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Факультет філософії та суспільствознавства

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M.P. DRAHOMANOV NATIONAL UNIVERSITY OF PEDAGOGY
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Issue 38

Collection of scientific articles on contemporary problems of philosophy, cultural studies, psychology, pedagogy and history

Vinnytsia
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Works by undergraduate and postgraduate students and young scientists from Ukraine and Poland address contemporary theoretical and applied problems of psychology, philosophy, cultural studies, history and pedagogy, and present interdisciplinary research and findings.

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Streszczenie:
Artykuł „Wsparcie dla dzieci i rodziny w placówkach opiekuńczo-wychowawczych" przedstawia najważniejsze informacje dotyczące placówek opiekuńczo-wychowawczych typu rodzinnego. Autorka omawia zgodnie z ustawą o wspieraniu rodziny i systemie pieczy zastępczej poszczególne formy pomocy. Analizuje zadania, prawa i obowiązki rodziców oraz wymagania jakie muszą spełnić rodziny zastępcze oraz rodzinne domy dziecka.
Słowa klucze: dziecko, adopcja, rodziny dom dziecka, rodzina zastępcza, opieka, wychowanie.

Abstrakt:
The article "Children and families support in care and educational institutions"the most important information about family-type care and education facilities. In accordance with the Act on supporting the family and the foster care system, the author discusses various forms of assistance. Analyzes the tasks, rights and obligations of parents and the requirements that must be met by foster families and family orphanages.
Key words: child, adoption, families, orphanage, foster family, care, upbringing.

INTEGRAL MODELS OF DIGITAL LEARNING FOR FOREIGN LANGUAGES PROGRAMS

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Theoretical problems of complex, holistic, multidimensional modelling of reality and its separate spheres (one of which within the English-speaking linguistics of the XX-XXI centuries is the sphere of development of the latest computer technologies) are directed by the deterministic interaction of objects, signs of their reception and interpretation (in the field of individual and collective consciousness), embodiment, consolidation and retransmission of the results of interaction of these systems of features.

In this regard, the fundamental dimension of being (as synonymous with the latter "reality", "realm" and "world" can be used) (Aristotle, 2014; Budko, 1990; Kireev, 2008) is defined as a heterogeneous concept that can summarize

the multidimensional features of the world order: the world that really exists and is subject to direct perception; a world that is not subject to direct reception, but exists in reality; a world that is imaginary, unreal (for example the ideal, mythological images); reality, which exists objectively, regardless of human consciousness (nature, objective physical laws of the world order, space-time dimensions); the general way of life of humankind, society, culture, civilization.

Thus, the Computer Being dimension is understood as a fundamental ontological parameter that exists outside the scope of human mind and is involved in the perceptual field regardless of the will of the subject of cognition.

The intellectualization of modern global culture determines a qualitatively new approach to understanding the processes of parallel development of human activities and cognitive (intellectual) experiences. That is the origin and methodological premise of the concept of "Noosphere". The Noosphere is defined as the current stage of development of the biosphere, associated with the emergence of humanity in it (Kasavin, 1990; Gachev, 1993), and is interpreted as part of the planet and planet ambient with traces of human activity.

The integral real component of the Noosphere is identified as the Technosphere – a set of artificial objects (technologies) created by the humankind, and natural objects changed as a result of technological activity of humankind (Heim, 1993; Makhachashvili, 2020). In turn, Computer Being (computer reality, cyberspace) is a complex, multidimensional, interdisciplinary sphere of synthesis of reality, human experience and activity mediated by the latest digital and information technologies; technogenic reality, a component of the Technosphere of existence.

In the educational sphere, according to our estimations, the result of fundamental Technosphere shift, induced by the COVID-19 pandemic development and enhanced by subsequent digitalization measures, was the need to take quick comprehensive action (Makhachashvili, Semenist, Bakhtina, 2020) in order to achieve such desirable results: a) to adapt the existent complex educational scenarios to digital, remote and blended formats; b) to activate comprehensive complex skillsets, otherwise latent or underutilized in the educational process; c) to boost ICT competence and digital literacy of all participants of the educational process relocated to computer being.

The global pandemic of COVID-19 emerged as a kind of a black swan scenario or a singularity (event horizon) (Tu, 1994) for interdisciplinary domains of social and economic life, including education. The black swan theory is a concept that describes an event that comes as a surprise, has a major effect on society, and is often rationalized after the fact (Taleb, 2010).The structure and procedure of higher education workflow in 2020-2021 were disrupted by a range of challenges, spawned by the global pandemic restriction measures, which influenced significantly the scope of individual experiences, projected outcomes and estimated quality of higher education in countries across the world.

The estimations of digital distant education state-of the-art, structure and quality, conducted across various studies in the pre-COVID-19 inquiry framework have spanned, among others, assessment of satisfaction with distance learning experience (Bekele, 2010; Bolliger, 2009); added value of online learning (Thiessen, Ambrock, 2011); evaluation of learning outcomes (Costareie, 2011); overall attitudes to distance learning (Salyers et al, 2014); challenges of online education (Markova et al, 2017), networking principles in e-learning (Smyrnova-Trybulska, Kommers et al,2019).

These issues require a comprehensive revisit in terms of the toll the global pandemic took on complex framework transformation of educational formats to digital remote mode, subsequently, on the individual learning experiences and subsequent shift in quality estimations of linguistic education in universities due to the abrupt transition to exclusively distant, digital distant or hybrid learning formats as a mode of formal education and university degree acquisition (as opposed to being a mostly auxiliary learning method or an informal learning format).

This **inquiry objective**, henceforth, is to estimate the quality assessment of complex, digitally enhanced formats of linguistic education via in-depth evaluation of individual digital distance and hybrid learning experiences and best practices by students of Oriental and European Languages of university programs in regions of Ukraine (Eastern Europe) through the span of educational activities in the time-frame of COVID-19 quarantine measures of March 2020 to January 2021.

Based on the activity profile (digital distance and blended learning in Foreign Language Acquisition) an online survey was devised to assess in-depth subjective experiences of e-learning and hybrid learning in COVID-19 timeframe (March 2020 – January 2021) for students of Oriental languages (Mandarin Chinese and Japanese) and European Languages (English, French, Spanish, Italian) major programs.The survey sample geographic distribution covers the universities of the capital city of Ukraine (Kyiv) (3 universities) and a representative selection of regional universities of Ukraine (14 universities), offering major programs in Oriental (Mandarin Chinese, Japanese) and European (English, French, Spanish, Italian) languages on all three tier of educational levels according to the legislature of Ukraine (Law of Ukraine, 2019): undergraduate, graduate and post-graduate.

The study premise is based on identification of complex digital distant learning formats (u(biquitous)-learning (Crowe, 2007), m(obile)-learning, b(lended)-learning, hybrid learning) and modes for university educational programs and projected digital literacy requirements (European Commission, 2020; DQ, 2019; World Economic Forum, 2020).For the purposes of this study digitally enhanced or electronic learning (e-learning) is estimated as a form of ubiquitous learning (u-learning) that involves learning in an environment with full access to digital devices and services at any given moment (Van'tHooft, 2007).

As a parcel of the Technosphere shift in comprehensive human activity, parameterization principles of a concept of electronic (or digitally enhanced) interaction and communication in the paradigm of the humanities in general (Makhachashvili, 2020), allow to identify the features of e-learning as a complex object system pertaining the following parameters: Ubiquity; Ontocentrism; Integrativity; Automorphism; Normativity; Communicative substantiality; Information capacity;Interactive framework meta status. Through the fragmented set of qualitative features, digitally enhanced (electronic) learning framework is tangent to the concepts of complex frameworks of cognitive outlook and activity, such as: 1) Model of the world/worldview (inclusivity, integrativity, automorphism); Linguistic worldview/mapping (communicative substantiality; interactive framework meta status); Noosphere (ontocentrism, information capacity). The integrative concept of e-learning stands as a complex synthesis of these frameworks.

The framework evolution and innovation of e-learning as a complex system of human activity in the digital age, is determined by a range of qualifying conditions of its emergence, existence and transformation in the COVID-19

timeframe, including: 1) exhaustive synchronization of the object, phenomenological and anthropological planes of educational activities and procedures of ICT development; 2) exhaustive output of parameterization isomorphism of ontological (substance phenomenological), anthropic and digitized structures of reality and educational activity; 3) flexibility, adaptability and dynamic potential of the educational activities enhanced by ICT tools and digital technology (that is fulfilled, in particular through info-capacity, hybridization, and evolution of the basic functional features of the learning process).

COVID-19 quarantine measures, put in place country-wide in educational institutions Ukraine in the time spans of March-June 2020, October-December 2020 and January 2021 have demanded the simultaneous employment and overlap of the following structurally complex learning formats: e-learning 1.0 (direct synchronous computer assisted distant instruction); e-learning 2.0 (asynchronous computer-assisted collaborative learning) (Trentin, 2010); blended learning (in-person teaching with asynchronous ICT assisted learning methods) (Voorn, Kommers, 2013; Dos Reis, 2015; Boyarsky, 2020); hybrid learning (synchronous instruction of in-presence and remote students via ICT tools) (Duff, 2020).Based on the level of quarantine alert, adopted in regions of Ukraine, different level of complexity was utilized for educational activities in universities: e-learning 1.0/2.0 (for red and orange zones of quarantine) and hybrid learning (for yellow zones) formats were implemented.

The overarching research project hypothesis is the observable variation in the individual perception of e-learning and hybrid learning quality of foreign languages acquisition by different groups of stakeholders in different regions of Ukraine and in the capital city due to an arrangement of educational (core competences, soft skills proficiency), social and psychological (information fatigue, stress, community influence) and technological factors (digital literacy, digital divide, digital gap, pre-existing level of educational process digitization and e-learning experiences).

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Кода Ганна Юріївна 76

ЧИ Є У ВІЙНИ ЗАПАХ?
Крагель Каріна Володимирівна 80

ТЕОРІЯ БЮРОКРАТІЇ РОБЕРТА МІХЕЛЬСА
Крюков Олексій Євгенійович 82

ОСОБЛИВОСТІ НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ УКРАЇНИ
Кузьмицька Маргарита Олександрівна....84

WSPARCIE DLA DZIECI I RODZINY W PLACÓWKACH OPIEKUŃCZO-WYCHOWAWCZYCH
Marta Magdoń....86

INTEGRAL MODELS OF DIGITAL LEARNING FOR FOREIGN LANGUAGES PROGRAMS
Makhachashvili Rusudan, Semenist Ivan 92

FIGURALNE MALARSTWO GRECKIE OKRESU KLASYCZNEGO (450-425 P.N.E.)
Majewski Łukasz 97

AKTUALNE PRAWNE UWARUNKOWANIA FUNKCJONOWANIA PLACÓWKI OŚWIATOWEJ W POLSCE
dr inż. Myjak Krzysztof 102

КОНЦЕПЦІЯ НАЦІЄТВОРЧИХ ІДЕЙ У ТВОРЧІЙ СПАДЩИНІ ІВАНА ФРАНКА
Мозер Майя Євгеніївна 109

OPERACJA POLSKA NA BIAŁORUSI I INNYCH REJONACH ZSRS
Pazder Przemysław Mirosław....113

DER ABENTEUERSCHRIFTSTELLER KARL MAY IN BAD SALZBRUNN, DER PERLE DER SCHLESISCHEN BÄDER
dr Południak Natalia 118

PODRÓŻE STANISŁAWA ŻUKOWSKIEGO PO EUROPIE ZACHODNIEJ W LATACH 1912-1914 A JEGO TWÓRCZOŚĆ
Mgr. Syzonenko Iryna....124

ДІАСПОРАЛЬНА ПОЛІТИКА ДЕРЖАВ-ЧЛЕНІВ ГУАМ (1997-2021РР.): ІНСТИТУЦІОНАЛЬНА ІСТОРІЯ ТА ЕТАПИ ФОРМУВАННЯ
Сергєєва Анна Олександрівна 133