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## PSYCHOLOGICAL FEATURES OF STUDENTS' ATTITUDES TOWARDS ONLINE EDUCATION IN CRISIS CONDITIONS

### ПСИХОЛОГІЧНІ ОСОБЛИВОСТІ СТАВЛЕННЯ СТУДЕНТІВ ДО ОНЛАЙН-ОСВІТИ В УМОВАХ КРИЗИ

The article presents the results of a theoretical-empirical study of the problem of the attitude of future psychologists to mastering knowledge in higher education institutions during the COVID-19 pandemic and the war in Ukraine. Attention is focused on the fact that one of the requirements for the organization of distance learning for future psychologists is to ensure the psychological comfort of the educational environment and the possibility of implementing a student-centered approach in the online space. The conducted research proved the absence of significant changes in the attitude of modern students to the change in the format of education from offline to online. The Internet space was so deeply implemented in the life of a modern person that the change in the format of obtaining knowledge practically did not affect their perception of the implementation of the educational process. The vast majority of respondents noted the convenience of the online education format and expressed a desire to continue using it in the future. The authors analyzed the main difficulties faced by students in the process of distance learning. Among such difficulties future psychologists attributed technical problems of the Internet network, imperfect mastery of interactive forms of work, low level of technical competence or interference in the educational process of relatives who were at home. The authors emphasize that in today's information-digitalized society, future psychologists must have information and communication skills, digital literacy and information security rules. Accordingly, activation of the process of communication and interactive interaction in the online environment contributes to the development of hard skills in future specialists. The results of the study made it possible to determine the content characteristics of students' attitude to online learning, to analyze the difficulties faced by future professionals. The corresponding results can be taken into account in the process of designing and modernizing the educational virtual environment.

**Key words:** education, online format, offline format, future psychologists, COVID-19 pandemic.

У статті презентовані результати теоретико-емпіричного вивчення проблеми ставлення майбутніх психологів до оволодіння знаннями у закладах вищої освіти у період пандемії COVID-19 та війни в Україні. Акцентовано увагу на тому, що однією з вимог до організації дистанційного навчання для майбутніх психологів є забезпечення психологічної комфортності освітнього середовища та можливість реалізації студентоцентрованого підходу в онлайн просторі. Проведене дослідження засвідчило відсутність суттєвих змін у процесі ставлення сучасних студентів до зміни формату освіти з офлайн у онлайн. Інтернет простір настільки глибоко імплементувався у життя сучасної особистості, що зміна формату отримання знань практично не позначилась на їхньому сприйнятті реалізації освітнього процесу. Переважна більшість респондентів відмітили зручність онлайн формату освіти і висловили бажання продовжити його використання у подальшому. Авторами проаналізовані основні труднощі, з якими зіткнулися студенти у процесі дистанційного навчання. До таких труднощів майбутні психологи віднесли технічні проблеми інтернет-мережі, недосконале володіння інтерактивними формами роботи, низький рівень технічної компетентності чи втручання у освітній процес рідних, що перебували вдома. Авторами наголошено, що в сучасному інформаційному діджиталізованому суспільстві майбутні психологи мають володіти інформаційно-комунікаційними компетентностями, володіти цифровою грамотністю і правилами інформаційної безпеки. Відповідно, активізація процесу комунікації та інтерактивної взаємодії в онлайн середовищі сприяють розвитку hard skills у майбутніх фахівців. Результати дослідження дозволили визначити змістові характеристики ставлення студентів до онлайну навчання, проаналізувати складнощі, з якими стикаються майбутні фахівці. Відповідні результати можуть враховуватися в процесі проектування та модернізації освітнього віртуального середовища.

**Ключові слова:** освіта, онлайн-формат, офлайн-формат, майбутні психологи, пандемія COVID-19.

**Introduction.** The COVID-19 pandemic has become a significant obstacle for education, not only in Ukraine, but also globally. The traditional education system's format remained unchanged for centuries, leading to a func-

tional failure. Educators were able to accomplish something incredible in a short amount of time. Their efforts resulted in the successful conversion of many years of experience in the educational process from an offline for-

mat to an online one. Digitization was accompanied by an axiological rethinking of priorities and views on life and education in general. A number of questions regarding how and with which technologies it is necessary to teach the next generation, what competencies a growing personality should possess, what life-saving and mentally ecological techniques of educational influence should be used in the process of accompanying the personal growth of those who have obtained all educational levels and the professional growth of young people were updated. It is unquestionably true that this entire process was accompanied by tension, stress, and sometimes even despair. New competencies were acquired by both teachers and students in the educational process during the forced lockdown period. Digitization has progressed, leading to the mobile nature of the educational process and the popularity of learning on wheels. The process of mastering knowledge has taken on the characteristics of an educational space without barriers. Universities have provided access to their own online programs, leading to a significant increase in the number of online courses, and expanded opportunities for academic mobility of teachers and students [1]. New tools for collaboration were given to the global educational community to form a hierarchy of values, build new creative scientific platforms, and create multicultural educational formats.

Despite a number of positive aspects of online education, supporters of the offline process have expressed a lot of criticism regarding the decrease in the level of implementation of the educational process, the imperfection of remote forms of testing students' knowledge, their indirect inclusion in the discussion process, there have been concerns about the competence of future specialists, who studied remotely, etc. In view of the above, the issue of determining the level of direct attitude of higher education seekers to the process of obtaining professional knowledge during the COVID-19 pandemic and their degree of motivation and responsible attitude to obtaining professional knowledge in the process of online education has become relevant.

**Purpose** of the article: presentation results study features attitude students in the educational process in the period pandemic COVID-19.

Presenting main material. The attitude of students to the process of mastering professional knowledge should be considered as a general set of positive or negative experiences and their self-assessments regarding purposefulness in the formation of professional competences [6].

The driving force of any educational process is the contradiction between the need to master theoretical and applied knowledge and the existing level of mental development and cognitive interest of students. The education process during the COVID-19 pandemic became an impetus for students to reassess their own competencies, rethink the correctness of choosing a professional path, and affirm the value of their own personality as a future specialist in the helping profession. The challenges of modern society, in particular the state of war in Ukraine, are making adjustments to the distance education system. It is becoming more in demand, the relevance of problems related to the organization of

education of different age groups of education seekers, the choice of Internet platforms for the organization of educational activities of students, the combination of traditional learning methods with those specific for distance education is increasing [2]. The method of distance learning is in the process of formation, and the principles of distance learning and its features have become serious challenges for the education system as a whole. The problem of the development of distance education was studied by both foreign and domestic scientists, including: R. Delling, G. Rambler, D. Keegan, M. Moore, A. Clark, M. Thomson and domestic scientists: O. Andreev, G. Kozlakova, I Kozubovska, V. Oliynyk, A. Khutorsky and many others.

The field of professional activity for future psychologists has been clearly defined by the global lockdown. The pandemic caused the opportunity for theoretical knowledge to be implemented urgently, and the applied tasks acquired professional and valuable meanings. In the formation of future psychologists, a kind of cognitive professional "self-movement" took place, when topics for in-depth study were offered by life itself, both during self-isolation and in work with individuals who are experiencing, hitherto unknown, post-covid syndrome. Exploring a psychological topic or seeking a solution to a problem leads to the generation of new cognitive tasks, which increases interest in future professional activities. For example, the problem of not having the possibility of a traditional farewell ritual with the dead forced students to return to the works of Z. Freud, J. Laplanche and others. to provide psychological support to the client in the process of consultative interaction.

In this way, the online format of education made it possible to move from the traditional transfer of "ready-made theoretical knowledge" to an individual professional search, increasing the degree of independence and responsibility of future psychologists in the formation of their own professional competencies. Psychology students acquire both the ability to master a certain amount of knowledge and the ability to search, isolate, and consciously apply necessary information.

The online format transformed the educational process from the format of transferring and mastering past experience into the process of management by the teacher of the student's conscious search for the necessary knowledge, mechanisms and patterns of development of mental processes of both the individual and society as a whole.

Modern studies of Spanish scientists Iglesias – Pradas S., Hernandez – Garcia, etc were focused on comparing the results of students' academic success during the COVID -19 pandemic and in previous years of education [4]. Their findings indicated an increase in the number of students who were successful in emergency distance learning. The researchers hypothesized that the lack of differences between the results of offline and online education may favour the wider implementation of emergency distance learning, thereby expanding the opportunities for academic mobility of students.

Along with this, it is worth considering the research of Swiss scientists Elmer, T., Mephram, K., & Stadtfeld,

C., which found deterioration of mental health in students during online education [3]. Scientists recorded the dynamics of stressors among student youth, in particular, the transition from socially significant to personal ones, from fears of losing social life to worries about health, family, friends, and one's future.

It's important to acknowledge that distance education offers more opportunities than offline education. The combination of full-time, part-time, dual, and external education is effective. It allows you to increase the level of academic national and international mobility, which allows both students and teachers to easily realize the conditions of continuous education throughout life, use the information resources of libraries in any part of the world, attend lectures and webinars of world-renowned scientists [5]. Online education for individuals has enabled the world to become one source of knowledge.

As part of the national mobility program, the psychological laboratory of the Faculty of Psychology of the M. P. Dragomanov National University of Applied Sciences and the health psychology laboratory of the Bogdan Khmelnytsky Melitopol State Pedagogical University conducted a study of the peculiarities of the attitude of higher education seekers to the process of mastering professional knowledge in an online format. 133 students – future psychologists of the educational degree "Bachelor" and the educational degree "Master" took part in the survey.

Participation in the empirical study was voluntary for the participants. Consent was signed by them for their participation and data processing. Ethics and human rights principles were adhered to during the survey.

According to the results of the survey, answers were received that allowed us to analyze the state of adaptation of students to the online learning format, to track the degree of responsibility and motivation for the process of obtaining professional knowledge, to determine which format of education modern students prefer, etc.

When faced with uncertainty and stress, it can be difficult to adapt to new conditions in both student education and professional activity. In fig. 1 presents the results of a survey of respondents regarding adaptation.

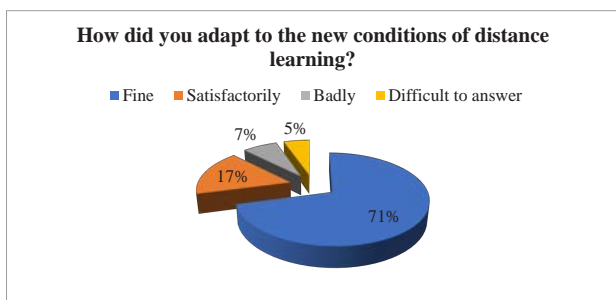


Fig. 1. Quantitative indicators of the degree of adaptation of students to the process of education in online format

As shown in the diagram, 70.8% of respondents adapted well, 16.8% satisfactorily, 7.1% poorly and 5.3% could not answer the question.

For a relatively small number of psychology students (12.4%), adaptation to distance learning caused certain difficulties, which may be associated with a forced change of place of study, the need to constantly

be near a computer or the lack of necessary computer equipment.

Regarding the convenience of studying in the online format, the answers of the respondents were distributed as follows: 71.1% noted extreme convenience; 16.8% noted that it is convenient, but at the same time difficult. And only 11.5% of future psychologists, of which 5.3% of respondents were undecided, admitted that they feel uncomfortable in the online learning process (Fig. 2).

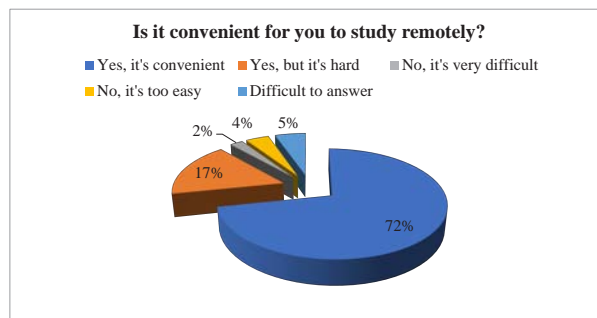


Fig. 2. Quantitative indicators of the degree of convenience of online learning for future psychologists

The answer "it's not convenient" to study online belongs to extroverted choleric individuals, who extremely lacked communication with peers and active organizational activities. In the situation of transition to the online format, such students took on the role of communicators of the group, realizing in this way their own organizational abilities. In addition, it was difficult for them to concentrate on completing educational tasks on interactive boards, which made them nervous

The dynamics of changes in the motivation and responsibility of future psychologists to study online is presented in fig. 3 and Fig. 4.

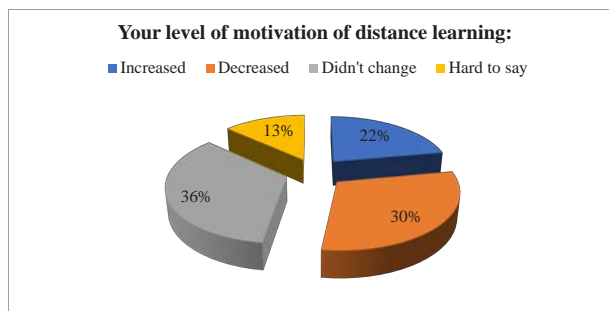


Fig. 3. Quantitative indicators of motivation of future psychologists to study online

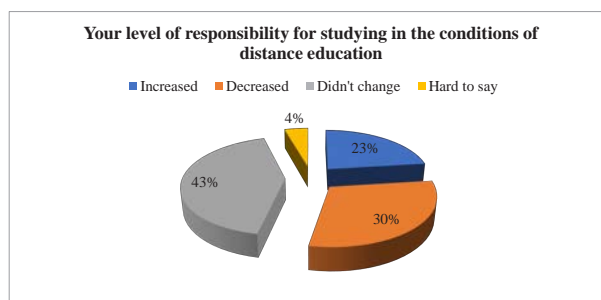


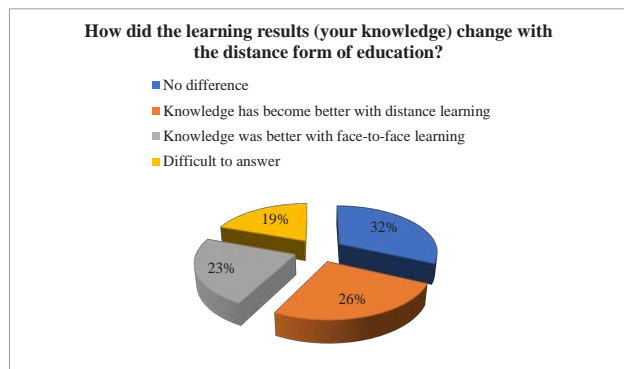
Fig. 4. Quantitative indicators of the responsible attitude of future psychologists to the process of education in the online format

The responses of respondents regarding their motivation and responsibility in relation to online education are quite indicative. An increase in the level of motivation was witnessed by 22.1%, and an increase in responsibility by 23.0% of respondents. 30.1% of future students showed a decrease in motivation, and 30.1% of people showed a decrease in the level of responsibility in their attitude to the learning process. The level of motivation for 34.5% of people and the level of responsible attitude towards learning for 42.5% of respondents remained unchanged.

Thus, we can claim that the process of students' immersion in the profession due to the need to solve professional problems for more than 20% of future psychologists became an incentive for in-depth study of the profession, and the increase in the responsible attitude to the educational process determined the degree of self-attitude of psychology students to their own personality as a future representative of the helping profession

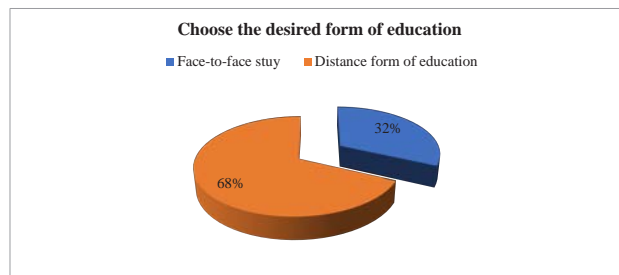
30.1% of students who have lost motivation and reduced the degree of professional responsibility require special attention. Such a reassessment of professional values can have a number of reasons: loss of meaning in life as a result of the loss of a loved one, stress from self-isolation, consequences of the COVID -19 disease, concern for one's health, etc. These students need individual counseling or even therapy.

"Is online training changed?" the respondents' answers were distributed as follows: for 31.9% of future psychologists, the change in the training format did not affect the results in any way; 25.7% noted a certain improvement in their own results; 23.0% noted that their learning outcomes were more effective during offline learning and 19.5% of respondents could not give a clear answer. (Fig. 5).



**Fig. 5. Quantitative indicators of self-assessment by respondents of the effectiveness of training in the online format**

Evaluating the level of ability for academic mobility, the economic aspect, reduction of time costs, schedule flexibility and psychological comfort, 68.1% of respondents chose the online format for further education as the preferred one, and only a third of the survey participants (31.9%) preferred the offline format (Fig. 6).



**Fig. 6. Quantitative indicators of respondents' desirability of using online and offline formats in the further process of obtaining education**

Almost 70% of the future psychologists provided preference online education, thereby certifying readiness take responsibility for compliance with norms, rules and ethics of the educational process in online format. My hypothesis about remote education being an alternative way to receive knowledge is confirmed by these data. At the same time, the development and improvement of online education technology creates conditions for the social accessibility of education for a large part of the population, contributes to solving the problem of education for people who for various reasons cannot study face-to-face.

Conclusions. The rapid transformation of traditional education format can be compared to revolutionary technological progress. The fact that in a short period of time teachers and students adapted to the online format only proves that these changes were already brewing and their basis was the twenty-year process of digitalization and technologicalization of society. Innovations in education were stimulated by the crisis. The educational process has progressed more technically and technologically to ensure continuity and the professional training of future specialists.

Analyzing the difficulties encountered by students in the process of online education, it is worth noting their situational side, which the students of education will cope with in the near future. Among such difficulties, future psychologists attributed technical problems of the Internet network, imperfect mastery of interactive forms of work, low level of technical competence or interference in the educational process of relatives who were at home.

Without a mixed system, professional training in higher education institutions will cease to exist, undoubtedly. Future psychologists must have information and communication skills, digital literacy, and knowledge of information security rules in an information-digitalized society. Along with this, education in the online format promotes the development of responsibility and independence in the search for information and the improvement of digital competences, which was confirmed by the results of the presented study.

We see the prospects of our further research in the study of the development of critical thinking of future psychologists in the process of implementing professional training in an online format.

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