

discussion, role-playing, psychological games and exercises, methods of nonverbal interaction, the use of parables used in the activities of groups of active socio-psychological learning. The proposed approach helps to prevent socially and professionally undesirable traits and qualities, to develop constructive ways to overcome professional difficulties for the prevention of professional maladaptation, professional deformities, emotional burnout, promotes the development of sanogenic potential. Prospects for further scientific research include research into the problem of increasing the level of professional stress resistance and the formation of teachers' resilience in the system of postgraduate pedagogical education.

*Key words:* occupational health, future teachers, occupational stress resistance, sanogenic thinking, sanogenic potential.

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## ONLINE LEARNING CHALLENGES: STUDENTS' VISION

*The article analyzes circumstances under which most educational institutions in Ukraine have found themselves with the spread of Covid-19 where teachers and students had to quickly adjust to not quite conventional, sometimes stressful learning environment. The results of the analysis of the survey conducted among 150 1st and 2nd year students majoring in sciences at Ivan Franko National University of Lviv have been presented. Having considered the findings of the survey, the advantages and disadvantages of online learning, as well as recommendations both for the teachers and students with the view to make it more effective have been elucidated. There have been outlined the following advantages of online learning: it is less time consuming; it allows flexible time and place management; it improves students' technical skills; it makes students more self-disciplined; it is less pricy than traditional education; it is more friendly for the students' health. Although it has been proven that online learning has its disadvantages, among which: lack of vital social contacts and face-to-face communication with peers; preventing students from academic dishonesty; concentrating attention on the subject of studying and ignoring distractions; procrastination; teachers being sometimes unfamiliar with advanced internet technologies; lack of motivating methods and activities. In this respect authentic activities targeted at immersion occurred to demonstrate many benefits within online learning environment as they motivate students through real life situations and solving problems. On the basis of literature review of recent research, key characteristics of authentic activities have been defined. The recommendations for both the students as active participants of the learning process and the teachers as organizers and moderators of this process have been outlined. The conclusion was made that teachers in the first place have a chance to change the priorities and make the studying process more exciting, motivating and productive.*

*Key words:* online learning, learning environment, advantages, disadvantages, immersion, authentic tasks, time management.

**The statement of the issue.** In today's world of advanced technologies humanity has faced a problem that science is not ready yet to overcome – an invisible and very dangerous COVID-19. Psychologists sometimes say that there are situations when all of your

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actions are doubtful, because a problem even does not notice you, and just in this situation the world has found itself now. Still, for many people it has become a cognitive period and a kind of unique experience.

This virus has posed a lot of challenges for the mankind, one of them being a challenge in educational sphere. Due to this pandemic, all educational institutions had to switch to web-based distance learning programs. Recently distance learning has become an important part of acquiring knowledge, for technological advancements of the 21<sup>st</sup> century give people a lot of different ways to organize the studying process with the help of the Internet. So, the very concept of distance learning has become synonymous to online learning. This kind of learning combines the use of both computer hardware and software, as well as educational theory and practice to facilitate learning.

**The analysis of relevant research.** Online and distance learning as the pedagogical problems came into focus of attention of many Ukrainian and foreign scientists, among which: I. Adamova, T. Holovachuk [1], V. Bykov, V. Kukharenko [2], J. Herrington, R. Oliver, T. C. Reeves [6], B. Shunevych [3] and others.

Despite the fact that online education has been around for a while, the majority of educational institutions in Ukraine have found themselves unprepared for such a drastic change in educational techniques. Thus, teachers and students had to adjust quickly to these stressful circumstances while trying to remain both productive and successful.

The intensive online educational period at Ivan Franko National University of Lviv started in the middle of March 2020. At the end of June 2020 the survey in the form of questionnairing was conducted among 150 1<sup>st</sup> and 2<sup>nd</sup> year students majoring in sciences at Ivan Franko National University of Lviv.

**The purpose of the article.** Thus, our paper aims at analyzing the students' description of the advantages and disadvantages of online learning, as well as recommendations both for the teachers and students with the view to make it more effective.

**The body of the research.** On the basis of the received answers from the respondents of the mentioned above survey we will generalize some advantages and disadvantages of online studying.

Advantages of studying online as seen by the students. For them it:

- is less time consuming and more effective – students do not waste time on getting to and from the university, and may use this time in the most profitable way; from different handy online materials for study they obtain more useful information in the shortest time possible;
- allows flexible time and place management – students make their own individual schedules and study at the time which is more productive for them, and at the place where they feel more comfortable. People perceive information differently – for some of them the best time to study is the morning or the day time, while others prefer to work at night;
- improves the students' technical skills, such as retrieving the information from the Internet, creating and sharing documents. The skills that the student acquire in the process of online learning may be useful for them in their future professional activity;
- makes students more self-disciplined. Many of them are honest in saying that at the beginning of the online period of study they postponed doing their tasks till the last moment, which had its negative effect on their academic performance;
- is less pricy than traditional education – students do not spend money on getting to and from the university, and those who live not in Lviv do not have to find a place to live and spend money on it;
- is more friendly for the students' health – they have more free time to keep fit, and their not using public transport and listening to online lectures at home instead of doing this in the congested classrooms prevents virus spreading.

There have been defined the following disadvantages of online studying. Notwithstanding its obvious advantages, online learning has its drawbacks, and different

students mentioned its various negative aspects – for some of them there were many, while others were not so critical, but all agreed that the biggest flaw of online learning was lack of communication. When it came to their academic performance, the floating schedules, lack of sleep and fear of missing the deadlines turned out to be the most hazardous things during the quarantine period. Still, all the students did not hesitate in prioritizing their opinions on other things, such as:

- poor or absolutely missing internet connection, especially at the most inappropriate moments, such as doing tests, listening to the lecturers or passing exams. This problem was often encountered by the students living in the distant rural or mountainous areas;
- lack of vital social contacts and of face-to-face communication with their peers, disability to perform in front of the audience;
- lack of regular interaction between teachers and students – if the students had some questions at the traditional lessons, they could immediately contact their teacher, but the online platform very often failed to provide them with such a possibility;
- no way of preventing students from cheating and academic dishonesty;
- disability to organize their time properly, sometimes it is hard for them to concentrate on studying – at home they are distracted by such things as watching video on YouTube, scrolling down Instagram or Facebook in order not to miss something interesting;
- procrastination, i.e. doing the tasks at the very last moment, often resulted in sending their works to the teachers after the deadline and losing their points;
- the education system in Ukraine was taken aback; it was not ready to manage the online studying; teachers used different communication platforms, and the students had to keep in mind the features of each site of each programme to efficiently switch from one to the other
- many teachers are not familiar enough with advanced internet technologies.

There were expressed some controversial opinions on one and the same thing, such as, for example, the need to learn new educational environment: it was considered by some students as a positive feature of online learning, while others referred it to its negative aspects.

It is universally recognized that people learn from their own mistakes. Having analyzed different aspects of their online period of study, many students agree that they have encountered one common problem – their laziness, and acknowledged the eternal wisdom of the saying: never put off till tomorrow what you can do today. After some of them had failed to submit their work in time, they decided never to do it again.

70 % of respondents suggested that concerning methods employed in the process, they would be much more motivated if they were immersed in the contents of study. Giving their answers to the corresponding question of the questionnaire, students complained of the lack of so called authentic activities, role plays, simulations, problem solving cooperative projects.

In this respect J. Herrington, R. Oliver and T. C. Reeves stress that the use of so called authentic activities within online classes has proven to demonstrate many benefits for learners as they create the core of the motivating online learning environment through students' commitment for the course [6]. Scientists suggest that the use of the word “authentic” is quite widely interpreted ranging from activities based on situations which are typical for the professional activity to models that focus on applying conceptual knowledge or skills, such as critical thinking or problem solving. That means that courses should be based on scenarios and cases, where students become immersed in problem solving within realistic situations where they apply knowledge and skills they have gained [6].

On the basis of a wide literature review of recent research, namely made by M. Young [9], D. Jonassen [5], J. D. Bransford, N. Vye, C. Kinzer and V. Risko [4], R. J. Kantor, T. Waddington and R. E. Osgood [7], key characteristics of authentic activities have been delineated [6]. The above mentioned characteristics comprise:

- authentic activities should have real world relevance, matching as nearly as possible the real world tasks of professionals in practice;
- authentic activities are open to multiple interpretations rather than easily solved, thus they require students to identify and solve the tasks and sub-tasks in order to complete the major task;
- authentic activities comprise complex tasks to be investigated by students over a sustained period of time (days, weeks, months), therefore require significant investment of time and intellectual resources;
- authentic activities provide the opportunity for students to examine the task from a variety of theoretical and practical perspectives, using a variety of resources and thus detect relevant pieces of information from irrelevant ones;
- authentic activities provide the opportunity to collaborate within the course and the real world rather than impose the need to complete the tasks individually by each learner;
- authentic activities enable learners to make choices and reflect on their learning both individually and socially;
- authentic activities encourage interdisciplinary perspectives and enable students to play diverse roles;
- assessment of authentic activities is seamlessly integrated with the major task in a manner that reflects real world assessment;
- authentic activities culminate in the creation of a whole product rather than an exercise or sub-step in preparation for something else;
- authentic activities allow a range and diversity of outcomes open to multiple solutions of an original nature, rather than a single correct response obtained by the application of rules and procedures.

J. Petraglia adds to this list emphasizing that learners need to be persuaded that they are participating in an authentic learning environment. There is increasing evidence that in order to be fully engaged with an authentic task based on certain scenario and solving real life problems, students need to be immersed in the process [8]. For the EPP (English for Professional Purposes) classes, for instance, possible ways to immerse the students into the learning environment and, therefore, make the online sessions absorbing and motivating, could be the following: dealing with topics, important for the professional sphere, employing real life audio and video aids, fostering the use of the target language in the online classroom, etc.

Our analysis of the problems with online learning would be pointless if we did not try to mention some recommendations about the ways of coping with them. The questionnaire comprised the request to formulate recommendations for both the students and the teachers on how to make online teaching and learning more effective.

The following recommendations were given for the students as active participants of the learning process:

- the first priority tip is proper time management: determine a manageable study schedule and set goals that you can actually achieve; make up a list of what you need to study first; track deadlines and do not procrastinate;
- there should be as little distractions as possible so that it is easier for you to concentrate. Switch off your smartphones and forget about your itching desire to watch some interesting video or play a game. All members of your family should know your schedule so as not to distract you from work;
- to be productive, organize your workplace properly: all your study materials should be well laid out on the table and the room should be well ventilated;
- stay connected with other students of your group – that way you can share your experience with each other, get some help to understand the problematic issues and make the studying process more fun and entertaining; remember that your groupmates are not your competitors – you must help each other to get better in online learning;

- to avoid problems with your devices, get sure that everything works well and try to stay in the place where there is a reliable internet connection;
- try to sleep well at night and work in the most productive morning hours which are the best time to study. Lack of sleep causes anxiety and stress, which leads to loss of motivation and energy for further success;
- have breaks during your learning period, because your brain, like your body, needs rest – have a coffee break, talk on the phone with your friend, do some physical exercises, etc., but those breaks should last not more that 20 minutes;
- to keep fit, do not forget about the importance of doing regular sport activity and eating healthy food, only then you will have a sound mind in a healthy body;
- be academically honest in your relations with the teachers and do not cheat, remember that you study not only to get good marks in the subjects, but to obtain knowledge and build skills which will be useful for you in future;
- be creative and find your own recipe for success, because there are no universal rules for everyone.

As it has been mentioned above, some recommendations were formulated for the teachers as well. In order to avoid any difficulties caused by the new system of education, students would like their teachers:

- to be aware of the technical difficulties which the students may encounter at home. Slow internet connection, bad-quality microphones and web cameras tell nothing about their academic performance;
- to be more sympathetic and forgiving; to be ready to explain each assignment in details and encourage their students to ask questions during the office hours;
- to use one learning platform or programme where all students could complete their assignments and effectively communicate with their teachers in all the subjects taught to them at the university. Some of them expressed their negative opinion on inconvenient Skype and Zoom, and wrote well about Discord, which was the easiest way for them to communicate;
- to present course descriptions, to notify the students about the coming tasks and deadlines in advance; to show their results immediately after checking the tasks so that they do not worry or get nervous – that will motivate them a lot, and analyze in details all the mistakes;
- to make online classes more motivating than those available in traditional online class settings through authentic activities targeted at solving real life problems and the range of ways which could be employed in the process of immersion of students into online learning environment;
- to involve more students into developing one project, which is a common practice in the West – it boosts the level of productivity and ensures that each student is equally participating, teaches them how to compromise and be engaged in group discussion. Nowadays, when modern technologies provide reliable online platforms, it is easier to work at the group project online rather than in a traditional way;
- to create special folders which will make it easier to locate the students' files, and to regularly look through the e-mail;
- to use anti-cheating programs to protect the authenticity of online education.

**Conclusions.** All the students taking part in the survey have been unanimous in saying that e-learning is their future, but it needs to be thought out to the smallest detail. The facts prove there are many advantages and disadvantages in an online learning environment, and the students should remember that online learning is educating process with rather alternative ways of teaching, but definitely not the time to relax. The period of distance learning has taught the students time management skills, as well as to be more self-controlled and independent.

Overall, online learning challenges both the teachers' and students' flexibility and adaptability when facing any unexpected circumstances. Nevertheless, it may indeed become effective under the circumstances of creating effective learning environment employing beneficial teaching methods and activities for those eager to cooperate and improve knowledge and skills. Therefore, we as teachers in the first place have a chance to change the priorities and make the studying process more exciting, motivating and thus, productive.

Perspectives of our following research lie in applying methods of immersion in online EPP classes.

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### ВИКЛИКИ ОНЛАЙН НАВЧАННЯ: ПОГЛЯД СТУДЕНТІВ

У статті проаналізовані обставини, у яких опинились більшість навчальних закладів України із поширенням Covid-19 й за яких викладачам та студентам довелося швидко адаптуватися до не зовсім традиційних, часом стресових умов навчання. Представлені результати аналізу опитування, проведеного серед 150 студентів 1 та 2 курсів природничих спеціальностей Львівського національного університету імені Івана Франка. З урахуванням отриманих відповідей висвітлено переваги та недоліки онлайн навчання, а також рекомендації як для вчителів, так і для студентів з метою підвищення його ефективності. Виділено переваги онлайн навчання: економія часу; гнучкість у виборі часу та місця навчання; вдосконалення технічних навичок студентів; самодисципліна; вартість навчання; здоров'язбереження. Доведено, що онлайн навчання має свої недоліки, серед яких: відсутність життєво важливих соціальних контактів та очного спілкування з одногрупниками; випадки академічної недоброчесності; проблема концентрації уваги й ігнорування відволікаючих факторів; зволікання; необізнаність з інноваційними онлайн технологіями; недостатність мотивуючих методів та заходів. У цьому контексті доводить свою ефективність акцентування на т. зв. «автентичних видах навчальної діяльності», що передбачають занурення студентів із застосуванням значущих реалістичних ситуацій та методу вирішення проблем. На основі аналізу останніх досліджень визначено ключові характеристики автентичної навчальної діяльності студентів. Викладено рекомендації для студентів як активних учасників онлайн навчання, так і для викладачів як організаторів та модераторів цього процесу. Зроблено висновок, що в першу чергу викладачі мають шанс змінити пріоритети й зробити процес навчання більш захоплюючим, мотивуючим та продуктивним.

Ключові слова: онлайн навчання, навчальне середовище, переваги, недоліки, занурення, автентичні види навчальної діяльності, управління часом.

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### ОСОБЛИВОСТІ РЕАЛІЗАЦІЇ НАВЧАННЯ ВПРОДОВЖ ЖИТТЯ ФАХІВЦІВ ТЕХНІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Актуальність окресленого дослідження визначається тим, що кардинальні зміни розвитку технологій за короткий період часу вимагає постійного вдосконалення знань та практичних навичок фахівців технічних спеціальностей. У зв'язку з цим існує необхідність пошуку засобів та методів організації навчання впродовж життя фахівців технічних

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