compliance with the Criterion.* Conclusions regarding compliance levels have become more consistent, more closely related to the content of the identified deficiencies and their impact on the quality of the study programme.

In general, the texts of EG reports and SEC opinions have become more analytically rich, which has increased their clarity and persuasiveness. The analysis also showed that after the

introduction of *the List*, experts more often identify individual shortcomings that previously remained beyond detailed consideration. The most illustrative example is the example of deficiency 8.5.1. *The internal education quality assurance system does not identify or eliminate identified shortcomings in the study programme or educational activities for its implementation*. In the 2023-2024 academic year, it was recorded in only 1.5% of study programmes in the field 01 Education/Pedagogy, then in the 2024-2025 academic year, recorded in 28.3% (Analytical report, 2025).

Particular attention during the analysis was paid to the reports of the EG and the opinions of the SEC regarding the study programmes of the 2024-2025 academic year, according to which there were changes in the level of compliance with the Criterion at different stages of the examination. In most such cases, the reason was an incorrect interpretation of the concept of *the List* and the principles of its application, in particular, a misunderstanding of the relationship between individual manifestations of the deficiency and its systemic nature.

The items of *the List* reflect types of violations, and not specific situations of study programmes. Therefore, facts, circumstances, actions or inactions identified during the accreditation examination, which in their content, nature or consequences correspond to a certain item of *the List*, should be considered as manifestations of the corresponding deficiency in the specific context of the program. This means that the fact of identifying one or more manifestations is not sufficient grounds for an automatic conclusion that the deficiency is

significant. Such a conclusion should be formed based on a comprehensive analysis of the entire set of detected manifestations, taking into account the scope and nature of the problem, the consequences for the quality of education, systematic and repeatability, the possibility and speed of elimination, and the general context of the implementation of the study programme.

Thus, the results of the contextual-semantic analysis confirmed that the implementation of *the List* had a positive impact on the quality of reporting documentation, strengthening its structure and reasoning. At the same time, the identified difficulties in interpreting certain provisions of *the List* showed that the effectiveness of its application largely depends on the depth of understanding of the concept and principles of application by experts and members of the SEC.

2. Analysis of the results of the annual expert assessment

Another area of comprehensive assessment of the effectiveness of the implementation of *the List* was the analysis of the results of the annual evaluation of experts based on their participation in accreditation procedures.

Annual evaluation is a component of the internal quality assurance system of the National Agency. In accordance with the *Regulations* (Regulations on the Expert, 2025), the evaluation is carried out according to two criteria: compliance with the examination procedure and the quality of the EG report.

The purpose of the analysis is to assess the impact of using the List on the quality of reports, identify the dynamics of improving their analytical component and typical problems that require

methodological and training support. In 2025, the assessment covered 2,315 experts: The majority confirmed a sufficient level of competence; 139 people were recommended for additional training, and 23 were excluded from the Register of Experts.

Analysis results. In the assessment structure, special emphasis is placed on the validity of conclusions regarding the materiality of deficiencies and the determination of levels of compliance in the report. Feedback from the secretariat staff, who analysed 1,588 reports, showed positive dynamics: the reasoning of the conclusions, the consistency of the structure, and the clarity of the cause-and-effect relationships between facts and conclusions have increased. This indicates a gradual strengthening of the analytical culture in the expert environment.

At the same time, the analysis of the reports of experts recommended for training revealed typical errors caused by an incorrect understanding of the concept and principles of applying *the List*, in particular: an unclear explanation of why a deficiency was determined to be significant; fragmentary argumentation, limited to individual manifestations without taking into account systematic; lack of a logical connection between facts, conclusions, and the level of compliance.

Conclusions. Analysis of the results of the annual assessment confirmed the positive impact of the use of *the List* on the quality of reports. At the same time, the identified problematic aspects identified areas for improvement:

● including various types of tasks for applying *the List* in training programs;

● strengthening the explanation of the concept and principles of *the List* during training events and briefings;

● continued monitoring of evaluation results to track the dynamics of the implementation of *the List*.

3. Analysis of the results of the survey of EG and SEC members

In order to find out the opinions of experts and SEC members regarding the convenience, feasibility, effectiveness of the implementation and practical application of *the List,* a survey was conducted among participants in accreditation examinations between December 31, 2024 and January 13, 2025. The study also included collecting respondents' suggestions on possible areas for improving the tool. 879 people participated in the survey, including 747 (85%) experts and 132 (15%) SEC members, representing 29 fields of knowledge (Fig. 1).
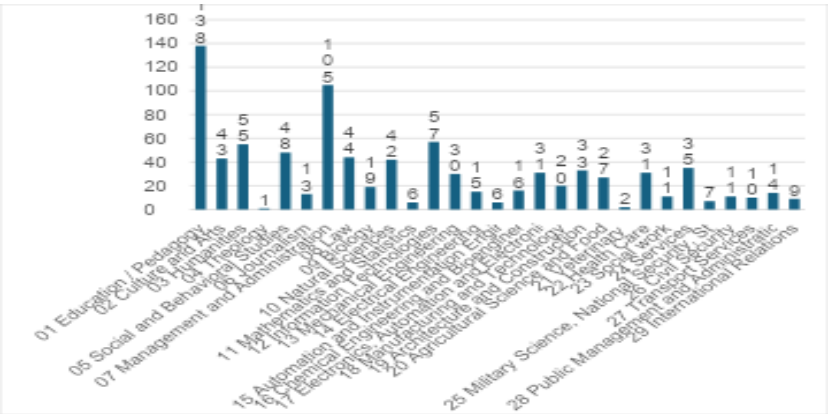
Figure 1. *Distribution of Survey Participants by Fields of Knowledge*

Distribution of survey participants by status: 720 people (81.9%) – scientists or scientific and pedagogical workers; 135 people (15.4%) – education seekers; 3 people (0.3%) – international experts who are members of the SEC; 2 people (0.2%) – representatives of employers who are members of the SEC; 19 people (2.2%) did not indicate their status.

The results obtained demonstrated a high level of support for the tool:

● 86.8% of respondents consider *the List* useful in their work (Fig. 2);

● 86.9% noted an increase in the objectivity of establishing compliance levels according to the Criterion (Fig. 3);

● 86.4% confirmed that using *the List* reduced misinterpretations and ensured consistency of assessment approaches between different experts and SEC (Fig. 4);

● 96.4% rated the Instructions for Forming the Appendix as clear and understandable (Fig. 5).
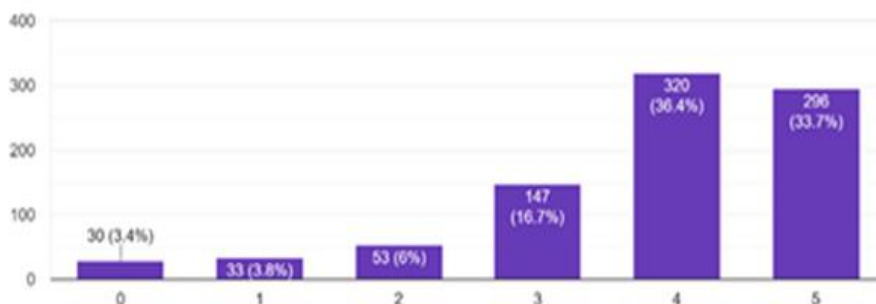
Figure 2. *Respondents' Ratings of Usefulness of the List for Work* (on a scale from 0 to 5: from 'not helpful at all' to 'very helpful')
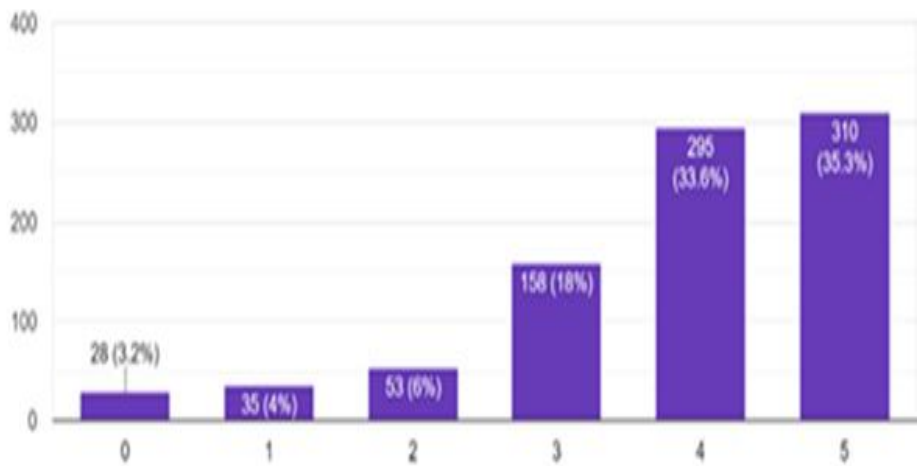
Figure 3. *Respondents' Ratings of Implementing the List on Ensuring the Objectivity of Establishing Levels of Compliance with the Criteria*
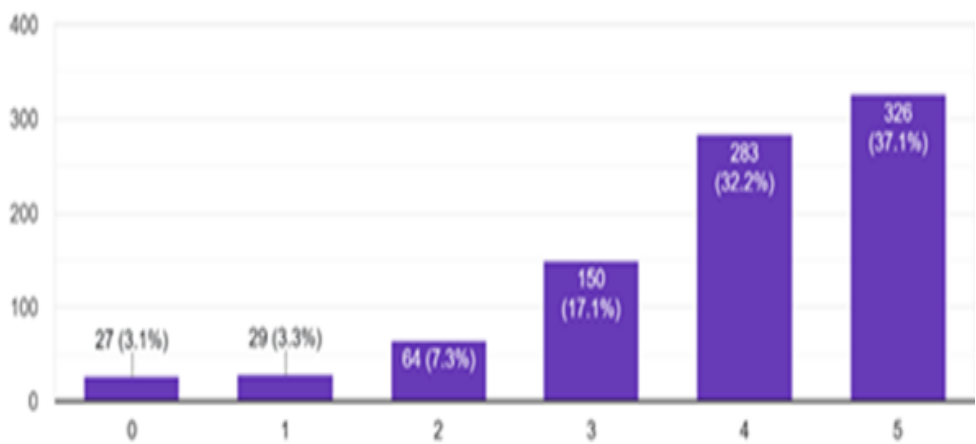
Figure 4. *Respondents' Ratings of Implementing the List on Unification of Assessment Approaches*
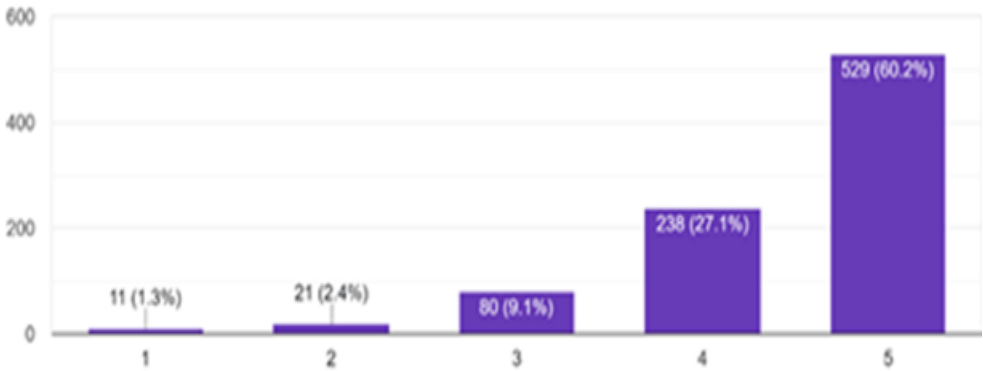
Figure 5. *Respondents' Ratings of Clarity and Comprehensibility of Instructions for Filling out Appendix 1 List of Major Drawbacks*

The main areas of impact of the implementation of *the List* on the quality of reporting documentation (according to respondents):

1. Improving the structure and content of reports. *The List* contributes to the logic, consistency and clarity of the presentation, helps to formulate short, precise conclusions and ensures unity of approaches to structuring the material.

2. Increasing objectivity and strengthening accountability. The use of *the List* contributes to a consistent understanding of the requirements of the criteria and the essence of the shortcomings, the formation of conclusions based on clear signs and evidence, and also stimulates more responsible substantiation of the positions of the EG and SEC.

Thus, *the List* is perceived not as a formal appendix, but as a practical tool for improving the quality of expert judgment, the consistency of conclusions, and trust in accreditation results.

Among the challenges are:

● Risk of templateization and excessive standardisation, which may limit professional judgment or reduce the depth of the analytical approach.

● The complexity of interpreting the wording of certain types of deficiencies.

● Doubts about the universality of individual items of *the List* for different fields of knowledge.

● Additional explanations, application examples, and training support.

Based on the survey results, several key areas for further improvement of *the List* and the practice of its application were outlined, aimed at increasing its effectiveness and practical value in the accreditation procedure:

● improving the wording of significant shortcomings, taking into account typical questions that arise among EG and SEC members;

● regular updating of explanations, in particular regarding substantiation of the facts of significant shortcomings, which will contribute to the unification of interpretations, improving the quality of EG reports and SEC opinions;

● strengthening educational and methodological support in using *the List* for EG and SEC members (trainings, briefings, instructions);

● monitoring the effectiveness of the use of *the List* at the next stages of the accreditation cycle, which will allow assessing its impact in dynamics, recording new requests and responding to them promptly.

4. Editorial changes to the List

I. Added to *the List*: positions were introduced because cases were repeatedly recorded during accreditation examinations

1.5.1 The purpose of the study programme does not correspond to the declared speciality and/or is focused on another speciality (or field of knowledge).

5.2.3 Qualification works of higher education applicants are not published (placed) on the official website of the higher education institution (or its structural unit) or in the repository of the higher education institution in accordance with the requirements of the higher education standard (if such requirements exist).

II. Changes to the legislation have been taken into account:

Before: 1.2.1 The HEI awards a professional qualification in a certain profession, but at least one of the following facts has been established; the study programme (in particular, additional ones – due to its selective educational components) does not ensure the fulfilment of the requirements for knowledge, skills, abilities and competencies specified by the relevant professional

standard; the name of the profession does not correspond to the current Classifier of Professions or is absent from the Classifier of Professions; the HEI has not defined/approved by the relevant local legal acts of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or criteria (conditions) for awarding a professional qualification in accordance with current legislation.

It became: *1.2.1 The HEI awards a professional qualification in a certain profession, but at least one of the following facts has been established: - the study programme does not ensure the fulfilment of the requirements for knowledge, abilities, skills and competencies specified by the relevant professional standard (in particular, for additional professional qualifications - due to its selective educational components); the name of the profession does not correspond to the current Classifier of Professions or is absent from the Classifier of Professions; the HEI has not defined/approved by the relevant organizational and management documents of the HEI: the procedure for awarding this professional qualification or the relevant procedures, methods of demonstrating competencies, or criteria (conditions) for awarding a professional qualification in accordance with current legislation; in the absence of a professional standard, the award of a professional qualification is carried out without approval from the National Qualifications Agency.*

III. Compliance with the new Regulation:

3.4.1 Procedures for recognising learning outcomes acquired through non-formal and/or informal education in HEIs are not

defined OR DO NOT meet the requirements of the Procedure for recognising learning outcomes acquired through non-formal and/or informal education in higher and professional pre-higher education approved by the relevant Central Educational Service.

IV. Clarification:

The time aspect has been clarified: it is now emphasised that the inconsistency of teachers' qualifications is recorded as of the moment of the accreditation examination.

There were:

6.1.1 Inconsistency of qualifications (professional experience – if the HEI lists it as a component of compliance) of teachers with the educational components they provide, taking into account the requirements of the legislation.

It became:

6.1.1 As of *the time of the accreditation examination*, teachers whose qualifications (professional experience – if the HEI lists it as a component of compliance) do not correspond to the educational components they provide, taking into account the requirements of the legislation, were involved in the implementation of the study programme.

5. Assessment of the List to form a single database for results analysis of the accreditation examinations

The introduction of *the List* has strengthened the analytical component of the National Agency's activities, opening up opportunities for systematic analysis of accreditation results. Its standardised structure provides a

unified presentation of data on typical shortcomings and allows for comparative analysis by various parameters (criteria, fields of knowledge, levels of education, types of institutions, etc.).

Research conducted by the National Agency (Report for 2024; Analytical report, 2025) confirmed that the use of *the List* during accreditation examinations allows for the identification of patterns, typical combinations of shortcomings and differences between branches and levels of education. The data obtained became the basis for management decisions, the development of recommendations and the planning of support measures.

Thus, *the List* has proven its effectiveness as a tool for systematising accreditation results, forming an evidence base for decision-making and contributing to the improvement of quality assurance systems at the institutional, sectoral, and national levels.

Assessment summary of the implementation effectiveness of the List. A comprehensive assessment showed the level of achievement of the goals set during its development and areas for further improvement.

Goal 1. *Unification of approaches to decision-making and ensuring objectivity of evaluation in the case of similar manifestations of problems with the quality of study programmes and educational activities under them.*

Mechanisms for achieving the goal	Results	Areas for improvement
Introduction of unified formulations of significant deficiencies by criteria and sub-criteria; application of the logic of detection - description - argumentation - conclusion in reporting documentation; approval of uniform principles for using *the List* through the Instruction and methodological explanations.	There is a more consistent interpretation of the requirements of the Criteria and assessment approaches; the reasoning behind the conclusions and the evidence for determining compliance levels has increased.	Clarification of the wording of individual items of *the List* and provisions of the Instructions, taking into account the practice of application.

Goal 2. *Emphasising key aspects of compliance with legal requirements when designing and implementing study programmes.*

Mechanisms for achieving the goal	Results	Areas for improvement
Identification of items in *the List* that directly reflect violations of the law; mandatory justification of the presence of significant shortcomings; preparation of methodological materials with a list of regulatory acts for each of the Criteria.	The quality of argumentation in the EG and SEC reports has been improved; the proportion of conclusions with clear references to legislative norms has increased.	Development of additional tasks and examples for training with a focus on legal aspects.

Goal 3. *Codification of typical problems according to Criteria and sub-criteria to improve the quality of systemic analysis of the agency's activities at the national level.*

Mechanisms for achieving the goal	Results	Areas for improvement
Creation of a structured coded system of significant deficiencies by criteria and sub-criteria; ensuring the collection and structuring of data	Approaches to fixing deficiencies have been unified, comparability of information has been ensured; the risk of duplication or erroneous attribution of violations to different criteria	Expanding the set of indicators for comparative analysis, improving analytical data

for system analytics; conducting frequency, comparative and sectoral analysis by samples.	has been reduced; regular analysis of accreditation results has been established; a database has been formed - a stable evidentiary basis for further decisions and research.	processing algorithms.

Goal 4. *Strengthening the focus of the National Agency's advisory and training activities*

Mechanisms for achieving the goal	Results	Areas for improvement
Including tasks for applying the List in training programs; conducting briefings and webinars for EG and SEC; developing a methodological manual with explanations for each significant deficiency; taking into account the results of surveys and expert feedback when updating training materials.	Systematic educational and methodological support for experts and members of the SEC has been ensured; the number of incorrect interpretations of significant shortcomings has decreased; the consistency of conclusions between the EG and the SEC has increased.	Expanding the base of tasks and examples for training.

Goal 5. *Expanding analytical capabilities to further improve quality assurance systems at institutional, sectoral and national levels*

Mechanisms for achieving the goal	Results	Areas for improvement
Recording of EG and SEC of identified shortcomings in accordance with the items of the List; accumulation and systematisation of this data in a standardised format; analytical processing of generalised results; use of data for planning,	A systematic approach to the analysis of typical shortcomings of study programmes has been provided; a basis for analytical and strategic decisions has been formed; the results of the analysis are used in the advisory, regulatory	Expanding the areas and depth of analytical research, developing recommendations for HEIs on the use of analytics in improving internal quality

supporting and regulatory measures; integration of analytical conclusions into strategic documents and recommendations for HEIs; publication of analytical materials.	and communication activities of the agency; analytics are used to improve quality assurance systems at all levels.	assurance systems.

CONCLUSIONS AND PROSPECTS

The assessment of the effectiveness of the implementation of *the List*, carried out during 2024–2025, showed both confirmation of its effectiveness and the need for certain clarifications. The results obtained: analysis of reports of expert groups and SEC, survey results (January 2025), as well as high-quality feedback from experts and secretariat employees, became the basis for the August update of *the List* and Instructions.

Improvement of *the List* and Instructions in August 2025 based on the results of the 2025 performance assessment. The main areas of improvement of *the List* in August-September 2025 were: Making changes to *the List*; clarifying the Instructions on the application of the List in the accreditation examination process; updating the content of training for experts on accreditation of study programmes; improving the educational and instructional activities of the National Agency, in particular, briefings and webinars. It should be noted that the improvement carried out in August 2025 was the result of the implementation of the PDCA system cycle. Unlike previous refinements (October 2024, January 2025), which were operational in nature and aimed at eliminating individual inconsistencies, this update was a global

revision of the tool. It was based on a comprehensive analysis of the experience of practical application of *the List*, and feedback from experts and SEC members. This improvement marked the completion of the first full cycle of development of *the List* from development and testing to effectiveness assessment and targeted update based on the data received, which is consistent with the principles of continuous improvement in the quality assurance system. Further research should focus on assessing the effectiveness of the updated *List* after the changes introduced in August-September 2025.

The use of *the List* contributed to strengthening the transparency and predictability of the accreditation procedure, ensuring a common understanding of assessment approaches among all participants in the process – HEIs, expert groups, SEC and the National Agency, which, in turn, strengthened trust in the assessment results.

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АНАЛІЗ ЕФЕКТИВНОСТІ ЗАПРОВАДЖЕННЯ «ПЕРЕЛІКУ СУТТЄВИХ НЕДОЛІКІВ» У ПРОЦЕСІ ЗОВНІШНЬОГО ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Андрій Бутенко,
кандидат історичних наук, доцент, Голова Національного агентства із забезпечення якості вищої освіти, майдан Незалежності, 2, 01001, Київ, Україна,
abutenko@naqa.gov.ua

Олена Єременко,
доктор філологічних наук, професор, заступник Голови Національного агентства із забезпечення якості вищої освіти, майдан Незалежності, 2, 01001, Київ, Україна,
oyeremenko@naqa.gov.ua

Оксана Требенко,
кандидат фізико-математичних наук, доцент, керівник відділу аналітично-тренінгового забезпечення секретаріату Національного агентства із забезпечення якості вищої освіти, майдан Незалежності, 2, 01001, Київ, Україна,
otrebenko@naqa.gov.ua

У статті проаналізована ефективність запровадження «Переліку суттєвих недоліків» як інструмента оцінювання освітніх програм в межах процесів і процедур зовнішнього забезпечення якості вищої освіти. Констатовано, що поставлені цілі його запровадження: уніфікація підходів до ухвалення рішень і забезпечення об'єктивності

оцінювання при однотипних проявах проблем якості освітніх програм та освітньої діяльності за ними; акцентування ключових аспектів дотримання вимог законодавства під час проєктування та реалізації освітніх програм; кодифікація типових проблем за критеріями оцінювання освітніх програм для підвищення якості системного аналізу діяльності агентства на національному рівні: посилення фокусування консультативної та тренінгової діяльності Національного агентства загалом досягнуті. Підкреслено, що загалом учасники процесу акредитації цілком свідомі значущості поставлених цілей та визнають запропонований механізм вдалим і дієвим. Поряд із тим була з'ясована необхідність ряду вдосконалень, які не заперечили ефективність застосування переліку, а в перспективі посилюють її. Загалом, застосування «Переліку суттєвих недоліків» сприяло зміцненню прозорості та передбачуваності акредитаційної процедури, забезпечивши спільне розуміння підходів до оцінювання між усіма учасниками процесу - закладами вищої освіти, експертними групами, ГЕР та Національним агентством, що, своєю чергою, посилило довіру до результатів оцінювання освітніх програм у процесі зовнішнього забезпечення якості вищої освіти в Україні.

Ключові слова: *ефективність запровадження; Перелік суттєвих недоліків; удосконалення освітньої програми; забезпечення якості вищої освіти.*

COMPETENCY-BASED LEARNING AND ASSESSMENT

DEVELOPING PROFESSIONAL IMAGE OF SOCIAL WORKERS IN UNIVERSITY EDUCATION

Pleskanov Dmytro,
ORCID: 0009-0002-3811-5033
Postgraduate student of the Social Work Department
Donbas State Pedagogical University (Dnipro, Ukraine)
Diplec@yahoo.com

ABSTRACT

Investigating professional image-building for future social workers is one of many inquiries into the university educational environment. The methodological assumption of this work is treated as one among the thoroughly integrated pedagogical processes, aiming to integrate the educational, developmental, and formative aspects of instruction through teaching within the framework of learning. The social needs, on the one hand, and the weak theoretical and methodological bases for social professional training, on the other hand, are significant research sources. The professional image of the future social worker is conceptualized as a multi-layered construct comprising four closely interdependent components: cognitive: regarding knowledge concerning ontological-philosophical-humanistic-legal-ethical issues of social work; communicative: has practical skills of interpersonal interaction with, developing empathy and trust with the others; emotional-value: a humanistic value system plus emotional stability, tolerance, and social accountability; reflexive-behavioural: modelling the understanding of professional roles, understanding the process of self-evaluation to project an image, self-image maintenance, and behavioural adjustment. Moreover, the methods should cover attainment at three interrelated levels: organizational and methodical directing the

development of syllabus, manual, training module, and e-course; content nurturing of professional identity in the framework of ethical principles along value-motivational dimensions of future specialists; and technology, which involves active implementation of modern methods and digital tools for engaging students in their professional activity. Thus, the technological classification of content falls into three major sections: practice-oriented training (business simulations and workshops on personal development); digital-communication (web platforms for professional self-presentation and the formation of a media identity in the context of the virtual world); and practical (volunteering and internship), which is very significant since it is at this level that knowledge is being applied, skills developed, and image-related competencies acquired within real social and professional environments. The experiment's findings provide compelling evidence of the methodological support's great efficiency in shaping the professional image of prospective social workers during university training programs, making it a topic of significant importance and sound scientific merit.

Keywords: educational environment; methodology; professional development; professional image; social work competences; social work education.

INTRODUCTION

New social issues arising from globalisation and digitalisation, as well as ongoing changes in social institutions, underscore the importance of social-sector professions fulfilling their tasks and building trust through positive professional images (Mospan, 2019; Mospan et al., 2022). Apart from having professional competencies, a good social worker should present themselves to the public as approachable, friendly, and ethically accountable for constructive engagement with clients, colleagues, and the community. Internal attributes and external ones are well nurtured within the university

training environment, where one develops within oneself: values, cultural communication skills, reflexivity, and self-presentation capacities. This institutional timeframe is the setting upon which the groundwork is laid for building a personal professional image, one that does not solely belong to the student but is the primary determinant of the public's overall perception of social work (Clearfield, 1977; Sacristan & Lalane, 2022).

Kosteva & Faichuk (2018) and Spirina & Liakh (2020) highlight the limitations of the methodology in creating a professional image for future social workers in Ukraine. Thus, a very urgent update is required regarding the theoretical underpinnings of methodological support for educational processes, in a manner that considers theory in relation to the integration of practical skill acquisition, specifically the ethical framework and digital self-presentation tools. This clearly indicates that this study is indeed valid in all practical implications. The quality of professional image for potential future social workers defines personal success in terms of the effectiveness of social assistance work and the public perception of social work as a whole.

Creating professional images for future social workers in their colleges and universities is a complex process, as it involves integrating analytical studies with theoretical education, practical competencies, and social and communicative competencies. The methodological underpinning of the entire process will include, and therefore be framed by, an organisational and methodological framework that encompasses both content and technological aspects,

thereby promoting a professional identity with a positive public perception.

In an ideal world, theoretical aspects would coalesce around generating a professional image through students' understanding of the relationship between social work, pedagogy, psychotherapy, and ethics within the profession. This was an attempt at an integrated educational approach, where theory-oriented and practice-oriented training were supposedly merged, as it favours conscious professionalism, as Shakhmatova calls it (Shakhmatova, 2011).

One, therefore, as per Davis and Gully (2012), understands that there exists an entire professional development package, including mentorship, supervision, and experiential learning, which can help shape a social work image. The process of image building, viewed through the lens of professional identity, would impact the image-making process (Davis & Gully, 2012).

In practical terms, simulations in realistic job-setting scenarios, where students are placed in realistic job situations using simulations, have been identified as an important point. "Social work performance usurps the public image," observed Smith (2012), who tagged some methodologies that might involve constructing an image with case studies, practical scenarios, role-play, internship with social service firms, and joint project assignments (Smith, 2012).

Additionally, it requires development of presentation skills and public engagement, which, according to Thompson (2017), suggests that constructing a reputation today depends heavily on

engaging service users and the broader society. Popovych (2013) also stated that professional culture fosters interaction with media, creating positive public perceptions of the social work profession, and connecting practice with training and ethical standards, thereby promoting public participation.

Awareness of personal (moral values), professional (competence), and societal dimensions (communication skills) will define a career image, leaving all three in need of methodological substantiation for practical research within university training (Tymoshenko & Kyryliuk, 2024). Spivak (2024) provides an academic foundation for conceptualizing the professional image, as well as promoting the integrative approach of merging psychological understandings with necessary pedagogical constructs into a systemic structuring of the theory dimension of the entire learning process. Reflective practice is maturing into awareness among graduate social work educators and practitioners of the competencies they need to develop a positive identity.

Therefore, the need to adopt a holistic approach to methodological support for shaping the images of future social workers would link methodological objectives to the training content: principles, methods, forms, and resources, all aimed at creating strong, positive identities for social workers in professional contexts as well as surrounding sociocultural cores. Although a few scattered reports mention certain aspects of training in this area, no comprehensive scientific model has yet succeeded in unifying theoretical insights, practical abilities,

ethical standards, and digital platforms to form a cohesive visual representation of these practitioners. Society is now calling upon highly trained personnel to fill this gap, as the inadequacy created by poorly framed preparation leads their hackers to seek other avenues. Inadequate preparatory frameworks necessitate further exploration in this area.

RESEARCH METHODS

The primary focus of the research is to establish the scientific methodology for developing future social workers' professional images in university training. It also aims to clarify the procedural methodology of the structural components that would subsequently lead to the effective formation of a professional identity.

The objectives provided references to clarify the meaning of 'methodological support' in relation to professional image-building. They also identified the major structural elements of a future social worker's professional image and outlined the effective strategies and pathways for training students in a university. The inquiry was designed to test a methodological system for professional image formation among future social workers and to examine the conditions within the university training process.

The specific research objectives were:

1.   Literature review on professional-image formation in pedagogy, social work, and psychology.

2. Revealing cognitive, emotional, value, communicative, and reflective structural components of professional image.

3. Investigating the effectiveness of innovative learning and teaching methods (business simulations, role play, personal growth training, debates, case studies, volunteer projects, practical work) in developing professional competencies.

4. Revealing principles for the successful adoption of digital tools for students' professional self-presentation (e-portfolios, video business cards, blogs).

5. Derivation of various methods of empirical verification of the proposed methodological system and digital adaptation thereof.

The present understanding of qualitative and theoretical methodology was adopted for this study:

1. *Theoretical modelling* serves as a methodology for developing an all-encompassing model of methodology for designing a professional image, which will incorporate all organizational, methodological, content, and technological aspects.

2. *The literature review* was carried out, analysing national and international literature on pedagogy, social work, and psychology.

3. *Structural-functional analysis* seeks to investigate the contents and functions of each component of the system of professional development.

4.   S*tructuring of data* from academic sources and research reports that relate to the formation of a professional image through a lens of content analysis and generalization.

The empirical phase of the research is a pedagogical experiment involving 64 first-year Bachelor's students enrolled in social work at Donbass State Pedagogical University, divided into two groups: a control group (32 students) and an experimental group (32 students). The experiment aimed to evaluate the effectiveness of the proposed system and methodology for developing professional images and competencies. In the experimental group, innovative educational forms – such as business simulations, role-plays, personal development training, debates, case studies, volunteer projects, and performance training – were employed to develop communicative, reflective, and media-centric competencies. Use of digital platforms for professional self-presentation (electronic portfolios, video business cards, blogs) helped equip students with the means to construct their digital media self.

Considerations in data collection included observations, asking questions, self-reflection, and analysing students' digital products. Self-questioning was done with feedback on how their self-evaluation compared with their observed behaviour characteristics during and after participation in activities. The collected data are considered internal proprietary information and are retained in the Department of Pedagogy of Higher Education, Donbass State Pedagogical University internal archive for analysis

upon request. The proposed techniques include psychodiagnostic methods, questionnaires, observation, expert evaluation, and self-evaluation, all aimed at monitoring the dynamics of the professional image's basic components: cognitive, emotional value, communicative, and reflective-behavioural. For the quantitative analysis of the obtained results, statistical methods were applied to calculate percentiles and means, as well as to perform before-and-after comparisons. This confirmed a positive dynamic of professional image formation among students of the experimental group, and thus, evidence for the effectiveness of the proposed methodological system.

The English version of the article was translated by AI and linguistically edited in accordance with international academic standards. AI technology, while acting autonomously and keeping a safe distance from content formulation and empirical results of the study, provided an additional door for further strengthening the scientific accuracy of presentation and the quality of research material.

RESEARCH RESULTS

Methodological support serves not only educational activities but also acts as instruments that facilitate students' own developmental journeys. This thereby enhances self-awareness concerning individual portrayals while honing presentation capacities, nurturing ethical accountability alongside advancements in societal maturity. The construct representing any given practitioner's identity emerges as a multifaceted

amalgamation interlinking cognitive, value-driven, and communicative behavioural characteristics, reflecting holistic presentations regarding specialist integrity perceived across the broader clientele community (refer to Fig. 1).
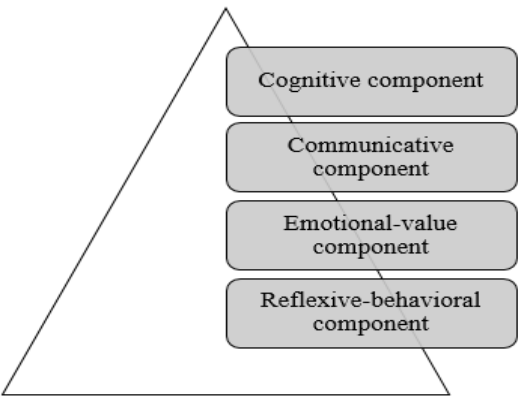
Figure 1. *Structure of the professional image of a social worker*

The cognitive aspect involves a framework of understanding regarding the nature and roles of social work, along with its philosophical-humanistic, legal, and ethical underpinnings. This aspect is crucial for enabling social workers to grasp their professional responsibilities, as well as the principles of social justice, tolerance, accountability, and confidentiality.

An extensive range of professional preparation and interpersonal skills falls under the umbrella of communication. Whereas communication attempts to empathise with the client or other professionals engaged in working with civil society organisations, it builds relationships based on trust through effective interpersonal skill development. The manner of communication is said to greatly affect social work practice, and it is viewed in this way by society regarding its social workers.

The emotional-values element can be understood to encompass a wide range of lay and humanitarian values, such as empathy for people, emotional strength and stability, and tolerance for diversity in character. Ultimately, the motivation to assist others or help those in need is to improve the welfare of others. Thus, the component lays the moral and psychological foundation of every social worker's identity, whose core responsibility is to deploy knowledge tempered with emotional intelligence related to social accountability for their actions. This reflective-behavioural aspect describes the mentality of being aware of professional roles and conducting self-evaluations concerning image-related behaviours. Reflexivity also involves projecting the self onto others through verbal or non-verbal sign systems, while allowing for adequate self-correction and personal growth. Reflexivity holds special significance for the professional development and identity.

Moreover, a social worker's professional image is multifaceted, encompassing intellectual, ethical, emotional, and behavioural traits. The development of this image should be viewed as part of broader professional growth occurring within an integrated educational system at universities that aims to foster personal maturity, social responsibility, and reflective capacities. Each element contributing to a social worker's professional image develops across three levels: methodological, content-based, and technological. We will examine these components in more detail at each specified level. Working on extensive teaching materials involves using a syllabus that describes the subject,

methodological guides, teaching manuals, case studies prepared by teachers, and exercise and simulation materials that present different scenarios for role-playing.

This means that, with respect to organisation and methodology, most efficiency will come from the harmonisation of instructional materials across educational fields linked to competency frameworks. This certainly facilitates joint knowledge transfer, but equally impedes students from analysing some critical societal problems like rational human beings, and prepares them with strategies to use that knowledge in a professionally conducive manner. The transition from methodology to the content level suggests that, in this pedagogical arrangement, it is ethical values that determine the decorum and subsequent integrity of future social workers. Rather than self-referential ways of discovering what they could ideally represent in terms of their roles or professions.

The final layer dedicated to forming a social worker's professional image within university training systems is termed the technological level. This encompasses various methodologies, including forms of instruction methods designed specifically around practical applications relevant to students' learning experiences, while promoting active engagement where students take initiative in their own career growth.

Effective methodologies utilised in crafting this professional image include:

- Business simulation games that replicate typical interactions between social workers and clients help develop skills related to ethical decision-making.

- Personal development workshops focused on enhancing confidence levels along with public speaking abilities.

- Debates or project tasks that foster analytical thinking along with teamwork cooperation.

- Digital platforms serve both as instruments for establishing one's position professionally while crafting an online presence reflective of their role within society.

The use of digital educational tools amplifies self-presentation opportunities while broadening avenues for networking among professionals – ultimately aiding in shaping media representations that are crucial within contemporary contexts surrounding social work practices (Devis & Hulli, 2012, 167–170).

Practical training plays a crucial role within this methodological framework, which aims to cultivate the ideal representation that aspiring social workers are expected to possess. It allows students hands-on experience through volunteer initiatives or internships, thereby refining their ethical standards while enhancing the communicative proficiency necessary for interacting professionally in real-world settings. Such practical engagements lend authenticity to a professional person, as they enable students to distinguish between client expectations and

societal norms, aligning accordingly with the actual stakeholder needs encountered during practice.

Thus emerges a sophisticated blend combining traditional education with modern innovations involving interactive learning formats supported by digital technologies, ensuring cohesiveness throughout any instructional design implemented – fostering knowledge acquisition alongside nurturing value-driven perspectives. This influences behaviour patterns throughout all aspects relating to cultivated trust within communities served by specialists engaged therein.

The experiment is aimed at understanding how an organizational and methodological approach, in combination with an orientation of contents, can raise the performance level in the processes of future image formation of practitioners. Social workers possess the theoretical understanding as well as the communicative effectiveness necessary in all aspects of their profession and work. Finally, this goes with only emotional awareness for adaptive responses to behavioural dynamics characteristic of such occupations. Emotional awareness is the buoyancy that comes with the accurate environmental assessment concerning how one should operate with the demands of the surrounding environment. Behaviour patterns express this in choosing other professions, that as making and executing long-term designs, and the overall level of success which one achieves. Identify different options for realizing one's chosen path. It is estimated with life indicators that are measured before and after

interventions. Such measurement consists quite often of a few estimations on clearly defined criteria, and that includes all stakeholders in every iteration as well. Rigorous research findings show that the increased awareness of emotions may lead to a shift in values, considering the more evident positive differences that exist between participants' post-experimental settings and test scores (see Fig. 2).
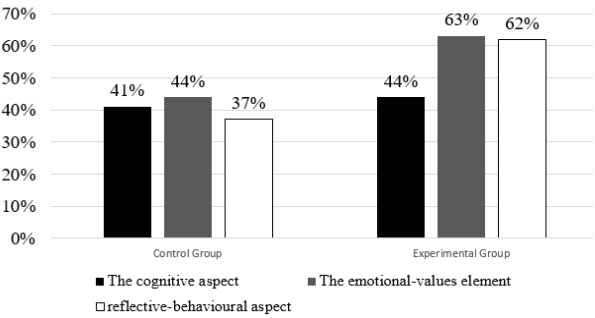
Figure 2. *Dynamics of levels of formation of professional image in the system of university training of social workers*

It enables one to visually demonstrate the differences in the development level of the assessed indicators among the studied groups. The control group shows somewhat average results with respect to the cognitive component (41%), emotional-value component (44%), and reflective-behavioural component (37%). This indicates that a professional image in students emerges as a common feature of traditional systems, where image teaching and practice are considered essential for social work. The graph illustrates that methodological support has been particularly in practical training sessions, e-modules, and social-communicative technologies. The positive divergence in experimental group indices

from the control further affirms the proposition that interactions within digital platforms and self-presentation tools continuously enhance students' levels of professional identity, awareness, and their practical involvement in the social work setting.

CONCLUSIONS AND PROSPECTS

The study provided a theoretically grounded, systematized, and empirically validated methodological support for the professional image development of future social workers in their university training. The professional image is described as a multidimensional construct containing cognitive, communicative, emotional value, and reflective-behavioural components. These components determine not only the level of professional readiness. However, it also reveals the ability of the future specialist to engage in ethical interactions and meaningfully represent themselves to society in their actual profession.

In a theoretical model of methodological support for the effective development of a professional image, three levels will be encompassed:

1. Organizational and methodological support, which presumes the design and integration of all educational and instructional materials that are to be included;

2. Support at the content level, conditioning the value-oriented worldview, humanistic orientation, and identity of future specialists;

3.	Technological support, including the introduction of interactive learning methods in the process of teacher education, interactive learning methods, a practical format of learning, and digital devices for professional self-presentation.

Results from pedagogical experiments confirmed the effectiveness of the proposed system. Experimental students scored significantly higher than control group students on measures of cognitive awareness, communication competence, emotional resilience, and reflective self-regulation. Business simulations, personal development training, role-playing scenarios, project activities, volunteer assignments, internships, electronic portfolios, and video business cards have emerged as core experiences that facilitate the development of students' professional identity and media-based self-representation.

Data reveal that practice and digital self-representation form the crux of image-related competencies. Both real and simulated professional situations will prepare students to internalize the professional role, coordinate personal and ethical values, and empower them with their own sense of responsibility towards society and institutions for representing the profession. Thus, it should be viewed as a comprehensive, integrated pedagogical system for methodological support of professional image formation in its entirety, ensuring the integrity of vocational training, the maturity of professional identity, and societal recognition. It should also address the professional attractiveness of social work in modern society.

Finally, methodological support for establishing a professional image among future social workers within university education is not simply an integrated pedagogical approach linking educational aims with developmental purposes. It has also become a necessity for highly skilled and morally mature professionals working in a digitalized environment.

The prospect of research ready for the future involves a longitudinal field study on the dynamics of forming a professional image from a student's educational program to practice. This would also take into consideration the possible changes that digital tools of self-presentation and media communication have brought to the shaping of students' professional identities. Another promising area is the development of adaptive educational programs for individual trajectories in the professional development of future social workers.

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МЕТОДОЛОГІЧНЕ ЗАБЕЗПЕЧЕННЯ ФОРМУВАННЯ ПРОФЕСІЙНОГО ІМІДЖУ В СИСТЕМІ УНІВЕРСИТЕТСЬКОЇ ПІДГОТОВКИ СОЦІАЛЬНИХ ПРАЦІВНИКІВ

Дмитро Плесканов,
аспірант кафедри соціальної роботи
Донбаського державного педагогічного університету, Дніпро, Україна
Diplec@yahoo.com

У цій статті пропонується комплексне науково-методичне дослідження формування професійного іміджу майбутніх соціальних працівників у рамках університетської освіти. Методологічною основою цього є інтегрована педагогічна система, покликана поєднати освітні, розвивальні та формувальні аспекти навчального процесу. Значущість цього дослідження випливає з невідповідності між суспільним попитом на кваліфікованих та привабливих фахівців у соціальній сфері та недостатньою теоретичною та методологічною базою щодо їхньої підготовки. Професійний імідж майбутнього соціального працівника визначається як складний, багатовимірний конструкт, що складається з чотирьох взаємопов'язаних елементів: когнітивного, який охоплює знання про фундаментальні, філософсько-гуманістичні, правові та етичні аспекти соціальної роботи; комунікативного, що відображає навички міжособистісної взаємодії, емпатії та побудови довіри; емоційно-ціннісного, що втілює систему гуманістичних цінностей разом з емоційною стійкістю, толерантністю та соціальною відповідальністю; та рефлексивно-поведінковий, що включає розуміння професійних ролей, самооцінку щодо презентації іміджу, управління самосприйняттям та корекцію поведінки. Успіх у формуванні професійного іміджу залежить від застосування методологічної системи, яка об'єднує три взаємопов'язані рівні: організаційно-методичний, який зосереджений на створенні комплексних навчальних матеріалів, включаючи плани курсів, посібники, навчальні модулі та цифрові курси; контентний, спрямований на розвиток професійної ідентичності разом з етичними принципами та ціннісно-мотиваційними вимірами у майбутніх спеціалістів; та технологічний, що виконується за допомогою сучасних методів та цифрових інструментів, що підвищують залученість студентів до їхньої професійної діяльності. У структурі технологічного рівня є три категорії контенту: практичне навчання (що включає бізнес-симуляції та семінари з особистісного розвитку); цифрова комунікація (що включає онлайн-платформи для професійної самопрезентації та формування медіаідентичності у віртуальних контекстах); та практичний (що включає волонтерську роботу та

стажування), який має першорядне значення, оскільки сприяє застосуванню знань, підвищенню кваліфікації та розвитку компетенцій, пов'язаних з іміджем, в автентичних соціально-професійних умовах. Результати експериментального дослідження підкреслюють значну ефективність запропонованої методологічної підтримки у формуванні професійного іміджу майбутніх соціальних працівників у рамках університетських навчальних програм. Це підкреслює як її практичну актуальність, так і наукову вірогідність.

GAME-BASED LEARNING IN DEVELOPING ORGANIZATIONAL AND MANAGEMENT COMPETENCIES

Oleksandr Kuzin,
ORCID: 0009-0008-1836-8432
Postgraduate student of the Pedagogy of Higher Education Department
Donbas State Pedagogical University (Dnipro, Ukraine).
sashanelut@gmail.com

ABSTRACT

An overview was provided on why the adoption of educational gaming would benefit the organisational and management competence development of higher education students. Hence, this article paves the way for advancing the concept of simulations, role-plays, and business games as a new medium for imparting learning management skills that are both theoretical and practice-oriented. On the other side of the interdisciplinary approach, it states that there are cognitive, as well as social and emotional, dimensions to organisational management competence, which provides one with a wealth of strategic thinking, effective communication, evidence-informed decision-making, and teamwork. It harmonizes the latest advances and research on the application of game-based learning for future managers, educators, and social specialists. The article pays particular attention to game-based educational technologies, as they bear a 'European' hallmark or feature when compared with other classical forms of education. They significantly impact motivation, the development of critical thinking, self-reflection, and responsibility for common results. A classification of gaming methods related to management task integration is suggested: simulation models replicate professional activity in reality; role-play games develop communicative flexibility and leadership skills, while business games build competencies in the area of strategic planning and system views. The article proceeds with a description of the key strategic aspects of the effective use of game-based learning, namely, gradually increasing task difficulty, embedding games within subject content, utilizing reflective practices, and promoting teamwork. Through the consideration of these topics via virtualized digital simulation and the added value of content

on a virtual platform, distance opportunities and blended learning experiences are further expanded.

__Keywords:__ game-based learning; organizational and management competence; learning models; strategies; efficiency.

INTRODUCTION

Training in organizational and management skills is essential in a student's education program, preparing them for action, coordination, and control in the ever-complex social and professional environments in which everyone is involved (Marin-Díez & Reche, 2020). Competence training in management functions and principles of planning and control, along with other required skills in domains such as decision-making under uncertainty, teamwork, and communication, is also covered (Lohmann & Ohliger, 2021; Riemer & Schrader, 2020).

Therefore, it exposes students to various fields, such as management, education, public administration, business administration, and others. Students are putting these competencies forth increasingly as necessary for entry and success into the profession because, in reality, with the current trend that the profession is taking. It seems that for a brighter future, the speediness in adapting to changes and handling complex problems would be the key determinants of success in that profession (Kokun et al., 2023; Shatyrko, 2024). The significance of the acquired competency for an individual amid the constant evolution of techniques for addressing multidimensional dilemmas

underscores its relevance to students studying management, education, public administration, and business administration (Furuoka et al., 2023; Shatyrko, 2024).

Higher education renders traditional modes of study, such as lectures and seminars, which are likely less effective in fostering management and decision-making skills in a rapidly evolving environment (Brandl & Schrader, 2024). On the other hand, game-based learning (GBL) is for the interaction of teaching methods, allowing students to learn in semi-real situations while developing their leadership, teamwork, communication, and analytical skills, all solid grounds of organisational and management skills (Anderson & Lawton, 2009; Khuda Bakhsh et al., 2022; Leitner et al., 2023; Mospan, 2023; Pan, et al., 2021).

RESEARCH METHODS

This research aimed to explore the potential and strategic effectiveness of GBL in fostering organizational and management competencies among students in higher learning institutions.

Considering this, the other research objectives are:

● Exploring current theoretical and methodological works in game-based learning in the areas of management and higher education.

● Defining the structure and components (cognitive, social, and emotional) of organizational and management competence.

● Revealing important forms of game pedagogical technology (simulations, role-playing, and business games) and their educative efficacy.

● Specifying the strategies and principles for the successful introduction of GBL into university programs.

● Defining the potential paths for empirical verification and digital adaptation of game pedagogies.

The following segments of qualitative and theoretical methodology concerning the effectiveness evaluation were selected for the study: theoretical modelling for developing a conceptual model encompassing simulation, role-playing, and business games as key tools for competence development within interactive learning.

Theoretical analysis used for synthesis, comparison, and systematization to assess the national and international literature on pedagogy in higher education, psychology for management, and the employability of gamification in learning.

The literature review has examined 19 academic sources that provide a sound and adequate basis for theoretical and methodological framing relevant to this study. Analytical and comparative research in higher education pedagogy justifies the choice of nineteen books. For maximum representation and depth in conceptual analysis, about 15 to 25 citations should be set as an aim. The selected sources cover a wide range, including game-based learning, developing organizational and managerial

competence, and integrating interactive pedagogical technology into the higher education curriculum.

The absolute dominance of international research in the reference corpus, over 80% in the cited writings, consists of peer-reviewed articles published in high-impact journals indexed in Scopus and Web of Science (for example: Simulation & Gaming, Computers & Education, Education Sciences, JMIR Serious Games). They provide recent empirical evidence and theoretical insight into topics of gamification, management simulation, and cognitive-socio-emotional development in education.

Recent research further broadened the theoretical perspective of the study, keeping in mind various cultural, psychological, and pedagogical interpretations of competence development. Their presence adds to the international dimensions of the research and connects the findings to national educational traditions and ongoing academic discourse in Ukraine (Klymchuk, 2020; Karamushka, 2024; Mospan et al., 2022; Shatyrko, 2024; Timchenko, 2000).

The goal of comparative analysis was to highlight the unique features and benefits of game-based technologies in comparison to traditional teaching modes. Generalization and structuring of data from academic sources and research reports on game pedagogy in management education were conducted through content analysis.

An example of an application related to simulation, role-playing, and business games is provided to illustrate the development of strategic thinking, teamwork, and decision-making skills. Self-questioning was completed with feedback and

self-reflection to compare the self-evaluation and evident behaviour characteristics by students during and after participating in educational games.

AI tools were utilized in various phases of this work to optimize translation, perform semantic and linguistic editing of the English version of the article, and standardize scientific terms in accordance with international academic standards. While noninvasive to the actual research and its outcomes, the use of AI supported utmost precision and quality in the scientific presentation.

RESEARCH RESULTS

Game-based pedagogies are well-designed and constructed techniques of learning that can simulate classroom or forum settings as pedagogical instruments, such as role-plays, business games, and similar forms of interactive learning activities, specifically designed to stimulate student involvement in an authentic learning experience. These methods could include those that facilitate a proper understanding and grounding of theoretical aspects in practical actions, thereby developing and nurturing critical thinking, as well as social competencies for informed management decisions (Klymchuk, 2020; Timchenko, 2000).

Simulation models enable the replication of professional and management processes in real-life settings with extremely close and justifiable assessments. Imparts assessment of impacts emanating from decisions made in dynamic work settings and develops their

predictive abilities. Encourages analytical thinking, strategic planning, and resource allocation (Yeager & Roberts, 2025).

Role-playing presents students with the chance to engage with their peers while gaining expertise in conflict resolution and developing skills in delegation. Further expanding the scope of leadership and organisational competencies through processes of coordination within groups. Group members here play out either the manager role or the business consultant side to effectively elicit teamwork (Apaydın & Çakır Çelebi, 2023).

Business Games are based on simulating business tasks related to strategic planning and decision-making. They enhance self-awareness in matters of critical and analytical capabilities, as well as uncertain decision-making concepts, and put theory into practice (Clarke-Habibi & Reimann, 2026).

As many realistic evaluations suggest, the effectiveness of individual games in terms of their psychological impact or within any discipline (Sokol et al., 2022; Sheerin et al., 2021), as well as the factorial combinations of these interactive pedagogical techniques for enhancing students' organisational and management skills, requires thorough investigation.

The combined applications of game-based pedagogies have not yet evolved into a comprehensive proposal for organisational and management competence. Indeed, the use of simulated experiences, either through role-plays or business games, has had several successes, but remains severely under-researched in terms of the simultaneous use of multiple models within a single

educational course. Or models connected across IPT and disciplines that nurture management skills. A systematic approach must also be established for evaluating the development of cognitive, social, and emotional competencies among students, thereby creating a research gap. This indicates the need to establish a framework for integrated models and effective strategies for the use of IPT in higher education.

The central theme of the study is game-based pedagogical technologies that enable the development of organisational and management competencies in students. This defines parameters for their choice of appropriate models, strategies, and indicators of success in integrating these technologies into higher education systems.

Following the above, game pedagogical technologies can be considered systematic pedagogical approaches. Possible gaming contexts include simulation and role-playing engagements that involve active learning participation by students throughout the entire learning process (Klymchuk, 2020). The literature presents some of the most clear-cut models for game-based learning in the development of management competencies, including game simulations, role-play formats, and business games.

GBL represents structured instructional methodologies (Connolly et al., 2012; Riemer & Schrader, 2020), leveraging gaming situations, including simulations, role-plays, and business

games, to direct focus toward student engagement and foster necessary professional skill sets (Klymchuk, 2020).

A primary benefit associated with IPT lies within its capacity to construct a regulated, safe educational setting wherein learners can replicate genuine occupational circumstances, make executive choices, assess resultant impacts, and receive constructive feedback. This facilitates integrative enhancement across cognitive, social, and emotional domains (Hauge, 2021; Riemer & Schrader, 2020).

Figure 1. *Game Pedagogical Technologies*

Simulation models involve modelling real management processes in a learning environment. They enable students to gain practical experience in decision-making, resource management, and assessing the consequences of their actions in a safe environment (Timchenko, 2000). Simulations are designed to develop analytical, strategic, and critical thinking skills, as well as the ability to predict the outcomes of management decisions.

The table presents examples of tasks within various types of game-based pedagogical technologies, outlining their educational objectives and anticipated effects. The use of such tasks ensures the integrative development of students' organisational and management competence, combining cognitive, social, and emotional aspects of learning. Each type of game is designed to develop specific management skills and foster a strategic vision of organisational processes (see Table 1).

Table 1

Examples of game pedagogical technologies

Type	Example of Task	Objective and Expected Outcome
Simulation Models	**Virtual Company Management:** students allocate budgets, make staffing decisions, plan marketing campaigns, and evaluate financial results.	Development of strategic thinking, planning, and analytical skills; ability to forecast the consequences of management decisions.
	Crisis Management: simulation of emergencies such as supply chain disruptions or team conflicts; development of response plans and assessment of decision outcomes.	Formation of abilities for rapid response, risk management, decision-making under complex conditions, and stress resistance.
	Project Management: development and implementation of a team project involving the identification of priorities, role distribution, and task monitoring.	Improvement of organisational and management skills, team collaboration, planning, and control of task execution.
Role-Playing Games	**Management Meeting Simulation:** students act as managers, consultants, and employees, discussing project goals and making collective decisions.	Development of leadership competencies, communication skills, and the ability to coordinate teamwork.

	Interdepartmental Negotiations: simulation of situations involving the allocation of limited resources, argumentation of positions, and achievement of compromise.	Formation of negotiation skills, conflict management abilities, and consensus-building capacity.
	Team Conflict Resolution: practising mediation strategies and distribution of responsibilities within a team to minimise risks and enhance interaction efficiency.	Development of management and social competencies, the ability to effectively resolve conflicts, and facilitate teamwork.
Business Games	**New Product Launch:** development of a marketing strategy, production planning, budgeting, and evaluation of potential profits and risks.	Development of strategic and analytical thinking, planning, risk assessment, and management decision-making skills.
	Strategic Organisational Planning: formulation of an annual enterprise activity plan, resource management, and identification of key performance indicators.	Formation of systemic thinking, strategic planning skills, and comprehensive management of organisational processes.
	Case Study Analysis of Real Companies: evaluation of management decisions made by successful and unsuccessful enterprises; development of alternative strategies to enhance management effectiveness.	Deepening of analytical abilities, capacity for critical evaluation of management decisions, and development of practical alternative solutions.

Analysis of examples of tasks using simulation models, role-playing, and business games suggests the systemic effectiveness of game-based pedagogical technologies in developing students' organisational and management competence. It was established that:

Simulation models enable you to replicate real management processes in a controlled learning environment, fostering the

development of strategic thinking, planning skills, analytical risk assessment, and informed decision-making in complex conditions.

Role-playing games contribute to the development of leadership and communication competencies, as well as the ability to coordinate teamwork, negotiate effectively, and resolve conflicts.

Business games stimulate systemic thinking, integrate theoretical knowledge into practical activities, and form skills in strategic planning and comprehensive analysis of business processes, which is key for the training of future managers.

The combination of different types of game tasks allows for the comprehensive development of students' cognitive, social, and emotional competencies. The systematic use of game technologies in the educational process contributes to the development of high-level organisational and management skills, increases motivation for learning, and ensures the effective preparation of students for professional activity in a dynamic and competitive environment.

The combination of simulation, role-playing and business games ensures the comprehensive development of students' organizational and management competence, integrating the following components: cognitive component (development of strategic, critical and analytical thinking, ability to plan and predict results); social component (formation of communication skills, ability to work in a team, negotiate and resolve conflicts); emotional component (development of emotional intelligence, ability to control emotional reactions and adapt to stressful situations).

Thus, game-based pedagogical technologies create an integrated learning environment that combines theoretical training and practical activities, ensuring the effective development of students' organizational and management competence and their readiness for professional activity in a modern, dynamic professional environment.

DISCUSSION

Effective implementation of GBL for developing students' organisational and management competence requires adherence to systemic strategies that ensure the gradual complication of educational tasks. The integration of theoretical knowledge with practical skills, as well as the development of cognitive, social, and emotional competencies (Klymchuk, 2020; Timchenko, 2020). The main strategies include sequential task complication, integration with academic disciplines, a reflective component, and team interaction.

One of the key strategies is a gradual increase in the complexity of game exercises. At the initial stage, students perform basic tasks designed to master the principles of management and team interaction. In the future, the level of complexity will increase through the introduction of multi-level simulation scenarios, crises, or complex business games, which will stimulate the development of critical thinking, analytical abilities, and the ability to make decisions in uncertain conditions.

For example, a group of students initially manages a hypothetical department of a company, making simple decisions about resource allocation. At a more advanced stage, they carry out strategic planning for the development of the entire organisation, taking into account risks, budget constraints, and interdepartmental conflicts (Hauge et al., 2014).

Management, organisational psychology, project management, and leadership together should constitute IPT. Practical real-life projects must be rooted in the management curriculum to provide direction for practice-oriented achievements by students. It will demonstrate how students would implement a new product during learning simulations in the arena of Project Management, encompassing a comprehensive package of budgeting, team role distribution, and risk assessment, as if in a real-life professional process.

GBL will require such reflection, where students will analyse their behaviour after these games, evaluate the effectiveness of their judgments, and identify some strengths and weaknesses in their actions. The teacher and peers provide constructive feedback, which can be beneficial for personal development through the student's self-reflection. For example, at the end of the 'Management Meeting' role-play game, the students would reflect on how efficiently responsibilities were allocated, which decisions turned out to be optimal, and which ones require correction. Thus, students can apply their experience and enhance their retention of knowledge.

Collective games are designed to develop communication skills, the ability to delegate tasks, coordinate actions, and manage conflicts. Team interaction models real professional situations, stimulates effective communication, and forms leadership skills within the group. For example, during the business game 'Crisis Management', students distribute roles between units, coordinate joint actions to minimise risks, and make collective decisions to resolve an emergency, which ensures the development of teamwork and stress management skills.

We highlight the advantages of using IPT in developing students' organisational and management competence, including increasing motivation for learning, fostering critical and strategic thinking, cultivating independent decision-making skills, and enhancing teamwork and social interaction (see Table 2).

Table 2

Advantages of using IPT

Enhancement of Learning Motivation	• Emotionally engaging learning environment • Motivational effect
Development of Critical and Strategic Thinking	•Development of independent decision-making skills • Experimentation with diverse approaches
Improvement of Teamwork and Social Interaction Skills	•Development of communication competencies

Game-simulated assignments are very engaging activities that can help students self-direct their learning. These competitions generate an atmosphere of competition and reward

with maximum payouts possible for successful task completion, while appreciating the real-life relevance of the fruits of education. Management opportunities are required when modelling complex scenarios that have yet to be encountered as problems in business games and simulations, which necessitate identification, perspective, projection, and documentation within the decision-making process. This also equips students with the ability to evaluate risks, weigh alternatives, select the more favourable choice, and predict the outcome their decision will yield. Such technologies offer students a protected environment to experiment with various ideas and see how they work out, which is precisely what independent decisions sustained through games aim to provide – accountability and confidence in managers.

Teamwork and role-plays emphasise cross-cultural communication. The needed emotional intelligence and skills required while working in procedurally different team environments are, therefore, developed. The link between theoretical learning and application-oriented tasks is provided by the GBL. This means that students can correlate and build the applicability of knowledge in simulated environments similar to those in which it would be applied professionally. This also aids retention of this material and improves the overall effectiveness of education. Students, trained through role-plays and simulation games, possess significantly better management and organisational skills than those trained in an equally long

traditional manner, which involves lectures and seminars (Karamushka, 2024; Shatyrko, 2024).

Thus, the game exercises must be related to the various subjects of academic studies, according to the students' grasp of knowledge and skills, so that an adequate balance of challenge and success is maintained. We propose integrating simulation, role-play, and business games into a cohesive training scheme that equips learners with skills relevant to both organisational and management contexts. This procedure thus allows simultaneous advancement in cognitive, social, and emotional dynamics.

An important game reflection facility reinforces players' previous learning experiences by analysing decisions made during the game and evaluating their effectiveness, including receiving feedback from tutors and/or peers. Using online platforms, virtual entities, and online simulations would allow GBL to manifest through effective application and usage in distance or blended learning. Game scenarios, therefore, transcend the constraints of space and time, set free from geographical and temporal limitations.

Game-based pedagogy is likely among the most effective means of enhancing students' organisational and management skills, as it fosters practical experience while engaging in theoretical education, and builds critical thinking and social skills (Connolly et al., 2012; de Freitas & Routledge, 2013). Its successful application requires a structural design that

interweaves different gaming paradigms with reflective practice in a team-learning environment.

CONCLUSIONS AND PROSPECTS

Research findings indicate that the use of Game Pedagogical Technologies (GPT) is effective in enhancing organizational and management competence among students in higher education institutions. Generalizations of similar analysis can thus be made:

That is, in theoretical and developmental references, almost every kind of intensive research developed around gamified education has focused on energizing cognitive activity and developing management skills. Evidence suggests that traditional forms of teaching often lack the much-sought integration between theory and practice, whereas game technology may serve to facilitate practice-oriented learning.

The organizational and management competence structure has been defined as comprising the following competencies: cognitive, strategic, analytical, critical, social, communication, team interaction, leadership, emotional stability, self-regulation, and empathy.

These three ingredients are essential for the total development of any future specialist. The categories of game pedagogical technologies are:

● Simulation training: including all the procedures that repeat the professional management process in terms of

methodology and develop in the person the skills of strategic thinking and forecasting.

● Role-playing games: develop flexibility, leadership, and negotiation skills.

● Business games: teach principles of organization-systems thinking, strategic thinking, and decision-making in uncertainty.

Included in the pedagogies that implement interactive technology in learning are the gradual complication of tasks, game integration into academic disciplines, reflection for the development of self-assessment and analytical thinking, motivation to collaborate in teams, and others. The key principles on which game technologies' conceptualization for efficient use are constructed would be: creating a safe environment for learning, where a student makes their own decisions, predictions, receives feedback, and develops management autonomy.

Thus, the performance of laid-out tasks has been enabled to further substantiate the placement of systematic application of game pedagogical technologies in higher education. This is an innovative approach to developing management skills, adapting to change, enhancing critical thinking, motivating learning, and preparing students for action in a dynamically changing professional environment. Future research will also consider the design of empirical frameworks for assessing GBL effectiveness. The development of digital simulation tools for management cases, and the creation of metrics to capture the changes resulting

from game-based learning in the competency profiles of various studying programmes.

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ІГРОВІ ПЕДАГОГІЧНІ ТЕХНОЛОГІЇ У ФОРМУВАННІ ОРГАНІЗАЦІЙНО-УПРАВЛІНСЬКИХ КОМПЕТЕНТНОСТЕЙ

Кузін Олександр,

аспірант кафедри педагогіки вищої освіти Донбаського державного педагогічного університету, Дніпро, Україна,
e-mail: sashanelut@gmail.com

У статті здійснено ґрунтовний аналіз значення ігрових педагогічних технологій у розвитку організаційно-управлінської компетентності студентів закладів вищої освіти. Сформовано концептуальні засади використання симуляцій, рольових і ділових ігор як інноваційних інструментів інтеграції теоретичних знань і практичних умінь управління. У міждисциплінарному контексті організаційно-управлінська компетентність трактується як комплекс когнітивних, соціальних та емоційних компонентів, що забезпечують здатність до стратегічного мислення, ефективної комунікації, прийняття рішень і продуктивної командної взаємодії. На основі узагальнення сучасних наукових досліджень і практичного досвіду запропоновано підходи до впровадження ігрових технологій у підготовку майбутніх менеджерів, педагогів і соціальних фахівців. Переваги ігрових педагогічних технологій у порівнянні з традиційними методами навчання визначено через їхній позитивний вплив на мотивацію, розвиток критичного мислення, саморефлексію та відповідальність за колективний результат. У межах інтеграції управлінських завдань запропоновано класифікацію ігрових методик: симуляційні моделі відтворюють умови професійної діяльності; рольові ігри розвивають комунікативну гнучкість і лідерські навички; ділові ігри сприяють формуванню стратегічного планування й системного мислення. Визначено стратегічні принципи ефективного впровадження інтерактивних педагогічних технологій (ІПТ) у навчальний процес: поступове ускладнення завдань, інтеграція ігор у зміст навчальних

дисциплін, стимулювання рефлексивної діяльності та підтримка командної співпраці. Окрему увагу приділено ролі цифрових симуляцій і віртуальних платформ, які розширюють можливості дистанційного та змішаного навчання. Підкреслено, що системне застосування ігрових технологій підвищує ефективність професійної підготовки студентів, сприяє розвитку гнучких управлінських навичок та формуванню готовності до прийняття рішень у складних ситуаціях освітнього й соціального середовища.

DEVELOPING EMOTIONAL INTELLIGENCE AND EMOTIONAL COMPETENCE IN HIGHER EDUCATION STUDENTS

Tetiana Koroid
ORCID ID 0000-0002-6390-4766
PhD in Education/Pedagogy, Senior Lecturer of the Department
of Educology and Psychological-Pedagogical Sciences
Borys Grinchenko Metropolitan Kyiv University
18/2 Bulvarno-Kudriavska Str., Kyiv, Ukraine, 04053
tetkor2024@gmail.com

ABSTRACT

The article highlights the theoretical and practical aspects of developing emotional intelligence and emotional competence among higher education students. It analyses the scientific approaches to the concepts of 'emotional intelligence' and 'emotional competence' proposed by both foreign and domestic researchers. The role of these constructs as key components of future specialists' professional and personal competence is substantiated. The essence of innovative practices for developing emotional intelligence is revealed, including the use of interactive and innovative technologies, emotional self-regulation platforms, and digital training programs. Here is emphasised that in the information society, developing emotional intelligence serves as one of the leading innovative goals of higher education, as it ensures the ability for effective communication, leadership, and psychological well-being. The conclusion is drawn that innovative technologies of emotional learning open new opportunities for self-awareness and professional realisation of higher education students.

Keywords: emotional intelligence; emotional competence; innovative practices; higher education students; self-regulation.

INTRODUCTION

The concept of sustainable development in higher education institutions (HEIs) involves not only the transformation of the individual but also of the educational process (Mospan, 2024). The Law on Higher Education of Ukraine defines the interconnectedness of various activities, from scientific and innovative to educational and communicative (Sysoieva & Mospan, 2015). Communication is a complex process that requires individuals to be aware of their own feelings and emotions, as well as to understand the states of others. The relevance of this article is driven by the need to identify and address the following contradictions: between the challenges of today and the professional competence required for developing the creative potential of higher education applicants; between accreditation expertise of educational programs and the practical training of students; between the development and implementation of a model for managing the development of an individual's creative potential and innovative development practices, and the actual content of professional training. The relevance is also reinforced by the requirements of the National Strategy for the Development of Higher Education in Ukraine (2022-2032), which emphasises the formation of emotional competence, creativity, soft skills, and students' psychological well-being. Therefore, there is a need to study emotional intelligence (EI) as a structural component of creative

potential (CP) and emotional competence (EC) as a prerequisite for the professional success of higher education students.

Thus, researching innovative practices of EI development in HEIs has both theoretical significance and practical value. Consequently, the development of new CP models and innovative practices for fostering EI and EC in higher education applicants will positively influence the organisation of the educational process, the quality of management, self-development, qualitative transformation, and personal growth of the individual, as well as their overall effectiveness.

BACKGROUND

The scholarly literature highlights the psychological conditions for the development of managerial competence, which is closely related to EC and an individual's psychological culture. Recent publications present theoretical and practical aspects of EI development as a set of self-aware abilities associated with the emotional sphere, as the capacity to perceive emotions, and as a factor influencing social and personal interaction. Contemporary studies identify mechanisms through which EI affects success in performing key life tasks (Bar-On, 2000); substantiate a psychological and pedagogical model for developing emotional competence in future psychologists and determine the influence of emotions on the effectiveness of intellectual and cognitive activity (Rakityanska, 2020); and develop emotional competencies as a teaching innovation in HEIs (Fernandez-Gavira et al., 2021).

Besides, Sysoieva and Mospan (2018) examine the issue of harmonising the educational thesaurus, which requires attention in the process of creating the European Higher Education Area and developing common educational standards.

Analysis of the scientific literature provides insight into the existing work on the formation of the phenomena of EI and EC as the interrelation between abilities and an individual's effectiveness and success. At the same time, the review of these studies suggests that there is a persistent problem regarding the examination of EC as an integration of awareness, the development of emotional skills, individual characteristics influencing success, and the practices for assessing EI and EC levels. These particular aspects require more detailed investigation. ***The research objective*** is to present the results of a theoretical analysis and interactive practices for developing an individual's creative potential (CP) and exploring the dynamics of individual transformation under conditions of constant social change by increasing levels of EI and EC, as well as examining technologies for their development.

METHODOLOGY

Theoretical research methods (analysis, synthesis, generalisation, systematisation) were applied to scientific sources in psychology, pedagogy, and educology to define the concepts of 'emotional intelligence' and 'emotional competence,' and to determine their structure, components, and developmental determinants. A comparative-analytical method was used to examine

international and national experiences in implementing innovative EI development practices in HEIs. Empirical methods included observation, description, and modelling. Theoretical and empirical methods were employed to structure the acquired knowledge, investigate the ambiguous role of EI in managing the development of CP, and formulate conclusions regarding the understanding of this phenomenon within the structure of CP. Innovative technological methods were also introduced to model emotionally charged situations and train empathy. Thus, the issue of professionalism, teaching quality, and the implementation of innovative practices for developing EI and EC remains particularly relevant in the context of wartime and post-war conditions.

RESEARCH RESULTS AND DISCUSSION

Scholars argue that EI inspires students to generate new ideas. It functions as a cognitive ability that meets correlational criteria, since practical training is an integral component of education that shapes the professional competence of higher education students, as well as their skills and abilities. Therefore, EC has been analysed as an integration of erudition, the development of emotional skills, and individual traits related to achievement and accomplishment.

Where can students acquire skills in self-awareness and self-regulation, empathy, and relationship management? How can they find the connection between their inner driving force and the ability to solve problems? Karpenko (2019, 60) states that self-understanding becomes the key to mutual understanding and therefore influences the

practices of constructing interpersonal and broader social discourses. The development of self- and mutual understanding, as well as the unfolding of an individual's subjective potential, is made possible through emotional intelligence. Emotions determine the trajectory of success through conscious choice and the congruent identity of the individual. Marukhovska-Kartunova et al. (2023, 502) argue that in modern education, there are no clear recommendations regarding where emotional intelligence skills can be taught and acquired. An ideal option may be collaborative development projects (emotional intelligence development projects)... The instructor creates the conditions where a strong need for teamwork emerges, where a significant outcome is required, and where learning takes place over a sufficiently long period. Therefore, the process through which skills are practised is a significant element in forming the competencies of future professionals. Koroid (2025, 161) noted that an individual must find coping resources for achieving personal maturity, be able to choose methods of self-realisation, and strive for the development and implementation of their creative potential. EI is indeed a component of CP, and its levels provide individuals with the quality of social interaction and a sense of deep satisfaction and boundless joy. Thus, through the development of CP, both EC – as a component of professional competence – and EI are enhanced. Consequently, the impact on students' achievements manifests through CP development, indicators of EI/EC levels, and skills of control and constructive problem-solving.

What educational technologies can be applied for developing EI? Today, educational technologies aimed at developing EI focus on forming the abilities and skills necessary for understanding, recognising, and regulating one's own emotions, engaging in self-reflection, communicating effectively, and ensuring quality management of student groups as well as effective interaction with them (see Table 1). Therefore, EI is defined as an integrative characteristic of an individual that combines emotional-regulatory and communicative abilities.

Table 1

Educational Technologies of REI

Educational Technologies	Purpose of Use	Methods
Technology of Emotional Learning Design and Micro-Reflection	Development of self-understanding and self-regulation, emotional self-control and increased motivation, as well as collaboration skills	Video cases, reflective exercises, training, and emotion cards
Technology for Developing Emotional Literacy (EL) and Storytelling Technology with Emotional Reflection	Recognition and expression of emotions, development of emotional vocabulary and self-expression skills	Emotion diary, podcasts, comics, "Emotional Barometer" exercises, video stories, analysis of literary and artistic images
Art-Therapeutic Technologies and Media-Therapeutic Technologies	Self-Discovery through Creativity	Music Therapy, Drawing, Emotional Film Club: Viewing and Reflection, Discussion of Characters' Alternative Actions
Project-Based Learning	Development of Social Responsibility	Volunteering, Social Projects
Coaching and Reflective Technologies	Development of Self-Discovery and Self-Regulation	Self-Analysis, Coaching Sessions
"Design Thinking for Emotions" Technology	Development of Emotional Empathy and Collaboration	Adaptation of the Design Thinking Methodology
Interactive and Digital Technologies	Use of ICT for the Development of Self-Reflection	Online Platforms, Mobile Applications

Under current conditions, the development of EI and EC has become a key factor in forming the psychological well-being of future professionals, and subsequently of those they will educate. Accordingly, "EI as a coping resource, as emotional self-productivity in ensuring successful self-design of the individual, is capable of motivating and developing, influencing the challenges of today and the choice of coping strategies. Emotional understanding, awareness, and consciousness as intrapersonal competencies of EI are particularly significant for the development of creative potential. EI influences the effectiveness of an educational institution, its image, and above all, improves personal and professional relationships that harmonise with an innovative educational environment" (Koroid, 2025, 70). Similarly, Fernandez-Gavira et al. (2021) described an educational innovation for students based on Bisquerra's model of emotional competencies. The students demonstrated their abilities to recognise and regulate emotions and their interpersonal competencies, which contributed to engagement and motivation.

In the scholarly literature, several models of EI are presented: Goleman's mixed model (1995) and the ability model by Mayer and Salovey (1990). In particular, Bar-On's model (2000) is designed to conceptualise EI. His research argues that EI is a synergy present within intelligence, where overall intelligence is the sum of the intelligence quotient, the emotional quotient, and an undetermined quotient. To understand and measure the impact of EI, one must possess the skills and abilities to listen, observe, and feel. This

requires a focus on a competent individual and active investment through planning, analysis, reflection, and awareness. Mayer and Salovey (1990) defined EI as a set of mental abilities. Their model views EI as a collection of cognitive abilities related to emotions. EI and competence are interpreted through the category of ability, which encompasses alignment among awareness, emotions, skills, and capabilities. Regarding Goleman's mixed model (1995), it emphasises the popularisation of the EI concept by identifying key components that encompass both intrapersonal and interpersonal dimensions. The author's model of EI is presented in Fig. 1:

SKILLS
-Understanding / Empathy
-Proficiency / Communication Skills

Emotional Intelligence

ABILITY
-Understanding and Recognition
-Self-Actualization, Self-Regulation, Interpretation
-Control, Organization
-Management. Assertiveness

ABILITIES / CIRCLE OF KNOWLEDGE AND SKILLS
-Relationship Management
-Self-Awareness, Self- Improvement
-Building Connections, Approachability

EI as an Integral Formation

Key Aspects

Figure 1. *Components of Emotional Intelligence*

International and Ukrainian scholars have recognised the importance of EI development, and therefore have examined it from various perspectives. Carthy et al. (2022) presented an analysis of an online EI coaching program for Irish students, focusing on its impact and student perceptions. This program enhanced self-awareness, self-regulation, and the perception of social support. Personalised coaching sessions combined with

practical tasks proved particularly valuable. The results highlight the importance of adapting content to students' needs, showing that a combination of online modules with periodic coaching sessions yields better outcomes than passive courses alone. Therefore, identifying the factors influencing EI and EC in relation to the individual remains relevant and requires detailed examination. To develop students' self-understanding, self-regulation, emotional self-control, and motivation, we will examine a synthesised selection of scholars and their works related to educational technologies (Table 2):

Table 2

Research by Scholars on Educational Technologies for REI and the Development of EC

Scientist	Approach/Idea	Implementation
J. Mayer, P. Salovey (USA)	EI Model as the Ability to Understand and Regulate Emotions	Emotional Training, Development of Empathy in Learning
H. Gardner (USA)	Theory of Multiple Intelligences	Development of Self-Awareness and Collaboration
C. Rogers (USA)	Humanistic Approach in Education	Personality-Oriented Technologies
S. Denham (USA)	Research on EC for Preschool Children	Art-Therapeutic Technologies for Developing Emotional Sensitivity
O. Pometun (Ukraine)	Interactive Learning Technologies: Stimulating the Development of Emotional Culture	Role-Playing Games, "Circle of Ideas" Technology for Developing Emotional Expressiveness
N. Chepeleva (Ukraine)	Communicative-Dialogical Approach to Developing EC	Social-Psychological Trainings, Technologies for Developing Empathy through Dialogue
N. Pidbutska, T. Sushchenko (Ukraine)	Study of Technologies for Developing EI in Pedagogical Education	Coaching and Reflective Technologies for Developing EI in Future Teachers

As we can see, scholars study both EI and EC, since high levels of EI and EC influence professional competence, communication effectiveness, and overall success. Motivation and the mobilisation of active creative activity, the development of creative potential (CP) during the provision of educational services, support, empathy, regulation of emotional expressiveness, emotional control, and the development of emotional literacy should become key elements in professional training. Thus, innovative practices and modern educational innovations, as well as updates to learning objectives, require a competency-based approach. EC, as a set of acquired knowledge and skills, ensures an individual's competitive advantage under contemporary conditions through a redefinition of EI structure, which includes self-awareness, self-control, self-motivation, self-development, and communication skills. Researchers of EC have not yet reached a consensus on the factors that determine its formation. However, Zabarovska (2024) attempted to identify the main components of an individual's EC, including knowledge, skills and abilities, experience, attitudes, and values. She notes that the concept of emotional competence is a distinct psychological construct, based on emotional intelligence, but fundamentally different in nature. Developed concepts of emotional competence consider it as a combination of abilities, the result of emotional intelligence development, emotional literacy, emotional awareness, and an integral psychological property.

Hulbs and Kobets (2021, 18) understood EC as the ability to recognise emotions, achieve and generate them in ways that promote understanding and management of emotions, thereby contributing to one's emotional and intellectual growth. Emotional competence is associated with abilities that include: accurately assessing and expressing emotions—both one's own and those of others; cognitively assimilating emotional experiences; recognising, understanding, and interpreting emotions. EC reflects the level of intrapersonal and interpersonal connections as well as EI, since EI ensures high effectiveness through the regulation of emotions, recognition of emotions in others, gaining experience, and professional problem-solving. Thus, EC is distinguished as the quality of identifying and effectively recognising emotions during interpersonal communication. Therefore, the implementation of models for managing the development of creative potential and innovative practices for developing EI and EC in higher education institutions serves as an indicator of ensuring students' competitiveness and a crucial factor in the development of human capital. In this context, there is a need to develop the theoretical foundations of EI and EC with regard to their capacity for emotion management.

How can EC be structurally conceptualised? Let us consider the author's model of EC: A combination of understanding, awareness, and management in the domain of emotions (Fig. 2):
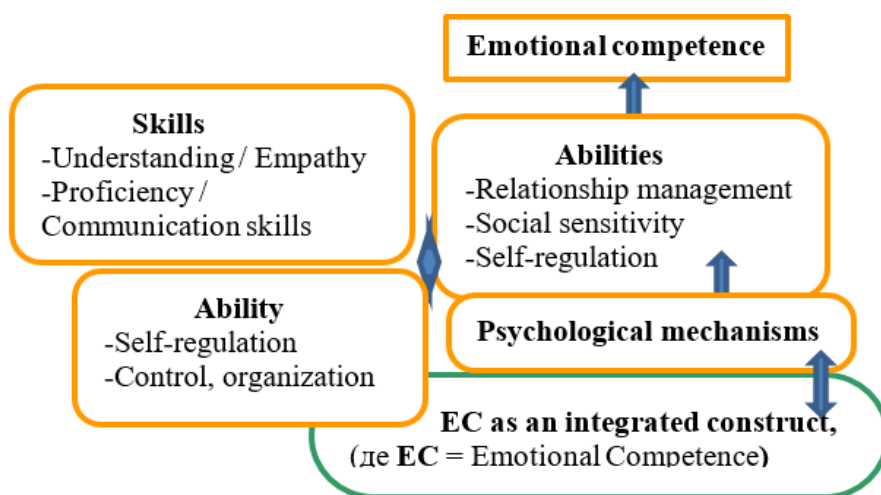
Figure 2. *Components of Emotional Competence*

Thus, innovative practices will play a decisive role in REI and EC. For example, the Ministry of Education and Science of Ukraine, together with the NAESU et al. (2021), recommend the collection of scholarly works *"Modern Information Technologies and Innovative Teaching Methods in the Training of Specialists: Methodology, Theory, Experience, Problems."* In this collection, well-known researchers and practising educators highlight modern innovative technologies and innovative teaching methods in the training of skilled workers, junior specialists, specialists, and master's degree students. In addition, Derstuhanova (2022) presented scholarly views on the development of the idea of the competency-based approach and the periodisation of the concept of 'competence,' developed by Australian and Ukrainian scholars. By comparing the work of international and domestic researchers, she concluded that, in addition to the existing interpretation of this

term as a combination of knowledge, skills, abilities, ways of thinking, attitudes, values, and other personal qualities, competence may also be viewed as an evaluative category that has a quantitative dimension. Radkevych et al. (2018) conducted a review of the features of the development of vocational education and training systems in the countries of Western, Central, and Eastern Europe, as well as the Scandinavian countries, to use this for a comparative analysis of domestic and foreign models of managing the development of vocational education and training.

Thus, the direction of the vector of European education development has been established toward competencies as the target educational benchmark for training. Therefore, by conducting a comparative analysis of domestic and international views, achievements, and models, one can conclude that a competency-oriented approach should be applied to the development of key competencies of higher education institution students. Holmes et al. (2021) suggest that educators reach a shared understanding and interpretation of competency-based education and develop appropriate, authentic, and fair assessment processes. Besides, Mospan (2023) reveals trends in the development of global multilingual higher education during the decade preceding the COVID-19 pandemic, which could contribute to understanding this phenomenon during the pandemic. Therefore, here are

recommended REI innovative practices for students of the Faculty of Pedagogical Education (Table 3).

<div align="right">*Table 3*</div>

Innovative REI Practices

Course	Practice	Work format	Result
Short daily practices of recognising one's own emotions at the beginning of classes	"Emotional check-in" technique	Digital platforms (Mentimeter, Padlet), mood cards, emo-diagrams	Development of emotional self-reflection skills and group emotional culture
Emotional regulation training	Scenarios of pedagogical situations	Situation analysis	Ability to act calmly and empathetically
Awareness of reactions, learning self-regulation and empathy	Emotional Coaching	Reflective journals, exercises for identifying emotions, and coaching sessions	Development of self-awareness and the ability to manage one's emotions in professional situations
Art Coaching and Creative Practices	Art Therapy, Music-Emotional Collages	Music, poetry, and drawing as a means of self-discovery and developing emotional sensitivity	Development of emotional expressiveness and self-regulation skills through creativity

Thus, attention is focused on awareness and self-regulation, empathy and social awareness. REI and EC have a positive impact on interpersonal relationships, reflection, and professional development. Herasymovych and Stakhova (2024, 236) note that emotional intelligence is extremely necessary in the social sphere of students' lives. The authors emphasise that the ability to empathise, regulate emotions, and build harmonious relationships with peers not only contributes to personal growth but also lays

the foundation for a successful future professional career. Popadynets and Podolian (2025, 364) assert that the effectiveness of methods for developing emotional intelligence increases significantly when regular practice is ensured (at least three times a week), when an individualised approach is applied, when feedback is received from a mentor or psychologist, and when the acquired skills are integrated into daily life. Besides, Raievska and Soliakova (2021, 129) emphasise that they view emotional competence as "the ability to recognise emotions – both one's own and those of others. People with a high level of emotional intelligence possess skills that allow them to feel more confident in society and achieve meaningful results.

REI and EC are, in fact, essential for an individual to acquire the experience needed for effective interaction, self-design, and creative growth. Emotional intelligence can be viewed as a core resource for the self-actualisation and self-realisation of future specialists, whereas emotional competence represents a synthesis of knowledge, practices, and the level of one's professionalism and moral self-understanding. Thus, a university instructor must also enhance their own REI, as they take on the role of a practitioner-psychologist and expert-consultant.

CONCLUSIONS

By implementing the most effective practices, the instructor ensures effective interaction, self-regulation, and psychological resilience among higher education students. The development of students' *soft skills* determines their competitiveness and success; therefore, innovative REI and EC practices for higher education students encompass a set of both psychological–pedagogical and technical solutions. Innovative practices facilitate the transition from knowledge-based to emotionally humanistic education, in which the student becomes an agent of self-development, and EC and EI become part of professional culture. Accordingly, a hybrid approach works best: scalability combined with practice yields the most stable results. Active methods, in particular, stimulate engagement, enhance motivation, and strengthen the ability to apply emotional intelligence. Therefore, further scientific inquiry will focus on examining the relationship between EI and academic success, leadership potential, and psychological well-being, as well as on the development of original courses and programs.

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ІННОВАЦІЙНІ ПРАКТИКИ РОЗВИТКУ ЕМОЦІЙНОГО ІНТЕЛЕКТУ Й ЕМОЦІЙНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

Тетяна Короід,

доктор філософії у галузі знань 01 Освіта/Педагогіка, Київський столичний університет імені Бориса Грінченка, Україна
tetkor2024@gmail.com

У статті висвітлено теоретичні та практичні аспекти проблеми розвитку емоційного інтелекту й емоційної компетентності здобувачів вищої освіти. Здійснено аналіз наукових підходів щодо понять «емоційний інтелект» та «емоційна компетентність» зарубіжних і вітчизняних науковців. Обґрунтовано їх роль як ключової складової професійної й особистісної компетентності майбутніх спеціалістів. Розкрито сутність інноваційних практик формування емоційного інтелекту, зокрема використання інноваційних й інтерактивних технологій, також платформ емоційної саморегуляції й цифрових тренінгів. Наголошено, що в умовах інформаційного суспільства розвиток емоційного інтелекту виступає однією з провідних інноваційних цілей вищої освіти, тому як забезпечує здатність до ефективної комунікації, лідерства та психологічного благополуччя. Зроблено висновок, що інноваційні технології емоційного навчання відкривають нові можливості для самопізнання, професійної самореалізації здобувачів вищої освіти.

Ключові слова: емоційний інтелект, інноваційні практики, здобувачі вищої освіти, емоційна компетентність, інноваційні технології, емоційна культура, саморегуляція.

UNIVERSITY STUDENTS' ATTITUDE TO FLIPPED CLASSROOMS

Yaroslava Fedoriv
ORCID ID 0000-0001-5915-9428
PhD in Philology, Associate Professor of the English Language Department
The National University of "Kyiv-Mohyla Academy"
2 Skovorody St., Kyiv, Ukraine
yaroslava.fedoriv@ukma.edu.ua

Susanna Kytaieva
ORCID ID 0009-0006-5801-7923
PhD in Pedagogy, Associate Professor of the English Language Department
The National University of "Kyiv-Mohyla Academy"
2 Skovorody St., Kyiv, Ukraine
s.kytaieva@ukma.edu.ua

Mariya Fedoriv
ORCID ID 0009-0000-8460-970X
MA in Philology, Senior Lecturer, English Language Department
The National University of "Kyiv-Mohyla Academy"
2 Skovorody St., Kyiv, Ukraine
fedorivml@ukma.edu.ua

ABSTRACT

This study examines the intricate interplay of psychological and cognitive factors that influence student attitudes and engagement within the flipped classroom model, with a particular focus on the role of 'clipped thinking' – a digital cognitive barrier characterised by fragmented attention. Employing a survey-based methodology in an English for Academic Communication course, the research analysed students' perceptions regarding clarity, relevance, motivation, and learning priorities. The findings indicate that while the model's success is profoundly shaped by intrinsic characteristics, such as psychological readiness and individual cognitive style, its initial implementation successfully mitigated potential resistance. Specifically, the study confirms that high perceived clarity and relevance of the course design significantly boost initial student acceptance and motivation. Moreover, students prioritise active oral and interactive

communication skills, validating the flipped structure's goal of dedicating face-to-face time to high-value application.

The theoretical value is provided by integrating emerging digital-cognitive barriers (clipped thinking) with established psychological factors (cognitive load), offering a novel, integrated model for understanding student resistance beyond simple success-or-failure dichotomies. The practical value lies in providing educators with actionable evidence that ensuring clear structure and high perceived relevance is the most efficient instructional strategy for promoting initial acceptance and justifying the pre-class workload across disciplines.

Keywords*: clipped thinking; cognitive load; engagement; flipped classroom; student acceptance.*

INTRODUCTION

The global tendency toward educational reforms stimulates the emergence of pedagogical models that actively engage learners and maximise instructional time. Within the system of higher education, it is characterised by a shift from passive, lecture-based, instructor-centred sessions to student-centred, active learning methods, which aim at the development of critical thinking, problem-solving skills, and cooperation (Mospan & Sysoieva, 2022; Mospan, 2023). The need for flexible and effective teaching strategies intensifies with the proliferation of digital learning resources, suggesting the integration of technology while preserving the key role of in-person communication. Within the context of continuous pedagogical transformation and technological integration, the flipped classroom model has arisen across various academic disciplines. This model, fundamentally reconfiguring the traditional sequence of instruction, promises a

more effective use of classroom time for dynamic learning activities. However, the successful realisation of this novel model depends on its acceptance by students and their active participation, which generates a complex set of challenges connected to students' readiness, motivation, and cognitive information processing styles.

FLIPPED CLASSROOM MODEL

The flipped classroom model represents a pedagogical shift that reorganises the traditional structure of teaching and learning. Instead of relying on classroom time for content delivery through lecturing, the model places the initial exposure to new material before class. Students use instructional resources (e.g. texts, videos, or other multimedia materials) independently at home or outside scheduled class hours. The flipped classroom model is defined by two key phases: pre-class preparation and in-class active learning. The preparatory phase requires students to engage independently with the foundational content delivered through readings, videos, or multimedia materials. This prepares them for the in-class time, which is then dedicated to active learning activities such as guided discussions, case studies, problem-solving sessions, and collaborative projects led by instructors and peers.

The pre-class exposure to the study material allows learners to acquire necessary knowledge at their own pace, pausing or revisiting the content as needed (Abeysekera & Dawson, 2015;

Huang, Silitonga, & Wu, 2022; Kaplan et al., 2023). The time spent in the classroom is thus focused on active learning activities that promote deeper understanding and practical application of knowledge. Namely, brainstorming, problem-solving, group discussions, and simulations enable students to test and refine their comprehension, benefiting from peer collaboration and instructor guidance. In this way, the classroom becomes a space for interaction (debates, presentations, Q&A sessions), involving critical thinking and creativity, which refer to higher-order learning rather than passive reception of information (Khojasteh et al., 2021; Vitta & Al-Hoorie, 2020).

By redistributing learning activities – pre-class preparation, case studies or project work followed by in-class collaborative practice – the flipped classroom model fosters autonomy, increases student engagement, and makes more efficient use of instructional time. Recent evidence also highlights that this approach significantly improves learning performance (Gondal et al., 2024; Kuş, 2025), enhances student self-efficacy (Sun et al., 2023), and supports subject-specific learning outcomes, including language acquisition (Vitta & Al-Hoorie, 2020). At the same time, systematic reviews note that its effectiveness depends on the integration of technology, student preparedness, and specific types of in-class activities (Baig & Yadegaridehkordi, 2023).

THE GAP BETWEEN THE FLIPPED CLASSROOM POTENTIAL AND STUDENT RESISTANCE

The flipped classroom implies reorganisation of teaching and learning, yet its implementation does not always align with expectations. Recent research (e.g., Kuş, 2025; Tsapro et al., 2025) demonstrates that the flipped classroom model can improve learning outcomes and foster deeper engagement. Studies report that flipped learning can enhance performance, engagement, and higher-order thinking skills. However, student acceptance varies. On the one hand, some students appreciate the flexibility and interactive nature of flipped instruction, while others perceive it as an increased workload or feel uncertain about new evaluation formats (Han, 2022), and, in many contexts, learners resist the additional responsibility of pre-class preparation or express scepticism about the value of in-class activities (Abeysekera & Dawson, 2015; Sun et al., 2023).

This gap between pedagogical potential and classroom reality underscores the importance of providing clear guidance to students and designing structured learning activities to ensure equitable participation and effective outcomes.

PSYCHOLOGICAL FACTORS

In addition to pedagogical and logistical challenges, the flipped classroom model also clashes with students' experiences. Research indicates that flipped learning often requires higher cognitive effort, as learners must actively engage with pre-class materials and independently integrate

new knowledge (Agyeman & Aphane, 2024; Mazlan et al., 2024). This approach places higher demands on students' self-discipline, motivation, and time management skills, which can be challenging for those accustomed to more passive learning formats (Mardiha, 2023; Perta et al., 2024).

The model can also disrupt traditional expectations of teaching and learning. Students may feel uncomfortable when class time is no longer devoted to instructions and drills, particularly if they are used to familiar, teacher-centred scenarios (Mamun & Dippro, 2025). Furthermore, in-class activities typically involve group/team discussions, problem-solving, or peer feedback, which implies social interaction. This can increase anxiety, especially for students who are less confident or socially hesitant, affecting participation and engagement (Baig & Yadegaridehkordi, 2023; Gondal et al., 2024; Vitta & Al-Hoorie, 2020).

Taken together, these psychological factors highlight that the success of the flipped classroom is not solely determined by instructional design or technology. Equally important is attention to students' readiness, emotional responses, and capacity for autonomous learning. Addressing these factors through scaffolding, clear guidance, and a supportive classroom atmosphere can reduce resistance and maximise the benefits of flipped learning.

NEW DIMENSION: DIGITALISATION

Research suggests that digital media habits may introduce additional complexity to the flipped classroom model. The phenomenon of 'clipped thinking' – a form of fragmented attention and rapid task-switching shaped by frequent exposure to digital content – may exacerbate existing barriers to effective engagement (Cai et al., 2022; Feng et al., 2022; Galindo-Dominguez, 2021; Jia et al., 2023; Joy et al., 2023). Students accustomed to short, highly segmented interactions with their gadgets may struggle with sustained cognitive effort, deep processing of pre-class materials, and engagement during in-class activities. This digital attentional pattern can amplify challenges related to self-regulation, cognitive load, and anxiety about class participation, further contributing to resistance or uneven attitude to flipped learning practices.

Table 1 summarises the key factors, barriers, and influences, integrating pedagogical, psychological, and cognitive dimensions.

Table 1.

Key Factors Influencing Students' Resistance to Flipped Classrooms

Dimension	Key Factors / Barriers	Impact on Student Engagement
Pedagogical	pre-class workload; active in-class participation; unfamiliar teaching structure	increased effort and potential resistance if expectations are unclear

Dimension	Key Factors / Barriers	Impact on Student Engagement
Psychological	higher cognitive load; self-regulation demands; social exposure/anxiety	can lead to reduced participation, stress, or avoidance
Digital / Cognitive	'clipped thinking' (fragmented attention; rapid task-switching)	difficulty sustaining focus on pre-class materials; shallow engagement
Perception / Acceptance	resistance to change; scepticism about the value of flipped activities	variable acceptance despite pedagogical benefits

Research also highlights positive attitudes (motivational factors) that boost student engagement within the flipped classroom model (Mardiha et al., 2023; Sun et al., 2023; Perta et al., 2024), categorised across four key dimensions reflected in Table 2.

Table 2.

Motivational Factors Related to the Flipped Classroom Model and Their Impact on Student Engagement

Dimension	Key Factors / Positive Attitudes	Impact on Student Engagement
Pedagogical	clear expectations and instructions; relevance of pre-class material; meaningful in-class tasks (active learning)	increased motivation to complete pre-work; deeper processing of material in class; enhanced collaboration
Psychological	control over learning pace (self-paced pre-class); supportive classroom environment; growth mindset	reduced anxiety (less pressure to "get it" immediately); increased self-efficacy and academic persistence

Dimension	Key Factors / Positive Attitudes	Impact on Student Engagement
Digital / Cognitive	high-quality, engaging pre-class content (videos, interactive resources); digital literacy of students	improved retention of core concepts; efficient use of in-class time for complex problem-solving; increased focus
Perception / Acceptance	high perceived value of active learning; positive prior experience with the model; belief in the teacher's competence	acceptance and commitment to the model; higher satisfaction with the learning process; increased student responsibility

1.   *Pedagogical factors enhance engagement when the structure is well-executed.* Clear instructions and expectations, with the relevant pre-class material and meaningful active learning tasks in class, lead to increased motivation to complete pre-work, deeper processing of concepts, and enhanced collaboration among students.

2.   *Psychological factors improve the learner's emotional state and belief in their abilities.* When students can control their learning pace (self-paced pre-class) and are in a supportive classroom environment that encourages a growth mindset, they experience reduced anxiety and display increased self-efficacy and academic persistence.

3.   *The digital/cognitive dimension benefits from effective content.* Utilising high-quality, engaging pre-class resources (like videos) and leveraging students' existing digital literacy results in

overall increased focus, improved retention of core concepts, and efficient use of in-class time for complex problem-solving.

4.   *Perception and acceptance foster commitment.* Students demonstrate strong acceptance and enthusiasm when they have a high perceived value of active learning and have had positive prior experiences with the model. This leads to higher satisfaction with the learning process and increased student responsibility for their own success.

Based on the above literature review, students' resistance to the flipped classroom model is multifaceted, originating from the pedagogical factors (an unfamiliar workload), psychological pressures (higher cognitive load and anxiety from social exposure), and modern digital and cognitive factors ('clipped thinking' resulting in fragmented attention). Consequently, the effectiveness of the model is dependent on these challenges, requiring that instructional strategies proactively address the demands of cognitive effort, anxiety management, attention fragmentation, and resistance to change. This is done to foster higher student engagement and ensure acceptance and active learning within this structure. In other words, the current research exhibits a *critical gap* in understanding how the above-mentioned factors shape learners' engagement within flipped classrooms.

Consequently, the *research aim* of the present study is to investigate the reasons behind students' attitudes to flipped classrooms, considering established psychological and cognitive explanations (e.g., disruption of traditional expectations, increased

cognitive demands, social exposure) and the role of clipped thinking. By integrating these perspectives, the research aims to provide a comprehensive understanding of the factors that influence students' engagement, acceptance, and learning outcomes in flipped learning environments.

RESEARCH HYPOTHESIS

In view of the fact that university students resist flipped classrooms due to cognitive effort, self-discipline, traditional expectations, social exposure, and clipped thinking. The effectiveness and students' acceptance of the flipped classroom model can be positively influenced by the following factors. Perceived control over learning pace, the implementation of clear learning objectives, and well-designed and engaging pre-class resources, opportunities for meaningful classroom collaboration, and the development of digital literacy skills.

A conceptual diagram summarising the interactions of the flipped classroom components, psychological factors, and clipped thinking is presented in Fig.1. The diagram visualises the dual influence on student outcomes in the flipped classroom, illustrating how negative factors (cognitive effort, self-regulation demands, traditional expectations, social exposure, and clipped thinking) lead to decreased acceptance and engagement ("Resistance Path," the down-pointing arrow), while positive factors (including perceived control, clear learning objectives, pre-class resources, meaningful

collaboration, and digital literary skills) promote increased effectiveness and acceptance ('Success Path,' the up-pointing arrow).
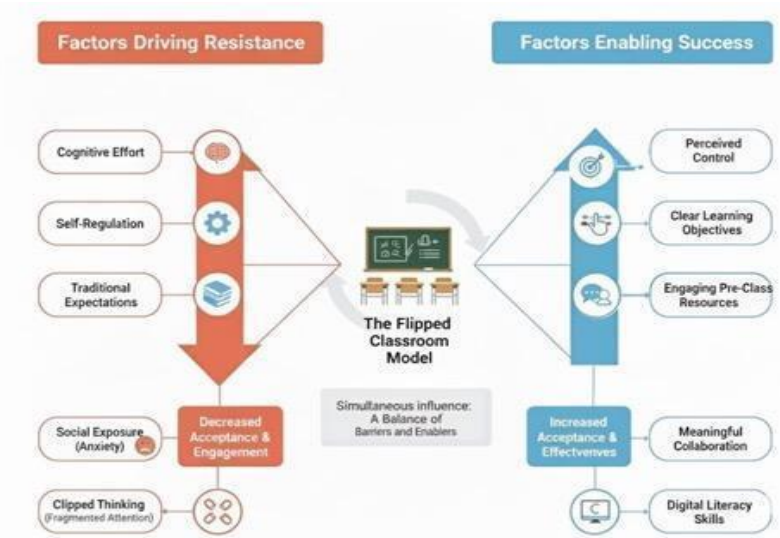
Figure 1. *Interactions of the flipped classroom components. Composed by the authors using Paint, the Microsoft digital graphical tool*

Thus, students' success within the flipped classroom model is significantly influenced by underlying psychological factors, which include the cognitive demands of complex work, the necessary self-regulation requirements for independent learning, and the impact of interaction during active group work, all of which influence participation and engagement. Additionally, digital/cognitive factors (e.g., clipped thinking) can reduce focus, affecting the quality of both pre-class preparation and in-class engagement. The outcome of the flipped classroom – in terms of both engagement and learning outcomes – is therefore shaped by the pedagogical structure, the students' psychological readiness, and their individual cognitive style.

RESEARCH METHODOLOGY: STUDENTS' ATTITUDES IN A FLIPPED CLASSROOM: A CASE OF *ACADEMIC COMMUNICATION* COURSE

This study employed a survey-based, cross-sectional research design to assess Master students' initial attitudes toward the structure, content, and perceived utility of the *English for Academic Communication* course utilising a flipped classroom model.

PARTICIPANTS AND SETTING

The survey participants were university students enrolled in the mandatory course of *English for Academic Communication*. The survey took place during the second scheduled class meeting, ensuring the data were taken from all enrolled students present.

RESEARCH INSTRUMENT

The primary research instrument was designed as a structured questionnaire aimed to elicit initial student perceptions of the flipped class model across three main dimensions: clarity, relevance, and motivation (Table 3).

Table 3.

Assessing Students' Acceptance of the Flipped Classroom

Survey Section	Sample Questions	Response Format
Course Clarity/ Expectations	"How clear and understandable is the course syllabus to you?"	4-point Likert scale (Likert, 1932); e.g., "Very clear" to "Not clear at all"
Relevance/Utility	"How relevant do you find the course content to your academic needs?"	4-point Likert scale; e.g., "Highly relevant" to "Not relevant"

Survey Section	Sample Questions	Response Format
Flipped Activity Assessment	"How useful was the first homework assignment for understanding the course aims and expectations?"	4-point Likert scale: "Very useful" to "Not useful"
Motivation /Engagement	"How motivated do you feel to actively participate in this course after the first lesson?"	4-point Likert scale: "Very motivated" to "Not motivated"
Learning Priorities	"Which skills do you consider the most important to gain from this course?"	Multiple-choice selection (selecting one or more options)

DATA COLLECTION PROCEDURE

The data collection was integrated into the second class meeting, following this schedule:

● Class 1 (Introduction): The instructor introduces the course, including the syllabus and the expectations of the flipped model. Students are assigned their first independent homework (pre-class preparation) on the topic of formal vs. informal style, with clear instructions.

● Class 2 (Conducting the survey):

○ At the beginning of the second class, students are introduced to the survey's purpose (to improve the students' progression through the course) and instructed to complete it anonymously and independently.

○ The Survey: Master Students' Attitude to the Course. This phase is performed in Google Forms before the main

academic discussion to capture attitudes based primarily on the first class and the assigned homework experience.

○ Data use: Following the survey, the instructor reviews key findings (major attitudes derived from survey responses) alongside the assessed positive outcomes of the homework (checked on the course platform). This data can be used to build the rest of the course interaction.

DATA ANALYSIS

The analysis of the collected data involved:

● Assessing students' responses to quantify student perceptions of study material clarity, relevance, utility, and learners' motivation.

● Analysing which skills the students consider the most important to determine their learning priorities.

The findings provide immediate feedback to the instructor to adjust pedagogical strategies and form the basis for the flipped classroom structure.

SURVEY RESULTS

COURSE SYLLABUS ANALYSIS

The analysis of students' responses regarding the clarity of the course syllabus reveals a high degree of perceived clarity among the 60 respondents. A dominant majority of students (58.3%) rated the syllabus as "Very clear," and an additional 40.0% found it to be "Mostly clear." Cumulatively, 98.3% of the

students felt the syllabus was either "Very clear" or "Mostly clear," positively communicating the course structure and expectations from the outset. Crucially, no respondents rated the syllabus as "Not clear at all," with only a negligible fraction – one student (1.7%) – finding it "Somewhat unclear."

These results suggest that the foundational information required for student success in the flipped classroom (clear expectations) was effectively established, which aligns positively with the enabling factors described in the research hypotheses.

PERCEIVED RELEVANCE OF THE COURSE CONTENT

Assessing students' perception of the relevance of the course content to their academic needs demonstrates general approval and perceived value among the 60 Master students. The responses were split almost evenly between the two highest positive categories: 48.3% of students rated the content as "Highly relevant, and another 48.3% found the content "Relevant." Cumulatively, 96.6% of the participants consider the course content to be relevant or highly relevant to their academic success, suggesting that the course is well-aligned with the students' perceived professional or academic needs. Only two students (3.3%)considered the content to be "Somewhat relevant." No students reported the course content as "Not relevant." These results therefore indicate that the course is relevant, which is a key factor in establishing students' acceptance and motivation in the flipped classroom model.

PERCEIVED USEFULNESS OF THE FLIPPED CLASSROOM MODEL

The analysis of the first "flipped" homework's usefulness in clarifying the course aims and expectations shows its positive perception. A majority of the students found the independent, pre-class task to be useful: 58.3% of students rated the assignment as "Useful," and 38.3% of students rated the assignment as "Very useful." Only two students (3.3%) found the assignment to be "Slightly useful," and no students rated it as "Not useful." Cumulatively, 96.6% of the students found the pre-class task to be useful or very useful. This high acceptance suggests that the first practical application of the flipped model was successful in bridging the gap between theoretical course aims and practical student expectations, which aligns with the hypothesis that clear learning objectives and effective pre-class resources enhance students' acceptance. This demonstrates that the initial exposure to the independent learning component of the flipped classroom was positive, mitigating potential resistance to the pre-class workload.

STUDENT MOTIVATION FOR ACTIVE PARTICIPATION

The analysis of students' motivation to actively participate after the first lesson further underscores the positive reception of the course and the flipped class activities. The data show strong initial motivation among the 60 Master students: 58.3% of students reported feeling "Motivated" to actively participate, and 30.0%

reported feeling "Very motivated." In total, 88.3% of the students expressed positive motivation ("Motivated" or "Very motivated"). This high level of motivation is a key indicator of increased acceptance and engagement, supporting the hypothesis that perceived relevance, clear objectives, and useful pre-class work successfully foster students' acceptance of the flipped class model.

A smaller segment of the students reported lower levels: 11.7% of students felt only "Slightly motivated," and no respondents reported feeling "Not motivated." Although the number is small, the "Slightly motivated" group identifies a segment of the class where instructors could focus pedagogical strategies (encouraging meaningful collaboration) to convert passive motivation into active engagement, thereby further boosting overall participation.

STUDENTS' PERCEIVED LEARNING PRIORITIES

The final stage of the analysis examined students' learning priorities by asking respondents to mark the most important skills they hoped to gain from the "English for Academic Communication" course, which revealed a preference for oral and interactive communication skills, academic discussions, and academic writing. In particular, presentation and public speaking skills were the top priority, selected by 36.7% of respondents, indicating a high need for developing confidence and competence in delivering formal talks. Next, the ability to participate in academic discussions and debates was the second priority, chosen by 21.7% of students. This underscores the value students place on

interactive, in-class communication, which aligns with and supports the active learning phase of the flipped classroom model.

The remaining skills garnered a smaller, but still significant, proportion of the votes. "Improved academic writing skills" and "Better understanding of formal vs. informal communication styles" were each selected by 15.0% of the students. "Expanded academic vocabulary and terminology" was the lowest priority, chosen by 11.7%.

IMPLICATIONS AND RECOMMENDATIONS

The findings offer a promising direction for instructional practice. The students' acceptance, motivation, and alignment with course objectives found here suggest that the instructor should use the initial ratings to proceed with the flipped model. The flipped model helps to reserve live interaction time for the very activities students prioritise. In the final account, students are more engaged when they perceive the flipped classroom to be helpful, well-run, supportive, and empowering.

The core takeaway from this study – that clear structure and perceived relevance promote strong initial students' acceptance and success in the flipped classroom—is highly applicable and can be extrapolated across other subjects and study areas.

In other words, for a flipped classroom model to succeed in any subject, Table 4 outlines four key principles. First, providing clear structure and expectations reduces student anxiety and confusion. Second, the course must establish perceived relevance by explicitly linking pre-class content to

valuable in-class activities. Third, instructional design must address cognitive barriers by breaking down complex pre-class material to prevent overload. Finally, the model develops active skills, using face-to-face time to practice the complex applications that students value most, thereby justifying the preparatory work.

Table 4.

Key Principles for Application in Other Disciplines

Principle	Application in Other Disciplines
Clear Structure & Expectations	**Mathematics and Coding**: Providing explicit, sequenced instructions for pre-class problem sets and clear rubrics for in-class group work reduces anxiety and prevents students from feeling lost in complex material. **Psychology/Sociology:** Clear guidelines for pre-class readings on theoretical frameworks, paired with precise instructions for in-class group analysis of case studies or experimental data.
Perceived Relevance	**History and Literature**: Linking the pre-class reading/lecture (e.g., a historical event or literary theory) to an active in-class debate, simulation, or case study (e.g., analysing current events through a historical lens). This answers the student question, "Why do I need to learn this?" **Nursing/Healthcare:** Using pre-class modules to cover foundational anatomy, so in-class time can be used for hands-on clinical simulations or diagnosing complex patient scenarios, directly linking theory to practice.
Addressing Cognitive Barriers	**Engineering and Science**: Recognising that topics requiring significant synthesis (like circuit analysis or biological processes) impose a higher cognitive load. Instructional design must ensure pre-class materials are chunked and high-quality to prevent "clipped thinking" and allow students to arrive prepared for deeper, active learning.

Principle	Application in Other Disciplines
	Philosophy: Acknowledging the density of philosophical texts. Pre-class work can involve guided reading questions or short videos explaining core concepts, so students aren't overwhelmed before the in-class Socratic discussion.
Developing Active Skills	**Business and Law**: If students develop such skills as negotiation, legal writing, or complex modelling, the flipped model should be used to dedicate the live interaction time exclusively to practising these high-priority, complex application skills, justifying the preparatory work. **Graphic Design/Architecture:** Using pre-class time to learn software tutorials or design principles, freeing up in-class "studio" time for active creation, peer critique, and instructor feedback on their actual projects

CONCLUSION

Based on a survey-based methodology, this study has investigated students' attitudes toward the flipped classroom model in an academic communication course, focusing on their engagement and perceived outcomes. The study proves that the foundation of the model rests on two interconnected phases: independent Pre-Class Preparation and In-Class Active Learning, but its success depends on intrinsic student characteristics, such as psychological factors (cognitive demands, self-discipline, and social exposure), as well as digital and cognitive factors ('clipped thinking' and fragmented attention). Overall, students' engagement and learning outcomes are shaped by the complex

interaction of the pedagogical methods, psychological readiness, and individual cognitive styles.

The survey results validate the *English for Academic Communication* course design and its implementation, mitigating potential negative factors outlined in the research hypothesis. Students' feedback indicates overall approval for the course structure, with a majority finding the syllabus clear and the content highly relevant, confirming that clear objectives and perceived value boost acceptance. This positive reception extends to the flipped component, as nearly all students found the initial homework manageable and useful, suggesting that the pre-class workload was seen as constructive. Furthermore, students' motivation for active participation proved high, with a large majority reporting feeling motivated after the first lesson, indicating strong initial acceptance. Finally, students' primary learning priorities are concentrated on active skills, particularly oral communication (presentations and public speaking), as well as interactive skills (academic discussions and debates).

The theoretical value of this study is that it contributes to the available literature by moving beyond a simple dichotomy of student success *versus* failure in flipped learning. Specifically, it provides an empirical link between emerging digital-cognitive barriers ("clipped thinking") and fundamental psychological factors (such as cognitive load), offering a more specific, integrated model for understanding students' resistance. Furthermore, by demonstrating that the successful

mitigation of these issues is directly measurable through positive indicators like perceived clarity and relevance, the study reinforces the importance of the Perception/Acceptance dimension as a critical, actionable component of the flipped model's theoretical framework.

The results offer immediate, actionable insights for educators and course designers across disciplines, testifying to the *practical value* of the study. The development of speaking skills provides a clear guideline for instructors to dedicate in-class time to high-value activities such as presentations and debates, thereby justifying the pre-class workload. Furthermore, the findings highlight that ensuring high perceived clarity and relevance is the most efficient instructional tool for promoting initial students' acceptance, suggesting that the time invested in refining the syllabus and linking pre-work to tangible in-class application directly addresses key motivational factors.

However, despite positive initial findings, the long-term effectiveness of the flipped classroom demands *further investigation.* Instructional strategies must proactively address issues such as cognitive effort, anxiety management, attention fragmentation, and resistance to change to consistently foster students' engagement. This study demonstrates that the initial acceptance and engagement in any flipped learning environment are not subject-specific but are fundamentally connected to motivation and cognitive load management, confirming that effective instruction across all disciplines relies on establishing clear structure and perceived relevance.

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ДОСЛІДЖЕННЯ СТАВЛЕННЯ СТУДЕНТІВ ЗВО ДО МОДЕЛІ «ПЕРЕВЕРНУТОГО КЛАСУ»

Ярослава Романівна Федорів,
кандидат філологічних наук, доцент кафедри англійської мови
Національний університет «Києво-Могилянська академія», вул. Сковороди, 2, Київ, Україна
yaroslava.fedoriv@ukma.edu.ua

Сусанна Олегівна Китаєва,
кандидат педагогічних наук, доцент кафедри англійської мови
Національний університет «Києво-Могилянська академія», вул. Сковороди, 2, Київ, Україна
s.kytaieva@ukma.edu.ua

Марія Любомирівна Федорів,
магістр філології, старший викладач кафедри англійської мови
Національний університет «Києво-Могилянська академія», вул. Сковороди,
2, Київ, Україна
fedorivml@ukma.edu.ua

Це дослідження присвячене вивченню комплексної взаємодії психологічних і когнітивних факторів, які впливають на ставлення студентів та їх залученість навчальний процес при застосуванні моделі перевернутого класу (flipped classroom). Особливу увагу приділено ролі «кліпового мислення» – цифро-когнітивного бар'єра, що характеризується фрагментованою увагою.

Використовуючи методологію опитування на курсі «Академічна комунікація англійською мовою», було проаналізовано сприйняття студентами ясності, релевантності, мотивації та навчальних пріоритетів. Результати показують, що, хоча успіх моделі значною мірою залежить від внутрішніх характеристик, таких як психологічна готовність та індивідуальний когнітивний стиль, початкова імплементація моделі успішно знизила потенційний опір. Зокрема, дослідження підтверджує, що висока сприйнята ясність та релевантність структури та змісту курсу суттєво підвищують початкове прийняття студентами та їхню мотивацію. Крім того, виявлено, що студенти надають пріоритет активним усним та інтерактивним комунікативним видам діяльності, що підтверджує доцільність структури перевернутого класу, спрямованої на ефективне використання аудиторного часу.

Теоретична цінність дослідження полягає в інтеграції новітніх знань щодо цифро-когнітивних бар'єрів («кліпове мислення»), усталених психологічних факторів (когнітивне навантаження), пропонуючи нову, інтегровану модель для розуміння неприйняття чи опору студентів моделі перевернутого класу поза межами простої дихотомії успіху чи невдачі. Практична цінність полягає в наданні викладачам доказової бази того, що забезпечення чіткої структури та високої релевантності є найбільш ефективною педагогічною стратегією для заохочення прийняття моделі та обґрунтування попереднього позааудиторного навантаження в усіх навчальних дисциплінах.

Ключові слова: залученість; кліпове мислення; когнітивне навантаження; перевернутий клас; прийняття студентами.

DEEP READING AND COGNITIVE DEVELOPMENT IN THE DIGITAL AGE – CHALLENGES AND EDUCATIONAL STRATEGIES

Larysa Udovychenko
ORCID ID 0000-0002-5698-557X
Doctor of Pedagogical Sciences, Professor,
Professor of the Department of Oriental Culture and Literature
Borys Grinchenko Kyiv Metropolitan University,
04053, 18/2 Bulvarno-Kudriavska Str, Kyiv, Ukraine,
l.udovychenko@kubg.edu.ua

ABSTRACT

This article examines the cognitive, neuropsychological, and pedagogical significance of deep reading in the context of the digital transformation of contemporary culture. Drawing on interdisciplinary research in neuroscience, cognitive psychology, media studies, and reading pedagogy, the study defines reading as a complex cognitive activity that integrates visual, linguistic, semantic, and affective processes. Such integration strengthens executive functions, sustained attention, metacognitive monitoring, analytical reasoning, and social and emotional competencies. A theoretical analysis of recent empirical findings reveals substantial evidence that digital environments – characterised by fragmentation, accelerated media formats, and habitual multitasking – undermine the cognitive conditions necessary for deep reading. International assessments such as PIRLS and PISA likewise indicate a decline in reading stamina, comprehension depth, and higher-order interpretive skills among school-age learners. These tendencies are exacerbated by the persistence of outdated instructional models that emphasise factual reproduction rather than immersive engagement with literary texts. The study argues that restoring deep reading requires a pedagogical reorientation toward slow, reflective, and emotionally engaged interaction with texts, supported by teachers who understand the cognitive mechanisms of reading and the challenges of digital culture. Policy-level measures, including curriculum redesign and strengthened reading promotion initiatives, are also essential. Overall, the article demonstrates that deep reading remains a

vital cognitive and cultural practice capable of fostering intellectual resilience, ethical sensitivity, and reflective thinking in the digital age.

Keywords: attention, cognitive development, deep reading, digital culture, educational strategies, empathy, literary education, media environment, neuroscience, reading competence.

INTRODUCTION

Over the past decades, a growing body of international scholarship has demonstrated that reading constitutes one of the fundamental cognitive practices shaping the architecture of the brain, the emotional sphere, and the intellectual development of the individual. Neurocognitive research shows that reading is not merely the ability to decode graphic symbols but a highly complex activity that engages multiple brain regions working together to form new neural connections (Carr, 2010; Dehaene, 2020; Zull, 2011). Through this integration, reading strengthens attention, working memory, analytical thinking, imagination, and empathy, thereby becoming a powerful driver of holistic personal development. Besides, reading is an activity that activates both cognitive and affective systems, enabling the learner to form durable internal representations and develop reflective, emotionally attuned thinking (Immordino-Yang & Damasio, 2007).

These scientific insights stand in sharp contrast to the contemporary situation, in which the rapid expansion of digital technologies has radically altered the nature of human interaction

with text. Numerous studies report a decline in sustained attention, the dominance of skimming, reduced persistence in cognitively demanding tasks, and the weakening of deep, focused reading – a skill that once formed the foundation of education (Baron, 2015; Mangen et al., 2013). Meta-analytic evidence demonstrates that digital reading is frequently associated with lower comprehension, decreased metacognitive monitoring, and less accurate recall compared to print reading (Delgado et al., 2018; Singer & Alexander, 2017). At the same time, school-age youth seldom read full literary works, often replacing them with summaries or fragmented digital interpretations, which negatively affects their cognitive growth, linguistic competence, and emotional sensitivity.

The problem is further exacerbated by the fact that many teachers responsible for cultivating students' reading competencies are not sufficiently familiar with contemporary findings in cognitive psychology, educational neuroscience, and the psychology of reading (Willingham, 2009, 2017). Consequently, schools frequently reproduce outdated instructional models in which attention is directed not toward reading as a cognitive process but toward the reproduction of factual material such as biographies, literary-historical data, or schematic plot summaries. This misalignment reduces the time allocated to genuinely deep reading and, as a result, literature lessons often become lessons about literature rather than lessons of reading. Such instructional practices overlook the

crucial significance of slow, immersive engagement with a text – an approach repeatedly emphasised in modern research on reading and learning (Wolf, 2007, 2018).

In the digital age – marked by overwhelming information flows, increasingly brief and fast-paced media formats, fragmented attention, accelerated multitasking, and the illusion of informational mastery – educational institutions face profound challenges from digital transformation (Mospan & Sysoieva, 2022; Mospan, 2023). Students find it increasingly difficult to maintain cognitive endurance, and their reading habits are shaped by media environments that reward speed over depth, immediacy over reflection, and surface-level scanning over analytical engagement (Carr, 2010; Ophir et al., 2009). Research in media psychology and digital well-being further shows that such environments promote rapid attentional shifts and undermine the cognitive mechanisms required for sustained, reflective reading (Kaye et al., 2021).

These circumstances necessitate a comprehensive examination of the role of reading in cognitive development, an evaluation of current reading practices in schools, an identification of the factors that impede deep reading, and the development of pedagogical strategies that can restore reading to the centre of literary education. The present article addresses these issues by conceptualising reading not merely as an educational or cultural activity but as a deeply cognitive and neuropsychological process

that plays a decisive role in shaping the intellectual identity, emotional maturity, and reflective capacity of the modern student.

METHODS

The present study is based on a comprehensive theoretical analysis of contemporary interdisciplinary scholarship in the fields of the neuropsychology of reading, cognitive science, media psychology, and the methodology of teaching literature. The methodological foundation of the work combines several analytical approaches applied to an extensive corpus of scientific sources that encompass findings from recent decades in neuroscience, developmental psychology, pedagogy, and digital literacy research (Chesnokova & Zyngier, 2024; Dehaene, 2020; Willingham, 2009; Zull, 2011). This integrative framework enables a holistic understanding of reading as a multifaceted cognitive and cultural phenomenon shaped simultaneously by biological, psychological, educational, and technological factors.

The first methodological component involved a cognitive-neuropsychological analysis of studies describing the functioning of the brain during reading, the formation and consolidation of neural networks, and the roles of working memory, attention, executive functions, and emotional processing. This approach made it possible to conceptualise reading as a multilayered activity that integrates visual, linguistic, semantic, and affective brain systems. Recent researches illuminate the neural mechanisms underlying meaning construction, empathy, and reflective

thinking. Special attention was also paid to the emerging field of educational neuroscience, which offers insights into how reading fosters cognitive flexibility and long-term neural plasticity (Carr, 2010; Immordino-Yang, 2016; Kandel, 2016).

The second analytical tool consisted of a psychological-pedagogical analysis focused on the influence of reading on the development of thinking skills, emotional sensitivity, reflective capacity, and empathy. This included an examination of research on reading competence, the developmental characteristics of school-age learners, and motivational factors influencing students' engagement with literary texts (Baron, 2017; Mangen et al., 2013). Studies on reading motivation and the science-of-reading framework (Duke & Cartwright, 2021) were incorporated to clarify how cognitive and affective components interact in the formation of reading comprehension.

A further methodological component was the analysis of digital transformations, drawing on media psychology, digital culture studies, and cognitive load theory. This allowed us to trace how contemporary information environments – characterised by fragmentation, multimedia saturation, rapid shifts between tasks, and clip-like formats – affect students' attention span, depth of information processing, and reading habits (Carr, 2010; Robinson & Calvo, 2021). The analysis also considered findings on digital well-being and attentional fragmentation, which highlight how constant connectivity and digital multitasking reshape the cognitive preconditions required for deep reading (Kaye et al.,

2021; Ophir et al., 2009). Meta-analytic comparisons of print and digital reading (Delgado et al., 2018; Singer & Alexander, 2017) further informed the interpretation of changes in comprehension and metacognitive monitoring.

The methodological toolkit was additionally complemented by a pedagogical content analysis of current school practices. This involved systematising existing instructional models of literature lessons, evaluating their alignment with contemporary cognitive-scientific findings, and identifying elements of instruction that either support or hinder the development of deep, meaningful reading. Traditional educational approaches were compared with newer instructional strategies aimed at cultivating sustained attention, emotional engagement, interpretive thinking, and dialogic interaction with texts (Ferlazzo, 2020; Wolf, 2018). Such a comparison made it possible to outline pedagogical conditions conducive to restoring deep reading in a digitally mediated educational environment.

Overall, the study employs an interdisciplinary methodology that integrates neuroscientific data, psychological models of reading, analyses of educational practices, and contemporary approaches to teaching literature. This multifaceted framework provides a holistic foundation for understanding the role of reading in student development and enables the identification of pedagogical strategies capable of

supporting, strengthening, and restoring deep reading in the context of the digital age.

RESULTS

The results of the theoretical analysis demonstrate that reading plays a uniquely significant role as a cognitive and emotionally intellectual activity that exerts a multidimensional influence on student development. Neuropsychological research confirms that reading is a highly organised process involving numerous brain regions responsible for visual perception, linguistic processing, semantic integration, logical reasoning, and affective response (Carr, 2010; Dehaene, 2009, 2020; Zull, 2011). Through this coordinated activity, reading forms complex neural networks that foster the interaction of several cognitive systems and strengthen executive functions, sustained attention, analytical thinking, and the capacity for prolonged concentration. Numerous studies further indicate that the neurological benefits of reading extend into long-term cognitive resilience, supporting neural plasticity throughout the school years (Immordino-Yang, 2016).

One of the key findings is that reading literary texts activates mechanisms of imagination, empathy, and emotional sensitivity. By engaging with artistic imagery, students draw upon internal models of the world, fostering the development of ethical thinking, the ability to interpret another person's emotions, and an expansion of personal experience through the feelings and situations presented in the text. In this sense, reading functions as an intellectual and emotional

training ground that reinforces learners' capacity for reflection, self-understanding, and empathic reasoning (Baron, 2015; Mangen & van der Weel, 2016). Recent educational research also emphasises that deep engagement with literature has measurable benefits for the growth of social and emotional competencies and narrative understanding (Wolf, 2018).

The analysis of literary and pedagogical scholarship further indicates that reading contributes not only to the formation of cognitive structures but also to holistic personal development. Reading enriches vocabulary, shapes the internal linguistic picture of the world, cultivates sensitivity to semantic nuance, and enhances critical and interpretive thinking skills. It is one of the most powerful factors in the development of abstract reasoning and independent intellectual work. These findings align with large-scale international assessments such as PIRLS and PISA, which repeatedly demonstrate strong correlations between reading proficiency, academic performance, and long-term learning outcomes (Mullis et al., 2022; OECD, 2019).

However, the examination of contemporary reading practices among students reveals several persistent problems related to a considerable decline in reading activity. Students across grade levels increasingly avoid reading full literary works, often substituting genuine interaction with the text with fragmented browsing, plot summaries, short online adaptations, or social media content. Such practices hinder the development of

deep reading competence and negatively affect attention, inner focus, metacognitive monitoring, and the ability to analyse literary works on a meaningful level (Baron, 2015; Singer & Alexander, 2017). Meta-analyses similarly show that digital reading environments often encourage superficial processing and reduce comprehension accuracy (Delgado et al., 2018).

One of the central causes of this phenomenon is the digital transformation of the information environment. Today's children grow up in a culture of instant messaging, short video formats, clip thinking, and fragmented data consumption. Rapidly shifting information streams promote habits of surface-level scanning rather than vertically deep engagement with a text. This creates a cognitive dissonance between the nature of digital media, which rewards speed and immediate reward, and the nature of reading, which requires focus, time, and cognitive endurance (Carr, 2010; Kaye et al., 2021). Research on digital distraction confirms that repeated attentional switching, characteristic of digital behaviour, weakens students' ability to sustain prolonged cognitive effort (Robinson & Calvo, 2021).

In addition, several didactic problems impede the effective organisation of reading in school instruction. Many teachers lack adequate knowledge of contemporary findings in neuropsychology and cognitive science related to reading, while school curricula remain overloaded with factual content that limits time for deep reading and discussion. As a result, students frequently direct their efforts not toward the literary text itself but

toward external, formal elements of the lesson: plot summaries, biographical facts, or character lists (Willingham, 2017). Such practices displace the core activity of reading and reduce opportunities for meaningful interpretation. Comparative studies in reading education also highlight a gap between traditional instructional models and newer approaches rooted in the science-of-reading perspective (Duke & Cartwright, 2021).

The analysis further reveals a significant discrepancy between the requirements of contemporary reading science and current school practices. While neuroscience emphasises the importance of slow, reflective engagement with a text, many classrooms continue to prioritise rapid progression through material. This contradiction may be one of the factors contributing to the decline in reading skills, reduced attention span, and a weakening of interpretive thinking. Emerging research in digital-age learning similarly shows that deep reading requires structured pedagogical scaffolding and a deliberate balance between print and digital modalities (Barzillai et al., 2018).

In summary, the results indicate that reading in contemporary schools is experiencing a crisis caused by cognitive, cultural, and pedagogical factors. Despite this, theoretical analysis confirms that reading remains a crucial resource for brain development and for cultivating analytical, emotionally intelligent, and reflective thinking. Its

developmental potential persists, making reading indispensable for the formation of an intellectually resilient and intrinsically motivated learner in the digital age.

DISCUSSION

The discussion of the findings underscores the urgent need, within contemporary digital culture, to rethink pedagogical approaches to reading and to update the methodology of teaching literature. Neuropsychological and cognitive data highlighting the importance of deep reading for brain development, attention span, analytical thinking, and emotional functioning pose a clear challenge for schools: to create learning environments capable of helping students resist fragmented and superficial modes of text interaction. These findings align with broader educational neuroscience research showing that cognitively demanding, immersive reading tasks stimulate long-term neural plasticity and foster reflective, integrative thinking.

One of the key directions for methodological renewal is the re-establishment of reading as the central, rather than secondary, activity of the literature lesson. This requires reducing the volume of factual material that often displaces the time needed for genuine immersion in a literary work. Instead of prioritising plot retellings, biographical notes, or external character features, instruction should be oriented toward work with the text itself – toward forming internal connections between the student's emotional experience and the artistic

content of the work (Willingham, 2017). Research within the science-of-reading framework also emphasises the value of explicit metacognitive engagement, sustained attention, and the deliberate cultivation of interpretive strategies.

In this context, the principle of slow reading becomes especially significant, standing in opposition to digital fragmentation and clip thinking. Slow reading makes it possible to experience a literary text deeply, to integrate multiple cognitive and emotional processes, and to cultivate imagination, empathy, and interpretive skills. It is through reading that the student develops the ability to concentrate on complex textual structures, identify subtexts, understand character motivations, and articulate an ethical stance (Mangen & van der Weel, 2016; Wolf, 2018). These processes are increasingly recognised as essential for strengthening cognitive stamina in the digital age, where constant multitasking weakens sustained engagement (Ophir et al., 2009).

The discussion also highlights the necessity of updating teachers' pedagogical thinking. In practice, many literature teachers lack familiarity with contemporary neuropsychological and cognitive-scientific findings on reading, which limits their ability to design effective methodologies. Competence in working with students' attentional mechanisms, sustaining motivation, and fostering skills of focus and emotional engagement requires targeted professional development and continuous learning. The modern teacher must become a mediator between the deep

cognitive mechanisms of reading and the realities of digital culture, which often encourages immediacy and superficial processing. Teacher preparation programs, therefore, should integrate findings from cognitive science, media psychology, and digital literacy studies.

Another essential direction for improvement is the implementation of practical technologies of deep reading, which can make the literature lesson more interactive, emotionally engaging, and oriented toward the student's personal experience. Such technologies include annotated reading, reading workshops, readers' journals, interpretative work with artistic imagery, dialogic reading, and individual or group projects encouraging creative engagement with a text. These forms restore the connection between the student and the text, returning reading to the status of an emotionally meaningful and intellectually rich activity. They also support the development of multimodal literacy, a competence increasingly necessary in contemporary media environments (Barzillai et al., 2018).

Furthermore, the discussion confirms the necessity of systemic changes at the level of educational policy. Curriculum frameworks must be revised to reduce overload and strengthen the emphasis on reading as a process. State and institutional initiatives are needed to support school libraries, promote reading among young people, integrate cognitive-scientific knowledge into teacher education, and modernise instructional materials. International assessments such as PIRLS and PISA consistently demonstrate the importance of strong reading competencies for academic achievement and lifelong learning

(Mullis et al., 2022; OECD, 2019). These findings underscore that policy interventions are not merely desirable. However, it is essential for preventing further decline in deep reading skills.

In a broader context, the findings of the study show that reading remains a unique practice capable of providing balance between the speed of digital information and the depth of intellectual reflection. In a world where digital media cultivate habits of instant gratification, reading instead demands time, focus, and inner discipline. For this reason, restoring reading to its central position within education may serve as an effective response to the major pedagogical challenges of the digital age, reinforcing the cognitive foundations necessary for thoughtful, resilient, and ethically grounded learners.

In conclusion, the discussion confirms that an updated teaching methodology – grounded in the principles of slow, deep, and personally engaged reading – has the potential to significantly enhance student development and to restore literature's role as a core space of intellectual and spiritual culture in the school environment. Only through such a reorientation can education respond meaningfully to the cognitive and ethical demands placed on young people in an era of rapid digital change.

CONCLUSIONS

The present study demonstrates that reading occupies a central place in the cognitive, emotional, and intellectual development of the student, and that its importance grows significantly in the context of the digital transformation of

contemporary culture. Findings from neuropsychology and cognitive science confirm that reading activates complex neural networks, strengthens executive functions, and develops attention, analytical thinking, imagination, and empathy. Literary texts, in turn, stimulate emotional self-understanding, broaden internal experience, cultivate ethical sensitivity, and foster reflective and interpretive insight. These outcomes underscore the irreplaceable role of literature-based reading in shaping both cognitive and social and emotional maturity.

At the same time, the analysis reveals a deep crisis of reading in contemporary schools – one caused not only by digital acceleration but also by weaknesses in current didactic practice. Fragmented attention, the dominance of clip-like formats, reduced reading stamina, and the mismatch between instructional routines and the actual cognitive mechanisms of reading have led to a decline in reading competence and superficial engagement with texts. International assessments such as PIRLS and PISA further confirm that declining deep-reading skills correlate with lower academic performance and weakened higher-order reasoning.

In this context, updating the methodology of teaching literature becomes particularly urgent. An effective pedagogical strategy must rely on the principles of slow, attentive, and emotionally engaged reading; regular and unhurried immersion in the text; and the cultivation of intrinsic motivation to read. The preparation of teachers who understand the cognitive and neuropsychological processes underlying reading is therefore

essential. Such preparation should include familiarity with contemporary research on digital reading, metacognition, media distraction, and attentional scaffolding. Without this, teachers will remain unable to counteract the pressures of digital culture within the classroom.

Equally important is supporting reading at the level of educational policy. Curriculum frameworks must be revised to reduce overload, allowing time for extended engagement with literary works. Institutional initiatives are needed to strengthen school libraries, integrate cognitive-scientific knowledge into teacher education, and promote reading as a meaningful cultural practice for young people. Approaches informed by the science of reading (Duke & Cartwright, 2021) and digital-well-being research (Kaye et al., 2021) can guide reforms that foster sustained reading habits, deeper comprehension, and greater student autonomy.

In summary, the return of reading to a central position in school-based humanities education is not a nostalgic gesture but a scientifically grounded and pedagogically necessary response to the challenges of the digital age. Reading provides the conditions for intellectual resilience, balances the speed of information flows with the depth of thought, and supports the formation of a holistic, reflective, and emotionally sensitive personality. For these reasons, reading must remain a core educational practice shaping the development of the modern

student in an era of rapid technological change. Ensuring this will require coordinated efforts from teachers, policymakers, researchers, and communities – yet the benefits for the intellectual and cultural future of young people make this endeavour both urgent and profoundly worthwhile.

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ГЛИБОКЕ ЧИТАННЯ І КОГНІТИВНИЙ РОЗВИТОК У ЦИФРОВУ ЕПОХУ – ВИКЛИКИ Й ОСВІТНІ СТРАТЕГІЇ

Лариса Удовиченко,

доктор педагогічних наук, професор, професор кафедри східної культури і літератури, Київський столичний університет імені Бориса Грінченка, 04053, вул. Бульварно-Кудрявська, 18/2, м. Київ, Україна,
l.udovychenko@kubg.edu.ua

У статті здійснено міждисциплінарний аналіз когнітивного, нейропсихологічного та педагогічного значення глибинного читання в умовах цифрової трансформації сучасної культури. Спираючись на дослідження з нейронауки, когнітивної психології, медіапсихології та методики навчання літератури, автор розглядає читання як складну інтегративну діяльність, що поєднує візуальні, мовні, семантичні та емоційні процеси. Така інтеграція сприяє розвитку виконавчих функцій, довготривалої уваги, метакогнітивного контролю, аналітичного мислення та соціально-емоційної чутливості. Теоретичний аналіз сучасних емпіричних даних свідчить, що цифрове середовище, позначене фрагментацією інформації, швидкими медіаформатами та звичною багатозадачністю, послаблює когнітивні умови, необхідні для глибинного читання. Міжнародні дослідження (PIRLS, PISA) фіксують зниження витривалості уваги, глибини розуміння тексту та здатності до інтерпретації в учнів різних вікових груп. Цю проблему загострює збереження в школах застарілих методичних моделей, орієнтованих на відтворення фактів, а не на тривалу й осмислену взаємодію з художнім текстом. У статті обґрунтовується необхідність методичного переорієнтування на повільне, уважне й емоційно залучене читання, що потребує вчителя, обізнаного з когнітивними механізмами читання та викликами цифрової культури. Важливими є також системні освітні заходи: оновлення навчальних програм, модернізація шкільних бібліотек і підтримка читацьких практик серед молоді. Узагальнюючи, автор

доводить, що глибинне читання залишається ключовою когнітивною та культурною практикою, яка забезпечує розвиток інтелектуальної стійкості, етичної чутливості та рефлексивного мислення в умовах цифрової доби.

EDUCATIONAL TECHNOLOGY

TIKTOK AS A TOOL FOR ENGLISH TEACHER DIGITAL COMPETENCE

Hanna Piskurska
ORCID ID 0000-0003-0957-8987
PhD in Pedagogy,
Associate Professor of the Language Training Department
of Donetsk National Technical University,
9, Shevchenka Str., Drohobych, Lviv region, 82100, Ukraine,
ganna.piskurska@donntu.edu.ua

Oksana Popova
ORCID ID 0000-0001-9030-542X
PhD in Pedagogy,
Associate Professor of the Language Training Department
of Donetsk National Technical University,
9, Shevchenka Str., Drohobych, Lviv region, 82100, Ukraine,
oksana.popova@donntu.edu.ua

Alla Skyrda
ORCID ID 0000-0001-8254-7592
PhD in Pedagogy,
Associate Professor of the Language Training Department
of Donetsk National Technical University,
9, Shevchenka Str., Drohobych, Lviv region, 82100, Ukraine,
alla.skyrda@donntu.edu.ua

ABSTRACT

This paper explores the way English language teachers use TikTok as a platform for developing digital competence and creating educational content. The study aims to reveal the pedagogical purposes, content formats, and levels of digital competence demonstrated in teacher-generated TikTok videos. A descriptive qualitative design was employed to analyse 111

videos published under English-teaching-related hashtags. Using an observation checklist based on the European Framework for the Digital Competence of Educators (DigCompEdu), the videos were classified by instructional purpose, format, and technological sophistication. The findings indicate that reflective and personal content predominates, revealing teachers' tendency to use TikTok for professional self-expression and informal learning rather than structured instruction. Vlogs were identified as the dominant format, reflecting teachers' preference for authentic, narrative-style communication that humanises the teaching profession. Most creators demonstrate an intermediate level of digital competence, confidently using the platform's basic features but rarely applying advanced editing or AI design strategies. The study concludes that TikTok enhances teachers' digital, communicative, and creative competencies. However, its interactive and assessment-oriented potential remains underused. The paper highlights the need for targeted professional development to support educators in transforming social media into a strategic environment for innovative teaching and the growth of digital literacy.

Keywords: *content creation; digital competence; English teachers; microlearning; TikTok*

INTRODUCTION

Digitalization, as a sociocultural phenomenon of modern times, has become one of the driving forces behind the development of most spheres of social life, including education (Mospan et al., 2022; Mospan, 2023). The issue of digital transformation in education has become particularly relevant after Ukraine signed the Agreement on Participation in the EU Digital Europe Programme (2021–2027), which provides for the development of digital infrastructure, the support of innovative educational practices, and the enhancement of citizens' digital

competencies (Ministry of Foreign Affairs of Ukraine, 2020). The quality and sophistication of learning forms, mechanisms, and tools determine the level of professional training, mastery, and competence of future specialists. Accordingly, education must be one of the most progressive sectors in the country, capable of training qualified professionals with a high level of expertise and a set of positive personal qualities (Kovalchuk et al., 2018).

Therefore, there is a need for competent professionals who possess a variety of digital educational tools and can use them appropriately and effectively in their professional teaching practice. Pedagogical digital competence is defined as "the ability to consistently apply attitudes, knowledge, and skills required to plan, conduct, evaluate, and revise ICT-supported teaching" (From, 2017). In the context of education digitalisation, based on the European Framework DigCompEdu, the Framework of Digital Competence for Teaching and Academic Staff has been developed. It describes five levels of teachers' digital competence, defined by analogy with the levels of foreign language proficiency: from A1 (beginner) to C (leader-innovator) (Conceptual and Reference Framework for Digital Competence of Educators, 2021)

Digital competence is a crucial professional skill for modern teachers, involving confident and critical use of digital technologies across educational contexts. The research highlights that digital competence requires teachers to logically use digital technologies across professional activities (Henseruk, 2021), develop continuous learning and adaptability in digital

environments (Bidyuk et al., 2023), and integrate digital tools for innovative teaching (Bilyakovska et al., 2024).

The rise of digital pedagogy has led to the emergence of new learning formats, such as microlearning and social video platforms. Considering the data from Statistic Brain, which indicates a decrease in human attention span over the past 15 years from 12 to 8.25 seconds (Kokoulina, 2020), microlearning can be viewed as an effective form of lifelong learning, particularly for practising educators in educational institutions. (Lytvynova, 2021).

Although numerous attempts have been made to define microlearning, there is still no single, universally accepted definition (Wang et al., 2021). The concept is often associated with eLearning, mobile learning, and informal learning (Fidan, 2023). Some researchers regard it as a form of eLearning (Zhang & West, 2020), others as its successor (Javorcik et al., 2023), or as one of the methods within eLearning designed to maintain the focus and purpose of learning activities (Salleh et al., 2022).

Typical examples of microlearning include a three-minute video explaining new software features, a short grammar quiz for quick practice, or digital flashcards that introduce daily vocabulary – each intended to deliver concise, actionable knowledge in easily digestible segments. Despite differences across definitions, research consistently highlights that the essence of microlearning lies in providing small, focused learning units that address specific educational goals (Monib et al., 2024)

Social media platforms, including TikTok, can support English as a Foreign Language (EFL) learning and boost students' enthusiasm and language proficiency. As a popular video platform, TikTok offers a powerful microlearning space for highly engaging, bite-sized educational content across multiple disciplines. It can be utilised as an educational tool with its editing features, short video format, and customisation options (Meliana & Seli, 2023). The platform's primary strengths are brevity, accessibility, and alignment with digital generation learning preferences. TikTok offers unique educational opportunities across various disciplines, including language learning, creative education, and skill development.

Multiple studies demonstrate the effectiveness of TikTok, namely its ability to deliver learning units in under 60 seconds (Zuheir et al., 2021) and significant improvements in mathematics achievement using TikTok-based microlearning (Magbago et al., 2025).

The platform's educational potential is substantiated by research showing high student engagement: Lamimi et al. (2024) found that perceived usefulness and ease of use significantly influence learning intentions, and Meliana et al. (2023) confirmed microlearning's success in language education.

Critically, Conde-Caballero et al. (2023) reported high satisfaction and technology acceptance across different

educational contexts, suggesting TikTok's versatility as a microlearning tool.

Moreover, TikTok is considered a platform for enhancing teachers' digital competence, offering both professional development opportunities and challenges. Thus, teachers are increasingly using TikTok to develop digital skills and innovative teaching approaches, to construct multifaceted professional identities, with studies revealing they can become more adaptive, expressive, and innovative (Ulla et al., 2024). However, the research also considerations (Lindra et al., 2024).

According to TikTok Creative Centre, approximately 2,000 posts with the hashtag #англійська, around 329 posts with #англійськамова, about 329 posts with #learnenglish, and nearly 1,000 posts with #learningenglish are published weekly in Ukraine. Thus, the data shows that TikTok is gradually becoming popular with Ukrainian teachers who are eager to grow professionally and develop their digital methodological creativity.

cautions about potential risks, such as inappropriate content creation and the need for ethical Thus, the relevance of the study is determined by a certain research gap: most studies focus on students, while the teacher as a digital content creator remains underexplored. Besides, little research has been done to explore how Ukrainian EFL teachers utilise the TikTok platform to develop their digital competence.

RESEARCH OBJECTIVES

The purpose of this research is to identify the pedagogical purposes, content formats, and levels of digital competence demonstrated in Ukrainian teacher-generated TikTok videos and to reveal the specifics of educational content creation on TikTok.

RESEARCH METHODS

The study adopts a descriptive qualitative research design to investigate teachers' digital competence as demonstrated in TikTok videos. This approach is appropriate because it enables an in-depth exploration of how educators apply digital tools, strategies, and pedagogical techniques within a social media context. The research design involves analysing videos using a competency framework and interpreting the data. A descriptive analytical method is employed to examine teacher-generated content and how teachers integrate digital literacy and innovative teaching practices.

The researchers conducted a content analysis of 111 TikTok videos created by Ukrainian teachers. To verify authorship, the researchers examined the creators' profile descriptions, usernames, and linguistic or contextual cues (such as Ukrainian captions or location tags). The selection criteria included public availability on TikTok, posting within the one-week observation period, at least one relevant hashtag, such as #викладачанглійської, #вчительанглійської, #англійська, #викладанняанглійської, #англійська мова, and clear audio-visual quality suitable for categorisation.

Data were collected directly through the TikTok interface using a structured observation checklist as the primary research instrument. The checklist helped classify videos according to specific dimensions of digital competence, including pedagogical purpose, video format, and content creation skills.

To support the quality, accuracy, and transparency of the research process, several digital tools were employed. TikTok Creative Center was used to identify relevant educational hashtags, analyse video trends, and estimate the popularity of English-language teaching content among Ukrainian creators. Elicit, an AI-assisted academic research platform, facilitated the discovery and organisation of recent scholarly sources related to digital pedagogy, microlearning, and teacher digital competence, ensuring that the literature review was comprehensive and up to date. Grammarly was applied in the final stages of manuscript preparation to refine the linguistic clarity, grammar, and academic tone of the text. All tools were used ethically to enhance the rigour and presentation of the study; the authors maintained full responsibility for data interpretation, analytical decisions, and conclusions.

RESULTS AND DISCUSSION

The videos were classified according to their pedagogical purpose, format, and the teachers' level of digital competence.

In terms of pedagogical purpose, five main groups were identified: *instructional/educational* videos, which included grammar or vocabulary explanations, pronunciation tips, mini-

lessons, and examples of common mistakes; *motivational/inspirational* videos, such as "how not to be afraid to speak English," success stories, motivational quotes, calls to action, and lesson extracts; *informative/awareness-raising* videos, featuring educational news, digital tools for teachers, and professional advice; *reflective/personal* videos, focusing on teaching experiences, challenges, and humour from a teacher's life; and *evaluative/analytical* videos, presenting the analysis of students' mistakes or reactions to other educational content.

Based on format, the videos were divided into several types: *microlearning* (short 15–60-second explanations of one concept), *sketch/ short scene* (humorous or situational clips such as "Teacher vs Student"), *voice-over/ lip-sync* (using trending sounds or audio with educational subtitles), *screen tutorials* (demonstrations of digital tools like Quizlet, Canva, or ChatGPT), *reaction/duet/stitch* videos (where teachers commented on or added to others' content or feedback), *interactive quizzes or tasks* (short challenges or comprehension checks), and *vlogs* (personal reflections, classroom moments, or teaching experiences).

Finally, the videos were classified by teachers' digital competence into three levels: *basic*, involving simple use of trends and minimal editing; *intermediate*, featuring captions, effects, and basic editing; and *advanced*, demonstrating creative use of algorithms, EdTech tool integration, and audience analytics.

The study used three pie charts to present the results of analysing 111 teacher-generated TikTok videos. The first pie chart

(Fig.1) illustrates the distribution of different types of teacher-generated content on TikTok, analysed by their pedagogical purpose.

The data clearly show that reflective/personal content dominates the platform, accounting for 59% of all analysed posts. This suggests that teachers tend to use TikTok primarily as a space for self-expression, reflection, and sharing personal experiences related to teaching and learning, rather than as a purely instructional tool. Such content may include humorous sketches, "a day in the life" videos, or reflections on classroom challenges.
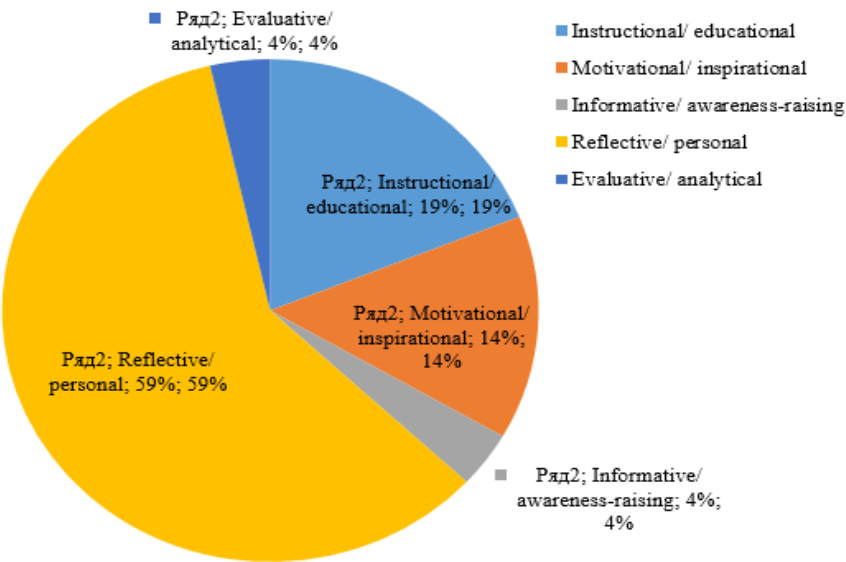

Figure 1. *Teacher-Generated Content on TikTok for Pedagogical Purposes*

The second most frequent category is instructional or educational content (19%), which typically includes short grammar explanations, vocabulary lessons, or pronunciation tips.

This indicates that a considerable number of educators still use TikTok for direct pedagogical purposes, adopting microlearning strategies suitable for short-form video formats.

Motivational or inspirational content represents 14%, showing that some teachers focus on encouraging learners or promoting positive attitudes toward language learning. Informative/awareness-raising and evaluative/analytical videos are less common (4% each), suggesting that sharing professional resources or critical reflections remains limited on this platform.
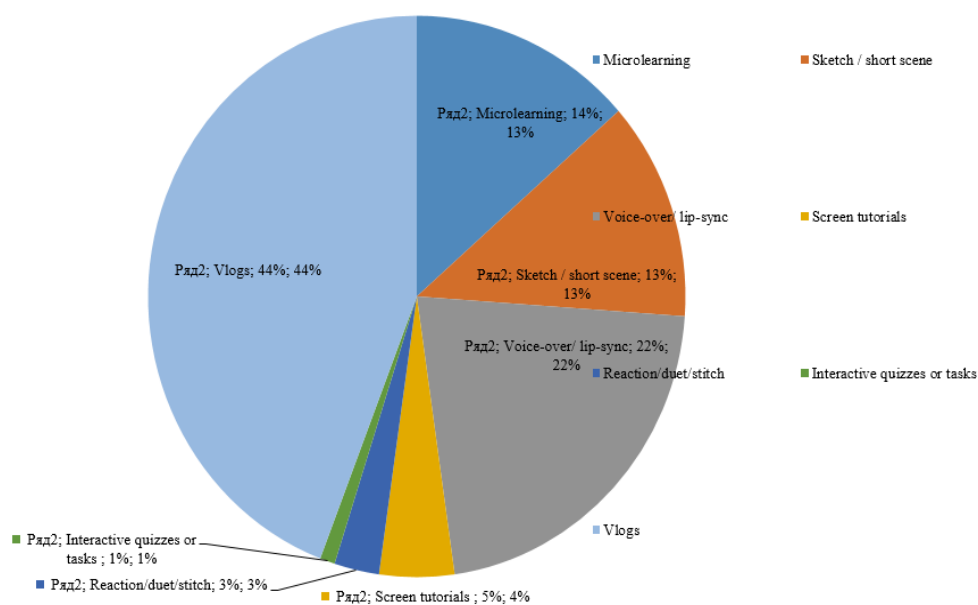

Figure 2. *Teacher-Generated Content on TikTok by Format*

The second pie chart (Fig.2) illustrates the distribution of formats used by Ukrainian educators in their English-teaching TikTok content. The most common format is vlogs (44%), indicating that many teachers prefer to share personal insights, classroom

experiences, or reflections rather than strictly instructional materials. This trend reflects TikTok's social and performative nature, where authenticity and storytelling attract greater engagement.

Voice-over or lip-sync videos make up 22% of the content, showing that educators often use trending sounds or videos for linguistic commentary, pronunciation practice, or humorous explanations. Microlearning videos (14%) remain a significant portion, demonstrating teachers' interest in concise, goal-oriented instruction suitable for short attention spans.

Sketches or short scenes (13%) are used creatively to simulate real-life communication or highlight common language mistakes. Screen tutorials (5%) and reaction/duet/stitch videos (3%) appear less frequently, suggesting that explicit digital instruction and interactive engagement are not yet widely adopted in teacher-generated content. Interactive quizzes or tasks account for only 1%, revealing limited use of assessment-oriented strategies on the platform.
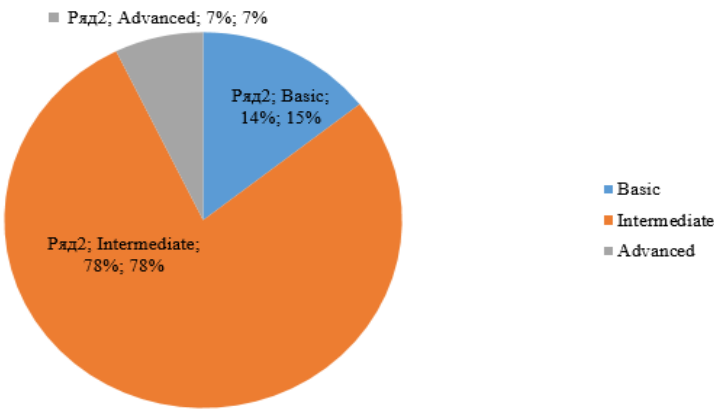

Figure 3. *Teacher-Generated Content on TikTok for Teachers' Digital Competence*

The third pie chart (Fig.3) presents the distribution of TikTok videos created by teachers according to their level of digital competence. The results indicate that the majority of teacher-generated content (78%) falls within the intermediate level of digital competence. This means that most educators demonstrate a functional ability to use TikTok's core features, such as video editing, text overlays, and sound synchronization, without necessarily employing advanced editing tools or pedagogical design strategies.

A smaller portion (14%) of videos corresponds to the basic level, where teachers rely on minimal digital tools and limited interactivity. These videos often consist of direct-to-camera explanations or simple recordings with little post-production. Only 7% of the analysed content demonstrates an advanced level of digital competence, characterised by creative use of algorithms, EdTech tool integration, and audience analytics, professional editing, multimodal integration (text, visuals, and sound), and clear pedagogical structuring.

DISCUSSION

Overall, the findings highlight TikTok's dual function for teachers: it serves both as a social space for professional identity and emotional expression and as a pedagogical tool for microlearning and engagement. The predominance of reflective and personal posts implies that many educators use TikTok to humanise the teaching profession and connect with audiences

through relatable, authentic content. This finding is consistent with the observation that TikTok facilitates the construction of teacher identity in the digital sphere, allowing educators to merge professional expertise with personal storytelling (Ulla et al., 2024). Meanwhile, the smaller share of analytical or informative posts reflects the platform's entertainment-driven nature, where lighter, narrative-based content tends to attract more attention and engagement (Jerasa & Ura, 2025).

The data further suggest that TikTok functions primarily as a space for professional self-expression and informal learning rather than structured instruction. Teachers appear to integrate personal branding and relatable storytelling with educational aims, adapting their materials to fit the platform's fast-paced and visually oriented environment. However, the relatively low proportion of interactive or tutorial-based formats indicates potential for further pedagogical innovation, particularly in the areas of learner participation, formative assessment, and multimodal task design. These trends align with Meliana & Seli's (2023) findings, which demonstrate that TikTok-based microlearning can enhance engagement but often lacks systematic instructional depth. Expanding interactive components could therefore help educators leverage TikTok's participatory affordances for deeper and more sustainable language learning.

In addition, the predominance of intermediate-level digital competence among content creators suggests that while many teachers are confident users of social media technologies, they employ them in

a technically and pedagogically moderate way. This pattern mirrors broader trends in digital pedagogy, where educators tend to use social media tools for content delivery and engagement, but less frequently for innovation or critical learning design (Aydin, 2023). The relatively small proportion of advanced-level creators highlights the ongoing need for systematic professional development in digital competence, particularly in areas such as creative video production, data literacy, and media pedagogy. As Jerasa & Ura (2025) note, cultivating such competencies could enable teachers to transform TikTok from an informal sharing platform into a strategically integrated teaching environment that supports learner autonomy, multimodal literacy, and sustained engagement**.**

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

The study confirms that TikTok serves as a dynamic platform for developing English teachers' digital competence and fostering innovative pedagogical practices. The content analysis of 111 teacher-generated videos demonstrated that educators use TikTok primarily for self-expression, professional identity formation, and informal microlearning rather than for systematic instruction. The predominance of reflective and vlog-style content highlights teachers' preference for authenticity, creativity, and emotional connection with their audience. At the same time, the widespread use of intermediate-level digital skills suggests that teachers are confident in employing basic technological tools but often lack advanced knowledge of media

design, interactivity, and analytics. Consequently, TikTok can be viewed as an effective medium for practical digital literacy enhancement, enabling teachers to integrate pedagogical, communicative, and technological competencies in real-life contexts.

Further research should focus on the impact of TikTok-based teaching on students' engagement and learning outcomes, as well as on analysing gender, age, and institutional differences among teachers who integrate social media into language instruction. Such directions will contribute to a deeper understanding of TikTok's role in shaping digital pedagogy, teacher identity, and professional transformation within the Ukrainian and global educational contexts.

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ТІКТОК ЯК ІНСТРУМЕНТ РОЗВИТКУ ЦИФРОВОЇ КОМПЕТЕНТНОСТІ ВИКЛАДАЧА АНГЛІЙСЬКОЇ МОВИ

Ганна Піскурська,
кандидат педагогічних наук, доцент кафедри мовної підготовки ДВНЗ «Донецький національний технічний університет», вул. Шевченка, 9, 82100, Дрогобич, Львівська обл., Україна,
ganna.piskurska@donntu.edu.ua

Оксана Попова,
кандидат педагогічних наук, доцент кафедри мовної підготовки ДВНЗ «Донецький національний технічний університет», вул. Шевченка, 9, 82100, Дрогобич, Львівська обл., Україна,
oksana.popova@donntu.edu.ua

Алла Скирда,
кандидат педагогічних наук, доцент кафедри мовної підготовки ДВНЗ «Донецький національний технічний університет», вул. Шевченка, 9, 82100, Дрогобич, Львівська обл., Україна,
alla.skyrda@donntu.edu.ua

У статті розглядається актуальне питання використання TikTok як платформи для розвитку цифрової компетентності вчителів англійської мови та створення ними освітнього контенту. Мета статті полягає у дослідженні педагогічних цілей, форматів контенту та рівнів цифрової компетентності, продемонстрованих у відео TikTok, створених викладачами англійської мови. Для аналізу відео, опублікованих з хештегами, пов'язаними з викладанням англійської мови, було застосовано описовий метод. На основі контрольного списку спостережень, розробленого на основі Європейської рамки цифрової компетентності педагогів (DigCompEdu), відео були класифіковані відповідно до їх педагогічної мети, формату та технологічної складності. Результати свідчать, що переважає рефлексивний і персональний контент, що вказує на тенденцію викладачів використовувати TikTok переважно для професійного самовираження та неформального навчання, а не для структурованого викладання. Виявлено, що домінуючим форматом є влоги, що відображає перевагу викладачів до автентичного, оповідного стилю комунікації, який надає людського виміру професійній діяльності вчителя. Зазначено, що більшість авторів демонструють середній рівень цифрової компетентності, упевнено користуючись базовими функціями платформи, але рідко застосовуючи розширене редагування або алгоритми штучного інтелекту. На основі вивчених даних та аналізу зроблені висновки, що TikTok сприяє розвитку цифрової, комунікативної та творчої компетентностей викладачів, проте його інтерактивний і

оцінювальний потенціал залишається недостатньо використаним. У статті підкреслено необхідність цілеспрямованого професійного розвитку, який допоможе педагогам перетворити соціальні медіа на стратегічне середовище для інноваційного навчання та зростання цифрової грамотності.

Ключові слова: створення контенту; цифрова компетентність; вчителі англійської мови; мікронавчання; TikTok.

DIGITAL EDUCATION RESOURCES FOR MEDIA LITERACY DEVELOPING: UKRAINIAN AND INTERNATIONAL EXPERIENCE

Kolisnichenko Anhelina
ORCID ID: 0000-0002-2727-5042
PhD in Pedagogy, Associate Professor
English Language Teaching and Methodology Department
of Pavlo Tychyna Uman State Pedagogical University,
Sadova Str, 28, Uman, Ukraine, 20300
a.kolisnichenko@udpu.edu.ua

Kapeliushna Tetiana
ORCID ID: 0000-0001-5339-7118
PhD in Pedagogy, Associate Professor
English Language Teaching and Methodology Department
of Pavlo Tychyna Uman State Pedagogical University,
Sadova Str, 28, Uman, Ukraine, 20300
t.kapeliushna@udpu.edu.ua

ABSTRACT

The article examines contemporary digital education resources that contribute to the development of media literacy in Ukrainian and international contexts. Rapid technological progress, the spread of misinformation, and the emergence of synthetic media have intensified the need for effective media-literacy education. The study analyses a wide range of digital tools, including online courses, interactive platforms, methodological guides, and professional development programs. It evaluates their potential to strengthen critical thinking, information verification skills, and digital safety. Through content analysis and comparative review, the research highlights the pedagogical value, structural features, and thematic focus of key resources, including national media-literacy initiatives, international MOOCs, fact-checking guides, and professional educator programmes.

The findings demonstrate that digital resources offer accessible, scalable, and practice-oriented opportunities for enhancing information resilience among diverse learner groups. Both Ukrainian and global experiences underscore the importance of integrating media literacy into formal and non-

formal education, as well as adapting instructional strategies to emerging digital threats, including deepfakes and algorithmically curated content. The study concludes that continuous innovation, cross-sector collaboration, and systematic support are essential for building an informed and resilient society capable of resisting manipulation in the digital information environment.

Keywords: *digital education resources; media literacy; critical thinking; information resilience; misinformation.*

INTRODUCTION

The rapid development of digital technologies and the transformation of global communication practices have fundamentally changed the way individuals access, evaluate and share information. These sweeping changes have led to international concern about misinformation, disinformation, manipulative digital content, and synthetic media. These factors erode public trust, distort democratic processes, and threaten the stability of modern information ecosystems. Researchers are increasingly highlighting the fact that even individuals who frequently use the internet, including teenagers and students, often struggle to assess the reliability of online content and identify persuasive digital techniques employed in commercial or political communication (Buckingham, 2019; Lin et al., 2024). The spread of deepfakes, AI-generated visuals, and algorithmically curated media feeds further complicates the public's ability to navigate their media environment critically (Albardía et al., 2025; Gordon et al., 2025). These challenges underscore the importance of making media literacy a key 21st-

century competency and a vital component of civic resilience. International organisations and researchers consistently emphasise the importance of media literacy for safeguarding democratic societies and fostering informed participation in digitally mediated public life (Anstead et al., 2025; European Commission, 2018). Besides, well-designed media literacy interventions enhance critical thinking and fact-checking abilities, positively influencing behavioural and psychosocial outcomes such as emotional well-being, responsible online engagement and reduced susceptibility to manipulation (Eyal, 2024; Gordon et al., 2025). At the same time, comparative analyses reveal that media literacy programmes must be tailored to specific cultural, infrastructural and socio-political conditions, given that levels of access, digital inequalities and media ecosystems vary widely across regions (Boshoff, 2024; Polat et al., 2025).

In Ukraine, the need to strengthen media and digital literacy has become especially acute amid ongoing information warfare, the proliferation of propaganda and increasingly sophisticated disinformation campaigns. National studies emphasise the importance of fostering media-critical competencies among educators, students, and the public to ensure information security, enhance societal resilience, and support the country's strategic communication priorities during wartime (Buchatska et al., 2024; Mospan, 2023; Pokulyta & Sotska, 2025). Digital education resources, such as online courses, interactive platforms, fact-

checking guides, multimedia modules, and professional development programs, play a pivotal role in equipping learners with the practical tools needed to identify manipulation, verify information, recognise bias, and navigate digital risks (Mospan et al., 2022; Petrushkova, 2023; Stoika, 2023).

This article aims to contribute to a deeper understanding of how digital media education tools can support the development of an informed, resilient and critically engaged society in the digital age.

RESEARCH OBJECTIVES

The primary objective of this study is to analyse how modern digital education resources contribute to the development of media literacy across different educational contexts. This involves examining the extent to which such tools strengthen critical thinking, information verification skills, and digital safety, as well as assessing their role in enhancing information resilience in an era of rapid technological change and widespread misinformation. A further objective is to compare national and international approaches to digital media-literacy education to identify common trends, effective practices, and innovative instructional methods. Besides, the study aims to outline strategic directions for improving media-literacy development and ensuring that educational systems remain responsive,

adaptable, and aligned with global standards of digital competence.

RESEARCH METHODS

The study employs a set of theoretical research methods consistent with its aim of analysing contemporary digital education resources for the development of media literacy. The authors apply *content analysis* to examine the structure, thematic focus, and pedagogical value of various online courses, methodological guides, interactive materials, and professional development programs presented on national and international educational platforms. In addition, the article employs comparative analysis to juxtapose Ukrainian and global practices in media literacy education, identifying shared trends, distinctive features, and areas of convergence. The research is further grounded in *systematisation and generalisation,* enabling the synthesis of findings from multiple sources and the formulation of overarching conclusions regarding the effectiveness, relevance, and pedagogical potential of digital tools for fostering media literacy in formal and non-formal learning environments.

RESEARCH RESULTS

This section begins with an overview and analysis of digital education courses, which could be beneficial as an effective digital education resource for developing media literacy. The *Diia Education* (https://osvita.diia.gov.ua/en/search?page=1), an educational portal,

offers online courses in the format of educational miniseries. These courses are designed to strengthen information literacy and critical thinking skills within the contemporary information environment. In particular, the course *Media Literacy in Times of Pandemic*, created by the Ministry of Digital Transformation of Ukraine in cooperation with UNICEF and supported by USAID, introduces users to the basic principles of identifying fake news, manipulative techniques, and conspiracy theories. Special attention is devoted to the challenges that emerged during the COVID-19 pandemic. Across six episodes, the course addresses key aspects of critical thinking, information verification, and visual content analysis. The material is available in both Ukrainian and English, concludes with a final test, and is valued at 0.1 ECTS credits. Its target audience is broad, ranging from school students to older adults (Media Literacy in Times of Pandemic, 2025).

Another relevant course is *How to Protect Yourself from Fakes and Disinformation*, which consists of ten dialogue-based episodes. Host Sviatoslav Hrynchuk, along with leading experts, explores topics related to conspiracy theories, visual fakes, social media community standards, personal data protection, and information security issues. The course was developed on the *Diia Education* (https://osvita.diia.gov.ua/en/search?page=1). Education platform as part of a comprehensive EU-supported information and educational campaign aimed at countering disinformation. Participants acquire competencies in information literacy, fact-checking, critical thinking, and digital security. The course is intended for active citizens and, like the previous one, is valued at

0.1 ECTS credits (How to protect yourself from fake news and misinformation, n.d.).

Particular attention should be given to the interactive course *Very Verified: Online Course on Media Literacy*, developed by the international organisation IREX in partnership with the online education studio EdEra, among digital education resources for developing media literacy skills. This ten-episode educational series, supplemented with articles and interactive tasks, are designed to develop skills for identifying fake news, manipulative content, and the activity of bots and trolls. It also introduces methods for verifying headlines, images, and videos, as well as strategies for overcoming the influence of information bubbles. The course is implemented within the Learn to Discern project, supported by the U.S. Embassy, the British Embassy, the Ministry of Education and Science of Ukraine, and the Academy of Ukrainian Press. The content is intended for a wide audience, regardless of age or profession. The course carries 0.2 ECTS credits and integrates competencies in information literacy, critical thinking, and data literacy (Very Verified: Media Literacy Online Course, n.d.).

Among the media-literacy-related offerings is ***Spotting Misinformation Online****,* a short course by Andrew Seaman that trains learners to evaluate the credibility of online information. Participants receive practical guidance on verifying news, reviews, medical data, and other types of content, as well as an introduction to free fact-checking tools.

Another course, ***Develop Media Literacy*** by Garrick Chow, focuses on building foundational digital skills. The topics include safe information searching, recognising online fraud, collaborating through cloud services, sharing digital content, and communicating effectively in online environments.

Digital Sustainability: How to Reduce Your Digital Footprint, taught by Lorena Díaz Quijano, addresses sustainable digital consumption. Learners explore the environmental impact of digital activity and receive recommendations for reducing their digital footprint in everyday and professional contexts, which indirectly contributes to strengthening overall media literacy.

The introductory course ***Understanding the Impact of Deepfake Videos***, offered by Ashley Kennedy, explains how deepfake videos are created, their potential risks and uses, and the tools available for detecting manipulated content. It also provides guidance on counteracting manipulative video materials.

Deepfakes Decoded: Navigating Disinformation in the Digital Age, taught by Edward Delp, examines the technologies behind manipulative media. The course discusses the social, political, and informational threats posed by deepfakes, presents modern detection techniques, and analyses their impact on the perception of truth in the digital era. Collectively, these courses contribute to the development of critical thinking, digital and media literacy, and a more conscious engagement with the information environment.

An additional digital education resource for developing skills in working with visual information is the *guide **Fake / Not Fake: How to Verify a Photo,*** available on the Diia portal. This methodological resource contains practical recommendations for identifying manipulated images. It highlights the importance of paying attention to physical coherence (perspective, shadows, proportions, reflections), cultural and geographical context (architecture, weather conditions, signage, vehicle licence plates), as well as typical markers of manipulative content such as emotionally charged headlines ("SHOCK!" or "Urgent!") and questionable sources. The guide also provides instructions for using specialised image-verification tools such as Google Search by Images, TinEye, FotoForensics, and others. These tools help identify the source, detect signs of editing, and retrieve technical information, including metadata, geolocation, and camera parameters. The guide is a convenient resource for anyone seeking to strengthen their critical-thinking skills and improve their ability to navigate visual content in the digital age (Fake or not fake: How to verify a photo, n.d.).

The next section outlines platforms used for media literacy development. The online educational platform **LinkedIn Learning** (https://www.linkedin.com/learning/) offers access to a diverse range of professional courses across various fields, designed to develop skills and enhance qualifications. Users may take advantage of one month of free access after registration, followed by the option to purchase an individual or group

subscription at a later time. Upon completion of a course, participants receive a certificate.

The **TED** (2025) platform offers a range of resources aimed at developing media literacy among educators and the broader public. These include thematic video collections and talks that address key aspects of media consumption, critical analysis, and content creation. The collection *"How to Pop Our Filter Bubbles"* (9 talks) explores strategies for escaping the informational bubbles created by social media and news feeds, aiming to gain a more comprehensive understanding of the world. The series *"The Pros and Cons of Screens"* (7 talks) highlights both the advantages and risks associated with digital life. The *"Media with Meaning"* collection (12 talks) features stories of individuals who create meaningful media – from feature films to forms of citizen journalism. These talks demonstrate examples of media content produced by authors committed to social relevance and depth.

Several talks have a distinctly practical orientation. In *"How to Spot Fake AI Photos"*, digital forensics expert Hany Farid provides guidance on identifying errors and inconsistencies in AI-generated images. In *"How to Choose Your News"*, Damon Brown explains how news is produced and how to distinguish facts from opinions or disinformation. Alex Edmans, in *"What to Trust in a 'Post-Truth' World"*, offers practical tools for mitigating biases and identifying credible sources. Meanwhile, Hamish McKenzie in *"This Is What the Future of Media Looks Like"* analyses emerging trends in independent media and the role of

audiences in sustaining high-quality content (Media. A collection of TED Talks (and more) on the topic of Media, n.d.).

In addition to video materials, TED has developed the **TEDx Fact-Checking Guide**, a detailed manual for speakers and organisers of TEDx events. The guide emphasises the importance of verifying empirical claims, establishing criteria for reliable sources, identifying common risks associated with misinformation, and providing recommendations for interaction with presenters. Special attention is given to topics that are particularly challenging for fact-checking – alternative medicine, health-related claims, experimental research, and pseudoscientific statements. The guide promotes a culture of responsible engagement with media and fosters trust in public communication (TED, n.d.)

EdEra (https://ed-era.com/) is a Ukrainian online platform that offers high-quality educational products in the form of short video lectures accompanied by summaries, tests, and interactive tasks. The courses cover a wide range of topics, including media literacy, and are available both free of charge and on a paid basis. Learning takes place at a flexible pace, and participants receive a certificate upon completion. EdEra combines thorough research into the educational process with modern instructional design, ensuring both effectiveness and strong learner engagement. This platform offers contemporary educational products in the form of concise video lectures, accompanied by notes, tests, and interactive activities. Its courses address a broad spectrum of

relevant issues, including the development of media literacy, critical thinking, and digital competencies. Training is self-paced, and each completed course results in a certificate. The platform integrates a research-based approach to pedagogy with modern design solutions, facilitating effective knowledge acquisition for diverse groups of learners. Within the field of media education, this platform offers the following free online courses.

In 2024, at the initiative of the Ministry of Education and Science of Ukraine, in partnership with the international organisation IREX and with the support of the U.S. Embassy, the updated online course *Very Verified 2.0* was launched – a modern educational resource aimed at developing media literacy (Very Verified: Media literacy online course, n.d). The course addresses the challenges posed by information warfare, disinformation, and propaganda, all of which have a direct impact on Ukrainian society during wartime, which helps users understand whom and why they should trust within today's media landscape. It consists of several modules that explain key concepts of media literacy, including how manipulations work, which emotional triggers are used in fake news, how to recognise propaganda, distinguish facts from opinions, and verify sources, images, and videos. Special attention is given to artificial intelligence, social-media algorithms, and digital security. Additional courses include:

- *Think Twice!* – a course aimed at developing critical thinking. It helps learners build skills in logical analysis, identify cognitive biases and fallacies, and understand the difference

between facts and judgments. It is recommended for adolescents, educators, and representatives from civil society.

- ***Media Literacy Hours*** – a training course for educators that includes ready-made lessons, methodological materials, presentations, and interactive resources for teaching media literacy in schools (Grades 5-11). The materials align with the national curriculum and help foster students' resilience to disinformation.

- ***This Is Not Clickbait!*** – a course for journalists, editors, SMM specialists, and all content-related professionals. It aims to teach the accurate interpretation of sociological research, the avoidance of manipulative survey-based techniques, and the responsible handling of data.

- ***Personal Data Protection*** – a course designed for individuals working with personal information in digital environments. It covers the legal foundations of data protection, cyber hygiene, password security, and responses to data breaches. It is beneficial for employees in the education, healthcare, and public sectors.

Courses available on the EdEra platform address the needs of contemporary society in terms of enhanced information security and the development of responsible media consumption habits. They are designed with consideration of learners' age and professional characteristics, making them an effective tool within both formal and non-formal education systems.

Within the broader context of professional development for educators and academic staff in Ukraine, an important role is played by the Centre for Human Resource Development at Sumy State University (2025), which currently offers 115 professional-development programs ranging from 1 to 6 ECTS credits. Among them, two programs stand out for their focus on developing digital and media literacy.

The first programme, *Media Literacy, or Why One Should Not Believe Everything in Today's Information Society* (30 hours / 1 ECTS credit, distance format), is designed to develop the ability to analyse, critically evaluate, and recognise disinformation in the media environment. The curriculum addresses the nature of fake news, various manipulative techniques, the specifics of how false information spreads on social media, journalistic ethical standards, and the challenges of the post-truth era. The expected learning outcomes include the ability to use modern information-search systems, identify manipulative content, and apply fact-checking principles.

The second programme, *Security in the Digital Society and Educational Environment* (30 hours / 1 ECTS credit, distance format), focuses on the fundamentals of cyber hygiene, protection of personal and corporate data, countering cyber threats, and safe use of online resources, social networks, and email. Special attention is given to identifying and countering fake information in the media, as well as protecting digital devices and educational resources. The learning outcomes include developing safe

behaviour skills in the digital space, understanding ethical norms of technology use, and recognising manipulation within the information environment.

Both programmes are supported with modern resources, including access to presentation materials, interactive learning formats, and qualified instructional support. Upon completion, participants receive an official professional-development certificate.

Notably, the nationwide online conferences *Priorities in Education: Information Hygiene and Media Literacy* (2022), *Priorities in Education: Internet Safety During Wartime* (2023), *Internet Safety – New Challenges for Educator* (2024), *Internet Safety: Protecting Students and Teachers in the Digital Space* (2025), and *Education in the Age of AI: Media Literacy and Critical Thinking* (2025) provide valuable insights from subject teachers, media-literacy specialists, and internet safety experts. These events offer up-to-date recommendations on safe online behaviour and the creation of a secure digital learning environment.

The webinar *Online Tests and Media Literacy: Teaching and Developing* aims to enhance teachers' awareness of integrating media literacy into the educational process through modern digital tools. Participants deepen their understanding of key media-literacy concepts, revisit the basics of safe online behaviour, and explore effective ways to use online tests to develop students' critical thinking and informational resilience. Particular attention is given to hands-on practice, enabling

participants to create their own subject-specific online tests, which can serve as an effective tool for developing skills in media analysis, fact-checking, and detecting misinformation.

The webinar *Developing Critical Thinking and Media Literacy in English Language Lessons* focuses on fostering these skills within the school setting. Participants engage with both theoretical foundations and practical approaches to integrating media education components into English language instruction, particularly when teaching topics such as advertising. Special emphasis is placed on blended learning and the use of online courses offered by leading global universities (MOOCs) as instruments for enhancing students' digital, linguistic, and information-communication competencies. During the webinar, educators receive practical recommendations for helping students critically evaluate media content, identify manipulative techniques, and make informed decisions.

As part of efforts to strengthen students' information resilience and critical thinking, a range of supplementary materials is offered, providing practical advice and tips for developing media literacy. Among these resources, the publication *"Media Safety and Media Literacy"* introduces readers to the basic concepts of information security and strategies for protecting oneself from manipulation. The resource *"Media Literacy and Critical Thinking: Practical Exercises for Every Lesson"* presents activities that help integrate media-content analysis skills into any subject area, while *"Developing Media Literacy"* addresses issues

of information security, explains the relevance of media education, and offers engaging exercises for students.

The publication *"Media Literacy: Strengthening Students' Information Immunity"* focuses on strategies for enhancing critical thinking. The resource *"Lessons in Media Literacy"* teaches learners how to analyse news messages and identify fake information, and *"Media Literacy: Strengthening Students' Information Immunity"* supports the development of responsible media behaviour. Altogether, these materials serve as valuable resources for educators seeking to diversify the learning process and make students more resilient to manipulative content.

In 2025, one of the most relevant professional development opportunities for teachers and academic staff is the course *Media-Literate Teacher – Media-Literate Student* (100 hours). The programme aims to develop the competencies required for effective and safe engagement with information in the modern educational environment. Key components of the course include fostering critical interpretation of information with consideration of children's developmental characteristics, preparing teachers to work with media content, mastering the fundamentals of information security, and adhering to principles of safe internet use. The course supports the development of information literacy as one of the essential skills of the 21st century, contributing to the creation of a safe educational environment.

The National Association for Media Literacy Education (NAMLE) is a leading U.S. non-governmental organisation

dedicated to the advancement of media education. Its activities include developing instructional materials, organising professional development for educators, shaping public policy in the field of media literacy, and fostering partnerships among educational institutions, media organisations, researchers, and civil society groups. NAMLE strives to ensure that every individual can consume, create, and disseminate information in the digital environment critically, consciously, and responsibly (National Association for Media Literacy Education, 2025).

NAMLE's free resources section offers a wide array of materials to support media education: teaching guides, lesson plans, assessment tools, and interactive projects for school and university students. Key thematic areas include disinformation, digital literacy, cybersecurity, media analysis, and content creation. These resources are designed for teachers, parents, students, and researchers and are available in various formats, including PDFs, videos, and interactive presentations. They facilitate the integration of media literacy into both formal and non-formal education.

One of the association's major initiatives is the annual NAMLE Conference, which brings together educators, researchers, librarians, teachers, civil society activists, and policymakers working in the field of media literacy. In 2025, the conference was held on 11-12 July in a hybrid format, combining online participation with in-person attendance at several locations in Chicago. The event covered a broad range of topics – from

integrating media education into school curricula to addressing challenges of the digital age, such as artificial intelligence, disinformation, memes, ethical news consumption, inclusion, and environmental sustainability in media.

Participants had the opportunity to engage in panel discussions, thematic sessions, masterclasses, and workshops. The programme featured presentations on critical-thinking practices, methods of multimedia-based instruction, approaches to assessing media literacy within the educational process, and contemporary learning technologies. The NAMLE Conference serves as an important platform for exchanging experiences, developing innovations, and supporting the global movement toward the sustainable implementation of media education.

U.S. Media Literacy Week is an annual national educational initiative organised by the National Association for Media Literacy Education each October (27-31 October 2025). Its goal is to raise public awareness of the importance of media literacy as a key 21st-century skill. Throughout the week, a variety of events are held across all U.S. states, including webinars, panel discussions, presentations, school activities, and professional networking events.

Each day of the week is thematically dedicated to a specific aspect of media literacy, including information access, analysis, critical evaluation, media-content creation, and participation in the media environment. Educators, librarians, researchers, civil society organisations, and government institutions come together to promote

practical tools and resources that foster critical thinking, responsible information consumption, and content creation. The initiative encompasses both formal and non-formal education, contributing to the global dialogue on countering disinformation and strengthening digital resilience (NAMLE, 2025).

EdX (https://www.edx.org/) is an international online learning platform founded by the Massachusetts Institute of Technology and Harvard University, offering access to over four thousand courses from universities and companies worldwide. It encompasses a broad range of fields, from science and technology to business and the humanities. Users can learn at their own pace, earn certificates upon course completion, and enrol in online bachelor's and master's programmes. The platform also supports the development of digital and media literacy. In particular, the following courses are of interest.

The course *"Social Media: How Media Got Social"*, offered by Curtin University, spans four weeks (2-3 hours per week) and examines the origins of social networks, their impact on everyday life, and the transformation of communication practices. Instructors Tama Leaver and Gwyneth Peaty examine how digital platforms have transformed information exchange – an especially pertinent context for understanding the dissemination of misinformation. The course helps develop critical thinking within the media environment.

The course *"Media and Digital Policy in Africa",* designed for a four-month study period (3-5 hours per week),

examines issues related to freedom of expression, access to information, digital rights, and media literacy within the African context. The programme addresses media regulation, the impact of artificial intelligence, strategies for combating disinformation, and the significance of civic participation in shaping democratic information policy. This course is useful for those interested in comparing regulatory approaches, levels of media literacy, and the challenges of the digital age across Africa, Ukraine, Europe, and other regions.

In October 2024, the Ministry of Culture and Strategic Communications of Ukraine, together with the *Filter* project and international partners (IREX, USAID, UNDP, Zinc Network, and the Embassies of the United States, Japan, and the United Kingdom), organised the national ***#TestYourMediaLiteracy*** initiative for the third time as part of Global Media and Information Literacy Week.

The test consisted of 25 questions divided into five thematic blocks: basic media literacy and information space concepts, social media, information credibility and influence, fact-checking skills, and cybersecurity and digital hygiene. More than 80,000 people completed the test on 17 October, marking the highest level of participation in its history. Results showed that 87% of participants correctly identified fake news, but only 7% answered questions on journalistic standards correctly. In total, 6% of respondents achieved an "advanced media literacy" level, while

the largest group (53%) answered 12–23 questions correctly and received a "beginner" designation (Kachkovska, 2024).

Every participant received an electronic certificate. In addition, the 50 top performers received prizes such as books, chargers, and media games.

The test is designed to provide a large-scale assessment of media literacy levels, raise public awareness about the mechanisms of disinformation and media manipulation, mobilise society in the context of information warfare, and strengthen critical thinking and digital culture across different age groups. This initiative represents an important step toward implementing Ukraine's Information Security Strategy, as it unites government institutions and international partners, engaging pupils, students, educators, civil servants, and journalists in building information protection and critical resilience.

CONCLUSIONS

The analysis of contemporary digital educational resources indicates that media literacy has become a fundamental prerequisite for cultivating critical thinking, information resilience, and responsible engagement in digital environments. Significant progress has been made in creating accessible, practice-oriented tools that support learners of all ages, from school students to educators and the broader society. These tools include a diverse range of online courses, methodological guides, interactive learning activities, and

professional development programs that enhance the ability to navigate misleading information, identify manipulative techniques, and strengthen digital safety.

International experience underscores the importance of diverse instructional formats, global perspectives, and innovative methodological approaches to media literacy. Globally, educational initiatives are placing increasing emphasis on the growing importance of critical engagement with information, particularly in the context of rapid technological development, the proliferation of synthetic media such as deepfakes, and the expanding influence of artificial intelligence on information production and dissemination. Collectively, these developments emphasise the necessity for continuous innovation in media-education practices.

The findings of this study demonstrate that integrating digital education resources into both formal and non-formal learning environments has a significant impact on the effectiveness of media literacy education. Contemporary courses are now responsible not only for providing students with a theoretical foundation, but also for cultivating practical competencies essential for navigating complex digital ecosystems. These competencies include verifying sources, analysing visual materials, recognising misinformation, and understanding the ethical norms of media creation.

A key conclusion of this analysis is that media literacy education must be responsive and adaptable to changing needs. As

digital technologies evolve and disinformation strategies become more sophisticated, educational approaches must be regularly updated to incorporate interactive components and align with global standards of information security and digital competence.

A comprehensive review of national and international experiences reveals that the sustained development of media literacy depends on systemic support, cross-sector collaboration, and the active involvement of educators, students, researchers, and policymakers. Strengthening media literacy at all levels of education is crucial in building an informed and resilient society capable of confronting disinformation and participating responsibly in the global information landscape.

PROSPECTS FOR FURTHER RESEARCH

Future research on digital resources for media literacy development should focus on evaluating the actual effectiveness of specific online courses, interactive platforms, and fact-checking tools in enhancing learners' critical thinking and information verification skills. Empirical studies using diagnostic assessments or observational methods would help determine which formats are the most effective in different educational contexts. Further investigation is also needed into how digital media literacy tools can be more systematically integrated into school and university programmes, including the level of teachers' preparedness and the institutional conditions that influence adoption. In addition, as AI-generated content and

deepfake technologies rapidly evolve, researchers should explore how these new challenges reshape media-literacy requirements and what pedagogical approaches best support learners' ability to navigate complex digital environments. Finally, comparative studies across countries could provide valuable insights into effective strategies for enhancing media literacy in Ukraine and aligning national practices with global trends.

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ЦИФРОВІ ОСВІТНІ РЕСУРСИ ДЛЯ РОЗВИТКУ МЕДІАГРАМОТНОСТІ: УКРАЇНСЬКИЙ ТА МІЖНАРОДНИЙ ДОСВІД

Колісніченко Ангеліна,
кандидат педагогічних наук, доцент кафедри англійської мови та методики її навчання, Уманський державний педагогічний університет імені Павла Тичини, вул. Садова 22, м. Умань, Черкаська область, 20300,
a.kolisnichenko@udpu.edu.ua

Капелюшина Тетяна,
кандидат педагогічних наук, доцент кафедри англійської мови та методики її навчання, Уманський державний педагогічний університет імені Павла Тичини, вул. Садова 22, м. Умань, Черкаська область, 20300, t.kapeliushna@udpu.edu.ua

Стаття присвячена аналізу сучасних цифрових освітніх ресурсів, що сприяють розвитку медіаграмотності в українському та

міжнародному контекстах. Стрімкий розвиток цифрових технологій, поширення дезінформації, маніпулятивного контенту та синтетичних медіа суттєво актуалізують потребу у формуванні критичного мислення та навичок безпечного орієнтування в інформаційному середовищі. У дослідженні розглянуто широкий спектр цифрових інструментів – онлайн-курси, інтерактивні платформи, методичні посібники, професійні програми підвищення кваліфікації – та проаналізовано їхній потенціал у формуванні стійкості до дезінформації, умінь перевірки фактів, аналізу медіаконтенту та цифрової безпеки.

Методами контент-аналізу та порівняльного огляду визначено педагогічну цінність і структурні особливості провідних ресурсів, зокрема українських освітніх ініціатив, міжнародних масових онлайн-курсів, гайдів із фактчекінгу та програм для освітян. Виявлено, що цифрові освітні ресурси пропонують доступні та масштабовані можливості для розвитку медіаграмотності серед різних вікових і професійних груп, сприяючи інтеграції практичних навичок критичного аналізу у формальну й неформальну освіту.

Результати дослідження засвідчують, що поєднання національного та міжнародного досвіду дає змогу визначити ефективні підходи й інноваційні практики медіаосвіти, а також окреслити напрями удосконалення цифрових інструментів у відповідь на нові інформаційні виклики, зокрема на поширення дипфейків і алгоритмічно персоналізованого контенту. Зроблено висновок, що системна підтримка, міжсекторна взаємодія та безперервне оновлення освітніх матеріалів є ключовими умовами для формування медіаграмотного, інформаційно стійкого суспільства, здатного протидіяти маніпуляціям у цифрову добу.

Ключові слова: *цифрові освітні ресурси; медіаграмотність; критичне мислення; інформаційна стійкість; дезінформація.*

DIGITAL TOOLS SELECTION FOR INCLUSIVE COURSE DESIGN AT UNIVERSITY

Liudmyla Bilousova
ORCID ID 0000-0002-2364-1885
PhD in Physics and Mathematics, professor
Academy of Cognitive and Natural Sciences,
54 Universytetskyi Ave., Kryvyi Rih, 50086, Ukraine (Ukrainian Branch)
LIB215@gmail.com

Liudmyla Gryzun
ORCID ID 0000-0002-5274-5624
Doctor of Science in Pedagogy,
Professor of the Information Systems Department
of Simon Kuznets Kharkiv National University of Economics.
9A Nauky Ave., Kharkiv, 61166, Ukraine,
Lgr2007@ukr.net

ABSTRACT

The paper addresses the currently important issues of building an inclusive learning environment at universities and the design of courses as components of this environment. According to the goals of the work, it explores and elaborates a functional approach to the selection of didactic and digital tools that provide a design of inclusive learning courses based on the universal learning design (UDL) concept associated with neuropsychology. This includes identifying three large-scale brain networks, which are responsible for certain aspects of information perception, information processing, and decision-making. Building on these neuropsychological explorations, we identified the didactic approaches and matched them with the necessary digital tools. This allows for achieving such variability within an inclusive course design for each component of the learning process (supported by a proper large-scale brain network) and at all three levels. In addition, the paper highlights the experience and preliminary results of the pilot implementation of an online course as a component of a virtual inclusive campus, which was designed based on the elaborated approach. After the course piloting, the key findings were summed up, including the strengths and weaknesses of the course. After the improvements, the course is going to be disseminated to a larger cohort of trainees with follow-up empirical research on the students'

satisfaction, level of accessibility, and learning motivation, which makes a prospect of the research.

Keywords*: inclusive learning environment, university ecosystem, inclusive course design, universal design for learning, variability, accessibility, digital tools.*

INTRODUCTION

In the rapidly evolving landscape of higher education, the imperative to create inclusive learning environments has never been more urgent. Universities are challenged not only to accommodate a diverse student population but also to ensure equitable access to quality education for all learners, including those with varying abilities, backgrounds, and learning preferences. The transition to digital and blended learning formats, accelerated by global events and technological advancements, has further highlighted the necessity for thoughtfully designed courses that address the principles of inclusivity and universal access (Denysova & Tsapro, 2024; Mospan & Sysoieva, 2022; Mospan, 2023).

Despite significant progress in educational technology, many institutions still face obstacles in selecting and integrating didactic and digital tools that genuinely support inclusive pedagogy. The Universal Design for Learning (UDL) framework has emerged as a leading paradigm, offering a set of principles and guidelines to guide the development of flexible, accessible, and engaging learning experiences. However,

practical approaches for the systematic selection and implementation of such tools determined by UDL principles remain underexplored in the context of course design at the university level.

Thus, it is important to explore theoretical pillars of building accessible and inclusive courses, and to pick up relevant didactic and digital tools which could help implement these theoretical pillars into the practice of the said courses' design. Therefore, our research addresses this critical gap by exploring and elaborating a functional approach to the selection of didactic and digital tools for the design of inclusive learning courses, explicitly anchored in UDL principles.

RESEARCH OBJECTIVES

The purpose of this research is to explore and elaborate on a functional approach to selecting didactic and digital tools that provide the design of inclusive learning courses based on UDL principles. In addition, the paper highlights the experience of piloting an online course as part of a virtual, inclusive campus. The paper comprises the interconnected sections: introduction, where the importance and urgency of the work are formulated; theoretical framework analyses of recent studies related to the topic and providing the proper theoretical background for the research; the results and discussion subsection, which highlights and interprets the progress of the work, and conclusions closing the paper.

METHODOLOGY AND THEORETICAL FRAMEWORK

The theoretical framework of the research is made by the results of learning of recent studies and other resources devoted to the: (1) challenges of building an inclusive learning environment at contemporary university; (2) design of the courses as a component of learning environment; (3) concepts of UD and UDL as a pedagogical and psychological pillars for inclusive courses structuring, design and implementation.

According to various resources and educational evidence, the creation of an accessible and inclusive learning environment at contemporary universities is really urgent, and at the same time, very challenging. Recent studies (Rudnik, 2022; Vergara et al., 2025; Vieriu, 2025) highlight that the drive for inclusivity in higher education is shaped by increasing student diversity, technological advances, and evolving pedagogical expectations. In particular, it is pointed out that there is often a gap between institutional policies and their practical application, mainly due to inconsistent teacher training and technical limitations. While available digital tools can support flexible and inclusive pedagogical designs, shortcomings like the lack of automated accessibility checks and limited support for specific disabilities persist (Vergara et al., 2025). In addition, the inconsistent implementation of inclusive practices (especially in Ukrainian institutions) is constrained by the insufficient conceptual, methodological, and financial base for the overwhelming and

correct implementation of advanced techniques of inclusive higher education (Afonso et al., 2025; Vergara et al., 2025).

It is also underlined (Afonso et al., 2025; Bindhani et al., 2024) that the effectiveness of inclusive education is closely tied to systematic training of educational staff. Without ongoing professional development, educators may resist implementing inclusive strategies due to their lack of readiness in both theoretical and practical terms. Teachers' training (re-training) must be focused on their professional development in terms of mastering the psychological and didactic basics of the inclusive ecosystem of a university. Besides, the teachers should also be equipped with proper digital tools that allow the educators to implement accessibility and diversity of delivered educational services. As it is claimed in the academic and practical resources, these things are challenging and remain urgent and unsolved. There is a lack of systematic approaches to equity and inclusion, and more research is needed to address these gaps (Sharma, 2019).

Existing resources and systemic barriers are also emphasised in some studies as challenges to building an inclusive learning environment at a university. Attitudinal barriers (like misconceptions about disabilities), inadequate funding, and rigid curriculum frameworks prevent the provision of individualised support. These systemic issues can lead to segregation and discrimination, undermining the goals of inclusive education (Bindhani et al., 2024). It is underlined the need for holistic approaches implementation: successful inclusive education initiatives prioritise collaboration

among stakeholders, flexible curriculum design, and access to specialised support services. These approaches foster a sense of belonging and promote empathy and understanding among all students (Afonso et al., 2025).

The next theoretical pillar of our work is based on the studies devoted to the problems of designing inclusive courses as components of the learning environment. The courses are seen as a central thing to shaping the learning environment, and their design significantly impacts accessibility, inclusivity, and student engagement. Inclusive courses are also considered essential elements that ensure equal access to education for all students (Chamblin, 2017; Moore et al., 2007). According to studies, the process of inclusive online course design includes some stages that are similar to the design of conventional courses, but their results are different. These stages include:

(1)   Students' needs analysis: understanding the specific needs of students to adapt the course to their abilities.

(2)   Development of educational materials and learning content: creating materials in various formats (text, video, audio) and ensuring their accessibility for all students.

(3)   Interactivity support: including interactive elements (surveys, discussions, group projects) to ensure active students' engagement and participation. It is admitted that the design of online and hybrid courses, guided by the Online Engagement Framework (OEF), can significantly enhance students' engagement. Redesigning courses to include cognitive,

behavioural, and emotional elements leads to higher student satisfaction and success (Freels et al., 2025; Mohammed et al., 2019; Ren et al., 2024).

(4) Adaptive technologies implementation: using technologies that support inclusion (e.g., text-to-speech programs, accessible PDF documents).

(5) Providing monitoring and evaluation: continuous monitoring of student progress and adapting the course according to their needs.

Based on the papers' analysis (Chamblin 2017; Freels et al., 2025; Schott et al., 2015), we distinguished the peculiarities of the design stages of inclusive courses in comparison with typical conventional ones (Table 1).

Table 1

Comparison of the Design Stages of Conventional and Inclusive Learning Courses

Stage of design	Conventional Course	Inclusive Course
Needs Analysis	General student analysis	Consideration of each student's specific needs
Materials (content) Development	Text-based materials	Various formats (text, video, audio)
Interactivity	Testing, surveys	Additional interactive elements
Adaptive Technologies	May be limited	Use of adaptive technologies
Monitoring	General assessment of success	Individualised approach to assessment

Thus, as it is emphasised (Álvarez-Chaves, 2025; Semerikov et al., 2025; Smith & Ragan, 2005), an inclusive course is an important component of an inclusive university environment. Such a course is intended to provide: (1) equal access to learning: courses are designed to accommodate the needs of students with different disabilities (e.g., through the use of adapted fonts, text alternatives for graphics, and subtitles for videos); (2) personalizing the learning process that is reached through flexible deadlines for assignments, different forms of assessment, and access to learning materials at a time convenient for the student; (3) additional means of engagement and interactivity like forums, virtual discussion rooms, group projects that promote active interaction between students and the teacher; (4) adapting teaching approaches: teachers can use blended learning methods that encompass both traditional and digital means of presenting material.

However, in advanced educational centres which promote efficient inclusive practices, it is emphasised that a high-quality inclusive course should be built based on the concept of universal learning design and must meet the set of special requirements. Therefore, it is important to highlight the theoretical foundations of Universal Design (UD) and Universal Design for Learning (UDL) as pedagogical and psychological pillars for inclusive course structuring, design, and implementation. This allows us to justify the didactic basics and the selection of digital tools for the development of the said courses as a part of the university ecosystem.

Universal Design (UD) and Universal Design for Learning (UDL) are recognised as educational approaches for guiding educational practice that provide flexibility and adjustability in the ways of learning content representation, students' engagement, knowledge expression, and skills demonstration by the students. The approaches allow for reducing barriers in instruction, providing appropriate accommodations, supports, and challenges, and maintaining high achievement expectations for students. Besides, UDL aims to eliminate architectural, pedagogical, and curricular barriers, providing equal learning opportunities for all students. It advocates for flexible, interactive, and proactive instructional approaches (Wakefield, 2018).

The key UDL Principles can be used as a fundamental for inclusive course design. In fact, UDL is built on three core principles: provision of variety and multiple means of engagement, representation, and action/expression. These principles ensure that learning environments are flexible and accessible, accommodating diverse abilities, backgrounds, and learning styles (IDA, 2021; Priyadharsini, 2024).

UDL Principles contribute to teachers' competence development. Training in UDL significantly enhances teachers' ability to value diversity and implement accessible lesson planning. The effectiveness of UDL training is independent of course duration or delivery mode, making it a scalable solution for teacher development. In terms of integration with policy, UDL aligns with international conventions (e.g., UN CRPD) and

national policies, reinforcing the right to inclusive education. Its adoption is seen as a paradigm shift in inclusive education, moving from one-size-fits-all to need-based, personalised learning (IDA, 2021; Priyadharsini, 2024).

Finally, inclusive learning environments face persistent challenges, including inconsistent practice, resource limitations, the need for ongoing teacher development, and others. Courses make up the core of the inclusive learning environment. The process and results of their design, especially within blended learning, can either support or prevent inclusivity at a university. The concept of UDL provides a robust framework for structuring, designing, and implementing inclusive courses, emphasising flexibility, accessibility, and the removal of barriers. At the same time, the course design based on UDL principles put forward the task of picking up proper didactic ways and justified selection of digital tools for these principles' realisation, which is the core purpose of our work.

RESULTS AND DISCUSSION

The theoretical issues were implemented to elaborate on the strategy of selecting the proper didactic and digital tools. In particular, the functional approach was used, which allowed us to match neuropsychological functions of large-scale brain networks with the leading components of the tutorial process determined by UDL principles. We also picked up proper didactic and digital

tools for their realisation. The main ideas of this process of matching and selection are depicted below.

The core pillar is that the UDL concept is associated with neuropsychology, identifying three large-scale brain networks. According to neuropsychology (IDA, 2021; Priyadharsini, 2024; Wakefield, 2018), the learning process is based on the interaction of several large-scale brain networks, each of which is responsible for certain aspects of information perception, information processing, and decision-making.

One of the large-scale brain networks involved in the learning process is the affective network, focusing on why a human being learns. It is responsible for motivation, interest, and emotional aspects of learning (Wakefield, 2018). For instance, using interesting, relevant and personally-driven learning content can maintain students' motivation. Affective networks interact with receptive large-scale brain networks that are focused on what a person learns. It is in charge of the perception and processing of information via vision, hearing, and touch, which encourages educators to envisage presenting learning content in different formats (text, audio, video).

Finally, there are also strategic large-scale brain networks focusing on how we learn and are responsible for planning, organising and completing learning tasks that make educators think about allowing students to choose the formats of completing and performing the tasks. These networks and their interaction help to develop teaching strategies that consider the

neuropsychological diversity of learners (Chamblin, 2017; Wakefield, 2018). Exactly from the understanding of the functions of the said large-scale brain networks, the three UDL principles ensure variability and design options in the realisation of the learning components: (1) Students' Engagement; (2) Learning Content Presentation; (3) Students' Action & Knowledge Expression. Moreover, the design options are essential at different levels: at the level of physical and direct accessibility to the learning content, at the level of cognitive accessibility to the learning content, and at the level of executive function of a learner. Thus, it is necessary to determine the ways and tools to achieve such variability within an inclusive course design for each component of the learning process and at all three levels.

Let us determine the didactic ways and select proper tools to achieve variability of Learning Content Representation. The presentation of learning content in an inclusive course should be adapted to the diverse cognitive and sensory needs of students. This includes ensuring that information is accessible through different channels and formats at different levels of presentation of learning content.

Thus, at the level of physical access and perception of learning content, the variability in the course can be achieved via:

• providing learning content in various ways (through sight, hearing, touch, etc.);

• providing information in a format that allows the user to customise it.

Digital tools selection may include the following instruments:

(1)   embedded tools of LMSs (accessibility widgets);

(2)   services for converting textual educational content into video (sound) format (e.g., InvideoAI, ElAI);

(3)   means for adding subtitles.

At the second level of so-called cognitive access of learning content, where the linguistic-symbolic form of learning content representation is recommended to be used, the variability in the course can be achieved thanks to the representation of the learning content:

●   in various forms from the standpoint of its cognitive perception and awareness (through explanation of textual and symbolic information, different structuring, multiple visualisation using various multimedia tools);

●   in different languages.

Therefore, selected digital tools may include the following groups of instruments:

(1) graphic organisers and smart infographics tools (e.g., Lucidchart, Napkin, Canva);

(2) tools for semantic analysis of the text (e.g., Voyant Tools, TextAnalyzer).

Finally, at the highest level of cognitive accessibility (awareness of educational content and building learners'

knowledge), the variability in the course can be achieved through the following ways:

- appealing to previously acquired knowledge;

- generalisation of educational information in various ways (through a semantic portrait of educational content, infographics, supporting (video) summaries);

- managing the process of assimilation (processing) of educational content using interactive visualisation.

Respectively, the digital tools that can be used to achieve this level of variability should include the applications and platforms for the creation of interactive video and presentations (e.g., H5P, ISLCollective, EddPuzzle, Mentimeter).

We would like to emphasise that, in terms of the provision of inclusion and ensuring universality of learning within the inclusive course, in the context of the learning content representation. The suggested didactic and digital tools promote active awareness, understanding, and assimilation of content by students with different types of intelligence and with different abilities. In fact, the suggested tools allow us to achieve the main goal of UDL: not only to make information accessible for perception, but rather to teach students to transform the information available to them into knowledge ready for their application. Then, we should select proper tools to achieve variability for the students' engagement component while implementing an inclusive course design.

At the level of welcoming and maintaining interest in the learning engagement component, the priority must again be focused on accessibility of educational content. Psychologists emphasise that information that is not paid attention to, that does not engage students in learning effectively, remains inaccessible to them. Multiple ways of drawing attention to relevant information contribute to its accessibility for students with different levels of interest and preferences. So, at the level of welcoming and maintaining interest in learning, the variability in the course can be achieved through the following:

•   varied ways to draw attention to relevant information;

•   supporting individual choice and autonomy;

•   custom settings to minimise distractions and a 'mistake-proof' strategy.

Respectively, the digital tools that can be used to achieve this level of variability for the Students' Engagement component should include embedded in the learning platforms means of attention attraction and its retaining; emotional connection through personalised greetings; discussions in forums and personal encouragement from the teacher side.

At the second level, where sustaining effort and persistence should be supported, the variability can be achieved thanks to the following didactic means:

●   increasing the relevance of goals and objectives;

● variation (ranking) of the course and microtasks requirements;

● stimulating collaboration through various means of interactivity;

● increasing feedback aimed at improving learning outcomes.

It is essential to underline that the learning of skills and strategies requires sustained attention and effort. Students vary considerably in their ability to self-regulate in this way. Their differences reflect differences in their initial motivation, abilities and skills, receptivity to context, and so on. Thus, to realise the said didactic means for the students' diversity, in an inclusive course, there should be implemented such groups of digital tools like:

(1) platforms for creating quizzes that increase students' interest in learning and interactive surveys for collecting students' opinions in real time (e.g. Kahoot, Mentimeter, Slido);

(2) tools to implement gamification strategies both in individual and team mode (e.g. ClassCraft platform);

(3) interactive whiteboards for collaboration and exchange of ideas between students (for instance, Padlet or Zoom whiteboard and others).

At the third level of the students' engagement, it is recommended to apply the following didactic means:

● promoting expectations and beliefs that enhance motivation;

● developing personal skills and coping strategies;

● developing self-esteem and reflection.

We would like to underline that students in general develop self-regulation skills on their own, via trial and error or by observing successful practices. In the whole, learners experience significant difficulties developing these skills, and individual differences are more likely than uniformity. Thus, a successful approach should focus on providing enough alternatives to assist students with varying abilities to effectively manage their own engagement in studying. Therefore, at this level, there can be applied digital tools which involve students with different levels of motivation and eagerness to learn in practically driven activities (special e-environments for exact subject domains, simulators, gamification platforms). Besides, the tools help to organise group projects and provide transparency in the distribution of tasks (e.g., Trello platform).

Finally, we are going to suggest the didactic ways and select proper tools to achieve variability at different levels for the Students' Action & Knowledge Expression component while an inclusive course design. According to studies, it is really important to provide students with the opportunity to choose how

to complete tasks and demonstrate their knowledge. This promotes creativity and reduces barriers to learning.

At the lowest level of physical actions to access and navigate learning content, variability in an inclusive course can be achieved via varied navigation and feedback methods and supporting individual access to learning tools and assistive technologies. In the course design, it is essential to understand that the learning content that is difficult to access or illogically arranged creates a barrier to its accessibility, remaining inaccessible to the students. Thus, alternative methods of navigation contribute to its physical accessibility for students with different needs. The digital tools in this context are embedded tools for efficient and alternative navigation in LMSs, including built-in accessibility widgets. At the second level of this component of learning, focused on students' knowledge and communication, in the didactic dimension:

● variety of communication tools;

● opportunities for students to demonstrate knowledge through a variety of tools, forms and formats;

● assessment flexibility through graded levels of support for practical tasks and performance.

These solutions seem to be correct, as there is no single way to express knowledge that is optimal for all students. Therefore, providing options for learning activities and ways of expression is

important to provide equal opportunities for academic achievements for all students.

Thus, in an inclusive blended learning environment, learners should be supported to use a variety of digital tools to express their knowledge in the format that is the most appropriate to them in terms of physical and cognitive accessibility. Therefore, the different groups of digital tools should be available for students to express their knowledge in the best way possible. These groups include:

(1)   tools for creating infographics as an alternative way for students to express their knowledge and opinions (e.g., Lucidchart, Napkin, Canva);

(2)   tools for storytelling design (e.g., MyStorybook, Moovly, Adobe Spark);

(3)   tools for design of interactive video and presentations (e.g., H5P, ISLCollective, EddPuzzle);

(4)   teamwork tools (e.g., Miro, Trello) to collaborate on projects.

On the highest level of this component of learning, executive functions are implemented. Psychologically, executive functions are the abilities which allow a learner to overcome impulsive, short-term responses to the environment and instead set long-term goals, plan strategies to achieve the targets, monitor their progress, and adapt strategies if needed. Thus, in terms of students' diversity, the educators should focus on:

- managing the right goal setting;

- supporting planning and developing learning strategies;

- enhancing the ability to monitor learning progress;

- using formative assessment (self-reflection or peer assessment), encouraging students to reflect on their learning outcomes.

The digital tools can indirectly assist students and teachers. As a recap of our explorations, these theoretical deliverables allowed us to match neuropsychological functions of large-scale brain networks with the leading components of the tutorial process determined by UDL principles. Specifically, we picked up proper didactic and digital tools for the principal's realisation in the progress of design of inclusive courses as an integral part of the university. The depicted didactic and psychological pillars, as well as proper digital tools, made a basis for the development and implementation of the author's course "Tools for inclusive course design" as a component of the inclusive virtual campus piloted within an Erasmus+ project, Academic Freedom and Inclusion through Digitalisation (AFID).

The course was deployed on the MS Teams platform, whose embedded facilities were implemented to provide primary physical level of accessibility to the learning content

presentation, navigation, and students' engagement. The course was designed based on the said UDL principles, providing the variability of all the components of the tutorial process using the didactic ways and digital tools presented above. Besides, the essence of learning content got the students (mostly, they were PhD students and university teachers who are eager to design themselves inclusive courses) familiar with theoretical basics of inclusive environment building, peculiarities of a course design based on UDL pillars, and their neuropsychological foundations. The practical focus of the course was the selection and mastery of different groups of digital tools in the context of their facilities for achieving variability for potential students' engagement, learning content presentation, and students' action. Thus, we could expect the designed and implemented inclusive course as an important component of an inclusive university ecosystem may become an instrument for empowering students by providing: access to learning resources from anywhere in the world; use of adaptive platforms that adapt to the student's pace and learning style; integration of accessibility technologies to create a comfortable learning environment for all participants.

The current students of the piloted course (in total 32 trainees) were assigned a spectrum of various analytical and practical tasks that allowed them to choose the format and tools for their performance and provided them with freedom of choice and necessary variability. Fig. 1 presents the episodes

of students' tasks done within the course, piloting and mastering proper digital tools (services for converting textual educational content into video (sound) format (InvideoAI, ElAI); graphic organisers and smart infographics tools (Lucidchart, Napkin, Canva); tools for semantic analysis of the text (Voyant Tools)) to learn how to achieve variability of Learning Content Representation.

Figure 1 *Students' Works Done in the Course with Digital Tools to Achieve the Variability of Learning Content Representation*

Fig. 2 presents the episodes of students' tasks performing within the course piloting and mastering digital tools (gamification

platforms (e.g., ClassCraft); platforms for creating quizzes that increase students' interest in learning and interactive surveys for collecting students' opinions in real time (e.g. Kahoot, Mentimeter, Slido) and their combinations) to learn how to achieve variability in the Students' Engagement and Motivation.
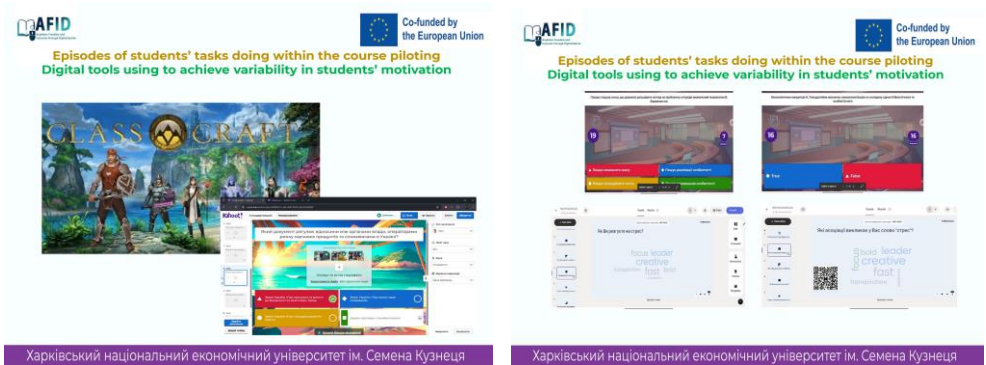

Figure 2 *Students' Works Done in the Course with Digital Tools to Achieve Variability in Students' Engagement and Motivation.*

Fig. 3 presents the episodes of students' tasks performing within the course, piloting and mastering various digital tools to learn how to achieve variability in Knowledge Expression.

Figure 3 *Students' Works Done in the Course with Digital Tools to Achieve Variability in Knowledge Expression*

After the course piloting, there were summed up the key findings according to proper metrics (maximum rating is 5). In particular, it was revealed:

- Inclusion Feedback: 99% of students who felt supported.

- Instructor Evaluation: 4.9-5 rating for training adequacy and support effectiveness.

- Satisfaction Levels: average 4.55-4.9 rating for content, accessibility.

- Accessible inclusivity features (subtitles, multilingual materials, visual generalisation of the content): average rating 4.55.

- The structure of the course materials was clear and logical, and the content was very detailed: average rating 4.9.

- High engagement: active participation, the tasks were engaging, interactive, and contributed to the development of the students' skills: average rating 4.9.

- Effective instructor–student interactions: average rating 4.9.

Besides, analysing the students reviews as feedback after piloting, there were underlined some important strengths of the course that included: (1) high level and quality of educational service, (2) the course is practical, interesting and as meaningful as possible; (3) the knowledge gained within the course are implemented by students in their practical activities (teaching, scientific, educational, practical-psychological/therapeutic,

volunteer); (4) the program of the course is logically and qualitatively planned, (5) students appreciated the variety of the formats of learning content presentation and others. There were also revealed some challenges and areas of improvement which include occasional technical difficulties (e.g., connectivity, platform navigation), need for more personalised support, content enhancement opportunities and others. After the improvements, the course is going to be disseminated for a larger cohort of trainees with follow-up empirical research on the students' satisfaction, level of accessibility and motivation to learning, which makes a prospect of our research.

CONCLUSIONS

The paper treats the currently important issues of building an inclusive learning environment at contemporary universities and the design of the courses as components of the said environment. Based on recent studies' analysis, it is proved the urgency of the research associated with the importance of exploring theoretical pillars of building accessible and inclusive courses has been proven. To elaborate a functional approach to the selection of didactic and digital tools for the design of inclusive learning courses, resting on the paradigm of universal learning design.

According to the goals of the work, it is explored and elaborated functional approach to the selection of didactic and digital tools which provide a design of inclusive learning courses based on the UDL concept associated with neuropsychology. This

includes identifying three large-scale brain networks, each of which is responsible for certain aspects of information perception, information processing, and decision-making. Exactly from the understanding of the functions of the said large-scale brain networks, the three UDL principles come and determine the necessity to ensure variability and design options in the realisation of each of the components of the learning process: (1) Students' Engagement; (2) Learning Content Presentation; (3) Students' Action & Knowledge Expression. It is also underlined by psychologists that the importance of ensuring these design options at different levels: at the level of physical and direct accessibility to the learning content, at the level of cognitive accessibility to the learning content, and at the level of executive function of a learner.

Resting on these neuropsychological explorations, we determined the didactic ways and matched them with groups of necessary digital tools. This allows for achieving such variability within an inclusive course design for each component of the learning process (supported by a proper large-scale brain network) and at all three levels.

In addition, the paper highlights the experience and preliminary results of the pilot implementation of an online course as a component of a virtual inclusive campus, which was designed based on the elaborated approach. After the course piloting, the key findings, including the strengths and weaknesses of the course, were summed up. It was concluded that after the improvements, the course should be disseminated to a larger number of trainees

with follow-up empirical research on the students' satisfaction, level of accessibility and motivation to learning, which makes a prospect of our research.

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ВИБІР ЦИФРОВИХ ІНСТРУМЕНТІВ ДЛЯ РОЗРОБКИ КУРСУ ЯК КОМПОНЕНТА ІНКЛЮЗИВНОГО НАВЧАЛЬНОГО СЕРЕДОВИЩА В УНІВЕРСИТЕТІ

Людмила Білоусова,

кандидат фізико-математичних наук, професор, Академія когнітивних та природничих наук (Українська філія), просп. Університетський, 54, 50086, Кривий Ріг, Україна, LIB215@gmail.com

Людмила Гризун,

доктор педагогічних наук, професор кафедри інформаційних систем Харківського національного економічного університету імені С. Кузнеця, просп. Науки, 9А, 61166, Харків, Україна, Lgr2007@ukr.net

У дослідженні розглядаються актуальні питання побудови інклюзивного навчального середовища в сучасному університеті та проєктування курсів як компонентів цього середовища. Відповідно до цілей роботи, досліджується та розробляється функціональний підхід до вибору дидактичних та цифрових інструментів, які забезпечують проєктування інклюзивних навчальних курсів на основі концепції універсального дизайну для навчання (UDL), пов'язаної з нейропсихологією, визначаючи три великомасштабні мережі мозку, кожна з яких відповідає за певні аспекти сприйняття інформації, обробки інформації та прийняття рішень. Спираючись на ці нейропсихологічні дослідження, в роботі запропоновано дидактичні методи та зіставили їх із групами необхідних цифрових інструментів, які дозволяють досягти такої варіативності в рамках інклюзивного дизайну курсу для кожного компонента навчального процесу (підтримуваного відповідною великомасштабною мережею мозку) та на всіх трьох рівнях. Крім того, у статті висвітлено досвід та попередні результати пілотного впровадження онлайн-курсу як компонента віртуального інклюзивного кампусу, який був розроблений на основі розробленого підходу. Після пілотування курсу було підсумовано деякі ключові висновки, включаючи сильні та слабкі сторони курсу. Після внесення покращень курс буде поширено на більшу когорту слухачів з подальшим емпіричним дослідженням щодо задоволеності студентів, рівня доступності та мотивації до навчання, що є перспективою нашого дослідження..

Ключові слова: *інклюзивне навчальне середовище, екосистема університету, проєктування інклюзивного курсу, універсальний дизайн для навчання, варіативність, доступність, цифрові інструменти.*

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