
TRANSFORMATION PROCESSES IN THE EDUCATIONAL ENVIRONMENT OF GENERAL SECONDARY EDUCATION INSTITUTIONS IN THE CONDITIONS OF DIGITALIZATION OF SOCIETY DURING MARTIAL ARTS

Trubacheva Svitlana,

Head of the Department of Innovations and Strategies for Educational Development

Candidate of Pedagogical Sciences, Senior Researcher,

Institute of Pedagogy of the NAES of Ukraine, Kyiv, Ukraine

[*trubachevas@gmail.com*](mailto:trubachevas@gmail.com)

Introduction. Solving the problem of designing the educational environment of a general secondary education institution today, during martial law, is an extremely urgent issue, which in the conditions of digitalization of modern society is transforming and acquiring new accents. First of all, important in this aspect is the creation of conditions for learning, development, formation and socialization of subjects of the educational environment and ensuring their safety.

Statement of the problem. Digitalization is one of the means of developing the capabilities of the educational environment of a general secondary education institution. The priority areas and tasks of digital transformation that are relevant to the educational environment of general secondary education institutions include: the introduction of electronic textbooks within the framework of the reform of general secondary education "New Ukrainian School" and distance learning courses for students in grades 5-11 (12); promoting the automation of educational and management processes, including maintaining electronic journals and diaries, electronic reporting, accounting of education seekers, and teaching staff based on state information systems. It is relevant for the further development of the educational environment to recognize the digital component in its structure, the implementation of which requires methodological developments aimed at taking into account its features and realizing its capabilities. In the conditions of martial law in the country, the process of digitalization in education contributed to the development of distance and blended learning, which ensured the possibility of maintaining the educational process at a sufficient level.

The article *aims* to analyze and systematize modern opportunities for digital transformation in the field of education in order to design the educational environment of a general secondary education institution in modern conditions.

Results. The process of digitalization in the educational environment involves the transformation of the content, methods and organizational forms of learning in order to ensure the quality and accessibility of education with the fullest possible use of the potential of digital technologies. This process involves technological and digital modernization of the infrastructure of the educational institution, the creation of a safe digital educational environment, the development of digital competence of its subjects who are able to effectively use digital technologies in the educational process [1; 2; 3].

The study showed that it is advisable to distinguish such components in the educational environment as: content, educational and methodological support, social and pedagogical, organizational and managerial, digital and pedagogical technologies. At the same time, elements of the digital component can be implemented by means of pedagogical technologies selectively, depending on the goal, objectives, tasks, which are determined by teachers and the head of the educational institution and the level of general

secondary education mastered by students. The elements of the digital component include: electronic educational resource, electronic educational applications, Google services, immersive technologies, technical means of learning [3].

Today, in the process of designing the educational environment, considerable attention is paid to the use of social networks and social services in the educational process, which meet the basic requirements of the modern information society and allow all participants in the educational process to effectively interact and achieve common goals. Services of such corporations as: Microsoft and Google are popular among educators. It is these corporations that allow organizing the rapid implementation of cloud technologies in the educational environment. The ability to effectively use modern services is an indicator of the level of interest and mastery of modern technologies by subjects of the educational environment, which increase interest in learning, contribute to the creation of conditions for the development of students and the modernization of the educational process.

The further reconstruction of general secondary education in the post-war period in Ukraine will be facilitated by the development of strategies based on continuous improvement, innovation, community involvement in cooperation, and exchange of experience to create a more collaborative and effective environment for improving education. Important in this regard is the further development and implementation of digital technologies in the educational process. Investments in education and the development of the competencies of the subjects of the educational process, including their digital skills, will minimize the negative long-term consequences of war and forced displacement for Ukrainian children and young people. This will help build the human capital of Ukraine, preparing today's children to participate in the further reconstruction of the country.

Conclusions. The introduction of digital technologies into all parts of the educational process contributes to increasing the efficiency of the functioning of the educational environment of a general secondary education institution, namely: creating conditions for improving the selection of content, methods and organizational forms of teaching and upbringing that meet the tasks of personality development in distance learning; creating a single information and educational environment of an educational institution with the ability to protect personal data and maintain academic integrity; using automated systems for managing learning and its content; using automated data banks of educational and pedagogical information, creating media libraries, repositories, information and methodological materials, electronic educational resources, using communication networks for information exchange; creating and using computer tests or diagnostic methods, monitoring and control of the work of an educational institution, the level of knowledge of students, and the professional development of teaching staff.

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ТЕХНОЛОГІЇ ЕМОЦІЙНО-ІНТЕЛЕКТУАЛЬНОЇ ПІДТРИМКИ УЧНІВ У ПОДОЛАННІ НАВЧАЛЬНИХ ВТРАТ В УМОВАХ ЦИФРОВОЇ ТРАНСФОРМАЦІЇ ОСВІТНЬОГО СЕРЕДОВИЩА

Алексєєнко Тетяна Федорівна,

*головний науковий співробітник відділу
інновацій та стратегій розвитку освіти,*

доктор педагогічних наук, професор,

Інститут педагогіки Національної академії педагогічних наук, м.Київ, Україна

alekseenko.tf@gmail.com

Інноваційно обумовлений і водночас складний процес трансформації освітнього середовища в умовах розвитку інформаційно-технологічного суспільства характеризується розширенням його меж до освітнього простору та супроводжується насиченням освітнього процесу технічними пристроями і цифровими технологіями, які не тільки забезпечують безпосередній доступ до інформаційно-навчальних матеріалів як інтелектуального ресурсу здобування знань, а й посилюють виклики та проблеми емоційно-інтелектуального розвитку учасників освітнього процесу, зокрема у здобувачів освіти, які мають навчальні втрати. Важливість розвитку емоційного інтелекту в учнів відображена в положеннях Концепції НУШ та рекомендаціях Європейського парламенту і Ради Європи щодо формування ключових компетенцій упродовж життя.

Проблема розвитку емоційного інтелекту учнів в умовах модернізації освітнього процесу активно відображається в працях українських вчених, зокрема Ю. Гнідько (2021), Калінчук Л. (2025), Котик Т. (2020), О. Пометун (2024), І. Чекановської (2021) та інших.

Мета нашої статті – узагальнити та окреслити зміст викликів і проблем емоційно-інтелектуального розвитку сучасних здобувачів освіти та цифрові технології можливої емоційно-інтелектуальної підтримки тих з них, хто має навчальні втрати.

Емоційно-інтелектуальний розвиток сучасних учнів, наявність у них навчальних втрат значною мірою детермінується не тільки об'єктивно існуючими труднощами навчання під час війни, упущеннями у засвоєнні навчального матеріалу, а й втратою мотивації до навчання, яка розвивається внаслідок незасвоєння окремих тем навчальних предметів та нерозуміння нового матеріалу, тривалої емоційної нестабільності, стресових станів через тривоги, обстріли, страхи, недосипання та перенесені втрати. Негативні емоції формують негативні