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**A COMBINATION OF VARIOUS FORMS OF ORGANIZATION OF THE
EDUCATIONAL PROCESS DURING THE WARTIME
(the case of Zhytomyr Ivan Franko State University)**

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In this article a combination of various forms of organization of the educational process during the wartime was described. In the article the definition of concepts bilingual, formal, non-formal, informal education were given.

The aim of the article was popularization and dissemination of the experience of organizing the combined forms of education during the wartime.

It was indicated that in addition to adaptation problems during the wartime, the students faced a number of problems related to their studies because of different reasons.

Many students, whose level of proficiency in a foreign language (English) allowed them to study within the framework of non-formal education in other countries, began to do so in order to fill the gaps that arose as a result of missed material due to objective reasons in their main educational institution.

There was a spontaneous fusion of bilingual, formal, informal and non-formal education, caused by objective reasons that appeared among Ukrainian students as a result of russian aggression in Ukraine.

In the article the Regulations on Recognition of learning outcomes obtained through non-formal and/or informal education, which defines the general requirements for the procedures for recognition of learning outcomes obtained through non-formal and/or informal education were described.

It was established that Regulations were adopted on time and gave the opportunity to combine formal, non-formal and informal education to students who, due to problems with adaptation, relocation, lack of electricity, long-term air alarms, missed a large amount of educational material to fill the gaps through non-formal and informal education.

It was concluded that the combination of various forms of organization of the educational process (formal, non-formal, informal based on bilingual education) in emergency periods of the country's life will contribute to the continuous and complete education of a student. Providing the opportunity to combine formal, non-formal and informal education will also encourage students to get an education by forming an individual educational trajectory.

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КОМБІНАЦІЯ РІЗНИХ ФОРМ ОРГАНІЗАЦІЇ ОСВІТИ ПІД ЧАС ВІЙНИ (НА ПРИКЛАДІ ПІДГОТОВКИ ЗДОБУВАЧІВ ЖИТОМИРСЬКОГО ДЕРЖАВНОГО УНІВЕРСИТЕТУ ІМЕНІ ІВАНА ФРАНКА)

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У статті описано поєднання різних форм організації навчального процесу у воєнний час. У статті надано визначення понять двомовна, формальна, неформальна, інформальна освіта.

Метою статті є популяризація та поширення досвіду організації комбінованих форм навчання у воєнний час.

Зазначено, що окрім адаптаційних проблем у воєнний час, студенти з різних причин зіткнулися з низкою проблем, пов'язаних із навчанням.

Багато студентів, чий рівень володіння іноземною мовою (англійською) дозволяв їм навчатися в рамках неформальної освіти в інших країнах, почали це робити, щоб заповнити прогалини, які виникли внаслідок пропущеного матеріалу через об'єктивні причини у своєму основному закладі освіти.

Відбулося стихійне злиття двомовної, формальної, інформальної та неформальної освіти, спричинене об'єктивними причинами, що з'явилися серед українських студентів унаслідок російської агресії в Україні.

У статті описано Положення про визнання результатів навчання, отриманих шляхом неформальної та/або інформальної освіти, яке визначає загальні вимоги до процедур визнання результатів навчання, отриманих шляхом неформальної та/або інформальної освіти.

Встановлено, що Положення прийнято вчасно та дало можливість поєднувати формальну, неформальну та інформальну освіту студентам, які через проблеми з адаптацією, переїздом, відсутністю електроенергії, довготривалими повітряними тривогами пропустили велику кількість навчального матеріалу заповнити прогалини за допомогою неформальної та інформальної освіти.

Зроблено висновок, що поєднання різноманітних форм організації освітнього процесу (формального, неформального, інформального на основі білінгвального навчання) в надзвичайних ситуаціях сприятиме неперервній та повноцінній освіті студента. Надання можливості поєднання формальної, неформальної та інформальної освіти також стимулюватиме студентів до здобуття освіти шляхом формування індивідуальної освітньої траєкторії.

Ключові слова: *білінгвальна освіта, формальна освіта, неформальна освіта, інформальна освіта (самоосвіта).*

Introduction of the issue. Russia's invasion on the territory of Ukraine in February 2022 caused a crisis in all spheres of human life, and it had a particularly sharp effect on students, who had to adapt to new conditions of study during the period of air raids, bombings, lack of electricity and terrible news of destruction and death of relatives or other people. Students had to not only learn to exist in such conditions, but also to adapt and learn to realize their inner potential in them. Many students in the first year of the war were forced to go abroad, but they

continued to study at the university online. However, it is extremely difficult for most of the youth to adapt and develop in the conditions of martial law. The problem of social adaptation of students is especially relevant when it comes to the training of future specialists in the field of pedagogy, because the level of his/her further professional activity will depend on how he/she is prepared. But in addition to adaptation, the students faced a number of problems related to their studies, as it was interrupted during air raids, power outages, time differences between

different countries and a number of other reasons. Many students, whose level of proficiency in a foreign language (English) allowed them to study within the framework of non-formal education in other countries, began to do so in order to fill the gaps that arose as a result of missed material due to objective reasons in their main educational institution. There was a spontaneous fusion of bilingual, formal, informal and non-formal education, caused by objective reasons that appeared among Ukrainian students as a result of Russian aggression in Ukraine.

Current state of the issue. Formal education is obtained according to educational programs, in accordance with the levels of education, fields of knowledge, and professions determined by law, and provides for future specialists to achieve the results of training and obtaining qualifications recognized by the state, determined by education standards.

Currently, a large number of scientists are engaged in higher school pedagogy within the framework of formal education in Ukraine, in particular: V. Andruschenko, O. Antonova, O. Vozniuk, O. Dubaseniuk, V. Kovalchuk and many others. They've developed a large number of innovative forms, methods, models, learning technologies, described the history, theory and practice of formal education [1; 2; 3; 4; 6].

Non-formal education is obtained as a rule according to educational programs and does not involve the awarding of educational qualifications recognized by the state but may end with the awarding of professional and/or the awarding of partial educational qualifications.

The analysis of the definitions of non-formal education demonstrated their diversity and contradiction, because it is considered from different angles, within the framework of our study we consider non-formal education as a condition for the implementation of the concept of continuous learning. In this aspect, it was studied by N. Pavlyk,

N. Verkhoglyadova, V. Davydova, Yu. Derkach, and M. Leshchenko [7].

Informal education (self-education) involves the self-organized acquisition of certain competencies by a person, in particular during everyday activities related to professional, social or other activities, family or leisure.

The concept of continuous education determined the leading place of self-education in the modern conditions of a person's mastering of the information space and obtaining an education, also it became a necessary element of education in wartime, when access to formal education was partially limited.

The problem of personal self-development and the place of self-education in this process is researched in the works of V. Golovko, N. Bukhlova, A. Semenov and others [5: 30-35].

The category "bilingual education" is closely related to the category "bilingual teaching". Bilingual education is the training process, during which some professional subjects are taught in a foreign language.

In general, in modern literature, bilingual education is understood as the organization of the educational process, when it is possible to use more than one language as a language of teaching, one of which may be a foreign language.

Bilingual teaching in the field of higher professional education is proposed to be understood as "interrelated activity of the teacher and students in the process of studying special (professional) subjects by means of a foreign language, as a result of which a high level of competence is achieved, which ensures both a high level of foreign language proficiency and deep assimilation the subject content" [9].

It is worth noting that today many domestic scientific schools and institutions of higher education are busy with the problem of developing and implementing into the practice of higher education technologies for training specialists in various fields in a foreign language or on a bilingual basis. Until now, a certain experience of teaching

students of non-linguistic specialties based on artificial bilingualism in domestic institutions of higher education has been accumulated, which is summarized in a certain number of research works.

Thus, N. Mykytenko presented the technology of forming foreign language professional competence of future specialists in natural sciences, O. Kanyuk substantiated the formation of foreign language business communication skills of future social workers in the process of professional training, Z. Korneeva presented the methodology of training future economists in English business communication on the basis of immersion technology, R. Devletov developed the theoretical and methodological principles of teaching future teachers of primary schools of the Crimean Tatar language in the conditions of a trilingual speech environment, A. Husak, in co-authorship with A. Kovalchuk, developed a methodology for bilingual teaching of physics, which found its own reflection in bilingual textbooks, manuals, scientific articles, S. Sytniakivska presented methodology of training social sphere specialists on a bilingual basis in university conditions [11: 29-39].

Outline of unresolved issues brought up in the article. All these forms of organization of educational process have existed for a long time, but Russia's military aggression, which led to the departure of students to different countries of the world and created serious gaps in their formal education they received in Ukraine, led to their effective combination and interconnection for the purpose of training a highly professional specialist in the difficult conditions of wartime.

Aim of the research is popularization and dissemination of the experience of organizing the combined forms of education during the wartime.

Research methods: theoretical analysis of methodological and pedagogical literature, Internet resources, legal documents on the issue

connected with the different forms of education; synthesis and generalization.

Results and discussion. Since globalization, intensive informatization, and permanent changes are the characteristics of the 21st century, this has set the task for educational institutions of forming a professional personality capable of performance his/her professional duties in new conditions. In this regard, the scientific and pedagogical community is developing concepts regarding the renewal of the educational structure, technologies of training specialists, one of the options of which can be considered professional training of future specialists on a bilingual basis (that is, teaching students of professional subjects partially or completely in a foreign language), since such a process, in our opinion, is able to strengthen the professional competence of graduates in the relevant specialty.

Since the emergence of a new learning technology (on a bilingual basis) was caused by globalization processes and scientific and technological progress, for Ukraine, as a country with a European way of development, the process of introducing such a training system is relevant and desirable in all fields of training future specialists, acting as one of the factors of increasing the competitiveness of domestic labor resources.

This is due to the fact that at the beginning of the 21st century foreign language (globalization, multiculturalism, labor migration, the need to exchange professional experience) acquired the status of a political, social, economic, and professional important communicative component. Linguistic competence can create mechanisms of understanding between representatives of the world community in matters of exchange of experience, cooperation and development of relations in the conditions of multilingual professional collaboration. In the last decade, the international relations of Ukraine with the countries of the European Union, between Ukrainian

and foreign firms, enterprises and organizations in various spheres of activity began to develop intensively; direct connections between Ukrainian and foreign educational institutions are expanding; programs and projects for cultural, educational and professional exchange are being developed; the participation of Ukrainian specialists in joint international projects is intensified; the modern world has become more multinational and multilingual: the process of globalization and economic competition is intensifying; and also there is an opportunity and necessity to study and exchange experience in the professional field of specialists in various fields of activity.

In view of the above reasons, the knowledge of at least one or two foreign languages is considered a necessity in the globalized world. Actually, modern Ukrainian education responds to this challenge of the times. Today, the study of foreign languages begins already in elementary school, methods of their early learning are developed and applied from the preschool period of childhood. However, we faced a problem: the modern high school cannot provide its graduates with a perfect knowledge of a foreign language, which in the future would enable students to study professional subjects in a foreign language, thus developing not only philological, but also professional communicative competences.

In conditions where a specialist in a certain field must be able to coexist and even sometimes work fully functionally in a multicultural environment of a certain field, language remains, probably, the only tool that enables mutual understanding and interaction between representatives of different language communities, among which there may be employers, co-workers. So, it is obvious the need to pay special attention to the problem of forming students' abilities for effective self-realization, participation in intercultural and interprofessional communication.

Modern educational institutions should anticipate this and in the

conditions of deepening integrative processes in the social, political, technical and scientific spheres of life of the modern community, simultaneously with the increasing the level of professional training of future specialists, introduce special conditions for their study of foreign languages and professional subjects in foreign languages, orienting at updating the content and methods of organizing the educational process.

This, in turn, actualized the problem of developing the technology of training on bilingual basis (the so-called gradual immersion), which was developed and implemented in the educational process of Zhytomyr Ivan Franko State University. The specified technology of professional training on a bilingual basis within the framework of a full cycle of university education is built on the principle of phased education (consists of four stages and covers the entire period of a student's studies at the university).

This technology of professional training on a bilingual basis has been implemented in the educational process of Zhytomyr Ivan Franko State University since 2014 and may find its application in other institutions of higher education of Ukraine. This technology was designed to improve the results of professional interaction, because with its help students develop both linguistic, communicative and professional competences, increase personal motivation to study, cognitive activity, and also strengthen the connection between the content of professional training in a higher educational institution and the needs of modern labor market in bilingual specialists [10: 65-77].

As bilingual education involves the use of a foreign language, it can be considered effective all known methods used in the study of foreign languages and provide systematic mastery of the four major types of language activity: reading (scientific texts, lecture materials, textbooks and scientific papers, tests, media, abstracting and annotating of the texts); listening

(teacher during lectures, understanding interpersonal communication during practical lessons, understanding Internet audio conferences, round tables, seminars); speaking (monologue and dialogic speech in the classroom, communication during practice, speeches at conferences with participation of scholars); writing (making notes at a lecture, solving problems, writing abstracts to scientific articles, writing a CV for future employment, registration of scientific reports with the assistance of grants, writing reports, abstracts for participation in the international student conferences).

The considerable importance plays the mastering of complex skills using these activities during the work on the translation of scientific literature on a specialty, which also has its own grammatical, lexical and stylistic features.

The important role plays the sustainable usage of traditional and innovative teaching methods. Of particular importance in bilingual education is personal-oriented approach that helps to activate creativity and individual peculiarities of students. In addition, it should be noted that bilingual education requires compulsory usage of modern information technologies in conducting all types of classes.

Initial lectures are held in the native language and only accompanied by a presentation in English. The following lectures (after the 3rd one) are held in English. Prior to each lecture are offered the keywords that students must translate and study in advance. The key words are scientific terminology that will be used during lectures. The theme of the lecture is reported to students also in advance for them to be able to think about the problems of the lecture and meet some of its linguistic aspects. Practical classes are based on personal-oriented learning, the most important features of which are variability of techniques and technologies, training simultaneously at different levels of

complexity. Students are encouraged to perform creative tasks of different levels in English. This may be a group work, an individual work or a work in microgroups. Completed tasks students present on the classes, thus improving four language activities concerning the linguistic aspect, increasing vocabulary of special English.

Within the study special subjects bilingually a test method as a form of control is provided. Students are offered tests in English with four answers, where the only one is correct. Tests are of professional content and verify the understanding of students not only language, but also special (professional) phenomena [10: 65-77].

So, bilingual education is a necessary component of a modern system of education at the university. A variant of its implementation in the educational process of the universities may be organizing the study of special subjects by bilingual method. Its implementation provides a conscious attitude of students to the future profession, develops worldview, responsibility, enhances the adaptation of future specialists in different social, informational, scientific realities.

But we did not expect that teaching using this technology would give another positive result: after the full-scale invasion of Russia on the territory of Ukraine, a large number of students were forced to go abroad and began, in addition to distance learning at their native university, which was sometimes interrupted due to a series of objective reasons, to take courses organized by other universities, on various platforms of non-formal education, to fill certain gaps in education. It should be noted that the world educational community provided Ukrainian students with free access to a variety of educational resources, but they were taught in a foreign (English) language. For students of Zhytomyr Ivan Franko State University, who studied on a bilingual basis, it was much easier to take courses in a foreign language within the framework of non-formal education on

various platforms, because they already knew professional terminology and had experience in foreign language learning.

Fortunately responding to the modern challenges of the time, in January 2023, Zhytomyr Ivan Franko State University adopted the Regulations on Recognition of learning outcomes obtained through non-formal and/or informal education, which defines the general requirements for the procedures for recognition of learning outcomes obtained through non-formal and/or informal education.

In such a way, the university not only encouraged students to get an education by forming an individual educational trajectory, providing the opportunity to combine formal, non-formal and informal education, but also gave an opportunity to students who, due to problems with adaptation, relocation, lack of electricity, long-term air alarms, missed a large amount of educational material fill the gaps through non-formal and informal education [8].

Conclusions and research perspectives. Thus, the combination of various forms of educational process organization (formal, non-formal, informal based on bilingual education) in emergency periods of the country's life will contribute to the continuous and complete education of a student ready to perform professional duties in complex, rapidly changing situations. Providing the opportunity to combine formal, non-formal and informal education will also encourage students to get an education by forming an individual educational trajectory, which is also a very important aspect today.

Further explorations in the study of this problem can be seen in the development of a methodical system of combination the various forms of organization the educational process during the wartime or other emergencies.

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