

# FACTORS INFLUENCING THE PROCESS OF ORGANIZING DISTANCE LEARNING OF STUDENTS IN THE CONDITIONS OF MILITARY OPERATIONS ON THE TERRITORY OF UKRAINE

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**Abstract:** The article presents the theoretical and experimental results of the study of the process of organizing distance learning in the conditions of a full-scale invasion of Russia into the territory of Ukraine. As a result of the analysis of scientific sources, eight groups of factors influencing the process of organizing distance learning in the conditions of military operations were determined. These are: 1) political, social, and economic factors; 2) psycho-physiological factors; 3) dominant factors; 4) technological direction factors; 5) didactic orientation factors; 6) limiting factors; 7) subjective factors of negative impact on the personality and the results of distance learning (self-limitation; focus on learning results; avoidance of tasks; pessimistic behavior; low general level of self-esteem; low level of involvement in educational work); 8) subjective factors of positive influence on the personality and results of distance learning (orientation to tasks and mastery; optimistic behavior; expectation of success; high general level of self-esteem; high level of involvement in educational work). A list of leading ideas of theories, approaches, strategies, concepts that can be used during the organization of distance learning in the conditions of military operations has also been compiled. The list includes: the theory "broaden-and-build" (B. L. Fredrickson); the theory of self-determination (E. Deci, R. Ryan, A.B. Bakker and others); the self-determined learning model (M. L. Wehmeyer, S. B. Palmer, and others); the self-determination strategies (A. B. Bakker and M. van Woerkom); the concept of "taking charge" (E. W. Morrison, S. S. Phelps); the theory of proactivity (T. S. Bateman, J. M. Crant, and others); the theory of using character strengths (N. Park, C. Peterson, and others); the strategy "Game design of learning" (A. Bakker, A. Sanz Vergel, J. Kuntze, and others). The leading ideas of these scientific developments formed the basis for the development of the table "My actions during distance learning in accordance with the leading ideas of theories, approaches, strategies, concepts". The experimental results of the study include a generalization about the organization of distance learning of students in the conditions of military operations on the territory of Ukraine using the leading ideas of theories, approaches, strategies, concepts that were previously adapted accordingly.

**Keywords:** distance learning; factors influencing organization of distance learning; theories; approaches; strategies; concepts; students; teachers; military actions.

## 1 Introduction

The organization of distance learning has a number of specific features. According to the generalizations of scientists [25], this is, first of all, the interaction of participants in the educational process in the roles of "electronic student" and "electronic teacher". This type of interaction is characterized by a combination of temporal, spatial, and organizational advantages of distance learning, as well as by a number of disadvantages (instances of mental overload among electronic students; unpreparedness for a self-disciplined way of learning; lack of motivation to use tools; perception of the educational system of e-learning as complex; lack of methodical support to enhance students' independent work; sleepiness as a result of the lack of face-to-face communication; insufficient attention to students who demonstrate low progress during e-learning).

Distance learning takes place in the absence of face-to-face communication, but with the use of various information and communication technologies, as well as computer, network, digital and mass media digital technologies that provide the expansion of technological characteristics of information, communication, digital technologies in the case of their use as self-sufficient means [24].

In turn, we would like to add that namely thanks to the organization of distance learning the training process continued in the conditions of the deployment of military operations on the territory of Ukraine.

## 2 Materials and Methods

In the investigation of distance learning, we focused on a group of factors that influenced the organization of distance learning in the conditions of the full-scale invasion of Russia on the territory of Ukraine.

The theoretical part of the study was aimed at performing the following tasks:

1. To analyze scientific sources and identify groups of factors influencing the process of distance learning organization in the conditions of military operations on the territory of Ukraine.
2. To analyze scientific sources and systematize information about the leading ideas of theories, approaches, strategies, concepts that can be used during the organization of distance learning in the conditions of military operations.
3. Experimentally verify the positive influence of the leading ideas of theories, approaches, strategies, concepts on the organization of distance learning, which was organized in the conditions of military operations on the territory of Ukraine in connection with the full-scale invasion of Russia.

Various methods were used in the research: theoretical (analysis, arrangement, systematization, generalization) and empirical (observation, questionnaires, interviews). Teachers and students of Borys Grinchenko Kyiv Metropolitan University (Ukraine) and Mykhailo Drahomanov Ukrainian State University (Ukraine) were involved in the experimental part of the study.

## 3 Results and Discussion

### *Factors affecting the process of distance learning organization in the conditions of military operations on the territory of Ukraine*

The analysis of scientific papers served to identify eight groups of factors influencing the organization of distance learning in the conditions of military operations on the territory of Ukraine. These are:

#### *1. Political, social, and economic factors:*

- a) The need to preserve the educational process, the maximum optimization of training in order to ensure the quality of education, despite the difficult conditions [34].
- b) Economic efficiency in conditions of destabilization of socio-economic reality, ensuring constant intellectual development [26].
- c) The need to find a systemic response to social challenges that have arisen before the education system in Ukraine as a result of the unprovoked military aggression of the Russian Federation against Ukraine [19].

#### *2. Psycho-physiological factors:*

- a) Training in the conditions of constant shelling of the civilian and critical infrastructure of Ukraine, as well as the direct impact of the war on the daily life of the families of participants in the educational process [19].
- b) Training combined with providing assistance to those who have fallen into difficult life circumstances as a result of military actions, maintaining the status of a productive subject of training, activity, personality and individuality for positive interaction with the world, others, and oneself [13].
- c) Training in conditions of increased risk of physical and psychological injury [34].

d) Teaching in the conditions of a high level of professional burnout of teachers caused by the proximity of hostilities, excessive workload and poorly organized working conditions, uncertainty in the future and the inability to plan own future [15].

e) An increase in the level of mental load during distance learning compared to face-to-face learning [26], increasing the mental workload of students [21].

### 3. Dominant factors:

a) The need to carry out educational work with the participants of the educational process regarding behavior in emergency situations, providing first aid, reducing the degree of anxiety and tension, etc., creating a favorable psychological atmosphere [34]

b) Organization of the educational process and the educational environment of the educational institution based on respect for the previous traumatic experience of the participants in the learning process [19]

c) Directing pedagogical actions not only to the development of academic knowledge, but also to the formation of the ability to maintain psychological stability, self-control in conditions of uncertainty [34]

### 4. Technological direction factors:

a) The possibility of distance learning platforms to register data on the results of student participation in various types of online activities

b) The ability to plan and implement synchronous and asynchronous processes with an educational purpose

c) The possibility of transparent and quick assessment

d) The possibility of introducing innovative teaching methods

e) The possibility of organizing online learning at one's own pace, in a self-determined order of studying the educational material; with the possibility of several one-time processing of educational material, without time and space limitations; more effective use of time resources, which is manifested in a quick change of virtual teaching or learning activities to participation in various educational or social events, visits to various institutions, organizations, etc. [26].

### 5. Didactic orientation factors:

a) Supporting all participants in the educational process by recognizing the presence of trauma and implementing the principles of a trauma-informed environment in the practice of the educational process, enhancing the strengths of each participant in the learning process, minimizing the impact of trauma through social involvement, creating a comfortable and safe environment [19].

b) Introduction of individualization of training to increase the effectiveness of training in war conditions [34].

c) Prevention of a drop in academic performance, a weakening of interest in the learning process, a general decrease in work capacity based on dominance of integration in the learning process, i.e., grouping students into groups comfortable for interaction or forming groups of their own choice, introducing management of the learning process through the content of different level tasks, variability methods of their implementation and methodical support [18].

### 6. Limiting factors:

a) Necessity of preliminary training of lecturers and future teachers for distance learning

b) Constant updating of knowledge and skills of lecturers and students in view of the introduction of technological innovations

c) Absence of high and sufficient levels of formation of personal qualities in students to carry out studies without external control

d) Lack of direct interaction between the participants of the learning process

e) Formation of practical skills of working with children in future teachers is difficult.

### 7. Subjective factors of negative impact on the personality and the results of distance learning:

a) Self-limitation. The student focuses his attention on the probable failure. A student's use of self-restraint leads to a high level of task avoidance, a low level of (mental and physical) effort, an increased probability of failure in academic tasks, and ultimately - to low success [28]

b) Focus on learning results. Orientation to the learning result causes in students a decrease of satisfaction from completing the task, gives rise to a desire to give preference to easier tasks, to give up efforts before failure, and to explain failures as a lack of abilities [1; 11]

c) Avoidance of tasks. Students who are typically high in task avoidance often cite a lack of effort after failure. Task avoidance leads to low performance and dissatisfaction and predicts further task avoidance [28]

d) Pessimistic behavior. In their actions, pessimistic students avoid tasks more [7]

e) Low general level of self-esteem. A low general level of self-esteem predicts only partially successful student learning, serves as the basis for probable unemployment, feelings of exhaustion, cynicism and reduced achievement at work, and also serves as the basis for a low level of both involvement in work and satisfaction with it [31; 32]

f) Low level of involvement in educational work. Students resort to inadequate ways to overcome difficulties that arise in the academic environment, which, in turn, creates disengagement from learning [16].

### 8. Subjective factors of positive influence on the personality and results of distance learning:

a) Orientation to tasks and mastery. The student's actions are aimed at mastering ways to solve situations, which, in turn, is associated with high success [12]

b) Optimistic behavior. Optimism increases the likelihood of a student's academic success. Students with these behaviors were more engaged and reported less burnout early in their professional careers [7]

c) Expectation of success. Individual expectations of success contribute to academic achievement and satisfaction. Students who reported expectations of success often cited their abilities as the reason for their success [28]. According to the results of the research of T. Berndt and K. Miller, the motivation for success depends on the expectations of success and the value given to success [6]

d) High general level of self-esteem. High general self-esteem predicted a student's academic success, having a permanent job after 10 years, high wages, high levels of work engagement and job satisfaction, and low levels of burnout [31]

e) High level of involvement in educational work. Within the involvement in educational or professional work, the individual shows greater openness to new experiences, actively explores the environment, becomes inclined to creative work [14].

**Leading ideas of theories, approaches, strategies, concepts that can be used during the organization of distance learning in the conditions of military operations**

*The theory "broaden-and-build"* (B. L. Fredrickson) [14]. The leading ideas of the theory: the process of personal training is based on the experience of positive emotions, the expansion of the effective (momentary) repertoire of thoughts and actions, the creation of sustainable personal resources, in particular physical, intellectual, social, and psychological.

*The theory of self-determination* (E. Deci, R. Ryan, A.B. Bakker and others). The theory of self-determination assumes that certain developed psychological needs must be satisfied if the individual wants to develop his potential to the fullest extent [10; 30].

The theory of self-determination postulates three universal needs [8]:

- The need for autonomy (the individual's need to experience his behavior as freely chosen and arbitrary, and not imposed by external forces);
- The need for competence (the need for an individual to feel capable of certain actions and to be effective in these actions);
- -The need for relatedness (the individual's need for belonging, closeness, and connections with others).

Bakker and Van Woerkom claim: "We use self-determination theory to argue that all human beings have basic needs for autonomy, competence and relatedness" [3].

*The self-determined learning model* [36]. The introduction of the model serves: to create conditions for the self-determination of the individual and to give him the opportunity to become a self-regulated solver of the problem that the lecturer proposed to solve for educational purposes. The introduction of self-determination orients the individual to an active position and teaches to become causal agent in educational and professional activities.

*Self-determination strategies* (A. B. Bakker, M. van Woerkom) [3]. The introduction of self-determination strategies is aimed at teaching individuals to actively manage their goals, taking into account constantly changing conditions, to practice self-leadership; to learn to see the benefits of internal motivation, to implement self-leadership while learning to solve professional situations.

*The concept of "taking charge"* (E. W. Morrison, S. S. Phelps). The leading ideas of the concept [27] are as follows: the individual's constructive efforts to make functional changes in how learning work is done, that is, the individual is willing to challenge the status quo in order to effect constructive change. An individual is more likely to take responsibility to the extent that he has an internal sense of responsibility for changing the content of the educational (professional) task, believes in his own ability to work effectively, and perceives the lecturer (supervisor) as a leader.

*The theory of proactivity* (T. S. Bateman, J. M. Crant, and others). The leading ideas of the theory are based on proactive behavior. Proactiveness determines the basis of proactive behavior [9]. A proactive personality performs actions that change his environment [4]. Such personality discovers opportunities, takes the initiative, acts persistently until significant changes occur. A personality that is not proactive, does not know how to identify opportunities for change, shows passivity and reactivity, prefers to adapt to circumstances rather than change them.

A proactive personality implements an active search for information and opportunities for improvement. Such personality does not wait passively for information and opportunities to come [9]. A proactive personality actively creates changes in the environment, while a less proactive

personality has a more reactive approach to their academic or professional work [4].

*The theory of using character strengths* (N. Park, C. Peterson, and others). According to Park and Peterson [29], character strengths are the ability to act, think, and feel in ways that benefit oneself and others. "Good character is not a singular thing but rather plural - a family of positive traits shown in one's thoughts, feelings, and behaviors" [29]. According to D. Baumrind, "It takes virtuous character to will the good, and competence to do good well" [5, p.13].

Park and Peterson define character strengths as more specific psychological processes or mechanisms that define the virtues. As part of the Values in Action (VIA) project, these scientists developed the VIA classification which measures 24 widely recognized and valued strengths (in particular, wisdom and knowledge, courage, humanity, justice, moderation, and transcendence) [29].

According to S. Lavy [20], knowledge about one's strengths should be complemented by a high degree of their use, since the discussion of character strengths, their development and use is of great importance for increasing the ability of an individual to realize his potential, to achieve success in professional activities. The development of character strengths is facilitated by the organization of the learning process, features of interaction with other participants in the educational process, and evaluation of the results of educational activities.

R. Govindji and P. Linley [17] draw attention to the fact that each individual not only has an internal motivation to use own strengths, but also needs this process.

When a person does this, he gets positive results. Park and Peterson found that the use of character strengths (including perseverance, love, gratitude, hope, and perspective) affects the academic achievement of high school students and college students [29].

The organization of training using character strengths is based on the following statements. Every personality has strengths. Strengths need to be recognized, celebrated, strengthened, and used. The process of using personal strengths should be gradual. First, it is necessary to identify those strengths that are most noticeable to this individual, which the individual already possesses. Then one must be taught to select the target strengths that he wants to focus on (i.e., identify underdeveloped strengths), set specific and measurable goals, and develop a specific plan of action to achieve those goals. Next, learning to use own strengths in new ways follows, as well as finding new ways to use own strengths.

*The strategy "Game design of learning"* (A. Bakker, A. Sanz Vergel, J. Kuntze, and others). The leading idea: to make the educational tasks proposed to be completed in the learning process more exciting and more difficult, to increase internal motivation to achieve the goal, to promote a positive attitude towards the process of completing the task, and to improve academic performance. This behavioral strategy includes two aspects: play (increasing pleasure in the process of performing a task) and competition (anticipating actions for competition). That is, the game design of learning involves a change in the way the task is performed. The individual is given the opportunity to establish the best balance between his knowledge and skills and the content of the tasks to be performed. The game design of learning promotes the development of the ability to communicate casually, to establish harmonious relationships with other participants in the learning process, which helps to satisfy need for relatedness.

H. Wang, Y. Ren, and W. Liu [35] see the application of game design in education as giving students autonomy in improving the content of the task, in adding certain features to the process of its execution. It is also advisable for lecturers to establish a balance between the difficulty of the learning task and fun when they form learning tasks. According to the reasoning of

scientists, small changes in tasks will allow students to better immerse themselves in the task, increase their interest in learning, improve involvement in educational work, and direct the achievement of learning goals.

A. Bakker, A. Sanz Vergel, and J. Kuntze provide the following examples of practical use of game-based learning design [3; 33]: 1) the student competes with himself, trying to complete the task faster than before; 2) the student uses humor or wit, trying to make the meeting more interesting; 3) the student performs online tasks and formulates interesting questions for online interaction with his mentors; 4) a student completes an online task, competing with other students to determine who can complete the task faster.

16 lecturers and 350 students of the Faculty of Pedagogical Education of Borys Grinchenko Kyiv Metropolitan University (Ukraine) and 3 lecturers and 50 students of Mykhailo Drahomanov Ukrainian State University (Ukraine) were involved in the experimental part of the research.

Before the start of the experiment, preparatory work was carried out. In Table 1, we have displayed the student's actions in accordance with the leading ideas of theories, approaches, strategies, concepts that can be used during the organization of distance learning in the conditions of military operations. During the educational process, the students were shown the table "My actions during distance learning according to the leading ideas of theories, approaches, strategies, concepts" and were given the task of choosing one or more leading ideas of theories, approaches, strategies, concepts that, according to the students, will contribute to their cognitive activity during the learning process. The leading idea of the theory, approach, strategy, concept or a certain combination of them chosen by the students was practically implemented in the lesson. We correlated the choices made by the students in each lesson with the activity of military operations on that day and with the news that caused the students a feeling of anxiety and tension during that day.

Table 1: My actions during distance learning according to the leading ideas of theories, approaches, strategies, concepts

Name of theory, approach, strategy, concept	Concise description of actions according to the leading ideas of theories, approaches, strategies, concepts
The theory "broaden-and-build" (B. L. Fredrickson [14])	I experience positive emotions, expand the effective (momentary) repertoire of thoughts and actions
The theory of self-determination (E. Deci, R. Ryan [10], A.B. Bakker, and others [3])	I satisfy my three needs: 1) the need for autonomy (experiencing my behavior as freely chosen and arbitrary, not imposed by external forces); 2) the need for competence (a sense of the ability to perform certain actions and to be effective in these actions); 3) the need for relatedness (a sense of belonging, closeness, and connection with others)
The self-determined learning model (M. L. Wehmeyer, S.B. Palmer, and others [36])	I use opportunities to become a self-regulated problem solver during a learning session. I am aware of myself as a causal agent in educational activities
The self-determination strategies (A. B. Bakker, M. van Woerkom [3])	I actively manage my educational goals, practice self-leadership when solving professional situations with educational goals
The concept of "taking charge" (E. W. Morrison, S. S. Phelps [27])	I demonstrate a willingness to challenge the status quo in order to make constructive changes in the way a particular learning task is carried out. I take responsibility for

	changing the content of the educational task, effective performance of the task
The theory of proactivity (T. S. Bateman, J. M. Crant, and others [4])	I identify opportunities for change, take initiative, and work hard until significant changes occur. I do not adapt to circumstances, but change them
The strategy "Game design of learning" (A. Bakker, A. Sanz Vergel, J. Kuntze, and others [2])	I make the content or process of the educational task more interesting for me and (or) more difficult. It motivates me, puts me in a positive mood for completing the task, and improves my academic performance
The theory of using character strengths (N. Park, C. Peterson, and others [29])	1. I know about my strengths (Table 2), I use them during training. 2. I focus my attention on less developed strengths, set specific and measurable goals, develop a specific plan of action to achieve these goals, achieve the set goals

Students were also introduced to the classification of strengths, which was developed as part of the Values in Action (VIA) project for the practical implementation of the theory of using character strengths (Table 2).

Table 2: Classification of character strengths by main virtues The Values in Action (VIA) project (N. Park, C. Peterson [29])

The name of the virtues	Character strength	Manifestations of character strengths
1. Wisdom and knowledge	creativity	thinking of novel and productive ways to do things
	curiosity	taking an interest in all of ongoing experience
	open-mindedness	thinking things through and examining them from all sides
	love of learning	mastering new skills, topics and bodies of knowledge
2. Courage	perspective	being able to provide wise counsel to others
	honesty	speaking the truth and presenting oneself in a genuine way
	bravery	not shrinking from threat, challenge, difficulty, or pain
	persistence	finishing what one starts
3. Humanity	zest	approaching life with excitement and energy
	kindness	doing favors and good deeds for others
	love	valuing close relations with others
4. Justice	social intelligence	being aware of the motives and feelings of self and others
	fairness	treating all people in the same way, according to notions of fairness and justice
	leadership	organizing group activities and seeing that they happen
5. Temperance	teamwork	working well as member of a group or team
	forgiveness	forgiving those who have done wrong
	modesty	letting own accomplishments speak for themselves

	prudence	being careful about own choices; not saying or doing things that might later be regretted
	self-regulation	regulating what one feels and does
6. Transcendence	appreciation of beauty and excellence	noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
	gratitude	being aware of and thankful for the good things that happen
	hope	expecting the best and working to achieve it
	humor	liking to laugh and joke; bringing smiles to other people
	religiousness	having coherent beliefs about the higher purpose and meaning of life

The analysis of the experimental data confirmed the following:

Students actively worked with the information in Tables 1 and 2. They explained their actions by the following contexts: "I was offered a choice, it motivated me"; "When I started working with tables, I immediately switched from my thoughts about military operations to studying", "It organized me", "After working with tables, I felt more balanced and organized", "When I work with tables, previous vivid episodes of my self-realization arise in my imagination, and these memories bring me into a working state, which is necessary for training in the difficult conditions of war".

Students preferred several leading ideas of theories, approaches, strategies, and concepts rather than selecting one of them. At the initial stages of working with Tables 1 and 2, students chose the following combination of actions:

- 1) I experience positive emotions (the theory "broaden-and-build" (B. L. Fredrickson) [14]).
- 2) I satisfy my three needs: 1) the need for autonomy (experiencing my behavior as freely chosen and arbitrary, not imposed by external forces); 2) the need for competence (a sense of the ability to perform certain actions and to be effective in these actions); 3) the need for relatedness (a sense of belonging, closeness, and connection with others) (the theory of self-determination (E. Deci, R. Ryan [10], A.B. Bakker, and others [3])).
- 3) I know about my strengths (Table 2), I use them during training (the theory of using character strengths (N. Park, C. Peterson, and others [29]) - the first part of the implementation of the theory).

During the next two weeks of organizing learning using Tables 1 and 2, students began to supplement the list of actions they had chosen with new actions:

- 56% of students supplemented the previously formed list of actions, actions that related to the leading ideas of the "Game design of learning" strategy (A. Bakker, A. Sanz Vergel, J. Kuntze, and others [2]) (I make the content or process of the educational task more interesting for me and (or) more difficult. It motivates me, puts me in a positive mood for completing the task, and improves my academic performance).
- 38% of students supplemented the previously formed list of actions with actions that related to the leading ideas of self-determination strategies (A. B. Bakker and M. van Woerkom [3]) (I actively manage my educational goals, practice self-leadership when solving professional situations with educational goals).
- 27% of students supplemented the previously formed list of actions with actions that related to the leading ideas of the theory of using character strengths (the second part of

the implementation of the theory) (N. Park and C. Peterson) [29]).

- 35% of students supplemented the previously formed list of actions with actions that related to the leading ideas of the theory of proactivity (T. S. Bateman, J. M. Crant, and others [4]) (I identify opportunities for change, take initiative, and work hard until significant changes occur). Opportunities for change during distance learning were chosen to implement proactivity. The changes had:
  - Self-directedness (mainly related to self-organization and maintaining concentration on educational material during distance learning, namely, distraction from events, news, etc.).
  - Orientation to the process of organizing distance learning (on the initiative of the students, the amount of material that needed to be read was changed, as part of the material was translated into audio format).

#### 4 Conclusion

1. The analysis of scientific sources contributed to the identification of factors influencing the process of organizing distance learning in the conditions of the full-scale invasion of Russia on the territory of Ukraine, as well as the systematization of these factors into eight groups: 1) political, social, and economic factors; 2) psycho-physiological factors; 3) dominant factors; 4) technological direction factors; 5) didactic orientation factors; 6) limiting factors; 7) subjective factors of negative impact on the personality and the results of distance learning (self-limitation; focus on learning results; avoidance of tasks; pessimistic behavior; low general level of self-esteem; low level of involvement in educational work); 8) subjective factors of positive influence on the personality and results of distance learning (orientation to tasks and mastery; optimistic behavior; expectation of success; high general level of self-esteem; high level of involvement in educational work).

2. A list of leading ideas of theories, approaches, strategies, concepts that can be used during the organization of distance learning in the conditions of military operations has been compiled. The list includes the following scientific developments:

- The theory "broaden-and-build" (B. L. Fredrickson).
- The theory of self-determination (E. Deci, R. Ryan, A.B. Bakker, and others).
- The self-determined learning model (M. L. Wehmeyer, S. B. Palmer, and others).
- The self-determination strategies (A. B. Bakker, M. van Woerkom).
- The concept of "taking charge" (E. W. Morrison, S. S. Phelps).
- The theory of proactivity (T. S. Bateman, J. M. Crant, and others).
- The theory of using character strengths (N. Park, C. Peterson, and others).
- The strategy "Game design of learning" (A. Bakker, A. Sanz Vergel, J. Kuntze, and others).

For each theory, strategy, approach, concept, we determined the actions that a student should perform during the organization of distance learning and organized these actions in the Table "My actions during distance learning according to the leading ideas of theories, approaches, strategies, concepts". The scientific findings of the Values in Action (VIA) project (N. Park, C. Peterson) were also used, in particular, the classification of character strengths by main virtues.

3. According to the results of the experimental part of the study, the use of Tables 1 and 2 during distance learning contributed to students' conscious avoidance of subjective factors that negatively affect their personality and the results of their distance learning. Students began to avoid self-limitation during their studies. They focused on the process of growing their skills. Students did not avoid educational tasks, but consciously made their content or the process of implementation more interesting for them. The level of students' involvement in distance learning in the conditions of military operations on the territory of Ukraine also increased.

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**Primary Paper Section: A****Secondary Paper Section: AM**