

UKRAINIAN EDUCATION AND ITS SECRET OF SUCCESS

УКРАЇНСЬКА ОСВІТА ТА ЇЇ СЕКРЕТ УСПІХУ

Ukrainian education faced the difficult challenges. The article deals with solutions to problems of teaching English for Specific Purposes in wartime. Attention is drawn to the content of training future specialists in the field of mediation, social workers, administrative management. The necessity of self-assessment is confirmed. It is noted that scientists classify the term "individualization" differently, however, all of them believe that individualization in education allows foreign language teachers in higher education institutions to meet modern requirements of today, and to carry out sufficient educational process.

The author examined the emotional state of students from the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", the Faculty of Sociology and Law and proposed the Individual-Situational Study. The Individual-Situational Study includes activities, attitudes, affect, knowledge, and resources devoted to supporting students' development, including confidence and motivation. Although the author convinced that the level of motivation and atmosphere are a necessary condition for successful learning. The importance of the independent mistakes correction is pointed out, its relevance in the light of reforming pedagogical education is proved. Emphasis is placed on the role of English language teachers as a key figure in the formation of friendly atmosphere in English classes.

The results indicate that students, who were involved in learning process based on Individual-Situational Study, become more confident and motivated. It is concluded that Individual-Situational Study is an important aspect in education. The use of this study provides opportunities to improve the speaking and listening skills, to increase the confident.

Key words: Individual-Situational Study, state of health, motivation, problem solving strategies, mistakes correction.

Українську освіту спіткали складні труднощі. Стаття розкриває рішення проблем

навчання англійської мови для професійних потреб під час війни. Увага приділяється змісту навчання майбутніх фахівців у галузі медіації, соціальної сфери, адміністративного менеджменту. Обґрунтовано необхідність самооцінювання. Зазначається, що вчені класифікують термін «індивідуалізація» по-різному, однак усі вони переконані, що індивідуалізація в освіті дозволяє викладачам іноземної мови у ЗВО працювати відповідно до вимог сучасності та здійснювати процес навчання на високому рівні.

Автори дослідили емоційний стан студентів Національного технічного університету України «Київський політехнічний інститут імені Ігоря Сікорського», факультет соціології і права та запропонували індивідуально-ситуативне навчання. Індивідуально-ситуативне навчання включає діяльність, відносини, вплив, знання та ресурси, які спрямовані на підтримку розвитку студентів, включаючи впевненість та мотивацію. Також автор переконує, що рівень мотивації та атмосфера є необхідною умовою для успішного навчання.

Виокремлено важливість самостійного виправлення помилок та доведено їх ефективність крізь призму реформування педагогічної освіти. Наголошено на значущості ролі вчителя англійської мови як ключової домінанти, яка забезпечує дружню атмосферу.

Результати засвідчили, що студенти, які були задіяні в індивідуально-ситуативному навчанні, показали вищий рівень впевненості та вмотивованості. Було зроблено висновок, що індивідуально-ситуативне навчання є важливою складовою освітнього процесу. Використання цього виду навчання дає можливості для вдосконалення навичок говоріння та аудіювання, підвищує рівень впевненості.

Ключові слова: індивідуально-ситуативне навчання, стан здоров'я, мотивація, стратегія вирішення проблем, виправлення помилок.

UDC 378.147:811.111

DOI <https://doi.org/10.32782/2663-6085/2022/50.2.22>

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Introduction. How to teach those who are frightened by the heat of war? How to bring the educational material to those who have lost their homes, their relatives?

The Ukrainian education system faced the difficult challenges that caused the war, and proved to the world that it could cope with them. The war made us to rethink of the principles of the learning process. Now it is necessary to focus attention on the ability to motivate to gain knowledge, to help to reveal your potential, your talent. These skills were extremely necessary during the war and helped the students to get what seemed forever lost. These skills are extremely important in the future.

Analysis of recent researches and publications. The analysis of literature on pedagogy and psychology conducted by us shows that the problem of individualization of education has always been given due attention. The term "individual study"

can be considered as synonymous with "single", independent study or alone with a teacher [3, p. 8–13].

Also Volodko V. (1996) emphasizes on the individual learning in universities. He notes the development of individual opportunities of a particular personality.

Among a number of educational approaches we choose the "Differentiated", because it is better describes the content of the concept of Individual – Situational Study (ISS), which is introduced by us.

Thus, the Differentiated approach is aimed to achieve the students' common goal, but in different ways. The essence of the Differentiated approach consists of a set of different independent students' activity, the purpose of which is to facilitate the mastering of educational material in accordance with individual mental abilities and the level of knowledge of students [2, p. 11–12].

The aim of the article is to outline some features of the experience of using Individual-Situational Study and substantiate the need to use this method in English classes. A set of theoretical methods were used: analysis, generalization and systematization.

Results. Taking into account the conditions of the military situation in Ukraine, we have selected Individual-Situational Study. Firstly, the main content of individualization is the influence of individual peculiarities of the participants of the educational process on its effectiveness. Secondly, realization the individual peculiarities of each participant during the course of the study are taken into account.

Therefore, Individual-Situational Study in the conditions of war is training that includes individual students' needs, which are caused by the situation in a certain region (Figure 1).

Situations: Fighting, lack of the Internet connection, state of health, etc.

Needs: Psychological support (selection of educational content, which reduces emotional tension); knowledge acquisition (selection of materials for processing complex grammar topics: Tables, schemes, algorithms).

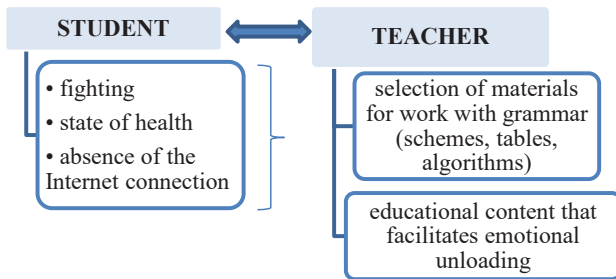


Figure 1. Individual-Situational Study.

Students in hospitals should have the opportunity to continue their education if their state of health allows. Teachers have to remember that students carry the baggage of their traumatic experiences and become used to live under their burden, as a result – despondency, depression and loss of motivation. It is good to tell students do not waste time imagining the “*What ifs*” and “*could haves*”; it would lead them nowhere, furthermore all negative emotions can affect their confidence and trap them in a circle of worry and fear. Carrying your emotional baggage from the past can have a negative impact on your present experiences [4].

Most of the causes of stress are issues that we cannot avoid or escape. The best solution is to find a solution to the tension that these issues cause. Students should also embrace problem solving strategies so that when they are faced with conflict they can be able to solve the issue. There are many ways of stress management depending on the cause of the tension, the level, the environment and the available resources but those that are mentioned

above are general and therefore apply to people of all kind [6].

Psychological support is an important component of Individual-situational Study. In our opinion, every lesson, especially in the conditions of war, should start and end with positive emotions. For this purpose we use:

1) Jokes in English/Puns:

An elementary school teacher sends this note to all parents on the first day of school.

“If you promise not to believe everything your child says happens at school, I will promise not to believe everything your child says happens at home” (by: Willaim Greaves. Jokes in English).

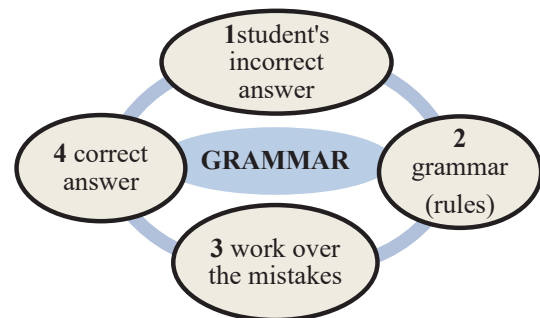
2) Logic puzzles/Riddles:

Q: What starts with E, ends with E and only has one letter? A: An envelope. (Submitted by: Eric Stein. Jokes in English).

Q: What is the longest word in the English language? A: SMILES: there is a mile between the first and last letters! (Submitted by: Kevin Penner. Jokes in English).

Indeed, such short waves of humor in the classes relieve tension, create a positive atmosphere and develop speaking and listening skills. We recommend using this type of work in English classes.

The situations and needs are interrelated. A certain situation will lead to a certain need. If students do not have access to the Internet, they cannot join a lesson (distance learning) or download videos to work on certain topics. In this case, teachers should prepare a brief audio message with an explanation in advance, or educational materials such as diagrams and tables. As soon as the Internet appears, students will not need to spend time searching for materials (sometimes students need additional explanations). There is an example of work of students of the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, the Faculty of Sociology and Law (Figure 2).



Topic/Lesson	My answer	My mistake
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Figure 2. Independent mistakes correction

Students independently perform certain tasks, send to the teacher for testing. The teacher records errors and sends the task to the students for self-examination.

Students check themselves with the help of the training material, which was previously received from the teacher. They fill in the tables, note the topic of the lesson or the number of the lesson, write their answers and comment on their mistakes. Send their answers again.

Thus, students improve their writing skills, develop logical and critical thinking. This type of work motivates process of learning, because students feel confident in their knowledge. It is known that creative students prefer unusual work. In this case we can propose them different platforms such as <https://app.bookcreator.com/certification/>; <https://www.bookrix.com>, on these platforms, students can experiment with their ideas, choose the form of expression and develop their creative potential. It increases student motivation and self-efficacy [5].

Figure 3 demonstrates the students' emotional level at the beginning of the lesson and at the end of the lesson after work with the platforms and activities, that were mentioned above.

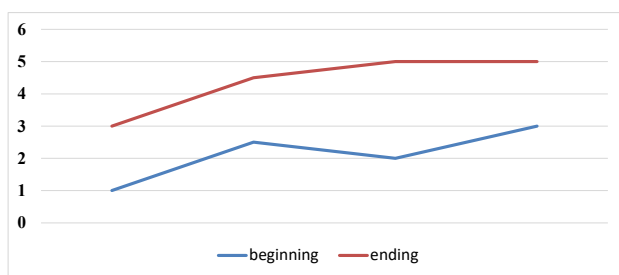


Figure 3. Emotional state

Students assess their mood at the 6-point numeric scale at the beginning of the class and at the end of the class (we do not take the standard – 10 points, so the brain does not associate such kind of self-analysis as something steel). For example, we analyzed the answers of thirty students of the second year of study and presented them with a graph. It should be noted, that other answers from the students of other courses are the similar. The outcomes of these activities are that they could be offered to students of 1–4 courses.

Mood has been systematically studied by psychologists. Mobile technology creates interesting options to make mood self-assessment more intuitive. We can propose our students to use the Mobile Mood Scales (MMS) app is the use of visual effects such as color, changing brightness, animation, visual effects, sounds and photos. It can make mood self-assessment more engaging for users than numerical rating. Moreover, MMS provides a platform for psychological studies of mood and emotion in real-life settings and for comparative studies of various mood scales [8].

Conclusions. This paper proposes to introduce Individual-Situational Study into the process of education. We contend that the education (mixing online and face-to-face, several types of technology and educational methods) should be enriched by also including the mix of learning contexts based on individual needs. However, while adding a new element makes it more complex, it is also more rewarding.

The results suggest that students produce more collaborative communication that reflects on strengths and opportunities as well as challenges and weakness.

We investigated the specific of the independent mistakes correction and found that the teacher's instructions are the key elements of this type of activity.

Practical implications. Our study offers a few practical implications. First of all, it is clear that using Individual-Situational Study it is crucial to motivate students. This may appear as extra work but, if well done, it would help a smooth progression of the activities. Furthermore, students feel themselves more confident. To support students to develop the necessary levels of digital skills, it is advisable to allow time for students to become familiar with the technologies adopted within the course.

A second recommendation concerns choosing which digital technologies will best support the Individual-Situational Study.

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