Contemporary teaching and research in Ukraine's universities:

challenges, solutions, and perspectives

Edited by

Marta Kowalczuk-Walędziak and Krzysztof Sawicki

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Conference proceedings

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Introduction

These conference proceedings present a digest of the reflective and intellectually enriching conversations that took place during the conference on '***Teaching and research in a contemporary university: challenges, solutions, and perspectives***' (Bialystok, 18th November 2021). This conference was the culmination of the second round of one-month internships for academic staff from Ukrainian higher education institutions, organised by the Faculty of Education of the University of Białystok, with the aim of improving their teaching and research competences. Our work together confirms the growing understanding in our field – in Europe and elsewhere – that academic teachers 'can only continue to act as professionals if they are engaged in further professional development throughout their entire career' (Klink, 2017). This ongoing professional development is particularly important for working and teaching in the 21st century, across all fields, in that today's educators need to be well-equipped to meet the unfolding, intersecting challenges of their time with confidence and resources: from displacement caused by climate change and war to the social divides exacerbated by the pandemic, to intensifying waves of migration.

Although the conference topic may imply that we are able to somehow separate teaching from research, we argue that the research-teaching nexus better serves today's students as a cohesive whole – or wholes – within which the two pursuits nurture and inform one another in a continuous dialogue. This nexus has been well studied in the literature to date (e.g., Duff and Marriott, 2017; Healey, 2005; Huang, 2018), however this body of knowledge fails to include perspectives from Ukraine and its universities. Thus, our conference was uniquely and powerfully fruitful in that it centred on these perspectives, enriching our collective understanding of the nuances of the research-teaching nexus.

This conference – and the papers it yielded – also served to highlight and platform the hopes and challenges of Ukraine's higher education sector at this important point in history. Attended by more than 40 academics, this confer-

ence represented diverse fields of study (from engineering to the Arts), which is essential in any effort to piece together a full picture of the Ukrainian higher education landscape.

The core conference theme was explored and expanded *via* discussion of the following issues: internationalisation in higher education; learning *via* a screen; employing the visual arts in higher education; legal issues in higher education; time for change; and teaching and learning processes. It is these sub-themes which will loosley form the basis for the following proceedings – featuring the most promising of the papers generated from these discussions, some of which we were able to send to a professional proofreader for a final polish after they were reviewed. Ultimately, however, the contents and language of these pages are the responsibility of their authors.

As we compile these proceedings at the end of our 2021/2022 internship, the people of Ukraine are facing the aggressions and violence of invading Russian forces in their streets, communities, and homes. We stand in full solidarity with our friends, neighbours, and colleagues from Ukraine. Our hope is that academic collaborations such as these will form part of an ongoing, tangible connection of solidarity between peoples. We also hope that in these troubled times this book is also the hopeful step to re-entry toward human activity free from bomb attacks, shellings, and suffering.

Marta Kowalczuk-Walędziak and Krzysztof Sawicki
Białystok, April 2022

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CONFERENCE PROGRAMME

4:00 pm–4:05 pm – Welcome message from the Conference Organiser – Dr Marta Kowalczuk-Walędziak

4:05 pm–5:05 pm – Keynote lecture from Aileen McKay – academic editor, consultant, and mentor: 'Writing with Aileen: your guide to improving your academic writing for publication in English'

5:05 pm–5:15 pm – Discussion

5:15 pm–5:25 pm – Coffee break (BYOC!)

5:25 pm–6:25 pm – Simultaneous online sessions

– **Session 1**: Internationalisation in higher education
– **Session 2**: Learning *via* a screen
– **Session 3**: Employing the visual arts in higher education
– **Session 4**: Legal issues in higher education
– **Session 5**: Time for change
– **Session 6**: Teaching and learning process

6:25 pm–6:30 pm – Closing remarks

Session 1:	*Internationalisation in higher education* **(Chair – Marta Kowalczuk-Walędziak)**

Olena Mazepova (Taras Shevchenko National University of Kyiv): *Developing intercultural competence in the foreign language classroom: The case of the Persian politeness system "ta'ārof"*

Tetiana Syvets (Taras Shevchenko National University of Kyiv): *Features of pre-university training and university studying for foreigners at Taras Shevchenko National University of Kyiv*

Olha Vashchylo (National Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute'): *Blended learning in teaching English as a foreign language*

Session 2: *Learning via a screen*
(Chair – Krzysztof Sawicki)

Olha Podrihalo (Kharkiv State Academy of Physical Culture): *Improving the quality of distance education process through the use of innovative technology*

Hanna Korenkova, Yu.B. Shugailo (Odessa Mechnikov National University): *Distance learning during the COVID-19 pandemic quarantine restrictions*

Maryna Kostiuk (Taras Shevchenko National University of Kyiv): *Oral interaction in distance learning for language classes*

Oksana Strus, Danylo Halytsky (Lviv National Medical University): *Features of teaching drug technology in distance learning*

Oleg Gryniuk, Svatlana Demianenko (Taras Shevchenko National University of Kyiv): *GIS and the basic of sport map for education*

Session 3: *Employing the visual arts in higher education*
(Chair – Beata Kunat)

Viktoriia Yefymenko (Taras Shevchenko National University of Kyiv): *Using comics in university education*

Halyna Yatsenko, Andriy Yatsenko (Ivan Franko National University of Lviv): *Creative methods in teaching journalism disciplines*

Nataliia Vykhrushch (Ivan Franko National University of Lviv): *Teaching business English idioms through visuals*

Oksana Gorozhankina (South Ukrainian National Pedagogical University named after K.D. Ushynsky): *Moral and aesthetic education of students in the conditions of a modern university*

Session 4: *Legal issues in higher education*
(Chair – Wojciech Zoń)

Oksana Kovalenko: *Legal basis of governance in universities of Europe, an example for Ukraine*

Olena Shulhina: *Development of legal culture of educators of state employment service vocational education centers as a pedagogical problem*

Viktoriia Apalkova (Kyiv National Economic University named after Vadym Hetman): *Diversification of funding sources for higher education institutions in Ukraine: challenges and solutions*

Session 5: *Time for change*
(Chair – Beata Mirucka)

Yana Diachkova (Taras Shevchenko National University of Kyiv): *Global issues in contemporary university: challenges and opportunities*

Betina Olena (National Aerospace University "KhAi"): *Challenges facing aerospace engineering education in modern Ukraine*

Yevgeniya Novikova, Pavlo Yehorov (Kharkiv National Automobile and Highway University): *Peculiarities of teaching Generation Z students*

Lina Barbaruk (Volodymyr Dahl East Ukrainian National University): *Modern university. Development prospects*

Session 6: *Teaching and learning process*
(Chair – Bożena Tołwińska)

Oleksandr Fedirko (Kyiv National Economic University named after Vadym Hetman): *Implementing the results of economic research in teaching the course 'European business-environment'*

Natalia Koval (Vinnytsia National Technical University): *Features of formation of professional competencies in finance and banking*

Natalia Kolesnykova (Kharkov National Medical University): *Modern teacher. Top 5 soft skills for a successful career*

Nataliia Rodinova (National Pedagogical Dragomanov University): *To the process of improving the professional training for future managers of social and cultural activities*

Nataliya Hado (Ivan Franko National University of Lviv): *The main problems of the study of religious journalism in Ukraine*

SELECTED PAPERS

Developing intercultural competence in the foreign language classroom: The case of the Persian politeness system, *ta'ārof*

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ABSTRACT

In the age of globalisation and multiculturalism, the need for developing students' competence in intercultural communication in foreign language classes, including those of South West Asia and North Africa (i.e. the SWANA region), is steadily growing. This issue becomes especially important in the context of East-West relations, which have recently been marked by plural, intersecting geo-political tensions. This paper explores the problem of developing the pragmatic and intercultural competence of Ukrainian students, specifically in the Persian language – especially as regards the corresponding multifaceted cultural system, *ta'ārof.* It seems that without knowledge of this system, successful communication between non-native Persian speakers and native Persian speakers is impossible. *Ta'ārof* includes a broad, complex of behaviours permeating Iran's social and cultural life, and is used for both marking differences in social status and harmonising the communications of speakers/listeners who are equal in social status. Methodologically, in this study the communication behaviours of Persian speakers is analysed based on the theory of speech acts, in particular as interpreted by Brown and Levinson (1987), respectively the American and British founders of the linguistic politeness theory whereby individuals can either 'lose face' or 'save face'. The current research, however, finds that some speech acts identified by these Western researchers as 'face-threatening' are not when understood via the Persian politeness system.

Introduction

Today, it is generally accepted that for successful intercultural communication, a good command of language is not enough. Rather, knowledge of cultural particularities of the interlocutors, as well as differences in communication traditions, is also required. Many researchers note that, when communicating with people from other places, people normally tolerate grammar and lexical errors, but are comparatively more sensitive to violations of their own cultural norms (e.g., Janney and Arndt, 1992; Sifianou, 1992; Agar, 1994).

The object of this study is the Persian cultural complex, *ta'ārof*, which is sometimes regarded as a politeness system, but in fact reflects much more than simple polite interaction, due to its comprehensive nature and decisive influence on all types of social communication in Iran, both historically and today. As Koutlaki states, *ta'ārof* is a 'central concept in Iranian interaction […] felt to be indispensable in all communication by native speakers' (2002, p. 1741). According to Beeman, '*ta'ārof* is used to indicate a nearly untranslatable, but fundamental cultural concept encompassing a broad complex of behaviours in Iranian life that mark and underscore differences in social status and degrees of social intimacy' (2020, p. 203).

The word *ta'ārof* is derived from Arabic, into Persian, and comes from the Arabic root عرف [ʿarafa], which means 'to know.' Thus, in Arabic *ta'ārof* literally means 'becoming acquainted', but coming into Persian its semantic field grew considerably, and the word now has several meanings. In Rubinchik's Persian-Russian Dictionary, *ta'ārof* is translated as 'exchange of courtesies', 'observance of ceremonies, conventions', 'gift giving', and 'treat' (Персидско-русский словарь, 1985, p. 379). The Aryanpur Persian-English dictionary suggests a rather wider range of meanings, including 'compliment(s), ceremony, offer, gift, flummery, courtesy, flattery, formality, good manners, soft tongue, honeyed phrases, respect' and renders *ta'ārof* kardan (i.e., to do *ta'ārof*) as 'to use compliments, to stand upon ceremony, to make a present of, to speak with courtesy, to use honeyed phrases (soft tongue)' (Aryanpur and Aryanpour, 1986, pp. 306-307). Therefore, translating this term is a fundamentally difficult task since it has no one-word equivalent in other languages.

It should be noted here that without comprehension of this cultural system, successful communication with native Persian speakers is scarcely possible. Although at first glance, *ta'ārof* seems to be merely courtesy, though perhaps exaggerated to some extent in fact it covers all the spheres of Iranian social life; indeed, it is a vital framework that structures any communication between any

interlocutors, whether equal and unequal in their social status. As such, mastering this pervasive cultural complex is often a challenging task for foreigners. Furthermore, as Beeman states, 'though *ta'ārof* has largely positive connotations in Iranian society, it can also be used in ways that might be interpreted as impolite, manipulative, or self-interested' (2020, p. 203).

Against this backdrop, it becomes obvious that, in order to form and develop the appropriate level of pragmatic interlanguage and intercultural competence of students learning Persian, it is necessary to give them proper instruction in how to practise *ta'ārof, as well as* apply some of its specific communicative strategies in Persian language classrooms.

Theoretical framework

Ta'ārof has received much attention from both Iranian and non-Iranian researchers (see: Ahmadi and Ahmadi, 1998; Asjodi, 2001; Assadi, 1980; Beeman, 1986; 1988; 2001; 2020; DelVecchio Good and Good, 1988; Eslami, 2005; Hillmann, 1981; Keshavarz, 2011; Koutlaki, 2002; Salmani Nodoushan, 2012; Sharifian, 2007; Shirinbakhsh and Eslami Rasekh, 2012; Taleghani-Nikazm, 1998).

Many such scholars note that foreigners' attitudes towards this cultural phenomenon can be quite controversial. For example, as the Iranian scholar, Assadi observes, some of them find *ta'ārof* 'baffling, intriguing, frustrating, complex, and time consuming' (1980, p. 221). Conversely, the French scholar, de Bellaigue states:

> You should know about ta'ārof. In Arabic ta'ārof means behavior that is appropriate and customary; in Iran, it has been corrupted and denotes ceremonial insincerity. Not in a pejorative sense, Iran is the only country I know where hypocrisy is prized as a social; and commercial skill (cited by Sharifian 2007, p. 41).

This disrespectful view gives plenty reason to pay special attention to this cultural phenomenon in the Persian language classroom, in order to: (a) keep students from misunderstandings and communication failures when dealing with Iranians, and (b) prevent them from uttering culturally ignorant opinions like the one above, rooted in not only poor awareness of fundamental Iranian communication behaviours, but also a misplaced sense of superiority over Persian culture.

One potential starting point for teaching ta'ārof is how researchers consider it as a politeness system based on the communication strategy of 'saving face'

(see, for example: Koutlaki, 2009; Salmani Nodoushan, 2012; Izadi, 2015). The concept of 'face' was introduced by Erving Goffman (1967), who regarded how others see a person as the most important social value for every individual. Subsequently, developing their theory of linguistic politeness, American and British researchers, Brown and Levinson identified 'face' as a universal concept, a kind of social image, which every member of society wants to save, and considered politeness as a set of strategies for 'saving face' (1987, p. 61). Within these perimeters, it is important that in the course of communication each interlocutor should strive to save not only their own face, but that of the person they are interacting with. According to Goffman's figurative expression, 'to study face-saving is to study the traffic rules of social interaction' (1972, p. 323).

In their theory, Brown and Levinson (1987) determined two aspects of 'face' – positive and negative. Positive face is the desire of an individual to have their self-image be appreciated and approved by other people; on the other hand, negative face is the wish to enjoy freedom of action and prevent others from interfering in their private life (Brown and Levinson, 1987, pp. 62, 129). According to these researchers, the concepts of positive and negative face are inherent in all cultures. Nonetheless, scholars who have studied politeness as a cross-cultural construct have criticised this theory for being fundamentally Western in its perspective, since it is devoted to the notion of the individual and their individuality above all else (see: Koutlaki, 2002, pp. 1737-1740). In contrast, from a Japanese perspective, for instance, Matsumoto observes that 'what is of paramount concern to a Japanese [person] is not his/her own territory, but their position in relation to the others in the group and his/her acceptance by those others' (1988, p. 405). Similarly, in Iranian cultures, 'face' is also actualised within the group context – first of all, in the family unit. Koutlaki notes:

> The nuclear family is an all-important unit of social organization in Iranian society, not only as the minute component of the social edifice, but also as a frame of all kinds of support for its members. Thus, people are seen as belonging to a family rather than standing as individuals, although this does not by any means entail any loss of their individuality: they are known both as members of a family and as individuals in their own right (2002, p. 1740).

Another key problem with Brown and Levinson's theory, from the perspectives of researchers exploring SWANA region politeness systems, is linked to so-called 'face-threatening acts' (FTA). Brown and Levinson determined four types of speech acts (SAs), defined by which 'face' – positive or negative – they threaten (1987, pp. 65–68):

1) SAs threatening the speaker's positive face are: excuses, admittance of fault or responsibility; acceptance of compliments, etc. They indicate that the speaker is ready for a certain degree of self-humiliation.
2) SAs threatening the speaker's negative face are: expressions of thanks; acceptance of gratitude or apology; excuses; acceptance of offers, etc. Uttering these SAs potentially violates the speaker's freedom of action.
3) SAs threatening the positive face of the hearer are: criticism; disapproval; accusation; derision; insult; disagreement; challenge, etc. They take place when the speaker demonstrates indifference to the hearer's feelings or wants.
4) SAs threatening the negative face of the hearer are: orders; requests; offers; reminders; advice; menace, etc. They demonstrate that the speaker may violate the hearer's freedom of action.

Brown and Levinson (1987) further note that speakers and hearers should cooperate in order to save both the positive and negative faces of themselves and each other. This goal can be achieved through 'strategies of politeness'. Thus, politeness expressed via appropriate linguistic tools is supposed to hide any SAs threatening the positive or negative face of either party. In total, we find 15 strategies of positive politeness and 10 of negative politeness in their theory (Brown and Levinson, 1987, pp. 101–211).

Study methods

When applying Brown and Levinson's (1987) theory to Iranian cultures of communication, it is evident that some of the SAs determined by these Western researchers to be FTAs are not in the context of *ta'ārof* regulations. In this paper we consider two of the most important and everyday ones: namely offers and refusals.

Brown and Levinson (1987) suppose that offers (including invitations) universally threaten the face of the hearer because, after having accepted the offer from the speaker, they will feel obliged. In Iranian culture, however, offers are an essential component of polite interaction. Repeated offers and invitations are central to the ta'ārof rituals employed to demonstrate a positive attitude towards the hearer, along with a wish to meet their needs. More specifically, '[…] in Persian, when you make offers, the more forceful and direct you are the more polite it is' (Eslami-Rasekh, 2005, p. 203). For example, when receiving guests,

persistent offering of food and drinks – as well as rejecting them, in turn – are parts of the politeness ritual. If the guest refuses, the person hosting feels obliged to keep on insisting because they know that, while the guest may follow the rules of *ta'ārof, they do ultimately* want to be treated.

Thus, in Persian cultures of communication, offers (including invitations) are regarded not as 'threatening' SAs, but rather as 'encouraging' ones. Besides, within this cultural context, offers and invitations can be very often ostensible in nature and, in the course of uttering such SAs, both interlocutors share a mutual understanding that the main goal of their dialogue is to please the hearer or guest (see, for example: Eslami, 2005; Koutlaki, 2002).

In contrast to such direct and persistent offers (and the corresponding rounds of refusals prior to acceptance), in many Western cultures offers are made more indirectly in order not to impose an obligation to accept upon the hearer or guest. From an Iranian perspective, these differences in communication strategies can render Western cultures as seemingly being devoid of proper manners, due to bad upbringing. Therefore, there is a need for speakers and hearers to possess a real awareness and understanding of this fundamental difference – and others – between Persian and non-Persian cultures prior to undertaking intercultural communications.

In Western cultures, refusal is typically regarded as a face-threatening SA: the person who receives the refusal feels uncomfortable as their intentions are rejected, thus undermining their positive face. Meanwhile, in Iranian cultures of communication, the rejection (of an offer, present, invitation, etc.) is simply an integral part of polite conversation. As Eslami observes:

> [...] in several middle eastern languages (including Persian) it is required to refuse an invitation several times and for the inviter to insist further [...] A strong social convention in Eastern societies is that, out of modesty, any offer must be refused at least once and often more than once as a matter of course, resulting in the initiator's stronger insistence. Such insistence is seen as a sign of consideration for the guests and of concern for the guests' needs (Eslami, 2010, p. 238).

Of course, this pattern may confuse non-Iranians who do not use ritual refusals in their cultures. In these contexts, excessive persistence from the speaker may also be interpreted as forcefulness.

Rather, in Iranian culture, the exchange of ostensible refusals and persuasions can take a long time. For instance, the seller at the market – to demonstrate their friendly attitude to their customer – can repeatedly reject the money which the customer is trying to pay for the goods they want to buy. Another example

of this kind of dialogue is recorded by Koutlaki: the borrower is trying to return the money due to the lender, but the lender rejects it, saying they do not need it. This courtesy exchange lasts for a long while until the lender finally gives up and takes the money (Koutlaki, 2002, pp. 1746–1754). Extrapolating from these examples, in general, too quick an acceptance of any offer in Iranian culture may be considered as a failure of upbringing, or – in the case of intercultural communication – foreign ignorance about the rules of etiquette, thus highlighting a key issue that should be included in the Persian language classroom.

In this vein, students of Persian will benefit from the writings of Sharifian explaining ta'ārof in a US context. Consider the following two examples:

> (1) 'Ta'ārof is a verbal dance between an offer and an acceptor until one of them agrees. It is a cultural phenomenon that consists of refusing something that has been offered to you even though you want it, out of politeness. On the giving end, it is offering something that may cost a lot in order to be polite, but not really wanting to give it away for free.

and

> (2) 'OK, here's how I try to explain it to anyone who's not Persian: it's like when you offer something to someone that you don't really genuinely want to give to them but are only doing so to make yourself look all nice and sweet and classic Persian. But at the same time you know that they won't accept your offer to be polite in the same way and maintain their own cool Persian status… then it's their turn to offer something more outrageous or extreme than what you have offered, they are doing it to up their so called politeness, but they know that you would never accept… then you do the same and it goes on and on and on until people get too tired, sleepy, or someone starts crying, or people finally realize they have to get on with their lives… disaster happens when someone actually ACCEPTS one of the crazy polite offerings… hehehe…" (Sharifian, 2007, pp. 40–41).

Research and empirical studies in the field of foreign language teaching demonstrate that the inclusion of explicit pragmatic instruction as a part of the curricula plays an important role in the development of the student's pragmatic ability and, thus, intercultural competence as well. This endeavour is about:

> giving primary importance to the achievement of functional abilities in the target language (TL) with the final purpose of understanding and producing language that is appropriate to communicative situations in accordance with specific sociocultural parameters. Failure to do so may cause misunderstandings and sometimes communication breakdowns as well as the stereotyping of the TL learners as insensitive, rude, or inept (Rueda, 2006, p. 170).

Given the fact that in a foreign language classroom not only two languages but also two cultures – with all their similarities and differences – interact, students' pragmatic competence should be formed through planned classroom activities. First of all, such activities must address the need to cultivate the pragmalin-guistic and sociopragmatic knowledge and conventions absent in the students' native language and culture. Since students may not initially be ready to properly understand the pragmatic and socio-cultural values of certain SAs in Persian, such as offers and refusals, the following means of learning could be useful: 1) explanation of culturally determined differences; 2) discussion with a native Persian tutor; and 3) further instruction on the strategies and linguistic forms by which specific pragmatic features are performed by Iranians, as well as how these strategies can be used in different social contexts.

Any explanation of culturally determined differences should come from a position of proactively seeking to appreciate and value other cultures – not simply to tolerate or accept them. Then, in the course of discussion, it is useful to present some concrete examples from cross-cultural (mis)communications and examine them together with students. Beyond this, the goal is to organise activities where students can practise using the new linguistic and socioprag-matic knowledge they have acquired. However, such classroom practices are not intended to urge learners to completely adopt values of the target culture and to give up their own ones. Rather, as Eslami-Rasekh states, '[a]n important issue to be considered by teachers is to acknowledge and respect learners' individuality and freedom of choice and their systems of values and beliefs' (2005, p. 207). As such, fostering respect, understanding, and appreciation for Persian culture should be the focus of the teacher's attention.

Ultimately, this kind of class activity should provide students with valuable knowledge of the socio-cultural rules existing in Iranian society, and furnish them with the pragmalinguistic tools needed for comprehending and navigating the communication behaviours of their Persian interlocutors – allowing them to interact effectively and in a contextually appropriate way.

Conclusions

Given the communicative approach underpinning contemporary foreign language teaching, students' pragmatic ability is of primary importance: comprising the understanding and producing of language that is appropriate to in accordance with target language sociocultural parameters. Learners' intercultural compe-

tence is the capacity which allows them to communicate with interlocutors in proper and meaningful ways.

One of the most important tasks in the Persian language classroom today is developing non-Persian students' pragmatic ability and fluency in using the Persian politeness system, *ta'ārof – a scheme which can be viewed as standing in contrast to* the linguistic politeness theory developed by Western scholars, Brown and Levinson. Put simply, many SAs considered by Brown and Levinson as 'face-threatening', are not regarded as threatening in Iranian culture. In fact, not only are they non-threatening, but Persian speakers regard the repeated, emphatic SAs of offers (or invitations) and refusals as integral parts of polite interaction. Failure to keep to these rules may, ironically, result in the speaker losing face before their Iranian listener. Therefore, SAs of the Persian language must be taught in the classroom as fundamentally ethno-specific, with the capacity to facilitate socio-cultural harmony via communication.

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Features of pre-university training and university studies for foreigners at the Taras Shevchenko National University of Kyiv

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ABSTRACT

The article focuses on the peculiarities of pre-university training of foreign students who wish to enter the faculties of Kyiv University with Ukrainian or English language of instruction. The issue of selection of disciplines of humanities, engineering-technical and medical-biological directions of education is clarified. The study identifies certain problems and challenges that arise during the study of foreign students, ways to overcome them, as well as prospects for the development of educational and scientific potential of foreigners who become full students after graduating from the Preparatory Department for Foreign Citizens at Taras Shevchenko National University of Kyiv. The main faculties and institutes that are mostly popular among foreigners in Ukraine are listed. A separate issue for research is to study the positive impact of extracurricular activities with foreigners in order to accelerate their social and cultural adaptation.

KEYWORDS

preparatory department, pre-university training, socio-cultural adaptation

Educational and scientific activities are actively carried out on the basis of universities, which have long occupied leading positions in international rankings with the recognition of educational services provided at a high level according to certain criteria. One of the key areas of work, in particular the Taras Shevchenko National University of Kyiv (Ukraine), is the establishment of international relations for mutual exchange of professional experience, both for students and teachers of the university. Currently, the University has two departments that are actively looking for new perspectives in the field of education and science: the Department of International Relations and the Department of Academic Mobil-

ity. For example, students at the University of Kyiv participate in competitive selections for academic mobility programs and receive the opportunity to study or train abroad. Of course, this is an important step to understand the peculiarities of intercultural relations and the acquisition of professional skills in the specialty in the relevant public research and educational institutions abroad.

Recently, in the context of globalisation of the educational process, the issues of socio-cultural adaptation, gaining foreign professional experience, expanding the cultural worldview, establishing intercultural relations are increasingly attracting the attention of Ukrainian scholars. It seems important to us to find out what we mean by 'intercultural relations'.

The interaction of cultures is a special kind of direct relations and connections established between two or more cultures, as well as those influences, mutual changes which are manifested in the course of these relations.

The change of states, qualities, spheres of activity, values of this or that culture, generation of new forms of cultural activity, spiritual landmarks and signs of a way of life of people under the influence of external impulses acquires crucial value in processes of interaction of cultures. The process of interaction of cultures, as a rule, is a long-term phenomenon (at least a few decades).

The Preparatory Department for Foreign Citizens is the official structural subdivision of the Taras Shevchenko National University of Kyiv. Its activities are related to the provision of qualified pre-university training to foreigners from different countries in certain disciplines before entering the relevant faculty of the University of Kiev. This department is the reverse side of establishing intercultural relations of Ukrainian higher education with foreign partners. It is also a unique opportunity for future foreign students to once again improve their knowledge and try to study abroad, especially if they successfully pass the exams in their country to the dream university.

Prior to the worldwide pandemic, the Preparatory Department for Foreign Citizens was celebrated and is now characterised by certain organisational conditions. Thus, an average of 1,186 students from 44 countries study here, including 57 graduate students, 13 interns and 180 students (from 24 countries). The main contingent of students are representatives of the People's Republic of China, Turkey and Iran. The languages of instruction are Ukrainian, English and Russian. There are three divisions that ensure effective work with foreigners - the department of organisational issues, information and analytical department and the department of educational work of foreign citizens. As for the department for educational work of foreign citizens, it is one of the largest divisions of the Preparatory Department. He takes care of all foreign citizens studying at the University - students of the Pre-

paratory Department and foreign students of the main faculties. The competence of the department for educational work of foreign citizens, first of all, includes the organisation of the educational process and credit-examination sessions of pre-university training, the final exam in the language of instruction (Ukrainian, English, Russian). In addition, the schedule of classes at the Preparatory Department, the formation and change of academic groups, questionnaires for students about their future specialty, as well as the formation of academic groups in the future field of study (humanities, medical and biological, engineering, economic).Particular attention is paid to the management and processing of personal files of foreign students of the Preparatory Department and students of basic faculties, keeping records of absences and student performance, communication with students of the Preparatory Department on tuition and current issues, issuing certificates to students of the Preparatory Department and students of basic faculties. University. It should be noted that there is a constant control over the timely delivery and storage of exam papers, test and examination information, journals of current performance of students, timely completion of attestation of students, individual plans and reports of teachers. The process of forming orders on expulsion of students of the Preparatory Department and issuance of certificates of completion of the Preparatory Department is also underway.

If we turn to the peculiarities of the curriculum, we should note that the training can last 1 year (10 months) or 8 months. Subject to pre-university training lasting 1 year, the study period is divided into 2 semesters (18 + 18 weeks). The total number of classrooms covers 1,080 hours, and 720 hours are devoted to independent work, a total of 1,800 hours. If we are talking about training for 8 months, the study period is also divided into 2 semesters (15 and 16 weeks) and includes 930 classroom hours and 600 hours of independent work. That is, the total number of hours reaches 1530. The scientific and pedagogical staff of the Preparatory Department for Foreign Citizens is attached to the relevant section: Ukrainian language, Russian language, English language or special disciplines. The activities of the sections are aimed at providing the educational process for students of the Preparatory Department to study Ukrainian, Russian, English and general disciplines. The responsibilities of teachers include the development of working curricula, writing textbooks, manuals, exam materials, etc. In addition, teachers take an active part in ensuring the educational process in the Summer Language School on the basis of the Preparatory Department.

Of particular interest to the activities of teachers may be related to their scientific and methodological work, organisation of international, national scientific and practical conferences, seminars on the development of educational

and methodological base of pre-university training, improvement of teaching methods for foreign citizens and more. Of course, teachers of the Preparatory Department are constantly involved in the exchange of experience between similar educational institutions in Ukraine and abroad and improve their skills by participating in research internships. Another component that is within the competence of teachers is the development of materials in Ukrainian, English and Russian for entrance examinations for ED 'Bachelor and ED 'Master' (*ED – Educational Degree).

Table 1.1. Distribution of groups by areas of 2018/2019 academic year

Humanitarian	Economic	Medical and biological	Engineering and technical
52%	5%	29%	14%

Table 1.2. Distribution of classroom hours in the school year (specialisation: Humanities)

Ukrainian language	Annotated reading	Literature	History of Ukraine	Geography	Ukrainian studies
71%	6%	8%	6%	6%	3%
780 hours	60 hours	90 hours	60 hours	60 hours	30 hours

Table 1.3. Distribution of classroom hours in the school year (specialisation: economy)

Ukrainian language	Annotated reading	Basics of economics	Maths	Geography	Ukrainian studies
67%	6%	8%	8%	8%	3%
720 hours	60 hours	90 hours	90 hours	90 hours	30 hours

Table 1.4. Distribution of classroom hours in the school year (specialisation: medicine and biology)

Ukrainian language	Annotated reading	Biology	Chemistry	Physics	Ukrainian studies
67%	6%	8%	8%	8%	3%
720 hours	60 hours	90 hours	90 hours	90 hours	30 hours

Table 1.5. Distribution of classroom hours in the school year (specialisation: STEM)

Ukrainian language	Annotated reading	Maths	Physics	Engineering graphics	Ukrainian studies	Chemistry
66%	6%	8%	8%	6%	3%	3%
720 hours	60 hours	90 hours	90 hours	60 hours	30 hours	30 hours

Table 1.6. Distribution of classroom hours in English-speaking groups (specialisation: Humanities)

English	Ukrainian language	Annotated reading	History of Ukraine	Geography	Ukrainian studies
66%	14%	6%	8%	3%	3%
720 hours	150 hours	60 hours	90 hours	30 hours	30 hours

Table 1.7. Distribution of classroom hours in Russian-speaking groups (specialisation: Humanities)

Russian language	Annotated reading	Ukrainian language	Literature	Geography	Ukrainian studies	History of Ukraine
60%	6%	11%	8%	6%	3%	6%
660 hours	60 hours	120 hours	90 hours	60 hours	30 hours	60 hours

Every year the methodical department works on the improvement of educational programs and carries out search of new technologies of training. For example, in the last academic year (2020–2021) the cycle of humanities disciplines was changed: the general course 'Fundamentals of Ukrainian and foreign literature' was divided according to the program into courses 'Fundamentals of Ukrainian and world literature' for groups with Ukrainian and Russian language of instruction, as well as the course 'World Literature' in groups with English language of instruction.

In addition, the number of hours devoted to the study of General English was divided between two areas, taking into account the future professional component: 'General English' and 'English for Professional Purposes' (humanities and medical and biological areas). With the emergence of the modern challenge of combating the pandemic and the transfer of education online, the University has organised a course of webinars to improve the professional skills of research and teaching staff. Upon successful completion of the test after the webinar

course, research and teaching staff had the opportunity to obtain a certificate. As the Preparatory Department for Foreign Citizens is an educational unit of the University of Kyiv, active educational, scientific and extracurricular work is carried out here with the aim of socio-cultural adaptation. For several years in a row, the International Scientific Conference for Foreign Students (Students) has been held, during which several foreign students are attached to the scientific and pedagogical employee of the department as a scientific supervisor. They prepare a report in the form of a presentation about the cultural and educational features of their country or Ukraine. In the spring of 2021, the International Conference for Teachers Teaching Various Disciplines to International Students was established. Both teachers of preparatory departments and teachers from faculties and institutes are invited to participate in the conference to exchange professional experience.

The specific of extracurricular work is the attachment to each group of the main teacher-curator, who with the support of the leadership of the Preparatory Department for Foreign Citizens acquaints foreigners with the cultural life of Ukraine. These can be visits to museums, art exhibitions, architectural monuments, theatres, creative meetings with famous people, cultural and educational events at faculties and institutes, to which, of course, foreigners are invited.

All this contributes to the rapid and high-quality adaptation of a different mentality to the living conditions in the Slavic country. After completing pre-university training, students successfully enter the faculties of Kyiv National University after overcoming the challenges that arise immediately after arriving in Ukraine: intercultural conflicts; features of daily routine of foreign students and Ukrainian timetable; language adaptation; accommodation; psychological problems; studying motivation; methodological base; online studying. One of the most popular institutes to go on studying for foreign students is the Scientific and Educational Institute of Philology at Taras Shevchenko National University of Kyiv. The main department for getting a specialisation is the Department of Ukrainian and Russian as foreign languages and programs in English for studying more than two foreign languages.

Thus, the education of foreigners is a really difficult process that requires professionalism and certain character traits of a research and teaching staff. Of course, conducting educational activities in groups with foreign students can cause more unexpected moments than with their Ukrainian students, but with experience, such delicate moments can be resolved as quickly as possible. In terms of research, it seems interesting in the future to pay attention to the following aspects: social and cultural adaptation in the European countries; intercul-

tural communication; dialogue of different cultures; perception of knowledge in foreign language; mutual understanding and interaction; attraction as a cultural definition; attribution as a cultural definition; emotional Intelligence of foreign students.

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Blended learning in teaching English as a foreign language

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ABSTRACT

The approaches to defining and realising blended learning have been discussed in the paper. The author's experience in conducting blended learning for the future philologists at National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" has been described. The devised blended learning model implied the use of the video conferencing platform Zoom to ensure face-to-face communication and the use of the learning management system Canvas for the online training. Blended classes *via* Zoom were held by the curriculum according to the schedule. During the classes students performed tasks on audio/video comprehension with further semantic, lexical, grammatical analysis and discussion of the content; trained the usage of new lexical units through interactive learning; participated in frontal discussions, reported on the results of the pair/ group discussions held in chat rooms, prepared and presented the results of their own research, discussed the tasks performed in Canvas, etc. Online training was organised in the learning management system Canvas which is characterised by high functionality and flexibility. Canvas allows users to create and customise their own learning environment based on their individual needs; provides possibility of continuous interaction with the lecturer; demonstrates compatibility with mobile devices and operating systems; available to the participants of the education process 24/7 and can be used from any place at any time. Working with Canvas, students performed tasks to improve lexical and grammatical skills, develop academic writing and listening skills; solved problem-based tasks, created and uploaded their own audio and video recordings presenting the results, etc. A survey was conducted among the participants of the education process: positive attitude toward the suggested blended learning model was revealed.

KEYWORDS

blended learning, video conferencing platform Zoom, learning management system Canvas, future philologists, COVID-19

Introduction

In the past decade, due to the rapid development of information and communication technologies, the concept of blended learning has become an extremely popular education modality, with educators and learners worldwide accepting its effectiveness and high potential. 'Blended learning not only fits into modern, connected lifestyle, but can also provide specific benefits to students, teachers, and administration…' (Stein and Graham, 2014, p. 14).

It is universally recognised that blended learning (or hybrid learning) offers increased access and convenience, flexibility, improved instructional design, ensures personalisation/individualisation of the learning process, increases engagement through social interaction, and develops the proactive approach to the studying with the teacher being a facilitator of the process.

Background

Different aspects of blended learning have been studied in the works of prominent scholars: C.J. Bonk, T.M. Olson, R.A. Wisher, K.L. Orvis (2002), J. Bersin (2004), E. Allen, J. Seaman, R. Garrett (2007), D.R. Garrison, N. Vaughan (2007), S. Jared, C.R. Graham (2014), L.P. Dringus, A.B. Seagull (2015), C. Dziuban, C.R. Graham, P.D. Moskal (2018), N. Dotsenko (2020) and others.

However, at present there is no unanimously accepted definition of blended learning and approaches to realising blended learning and creating blended models are context-dependent. 'The way in which blended learning is delivered is usually dependent on circumstances, making a universal, all-encompassing definition hard to establish' (Quigley, 2019).

Classically, blended learning is viewed as a kind of relic symbolic of the gap between traditional education and connected and digital learning (Teach Thought Staff, 2020) and is defined as an approach that 'combines the best of two training environments – structured environment that includes face-to-face interaction with an instructor, and semi-autonomous, computer-based training' (ELM Learning, 2021); 'a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customise their learning experiences' (Panopto, 2019).

Some scholars interpret blended learning as an approach when students have an opportunity to visit onsite sessions if they feel the necessity. Educators are to

create a fully online course with optional onsite components that can substitute for online activities:

> In a blended-learning course, for example, students might attend a class taught by a teacher in a traditional classroom setting, while also independently completing online components of the course outside of the classroom. In this case, in-class time may be either replaced or supplemented by online learning experiences, and students would learn about the same topics online as they do in class - i.e., the online and in-person learning experiences would parallel and complement one another (Glossary of Education Reform, 2013).

According to another approach to organising blended learning (Quigley, 2019), the 'place-based classroom methods' can be replaced by webinars, making the learning even more accessible and convenient. Nowadays, there are a number of webinar tool options available, among them Zoom, GoToWebinar, Cisco WebEx, Adobe Connect, Google Hangouts, AnyMeeting. The latter approach was adopted while organising blended learning in the COVID-19 pandemic for future philologists at National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (autumn and fall semesters, 2020-2021).

Study methods

During the research theoretical and empirical methods were used. Theoretical methods included analysis, synthesis and systematisation of the psychological, linguistic and methodological works; empirical methods included pedagogical observation, conducting a survey using Google Forms to identify the students' attitude to the suggested blended model.

Findings

The suggested blended model implied the usage of the video conferencing platform Zoom to hold face-to-face practical classes and the learning management system Canvas to organise and realise students' online learning (Vashchylo, 2022).

Face-to-face classes *via* Zoom were held by the curriculum according to the schedule. During the classes students performed tasks on audio/video comprehension with further semantic, lexical, grammatical analysis and discussion of the content; trained the usage of new lexical units through interactive learn-

ing; participated in frontal discussions, reported on the results of the pair/ group discussions held in chat rooms, prepared and presented the results of their own research, discussed the tasks they performed in Canvas with the lecturer and groupmates, etc. (Vashchylo, 2022).

Students' online learning was organised in the learning management system (LMS) Canvas. This particular system was chosen due to the author's positive experience in organising students' out-of-class individual work within the methodology of teaching English monologue production to future mechanical engineers through podcasting (Vashchylo, 2020). The use of LMS Canvas in the suggested blended model was also predetermined by its high functionality and flexibility. The system in question allows users to create and customise their own learning environment based on their individual needs; provide the possibility of continuous interaction with the lecturer. Being compatible with a number of mobile devices and operating systems (iPad, iPhone, Android, etc.), LMS Canvas is available to students 24/7 and can be used from any place at any time. The system has a user-friendly interface and is easy to work with. The educational content in Canvas can be easily arranged into units and modules, the submission deadline is set, the number of attempts and peculiarities of the assessment are indicated. The tasks performed by students are accumulated in the system and are available to the lecturer and students when needed (Vashchylo, 2022).

Working in LMS Canvas during their online learning sessions, students performed various tasks: practised the usage of specialised terminological units and grammar structures; conducted semantic analysis of the comprehended information; summarised the comprehended information, providing their personal comments on the topic, recorded and uploaded their own audio; solved problems connected with their major and discussed the results in pairs, mini-groups, groups, created and uploaded their own video recordings as a result, etc. (Vashchylo, 2022).

Conclusions and directions for further research

In order to establish the students' attitudes toward the blended model a survey was conducted using Google Forms. The results of the survey revealed a positive attitude to organising the learning through video conferencing platform Zoom and the learning management system Canvas: 60% of the respondents were quite satisfied, 36% of the respondents were "absolutely satisfied".

The prospects for further research include: developing and implementing the blended course with the use of learning management systems for teaching English to future philologists at National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", as well as checking its efficiency in the methodological experiment.

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Features of teaching drug technology
via distance learning

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ABSTRACT

Modern challenges and the development of Internet technologies have led to a change in the role of education in society and in the training of specialists. Education is no longer a means of mastering ready-made knowledge, but becomes a way of information exchange, which involves the assimilation, transmission and generation of information. Modern higher education demonstrates flexibility and mobility; its characteristics are innovation and interactivity, and the global network is used as an effective learning tool. During the pandemic, distance learning of the educational process requires a set of distance learning courses in all disciplines, which are taught in each educational institution. 'Technology of Drugs' as an academic discipline belongs to the cycle of basic disciplines of professionally oriented training of specialists in the specialty 'Pharmacy, Industrial Pharmacy'. It is designed for graduates of full-time and parttime education, provides theoretical knowledge and develops practical skills on the main stages of formation and development of pharmaceutical technology in Ukraine. 'Technology of Drugs' curriculum is also an an entry point to knowledge about modern areas of the pharmaceutical industry and professional activity in Ukraine and abroad, general requirements for the manufacture of drugs of different pharmaceutical groups in pharmacies and industrial pharmaceutical companies. The above-mentioned discipline requires careful mastering of practical skills of manufacturing different groups of drugs, which causes certain features of its teaching in distance learning.

Introduction

In accordance with Resolution No. 211 of the Cabinet of Ministers of Ukraine (11.03.2020) *On prevention of the spread of acute respiratory disease COVID-19 caused by SARS-CoV-2 coronavirus on the territory of Ukraine,* quarantine was introduced in the territory of Ukraine, which made traditional teaching impossible (Resolution No. 211 Of The Cabinet Of Ministers Of Ukraine, 2020; Government Portal Ukraine, 2020). The Ministry of Education and Science of Ukraine developed several regulatory documents with the aim of organising educational processes during quarantine, including Order No. 406 (16.03.2020) *On Organisational Measures to Prevent the Spread of the COVID-19* and obliged the heads of higher pharmaceutical education institutions to develop a quarantine work plan using distance learning, and to provide a flexible work schedule for academic staff (Order of the Ministry of Education and Science of Ukraine, 2020; Nizhenkovska, Kuznetsova, and Narokha 2020).

Distance learning is a process that is increasingly present in the world. The Internet has become the main communication channel for the development of distance learning (Pandza and Masic, 2010).

The pandemic was a challenge for higher education institutions in terms of distance learning, as not all universities had developed and implemented a distance learning system and developed Internet infrastructure, digitised teaching materials and tests, tasks, etc., and faced challenges in teaching applied disciplines that require mastering of practical skills.

Education is no longer a means of mastering ready-made knowledge, but becomes a way of information exchange, which involves the assimilation, transmission and generation of information. Modern higher education has to demonstrate flexibility and mobility; its characteristics are innovation and interactivity, and the global network is used as an effective learning tool (Pandza and Masic, 2010).

Background

'Technology of Drugs' belongs to the cycle of basic disciplines of professionally oriented training of specialists in the specialty 'Pharmacy, Industrial Pharmacy'. Discipline 'Technology of Drugs' is designed for graduates of full-time and part-time education, provides theoretical knowledge and develops practical skills on the main stages of formation and development of pharmaceutical technology in

Ukraine, modern areas of the pharmaceutical industry and professional activity in Ukraine and abroad, general requirements for the manufacture of drugs of different pharmaceutical groups in pharmacies and industrial pharmaceutical companies. The above-mentioned discipline requires careful mastering of practical skills of manufacturing different groups of drugs, which causes certain features of its teaching in distance learning (Syllabus, 2021).

The main aim of "Technology of drugs" as an academic discipline is learning by higher education applicants theoretical foundations and practical skills and abilities of drug production in pharmacies and pharmaceutical companies with consideration of the requirements of good pharmacy and manufacturing practice; rules of development and completing the production documents for the manufacture of medicinal products, rules for their storage and packaging; getting knowledge on the characteristics, classification and assortment of dosage forms; studying the influence of excipients on the quality of drugs, enabling realisation of scientific and creative potential of future specialists.

The distance course on drug technology in universities contains materials of various contents and has a typical structure (see Image 1):

1. general information about the course - presentation, working curriculum, syllabus, learning algorithm, knowledge assessment criteria, list of information sources, glossary;
2. support of the course by a tutor – news, forums;
3. educational and methodical materials on each topic:
   a) basic information material; lectures
   b) additional information material;
   c) practical / seminar classes, laboratory works;
   d) control tests;
   e) materials for self-control of studying the topic;
   4. materials to prepare for the final certification.

Methods

The information collected from distance learning platforms of the National Pharmaceutical University, Kharkiv, Danylo Halytsky Lviv National Medical University and Ivano-Frankivsk Medical National University as well as from articles in leading professional journals on the issues of distance learning were analysed.

Image 1. Structure of discipline 'Technology of drugs'

Source: https://nuph.edu.ua/

Results

During the first years of the introduction of distance learning in universities, the capacity of Internet connection was significantly increased, academic local networks were improved, and a distance learning server with a 24-hour Internet connection was installed.

The Moodle electronic monitoring platform is widely used for distance learning in pharmacy departments of higher educational institutions in Ukraine. This system is used in National University of Pharmacy, in Lutsk Lesya Ukrainka National University (National University of Pharmacy, Lesya Ukrainka Volyn National University Official websites).

MS Teams platform is used by Ivano-Frankivsk National Medical University, Odessa; (see National Medical University official website); In Kiev Bogomolets National Medical University, distance learning was implemented *via* the Neuron (Bogomolets National Medical University Official website; Nizhenkovska, Kuznetsova, and Narokha, 2020). In addition, web services are also used; Google Classroom is useful for educational institutions; Google Meet, Zoom and Skype for video conferences; and Viber, Telegram messengers, email or telephone

for individual consultations. Online learning has offered an interactive approach to communication between tutors and students, aimed at developing specific professional competencies in students of the Master of Pharmacy programme.

At the Department of Drug Technology and Biopharmaceutics of Lviv National Medical University (LNMU) of the Ministry of Health of Ukraine, distance learning was implemented using the Misa educational and information platform (see Danylo Halytsky Lviv National Medical University official website; available at: https://new.meduniv.lviv.ua/). It allowed students to communicate with their tutors, receive online advice, and monitor students' site traffic. A vast array of materials were made available on the Misa platform, including educational and methodological materials such as video clips and lecture presentations; methodological recommendations for the preparation for practical and seminar classes; additional materials for the preparation for practical classes (tables, diagrams and schedules); a list of recommended readings; hyperlinks with external online resources and search engines; and individual assignments for students, etc. (see Images 2 and 3).
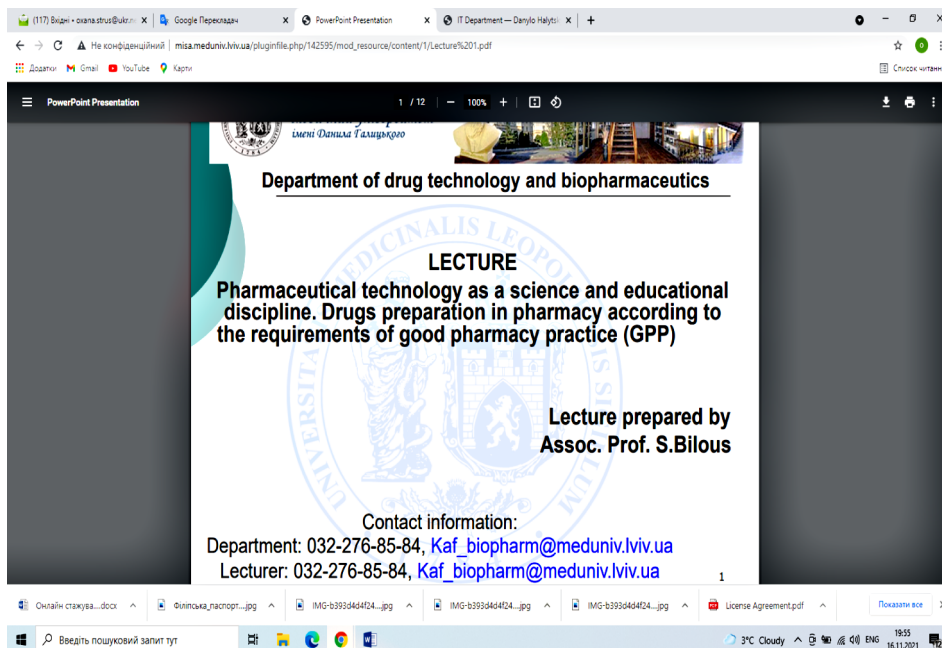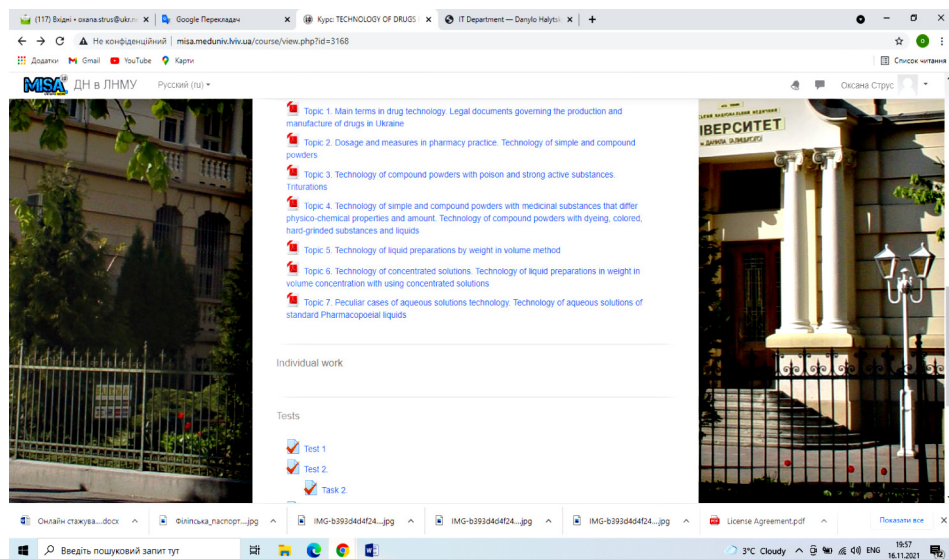

Image 2. Screenshot of the lecture

Source: https://new.meduniv.lviv.ua/

Image 3. Screenshot of the list of seminars and control test

Source: https://new.meduniv.lviv.ua/

Using the resources on the MISA platform, the tutors of the Faculty of Pharmacy conducted practical classes and seminars with students, and organised intermediate and final assessments of students' knowledge of the disciplines covered. Based on the results of the students' written assignments, the teachers gave grades to the students in an electronic journal and made comments using a general department email address.

The Misa platform interface was convenient for the students and adaptable to any device, it allowed for viewing of the uploaded materials or testing at a convenient time and place. The Misa educational and information platform is used to prepare 3rd and 5th Year students for a licensed integrated exam 'Krok 2. Pharmacy' for the applicants for Master's degrees in Pharmacy.

Drug technology belongs to the applied disciplines and requires careful acquisition of practical skills, so the teaching of the discipline has a number of features. To illustrate the basic practical skills, videos have been developed that demonstrate the procedure for conducting practical work in laboratories and simulators of virtual laboratories, which allow applicants to simulate the necessary technological operations to perform laboratory work and thus mastering practical skills.

Videos are placed in distance learning courses on relevant topics (see Image 4).
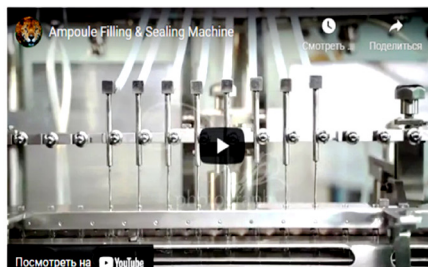
Image 4. Video of the sterile preparations' technology

Source: https://nuph.edu.ua/

Review by applicants of the technique of performing the practical part of the lesson helps to visualise the work in the laboratory lesson, provided by the program of the discipline. Such visualisation helps to understand the order of work and techniques of practical tasks during face-to-face classes and to acquire skills and abilities that form the competencies of the future specialist (see Image 5).

Image 5. Visualisation of the work

Source: https://nuph.edu.ua/

Distance learning involves direct communication between teachers and students during lectures and seminars. Video studios have been set up to give lectures, from which you can broadcast live on the Internet.

During the training, students have the opportunity to attend lectures online and attend practical and seminar classes. Access to video sessions is provided by following the link from the distance course.

Recordings of video lectures are stored on corporate cathedral channels on YouTube, and links to them remain up to date and are available at any time during the study of the discipline.

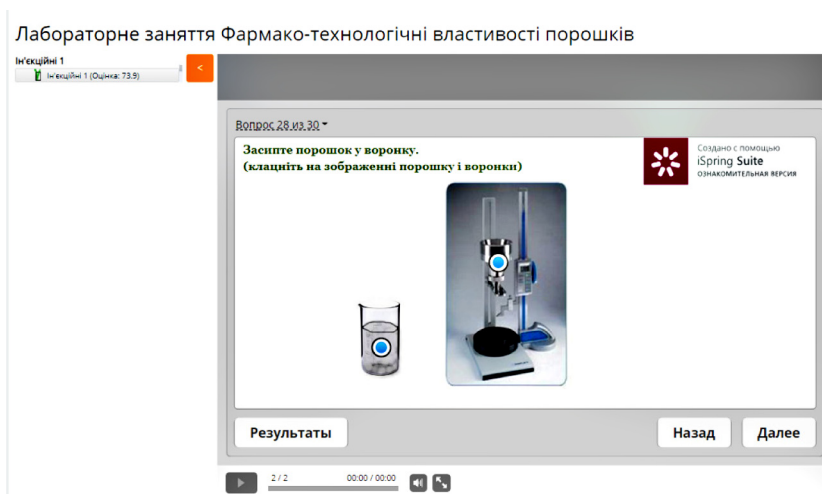**Image 6. Video of powders technology**

Source: https://www.youtube.com/watch?v=PZS2TSnx1Wg

Image 7. Virtual imitators of technics
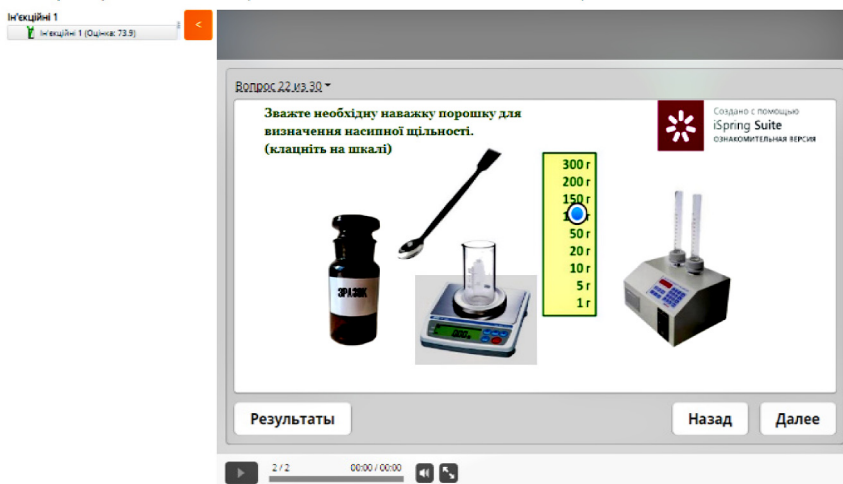
Source: https://nuph.edu.ua/

Image 8.

Source: https://nuph.edu.ua/

In order to ensure the proper level of applicants' integration and for constant communication with the teacher in distance learning courses, forums of mutual assistance and assistance of the teacher have been launched (as a blog). The forums are used for discussions about interesting academic issues, provide assistance in difficult situations in learning the material.

To support the motivation of students to learn, constant and prompt feedback from the teacher is necessary. Therefore, when communicating *via* forums, teachers must adhere to the time period (not more than 24 hours), during which the applicant must receive an answer to a question or assessment for the work done.

During the learning process, the teacher has an online hour in his schedule for daily communication on forums and to check the tasks performed by applicants. Using Moodle for distance learning, Misa allows students and teachers to use different resources to place information materials, practical tasks, materials for self-monitoring and control.

Gamification (crossword puzzles, cards, photo tasks, etc.) is widely used for creating practical tasks to check the assimilation of theoretical material.

Image 9. Forum in the form of blogs

Source: https://nuph.edu.ua/

Image 10. Gamification of the learning process: crossword puzzles, cards, photo tasks

Source: https://nuph.edu.ua/

Quite common among Moodle resources is the 'Lesson', which is used by teachers both to teach information material and to perform practical tasks. - an example of using the resource 'Lesson' for lecture material: an example of using the resource 'Lesson' for a practical task.

To assess the current and final control of knowledge, students are tested in the MS Teams program, which helps to record the percentage of correct answers, testing time, cheated points and cheated time.

Tasks developed by teachers of Ukrainian universities for distance learning courses have a variety of formats: applied tasks, essays, project development, computational problems, case studies, etc.

Control tests are compiled using most of the possible options provided by Moodle. In addition to tests such as multiple choice, actively used tests for compliance, missing words, short answer, dragging in the text, numerical and calculation, which allows to diversify approaches to control the knowledge of applicants and to form a bank of questions of varying difficulty.

The final part of each course provides information on the content and format of the final control of the discipline, which allows applicants to prepare for the control activities.

An important component of the learning process is the self-preparation of applicants, which is 40%, so in distance learning courses there are tasks for independent work on each topic in the form of tasks / tasks and tests, which are evaluated automatically. Tests for self-preparation are configured in the format of checking the correct answer, which allows you to adjust the answer if necessary for better mastering of the course materials.

Printed and Internet resources are intended for independent work of applicants with theoretical material. Most of the main sources have active links to the electronic library. As a result, applicants can download textbooks or other literature to their devices or work with them online. There are also links to specialised sites, the information of which is necessary for the work of applicants to master the material of various disciplines being studied.

Applicants can at any convenient time use electronic presentations of lectures, recordings of video lectures, hypertext textbooks, tests for self-control and other educational and methodical materials on disciplines placed in the educational environment. All these opportunities significantly improve the quality of knowledge.

Distance learning also provides for the possibility of conducting control events in a distance format, so universities had every opportunities to conduct in connection with quarantine measures in 2020 in the format of video confer-

ences (with mandatory personal authentication) final exams and defence of final qualifying works full-time education in all specialties (sometimes in a mixed offline/online mode)..

Task 1. A pharmacy received the prescription for the extemporaneous dosage form compounding of the following composition:

Rp.: *Ephedrini hydrochloridi 0,4*

Kalii iodidi 3,0

Natrii benzoatis 4,0

Aquae purificatae ad 180 ml

Misce. Da. Signa: 1 tablespoon 4 times a day orally after meals.

According to the received prescription it is necessary:
- to indicate the type of dosage form and check the compatibility of ingredients, single and daily doses of poisonous, narcotic and potent substances;
- to calculate the quantities of active pharmaceutical and auxiliary ingredients;
- to substantiate the optimal technology according to the compounding stages;
- to indicate packaging and sealing materials, utensils and types of labels for dispensing of the compounded dosage form;
- to draw up a passport of written control.

Task 2. Indicate the name of the equipment shown in the figure, explain its function, design features and principle of operation.
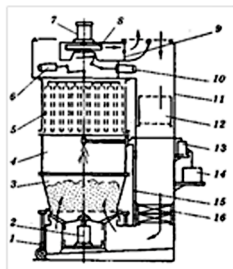
Task 3. Calculate the quantity of plant raw material and the extraction agent for 150 ml of the Belladonna tincture manufacturing with the alcohol adsorption coefficient of 1.4.
Specify this dosage form quality indicators.

Image 11. Sample of exam test from drug technology

Source: https://ifnmu.edu.ua/uk/

Distance learning technologies and system solutions teachers' and applicants' e-education are also extremely important. Informagion materials, e-libraries and Internet links to specialised sites are available on university websites. The University has also developed distance learning courses for teachers, so that distance learning teachers have a clear idea of the relationship and interdependence of technological components included in the distance learning course and allow you to implement and establish all learning procedures and improve your knowledge.

Conclusions and recommendations for practice

Ukraine has not yet fully formed a system of distance learning and is now at the stage of rapid development, so in our opinion we should develop the Internet, develop new approaches to learning practical skills, and share experiences of distance learning with colleagues, including from abroad.

Intermediate results of this active transition of the pharmaceutical faculties within Ukrainian universities to distance learning show that the self-discipline and self-organisation of the students (i.e. those who can independently choose a curriculum, draw up an individual class schedule, study anywhere with a device connected to the Internet and contact professors online) are very important aspects of this form of education.

Although it is still not fully consistent with European standards, the last decade has seen positive changes to the educational systems in Ukraine. Despite the difficulties and problems in the educational environment that arose during the transition to distance learning in Ukrainian institutions, it should be noted that the development of distance learning technologies in Ukraine will make pharmaceutical education better, more competitive, more flexible and more attractive to students.

The future of higher pharmaceutical education in Ukraine depends on how quickly some issues of distance support will be resolved. These issues include the creation of software products such as online course resources for distance learning platforms; integration with cloud technologies; online student's identification standards; the issue of academic staff load; advanced training for academic teachers; and professional burnout amongst others. Distance learning is a prerequisite and a condition for the academic mobility of both students and professors, which will assist with the integration of the Ukrainian system of pharmaceutical education into the European educational environment.

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Geographic Information System (GIS) and the basics of sport maps for education

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ABSTRACT

This article presents an algorithm for creating the basics for sports maps with the possibility of further mapping using the free Geographic Information System (GIS). Modern education is hard to imagine without gaining practical skills and abilities that are difficult to obtain only in the classrooms of the school. Training that forms practical competencies is more effective. However, the deficit of appropriate cartographic material, namely the quality sports maps, prevents such training sessions for students. Using GIS technology and remote sensing technology, you can easily combine the skills of orienteering and skills of using geoinformation methods in the educational process. With the help of SASPlanet GIS, the available free space images of the territory are analysed, the best ones are selected and saved as a 'base map' in the appropriate projection and coordinate system with a georeferences file. The OpenOrienteering Mapper GIS has all the tools available to geotag a base map, create a base, and then create a sports map. Moreover, this GIS has the ability not only to create a map, but also to plan distances and prepare sports maps for printing. Both programs are completely free and available in many languages.

KEYWORDS

orienteering, sport map, GIS, education, geography

Introduction

An access to the Internet speeds up the retrieval of information, which depends primarily on the Internet connection. When we talk about geography or geogra-

pher, there are usually associated with maps. Gaining skills and abilities is much more difficult process here, there are those that can be obtained only by 'live' experience. For example, online you can learn basic terms to determine location, find the highest point, calculate the curvature of the surface etc., but learning learning to use a compass and navigate the terrain "online" is quite difficult. A modern geography teacher is not only a "cabinet geographer" who knows everything about geography, but also a teacher who can manage a tourist and geographical and local history club, organise competitions in sports tourism, and be a guide. Orienteering is an example of combining geography and personal physical development. This combination is not difficult to organise in the area surrounding the school. The main obstacle is the lack of appropriate cartographic material, namely – a quality sports map. Thanks to GIS-technologies, it becomes possible to organise such types of classes. During the last ones on the territory of the Taras Shevchenko National University of Kyiv (KNU) campus on the map, under our guidance, created by a master's student of the Department of Geography of Ukraine, a competition in orienteering was organised. In 2020, students of the Department of Geography of Ukraine master the skills of creating sports maps for the purposes of orienteering and tourism. Therefore, the purpose of this article is to present the disclosure of the algorithm for preparing the basis for the creation of sports maps using GIS SASPlanet and OpenOrienteering Mapper.

Methods

The research methodology is based on the analysis and generalisation of geoinformation software for the creation of sports maps, analysis of the applicability of satellite imagery resources of the territory of Ukraine and other cartographic materials. The GIS mapping method was used – from the selection of the optimal projection and the corresponding coordinate system to the creation of a sports map in the OpenOrienteering Mapper program.

Results

Orienteeing is a sport is a sport in which participants move independently (orient themselves) from start to finish, using only a map and compass (Rule, 2016). And on the other hand, it is a type of recreational activity in which not only sports and physical components are important, but also intellectual ones – to be able

to correctly "read" the map, determine the optimal way and overcome it most effectively. For example, Hannah Eber, world champion and Olympic biathlon champion, notes the importance of engaging in various sports. So, orienteering taught her to be always focused, keep high speed all the time and plan her actions during biathlon competitions. Moreover, in the United Kingdom and the Nordic countries, orienteering is given considerable attention because it replaces physical education classes with orienteering classes. After all, physical, intellectual and recreational components are combined here. Orienteering is also a sport in which there is almost no age range. Thus, the youngest is the age group up to 10 years, and the oldest – 75 and older.

The main problem limiting the growth of this type of activity in the education system is the lack of appropriate cartographic material. A sports map (orienteering map) is a topographic map with additional symbols applied to facilitate orienteering (Specification, 2019). Of course, this is a generalised definition, because, in addition to the specifics of the use of colours (to mark the possibility of the territory), certain symbols, on such maps, the application of horizontals is allowed more freely, to more accurately reflect the terrain and so on.

In addition, sports maps are made on a very large scale (1: 4 000 – 1: 20 000), differ depending on what type of orientation they belong to (for example, on a sports map when orienteering on a bicycle more highlight the paths and mark the fallen trees on paths). Of course, to create a sports map of the forest, even with moderately dissected terrain, to organise competitions in the middle distance requires enough time and the appropriate level of qualification. All educational institutions are located within the settlements and occupy a small area. In such an area can be neglected terrain and a slight difference in altitude will not significantly affect the choice of route, the area is easily deciphered from space images, scale 1:4 000 – 1:5 000. The algorithm for creating a basis for a sports map (Figure 1) was developed on its own practical experience, work (Bobrysheva and Gryniuk, 2016) and the work of cartographer Mazur (2016, 2020) from his personal blog. It should be noted that the algorithm itself does not depend on the territory selected for mapping.

Figure 1. Algorithm for creating a basis for a sports card

A satellite image of the territory (using separate services EO Browser, SASPlan) can be choosen. This solution allows not only view all available topographic, satellite and other materials for a specific area, but also save them in a drawing format with reference to the selected projection and coordinate system.

The main advantage of this program is free access and concentration of all functions together. The latest for the study area are satellite images from Google and Bing, which can be used for non-commercial use. The latest image of the territory is selected, as well as attention is paid to weather conditions (clouds), seasons and exposure of the territory. The left image is newer, but, at the same time, the exposition of the skyscraper captures the northeastern part of the territory, and almost no deciphered trails (Figure 2).

All this affects the speed and quality of map creation. Of course, it is possible to use two or three satellite images, for example, "Maxar" provides images of the Faculty of Geography KNU taken in the summer (relevant for the reflection of vegetation), but older.

Figure 2. The Faculty of Geography KNU the pictures Bing (left) and Google (right)

Saving the image in jpg format and using the scale Z 19–20, which is enough to create maps at a scale of 1:15 000 to 1:4 000 is recommended. After all, when mapping an urban area, image quality plays an important role. Using a scale larger than Z 20 significantly increases the file size and has almost no effect on image quality. An important point when saving and "gluing" the image is the choice of projection (Mercator / WGS84 / EPSG:3395 – this projection is best for

further work in the program OpenOrienteering Mapper) and save the file attachment (word document – shot ext). Such solution leads to work with image in the GIS program and make the correct georeference.

Geotagging is a very important part of preparing for mapping. OpenOrienteering Mapper is a multi-module software that allows to create, edit, prepare, and print sports maps. It combines the properties of both GIS programs and programs for working with vector graphics, such as OCAD, QGIS, CorelDraw, Adobe Illustrator. Most programs are paid, at the same time OpenOrienteering Mapper – free and with support for 27 languages (Ukrainian localization was one of the first), works on almost all platforms except IOS. In addition, this software allows to clearly perform geo-binding in automatic mode, you only need to enter a certain value of the magnetic declination, which is obtained from the service of the National Oceanic and Atmospheric Administration (Figure 3).
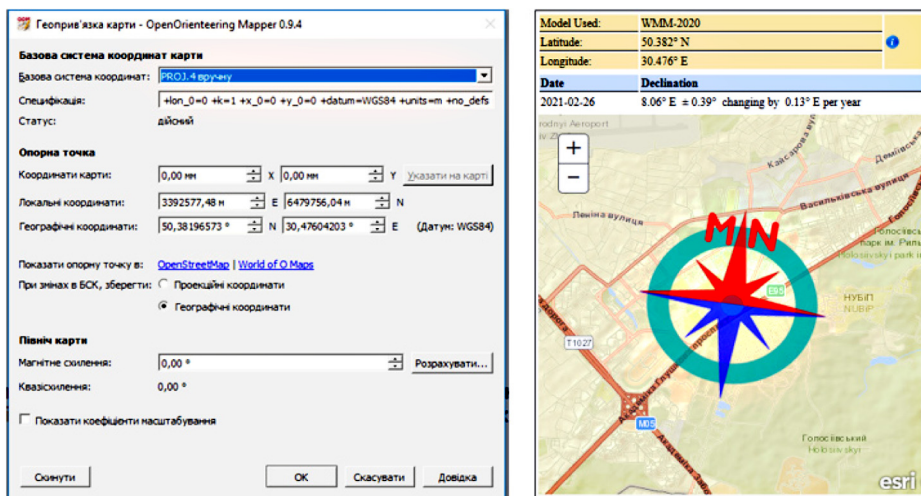
Figure 3. Geotagging the image

As a result of all the above actions, it is possible to get a completely ready basis for creating sports maps in the program OpenOrienteering Mapper (Figure 4).
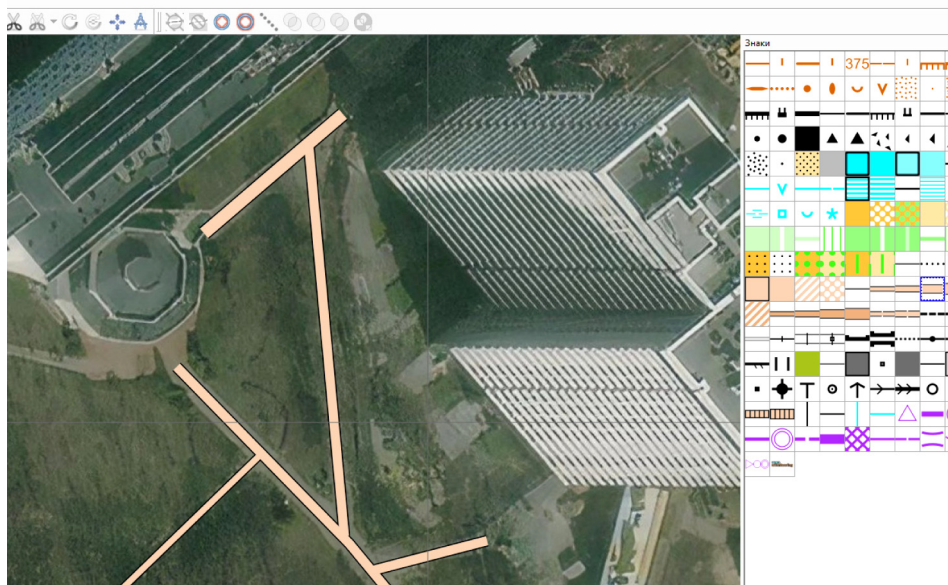
Figure 4. Map basis (The Faculty of Geography KNU) in OpenOrienteering Mapper

The advantage of using this geographic information software is that it is completely free, it can be installed on a personal computer, smartphone, or tablet (with Android operating system only). In the latter case, this software can be used to update the map in the open area and make changes to the map immediately on the ground.

To sum up: OpenOrienteering Mapper has all the tools for preparing a sports map or to create own sports sign.

Conclusions

Thus, orienteering is a sport, but it can also be considered as a recreational activity or hobby. At the same time, the experience of the Scandinavian countries shows that this can be a great addition or replacement for physical education lessons.

After all, orientation not only has a positive effect on physical condition, but also develops memory (location of key objects on the map) and logic (choosing the most optimal route), helps in concentration (finding your place on the map) and monitoring the environment. And it is through orientation that we can inter-

est children in a healthy lifestyle and positively influence their development. But the lack of sports maps of the school territory makes this aspect impossible.

Figure 5. Sample map and distance in orienteering at Boyarka Academic Lyceum "Harmony" (from the report of a second-year student of the group "secondary education"; see Andriichenko, 2020)

At the same time, creating a sports map of the school territory is not difficult, because the appropriate software for creating maps is freely available.

OpenOrienteering Mapper is the software for creating sports maps. In 2020, second-year students majoring in "Secondary Education (Geography)" during their professional practice were not only creating maps, but also developed distance orienteering projects (Figure 5).

These maps can be used during the relevant pedagogical practice in a secondary school. It is easy to explain the relevant content, show the basic principles of orientation not in the classroom, but in an open area. Finally, they are useful to hold a simple competition for the school championship.

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Peculiarities of teaching Generation Z students

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ABSTRACT

In this article, the theory of generations (in Generation Z context) is analysed with special attention paid to teaching on the tertiary level. Various teaching technologies and tools are used in academic education are described. To increase the students' interest in the subject being studied different assignments are proposed. The article analyses the educational challenges faced by a teacher working with Generation Z students. Various approaches to the organisation of the training itself are presented. Particular attention is paid to the combination of traditional and modern teaching techniques and the development of Generation Z abilities to teamwork, active participation iduring discussions, making decisions, and also public speaking. Prospects for further detailed development of each education technology for Generation Z students are indicated.

According to many foreign (e.g., Strauss and Howe, 1991; Cilliers, 2017; Dolot, 2018; Francis and Hoefel, 2018; Demir and Sönmez, 2021) and Ukrainian scholars (e.g., Korostil, 2018; Zelenov, 2018; Strutynska, 2020), almost 80% of students use the Internet about 8 hours a day, i.e., modern students consider the Internet not as a set of technologies, but as a habitat. Internet is not a separate virtual reality any more, it's a part of their life. People born after 2000 are called Generation Z and are mainly regarded as iGeneration or Digital Natives (Demir and Sönmez, 2021) because of their ability to master digital technology. They have a set of social characteristics that significantly distinguish them from other people, the result of which is, first of all, misunderstanding between students, as

well as between students and parents, educators and teachers who are involved in their upbringing and education. To avoid this generation gap and build adequate and productive cooperation, it is necessary to find out the peculiarities of this generation and effective psychological and pedagogical ways of cooperation.

Educators and psychologists are discussing how to teach Generation Z students. The old principle of direct word-of-mouth, teacher-to-student transmission, is outdated. Psychologists insist that the training of the 'digital generation' should neutralise the negative traits of its representatives, help them overcome the difficulties in learning and development caused by the divergence in the digital environment. Generation Z needs a new, adequate to the challenges of our time teaching style.

The Strauss-Howe Generational Theory (Strauss and Howe, 1991) is based on the assertion that the history of social processes is cyclical and recurs every 80 years. During this time, society goes through four stages and each of them lasts about 20 years: high (the desire to group and unite dominates in society), awakening (the desire for autonomy and individuality prevails), unravelling (decline of institutions and prosperity of individualism) and crisis (destruction of old social institutions and the emergence of new ones).

During the cycle, four generations appear (every 20 years a new generation is born; Strauss and Howe, 1991). People of one generation belong to the same historical era, have similar views and values, formed under the influence of certain political, economic and cultural events, as well as the characteristics of upbringing; at the same time, the values formed before the age of 11–12 determine the characteristic model of people's behaviour (motives, goals, directions of development; methods of communication, people management, conflict resolution). Generations (and preferred by their members values) change cyclically (Generation Z Myth, 2019). Despite the fact that many scholars criticise this theory for its stereotyping, studies in different countries show that it works.

The current generation of students born after 2000 is the first fully digital generation. They are called 'generation Z' or 'I-generation', 'digital people', because they are linked through the Internet, YouTube, mobile phones, IMs and MP3 players. Their values are still in the process of formation, but psychologists note gravitation towards individualism, self-confidence and striving for success.

Culturologists and demographers more often say that Generation Z was born in 1991 (the time of creating the World Wide Web); some other scientists suggest that only 2001 should be considered the starting point for this generation, because of the Internet accessibility in day-to-day running. That's why Japanese generation Z was born from 1985–1992 because the level of digitalisation in

Japan was higher than in other countries of post-industrial type of development; Ukrainian Generation Z was born at least in 2004. Thus, in Ukraine, Generation Z includes children and adolescents up to 16 years old.

The information environment in which generation Z lives has a significant impact on the development of their personality, defining characteristic features. According to psychologists, in particular, the American scholar S. Postnik-Goodwin (2010), generation members, who grew up in the virtual environment of the Internet, show impatience and fragmented thinking; focused on short-term goals; understand technology better than human feelings; prefer virtual communication, are addicted to the Internet and Internet games; they are also practice-oriented and easily influenced. Psychologists also note that Generation Z is hyperactive and tends to experiment on building identity.

It is quite obvious that in teaching Z-students the means of traditional teaching are not always effective. They perceive information differently, not only because of personal preferences in choosing the format, but also physiological characteristics. Modern students are less assiduous than their parents – that is they are not interested in textbooks and long lectures any more. Besides, they will not be able to perceive information productively for more than 8–10 minutes. These learners are extremely active and at the same time absorbed in information technology. They are bored of listening to introductory parts and bringing theory, they strive for real knowledge that can be used in practice.

Generation Z students spend a lot of time on smartphones and computers. And teachers cannot ignore this fact while presenting the material. It will take a lot of effort and creativity to get the students' attention. Traditional curricula need to be diversified with non-standard methods of presenting information. By the way, forms of student assessment such as an exam or research paper are also not entirely effective for such a digital generation. They can be diluted with team-project or creative assignments. For Zoomers, drilling and memorising information is not a priority, because they are used to looking up on the Internet. And Generation Z students do not know any life without gadgets. They perceive material in a clip, that is, following the example of changing pictures on the Internet. Accordingly, it will be necessary to adapt the educational system to the capabilities and habits of these learners.

Taking into account all the above-mentioned we selected the most effective teaching methods. Teachers should always use digital technologies, modern online learning platforms, as well as numerous interesting programmes for demonstrating and explaining mathematical laws, physical, chemical and natural phenomena both online and offline. It is expedient to teach students to work with

educational applications and search for necessary information on the Internet, quickly switching from one activity to another.

A typical lesson should include 7–10 different forms of work, whereas each task should last not more than 4 minutes. At the same time, written assignments must be alternated with active-motor and game assignments. Traditional lessons with an explanation of theory for 15–20 min. can't be effective. New information should be presented brightly and unusually with an interactive explanation of the material. For example, the study of a new writer can begin with a performance of excerpts from his novel, a new formula or theorem can be presented through visual experience or online simulation, a grammatical rule – using a computer game, etc. The article analyses the educational challenges faced by a teacher working with Generation Z students. It is necessary to take into account the level of knowledge and abilities of students (they can be hyperactive or slow, familiar with the new topic or not, etc.) That's why the teacher should develop personal tasks for different learners to keep their attention.

Nowadays gamification is one of the key teaching methods for Zoomers. Games can be implemented into classes, directly, i.e.: quizzes, quests, labyrinths, investigations, brain rings, team competitions, debates and many others. Immerging into the game reality, learners try to apply knowledge in practice and consolidate useful skills giving priority to practical work. About 90% of the lesson should be devoted to implementing practical tasks. The method of flipped learning is also very productive for Generation Z students. Generation Z learners are visuals, so visual information (pictures, videos, diagrams, photos, diagrams) should dominate. So, the sources of information for your lesson can be video clips from films and broadcasts, YouTube, statistical data, tables, audio recordings, a lot of handouts with colourful illustrations.

The most effective way for involving students in lessons is to integrate new technologies or social media for sharing useful information, managing different activities and assignments, such as Dropbox, Onedrive or Google Drive, Facebook, Instagram (Demir and Sönmez, 2021). This enhances students' motivation and interaction to learn something new.

In conclusion we note that Generation Z students strive to personalise and prioritise their interests in all areas. Learners demand not only for the educational content but also specific form for its presentation. It is necessary that (to involve them in the educational process) teachers need to speak their language, taking into account their interests and be able to adapt to more than the most ordinary and familiar formats.

Therefore, teachers, as representatives of the three previous generations, in order to avoid conflicts and optimise the educational process, should take into account the following issues: (a) not only know and understand the features of Generation Z learners but respond it correctly according to psychological features; (b) to create comfortable environment in universities that meet all the needs of such learners: provide an opportunity to recharge gadgets, use WI-FI, interactive boards, comfortable lounge zones, non-standard interior design, etc.; (c) transform the educational process according to the contemporary scientific recommendations and practisioners' experiences; (d) constantly improve your information literacy and use modern gadgets in the educational constantly improve information literacy and use modern gadgets in the educational process, etc.

Thus, subsequent research by the authors will be aimed at tracking trends in the development of modern educational technologies and their use for Zoomers' effective teaching.

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Implementing the results of economic research in teaching the *European business environment* course

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ABSTRACT

The present paper explores the research-teaching links – and their corresponding problems – in an Economics master's programme at Kyiv National Economic University. It analyses this programme in comparison with established models of teaching-research links (i.e., research-led, research-oriented, research-based, and research-tutored). It is concluded that tutors' own research activities serve as grounds for implementing the research-led teaching model in not only Economics, but across most of master's programmes in Ukraine (even those not devoted to science), since university academic staff are constantly involved in research activities, the outcomes of which should be implemented via the educational curricula they deliver. This paper therefore uncovers the didactic methods and teaching practices used to implement the results of the author's economic research in their teaching of the master's course: *European business ernvironment*. The author describes how such research outcomes may be translated into captivating teaching exercises for undergraduate students;, which teaching methods proved efficient in building students' research and analytical competencies; and how feedback from anonymous questionnaires may be successfully employed in order to constantly revise and improve the curriculum. It is argued that the *European business environment* course should be understood as a research-led and research-tutored teaching model, since the emphasis is mostly on the content of contemporary research in the field, but not on its specific processes or problems. Indeed, such a problem-based learning approach, coupled with the teamwork and analytical tasks, fit well into the research-tutored model. These pedagogical approaches make a strong contribution to the formation of students' research competencies, transforming them into participants of economic research themselves, where they are free to choose their own specific research focus (e.g., industry environment, relevant regulatory spheres, and EU financial instruments).

Introduction

Our contemporary knowledge-based society puts new demands on higher education. University curricula, in an ever-growing progression, are becoming more and more research-based in order to adapt their graduates for future, 'value-added' professional activities. However, there are different (sometimes even contradictory) pedagogical perspectives on the teaching-research nexus, as broadly highlighted in existing scientific literature. On the one hand, some authors claim that all university education activities should involve research experiences; on the other hand, others argue that research is not appropriate for students who are struggling academically; while the followers of another approach state that research-based teaching may take on different forms and intensities across different specialties and curricula.

These contemporary nuances and contradictions make this the right time to analyse the existing interconnections between teaching and research practices in a modern university specialising in Economics, and how the results of research in the field may be effectively implemented in teaching of the master's programme, *International economic relations*.

Background and theoretical framework

Contemporary studies and practices in the sphere of implementing research activities into higher education curricula are quite extensive. One of the comprehensive definitions of undergraduate research, provided by the US Council on Undergraduate Research, views it as 'an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline' (Beckman and Hensel, 2009, p. 40). Thus, such research experiences are not limited to the final year dissertation, but can also be found throughout the entire curriculum, with students viewed as the producers of research outcomes (Neary and Winn, 2009) or as partners in academic research projects (Cook-Sather et al., 2014; Healey et al., 2015). One of the established strands in this school of thought, typically found in American literature of the topic, is focused on the benefits of apprenticeship-style undergraduate research, which often lies outside the formal curricula (Laursen et al., 2010).

However, not all authors' positions are unanimous on the question of the teaching-research nexus. The long-established Humboldtian idea of 'education through research' has come to be radically questioned in recent years due to the

increase in mass access to higher education, as well as the continuing expansion of research and development practices across modern society (Ash, 1999). Some statistical assessments of the relationship between teaching quality and undergraduates' research activities – on the basis of 500 correlations and derived from 58 case studies – yielded quite a weak positive average result of 0.06 (Hattie and Marsh, 1996, p. 525). This result gives all necessary grounds to conclude that there is more evidence for a *belief* in the existence of a positive cause-and-effect relationships between research and teaching, than for the actual existence of a positive interrelation between the two processes (Neumann, 1992; Hattie and Marsh, 1996, p. 529). Moreover, as mentioned above, some authors strongly believe that research activities do not suit those students who are struggling academically (e.g., Brew and Mantai, 2017, p. 557).

Based on this antagonism regarding the value of research activities in undergraduate education arising during the 1990s, the research focus subsequently shifted towards the study of different forms and levels of the research-teaching nexus. For example, Neumann (1992, p. 161) argues that these interrelations can take the shape of a 'tangible nexus' via the transfer of knowledge; an 'intangible nexus' via studying research approaches and technologies; or a 'global nexus'. In turn, Jenkins (2004) has proposed a number of strategies for successful and effective research-based education – plus, yet another contemporary approach views research and education as types of learning processes, in which both academics and undergraduates are involved (e.g., Brew and Boud, 1995, p. 268; Rowland, 1996; Brew, 1999, p. 297; Elton, 2001).

Further, conceptions of teaching-research relations may be strongly influenced by the disciplines in question: research outcomes may be developed and enacted differently across fields and courses due to the structure of their contents (Colbeck, 1998). In this vein, Healey (2005) believes, that linkages are comparatively difficult to implement in the 'hard' disciplines (like Mathematics or Physics) than in the soft ones (like History or Sociology), because of the 'hierarchical and cumulative construction of knowledge in the former'. In light of Healey's differentiation here, the present paper, aiming to uncover the teaching-research links for the soft economic discipline, *European business environment*, derives its analysis from the typology of teaching-research links first developed by Griffiths (2004) – and later on complemented by Healey (2005) (see Table 1).

Table 1. Typology of teaching-research links

Teaching-research links model	Core characteristics of model	Student- or teacher-focused?	Research content- or process-focused?
Research-led teaching	– the curriculum is structured around subject content; – the course content is directly based on the specialist research interests of teaching staff; – teaching is often based on a traditional 'information transmission' model; – the emphasis tends to be on understanding research findings, rather than on learning about research processes; – limited emphasis is placed on the potential positive impacts of teaching on research	Teacher-focused (with students as audience)	Research content-focused
Research-oriented teaching	– the curriculum places emphasis as much on understanding the processes by which knowledge is produced as on learning the codified knowledge that has been achieved via research; – careful attention is given to the teaching of inquiry skills and on students acquiring a 'research ethos'; – the research experiences of teaching staff are brought to bear in a general way	Teacher-focused (with students as audience)	Research process-focused
Research-based teaching	– the curriculum is designed around inquiry-based activities, rather than on the acquisition of subject content knowledge; – the staff research experiences are highly integrated into student learning activities; – the division of roles between teacher and student is minimised; – the scope for two-way interactions between research and teaching is deliberately exploited	Student-focused (with students as participants)	Research process-focused
Research-tutored teaching	– curriculum emphasises learning focused on students writing and discussing their own research papers	Student-focused (with students as participants)	Research content-focused

Based on: Griffiths (2004) and Healey (2005)

Study design and methods

This study uses the comparative analysis method. Based on scientific approaches to studying the types and strengths of interconnections between teaching and research in higher education, a specific case study on implementing the results of economic research into teaching the *European business environment* course, within the framework of International Economic Relations master's programme, is analysed. Primarily, the research-teaching links typology – as proposed by Griffiths (2004) and later complemented by Healey (2005), as outlined above – is taken as a basis for the comparative analysis: whereby the case study is compared with existing models of implementing research activities into undergraduates' education. Conclusions are made concerning the relevance of the identified models to the specific case under consideration.

Results

There are, essentially, two types of master's programmes in Ukraine: professional programmes and research programmes. This is very similar to the UK, for instance, where universities offer both 'taught' and 'research' master's degrees (Department for Education and Skills, 2003). Professional master's programmes usually do not require the holistic integration of undergraduate students into research activities – instead, they are usually aimed at developing students' applied professional competencies. Also, recent anonymous opinion surveys, carried out by the author with their own students, on the relevance of the curriculum illustrated their willingness to receive more applied training, along with plenty of practical case studies and concrete examples from their field of professional activity.

However, the research-teaching nexus has not only been strongly implemented into research-oriented master's programmes in Ukraine, but also into professional ones. For example, all undergraduates are required to fulfil analytical and/or problem-oriented tasks (as part of their independent work as set by their tutors); publish at least one conference report or scientific article during their master's programme; as well as to prepare and defend their final thesis.

In Ukraine, like in other countries, university education programmes are conducted by people who are engaged in research themselves: tutors' own research activities serve as grounds for implementing the research-led teaching model (Woodhouse, 1998, p. 41). Indeed, all academic staff are involved in research

activities, which include: reporting research results at conferences; publishing articles in peer-reviewed scientific journals; publishing individual and collective monographs; engaging in research and consulting projects; as well as elaborating on their doctoral theses, etc. Moreover, there is a standard requirement that tutors' research outcomes should be integrated into their curricula delivery.

The university's European Economy and Business department staff focus on a number of areas within European studies: encompassing a sector of the EU economy, or a selected integration policy, or both. The results of academics' research are then permanently implemented into the curricula they teach. Additionally, the department's approach to the research-teaching nexus is based on the tutoring and apprenticeship-style of student research, whereby academics create informal student communities around their own specific research interests. To achieve this successfully, first of all, all tutors' research areas are listed on the department's page on the university website. These then serve as possible directions for students' research. These examples include: EU integration policies (e.g., budget policy, competition policy, innovation policy, common agricultural policy, and environmental protection policy); European economic sectors, industries, or markets (e.g. agriculture and the food industry, the energy sector, the pharmaceutical industry, and creative industries); and other interdisciplinary spheres (e.g. localising of innovation activities, high-technology clusters, and gender equality).

Normally, the types of student involvement in research activities during a master's programme with the International Economics and Management Department are the following (see Figure 1):

- participation in individual or group analytical, problem-based tasks (obligatory activity);
- publication of student conference proceedings or articles in scientific journals (obligatory activity);
- submission bachelor's or master's thesis (obligatory activity);
- completion of scientific works (optional activity);
- co-curricular engagement in research projects (optional activity);
- undertaking of apprenticeship-style undergraduate research outside the formal curriculum (optional activity).
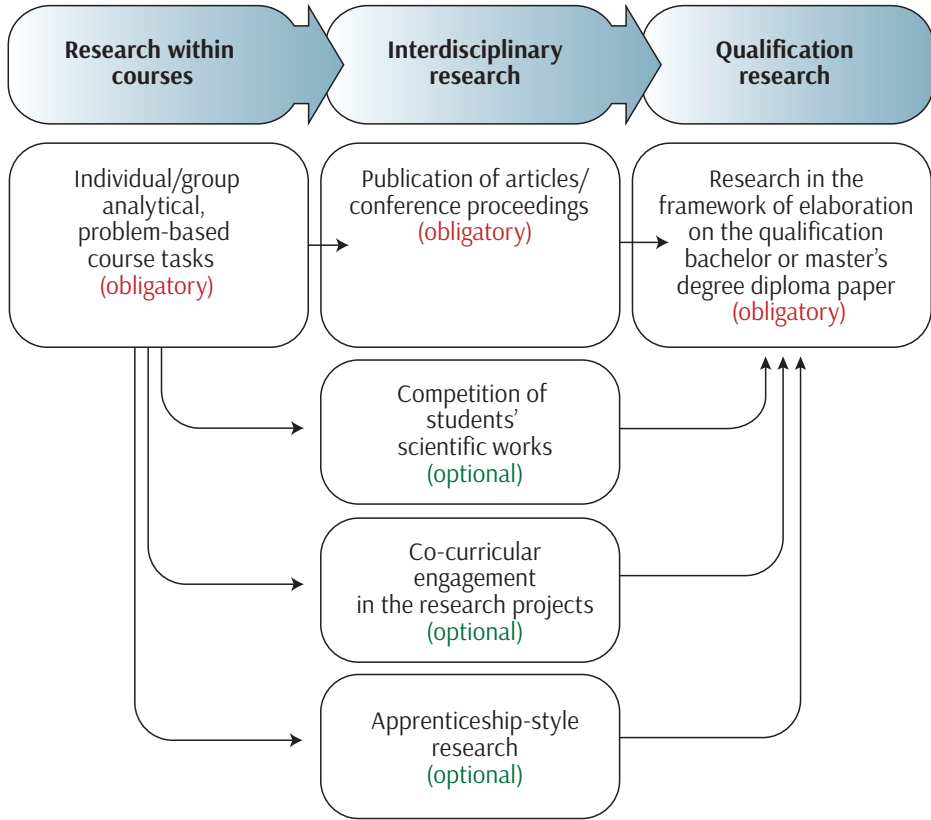
Figure 1. Interrelations between the forms of undergraduate students' research activities

Source: developed by author

As mentioned above, all courses in this department suggest or require that students undertake individual or group analytical and problem-based tasks as part of their independent (tutor-guided) study. These usually include literature reviews, essays, case studies, and analytical assignments. Furthermore, there is a formal recognition and evaluation of their research work, both obligatory and optional – in the form of publishing conference proceedings and scientific articles, as well as participating student scientific competitions, research, or consulting projects. Students' involvement in such optional research activities gives them the formal right to receive bonus grades (up to 10% of their total course grade) in addition to the grade they receive from their completion of obligatory tasks.

Following Griffiths' definition, the International economic relations qualify as research-oriented teaching, in the sense that it 'places emphasis both on understanding the processes by which knowledge is produced, and on learning the codified knowledge that has been achieved' (Griffiths, 2004) (see Figure 2).

STUDENTS AS PARTICIPANTS

Research-tutored
Curriculum emphasies learning focused on students writing and discussing essays and papers

Research-based
Curriculum emphasies students undertaking inquiry-based learning

Educational programme

EMPHASIS ON RESEARCH CONTENT

EMPHASIS ON RESEARCH PROCESSES AND PROBLEMS

The course

Research-led
Curriculum is structured around teaching current subject content

Research-oriented
Currculum emphasies teaching processes of knowledge construction in the subject

TEACHER-FOCUSED STUDENTS AS AUDIENCE

Figure 2. Curriculum design and research-teaching nexus for the *International economic relations* programme and *European business environment* course – with a basis in Healey (2005, p. 70)

The programme curriculum includes a specific course on *Methodology of scientific research*, fully devoted to building students' research competencies and inquiry skills, as well as understanding of research processes (i.e., as opposed to simply research findings).

The *European business environment* course matches well with the research-oriented teaching model, but also with the research-tutored model – since the individual and group student research is usually conducted within the frameworks of analytical tasks for independent learning, as well as elaboration on conference reports, scientific articles, or competition papers.

The primary format of implementing the research-oriented teaching model within the course lies in the permanent inclusion of relevant contemporary research outcomes into lectures and case studies. Thus, students are not only

acquainted with their tutor's research interests (e.g., cluster theory; regional and local innovation systems; EU enterprise and innovation policies, etc.), but also receive exclusive information from invited speakers (from both academic and business circles) and government agencies (which hold lectures and workshops in project management; administering the *EU-Ukraine Deep and Comprehensive Free Trade Agreement*; and sector-specific topics such as human resources, leasing, consulting, accounting in Europe, etc.).

As mentioned above, the course is also based on problem-orientated project work, derived from the problem-based learning (PBL) approach (Barrows and Howard, 1996), which supposes that, working in groups, students should be guided by staff, with group members taking collective responsibility for the project. According to Legge (1997, p. 5), the result of such a pedagogical approach is a 'body of knowledge owned for the most part by the students that produced it and not borrowed from the teachers who taught it'. More specifically, students have several options for their problem-orientated project work. One option is that they may elaborate on a start-up in a specific industry, beginning with an analysis of the EU business environment and regulatory framework – where the obligatory requirement is the attraction of financial resources from EU programmes or sub-programmes – accompanied by a detailed description of the corresponding application procedures. Another option for the group project is analysing the existing business models of well-established companies in the EU, followed by a comprehensive revision and update of their business strategies.

Conclusions, recommendations for practice, and directions for future research

The present paper has explored the research-teaching links in the International economic relations master's programme at Kyiv National Economic University – specifically in comparison with teaching-research models (i.e., research-led, research-oriented, research-based, and research-tutored). Tutors' research activities have been found to serve as the grounds for implementing the research-led teaching model in most master's programmes in Ukraine (whether devoted to science or not), as these individuals are constantly involved in research activities, the outcomes of which can and *should* be integrated into curricula in order to ensure that it is truly up-to-date and research-rich.

Further, the International economic relations programme can be defined, for the most part, as using a research-led teaching model, along with some char-

acteristics of the research-oriented and research-tutored models. The *European business environment* course, however, may be qualified as both research-led and a research-tutored, as the emphasis is mostly made on the content of contemporary research in the field, but not specific research processes or problems. The tutoring approach, typified in the problem-based group work, provides a strong contribution to the formation of the students' research competencies, which can and should transform them into active participants in economic research, where they are free to choose their own research focus.

Summing up, the fundamental research dimension of the *European business environment* course has proven to be quite effective to date – judging from a subjective point of view – based on anonymous student opinion surveys and this tutor's personal perceptions. However, in the future, it would be highly valuable to develop some more in-depth and comprehensive quantitative evaluation, in order to capture the correlations between and influences of students' research activities on their academic performance.

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Analysis of education quality at a technical university during the COVID-19 pandemic

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ABSTRACT

The article considers the impact of the COVID-19 pandemic – specifically the introduced quarantine measures – on the educational process at the Dnipro National University of Railway Transport (named after academician, V. Lazaryan). In general, distance learning has caused inconvenience to all participants in the learning process, teachers and students alike. First of all, the general problems that teachers faced across the board, as the main guarantors of the success of the educational process, are noted. Then, based on the concrete example of a technical university in Ukraine, an analysis of the success of student learning during a pandemic has been carried out. To achieve this, the static data on the success of students' training across different courses and specialties for the last four academic years are considered. It was found that, for both students and professors, the pandemic caused significant inconvenience – plus, in some cases, mental health and technical problems were not fully resolved, which led to a further decrease in the quality of the educational process. In light of these findings, in order to improve the quality of education, proposals are made to: use tutoring with first to fourth year students; improve the quality of technical equipment and the internet connection, and to pay more attention to high-quality digital content for teaching in distance learning, as well as conducting training courses on working with such content.

KEYWORDS

university, learning, COVID-19, tutoring, education, students

Introduction

In Ukraine, the 2021/2022 academic year began with increased quarantine restrictions: by the end of October 2021, many regions were in the red zone due to the growing number of Covid-related deaths. At the same time, the operation

of non-food, fitness, cultural, catering, entertainment, and educational establishments (except for kindergartens and primary schools) was prohibited in the areas which fell into the quarantine zone. However, the restrictions did not apply to facilities with fully vaccinated workers and visitors (i.e. those with two vaccinations) or who had a negative PCR test. Against this backdrop, it should be understood that not all teachers and students at Ukraine's higher educational institutions expressed or possessed a desire to be vaccinated. In any case, the country's universities switched to distance learning. Considering that this mode of operation has now fully extended into its second year, the question of the current quality of Ukrainian higher education must be examined, most urgently in terms of measures to increase this quality (Stukalo et al., 2020).

Under such conditions, an important role was played by teachers' motivation and technical skills for conducting the education process remotely – specifically, requiring mastering a variety of software and video-conferencing services. The same demands apply to students, but, in their case, the motivation to study is related to environmental factors such as household chores, technical problems at home (e.g. computers or internet connection), or employment. In motivating their students, the most effective approach is for educators to work with small groups (of up to three) via tutoring, using different models (Pérez-Jorge et al., 2020) and roles (Faroa, 2017). The main task of tutoring is to help an individual to reveal their potential and develop their competences.

Purpose

The purpose of this study is to analyse the educational success of students studying at the Dnipro National University of Railway Transport during the COVID-19 pandemic.

Material and methodology

The study analysed statistical data on the educational success of Dnipro National University of Railway Transport students in full-time education on various courses over the last four academic years. Data were gathered across diverse areas of study: both in the sciences and the humanities.

The statistical data were obtained from Cursor (the internal organisational and information management system), which contains information about stu-

dents and teaching staff; exam results; class attendance logs, etc. The students' success was assessed using a 5-point system.

Results and discussion

Put simply, the introduction of quarantine measures to the university's educational process was stressful for all participants – both for teachers and students. First of all, teachers faced fundamental problems as the main guarantors of the success of the educational process. In fact, in most cases, they lacked previous distance learning experience, which manifested in incomplete distance learning courses, a lack of presentations, etc. Furthermore, many teachers did not possess an understanding of how to conduct laboratory and practical classes (i.e., in scientific or technical disciplines) in a long-distance format.

The overwhelming majority of the surveyed teachers (approximately 60%) had a problem with distance learning, since, as mentioned above, they had no previous experience, and therefore were not prepared to teach during quarantine. Additionally, approximately 45% noted that they had never used distance learning technologies (for example, Zoom) in their teaching activities before. These findings can be explained, at least in part, by the fact that the teaching staff had not received any recommendations or training on how to conduct distance learning and work with online tools.

The next problem the surveyed teachers faced was a lack of access to high-speed internet, as well as the technical equipment needed for teaching long-distance. This problem was also experienced by students, but to a lesser extent due to the widespread practice of using mobile phones as a translator during distance learning – improving their access to distance courses, but worsening their levels of information perception and ability to perform more complex tasks.

At the same time as these technical considerations, the impact of the pandemic on the surveyed students' psychological states should also be noted (Grubic et al., 2020) – particularly regarding anxiety and economic uncertainty about the future. This trend is also confirmed in a survey by Cao et al. (2020), who found that young respondents experienced a deterioration in their mental health, due to limited social contact and the inconveniences added to everyday life.

Cumulatively, the above factors influenced the level of students' learning success. However, given these negative influences, the current analysis reveals perhaps surprising results. In the 2017/2018 and 2018/2019 academic years – that

is, before the onset of the COVID-19 pandemic – the success of students in technical fields averaged 3.8 points (see Figure 1).
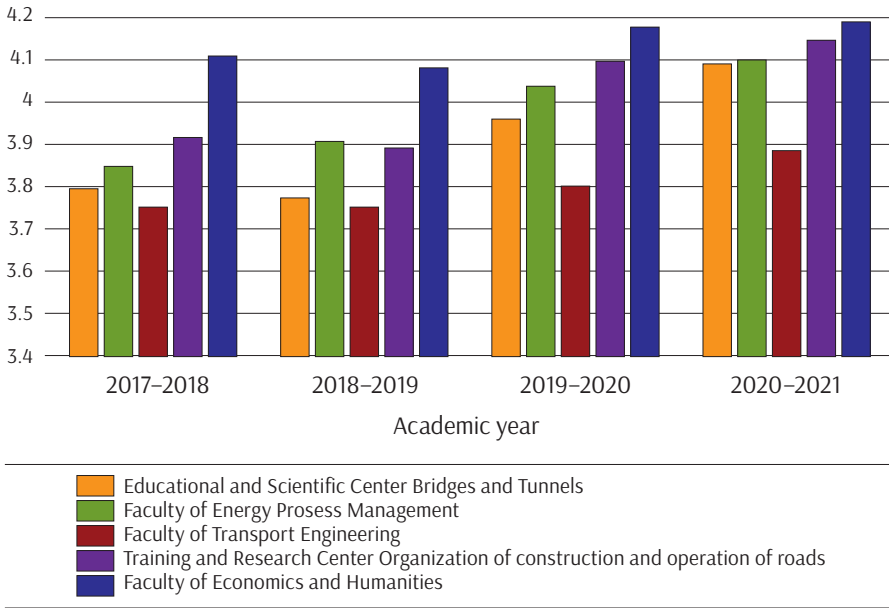

Figure 1. Statistical data on the educational success of Dnipro National University of Railway Transport students over the last four academic years

From this data, it can be seen that (during quarantine and distance learning) students' average level of academic performance increased to about 4.1 points. Such growth is shown by students across almost all technical fields of study. As for the humanities, namely, students of the Faculty of Economics and Humanities, there is an almost constant academic performance between pre- and mid-pandemic periods.

The obtained results seem to contradict expected trends in terms of the (negative) impact of the pandemic; however, they can perhaps be explained by low levels of motivation for teaching students, as well as and the teaching methods, in place at the university pre-pandemic. For the analysis of these factors, the above statistics (see Figure 1) are divided into two parts in line with courses studied – the first including bachelor's students from first to fourth year. These statistics are shown in Figure 2.
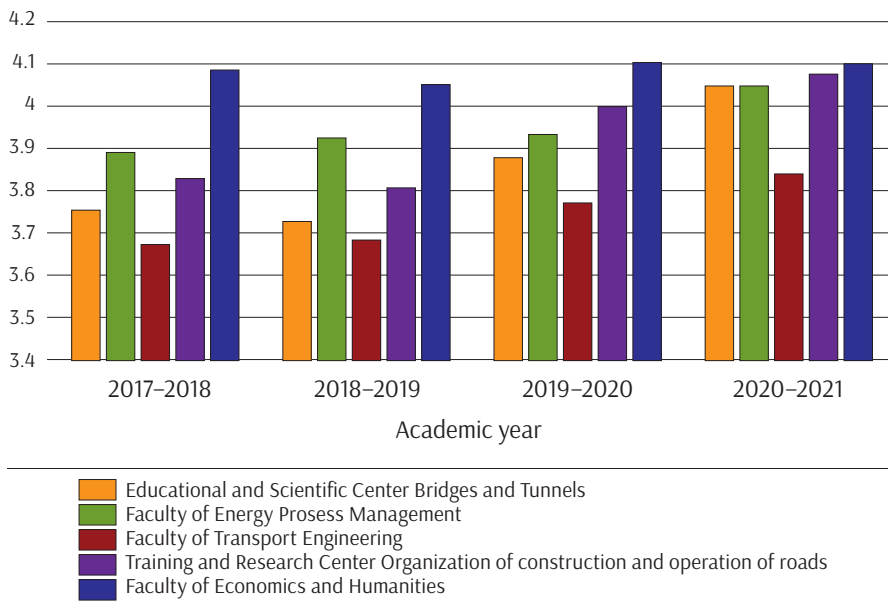
Figure 2. Statistical data on the academic success of first to fourth year students across the last four academic years

The low average (i.e., 3.78 points) of students' academic performance in technical subjects pre-pandemic speaks to insufficient motivation among their teachers. However, during distance learning, according to the statistics obtained in this research, there was actually a slight increase in their average grades – increasing to 3.9 points in the first year and 4.0 points in the 2020/2021 academic year. This growth in students' average educational success can perhaps be explained by the widespread use of online lectures and practical material (located on the discipline website), as well as assessment methods taking a greater variety of forms and a corresponding decrease in teachers' subjective influence on the results.

On the other hand, a significant proportion of the surveyed students took on temporary jobs during the pandemic, which led to a comparative lack of time available for them to spend on their education – accordingly, this may have interrupted their academic motivation and performance. Therefore, the unexpected increase in average grades may be associated primarily with the incompletely configured education system at the university. Difficulties encountered by teaching staff during the transition to distance learning led to a deterioration in the quality of education they were able to provide, accompanied by feelings of sympathy towards their students and, as a result, a more loyal attitude towards them

when formally assessing their knowledge. Figure 3 illustrates the educational success of fifth year (master's) students over the last four academic years.
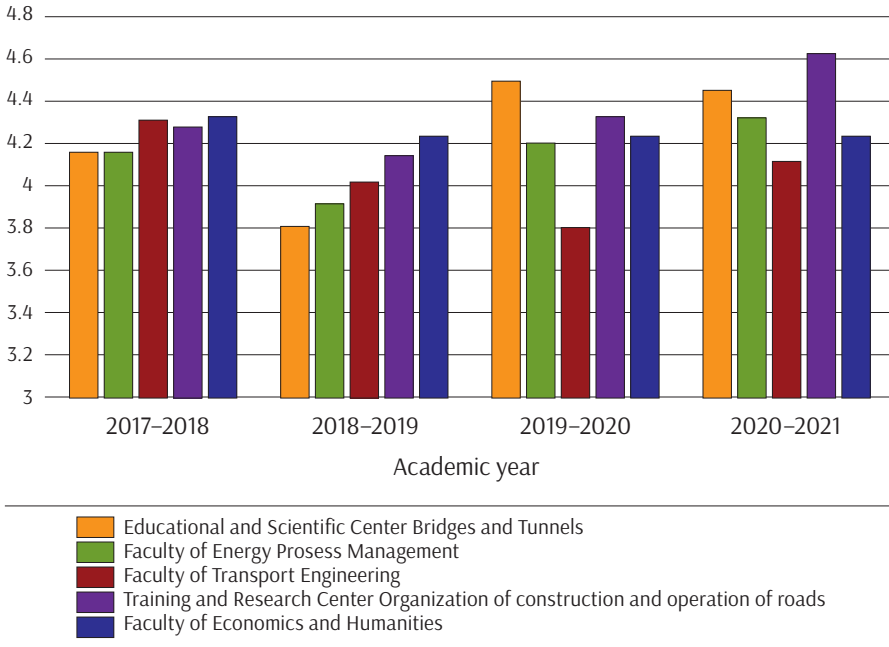
Figure 3. Academic success of fifth year students over the last four academic years

It can be seen here that fifth year students' average scores in most technical subjects (i.e., 4.38 points for the 2020/2021 academic year) is slightly higher than those of humanities students (i.e., 4.2 for the same year), which is the inverse result to the data on first to fourth year students. It is also necessary to note the generally high level of academic performance from humanitarian students over the entire period of the study measured by this research, which may indicate a greater ability to adapt to distance learning.

Figure 3 also illustrates how the fifth year students' average level of academic performance at the beginning of the pandemic (i.e., 4.13 points) was noticeably higher than first to fourth year students' average level of academic performance (i.e., 3.83 points). These levels remained during the pandemic and, as noted above, for some specialties, they even increased.

In terms of explaining the comparative success of fifth year students, the fact is that, in most cases, far fewer students enter and study for a degree at master's level than at bachelor's level. While the higher average scores of fifth

year students can be explained by their increased professional motivation, the influence of the teaching method used should also be considered since, in most cases, master's students are taught in small groups (i.e. tutoring). Under such conditions, the teacher can get to know the students and their problems better, as well as strengthen and nurture their personal interest in their chosen field.

Ultimately, in such classes, the teacher can improve the quality of students' thinking; their attitudes towards the future; core life values; personality development; and capacity for self-education – the latter of which is becoming a key global trend in education today.

Conclusions

For both students and teachers at Ukraine's Dnipro National University of Railway Transport, the COVID-19 pandemic caused significant inconvenience and, in some cases, problems still not yet fully resolved – especially how students' mental health worsened due to the abrupt shift to distance learning that their teachers had not been prepared for. Thus, the results of this study show a decrease in students' attainment levels via the university's educational process.

Going forwards, to improve the situation at the university, it is essential to provide all teachers with reliable computer equipment and high-speed internet connections; develop high-quality digital content for teaching in a distance form; and train teachers in methods of working with this digital content.

An important role in the educational process should be played by tutoring, which – using the example of fifth year students in this case – is found to provide students with both motivation in their chosen direction of study, and improve their personal qualities and values. This form of learning should be introduced for students across first to fourth year, for example in practical classes or seminars, in order to develop inclusive communities that can exist both online and offline.

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Features of teaching and forming professional competencies among medical students in Ukraine

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ABSTRACT

The aim of this paper is to substantiate the system of formation of professional competencies in the preparation of specialists in Pharmacy at the University. Materials: The materials for the study were the normative base of the educational process in the preparation of students-pharmacists and international experience in preventive medicine. Methods: content analysis, system analysis, logical generalisation, medical and statistical, Delphi. Results: The main goal of the university is to train highly competent specialists who have good health potential and are able to long-term support professional activities at a high level. The system of formation of professional competencies in preventive medicine is aimed at logistical management of activities in the process of training and ensuring the selectivity of healthcare management.

Introduction

The integration of the state into a single world educational space is accompanied by the reform of high school which is to bring education in different countries to unified standards. At the same time, the priority of the system of higher pharmaceutical education is training in medical and pharmaceutical universities of highly competent and highly qualified specialists (Minyaeva et al., 2015). Due to the constant increase in the amount of scientific information, the task of the higher school is to find new methodological techniques that provide each student

with deep knowledge, skills and abilities, and reveal before them ways to implement individual tasks and resources.

Modern pedagogical paradigm is based on the formation of professional competencies. According to modern views, professional competencies are an integral characteristic of the business and personal qualities of specialists in the form of knowledge, skills and ability necessary for effective professional activity (Araslanova and Burmistrova, 2017; Bogdanov et al., 2014; Dyomina, 2015, Minyaeva et al., 2015; Nesterova, 2017). The implementation of a competent approach is associated with the stimulation of the transformation of the educational process and qualitative changes in educational activity. At the forefront is the training of highly competent specialists who have good health, high capacity, and are able to maintain their professional activities for a long time at a high level and with good health potential. The concept of health includes the ability to provide optimal life and the ability to perform general and production functions.

At the same time, a sufficient supply of health, high levels of mental and physical performance are the basis of effective mastery of the system of professional knowledge, skills and abilities during study at the university. The fundamental provisions of the formation of a specialist are determined by its correct assessment of its activity. Since, first of all, in the process of vocational education and at the beginning of the work biography, a stereotype of activity, habits, inertia of behaviour and attitude to their duties is formed. Miscalculations at this stage of formation of professional competence and social adaptation can imply their impression on the whole future. In this regard, the training of pharmacists comes to the fore in training specialists who have new approaches in theory and practice in health care, and are able to independently solve professional and life problems.

The purpose of the work was to substantiate the approaches to the formation of professional competencies in preventive medicine in the preparation of preparation of future pharmacy specialists.

Materials and methods

The materials for the study were: the regulatory framework of the educational process for the training of pharmacists, documents on reforming healthcare, international experience in healthcare. Used content analysis, system analysis, logical generalisation medical-statistical and Delphi methods. The essence of the Delphi method was that the experts expressed their opinion in the question-

naires, without informing other experts about it. 12 highly qualified specialists with more than 10 years of experience took part as experts. After the first stage, the opinions of the experts were summarised, and each of them got acquainted with the results. If necessary, he could change his mind to reach a consensus (Hrabovetskyi, 2010; Dalkey, 1969). Statistical processing was performed using the STATISTICA 6 analysis software.

Research results and discussion

In the training of qualified specialists, the leading place belongs to a systematic approach to the formation and development of professional competence of pharmacists. The essence of the approach is that all educational activities for the formation of professional competencies in students are considered as a holistic education with a complex structure (cognitive process, vocational training, industrial practice and professional self-determination against the background of a personal lifestyle). The system for the formation of professional competencies in the discipline «Hygiene in Pharmacy and Ecology» consists of 9 blocks (Figure 1).
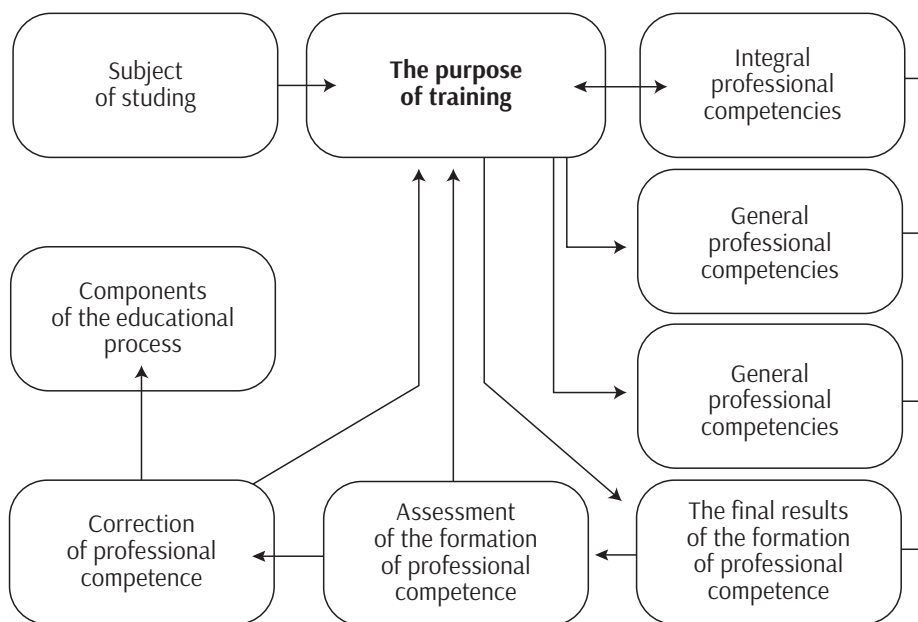

Figure 1. The system of formation of professional competencies in pharmacy students

The subject of study is public and individual human health in relation to environmental factors and preventive measures for health and the environment. The educational process is based on 4 components: motivational (the need and desire to master general educational and professional components), cognitive (mastering the system of definitions and concepts), activity (practical application of knowledge, skills and abilities to perform professional tasks), personal (the importance of personal and self-improvement in order to form professional skills and abilities).

The system-forming factor is the goal of education – the formation of the necessary knowledge, skills, and readiness for students to take preventive measures to improve human health and protect the environment from pollution. The basis of the preventive component of the professional worldview of specialists from «Pharmacy» is the discipline «Hygiene».

In ensuring effective professional activity, an important role belongs to the following competencies: integral, general and special / subject competences.

Integral competences provide the following opportunities: critical analysis and assessment of modern scientific achievements in solving search and practical problems of ensuring favourable working conditions in pharmacies and pharmaceutical enterprises; solving typical and complex specialised tasks and practical problems in professional pharmaceutical activity and healthcare; design and implementation of comprehensive research; introduction of innovations characterised by insufficient information and uncertainty of conditions and requirements; environmental protection.

General competencies are differentiated into research, project, and documentary, social and personal, communication, organisational. Research competencies include: organising research; methodological support of research; analysis of the information received; using a systematic approach to solving problems; strategic planning of activities; finding non-standard solutions in activities; presentation of the results of activities, publications; ability for abstract thinking, analysis and synthesis; the ability to learn and be modernly trained. In the project, professional competencies consist of the following skills: substantiation of new technologies; design and modelling of technological processes; circuit design; development of technical design tasks. Documentary competencies include: record keeping; development of technical documentation; possession of regulatory legal acts on labour protection and safety; preparation and examination of documentation.

Social and personal competencies consist of the ability to act in a socially responsible and conscious manner; the desire to protect the environment and act on the basis of moral motives; the ability to plan and solve problems of their own

professional development; ability to adapt and act in a new situation. Communicative competencies include the ability to: communicate in the state language, as well as in a foreign language; skills of using information and communication technologies, listening and taking into account the views of other people, discussing and defending their views on problems; tolerance and positive consensus with an individual or a collective. Organisational competencies consist of the ability to use knowledge in practical situations, the ability to work in a team; transfer knowledge to others in their professional field; organisation of cooperation and commonwealth in a team.

The main special competences in preventive medicine are: to know the basic methods of protection staff of pharmacy institutions and pharmaceutical enterprises from possible adverse working conditions; to know the basic methods of preserving the environment in their interaction with pharmaceutical production; to know methods of complex formation of health by pharmaceutical support and alimentary support of the body; the ability to carry out sanitary and preventive measures in conditions of pharmaceutical enterprises, including the provision of the technological process. Special competencies are designed in the form of a matrix, which indicates specific knowledge, skills, communication and autonomy and responsibility

The efficiency of the educational process is determined by the final results of the formation of professional competence. The identification of future professional activity as socially significant for the health of the population; knowledge about methods of hygienic assessment, its factors, environmental conditions and their impact on human health; determination of risk factors for health of employees of the pharmaceutical industry and pharmacies, compliance with sanitary and hygienic standards in professional activities; substantiation of measures to improve working conditions and prevention of non-infectious and infectious diseases are basic educational components in this process.

Assessment of the formation of professional competence should be carried out at three levels. High – knowledge of basic laws and definitions in the field of hygiene and medical ecology, the ability to solve problems in unusual situations. High motivation for professional development. Medium – knowledge of most basic laws and definitions of hygiene and medical ecology, with minor errors in their formulation. Motivation for professional activity is unstable. Low – superficial and fragmentary nature of knowledge in hygiene and medical ecology. Quite significant difficulties in their application to solve practical professional problems. Skills are poorly developed, there is no need to solve professional problems on a practical level.

Standardised forms of assessment of professional competence include test tasks of A-5 format. The complexity index and the discrimination index are analysed. The complexity index determines the complexity of specific test tasks for students. Its value characterises the proportion of students who correctly answered a particular test. The most informative for assessing students are test tasks with a complexity index of 0.36–0.84. The discrimination index determines the resolution of test tasks on strong and weak students. The values of the discrimination index in the range from 0.20 to 0.90 are optimal.

Thus, the proposed system of formation of professional competencies of pharmacists in preventive medicine allows to reveal the essence of social and hygienic optimization of public health on the basis of determinants of education and work. From a practical point of view, it is aimed at systematising the management of numerous activities in the process of training and employment and to ensure the selectivity of corrective measures for health care.

Conclusions

1. Optimisation of professional development of students in the process of educational activities in preventive medicine is based on the formation of professional competencies that aim at improving personal health potential and conducting selective activities to protect the industrial and environmental environment.
2. The formation of professional competencies in preventive medicine for students of pharmacy consists of 9 blocks: 'The purpose of training', 'Subject of study', 'Components of the educational process', 'Integral professional competencies', 'General professional competencies', 'Special professional competencies' , 'Correction of professional competence', 'Assessment of the formation of professional competence', 'Final results of the formation of professional competence'.

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Teaching Business English idioms through visuals

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ABSTRACT

Idioms – non-literal, metaphorical phrases – are integral components of any language acquisition. Many English language learners consider Business English idioms to be rather difficult to grasp, so try to avoid them wherever possible. However, due to the importance of Business English idioms in everyday exchanges, researchers are constantly in search of more effective ways to present, practise, and produce them. This study seeks to highlight the importance of using visuals – namely pictures and video clips – in teaching Business English idioms. 40 Economics faculty students at the Ivan Franko National University of Lviv (Ukraine) who had attained an upper-intermediate level of English proficiency (according to the Common European Framework of Reference for Languages) took part in the experiment. The data was collected during the experiment, then analysed by means of descriptive statistics. The results confirmed that pictures are more effective than video clips in terms of Business English idiom recognition and retention. The findings of the study may have both theoretical and didactic implications for scholars, textbook authors, curriculum developers, teachers, and Business English learners themselves.

KEYWORDS

idioms, visuals, Business English, teaching

Introduction

In teaching Business English, it is important to understand clearly that students' knowledge of business vocabulary is not the primary purpose of such classes. In fact, when it comes to career opportunities, practical mastery of business communication skills in real-life situations is more crucial. Idioms – non-literal, metaphorical phrases – are vital in mastering any foreign language, but (Busi-

ness) English in particular is a language that has long been heavily loaded with idioms. Indeed, native speakers use idioms with 'extraordinary frequency' in everyday conversation (Webster, 1957) – for instance, talking about being 'under the weather' to communicate that they are unwell and tired – perhaps unaware of the extent to which they do so, since they are such a deeply embedded part of their lexicon. As such, native speakers may well not comprehend the figurative nature of the language they are using, unless they face a communication breakdown with a non-native speaker.

The sheer lexical variety of idioms allows them to be used in many speaking, writing, translation, and creative tasks. Contemporary methods of teaching foreign languages employ approaches that form not only linguistic professional competence, but also broaden students' cultural horizons and awareness. In the process of learning Business English idioms, students use a spectrum of their own competencies – comparing idioms with corresponding ones in their native language, and delving into the history, customs, and traditions of the target language culture/s. Since idioms are cultural products, they can serve as guides on how to behave in different situations and when handling different problems. Writing about idioms in Africa's Akan cultures, Quan-Balfour (2015) explains that '[i]dioms are powerful social, cultural and moral expressions used in everyday speech in every home and community to guide and educate people.'

This fundamental cultural and moral value to idioms, as well as the fact that they cannot typically be understood via breaking them down into their constituent words or parts, means that the teaching of idioms to non-native speakers calls for particular skills.

Despite the existence of numerous studies on linguo-didactics, the question of how to make the process of teaching idioms effective, functional, and interesting – for both students and teachers – remains open. Therefore, in this pursuit, the use (or potential use) of visuals to facilitate students' retention of Business English idioms is worth considering.

Theoretical framework

Researchers continue to search for a concise definition of what an idiom is. The *Cambridge Dictionary* defines an idiom as 'a group of words in a fixed order that has a particular meaning that is different from the meanings of each word on its own' (n.d.). Similarly, there is a broad consensus that an idiom is an expression or phrase that functions as a single unit, with a meaning which cannot be

understood from its constituent parts (e.g., Larson, 1984; Longman Dictionary, 2013; Nation, 2013). More specifically, Woods contends that idioms are totally unpredictable in meaning and form, plus singles out 'true idioms' (i.e., those completely frozen in meaning and relatively few in number) from 'collocations' (i.e., those whose meanings are roughly predictable or decipherable via synonyms) (cited in Katsarou, 2011, p. 56). Despite this particular evasiveness to the non-native language learner, Schmitt considers students to be generally keen on studying idioms, since correct idiom usage sets fluent language speakers apart (2000, p. 100). Furthermore, from a teaching perspective, idioms 'also offer creative teachers the substance for intriguing teaching tasks' (2000, p. 110).

Lastly, as mentioned above, idioms can be understood on a cultural basis – or, indeed, a cross-cultural basis. According to Svensén (1993, p. 109; p. 156), while idioms are fixed expressions both lexically and grammatically, idioms in the source language should be paralleled with idioms of the same or similar content in the target language, thus creating a cross-cultural site of comparison as a route towards translation and language-learning. With this fundamentally cultural element in mind, it makes sense that Alexander states idioms should be learned in the context of sociolinguistics, culture, and pragmatics (1987, p. 178).

In summation, although many definitions of the notion of the 'idiom' exist, it is often difficult – and even sometimes impossible – to draw a line between idioms, phrasal verbs, and collocations. Nonetheless, all of the definitions and considerations shared above have one common thread binding them together: i.e., that the meaning of idioms cannot be figured out from their constituent parts. As such, this common understanding establishes the basis of the present study.

Burg emphasises that, in the process of vocabulary-building, the problems students and teachers face do not lie in finding new words or their meanings; rather, the problem is to remember and to fix them permanently in the learner's mind. Such a grasp of vocabulary can, arguably, best be reached in the classroom by means of visual materials (Burg, 1997, p. 87). In fact, teaching English *via* the use of pictures is one of the most creative and effective techniques that can be used with all students, regardless of their language level (Fiodorov, 1997, p. 99). Communication using visuals (e.g., photos, memes, illustrations, visuals, and video clips) has become extremely popular in contemporary pedagogy, given that information and communication technologies are developing rapidly and becoming a general practice in studying foreign languages. Using visuals during a language class can inspire students to penetrate complex concepts, by looking at them differently, which in turn awakens their inquisitiveness and creative thinking. According to Raimes (1983, p. 27), visuals are a valuable resource in

language teaching, since they: create a shared experience within the classroom; facilitate common vocabulary and grammar usage; form the basis for the variety of language tasks; and keep students interested – the latter of which resonates with what the linguist, Wright (1989, pp. 2–3) suggested regarding foreign language teachers using as many resources as possible, in order to spark students' interest and motivation in learning a foreign language Wright highlighted five benefits of pictures from a teacher's perspective: they are easy to prepare; they are easy to organise; they are interesting to look at; they are meaningful and authentic; and they cover sufficient amounts of the language concepts presented (ibid.).

Furthermore, he explained the ways in which pictures are irreplaceable in developing students' skills. Pictures can: generate students' desire, motivation, and attention span in engaging with the activity; bring the language's real-life context into the classroom; be addressed both objectively and subjectively; stimulate responses to questions and offer substitutions; offer background information to be dealt with during further conversation, storytelling, and discussion; and provide opportunities to express opinions, experiences, and feelings, as well as to speculate, debate, and dramatise (Wright, 1989, p. 17; p. 96).

Methods

The English language curriculum at Lviv's Ivan Franko National University does not always provide for the study of idioms. As a rule, very little time and attention is paid to them, since the programme is more devoted to grammar and lexical material – all of which must be covered within a limited timeframe. In this environment, teachers often face classes of students who simply do not see the importance – or even need – to study these difficult phrases, so seemingly incomprehensible at first glance. As such, it is necessary to, first of all, convey to students exactly why the use of idioms is so relevant to them and their lives, and why it is impossible to make progress in their language-learning without them.

Against this backdrop, with the long term goal of supporting the facilitation of students' comprehension, retention, and production of Business English idioms, an experiment has been carried out: 45 first year students from the Faculty of Financial Management and Business participated. Their native language was Ukrainian and their English language proficiency level was B2, according to the Common European Framework of Reference for Languages. The participants were equally divided into experimental group 1, experimental group 2,

and a control group. The aim of the experiment was to research the impact of using pictures and video clips on the students' immediate and delayed retention of idioms.

The following research questions have been identified: 1) Do visuals enhance the instant and delayed retention of idioms? and 2) which tools are more effective in the process of idiom retention: pictures or video clips? The data collection included four major stages: pre-test (15 minutes); exposure stage (40 minutes); immediate retention test (15 minutes); and delayed retention test (15 minutes). Stages 1–3 were carried out during one class, then the delayed retention test took place a month later.Opacity of meaning and lack of Ukrainian equivalents determined the choice of idioms for the tests, in order to ensure that students had a lower chance of simply working out their meanings over the course of the research period, rather than learning them (during the exposure stage), then remembering them (during the retention test). The pictures were sourced via Google image search results and the video clips were sourced as snippets from YouTube videos.

Pre-test. All three groups were given a pre-test aimed at measuring their prior knowledge of the idioms they would go on to deal with during the exposure stage. This test included 20 multiple-choice questions to be answered within a time limit of 15 minutes. Provided with four potential answers to each question, the students were tasked with finding the only correct meaning of each idiom.

Exposure stage. The presentation of the idioms and their correct meanings/ usage was conducted in three different ways. The students in experimental group 1 were given pictures along with the idioms (see Figure 1). Experimental group 2 watched short video clips presenting explanations of the idioms. The control group was instructed based on a traditional pedagogical approach, i.e. written definitions and sample sentences adopted from the *Oxford Idioms Dictionary for Learners of English*. During this practice stage, students from all three groups did four exercises: reading a text containing idioms and answering corresponding questions to assess their idiom knowledge; correcting mistakes in sentences containing idioms; answering 'yes' or 'no' to questions containing idioms; then a speaking activity using idioms.

Immediate retention test. To measure their instant idiom retention, students in all three / in the two experimental groups took a test immediately after the instruction was finished (this test was the same as the pre-test).

Figure 1. Examples of pictures used during the experiment

Source: [to be the/a big cheese (idiom)]. (n.d.).; [to hit the nail on the head (idiom)]. (n.d.).; [to beat around the bush (idiom)]. (n.d.). ; [to dig one's heels in (idiom)]. (n.d.).

Delayed retention test. The same groups of students took another test a month later in order to test their delayed idiom retention.

Results. It was vital to gather data from students who had no prior knowledge of the selected idioms. Therefore, taking into account the results of the pre-test, only data from the students whose scores were less than 15% (i.e., three correct answers out of 20) were included in the subsequent stages of the experiment.

Table 1 displays the descriptive statistics gathered from the immediate test. The highest score achieved in this test was 18 for experimental group 1 and 19 for experimental group 2. As regards the lowest scores, these were 11 for both experimental groups and 8 for the control group. Therefore, as the table indicates, there is a slight difference among the groups' means. The control group (who were taught using the traditional method of definitions and sample sentences adopted from the *Oxford Idiom Dictionary for Learners of English*) got the highest mean, at 15.80, while the lowest mean belongs to experimental group 2 (who were taught using video clips). These results may be attributed to the fact that the period between instruction and testing was too short, meaning that the students relied on their short-term memory.

Table 1. Descriptive statistics from the immediate test

Group	N	Mean	Std. Deviation	Minimum	Maximum	Std. Error Mean
Experimental 1	15	15.33	2.28	11	18	0.59
Experimental 2	15	15.2	2.42	11	19	0.62
Control	15	15.8	3.00	8	19	0.77
Total	45	15.44	2.54	8	19	

Table 2 shows the descriptive statistics from the delayed test. As expected, the scores for the delayed test were lower than those for the immediate test, due to the passage of time since the instruction period. The maximum scores in this round were: 18 for experimental group 1, 19 experimental group 2, and 17 for the control group. As regards the minimum scores, these were 6 for the control group, 11 for experimental group 2, and 13 for experimental group 1. However, the most important findings from this data can be found by comparing the two tables: the control group mean is lower in the delayed test than in the immediate test, but – in contrast – the means of the two experimental groups are actually higher than they were in the immediate test. While the control group had difficulty retaining the meanings of idioms a month after the instruction period, the two experimental groups retained knowledge of the idioms.

Table 2. Descriptive statistics from the delayed retention test

Group	N	Mean	Std. Deviation	Minimum	Maximum	Std. Error Mean
Experimental 1	15.00	16.26	1.57	13	19	0.40
Experimental 2	15.00	12.73	2.28	11	18	0.59
Control	15.00	12.73	3.36	6	17	0.86
Total	45.00	1495	2.88	6	19	

Comparing Table 1 and Table 2, it is clear that visuals (i.e. the pictures and videos used in the experimental groups) are more effective in aiding idiom retention, compared to traditional methods of instruction (i.e. the definitions and sample sentences adopted from a dictionary used in the control group). More specifically, in experimental group 1, the students got better results for the delayed test

in comparison with experimental group II, suggesting that, for these groups of students, pictures were more effective than video clips for teaching Business English idioms.

Conclusions and recommendations for practice

Idioms play an indispensable role in English language acquisition. Although researchers are still debating the definition and classification of idioms, the frequent use of idioms in the English language – including Business English settings – indicates their priority in terms of basic vocabulary and, therefore, in the process of language acquisition as a whole.

Visuals attract students' attention and interest via colour, design, animation, message, and meaning. Therefore, they encourage students to study them, as well as reducing, or even eliminating, difficulties with idiom comprehension, retention, and production. Ultimately, this data demonstrates that it is much easier for students to create meanings from images than text. More specifically, while all visuals were found to enhance both instant and delayed retention of idioms, pictures are more effective than video clips in this endeavour. As such, the findings of this study can be applied effectively in teaching Business English, and used by linguists, textbook writers, teachers, and language learners.

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Un(in)formed terrain: problems facing the study of religious journalism in Ukraine today

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ABSTRACT

In our contemporary age, religious information and religious media did not appear in mainstream Ukrainian culture until the 1990s. Until then, for more than 70 years, Ukraine generally took atheistic approaches to the study and discussion of religion and related issues – including in the scientific field. This high level of secularisation fundamentally complicates all work with religious topics, highlighting Ukraine's need to formulate a theoretical basis for the study of religious journalism in its universities. At present, issues of religious communication and journalism are most widely studied within the context of the Catholic Church and implemented in the Catholic media of the Vatican, Italy, and Poland. In these religio-cultural contexts, core principles guiding the activities of religious journalists, the workings of the media, and attitudes to communication have already been formulated. These examples, according to the author, could be utilised as a basis for implementing the study of religious journalism in Ukraine today.

KEYWORDS

religious journalism, religious media, communication, religious topic, religious information, study of religious journalism

The mainstream circulation of religious information and religious media appeared – or, rather, were restored – in Ukraine as recently as the 1990s. Until then, for more than 70 years, Ukraine has generally taken atheistic approaches to the study and discussion of religion and related issues – including in the scientific field – thus creating a high level of secularisation.

Today, the attitude to religion in Ukraine's media is diverse: from avoiding the topic completely, to irregular coverage, to creating a negative image of the

church. This elimination of meaningful coverage of religious topics speaks to a misunderstanding of the importance of religious issues for modern Ukrainian society, indulging instead in generalisation and sensation. Together, this reality stands at odds with Article 35 of the *Constitution of Ukraine* which guarantees everyone freedom of religion, including 'the freedom to profess any religion or not to profess any, to perform religious cults and ritual rites individually or collectively, to conduct religious activities.' (Відомості Верховної Ради України, 2020). This reality is also at odds with the inadmissibility of discrimination on the grounds of religion that is enshrined in the *Code of Ethics for Ukrainian Journalists*: 'No one shall be discriminated against on the grounds of religion.' (Незалежна Медіа Профспілка України, 2019).

In truth, religious organisations are a part of modern Ukrainian society, therefore the actions of religious communities are a matter of public interest – thus, they are in need of integrous media coverage. Fundamentally, in satisfying society's desire for information about religious organisations, on an indicidual level, journalists must avoid discrimination, hate speech, and prejudice and, on a structural level, the media itself should not refrain from covering important religious organisations, events, issues, and figures solely out of fear of offending believers. However, at present, even with general journalistic standards and ethics in place, journalists do not always manage to present information on these particular issues correctly. The main reasons for this include: lack of knowledge, non-inclusion or non-participation in religious life, and misunderstanding the axiological significance of religious topics. These present conflicts and discrepancies highlight the need for a deeper look at how religious journalism is studied in Ukraine's contemporary higher education system.

According to researcher, Barbara Sobczak, the main problems with (religious) journalism courses include: obsolescence of the knowledge shared; failure to link education with the demands of the labour market; not adapting training methods to the needs of the network generation; and, finally, limited preparation for a profession which, in practice, entails many areas of expertise (Sobczak, 2016). Typically, too, existing journalism education assumes that the student is already well (formally) educated, guided by an existing understanding of ethical principles, knows journalistic techniques well, and is aware of their need for self-improvement (Sobczak, 2016, p. 31).

Therefore, moving forwards, in educating future journalists who will write on religious topics during their careers, there is a need to introduce a module or course on religious journalism, if it is not to remain a topic so little studied, despite its intersectionality with countless other areas of life and reportage. More

precisely, as mentioned above, this new type of education should possess an axiological approach, whereby the value that believers place on their religion is centred. In achieving this vision of journalistic education, several key issues must be explored.

First of all, contemporary Ukraine can be understood as a religiously diverse place, with over 70% of the population declaring themselves to be believers (Razumkov Centre, 2018). The country is home to multiple religions and faiths, including Judaism, Islam, Hinduism, Buddism, Paganism (Rodnovery), and Christianity – the latter of which the majority of the population formally identify themselves with (ibid.). Furthermore, within this Christian faith, there is great heterogeneity. A majority – 67% of the population – identify with some strand of the Eastern Orthodox (Catholic) Church, plus 9% identify as Ukrainian Byzantine Rite Catholics, 2% as Protestants, and 8% with no affiliation (ibid.). Beyond this, 11% of the population declare themselves non-religious or completely unaffiliated (ibid.). Naturally, this diversity means that any journalistic work on religious topics should reflect it with nuance and truth – as should the theoretical basis for any study of religious journalism in Ukraine's universities. Moving beyond this theoretical level and on to specifics such programmes must also include rich information about Ukraine's plural religions, denominations, and religious practices, with particular attention paid to their attitudes towards external communications and their presence in the country's information space.

Secondly, while Ukraine's media and education spheres must take care to understand how the country's religious communities interact with the circulation of information about them, they must also attain an understanding – and thus nurture their sense of responsibility as – a predominant source of religious education for many Ukrainians. With the rebirth of Ukraine's independence in the 1990s, a religious and spiritual revival also began, and, accordingly, the number of mass media outlets covering those narratives began to grow. As such, the media arguably took over responsibility for the spiritual education and uniting of the Ukrainian people post-independence – undoubtedly defending the positions of churches and religious organisations. Ukraine's media landscape is currently composed of both state-owned and privately funded outlets – and this includes those who do not have a public religious affiliation, rendering them independent in this regard.

Thirdly, Ukraine's media should understand the role it plays in the credibility of religious organisations. At present, the representatives of different churches and religious communities are not equally involved in communication *via* the media. However, this reality is being challenged by the inside-out mediatisation

of religion (as part of the broader mediatisation of society on the whole) – a process characterised by an increasing number of religious media outlets, positioning themselves as authoritative sources of information on the life of religious communities, especially their own. Nonetheless, active use of mainstream media by representatives of religious organisations can increase their credibility with media consumers, thus potentially increasing the number of their congregations and communities. As such, there is a real need for journalists who understand the missions of all religious bodies in Ukraine, as well as the demands of media audiences for relevant, reliable, and nuanced information. With this goal in mind, the prospects for developing Ukraine's mass media depend both on access to the latest technologies, and a willingness to prioritise dignity and truth. Religious journalism, based on such principles, will always be necessary. Ultimately, religious journalism can serve as a bridge for communication between church(es) and their believers, as well as Ukrainian society more widely. On this front, a particular cause for optimism is the rise of multi-religion/denomination media projects emerging online today, circumnavigating the mono-religious tendencies of Ukraine's offline religious media sources.

So, with a view to the future, what can be done to encourage and improve the study of religious journalism in higher education in Ukraine today? The first step is to develop universal principles for handling information and reportage related to religious topics. To date, some attempts have already been made on this front. The Independent Media Council has made recommendations for journalists and media outlets seeking to cover religious events, in accordance with broader professional ethical issues (Незалежна медійна рада, 2020). Key examples of this guidance are as follows:

- Avoid undue generalisations: journalistic coverage of the actions carried out by one representative of a religious community (e.g., a member of the clergy or a hierarch (i.e., denomination leader)) should not automatically give way to a critique of the entire religious organisation or wider community that exists around them.
- Do not make any comparison of religions, denominations, or religious organisations from which it is concluded that any one prevails over the other/s.
- Use the correct names to refer to denominations, religious organisations, communities, and their members – as a rule, the name used by the people who belong to an organisation themselves is the correct one.

- Take care to check the facts to be used in reporting, especially where they may characterise religions, denominations, organisations, and communities.
- Do not platform inter-religious hatred – in particular, do not spread accusations or negative statements about one religion, denomination, or organisation to others, if they are not directly related to the problem, topic, or situation the reportage will cover.
- Always try to allow all parties to express their position to the same extent when covering conflicts between religious communities.
- Be careful in the selection of experts for citation, taking into account their public position and place of work.

However, there remains a significant gap between this guidance and its implementation in journalistic practice. This author believes that the education of journalists is a vital bridge. At present, in the absence of dedicated courses, the primary option for studying religious journalism is to pursue general studies of journalism and communication. In this case, students are actually exposed to the teachings of the Catholic Church on communication, media, requirements for religious journalists, and communicators. This is because the issues of religious communication and journalism are currently most extensively funded and formally studied *via* the workings of the Catholic church, as well as implemented *via* the Catholic media of the Vatican, Italy, and Poland (Hado, 2016). Within these religio-cultural settings, the predominant principles governing the activity of religious journalists are, thus, formulated. These examples, according to this author, could become the basis for the implementation of religious journalism studies and principles in Ukraine.

The Catholic church's media doctrines can, generally, be understood as serving three important functions: firstly, fulfilling an evangelical mission *via* media; secondly, facilitating the internal communications of the Catholic church; and, thirdly, extending communications to the wider world on diverse topics (e.g., ecology, economics, and politics). Indeed, in formulating his concept of journalism, religious scholar and Ukraine's ambassador to the Vatican, Andrij Yurash, considers its core tasks. Firstly, he sees Catholic journalism as a means by which to explain religious doctrine to believers in order to strengthen their religious beliefs, immunising them against what he considers to be the influences of atheism, other religions, and other Christian denominations influences. Secondly, Yurash wants Catholic journalism to promote Catholic doctrine to non-Catholic audiences. Lastly, Yurash locates Catholic journalism as a site upon which

to inform Catholics (and those interested in becoming Catholic) about various aspects of church life; evaluate issues across diverse sphere – such as politics, economics, and culture – *via* Catholic ideology; and to criticise society in line with the Catholic world view (Юраш, 1997, p. 27). These core activities could be adopted and adapted, by any interested parties, as a basis for the workings of non-Catholic religious media in Ukraine today.

Conclusions

Included in the role of journalists in contemporary Ukraine is establishing permanent lines of communication between society and churches and religious organisations. In this part of the world, people naturally search for the answers to their questions by turning to religious media sources for help. Thus, the prospects for the development of Ukraine's secular and religious media alike depend not simply on the latest technologies, but on the integrity and professionalism of journalists, in the context of this paper specifically as regards: upholding a sense of dignity and truth; understanding the missions of Ukraine's religious organisations; and meeting media consumers' demands for the relevant information. Ultimately, journalism in contemporary Ukraine will remain incomplete if it fails to meaningfully and respectfully explore diverse religious issues and diverse issues *via* religious lenses – after all, religion has been and is a vital driver of global change.

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