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**INDIVIDUALIZATION OF MIXED LEARNING OF HIGHER EDUCATION
STUDENTS IN UKRAINE UNDER MARTIAL LAW**

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***Abstract:** In the article, the essential features of the concept of «individualization of professional training» have been considered as a strategy for organizing the educational process of higher education institutions. The training is such that it is ensuring the personal development of higher education students, their abilities and talents, and readiness for professional activity. The strategy is determined using a system of methods, techniques, means, forms and technologies of education. It has been noted that the individualization of professional training of specialists is manifested as focus on such things as the ability of effective managing of future activities, independence and relative autonomy, unity of self-realization and dedication, value orientation, etc. The authors of the publication see the components of the studied concept as expedient to use motivational, reflective and activity components. It has been proved that the main areas of work of teachers of higher education in the process of individualization of students' professional training in martial law are: awareness of personal needs and goals of education by higher education students, creation of conditions for the manifestation of individuality, motivation for creative expression and reflective activity; the leading forms and methods of teachers' work with students are consulting and organizational forms for creation of certain conditions for effective independent work of future specialists. Two main approaches to the individualization of learning have been distinguished: traditional and classical one; the one with the use of technical teaching aids. The last approach to the individualization of learning in higher education, which has become particularly widespread in the process of martial law in Ukraine, and the introduction of mixed (classroom and indirect or distance learning) into the practice of Ukrainian universities has been analyzed in detail. The experience of the Hryhorii Skovoroda University in Pereiaslav in individualizing the professional training of students under*

martial law has been studied by the authors. The main directions for improving the individualization of professional training of higher education students has been characterized.

Keywords: *individualization of education, individualization of professional training, blended learning, distance learning, information and communication technologies, higher education institutions, martial law.*

Problem statement

The introduction of martial law in Ukraine affects all spheres of human life, especially the educational sector, which is undergoing significant transformations. Due to the fact that in almost all regions of Ukraine there is a threat to the life and health of civilians, all higher education institutions (HEIs) are reorienting their professional training to much safer forms. Under the current circumstances, it is advisable to implement educational and professional programs in a full-time format using modern informational and communicational technologies of blended learning. A new challenge the introduction of modern methods and technologies of interaction between students in the educational process of universities lies in terms of the skills of the students in organizing and conducting online events: communication by phone, e-mail correspondence in forums, chats, blogs, social networks, etc. Universities should become educational centers that provide higher education students not only with high-quality knowledge and practical skills, but also with safe conditions for their life and health, as well as psychological and pedagogical support and creation of conditions for their self-improvement and self-development.

Analysis of recent research and publications. In modern psychological and pedagogical science, the problem of individualization of learning has been analysed in the works of such scientists as V. Yeremieieva [1], M. Maloivan [4], M. Pisotska [8], V. Riznyk [10], S. Shumska [14] and others. The problem of individualization of professional training of higher education applicants has been highlighted in the works of such researchers as A. Kolot [2], K. Kuzan [3], N. Prasol [9], O. Shestopaliuk [13] and others. Blended learning as a modern innovative educational technology has been considered in the works of M. Kukharenko [11], H. Tkachuk [12]; K. Osadcha, V. Osadchyi, V. Kruglik, I. Naumuk [6]; S. Bonk, S. Graham [14], etc.

The purpose of the article is to clarify the essential features of the concept of «individualization of professional training» and the peculiarities of its application in higher education; to identify the priority areas of work of university teachers in the process of individualization of students' professional training; to highlight the experience of Hryhorii Skovoroda University in Pereiaslav in individualizing students' professional training under martial law and organizing blended learning.

Summary of the main material. The main direction of changes in the organization of the educational process of higher education under martial law is the focus on individualization of learning. This concept appeared in the national pedagogical literature in the 60th years of the twentieth century, but there still is not an unambiguous interpretation of it.

According to S. Shumska, individualization of learning is a model of organization of the educational process at universities, in which there are interaction with only one student. Individualized learning, according to the scientist, allows you to adapt the content, methods and pace of the student's learning activities to their characteristics, to make the necessary adjustments to the teacher's activities in time. In the practice of individualization of learning today, according to the researcher, there are various ways and methods of work (*individual independent tasks, homework, work according to an individual plan, distanced learning*) [14, p. 7].

Thus, individualized learning, as a model of the educational process, involves working with one particular student, taking into account their personal characteristics.

In N. Prasol's interpretation, «individualization» is *one of the leading principles of pedagogical activity*, which is managed by teachers using an integrated and diverse system of means, forms, methods and techniques of educational work, while taking into account the holistic picture of individual development of each student. This picture consists of choice of different forms, methods, means and techniques for activating the educational and cognitive activity of each student. Students who work individually will constantly encounter information that is relevant to their future activities, and thus, they will be sufficiently motivated and have a strong enough incentive to complete the learning tasks [9, p.155]. So, the process of learning in higher education is aimed at creating conditions for ensuring the individual development of each student, promoting their successful learning, maximizing the development of their abilities and talents and applying a certain system of means, forms, methods and techniques of educational work.

V. Yermieieva summarizes *various approaches to defining the essence of the studied phenomenon* and proves its interpretation in the psychological and pedagogical literature as: a *principle of learning*; a *subsystem of the educational process*; *development of individual-typical features in an optimally organized educational process*; a *special form of such a process* that takes into account the characteristics of each student and is based on independent work at different levels of complexity; a *certain organization of the educational process* that meets the purpose of an activity and the real cognitive capabilities of the students. Therefore, the scientist considers individualization as a special general form of organization of education, that is based

on the constant study of individual characteristics of students, their strengths and weaknesses, while creating of a system of individualized tasks for each student. V. Yermieieva proves that the individual approach as a principle is implemented in existing educational technologies, so she suggests that individualization of learning should be perceived as a *penetrating technology*.

M. Pisotska notes the lack of a unified approach to the interpretation of the concept of «*individualization of learning*» in modern didactic literature. Summarizing the existing definitions, she argues that individualization is a *process* aimed at developing of one's individuality. It involves the separation (allocation) of a pupil (student) in the learning process while taking into account their inherent individual characteristics. This process requires a certain organization (as a system of individualized methods and techniques of interdependent actions of the teacher (lecturer) and pupils (students) at all stages of learning activities) [8, p. 106].

A thorough acquaintance with the essential features of the concept of «*individualization of learning*» proves that scholars interpret it as a *model, subsystem, form, strategy of the educational process; penetrating technology; principle of learning and pedagogical activity, etc.*

In our study, we pay special attention to defining the essence of the definition of «*individualization of professional training*», which is directly related to the organization of the educational process of higher education and its modernization under martial law in Ukraine. Thus, K. Kuzan understands the concept of «*individualization of professional training*» as a dynamic process that involves such interaction of training participants that corresponds to the individual educational potential of the student and promotes his or her self-development and self-realization in professional activities and in life in general. The scientist notes that today the process of individualization of professional training is somewhat episodic, due to the lack of individualized systems of studying certain disciplines in higher education institutions and suggests paying attention to improving the system of training students in various programs that will not only provide effective professional training, but also contribute to their involvement in the implementation of scientific research [3, p.343]. We agree with K. Kuzan that the individualization of professional training is a dynamic process that needs to be improved and practiced in higher education by involving students in individual research projects.

We propose to consider the definition of «*individualization of professional training*» as a modern strategy for organizing the educational process of higher education institutions in order to ensure the personal development of each student, his

or her abilities and talents, readiness for professional activity through the use of a certain system of methods, techniques, means, forms, and technologies of education.

The analysis of models of professional training of students allowed O. Shestopaliuk to identify the *features of individualization of professional training of students*: the defining characteristic of individualization is *purposefulness*; the need for an individual position implies one's *own way of existence*, which is transformed into *an individual style of activity*; individualization, defined as the process of formation of individuality, contributes to the acquisition of student *independence and relative autonomy*, which are manifested in the *ability to self-determination and self-regulation*. Thus, the peculiarities of individualization of professional training are manifested in *purposefulness, own way of existence, individual style of activity, independence and relative autonomy, unity of self-realization and dedication, value orientation*, which proves the motivational, reflective and active nature of this concept.

Taking into account the peculiarities of individualization of professional training in higher education, the system of teachers' influence on the development of students' individual abilities, proposed by N. Prasol, is appropriate, namely: individually oriented assistance to students in understanding their needs, interests and goals of learning; creating conditions for the free realization of students' abilities and capabilities given by nature; supporting students in creative self-fulfillment; supporting students in reflection [9]. Thus, the *main areas of work of higher education teachers* in the process of individualization of students' professional training under martial law are the following: helping students to realize their own needs and goals of learning; creating conditions for the manifestation of individuality; support for creative self-expression and reflective activity.

The effectiveness of the work of university teachers in these areas of individualization of students' professional training is ensured by the degree of implementation of *a set of teaching principles* that are the basis for the qualitative use of a set of pedagogical influences aimed at restructuring the educational mechanisms of higher education under martial law. The organization of the work of the teaching staff of higher education should be carried out taking into account the principles of: *positive perspective and self-actualization* (correlated with the peculiarities of the formation of a life position, the formation of a system of personal goals); *isomorphism* (orienting teachers to organize the mental processes of self-knowledge and self-awareness in students); *flexibility and variability of the content of education* (involves the formation of a diverse composition of disciplines and courses, the possibility of free choice of educational components); scientific and research. Thus, teaching

activities to individualize the professional training of future specialists should take into account the above principles of organization of educational activities.

We agree with the scientific position of A. Kolot that individualization of education in the process of professional training is ensured by a set of measures:

- increasing the elective component of the individual curriculum;
- introduction of modern forms and methods of consultative (contact) work of teachers with students;
- increasing the role of the individual component in organizing students' independent work;
- introduction of various pedagogical methods and tools to create conditions under which a student is able to show his or her own individuality [2, p. 22].

The influence of teachers on students should contribute to: an increase in the share of independent work; the ability to influence the learning trajectory (selectivity of educational components); participation in building their own educational trajectory; increased responsibility for the results of their activities in the exercise of the above rights [4, p. 50].

Thus, the individualization of professional training at universities is a two-way process of mutually conditioned activities of teachers and students in terms of transferring and accumulating knowledge, skills and abilities, and developing professional qualities.

It is undeniable that *e-learning* with the use of computers and telecommunication technologies, special equipment, software and hardware, information processing systems that allow students to be taught at a distance via the Internet with the active use of electronic textbooks and multimedia takes a leading place in martial law. Today, traditional teaching in higher education has been replaced by *informational-communicational technologies* and its variant, *blended learning*, which combines synchronous online (*chat, audio, video conferencing, etc.*) and asynchronous offline (*e-mail, forum, social networks, etc.*) formats in varying proportions.

In the context of martial law in Ukraine, many problems arise regarding the implementation of these forms of education in the practice of universities. Particularly relevant are the possible threats during the announcement of an air alert, which forces the organization of full-time education of students into shelters that must have the presence of network communication systems. These problems usually require managerial decisions by the university management. Let us share our experience of improving the professional training of our university. For example, to ensure full-time training of students, the management of Hryhorii Skovoroda University in Pereiaslav

has repaired a shelter with an area of 1020 m², which provides for the simultaneous stay of 1700 people in safe conditions (at the rate of 0.6 m² per person). The shelter is provided with water supply, heating, proper equipment and access to the Sterling Internet system, which ensures comfortable conduct of classes in the conditions of air raids and in the format of blended learning.

The process of organizing education at Hryhorii Skovoroda University in Pereiaslav under martial law is carried out in the process of full-time education, where the presentation of lecture material and classroom laboratory classes are used to the maximum extent possible. At the same time, seminars and practical classes, creative and individual independent work, and consultations with teachers are conducted in the form of indirect learning (online mode). The level of knowledge acquisition, achievement of expected learning outcomes, and final certification are also checked remotely using the Moodle educational platform, which provides online learning in a digital university educational environment. Students are personalized through the use of individual logins and passwords. Thus, theoretical and practical training is concentrated as much as possible within the higher education institution (classrooms, laboratories), and its results and independent work are mainly carried out remotely using digital distance learning technologies (educational platforms Moodle, Microsoft Teams, Zoom, Google Classroom, Prometheus, Ed-Era, i-Learn, etc.) The work of teachers and students in Viber, Telegram, WhatsApp messengers to provide feedback proved to be effective. In the organization of students' research work for writing bachelor's and master's theses, a significant place is given to digitized scientific sources of the university library, the ability to work with them remotely; free access to the Scopus and Web of Science abstract databases, where you can select relevant literature on a particular issue by keyword or learn about the appearance of new articles that meet the established search criteria through RSS notifications.

The We.Study educational platform, which has been implemented in the educational process of Hryhorii Skovoroda University in Pereiaslav provides an opportunity to teach not only domestic but also foreign students. It has great opportunities for the implementation of blended learning as it combines the positive potential of other digital platforms and ensures the creation of a smart university, which activities are subject to maximum digitalization in all areas of its existence (*educational, methodological, production, administrative, executive, control, etc.*) In addition, this educational platform ensures the transition to electronic document management for all university departments.

The practice of such work has proven its effectiveness, but also revealed certain shortcomings. One of the difficulties in individualizing the professional training of

higher education students under martial law was the lack of *digital etiquette*. We agree with the scientific position of S. Mozgova, who interprets digital etiquette *as a set of rules and norms of behavior in the digital environment that are approved by society*. According to the researcher, digital etiquette is based on the *following principles*: demonstration of positive relationships, subordination, symmetry, respect for personal boundaries, convenience and resource saving, tradition, convention, and security. In addition to adhering to the general principles of digital etiquette, the author believes that it is important to choose the right communication channel: a distance learning platform, email, social media, messengers, or phone calls. The greatest distance in the digital space is the *distance learning platform and e-mail*, they are necessary for formal communication: teacher - student (attaching tasks, discussing them, giving grades). A closer level of communication is *social media*, which is more of a work page or a page of an educational institution designed for professional positioning and prompt information about events and activities. *Messengers (Viber, Telegram, Vatsap, etc.)* are the next step in communication, as they are linked to a personal phone number. The shortest distance is a *phone call*, which, however, is not always convenient due to the lack of coverage by Ukrainian operators in a large part of Ukraine due to the actions of the aggressor country [5, p. 38-40]. Thus, the rules of digital etiquette can become reliable assistants in organizing comfortable interaction during the distance learning process. We believe that students should be familiarized with the rules of digital etiquette in the course of various conversations, webinars, consultations, etc.

International investors are coming to the aid of Ukrainian universities. Thus, to date, agreements have been reached with the leaders of the online learning market – Coursera, Udemy and edX – to provide free access to a wide range of courses for students. The International Renaissance Foundation joined the efforts to help universities master digital learning and develop digital educational services, which contributed to the creation of a team to support and promote distance learning among higher education institutions and to conduct webinars for them. In cooperation with Tech ToTheRescue, a web portal is being developed to collect information about the possibilities of using online platforms, as well as about successful examples of the use and adaptation of content of Ukrainian universities in the learning process [7, p. 299].

The next problem of e-learning under martial law is the *development of educational and methodological support for students' independent work in the process of distance and blended learning*. We emphasize that this area of work can be actualized through effective methodological work at the departments, based on the LMS Moodle, Google cloud services, the department's website, the department's accounts on Twitter, Instagram and Facebook, the VoIP program Discord and

messengers (Telegram, Facebook Messenger, Skype, Viber) [6, p. 189]. It is also important to systematically monitor the quality of education by academic departments, university teaching and methodological councils, etc. We emphasize the need to constantly update teachers' work curricula, syllabi for students, and ensure free access to them for students. A significant role is also played by the organization and control of students' independent work, the construction of an individual educational trajectory with a specific time schedule and the possibility of choosing specific disciplines for studying the elective component, tasks of different levels of complexity of independent work, research topics based on individual preferences, etc.

Conclusions

The concept of «*individualization of professional training*» should be considered as a modern strategy for organizing the educational process of higher education institutions to ensure the personal development of each student, their abilities and talents, as well as their readiness for professional activity using a certain system of methods, techniques, means, forms, and technologies of education. The peculiarities of individualization of professional training include the following: *purposefulness, own way of life, individual style of activity, independence, autonomy, self-realization, dedication, value orientations*. Those peculiarities determine the motivational, as well as reflective and activity components of this concept. The *main areas of work of higher education teachers* in the process of individualization of students' professional training under martial law are: helping students to discover and manage their own needs and goals of learning, creating conditions for the manifestation of individuality, supporting creative expression and reflective activity. The leading forms and methods of teachers' work with students are *individual consulting and organizational forms* to create certain conditions for effective independent work of future professionals. The individualization of learning involves the implementation of two main approaches: *traditional-classical one, and one with the use of technical teaching aids*. The authors have examined in great detail the latter approach to individualization of learning in higher education institutions, which has become particularly widespread during the martial law in Ukraine. Ways of introduction of distance and blended learning into the practice of professional training at universities have been considered.

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