АКТУАЛЬНІ ПРОБЛЕМИ НАУКИ ТА ОСВІТИ

Збірник матеріалів

XXVI підсумкової науково-практичної конференції викладачів

22 лютого 2024

Київ 2024

УДК 061.3(063)

АКТУАЛЬНІ ПРОБЛЕМИ НАУКИ ТА ОСВІТИ: Збірник матеріалів XXVI підсумкової науково-практичної конференції викладачів МДУ / За заг. ред. М.В. Трофименка. Київ: МДУ, 2024. 406 с.

Рекомендовано до друку та поширення через мережу Інтернет вченою радою Маріупольського державного університету (протокол № 11 від 22.04.2024)

Збірник містить матеріали XXVI підсумкової науково-практичної конференції викладачів МДУ, яка відбулася 22 лютого 2024 року в Маріупольському державному університеті.

У матеріалах висвітлені актуальні проблеми розвитку міжнародних відносин та зовнішньої політики, філософії та соціології, історії, економіки та менеджменту, права, екології, кібербезпеки, документознавства, культурології, журналістики, філології, літературознавства, методики викладання, педагогіки та психології.

Видання адресоване науковцям, викладачам, аспірантам та здобувачам вищої освіти, а також усім, хто цікавиться сучасними проблемами науки та освіти.

Редакція не несе відповідальності за авторський стиль тез, опублікованих у збірнику.

СЕКЦІЯ

«МОВОЗНАВЧІ, ЛІТЕРАТУРОЗНАВЧІ ТА ЛІНГВОДИДАКТИЧНІ КРОС-КУЛЬТУРНІ СТУДІЇ»

Ostap Bodyk,

PhD in Philology, Associate Professor, Head of English Philology Department

Mariupol State University

EXPLORING PARADIGMS:

MODELS OF SELF-REGULATED LEARNING IN EDUCATIONAL CONTEXTS

Within the field of education, the search for effective learning methods is ongoing, and one particular approach that is highly regarded is Self-Regulated Learning (SRL). Recognising the crucial significance of SRL in promoting independent and adaptable learning, it is essential to comprehend the fundamental paradigms that underlie it.

SRL entails learners assuming responsibility for their own learning process, making deliberate choices that are in line with their objectives, closely evaluating their progress, and adjusting their tactics as necessary. The multitude of models linked with SRL offers a diverse and extensive field for inquiry. Metacognitive frameworks and socio-cognitive perspectives provide several viewpoints that allow us to analyse and improve the learning experience.

Through the analysis of these frameworks – the cultivation of learners' independence, drive, and self-awareness – in educational settings, our objective is to uncover the intricate dynamics that impact the efficacy of SRL models and their consequences for a wide range of learners.

The notion of students as active participants in the teaching-learning process is a significant field of study in educational technology. SRL is essential for attaining learning goals in technology-enriched learning environments (TELE). Through an examination of historical literature on SRL, current models, and our expertise in this domain, our objective is to pinpoint models that accurately depict various features of SRL within technology-enhanced learning settings.

Carneiro et al. identified two distinct forms of SRL: one is a narrower form where students exert control over their learning to accomplish specific tasks, often employing instructional strategies commonly used in formal educational settings, with a focus on autonomy in the learning

process; the other is a broader form where individuals take charge and redirect their own learning [2].

The objective was to identify models that will aid in modelling specific features of SRL in technology-enhanced learning environments, particularly in the second context.

SRL has garnered considerable attention in educational research since the 1980s. Models that draw inspiration from Bandura's socio-cognitive theory [1], namely those put out by Zimmerman [9] and Pintrich [3], have significantly influenced the concept of SRL. Zimmerman's model prioritises self-reliance and mastery of learning strategies, whereas Pintrich's approach emphasises the connection between cognitive processes and affective-motivational aspects.

Nevertheless, it is advantageous to ascertain the extent to which technology-enhanced environments can facilitate the growth of SRL. Hence, we deem it worthwhile to share our expertise on this subject.

Competency-based assessment in the university setting seeks to equip students with the necessary skills to effectively utilise technological tools in their future professional endeavours, while also promoting sustainability. These skills are crucial for adapting to lifelong learning in the professional realm. Students must have the ability to self-regulate in their educational endeavours, cultivating enduring and durable habits.

SRL refers to the process by which learners actively and intentionally use cognitive, motivational, and behavioural strategies to enhance their own academic performance. The process entails strategically organising their information, employing many learning strategies to enhance comprehension, and demonstrating perseverance in their learning. SRL primarily involves the learners assuming an active part in their own learning process.

In addition to its immediate influence on academic achievement, SRL is also crucial for other areas of contemporary educational interest. Critical thinking assumes that learners possess the ability to self-observe and reflect on their cognitive processes when encountering new knowledge. Learners must vigilantly observe their interactions with online content in order to achieve digital literacies. SRL is essential for both lifelong learning, which occurs across a learner's entire life, and life-wide learning, which occurs in many contexts and spaces throughout a learner's life.

An individual's lack of self-motivation, inability to recognise their own learning requirements, and failure to self-evaluate diminishes their chances of acquiring knowledge or achieving success in non-academic settings. Put simply, educational instruction that aims to equip students for future learning will gain advantages by include the cultivation of SRL. This is especially relevant in a field that focuses on developing abilities, such as language learning. Even in a formal educational setting, a significant amount of practice and active involvement with the

language being learned, such as considerable reading and listening, is necessary. The correlation between SRL and achievement in language acquisition has been unequivocally established.

An important finding from research is that individuals of all ages are capable of and actively engage in self-regulating their learning. However, this skill may be greatly improved through instructional interventions. By fostering, exemplifying, overseeing, and incentivizing SRL, educators can empower students to develop the capacity to independently oversee their own learning. In addition, the educational setting plays a crucial role in influencing learners' capacity to actively participate in and cultivate SRL abilities. Conversely, if we neglect to promote self-reflection or limit students' options by providing overly structured materials and activities, it will have a detrimental effect on their capacity to grow in this domain.

It is important to note that SRL functions at various stages of learning. Self-regulated learners, on a macro level, make informed choices regarding their needs and objectives, and consistently assess their overall progress over the course of a semester, as an illustration. Self-regulation at a micro, or task, level entails making deliberate decisions regarding the approach to a task, monitoring progress, and modifying learning behaviours throughout the learning process. The student must possess a range of skills in order to operate well across these distinct periods.

During the past twenty years, multitudes of models pertaining to SRL have been established. The majority of these assumptions propose that the process of self-regulating one's learning activities occurs in cycles consisting of three or four stages. Winne & Hadwin introduced a model of SRL that identifies four distinct stages: (1) task definition, (2) goal establishment and planning, (3) implementation of study techniques and strategies, and (4) metacognitive adjustment of studying for future purposes [5].

Zimmerman established a model that elucidates the process by which university students, who aspire to enhance their academic performance, govern and manage their own learning. Based on this paradigm, a SRL cycle comprises four stages: (1) self-assessment and monitoring, (2) goal establishment and strategic planning, (3) execution and monitoring of strategies, and (4) monitoring of strategic outcomes [7].

Zimmerman [8] proposed a social cognitive model of SRL that includes a more comprehensive examination of the processes involved at each step. Based on this paradigm, self-regulation is accomplished through a series of cycles that involve (1) foresight, (2) performance or volitional control, and (3) self-reflection. Zimmerman [*ibid*] provides a description of the stages in the following manner:

- During the forethought phase, it is crucial to conduct task analysis and cultivate self-motivation beliefs. Task analysis encompasses the systematic planning procedures involved in creating goals and developing strategies. A student's self-

motivational beliefs encompass their self-efficacy beliefs, outcome expectations, intrinsic interest, and goal orientation.

- The ability to manage and regulate one's actions or choices. During this stage, the student carries out and closely observes the selected strategy. Zimmerman differentiates between self-control and self-observation. Self-control include regulatory mechanisms such as self-instruction, visualisation, attention concentrating, and task methods. Self-observation encompasses the utilisation of techniques such as self-recording and self-experimentation.

- No information provided. Introspection. During the self-reflection phase, the learner endeavours to assess the result of his endeavours.

Self-regulation encompasses cognitive, affective, motivational, and behavioural elements, as previously stated [6, p. 751]. Although the Zimmerman model mentioned earlier does take into account motivational factors, the initial models of SRL primarily focused on the cognitive aspect of self-regulation. The function of motivation in SRL has just lately gained more attention [4].

In conclusion, the exploration of paradigms concerning models of SRL in educational contexts reveals the integral role of SRL as a highly regarded approach promoting independent and adaptable learning. SRL involves learners taking responsibility for their own learning process, making deliberate choices, evaluating progress, and adjusting strategies as needed. The extensive study of SRL, encompassing models like metacognitive frameworks and socio-cognitive perspectives, provides valuable insights into its efficacy.

SRL has proven essential in technology-enhanced learning environments, with two distinct forms – one where students control their learning for specific tasks and another where individuals redirect their own learning. The competency-based assessment in universities aims to equip students with skills for effective use of technological tools and promotes sustainability, making SRL crucial for critical thinking, digital literacies, and lifelong learning.

Furthermore, SRL is a crucial skill beyond academic settings, especially in areas like language learning, where it is linked to achievement in language acquisition. Instructional interventions have been shown to significantly improve SRL, occurring at various stages of learning, including task definition, goal establishment and planning, implementation of study techniques, and metacognitive adjustment for future purposes.

Various models, such as the four-stage model introduced by Winne & Hadwin and Zimmerman's social cognitive model, highlight the cyclical nature of SRL, encompassing cognitive, affective, motivational, and behavioral elements. Motivation, particularly emphasized in recent research, plays a significant role in enhancing students' capacity to actively participate in and cultivate SRL abilities.

In essence, the holistic understanding of SRL models emphasizes their dynamic nature, serving as a cornerstone for fostering effective learning strategies and preparing individuals for lifelong learning in diverse educational and non-academic contexts. Ongoing research and a commitment to refining instructional practices will be pivotal in harnessing the full potential of SRL for learners worldwide.

References

1. Bandura, A. Social Cognitive Theory for Personal and Social Change by Enabling Media. In A. Singhal, M. J. Cody, E. M. Rogers, & M. Sabido (Eds.). *Entertainment-education and social change: History, research, and practice.* Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2004. P. 75–96. URL: https://shorturl.at/dsY23 (Accessed: 15.12.2023).

2. Carneiro, R., Lefrere, P., Steffens, K. & Underwood, J. *Self-regulated learning in technology enhanced learning environments: a European perspective.* Rotterdam, The Netherlands: Sense Publishers, 2011. URL: https://shorturl.at/beHO1 (Accessed: 15.12.2023).

3. Pintrich, P. R., Wolters, C. A., and Baxter, G. P. Assessing metacognition and self-regulated learning. In G. Schraw and J. Impara (Eds.). *Issues in the Measurement of Metacognition.* Lincoln, N: University of Nebraska, 2000. P. 43–97. URL: https://shorturl.at/apuIT (Accessed: 15.12.2023).

4. Schunk, D. H. & Zimmerman, B. J. (Eds.). *Motivation and self-regulated learning. Theory, research and application.* New York, NY: Lawrence Earlbaum Associates, 2008. 428 p. https://doi.org/10.4324/9780203831076.

5. Winne, P. H. & Hadwin, A. F. Studying as self-regulated learning. In D. J. Hacker, J. Dunlosky, & A.C. Graesser (Eds.). *Metacognition in Educational Theory and Practice.* Mahwah, NJ: Lawrence Erlbaum Associates, 1998. P. 277-304. https://doi.org/10.4324/9781410602350.

6. Zeidner, M., Boekaerts, M. & Pintrich, P. Self-regulation. Directions and challenges for future research. In M. Boekaerts, P. Pintrich & M. Zeidner (Eds.). *Handbook of Self-regulation.* New York, NY: Academic Press, 2000. P.749-768. https://doi.org/10.1016/B978-012109890-2/50052-4.

7. Zimmerman, B. J. Academic studying and the development of personal skills: a self-regulatory perspective. *Educational Psychologist*, 1998. № 33. P. 73-86. https://doi.org/10.1080/00461520.1998.9653292.

8. Zimmerman, B. J. Attaining self-regulation: a social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.). *Handbook of Self-Regulation.* New York, NY: Academic Press, 2000. P. 13-39. https://doi.org/10.1016/B978-012109890-2/50031-7.

9. Zimmerman, B. J. Models of self-regulated learning and academic achievement. In B. J. Zimmerman & D. H. Schunk (Eds.). *Self-regulated learning and Academic Achievement. Theory,*

Research and Practice. New York, NY: Springer. 1998. P. 1-25. https://doi.org/10.1007/978-1-4612-3618-4_1.

Гайдук Неллі,

кандидат філологічних наук, доцент, доцент кафедри прикладної філології

Маріупольський державний університет

ПРОБЛЕМА МАНІПУЛЯТИВНОГО ВПЛИВУ У СУЧАСНОМУ МЕДІЙНОМУ ПРОСТОРІ

У сучасному цифровізованому та медіатизованому суспільстві зростає обсяг інформації, що поширюється шляхом засобів масової інформації; зростає роль та вага соціальних мереж та новин, що розповсюджуються не лише за допомогою сайтів новин, але й мессенджерів; зростає також міжнародна напруга, що ставить споживачів новин у таке становище, при якому вони майже не спроможні критично ставитися до інформації, що сприймають. Засоби масової інформації – це саме така соціальна інституція, що виконує вплив на масове населення за замовленням окремих соціальних груп чи політичних партій або окремих вагомих у суспільстві осіб, як у цілому, так і на окремі соціальні, громадські, вікові тощо категорії. Медійною маніпуляцією при цьому вважається «вид психологічного впливу, що здійснюється через пресу у широкому сенсі цього слова, соціальні мережі, рекламні матеріали, що призводить до пробудження в об'єкта впливу намірів, які змінюють його бажання, настрої, поведінку, погляди тощо» [1].

Сутність маніпулятивного впливу на підсвідомість споживачів медійного тексту є предметом постійної уваги як вітчизняних, так і зарубіжних дослідників у багатьох наукових галузях: так, спеціалістами у галузі філософії, що торкалися проблеми, є К. Апель, М. Вебер, Ю. Габермас, Л. Кольберг, Д. Остін, Д. Сьорль, у царині соціальних комунікацій – О. Дзьобан, В. Іванов, Г. Почепцов, В. Різун, О. Холод, психології – І. Булах, Т. Зайчикова, соціології – Б. Берельсон, Н. Лейтес, лінгвістичні дослідження належать таким вченим, як М. Варій, С. Гнатюк, Я. Жарков, В. Застольська, Р. Лавлінський, Ю. Поліщук, М. Присяжнюк, О. Рябоконь ,Ч. Сьомін та іншим [1], що свідчить про мультидисциплінарність та актуальність обраної теми дослідження.

Зупинимося зараз на такому аспекті цієї широкої проблеми, як інструментарій медійного впливу. Низка вчених вважає, що до інструментів впливу медіа на громадську свідомість належать: переконування; навіювання; наслідування; психологічне зараження;