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THE OPEN EDUCATIONAL ENVIRONMENT: SUPPORT OR ADDITIONAL WORKLOAD

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Abstract. It is noted that the formation of modern society as an information society is accompanied by both the transformation of all its structures and a rethinking of their role in the existence of society. The positive and negative aspects of the digitalization of the educational sphere, in particular, teaching in a blended learning environment, are outlined. The most popular digital resources and technologies are highlighted. It is noted certain negative phenomena of total digitalization and a new condition – a permacrisis. Methods of information support are indicated: electronic libraries, databases, and knowledge bases; online courses and educational platforms; mobile programs; online materials and resources etc. The information content, in our opinion, forms a kind of educational environment of the institution, distinguishing it from others, allowing it to demonstrate its uniqueness and realize the autonomy of the university as an open source of verified information. It is identified several problems that have changed the professional activities of higher education teachers. It is concluded that in objectifying the educational process through digital content, we recognize human experience (stress resistance) and a high level of professional competence.

Keywords: informatization, digitalization, digital education, blended learning, open educational environment, information support, permacrisis

Scientific and technological progress in the field of informatization of many areas of human activity has led to the rapid development of information handling technologies, primarily the improvement of such means of automating information

handling as information networks and the creation of convenient tools for storing, accumulating, processing, and transferring large volumes of data.

The emergence of a modern society as an information society is accompanied by both the transformation of all its structures and a rethinking of their role in the existence of society. Such rethinking requires the introduction of new constructive approaches to the activities of institutions, which has become a systemic factor in the digitalization of social relations.

The digitalization of public life is our present and has become a part of everyday life (trade, payment for utilities and other services, banking, transportation, media, etc.) for almost every citizen of Ukraine. The digitalization of education currently has different meanings and contexts for different people. A common understanding of digital education is that it functions with the help of digital/IT technologies, with information as the main resource. Accordingly, the forms and methods of presenting, processing, visualizing, accessing, and working with information are changing.

The structure and description of the digital competence of a teacher have been developed [2]. The study of all its aspects allows us to assert that the teacher is entrusted with the main mission of forming digital competence (both in themselves and in students) through the following areas and their components: teacher in the digital society (digital society, e-governance, e-school, e-learning, security in the digital society); professional development (professional communication, professional cooperation, reflection on the development of digital competence, continuous professional development); use and analysis of digital resources (selection of digital resources, creation and modification of digital educational resources, management and sharing of digital educational resources, protection of digital resources); learning and assessment of students (organization and management of the educational process, interactive and active learning, organization of cooperation, individualization of learning and differentiation); development of digital competence of students (information and media literacy, responsible use of digital technologies and services, inclusive learning).

The digitalization of modern society has gained significant momentum and requires constant adaptation from both the teaching staff of higher education institutions and the student community, as a prerequisite for obtaining higher education by modern youth is the mandatory possession of digital technologies. Digital technologies are electronic tools, devices, and resources that process, generate, or store data. Accordingly, digital educational technologies refer to the use of various electronic tools and software to improve the quality of education and

provide access to knowledge for students and teachers. Upon request, portals with open resources, platforms, applications, and opportunities from educational institutions of all levels, public institutions, libraries, the Office of Sustainable Solutions, digitalization, media education, online schools, etc., are available, where recommendations on the use of digital technologies in various spheres of life are freely accessible.

However, we should note certain negative phenomena of total digitalization, which are no longer isolated but are becoming widespread. These include the inability to communicate both horizontally and vertically; antisocial behavior; the need for constant reminders and external control; inability to self-organize and manage time; and, most importantly, from our point of view, the inability to work in a team and defend one's own opinion. For higher education institutions, this is extremely detrimental, as almost all state standards of higher education require communication skills at all levels, the ability to work in a team, and critical thinking as the basis for further professional growth.

The open educational environment of the university is a unique set of information content that includes: 1) personal scientific, methodological, and educational achievements of the teaching staff of the relevant institution, both current and past; 2) basic and auxiliary materials posted on distance learning platforms (Moodle, E-Learn, etc.); 3) uploaded student/postgraduate works certifying the program results of distance learning; 4) materials of the institutional repository; 5) thesis defense materials on the pages of specialized websites; 6) content of the higher education institution's website, which reflects relevant information for the teaching staff, students, support staff, and applicants, represents the institution in the educational and labor markets, and allows users to stay informed about news and events at the institution and its partners.

By information support, we mean purposeful and systematic work to create, organize, and provide access to information resources and a set of services. This includes the use of information technologies and platforms to provide students with relevant and useful information during their studies.

Methods of information support may include:

1. Electronic libraries, databases, and knowledge bases: access to relevant scientific articles, textbooks, and other educational resources.
2. Online courses and educational platforms: opportunities for professional training through online courses and other distance learning tools.
3. Mobile programs: use of mobile technologies to access educational materials anytime and anywhere.

4. Online materials and resources: access to digital learning materials such as instructional videos, interactive textbooks, etc.
5. Learning Management Systems (LMS): use of specialized platforms to manage learning materials, class schedules, assessments, and other aspects of learning.

It should be noted that the information content and features of its presentation determine the attractiveness of a higher education institution and its ranking among other institutions in the region or country. Thus, the selection of information content is crucial for the promotion of an institution in the educational services market. A key component of this content is the institutional repository. Its content typically includes scientific, educational, and methodological developments of the teaching staff (dissertations and abstracts, manuals, textbooks, monographs, articles in national and international journals included in scientometric databases); conference materials; video lectures and presentations; and other materials confirming the academic activity of the staff at national and international levels.

The information content, in our opinion, forms a kind of educational environment of the institution, distinguishing it from others, allowing it to demonstrate uniqueness and realize the autonomy of the university as an open source of verified information. It should be emphasized that part of the information content includes curricula, work syllabi, syllabuses of academic disciplines, master's and term papers, lecture notes, and methodological recommendations. On the one hand, this facilitates the organization and implementation of the educational process; on the other, it enables the use of available materials, often without referencing the author. Thus, the problem of academic dishonesty directly correlates with the growing volume of information content in the educational environment of higher education institutions and, of course, with individuals' attitudes toward the rules of information usage. That is why some authors are reluctant to contribute to institutional repositories and distance learning platforms until they are sure that the material is protected by copyright.

Such overloads lead to decreased stress resistance, accelerated emotional and professional burnout, increased disease due to reduced physical activity and immunity, and the exacerbation of chronic conditions. In the context of constant exposure to military operations, this results in a refusal to teach and conduct research, emigration with a change of profession, unwillingness to "give their best," and even occasional professional disengagement.

In view of the above, we emphasize that university teachers have found themselves in a new condition – a permacrisis. The term "permacrisis" refers to a

"permanent crisis," meaning a prolonged sense of danger and uncertainty. Events such as the pandemic and the war have disrupted the usual way of life for many people, including educators, and have thus left a mark on their professional activities. Today, we can identify several problems that have changed the professional activities of higher education teachers:

1. The need for constant improvement of their own information and digital competence in preparing and organizing the educational process. Digital technologies are developing rapidly, and new software products and educational platforms are continuously emerging and evolving.
2. In distance learning, both Ukrainian and foreign educators note the loss of one of the most important soft skills for future professionals – communication. Therefore, teachers face the challenge of organizing an online educational process that fosters productive interaction among all participants.
3. Another issue related to remote learning is students' attempts to avoid learning responsibilities by disconnecting from classes, citing "connection issues," particularly during assessments, discussions, or Q&A sessions.
4. The physical and mental health of teachers working in uncertain conditions should not be overlooked. Supporting their mental health is more relevant than ever.
5. Teachers in Ukrainian universities work in a continuous context of reforms and modernization of higher education, which also constitutes a state of ongoing uncertainty. Educators are expected not only to monitor changes in the education sector but also to respond to them promptly.

Thus, in objectifying the educational process through digital content, we recognize human experience and a high level of professional competence, along with the ability to facilitate learning and teaching, as prerequisites for training competent individuals capable of self-improvement and self-realization.

The blended learning format has become a necessary measure for organizing educational activities in Ukrainian higher education institutions during wartime, particularly in frontline regions and for students studying abroad. This format has contributed to certain crisis phenomena in the education system and the professional lives of teachers. Some of these challenges can be addressed by maximizing the use of information resource bases, which may significantly reduce teachers' workloads and reorient the educational process toward professional communication with students who have been prepared through prior familiarization with the material.

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According to the state standard, an information base is a set of organized information used in the functioning of information systems, while information resources are documents or sets of documents in information systems (e.g., libraries/repositories, archives, funds, data banks) and information products. These include protected resources, resources for restricted use, and resources for open access.

The vast majority of information needed by students to prepare for all forms of the educational process is freely available, allowing for rapid retrieval and adaptation. However, most domestic students rarely use the capabilities of information libraries, while academic staff make up the majority of users. Nonetheless, this is an irreversible process, and we must recognize the promising potential of information resource bases for effectively supporting educational activities in both domestic and global institutions.

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