

### **Список використаних джерел:**

1. Богомолов А.В., Данилов С.И., Семиволос И.Н., Яворская Г.М. Исламская идентичность в Украине. К.: Стилос, 2006.
2. Мусульмане в Украине: соседи или братья? Ислам в Украине. 23.02.2017. Available from: /ru/islam-v-ukraine; муфтий Саид Исмагилов (/ru/muftyy-sayd-ysmagylov), статистика (/ru/statistika). [accessed Dec 16 2021].
3. Несправа М.В. Радикальний джихадизм у Європі початку ХХІ ст. Дніпро: Дніпроп. держ. ун-т внутр. справ, 2018. 304 с.
4. Якубович М. Від Майдану до АТО. Українські мусульмани в умовах політичної кризи 2013-2016 рр. Вінниця: Нілан, 2017. 156 с.
5. Archetti C. Terrorism, Communication and the War of Ideas: Al-Qaida's Strategic Narrative as a Brand. Paper presented at the annual meeting of the International Communication Association, Suntec Singapore International Convention & Exhibition Centre, Suntec City. URL: <https://www.academia.edu/221753>

DOI <https://doi.org/10.36059/978-966-397-279-4-57>

**Korniienko O. V.**

*Ph.D. (Psychology), Docent, Humanities and Social Science Department,  
International Faculty, Kyiv Medical University*

### **EXPERIENCE OF CLASSROOM AND DISTANCE TEACHING COMBINATION: BASIC DISCIPLINES, MEDICAL PSYCHOLOGY, EVIDENCE-BASED MEDICINE, CAREER MANAGEMENT FOR UKRAINIAN AND FOREIGN UNIVERSITY STUDENTS (2018-2022 YEARS)**

The main motive for preparing theses materials for the second International Scientific and Practical Conference on November 22-26 was the author's personal interest in main thematic panels of conference in the number of five directions. I deliberately choose thematic panel №3 «*Information space and intercultural communication*» taking into account my personal experience of working and teaching various disciplines to students from different countries of the world.

The structure and content of theses will include a general overview of conducted classroom and distance learning classes for students of two leading universities of Ukraine: Taras Shevchenko Kyiv National University and Kyiv Medical University during 2018-2022 years.

Based on the recommendations of colleagues, I created his own Facebook account in 2017. The total number of friends today is 1,700 people [1]. I approached this question carefully, taking into account the fact that that I should invite students, graduate students, doctoral students, psychological and pedagogical workers of Ukraine and interested persons from different regions of the world to communicate.

The author conducted a preliminary period of verification and adaptation of classroom/distance learning in academic disciplines taught in Ukrainian and English at the Faculty of Sociology and Psychology of Taras Shevchenko Kyiv National University [2, p. 50–53].

We consider it expedient to briefly disclose the stages of implementation modern educational technologies. At the Faculty of Psychology of the Taras Shevchenko National University, a face-to-face distance concept was implemented during 2006–2009, using the example of teaching several disciplines: «*Life Safety*» – to students of the first and third years of the Faculty of Psychology, Department of Social Sciences workers, sociologists and psychologists; «*Methods of maintaining psychosomatic health*» – for third-year psychologists (in Ukrainian/English language); «*Workshop on personality psychology*» (on the example of the author's course – psychosomatic health of the individual, assessment methods and maintenance) – second-year psychologists; «*General Psychology*» – fourth year of the radiophysics faculty; «*Psychological help in emergency situations*» – to specialists, masters and military personnel cadet psychologists (in Ukrainian/English).

Returning to the main purpose of the presented theses, I focus readers' attention on what was personally done by the author and students in teaching and studying basic disciplines using Facebook boards during 2018–2021. *Together with the students, a decision was made to combine classroom and distance learning. In total, during the specified period, 22 initial groups were created on their own Facebook page with the inclusion of the relevant names of the disciplines studied by students, with the selection of the course and year of study, features teacher's workload.* Psychological and preventive groups were also proactively created to maintain the psychosomatic health of students and faculty employees.

Interested participants of the second international scientific and practical conference have the opportunity to study in detail the content of author's theses [3, p. 192–196]. In recent years, various specialists have worked on the introduction of new educational technologies, for example, in the article [4, p. 38–42] «*Distance education: organizational structure, psychological and pedagogical foundations, financing and management*» considers the basic requirements for the development of educational and methodological

materials, which requires taking into account the psychological patterns of perception, memory, thinking, attention, as well as age characteristics of students. In the next work of two authors [5, p. 199–203] «*Electronic distance and combined learning in Lviv higher educational institutions*» is a review of the organization of the educational process with the introduction of distance education in several universities.

The next example can be the author experience of theses on the example of teaching «**Medical Psychology**» to foreign students, representatives of different oriental cultures, religions, lifestyles: Iran, Iraq, India, South Korea, Japan, Africa, Egypt. [6, p. 199–203] The peculiarities of the experience of mixed teaching of this discipline for future doctors of third-year students of the Institute of Biology and Medicine was that the educational process began traditionally before the introduction of lockdown in Ukraine just before the spread of Covid-19. After the official order of the administration of Taras Shevchenko National University, the educational process took place remotely until the end of the 2018-2019 academic year with the use of complex multimedia tools: Internet, e-mail of each participant in the educational process, active use of mobile communication (Messenger, Viber, Telegram, Facebook, Instagram), Skype video conference. The author's work should be considered the created study group on Facebook «**Medical Psychology**» Institute of Biology at Medicine Taras Shevchenko National University (2020) <https://www.facebook.com/groups/522233258413026/> about with the inclusion of all teaching materials, student learning outcomes: texts of presentations, skype-video lectures, defenses of student presentations, results of studying the discipline «**Medical Psychology**». For a more dynamic and understandable perception of the content of the article, seven drawings are included highlighting the academic development of the relevance of Facebook in educational, scientific activities and modern ways of disseminating information in one of the world's most popular networks for a long period during 2007-2021. The key issue of this theses is to disseminate the experience of teaching / learning «**Medical Psychology**» of a mixed form of learning and finding like-minded people. Thus, blended learning was conducted for 15 student groups, a total of 129 students. Anyone can view the recommended page on Facebook, express their impressions, note in the comments the best student presentations, video presentations, recommended presources.

Continuing the overview of the productive possibilities of blended learning, I consider it necessary to include brief information about personal experience of teaching another discipline «**Evidence-Based Medicine**» for foreign medical students of nine groups at Kyiv Medical University during the second semester of 2022 year [7, p. 199–203] Totally there were 116 students from the following countries: India 76 (65, 51%), Nigeria 19 (16,37%),

Pakistan 3 (2,58%), Ghana (2,58%), Turkey 2 (1,72%), United Kingdom of Great Britain and Northern Ireland 2 (1,72%), Ireland 1 (0,86%), USA 1 (0,86%), Iran 1 (0,86%), Kingdom 137 of Swaziland (country South Africa) 1 (0,86%), Yemen 1 (0,86%), Ruanda 1 (0,86%), Finland 1 (0,86%), Iraq 1 (0,86%). The distance learning process was carried out taking into account the requirements of classes in the format of Google class meet. Students had to complete tasks that were sent in time to the Google tasks format with recommended assignment days. In total, the structure of tasks includes six topics with recommended scores for completed student assignments from 10 to 30 points.

The structure of student's topics includes the six following tasks: 1. The first topic, basic textbook. 2. The second topic «Two basic video about EBM». 3. The third practical task, «Guidelines for students (three different parts)». 4. Forth topic «Additional articles for self-reading». 5. The fifth task finding seven recommended videos. 6. The six task Student's web activity in finding proper medical journal, article. The final student's grades had been given in the form of adding 50 additional points for active participation in the study of the discipline «Evidence-Based Medicine». The novelty of conducting distance classes in «Evidence-Based Medicine» was student's presentation in Power point format with subsequent inclusion in the Google group in the «Stream» tab for discussion by classmates. Conducted distance learning with groups of foreign students in the discipline of «Evidence-Based Medicine» was confirmed the effectiveness of the Google class program.

### References:

1. Корнієнко О.В. <https://www.facebook.com/ovkdefender/>
2. Корнієнко О.В. Концепція та перспективи викладання інтегративного курсу «Безпека життєдіяльності» на факультеті соціології та психології. *Вісн. Київ. ун-ту. Соціологія. Психологія. Педагогіка*. 1999. Вип. 7. С. 50–53.
3. Корнієнко О.В. Facebook як платформа аудиторного/дистанційного викладання/навчання (особистий досвід 2018-2021 роки) <https://doi.org/10.30525/978-9934-26-114-5-49>. International Scientific and practical conference «Pedagogy, psychology and teaching methods: interdisciplinary experience»: conference proceedings, July 16-17, 2021. Riga, Latvia: «Baltija Publishing», 2021. P. 192-196.
4. Малінко О. Дистанційна освіта: організаційна структура, психолого-педагогічні основи, фінансування і управління. *Директор школи, ліцею, гімназії*. 2002. № 6. С. 38–42.

5. Коваль М., Шуневич Б. Електронне дистанційне і комбіноване навчання у львівських вищих освітніх закладах. *Педагогіка і психологія професійної освіти: Науково-методичний журнал*. 2006. № 1. С. 199–203.

6. Корнієнко О.В. Досвід викладання «Медичної психології» студентам іноземцям Інституту Біології та Медицини Київського Національного Університету імені Тараса Шевченка на матеріалі змішаного навчання 2018-2019 років <https://doi.org/10.51547/ppp.dp.ua/2021.3.7>. *Дніпровський науковий часопис публічного управління, психології, права*, Вип. 3, 2021. С. 39-47.

7. Korniienko O.V. «Evidence-Based Medicine» for medical students Kyiv Medical University with active participation in teacher's Facebook page «Individual-Psychological war of Ukraine against Russia». Управління якістю науково-дослідницької діяльності у закладах вищої та фахової передвищої освіти в умовах воєнних реалій: матеріали всеукраїнського науково-педагогічного підвищення кваліфікації, 10 травня – 21 червня 2022 року. – Одеса: Видавничий дім «Гельветика», 2022. С. 136-139.

DOI <https://doi.org/10.36059/978-966-397-279-4-58>

**Коробкова Н. К.,**

*кандидат філологічних наук,*

*доцент кафедри української літератури та компаративістики,  
Одеський національний університет імені І. І. Мечникова*

## **ЛІТЕРАТУРНА СПАДЩИНА ХІПІ-МАСОНА, АБО ЯК ЗЛОВИТИ ГРИГОРІЯ СКОВОРОДУ**

**Постановка проблеми.** Зрозуміти Григорія Сковороду у ХХІ столітті – завдання не легке, але цікаве. Пояснити специфіку його літературної творчості поколінню, яке споживає літературу переважно візуально або на слух, – справа або приречена на успіх, або цілком провальна. Результат залежить від обраної стратегії. Не можна не погодитися із думкою **Євгена Станісевича**, куратора експозиційного простору мистецького проекту «Світ Сковороди», присвяченого 300-літтю генія, про те, що Сковороду постійно й сильно спрощують. Так, літературознавець зазначив, що концепція наповнення проекту спрямована саме на розмову про неоднозначність і різні маски-іпостасі митця [1]. На наш погляд, така стратегія вже має успішні матеріальні вияви у ряді надзвичайно цікавих популярних видань про Григорія Сковороду: **арт-бук «Григорій Сковорода – дітям»** (видавництво «Час