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DISTANCE LEARNING FOR STUDENTS OF PUBLIC MANAGEMENT AND ADMINISTRATION: BENEFITS AND ADAPTATION TO CRISIS CONDITIONS

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The relevance of the study of distance learning and its adaptation to crisis conditions is due to the current challenges faced by the education system around the world. Global events, such as the COVID-19 pandemic, military conflicts and natural disasters, have forced educational institutions to radically change traditional forms of education and look for new approaches to the educational process. Distance learning has become a key tool for preserving the educational continuum, but this format requires in-depth research to understand its features and challenges in times of crisis.

In the face of unpredictable changes, such as social and economic upheavals, educational institutions are forced to quickly adapt to restrictions on physical presence and look for new teaching methods, which necessitates research into the effectiveness of distance technologies, their advantages and disadvantages. It is particularly relevant to analyse the impact of distance learning on students' motivation and psychological state, which reflects the need to create comfortable conditions to support their successful adaptation.

An analysis of the latest research in the field of distance learning and its adaptation to crisis conditions demonstrates the significant interest of scholars in the problems and opportunities of this format. The research focuses on aspects such as the impact of distance learning on the quality of education, students' adaptation to the online format, the psychological state of the participants in the learning process, and technological solutions to improve the learning process. Among the key topics considered by researchers is the need to develop new pedagogical approaches and interactive methods to improve learning outcomes.

The purpose of the study is to identify the key advantages of distance learning and its adaptation to crisis conditions, as well as to analyse the opportunities and challenges that arise when implementing distance learning in unstable times. This study not only enriches the existing scientific knowledge about distance learning in times of crisis, but also has practical implications for educators, administrators and curriculum developers, helping to improve the effectiveness of learning in times of instability and ensure more equal access to education for all students.

Key words: distance learning, crisis conditions, adaptation, public administration, administration, motivation, psychological support, independent learning, learning flexibility, individualisation, online education, educational technologies, psychological state of students, crisis periods, learning effectiveness, online formats, social aspects of education.

Варнавська І. В. Дистанційне навчання для здобувачів напряму публічного управління та адміністрування: переваги та адаптація до кризових умов

Актуальність дослідження дистанційного навчання та його адаптації до кризових умов обумовлена сучасними викликами, з якими стикається система освіти у всьому світі. Глобальні події, такі як пандемія COVID-19, військові конфлікти та природні катастрофи, змусили освітні установи кардинально змінити традиційні форми навчання та шукати нові підходи до забезпечення освітнього процесу. Дистанційне навчання стало ключовим інструментом для збереження освітнього континууму, але цей формат потребує ґрунтовного дослідження для розуміння його особливостей і труднощів в умовах криз.

В умовах непередбачуваних змін, таких як соціальні та економічні потрясіння, навчальні заклади змушені швидко адаптуватися до обмежень на фізичну присутність і шукати нові методи навчання, що зумовлює потребу у дослідженні ефективності дистанційних технологій, їх переваг і недоліків. Особливо актуальним є аналіз впливу дистанційного навчання на мотивацію і психологічний стан учнів, що відображає необхідність створення комфортних умов для підтримки їхньої успішної адаптації.

Аналіз останніх досліджень у сфері дистанційного навчання та його адаптації до кризових умов демонструє значний інтерес науковців до проблем і можливостей цього формату. Дослідження зосереджені на аспектах, таких як вплив дистанційного навчання на якість освіти, адаптація учнів до онлайн-формату, психологічний стан учасників навчального процесу, а також технологічні рішення для покращення навчального процесу. Серед ключових тем, що розглядаються дослідниками, виокремлюється необхідність розробки нових педагогічних підходів та інтерактивних методів для підвищення результативності навчання.

Мета дослідження полягає у визначенні ключових переваг дистанційного навчання та його адаптації до кризових умов, а також в аналізі можливостей і викликів, що виникають при впровадженні дистанційних форм навчання у нестабільний час. Це дослідження не лише збагачує існуючі наукові знання про дистанційне навчання в умовах криз, а й має практичне значення для педагогів, адміністраторів та розробників освітніх програм, допомагаючи підвищити ефективність навчання в умовах нестабільності та забезпечити більш рівний доступ до освіти для всіх учнів.

Ключові слова: дистанційне навчання, кризові умови, адаптація, публічне управління, адміністрування, мотивація, психологічна підтримка, самостійне навчання, гнучкість навчання, індивідуалізація, онлайн-освіта, освітні технології, психологічний стан учнів, кризові періоди, ефективність навчання, онлайн-формати, соціальні аспекти освіти.

Problem statement. The relevance of the study of distance learning and its adaptation to crisis conditions is due to the current challenges faced by the education system around the world. In particular, global events such as the COVID-19 pandemic, military conflicts and natural disasters have forced educational institutions to radically change traditional forms of education and look for new approaches to ensuring the educational process. Distance learning has become a key tool for preserving the educational continuum, but this format requires in-depth research to understand its features and challenges in times of crisis.

In the face of unpredictable changes, such as social and economic upheavals, educational institutions are forced to quickly adapt to restrictions on physical presence and look for new teaching methods, which necessitates research into the effectiveness of distance technologies, their advantages and disadvantages. It is particularly relevant to analyse the impact of distance learning on students' motivation and psychological state, which reflects the need to create comfortable conditions to support their successful adaptation.

In addition, the relevance of the study is supported by the need to explore methods of organising effective distance learning that would meet the requirements of crisis situations and at the same time promote the development of skills of independence, responsibility and the ability to adapt to change. Analysing the problems and prospects of distance learning, as well as developing recommendations for its optimisation during crisis periods, are important for ensuring equal access to quality education in difficult conditions.

Thus, the study of the features, benefits and challenges of distance learning is not only timely, but also necessary for the formation of a sustainable educational system capable of responding to modern challenges and ensuring an effective educational process in any environment.

Analysis of recent research and publications. An analysis of recent research in the field of distance learning and its adaptation to crisis conditions demonstrates the significant interest of scholars in the problems and opportunities of this format. The researchers focus on such aspects as the impact of distance learning on the quality of education, adaptation of pupils and students to the online format, the psychological state of participants in the learning process, as well as existing and potential technological solutions.

Researchers, such as Bilozerska (2022) [1] and Varnavska (2022) [2], point out that the quality of learning in distance learning can be reduced due to lack of engagement and motivation of students, especially in crisis conditions. They also emphasise the need for new pedagogical approaches and the use of interactive methods, such as webinars, video tutorials and group work in an online environment, to improve learning outcomes. Numerous studies, such as those by Dubrovina (2018) [3] and Petrova (2019) [4], focus on the psychological state of students and teachers during distance learning in crisis conditions. Dubrovina points out that distance learning can increase stress levels due to isolation, lack of habitual social interaction, and difficulty in self-control in the online environment. Petrova emphasises that supporting students and developing their personal and emotional resources are important to ensure the effectiveness of the learning process.

Many studies have focused on how to adapt traditional methods to distance learning, particularly in martial law. Shatilova (2020) [5] discusses methods for enhancing students' cognitive activity, including the use of multimedia, interactive classes, and project work. These methods should enable students to learn the material at a pace that is comfortable for them, which increases their motivation and engagement. Thus, recent research highlights a comprehensive approach to distance learning that takes into account not only pedagogical and methodological aspects, but also the psychological and technological needs of learners. Researchers emphasise the need to improve online learning tools, develop new methods to support students' psychological resilience and motivation, and create an accessible and comfortable learning environment in crisis.

The purpose of the study is to identify the key advantages of distance learning and its adaptation to crisis conditions, as well as to analyse the opportunities and challenges that arise when implementing distance learning in unstable times. Objectives of the article:

1. To describe the main advantages of distance learning, in particular its flexibility, the possibility of individualisation and access to a variety of learning resources.
2. To identify the key psychological and social aspects that contribute to the successful adaptation of students to distance learning in crisis conditions, as well as to identify factors that may hinder the learning process.
3. Analyse the challenges and problems faced by students, teachers and educational institutions in distance learning during times of crisis and suggest ways to overcome them.
4. To develop recommendations for improving the effectiveness of distance learning, focusing on providing psychological support, organising a comfortable learning environment and developing students' independent learning skills.

These tasks will help to get a holistic picture of the role of distance learning in ensuring the continuity of education in times of crisis and will help to find methods to improve its effectiveness and accessibility for all participants in the educational process.

Summary of the main material. Distance learning for applicants in the field of public management and administration has many specific advantages that allow adapting the educational process to the needs of this professional field, especially in crisis situations. Distance learning in this area focuses not only on mastering theoretical knowledge, but also on developing the practical skills necessary for effective management, communication and problem solving at the state or municipal levels.

Applicants for higher education in public management and administration, who are often working adults, have the opportunity to combine their studies with work or other commitments. Distance learning allows them to independently allocate time for classes, which contributes to more effective learning and application of knowledge in real life.

For example, an applicant who is already working in the civil service can study at a time convenient for him or her, completing tasks related to real-life situations in the workplace. During the lecture, they can receive recommendations on specific cases and methods of solving management problems that are relevant to their work.

In the field of public administration, it is extremely important to adapt learning materials to the specific needs and level of training of students. Individualisation in distance learning makes it possible to choose materials according to the level of knowledge, specialisation and even professional experience of the students. For example, if one applicant plans to specialise in municipal management and another in executive management, the programme can be adapted to include more cases and tasks specific to each of these areas. Applicants are given options for assignments with an emphasis on the topics of their future professional activities – for municipal administration, these may be tasks related to the management of public projects, and for the executive branch, scenarios on the reorganisation of departments or crisis management.

Students of public administration have access to international sources of information, practical cases, and professional literature, which helps to increase their knowledge of global experience in the field of management. This contributes to the development of analytical skills and understanding of global trends. Students can join interactive online platforms that present international cases and simulations of management situations based on real-life cases. For example, a student studying public administration can work with UN or World Bank cases describing solutions to crisis situations in different countries. In this way, students gain access to different approaches to public administration and understand how to successfully adapt foreign experience to domestic realities.

An important element of distance learning for future public administration professionals is the development of independence and responsibility skills, as this will be one of the key requirements in their professional activities. Self-organisation, time planning and completion of tasks without direct supervision by the teacher prepare students for real working conditions where they must make quick decisions and adapt to changes. The applicant receives a task to draw up a project to solve the problem of social security for a particular district. They have to conduct research, collect statistics, identify budgetary needs and draw up an action plan. This task develops both independence and responsibility for decisions.

Management activities increasingly depend on the use of digital technologies for project management, communication, and information exchange. Distance learning provides students with the opportunity to develop skills in various applications that will be useful for their professional activities. They actively use a variety of video conferencing platforms, online collaboration tools, and specialised data analysis software. For example, as part of a course in public administration, students can use analytical software such as Tableau or SPSS to analyse statistical data on the socio-economic development of regions, as well as the Zoom platform to hold discussions and review results with the teacher.

Distance learning allows public administration students to study in a comfortable environment, which reduces psychological stress and promotes more productive learning. In crisis conditions, when work or study in stationary institutions may be difficult, distance learning ensures the continuity of the educational process. A distance learner can choose a convenient time to complete tasks when they are in a calm state. For example, if they are completing an administrative reform design task, they can think about all aspects and approach the task without rushing, without feeling pressure from the audience or awkwardness. For students of public administration, it is important

to develop communication and collaboration skills, as their future profession requires constant exchange of information and teamwork. Distance learning through interactive platforms allows students to work in groups, discuss real-life management situations and share experiences. This is especially important for students from different regions or even countries, allowing them to develop intercultural communication and diverse management approaches. During the course, students can be divided into groups, where each group will represent the interests of different management structures (e.g. ministries, local governments). Each group should develop its own management strategies or ways to solve a particular socially significant problem (e.g., fighting corruption or improving housing and communal services).

Adapting students to distance learning in times of crisis, such as a pandemic or war, is a complex and multifaceted process. It requires taking into account both psychological and social aspects that can have a significant impact on learning effectiveness and learners' ability to cope. Let's look at the key factors that facilitate adaptation, as well as those that can hinder this process. Psychological resilience is an important factor that determines a student's ability to adapt to new learning environments. Students with a high level of psychological resilience are better able to cope with emotional and stressful situations that may arise during study in crisis. They can more easily adapt to new teaching methods without losing motivation and self-discipline. Students who have previously had experience of independent study or participated in extracurricular activities (e.g., scientific clubs, volunteer projects) are more likely to demonstrate a high level of motivation and the ability to adapt more quickly to the online learning format in a pandemic or war.

Psychological support is an important condition for students to adapt to distance learning, especially in crisis situations. Regular communication with teachers and peers, as well as organising consultations with psychologists, helps to reduce stress and anxiety. During the COVID-19 pandemic, many educational institutions organised online consultations with psychologists and special stress management classes for students, which helped students to better adapt to the remote format and maintain emotional balance. An important factor in successful adaptation is the presence of internal motivation to study. Future specialists who understand the importance of education in times of crisis and have a positive attitude towards new technologies are better able to cope with the difficulties encountered in distance learning. In times of war, students of public administration, law or social sciences may be more motivated to study because they understand the importance of their profession to society in times of crisis.

Flexibility and the ability to adapt the learning process to the individual needs of the students greatly contribute to successful adaptation. In times of crisis, it is important that educational institutions are able to adapt their curricula, teaching methods and technical support for each student, depending on their personal needs and capabilities. Instructors can create personalised learning plans where students can choose a convenient time to complete assignments or adjust the pace of learning to suit their personal circumstances.

Social support from family, friends, peers and teachers is an important factor in successful adaptation. Having support from others helps to reduce feelings of isolation and anxiety that can arise in a remote learning environment. Students who can get support from fellow students through chats or social media groups where they discuss assignments and share experiences feel less alone while studying remotely. Distance learning in times of crisis, such as a pandemic or war, requires special attention to the psychological state of students and the creation of adaptive conditions to support their learning process. Given the specifics of public management and administration, which requires a deep understanding of social, economic and political processes, as well as a

high ability to work independently, a number of recommendations should be taken into account to improve learning effectiveness.

Thus, psychological support is the basis for successful adaptation of students to distance learning in times of crisis. It should be systematic and diverse, covering both individual and group support. Key recommendations:

- create accessible channels of psychological support. Psychological counselling can be organised as online sessions, accessible to students on an as-needed basis. In addition, it is important to ensure regular meetings with psychologists as part of the curriculum;

- group support and mutual assistance. Involving students in online group discussions where they can share their feelings and experiences helps to reduce stress and builds a sense of support and community;

- information support. It is important to provide students with information on stress management strategies, relaxation techniques and self-help methods that can be useful in times of crisis.

Regular online classes, where students can discuss their experiences, problems and find support among their classmates, improve the emotional state of students and their ability to cope with the workload.

For effective distance learning, it is necessary to create a comfortable and stimulating environment that supports concentration and interaction of students. As for the main recommendations: optimisation of technological support – the use of reliable and intuitive learning platforms (e.g. Zoom, Moodle, Google Classroom) allows students to focus on the learning process without unnecessary technical difficulties; individual settings of learning materials – teachers should provide students with the opportunity to choose the forms and pace of learning within each course so that they can independently manage their learning process; active use of interactive teaching methods – it is important to include. For example, public administration students can actively participate in webinars where they discuss topical issues of management during crisis situations, which allows for a dynamic and interactive environment.

Since distance learning often involves greater independence of students, it is important to develop their skills of self-control, planning and self-organisation. We suggest following the following recommendations: teaching independent study time planning – students should be given clear recommendations on how to manage their time, create personal study schedules, and organise effective workspaces at home. Providing access to independent tasks and exercises: to develop independent skills, it is important to provide students not only with lectures, but also with practical tasks, case studies, research and other forms of learning activities that contribute to a deeper understanding of the material and the development of independent work skills. Use of feedback methods – constant feedback from the teacher helps students to adjust their learning strategies, improve their skills and motivates them to achieve high results. For example: a public administration professor may suggest that students conduct research on crisis management, which allows each student to develop skills in independent information search and analysis.

In times of crisis, it is important to apply flexible learning formats that allow students of public administration to work with the material at a time convenient for them, while not losing contact with the teacher and classmates. The active use of hybrid learning – a combination of online and face-to-face classes – allows students to keep in touch with teachers and classmates, reducing the level of social isolation, which is an important factor in maintaining motivation. As well as the use of asynchronous methods: for students of public administration and management, where learning often requires processing a large

amount of information, asynchronous methods (e.g., recording lectures, video lessons) are useful, allowing students to study at their own convenience. Remote practices and trainings, for example, students can participate in remote trainings and webinars, which allows them to develop the practical skills necessary for professional activities, while maintaining flexibility in performing tasks. For example, public administration students can take online courses in project management or public finance, using practical case studies to ensure in-depth learning of theory and development of practical skills.

To ensure effective adaptation in the context of distance learning, it is important to maintain social interaction among students, which is an important aspect for the development of professional competences, especially for future specialists in the field of public administration. Tips for using interactive projects and group assignments. Students should be involved in teamwork, project activities where they can work in groups, exchange ideas and experience. Virtual team meetings – organising virtual meetings to discuss group projects and tasks helps to improve communication skills, which is important for managers and administrators. Formation of learning communities: creating special online groups to share experiences and support students in the learning process allows you to maintain a sense of community and teamwork. For example, a public administration professor can organise online discussions and working groups where students analyse real-life management situations, allowing them to develop teamwork and decision-making skills.

Conclusions. Distance learning for students of public administration and management in crisis situations, such as pandemics, war, or natural disasters, demonstrates significant potential for providing continuous learning. However, this process requires flexibility, adaptation and optimisation of teaching methods and materials, taking into account the specific needs of students and teachers.

Distance learning can ensure the continuity of the educational process even in difficult times of crisis. Important advantages include flexibility of schedule, access to a variety of learning resources, the possibility of self-study and individualisation of the process.

The absence of geographical restrictions makes it possible to attract students from different regions and countries, which is especially important for students of public administration, where understanding of global and local processes is important.

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