

THE INFLUENCE OF PSYCHOLOGICAL ASPECTS IN THE ACCELERATION OF DEGRADATION PROCESSES IN HIGHER EDUCATIONAL INSTITUTIONS WITH THE REMOTE FORM OF LEARNING

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The purpose of the article is an attempt to analyze the acceleration of degradation processes in the country's higher educational institutions with a remote form of learning in the aspect of interrelated processes that affect the development of both an individual and a society as a whole, counting students as the product of their society and their time. Special attention is paid to various psychological factors (emotional burnout of students, social isolation, anxiety due to lack of communication, lack of motivation, stress, fatigue and uncertainty, procrastination, etc.), which significantly affect the level of education in our country, which will undoubtedly affect the future development and even on the very independent existence of the country. The article proves that the remote form of learning in the current circumstances of the introduction of martial law on the territory of Ukraine is a desirable form for a short-term period.

Special attention is paid to the fact that there is a dangerous trend in higher education in our country, when the concept of "the standard of higher education" is replaced by the concept of "the standardization of higher education".

The article presents the facts of the formal attitude of the majority of students to mastering scientific methods of educational work. In the assimilation of scientific information, such students are dominated by reproductive, operational memory (with the omission of essential information). Adding of knowledge to individual experience is decreasing, which is pseudo-education. The article also proves that "learning losses" already begin from a secondary school, as a result – the overall qualitative indicator of the applicant deteriorates over the years.

During the work at the article, the method of expert evaluations, the method of unity of analysis and synthesis, and the method of observation, which is characterized by direct perception of phenomena and processes in their integrity and dynamics, were used. The trends highlighted in the article require further analysis in order to prevent further complication of the situation in the country's higher education.

Key words: *psychological aspects, degradation processes, remote learning, "learning losses", emotional burnout of students, lack of motivation, stress, procrastination, interrelated processes*

Гармаш С. В. ВПЛИВ ПСИХОЛОГІЧНИХ АСПЕКТІВ У ПРИСКОРЕННІ ДЕГРАДАЦІЙНИХ ПРОЦЕСІВ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ ЗА ДИСТАНЦІЙНОЇ ФОРМИ НАВЧАННЯ

Метою статті є спроба проаналізувати прискорення деградаційних процесів у закладах вищої освіти країни за дистанційної форми навчання в аспекті взаємопов'язаних процесів, які впливають на розвиток як особистості, так і суспільства загалом, оскільки студенти є продуктом свого суспільства та свого часу. Особлива увага приділяється різноманітним психологічним факторам (емоційне вигорання студентів, соціальна ізоляція, тривожність через нестачу спілкування, відсутність мотивації, стрес, втома та невизначеність, прокрастинація тощо), які значною мірою впливають на рівень освіти в нашій країні, що безперечно відіб'ється на подальшому розвитку та навіть на самому незалежному існуванні країни. У статті доводиться, що дистанційна форма навчання в теперішніх обставинах запровадження військового стану на території України є бажаною формою на короткостроковий період.

Особлива увага приділяється тому, що в нашій країні спостерігається небезпечний тренд у вищій школі, коли поняття «стандарт вищої освіти» підмінюється поняттям «стандартизація вищої освіти». У статті наводяться факти формального ставлення більшості студентів до оволодіння науковими методами навчальної роботи. У засвоєнні наукової інформації у таких студентів переважає репродуктивна, оперативна пам'ять (із пропуском суттєвої інформації). Знижується факт прирощування знань до індивідуального досвіду, що є псевдоосвітою. Також у статті доводиться, що «навчальні втрати» вже починаються із середньої школи, як наслідок, загальний якісний показник абітурієнта з роками погіршується.

Під час роботи над статтею були використані метод експертних оцінок, метод єдності аналізу та синтезу та метод спостереження, який характеризується безпосереднім сприйняттям явищ і процесів у їхній цілісності й динаміці. Висвітлені у статті тенденції потребують подальшого аналізу задля запобігання подальшому ускладненню ситуації у вищій школі країни.

Ключові слова: *психологічні аспекти, деградаційні процеси, дистанційна форма навчання, «навчальні втрати», емоційне вигорання студентів, відсутність мотивації, стрес, прокрастинація, взаємопов'язані процеси.*

Introduction. Nowadays the statement that the transition to the remote form of learning during the COVID-19 pandemic affected the psychological state of both students and teachers of all educational institutions has become indisputable. Feelings of social isolation, anxiety due to the lack of communication with both the teacher and peers, lack of motivation, stress, fatigue and uncertainty only increased during the prolongation of the remote form of learning in the front-line territories during hostilities. Of course, all these psychological stresses only accelerated the degradation processes in the field of education, which have both objective and subjective nature of origin.

It is now necessary to analyze the effects of remote learning in recent years, based on its advantages and disadvantages, as well as its psychological impact on students during the trials that our country has faced.

Materials and methods. During the work on the article, the method of expert evaluations, the method of unity of analysis and synthesis, and the method of observation were used.

The purpose of the study is to prove the need to analyze the processes in the higher education system during the remote learning in the aspect of interrelated processes of both the development of the society as a whole and the development of an individual. Special attention is paid to various psychological factors that significantly affect the level of education in our country, which will undoubtedly affect the further development and even the independent existence of the country.

As for degradation processes, the beginning of degradation processes in the field of education with the introduction of remote learning in educational institutions during the COVID-19 pandemic should not be counted as a starting point. This phenomenon began to manifest itself en masse, when the purposeful destruction of the educational process began to take place, when such key components of the educational process as "a student" and "a teacher" became redundant, and functionaries-bureaucrats from education and science came to the fore.

It should be noted that "learning losses" already begin from high school, as a result – the overall qualitative indicator of the applicant deteriorates over the years.

Specialists of the Ukrainian Center for the Evaluation of the Quality of Education note in their study that "...many international organizations and leading experts still talk about "learning losses" caused by the closure of educational institutions as one of the biggest problems and threats caused by the global pandemic, as well as about the deepening of "learning gaps" between different categories of apprenticeships. The danger of learning losses and learning gaps lies, in particular, in the fact that their consequences will manifest themselves over time and can affect both the quality of life of individuals and the development of societies in general" [1].

According to the results of the international study of the quality of education PISA-2022, the learning losses of students in Ukraine and the world have increased. "Ukrainian students reached the basic level: 58% in mathematical literacy; 59% reading literacy; 66% of natural and scientific literacy" [2].

As for the success of students, it should be added that "...students' underestimation of theoretical knowledge; lack of formation of thinking techniques; not possessing rational methods of cognition; pragmatic focus on a close goal (passing a test, an exam, etc.) harms the development of students' creative abilities, reduces the actual scientific content of higher education. Hence the formal attitude towards mastering scientific methods of educational work. In the assimilation of scientific information, such students are dominated by reproductive, operational memory (with the omission of essential information). Adding of knowledge to individual experience is decreasing, which is pseudo-education" [3].

Nowadays there is a dangerous trend in higher education, when the concept of "the standard of higher education" is replaced by the concept of "the standardization of higher education". "The unification of the higher education system with the standards of Western countries in recent years has led to the appearance of a whole mass of paper waste, which more and more fills the teacher's living space. But this is unlikely to confuse officials from education, who pay the main attention to artificial ratings and redistribution of financial flows in this area" [4, p. 1457].

"The artificial economic crisis, which has become an inherent phenomenon in Ukrainian society, forces many students to work in parallel with their studies. Some of them are looking for an opportunity to gain knowledge, and some are looking for a reason to justify their helpless inactivity and indifference to the educational process, knowing that they will receive the minimum score under any circumstances. This became possible due to the fact that teachers are under constant pressure to reduce staff due to student withdrawals. Permanent bureaucratic re-election procedures with a lot of papers, artificial ratings, nepotism policy in the country's educational institutions oppress the entire educational process, which is still maintained thanks to the understanding of many teachers of their purpose" [4, p. 1458].

The low basic level of training at school, the compulsion to work instead of studying at the institute do not contribute to the students' mastery of educational material that corresponds to the professional competencies of educational programs at higher educational institutions. Students experience emotional burnout, accumulation of fatigue. Nowadays such a phenomenon as procrastination is spreading among students.

"Procrastination leads to the accumulation of a large number of tasks, for the completion of which there is little time. Students who are in conditions of constant psychological stress, excessive number of academic tasks and limited time to complete them, tend to put off some things for later, which ultimately leads to their completion at the last moment (day, night) with a severe shortage of time. This affects not only the quality and success of studies, but also the psychophysiological state of the student, his personality in general" [5, p. 57].

There are some other psychological reasons that "feed" procrastination among students:

– insufficient development of the volitional sphere (low self-control and insufficient arbitrariness of mental functions);

- indiscipline and disorganization;
- unsystematic work, which reduces its efficiency;
- laziness, passing in the face of difficulties;
- emotional instability and high level of anxiety;
- not identifying with the role of a student;
- large gaps in knowledge due to insufficient school training;
- giving the student preference for rest, fun, etc.” [3].

It is known that hard study is always accompanied by the processing of a large amount of various information. But it should be noted that there are significant changes in the quality and quantity of information processes, and the qualitative composition of both “producers” of information and its “consumers” is also changing. “Changes in the quantity and quality of information processes affect the structure of the higher education system and the preparation of people for work in any field. Student life is full of unusual and stressful situations that lead to stress and nervous tension in students. The main causes of stress for higher education students are a large amount of information and sporadic, unplanned work during the academic year. In other words, students are overloaded with information at stages, do not have time to study the material gradually and systematically, which leads to nervous tension and stress. It is believed that the negative impact of informational stress is a common phenomenon among higher education students” [6, p. 63].

Results. It is obvious that the level of informational stress should increase with remote form of learning, but in practice a different trend is observed.

Since the number of entrants has significantly decreased in recent years due to hostilities in the country, the worsening of the economic situation and the impossibility of further employment in the specialty, due to a catastrophic decrease in the quality of entrants, the outflow of a significant number of them outside the country, teachers are forced to maintain the number of students by any means: from the primitivization of teaching and purely formal assessment of students’ knowledge in order to preserve their own rates to the gradual simplification of tasks on exams (for example, an entrance exam for a master’s degree in a foreign language). In such a situation, it is no longer the students’ fully acquiring the professional competencies declared in the educational programs. And again the psychological aspect comes to the fore.

The sample of the study was made up of groups 1–5 year students of various technical specialties over the last three war years in the number of 190–200 students in each semester. The qualitative level of students, some psychological factors that affect this level were analyzed (pragmatic focus on a close goal, insufficient development of the volitional sphere (low self-control and insufficient arbitrariness of mental functions), indiscipline and disorganization, unsystematic work, etc.). For example, in the autumn semester of the 2024/2025 academic year 11 students were not certified in the “Foreign Language” discipline from 192 students analyzed, which is 5.7% of the total number of students. All 11 students did not attend a single class for the entire semester, did not complete a single assignment to receive the minimum passing score. Reasons: 2 students live in Germany (do not plan to continue their studies); 1 student has an insufficient level to master the material (expecting that she will get a grade due to constant pressure on the teacher from the administration); 8 students are “dead souls” who have debts from many disciplines for several semesters, that is, “dead souls” make up the main percentage of students who have not passed certification in various disciplines.

A third of the students in this sample received the minimum passing score because they only aim to get a grade. If in the 1st year students try to get both knowledge and high grades, the attitude of senior year students to the learning process is quite formal.

A similar situation is observed in previous academic years, but there is only a slight fluctuation in the numbers.

Attention should be paid to the increase in the percentage of the first-year students who have quite serious psychological problems, namely: the student is blocked from answering when you address him. It is understood that some students use this tool during the remote learning as a means of manipulation, but really psychological problems in the student environment tend to increase.

These trends require further analysis in order to prevent further complication of the situation in the country's higher education.

Conclusions. Summarizing the research, the following conclusions can be drawn:

1. The remote form of learning gained relevance during hostilities on the territory of Ukraine. An asynchronous learning mode was introduced into the educational process in Ukraine. Of course, reality makes adjustments to intentions. In the current circumstances of the introduction of martial law on the territory of Ukraine, distance education is the preferred form for the short term.

2. Degradation processes in the entire education system of the country should be considered in terms of interconnected processes that affect both the individual and the society as a whole.

3. There is a dangerous trend in higher education in our country, when the concept of “the standard of higher education” is replaced by the concept of “the standardization of higher education”.

4. Students are the product of their society and their time. Almost killed (once high-quality and affordable) secondary education devalues the learning process itself and the teaching profession. As for higher educational institutions, as a result of a long-term remote learning, a whole stratum of manipulator students has appeared, who have a very approximate idea about learning, but developed ambitions, not supported by either knowledge or an idea of decent behavior.

5. In recent years, not only the number of applicants with a low level of training has increased, but also the number of psychological problems observed among applicants.

It should be added that today "...institutions of higher education, transformed into enterprises providing educational services, are forced to adapt to these changes in order to be able to maintain their existence. This had a negative impact on both the quality of education and the value orientations of students and teachers" [7, p. 466].

"In such a situation, it is necessary to emphasize the decline of the education system of Ukraine, which has been going on for decades, and the purposeful destructive "reform" of the system itself is aimed not so much at reducing the costs of its operation and gradual decline, but at inculcating in the youth "clip thinking", far from critical analysis (it is very convenient to manipulate such consciousness in one's own interests). And in this aspect, remote learning is increasingly being presented and introduced, the bureaucracy of science is gaining momentum, and artificial "achievements" have a declarative nature" [8, p. 362].

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