

Remote study for the humanities and social sciences: digitization and coaching

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Abstract. The article analyzes research on remote study in the areas of the humanities and social sciences, which strongly links to formation of key competences by means of digital technologies and coaching. The results of the survey are analysed and presented according to the feedback of students on the emotional and value attitude to remote study associated with the humanities and social sciences, which specify both the advantages and disadvantages of this form in education. The article suggests considering a number of initiatives for remote study in the mentioned connection and strongly encourages their implementation in higher education. The experience of structural distribution of remote study is described, in which the research findings reveal that digital technologies and communication with and between students and teachers in a coaching format enable classes to achieve a significant increase in the social and entrepreneurship competences. It is also proposed to look at feasibility and prospect development of a remote study strategy at Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine, in particular. The development plan includes three-factor support for active learning: assessment support, emotional support and information support. The recommendations accompany the development introduction of such digital and coaching competences for students.

1 Introduction

The globalization of society is changing the way we communicate and see the future. A high school graduate, who is no longer satisfied with traditional teaching methods, faces changes fearlessly and accepts challenges of today in order to master the tools of high-speed communication and be able to work under stress, well coping with tough competition in the job market. With an extensive growth of educational services these days, such high school graduate does not only stop studying continuously, but also positively perceives the existing boom of self-education and self-development.

The new paradigm of education in the global world provides everyone with access to education and continuous development of competences that meet the requirements of a globalized society [1]. This paper highlights the competences that can be formed during the study of the humanities and social sciences at university and which will lead to improvement of the young people's well-being, on the one hand, and result in their ability to become highly competitive in the labor market, on the other. These competences should also promote the social integration and cohesion of the Ukrainians through their active involvement in public activities.

The research makes use of such terms as remote study, online learning, distance learning, and distance education. It is followed that online learning and distance learning share some similarities – both require use of online learning tools. However, these two terms may not be confused. The three factors are important to differentiate them. They are location, interaction, and intention. With online learning (1), the instructor may invite students to join the same classroom for digital assignments and assessments; with distance learning (2), students do not work online together in class, on the contrary, distance learning happens when students study whereas the instructor assigns jobs / exercises / assignments and checks them in, digitally. Interaction is also important. In (1), the communication happens in-person in class with one another. In (2), the study is usually carried out individually and independently. As intention is concerned, online learning adopts just another teaching technique of in-person communication (i.e., digital) as compared to distance learning, which is a variety in teaching styles; it is rather a technique used for teaching or instructing students individually, no participation of the group. For the purpose of the paper, online learning and distance learning combine to represent the idea of remote study. Finally, remote study and distance education here are used interchangeably. The difference is that distance education is a broader term than remote study. Further, remote study may be characterized by the same content styles as online classes, but other in-

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structional methods could apply, “While most courses will follow a unique structure that fits best with the curriculum and professor’s teaching style, remote learning may be delivered synchronously or asynchronously” [2]. To this part, a blended model of learning can be discussed. In a synchronous course delivery the instructor and students engage during a specified time-frame through a virtual meeting, e.g. Zoom, Webex, Google Meet, etc. for a discussion forum or conference call. In asynchronous course delivery, students may view and work with any content any time, not real time.

According to Chaika, it is notable to follow that leadership coaching technology can be of high value in education in general and in remote study of the humanities and social sciences, in particular [3]. The focus of coaching in education strongly links to distance learning and distance education as is individually designed to meet the needs and motivation of the student. The online learning as part of the curriculum may sometimes discourage students for its imperative form on the time management and group discussions, and meetings. However, it can develop strong leadership skills and grow desire for self-realization, self-management, self-study, etc.

At present, remote study, including distance learning, is popular and in demand in all areas of knowledge acquisition. The use of digital technologies in the field of higher education in the context of quarantine restrictions is the most relevant and necessary. Therefore, today on equal terms with full- and part-time education, the higher school uses an innovative organization of the educational process – distance learning [4–6]. Distance and online learning have both advantages and disadvantages in teaching. In our opinion, distance and online learning of the humanities and social sciences feature certain shortcomings, which will be further discussed. The solution requires constant development of digital competences, because the use of digital technologies will provide an opportunity to present the material not only verbally, but also visually, for instance, by playing videos, demonstrating graphics, schemes, formulas, tables etc. Besides, it requires proper communication. Coaching conversation and ability to build and keep a constructive dialogue become a necessity for a portfolio of the student’s soft skills today.

It is obvious that the teacher in the system of distance education becomes the carrier of new roles and responsibilities. Such teacher masters cloud-oriented approaches to the open information educational space [7]; uses flexible, personalized, and open organizational systems, which altogether becomes possible with the use of cloud and mobile services [8]; uses e-learning course management systems for successful organization of distance learning [9, 10], etc.

Thus, the paper gears to consider certain coaching specific initiatives based on key competences defined by students for remote study, focusing on distance learning (individually organized by the student and self-pacing) as opposed to online learning (organized and scheduled by the instructor), relating to the humanities and social sciences, and anticipates the positive results upon their implementa-

tion in higher education via coaching format of communication.

2 Literature review

Research associated with the introduction of innovative technologies in education has been under the academic eye for many years. Similarly, innovative technologies in the educational process for competences development in a globalized society are immensely appealing to a great number of domestic and foreign scholars. The scientists consider a wide range of problematic issues in the field of innovative educational technologies [1]. For instance, of great significance are such questions as:

- actualized use of social and scientific issues in modern education [1, 11, 12];
- identifying factors that hinder the introduction of innovations in education [4, 9];
- the development of a strategy for blended learning and active learning [7–9];
- new elements, analytical methods and evaluation tools, as well as types of educational innovations, that measure the competitiveness of universities [13];
- the role of major public online educational platforms in the modernization of education [1];
- cloud technologies in the educational process [7, 14], etc.

Among the researchers it is worth while mentioning Maslova et al. [15], who research challenges, which the society is facing today in regards to formation of the changeable personal identity in the postmodern conditions; Kvitka et al., who contribute greatly to the development of online education inside and outside Ukraine [1]; whereas Vakaliuk et al. [7] address the issues relating to the formation of key competences including digital, in particular. Meanwhile, the modern European educational space prefers to focus on the leading means of information technology and the competences declared at the World Economic Forum [16], which currently remain silent in the works of both Ukrainian and foreign scientists. It may be reasonable to state why it is so, inasmuch such questions require deeper and sufficient coverage, and justification.

Therefore, the work **aims** at (i) the remote study as a modern dominant in the educational process, and (ii) substantiation of digital technologies for the humanities and social sciences via coaching in education.

3 Methods

To carry out the research, the following methods were used:

- 1) *analysis* – to review the source base of the study and analyse the survey results;
- 2) *comparison* – to identify key competences of the students, choice of digital technologies to support remote study;

- 3) *classification and systematization of theoretical data* – to identify key competences;
- 4) *observation*;
- 5) *methods of mathematical statistics and pedagogical diagnostics* – to organize, process and present the survey results obtained;
- 6) *generalization* – to determine methodical bases of use in regards to digital technologies in the course of remote studying for the humanities and social sciences, etc.

It is critical to note that the survey results presented in the paper are the data processed from the third round of surveys conducted at Kryvyi Rih State Pedagogical University (Kryvyi Rih, Ukraine) and the National University of Life and Environmental Sciences of Ukraine (Kyiv, Ukraine).

Round 1 of the surveys under study concerned the impact of COVID-19 on educational process in university and aimed to identify advantages and disadvantages of online learning as part of remote study, as explained by students, and their recommendations for “a possible solution to combat the hurdles” [13]. The case study lasted four months, from 1 September 2020 until the end of the semester.

Round 2 of the surveys was conducted in 2021 at four universities in Ukraine, the two of which are mentioned above. The specifics of the study was with the qualitative method in pursuit of the data collection associated with the ethnographic focus in the research approach. The goals were to identify and determine the preferences of university administration either to manage or lead people (faculty and students) “in communicating change and work / cultural tolerance in higher education in Ukraine”, with special emphasis on education in the times of pandemic and remote study [3].

Round 3 of the survey was conclusive in the chain of data collection, processing and analysis, after implementation of coaching technologies in the educational processes at the specified universities. The findings described in this paper discuss remote study for the humanities and social sciences, feedback of students on remote study, advantages and disadvantages of remote study, their expectations and needs for the future competitiveness in the job markets domestically and globally, expressly relate to the faculty and students’ achievements after the experiments.

Limited by the scope of the current paper, it is intended to mention and discuss only one program from the 7 others, which makes part of the curriculum for the Ukrainian language and literature teachers trained at philology faculties at the universities. The choice of this specific program strongly connects to another innovation in higher education – coaching technologies, which adoption in the educational process makes inseparable part of efficient teacher / instructor and student communication, especially in remote study for the humanities and social sciences.

4 Results and discussion

4.1 New trends and strategies in the modern educational process

It is no surprise that modern research on the formation of professional competences is associated with globalization questions. Many authors dedicate their works to the problematic issues of a globalizing world or a globalized society. For example, Praskievicz defines globalization as “the acceleration caused by economic growth that has led not only to global environmental change, but also to the technological and scientific advances needed to study it” [11].

Further, Maslova et al. emphasize the importance of studying the socio-economic factors that affect the picture of changeable identity of a person in the globalizing world. These arguments sound as though they were a warning against shaping and putting on a mask of identity dehumanization in the postmodern world [15]. At the same time, the authors do not research the role of the humanities and social sciences for the formation of a youthful changeable personality in the mentioned postmodern conditions. Moreover, it is not proposed nor suggested what be done in the current conditions and give response to health (physical, psychological, and emotional), educational and other risks in higher education.

The research questions stretch far beyond the Ukrainian territory. Thus, Durante examines visual media technologies and their capacity to mobilize protest movements around the world. The researcher highlights the strengths and weaknesses of the visual approach to building global common sense in people’s daily lives [12]. However, Durante does not specify such visualization methods of the educational process.

Furthermore, while being acquainted with the latest scientific findings in the local and global academic fields, it is observed how globalization affects the change of socio-economic relations around the world, education, and the formation of new technologies. A certain category of researchers offers their experience in overcoming the challenges of today.

To be more precise, Gómez Zermeño and Alemán de la Garza describes the accumulated experience in conducting an open laboratory of social innovation at the university as a tool that facilitates solving the complexity of social problems through the principles of openness, experimentation, inclusion, diversity, participation and cooperation [17]. This is of high significance in another innovative technology – coaching [3]. The work of Gómez Zermeño and Alemán de la Garza reveals the experience of involving active and socially aware citizens in the processes of experimentation, exchange and creativity in order to influence their social reality through collective projects for a more sustainable future. It reflects the fundamental basics in bringing change, welcoming innovations, and raising awareness of all participants in the group- and team coaching, strategic and leadership coaching, etc. [3]. It is also emphasized that “the involvement of social innovations leads to the creation of links between society, academia, the formation of collective knowledge” [17].

The mentioned studies hypothesize that it is possible to reproduce a model of a living laboratory in other contexts and to contribute to the goals of sustainable development of society. However, the issues connected with the role and impact on the social reality of youth that do the humanities and social sciences as educational disciplines remain veiled.

It is important to note that Alcaraz-Dominguez and Barajas have actualized the use of social sciences in modern education. Such training will result in new areas of research, which establish links between the practical application of socio-scientific issues in various subjects, cultural contexts and educational systems [18]. However, the researchers do not dwell on any specific examples. The proposed study attempts to establish new connections and endeavors to demonstrate specific examples of how understanding social science issues helps students in the process of remote study for the humanities and social sciences.

In addition, Yordanova and Stoimenova provide a list of the main types as to educational innovations that measure the competitiveness of universities, as well as critically analyze the rankings of higher education around the world. It is believed here that the results can be useful for the implementation of theoretical and applied models to measure the competitiveness ratios of higher education institutions [19].

It is stated, thus, that remote study, including distance learning, involves a high-tech approach to the process of knowledge transfer and provides an opportunity to create a system of mass lifelong learning, general exchange of information. Distance learning expands and complements the capabilities of the classical learning system, especially the online learning, altogether covered in remote study for the humanities and social sciences under this research.

After studying the level of digital competence demonstrated by the teachers in the Spanish city of Melilla, García-Vandewalle García et al. [20], point to the gaps in the digital competence of both the groups, students and teachers, especially in terms of security. Next, they provide their recommendations as to overcoming the difficulties to bridge these gaps. Similarly, the students in Round 1 of the surveys pointed to the disadvantages in remote study, which concerned low level of digital competence by the teaching and instructing staff, naming, in particular, age groups of faculty [13].

García-Vandewalle García et al. emphasize that the collective search for information in databases, i.e. the ability to cooperate, also influences the increase in the level of digital competence of students [20]. Yet, there is no holistic approach in [20] to the study of factors, which affect the level of digital competence of students.

Moreno-Guerrero et al. referring to the personal data of Spanish teachers, state the lack of competencies in various areas of digital competence, which affects the application level of online technologies in teaching. The researchers stress out that the frequency of the use depends not only on the level of digital competence, but also on the ability to solve problems comprehensively and in general, the level of communication skills and cooperation [21].

Besides, Kvitka et al. [1] cover the activities associated with the main public online educational platforms in Ukraine, their role in the modernization of education. The researchers observe the interdependence between the specifics inherent in different stages of progress with distance education. The authors analyze the problematic issues in the field of innovative educational technologies such as socialization of students, difficulties in controlling / monitoring their knowledge and skills, metacognitive monitoring of their learning, etc. [1].

For instance, Vakaliuk et al. substantiate the necessity of design and introduction of the distance course on cloud technologies in the educational process at the times of quarantine [7]. However, the paper proposes a generalized approach, without taking into account the peculiarities of standalone disciplines. The and Usagawa [22] considers the selection of services for the creation of mathematical tests, without summarizing the results obtained in other disciplines. Haugland et al. explore collaborative learning in small groups in an online course in philosophy of science, ethics, and research methods [23].

With a deeper focus, Falfushynska et al. [4], Segbenya et al. [5], Tokarieva et al. [6] analyze the current state and problems of distance education in Ukraine. The left out part relates to considering the methodological aspects for the use of digital technologies for remote study in certain areas, including the humanities and social subjects.

Digital technologies have updated the strategies of active learning as a system of methods and techniques aimed at independent acquisition of knowledge, skills and abilities in the process of active cognition and practical activities. A number of explorations are devoted to this innovative system. Thus, Hernandez et al. study the types and scope of social support for active student learning provided by local authorities, thereby strengthening the effectiveness of local communities. The researchers also study the factors that motivate students to become deeply involved in active learning. The authors developed and implemented a three-factor support tool: 1) evaluation support: via supportive feedback; 2) emotional support; 3) information support: via communication of norms and values related to active learning [24].

Nguyen et al. developed strategies for instructors that can apply during active learning in order to neutralize the affective behavioral response of students to active learning. They identified the strategies, which promote the introduction of active learning: 1) strategy of explanation: the reasons for the use of active learning are explained; 2) assistance strategy: work with students; 3) planning strategy: work outside the classroom to improve active learning. These are also strategies to support teachers [25].

The analysis of the recent studies enables to conclude that scientists around the world are developing new trends in the modern educational space, creating new strategies for active learning, in particular. This paper summarizes the authors' experience in the formation of both key and professional competences in the course of remote study for the humanities and social sciences.

4.2 Digital remote study for the humanities and social sciences

To organize remote study in the area of the humanities and social sciences, it is necessary to use a set of digital technologies: search tools with which students can quickly look up data for statistics, categories, indicators, events, electronic reference libraries, electronic textbooks, electronic libraries of periodicals and others. Next, it is necessary to properly communicate with students and see to their motivation and encouragement in remote study. This is especially relevant when distance learning occurs, as teachers and instructors may hardly see the psychological and emotional change in the educational process when students work out of class. At the same time, it is challenging for teachers and instructors to keep all students engaged in online learning unless they are self-motivated and self-disciplining [13].

4.2.1 Theoretical overview

Today, cloud storages, including Google Drive, allow teachers / instructors to upload and store a large amount of teaching information, namely scripts of lectures, assignments and materials for practical classes and/or seminars, laboratory work, instructions and guidelines for implementation, additional materials for independent work. At the same time, students may also upload and store completed tasks in a relevant cloud storage, reporting to teachers / instructors only by reference; create and edit text documents, tables, presentations, drawings, survey forms; work with documents in real-time, tracking changes.

In order to support educational processes at Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine, the learning management system of Moodle (LMS Moodle) is used [26]. The system provides an opportunity to organize a full-fledged educational process, including teaching aids, a system of control and evaluation of student learning activities, etc.

During the distance learning of the humanities and social sciences, one of the main forms of knowledge control is testing. LMS Moodle has powerful tools for test designs, conduct of training and control testing. Different types of questions in tests are supported (multiple choice, correspondence, yes / no questions, completion, short answers, essays, etc.). In addition, LMS Moodle provides the user with many features that make it easier to process test results [27].

The most common services for video conferencing – synchronous classes in the course of remote study, are Google Meet and Zoom. The findings of the study relate to the Google Meet service, which was chosen due to the following advantages (free of charge accounts): the ability to connect up to 150 users; lesson duration allows for up to 60 minutes; Google Calendar binding.

An example of effective use of Google Meet is the organization of scientific round tables, conferences, thematic seminars. Particularly, the Faculty of the Ukrainian Philology (to train teachers in the Ukrainian language and literature) holds an annual Shevchenko seminar, which, due

to quarantine restrictions, had to move to an online format. Students prepare a presentation on the works of Taras Shevchenko, clearly cite poetry from the “Kobzar” (a collection of poetic works), comment on textual options, discuss important issues on the Shevchenko literary, drama and philosophy studies. Teachers join the discussion to demonstrate new books and introduce students and colleagues, and peers to the new content of Shevchenko studies discourse. Shevchenko studies seminar promotes the formation of professional competences such as language, social and civic competences, leadership, etc. The Faculty of Foreign Languages and Translation at the National University of Life and Environmental Services adopts similar procedures in relation to foreign language acquisition and instruction.

Consequently, Ostapenko defines social competence as a multifaceted integrated characteristic of personality, which includes cognitive-value, communicative, motivational components that enable individuals to interact with society, participate in socially significant projects, and perform various social roles [28].

Bakum et al. consider that “the value-based component (intercultural competence) reflects the maturity of educational and cognitive, professional and social motives; the awareness of importance of intercultural interaction during personal and professional development; understanding of cultures equality through contrast and analysis” [29]. Chaika et al. discuss the multifaceted aspects of value-motivational (axiological) competence in connection to poly- and multicultural education of the modern student, who wishes to be a competitive professional in the job market [30].

Therefore, the use of digital technologies to organize collaboration to some extent compensates against the emotional and value relationship with students, lost in the course of remote study. Additionally, appropriately adopted coaching way of communication with students in class and outside class helps teachers and instructors grow their professionalism in communication and teaching, reveal leadership skills and become authority to students, who seek such personal and professional models for themselves [3, 13].

4.2.2 Practical overview: emotional and value-oriented attitude

In order to clarify the advantages and disadvantages of remote study in the emotional and value planes, a survey of 100 students from the faculties of natural sciences and philology at Kryvyi Rih State Pedagogical University and faculty of the foreign philology and translation at the National University of Life and Environmental Sciences of Ukraine was conducted.

At this stage of the experiment, Round 3, the results of the survey showed that the vast majority of students are positive about remote study as opposed to the data collected and analysed in 2020. Only 12 people (12%) assessed it negatively and stated that they did not adapt to remote study.

It should be noted that with the students' comments on "little time to transfer to remote study", they meant distance learning challenges rather than online learning. Following the already received survey data in [13], "The top advice was about self-education and self-development in the digital era. That was the decision heated by the pandemic and pushing fast forward, especially those, who meant themselves to be among leaders, and wished to stay ahead of the curve" [13].

The other 18 people (18%) admit both pros and cons of remote study, online learning and distance learning.

The analysis of students' answers in Round 3 after implementation of the coaching technology into the educational process provided an opportunity to distinguish the following advantages of remote study – online and distance learning:

- Time optimization, e.g. no standard "time-eaters" ("No need in spending time to travel to classes at university"; especially it was important to non-local students who mentioned "they gained much in time"; "more time to spend on reading belle lettre and academic works in journals"; "Excessive communication does not distract during classes");
- No need for mechanical note taking / writing up of theoretical information, only theses and diagrams ("You can always read the full text from the cloud storage");
- Wide involvement of electronic resources with source databases, which provides an opportunity to absorb a large amount of information;
- Diversification of remote sessions with multimedia resources;
- Availability of all educational and methodical materials in the cloud storage;
- Creation of psychological comfort room in distance classes ("Not everyone is able to express themselves freely in face-to-face practical classes in front of the audience, and in the distance mode of student and teacher interaction it is much easier to do so");
- Increased confidence, reduced stress, creating a comfortable personal educational environment including organized nutrition;
- Combination of study and work;
- Mobility ("You can learn from anywhere");
- Convenience ("I do not feel lonely and insufficiently involved in students' life. I have improved mutual understanding with teachers");
- Optimization of reporting on different types of work ("We are more likely to answer and score points for oral presentations, independent work, tests, essays, preparation of scientific theses");
- Involvement of digital technologies in the process of preparation for classes and especially during classes promotes opportunities for professional development with the development of digital competence.

A small percentage of students (12%) commented they did not see the benefits of remote study, online and distance learning, and the main disadvantages were:

- Inconsistency of technical support;
- Low quality of Internet connection;
- Lack of direct ("live") contact with teachers and fellows;
- Difficulties in final reporting; congestion / lack of uniformity of courses in LMS Moodle;
- Negative impact of gadgets on health (in particular, visual impairment);
- Psychological discomfort ("There is no full feeling that you are a student, the curiosity of student years; very little movement");
- Monotony ("After a month it starts to get boring, but I see that most like it, so I'm looking for pros");
- A sense of "conservation" in the online world.

As demonstrated in figures 1, 2 (Round 1 of the surveys) and detailed in the students' answers from Round 3 of the experiment, many comments remain unchanged.

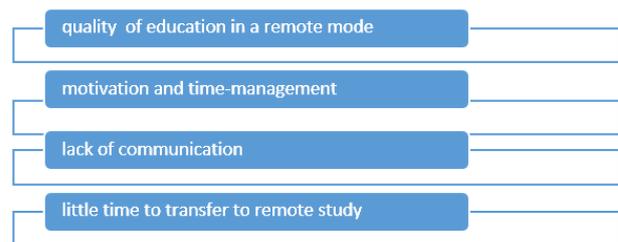


Figure 1. Disadvantages of remote study for the humanities and social sciences [13].



Figure 2. Advantages of remote study for the humanities and social sciences [13].

The analysis of the obtained results testifies to the need of creating a holistic system of support (emotional and informational) for remote study in the areas of the humanities and social sciences, both online and distance learning. Presumably, in quarantine conditions, the most acceptable is a blended form of educational formats, for example, at least a month of full-time study at the beginning of the semester in order to increase the level of adaptation of students to remote study, according to the messages by the

recipients of both the universities – Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine.

4.3 Model solution with the use of digital technologies

Following the feedback from the students at Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine on remote study – online and distant learning, it is collected and analysed that in most cases dissatisfaction relates to the emotional (irrational) part to the discussed and the conscious (rational) understanding of low competence for entrepreneurship.

Even with 12% of negative comments, it is seen reasonable to consider some approaches and ways of what can be done to improve the situation. It is believed that for inclusivity and leadership [3], all voices have to be heard, all opinions collected and relevant conclusions drawn.

Experts of the World Economic Forum, which took place on October 21, 2020, predict that by 2025, employers will equally divide work between people and automated systems. Therefore, the list of competences in 2025 includes skills that are directly related to digital technologies – the use of technology, monitoring and control, as well as technology creation and programming. The list also includes new interaction skills – leadership and social influence [16].

Achieving the goals connected with sustainable development of society will contribute to the establishment of ties between all members of society, in scientific circles, the formation of collective knowledge base [30]. The present study suggests adopting a model of interdisciplinary links that provide a combination of literary, linguistic, and socioeconomic competences for future professionals in the areas of the humanities and social sciences.

As a student of a pedagogical institution of higher education is focused on pedagogical practice, it is crucial to consider many factors at the same time. To this part, it may be appropriate to turn to the competences defined by the Program of Ukrainian Literature for Secondary Schools for 2017 (“the Program”), which is stipulatory and insight-triggering part of the curricula for future teachers of the Ukrainian language and literature at school. Then, in order to move ahead of the curve, it may be valuable to combine them with the competences identified at the World Economic Forum as relevant worldwide by 2025, with the socioeconomic competence as desirable to be developed by students and claiming themselves incompetent in this part.

The Program emphasizes that the purpose of literary education is “the means of the subject to help the student in their self-knowledge, life self-determination, self-realization, formation of subject (literary) and key competencies, ability to read and personally self-develop” [31], which clearly coincides with the students’ comments and recommendations on improvement in Rounds 1, 2 and 3 of the surveys. It is important that the authors see the possibility of forming subject competence only in the context

of providing key competences, general learning skills that help the student to act, and the knowledge necessary for these skills.

Having identified the points of intersection of competences, it is proposed to group them into the following blocks:

1. *Linguistic competence*, which includes the ability to speak the national (state) language and foreign languages.
2. *Thinking (reasoning) competence*, which represents analytical and critical thinking and analysis, innovation as the ability to generate ideas aimed at implementing the achievements of scientific and technological progress.
3. *Natural competences* as such relate to environmental literacy, well-being and healthy lifestyles.
4. *Digital competence*: the information and digital competence declared in 2017 is close to what is expected in the future until 2025, i.e. the use of technology, monitoring, control and resilience, the ability to resist stress, flexibility.
5. *Learning competence* as the ability to learn throughout life, proactive learning and training;
6. *Entrepreneurship competence*.
7. *Social competence*.
8. *Creativity and originality*, which begin with the sphere of culture (culture awareness) and extend to all other spheres of public life, including that in the form of initiativeness.

The table 1 and table 2 demonstrate the formation of entrepreneurship and social competences, stated by the students as the most necessary for the contemporary days, however, lagging behind, with using digital technologies. Table 1 shows the projected skills which result in the groups of competences, integrating those proposed in 2017 (first column) and expected to be relevant until 2025 (second column).

Lyashenko defines entrepreneurship competence as “readiness to create one’s own business, the ability to bring their scientific achievements to commercialization and implementation in a particular sector of the economy, the presence of certain leadership qualities, the ability to find organizational and managerial solutions and be responsible for them” [32]. At the same time, European Commission defines and interprets entrepreneurship competence as the ability of an individual to implement ideas in the sphere of economic life, as an integrated quality based on creativity, artisticism, innovation, risk-taking, and the ability to plan and organize business [33].

Importantly, as the European Commission stresses out that: “*Entrepreneurship competence has become a priority in policy agendas of modern economies and societies with the belief that this is a vital competence within the labour market and for people in their daily lives, even for*

Table 1. Components of entrepreneurship competence: years 2017 / 2025.

2017	2025
<p><i>Sense of initiative and entrepreneurship</i> <i>Abilities / skills:</i></p> <ul style="list-style-type: none"> • develop and implement simple business plans; • present and reasonably defend own business ideas; • analyze the life situation from a certain position; • understand the role of communication skills for a successful professional career. 	<p><i>Comprehensive problem solving</i> <i>Abilities / skills:</i></p> <ul style="list-style-type: none"> • search, accumulate the necessary quality information; • search for ways to solve problems; • assess the positive and negative consequences of decisions taken / to be taken. <p><i>Argumentation, ability to solve problems / form ideas</i> The ability to substantiate a certain position in order to convince of its truth, expediency</p>

Table 2. Components of social competence: years 2017 / 2025.

2017	2025
<p><i>Social and civic competence</i> <i>Abilities / skills:</i></p> <ul style="list-style-type: none"> • determine the content and possibilities of reconciling private, collective and public economic interests and needs; • explain the role and use the opportunities of various civil society institutions, i.e. professional associations, consumer protection associations and producers, in particular; • argue and competently express own opinion on socio-political issues; • exercise public control over the activities of public authorities and personal participation in the formation and functioning of state institutions. 	<p><i>Leadership</i> The ability to influence other people in terms of a person who is intelligent, reliable, humane, courageous and disciplined</p> <p><i>Social influence</i> The ability to measure the impact on the human environment and society as a whole, aimed at creating an idea of themselves, other people, groups and social phenomena. An indicator that measures consequences, not results.</p>

those who are not classed as 'entrepreneurs' in the sense of creating new business opportunities" [34].

Entrepreneurship and social competences are of utter importance for developing hard and soft skills, which can be carried out with the help of digital technologies by experiencing adaptability in a momentum, similar to the response to the unprecedented circumstances of COVID-19 when schools and universities had to take measures and as safeguards adopt the "new normal" – remote study as part of the learning process.

Interactive learning on the stated topic leads to the conclusion that the globalization of the modern world is associated not only with the introduction of innovative technologies in all spheres of public life, but also with political crises caused by hybrid wars. It is important to analyze the socio-economic factors that are affecting and will affect the transformation of reality in the future.

5 Conclusions

The study unveils the strategies for remote study, online and distance, and active learning. A survey on the emotional and value attitude of students to remote study, especially distance learning, showed that the vast majority

of students positively evaluate it, including the following benefits: saving time, availability of teaching materials, creating a comfortable personal educational environment, increased confidence and reduced stress, mobility, convenience, development of digital competence. It is noteworthy to specify that there are students who are dissatisfied at remote study. However, the percentage of students who gave a negative assessment is low, which makes it possible to draw conclusions about the improvement of education through the use of digital and coaching technologies in remote study in the area of the humanities and social sciences.

To this extent, the student becomes not only an object of study, but also an active participant in doing the subject, creating a situation / case of success, resulting in larger motivation for self-education and self-development as long as the student starts experiencing this success because of high quality in remote study. All this provides a basis for the development of the student's competences so dramatically actualized in the 21st century.

It is relevant to consider the recommendations that will promote the development of digital competence of students at a variety of educational institutions. They are increase of hours / introduction to the curriculum of dis-

ciplines aimed at the formation / development of digital competence; development of soft skills (conversations and dialogues in a coaching format), the ability to comprehensively solve problems, cooperate, communicative literacy, in particular.

Experts of the World Economic Forum have made a forecast of current competences until 2025, among which are the spread of technology and interaction skills – leadership and social impact. The paper exemplified some aspects of remote study at the two Ukrainian universities, Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine. Remote study strongly associates with the digital and coaching competences anticipated critical for the successful future of Ukraine.

Largely, the competence potential of the humanities and social sciences aims at creating links between academia in higher education, the formation of collective knowledge necessary for the orientation of young people in the modern labor market.

Among the promising strategies of remote study for the humanities and social sciences at Kryvyi Rih State Pedagogical University and the National University of Life and Environmental Sciences of Ukraine are the development of three-factor support for active learning: assessment support, emotional support and information support. Digital and coaching competences as innovative in the modern higher education take the lead. In order to prevent affective behavior of students in the learning process, teachers need to pay special attention to the issue of support, which underlies the relevance of further research in the area.

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