

# PECULIARITIES OF HUMANITARIAN DISCIPLINES HIGH-SCHOOL TEACHING STAFF ADAPTATION TO THE WORK IN THE CONDITIONS OF FORCED SOCIAL DISTANCING PROVOKED BY COVID-19 IN UKRAINIAN UNIVERSITIES

N. Melnyk<sup>1</sup>, O. Kovtun<sup>1</sup>, I. Postolenko<sup>2</sup>, I. Tovkach<sup>3</sup>

<sup>1</sup>*National Aviation University (UKRAINE)*

<sup>2</sup>*Pavlo Tychyna Uman State Pedagogical University (UKRAINE)*

<sup>3</sup>*Borys Grinchenko Kyiv University (UKRAINE)*

## Abstract

The study provides a multifaceted study of the difficulties which humanitarian disciplines high-school teaching staff faced and overcome in Ukrainian Universities to ensure the educational process in a wide distance format through the pandemic COVID-19.

The results of the study allowed to determine:

- 1 Barriers to the accelerated introduction of distance learning in higher education in conditions of forced social distancing (psychological, socio-economic, pedagogical methods and approaches barrier (methodological), ICT and communicative, cultural and administrative barriers);
- 2 Features of adaptation of scientific and pedagogical employees of higher education institutions that teach foreign languages, as well as representatives of the administrative level and employees of distance education departments, etc. (these peculiarities are: forced introduction of the wide range of distant learning tools and platforms into the educational process, high-school teachers' speed mastery of different means of distant learning tools and resources, accommodation to provide classes on different distant learning video-tools etc.);
- 3 Positive strategies and practices of Ukrainian higher education institutions to optimize the management of rapid implementation of distance learning in the context of forced social distancing through the COVID-19 pandemic in administrative and individual contexts (creating of staff focus groups which manage the organization of distant learning, creation of staff group which help to organize the explanation procedure on effective management of educational process in different disciplines ect.);
- 4 Optimal (qualitative and effective) mechanisms for overcoming barriers and difficulties of accelerated introduction of distance learning in higher education institutions in different blocks (psychological, socio-economic, pedagogical methods and approaches barrier (methodological), ICT and communicative, cultural and administrative barriers).

On the bases of the investigation results the group of authors proposed a set of guidelines and a series of trainings on optimizing the management of implementation of distance learning in the context of forced social distancing through the COVID-19 pandemic at different levels: individual, administrative and collective. It is planned to develop a roadmap for optimizing the management of distance and blended learning in higher education institutions in different blocks and discuss the problem of research on a broader scientific scale in the context of further action on higher education institutions in forced social distance through the COVID-19 pandemic.

Keywords: high-school teaching staff; adaptation; pandemic COVID-19; management of educational process; rapid implementation of distance learning; forced social distance.

## 1 INTRODUCTION

The modern development of education is characterized by active processes of globalization and integration, significant transformations in terms of socio-economic and socio-political processes. In the global context, educational systems are exposed to enormous external influences that create new requirements and pose qualitatively new challenges to the flexibility of these educational systems. A striking example of such processes is the forced transition of all levels of education to distance learning through the introduction of quarantine measures at the international and national levels. The world-class

pandemic has provoked a radical reorientation of the academic community from the face-to-face form of interaction between the subjects of the educational process to the distance. As this happened under force majeure, the scientific and pedagogical staff of various educational institutions faced the problem of quality management of the educational process. Despite the general potential readiness of the education system to implement distance learning. Domestic educational institutions are no exception, as evidenced by recent surveys of teachers and the scientific and pedagogical community. Thus, according to research, the most common problem in the implementation of distance learning, according to all respondents, is that not all students get in touch (do homework, participate in online lessons, etc.). This answer was given by about 73% of respondents. Almost 50% of respondents said that the problem is also the lack of previous experience in distance learning. 14.4% indicated that the process is hampered by the lack of the necessary equipment at home. 5% noted that the problem is the lack of the necessary equipment at school. 2.3% said that the problem is the lack of necessary equipment for students. More than 1% of respondents stated that they had no problems in the process of distance learning, but highlighted the negative aspects of this form of education, including lack of direct contact, irregular working hours, methodological aspects, etc. [1].

A study has been launched to identify challenges for the Ukrainian academic community under COVID 19 [2]. Given the above, we conclude that the difficulties encountered by scientific and pedagogical staff in terms of social distancing, provoked by many factors, including social, psychological, methodological, information and communication and communicative, cultural, economic and administrative and so on. Therefore, there is a need to find a definition of the peculiarities of adaptation of humanitarian disciplines high-school teaching staff to work in conditions of forced social distancing.

**The purpose of the study** was to find ways to optimize the educational process of educational institutions, to find mechanisms to overcome various barriers faced by humanitarian disciplines high-school teaching staff at universities in Ukraine in the context of quarantine restrictions provoked by COVID-19.

For the qualitative realization of the purpose of the research we have identified the following step-by-step tasks:

- To determine the essence of the process of adaptation of the individual to work in conditions of uncertainty;
- Conduct a survey of humanitarian disciplines high-school teaching staff of Ukraine and identify difficulties that arose in them during the period of adaptation to work in conditions of forced social distancing;
- On the basis of the received questionnaire data to single out features of adaptation of teachers of humanitarian disciplines to work in the conditions of the forced social distancing provoked by COVID-19;
- Develop a draft of a so-called road map to optimize the process of adaptation and increase the level of adaptation of humanitarian disciplines high-school teaching staff to work in conditions of forced social distancing, provoked by COVID-19.

## 2 METHODOLOGY

The study presented in this article was carried out in two stages. According to the results of the first stage, a theoretical analysis of the problem was carried out in the context of the international and Ukrainian dimension of higher education. During this stage, an online questionnaire was conducted, which was formulated in blocks: general, methodological, information-communication and communicative, economic, which characterize various aspects of professional activity of teachers of Ukrainian higher education institutions in conditions of forced social distancing.

In the second stage of the study, the main scientific discussion and communication was the preliminary development of a training program and online seminars to increase the adaptability of humanitarian disciplines high-school teaching staff to work in a pandemic COVID-19 and overcoming barriers to forced implementation of distant learning and mixed forms of education institutions of higher education in the conditions of forced social distancing, which will allow optimizing the adaptability of scientific and pedagogical staff to work in unpredictable conditions; to develop a roadmap for the dissemination of positive practices of domestic higher education institutions in the organization of the educational process in the conditions of forced social distance. The second stage also included participation in an international scientific-practical conference on the topic of the initiated research where it will be possible

to involve colleagues from other European countries, share their results and preliminary conclusions on adapting teachers to work in a pandemic and involve international monitoring. . Based on the results of this work, it is also planned to develop methodological recommendations for optimizing the adaptability of humanitarian disciplines high-school teaching staff in conditions of forced social distancing in different blocks, namely: psychological, socio-economic, methodological, information and communication, etc.

Among the set of theoretical methods, system-integral analysis, synthesis, generalization, deductive and inductive practices will provide an objective scientific vision of the problems of forced introduction of distance and blended learning in terms of social distancing. Regarding empirical methods, we distinguish between diagnostic (observations, interviews, surveys, questionnaires, testing, study of documentation), formative (workshops, round tables, discussions, open discussions, etc.) and control (repeated questionnaires, interviews, questionnaires, etc.).

### 3 RESULTS

#### 3.1 The essence of the process of adaptation of the individual to work in conditions of uncertainty

Adaptation is one of the most important higher scientific problems. This confirms that in 1865 for the first time the question of adaptation arose in the scientific world. Yes, then G. Aubert introduced the term "adaptation", which began to be used in the literature. Initially, adaptation was understood as a change in the sensitivity of the analysers the influence of adaptation of the senses to active stimuli [3, p. 45].

In modern Ukrainian scientific and literature distinguish the following basic approaches to understanding adaptation: biophysiological, psychological, informational and communicative:

- *biophysiological* - adaptation and active support maintaining the required level of compliance the structure of the organism to the internal and external changes that occur under the influence of biological environment, chemical, ecological, physiological (temperature, atmospheric pressure, lighting, etc.) factors - biological, physiological, anatomical, medical, ecological, ergonomic types of adaptation.
- *psychological* - formation of individual style of activity. Dialectical unity of activity and socio-psychological relations of the subjects of adaptation and social environment. Human entry into the system of intra-group relations and adaptation to them. Development of patterns of thinking and behaviour that reflect the system of values and norms of a particular production team. Acquisition, consolidation and development of skills and abilities of interpersonal communication in such a team. - psychological, social, socio-psychological, personal, professional types of adaptation.
- *informational and communicative* - Changing the structure or function of the system themes and control influences based received data and current information in order to achieve optimal condition with insufficient a priori information or changed operating conditionsness. Search perception and processing information in contacts. - mutual adaptation of psychosemantic systems [4, p. 98]

To optimize adaptation processes, promote their positive effectiveness, it is necessary to analyse and comprehend the changes in various spheres of human life, and to identify the nature, direction and trends of adaptation to them by members of society. Since radical transformations take place in the social structure of the state, in the principles of organization of production, methodological principles of regulation of social relations, which directly relate to social life, the processes of adaptation also cover a wide range of life, which, in turn, to study the adaptation processes turn researchers in various fields of scientific knowledge - anthropologists, psychologists, psychiatrists, sociologists and other categories of researchers, including philosophers. At the same time, socio-adaptive processes especially require socio-philosophical understanding, which will make it possible to identify deep relationships in the system "man - society", because the transformation of the modern Ukrainian society is a unique phenomenon of modern social development, which has no analogues [5].

The adaptive potential of an individual (group) is a synthesis of social psychological, social, economic resources possessed by the individual (group), ensuring its effective social adaptation to the new social environment, is determined by the needs, attitudes, motives of the individual, his interests, the level of claims, psychological qualities, age, gender, education, social status, social ties, training, etc.

The adaptability of the social environment reflects the objective favourable environment for assimilation by an individual or group, determined by the level of development of this environment, the system of relations in it. This environment is formed under the influence of a set of social, economic, political, psychological factors. During the period of social upheavals and crises destructive play a crucial role in the process of social adaptation social environment factors. The most frustrating personality is external deprivation, ex. : the loss of the social environment of the state with which previously achieved socio-psychological unity. Impossibility personality to effectively integrate into the social environment leads to transformation of adaptation into maladaptation [6]. If we consider the process of human adaptation from the outside, it looks like attempts of the individual to enter his own life world into the new system social coordinates. However, in reality, the opposite is happening. A person who has accepted a new social reality can be considered adapted into their own system of ideas about the world. Thus adaptation to the social crisis involves primarily the imitation of the individual new attributes of the social world and the creation on this basis of an updated subjective picture of the world [7, p.109].

For our research it's important to point out the professional adaptation to the work in ***the conditions of uncertainty***. Production (professional) adaptation is the adaptation of the employee to the organization, which is based on the fact that gradually the employee has new professional, social, psychological and economic working conditions and, consequently, skills [4].

**Conditions of uncertainty** exist when the future environment is unpredictable, and everything is in a state of flux. The decision-maker is not aware of all available alternatives, the risks associated with each, and the consequences of each alternative or their probabilities [8].

As a summary of theoretical analysis we can to form our understanding of the essence of adaptation in different aspects of the notion:

- 1) modern understanding of the essence of adaptation in the scientific literature can be stated as follows: it is a process of desired or forced entry to any area of activity of the individual, the success of which depends from the degree of consistency of conditions with the capabilities of the body and psyche human beings;
- 2) the content of the adaptation is the gradual acquisition of between the environment (biophysical and social) and the individual with the application of a certain mutual influence;
- 3) the effectiveness of the adaptation process largely depends on interdependence and complementarity of biophysiological features adapter, environmental circumstances in the country, mental properties of the employee, his mental state, psychological reactions to stress features of professional activity, qualification and culture of melon, technological, scientific and information development of society.

### **3.2 Questionnaire of humanitarian disciplines high-school teaching staff of higher educational institutions of Ukraine and identify the difficulties that arose in them during the period of adaptation to work in conditions of forced social distancing**

The realization of the research obtained humanitarian disciplines high-school teaching staff of National aviation University, Pavlo Tychyna Uman State pedagogical University, Borys Grinchenko Kyiv University, Sumy State Pedagogical University, Mykolaiv V. Sukhomlinsky National University, Southern Ukrainian National Pedagogical University K. D. Ushinsky, who participated in the Questionnaire and Interviews.

The research program provided for the conduct of several series of questionnaires and interviews with respondents. At the 1-st stage of the study, it was planned to conduct a diagnosis of humanitarian disciplines high-school teaching staff of several Ukrainian Universities to determine the general state of adaptation. In order to understand the adaptation process, we asked to participate 4 groups of respondents in the study: 1-st year working staff (900 people); 5-years working staff (1800 people), and more than 5-year working staff (more than 3 000). Totally, about 5 000 participants in the qualifying phase of the study.

We took into account the fact that the first and fourth working staff differ in quasi-professional competence: 1-st year working staff are guided by the ideal image about the profession; the five-years working staff oppositely are more realistic and are oriented on a work, as they have (or have not) already gain some professional-experience and are more adaptive to some changes.

The first stage of the gathering of data was first year working staff interviewing; the task of the stage was to get staff determination the most difficult aspects of adaptation to the work in the condition of forced social distancing.

The task was fulfilled by 900 1-st year working staff. The obtained interviewing results proved out, that the first-year working staff understanding of the essence of professional-adaptation but could not cope with the extra-adaptation period during starting of quarantine.

The same task was fulfilled by 1800 staff of the fourth year working. Among their identified peculiarities of adaptation, prevailing were to those who determined the fear, anxiety, psychological unpreparedness, methodical training. Powever, they did not feel uncomfortable using ICT technologies. They noted that they used various forms of ICT long before quarantine.

In addition, university lecturers, who are engaged in preschool teachers professional training, who defined value-oriented senses of preschool teacher as a combination of personal qualities and professional skills among which dignity, tolerance, self-organization and self-improvement were of a high priority.

Similar psychological and methodological barriers were experienced by teachers working at the university from 5 to 10 years. However, some respondents also had ICT barriers.

Regarding the group of humanities disciplines teachers of universities, who have been working at the university for more than 15 years, the closest problem of adaptation in this group was the inability to use TIC. Namely - the use of distance learning courses, ignorance of distance learning platforms and ignorance of information resources.

When in the second stage of the survey we asked to rank the factors and barriers of adaptation to work in conditions of forced social distancing, we obtained the following results:

- 1 the most difficult in the process of adaptation were psychological barriers (73 %);
- 2 the next difficult barriers for the studied content of respondents became - ICT application (20 %);
- 3 the third most difficult was identified methodical (7 %);
- 4 socio-economic barriers.

We also proposed to our respondents to answer several questions. The questions contained different blocks, that concerned their work (Appendix 1). The answers received showed that humanities disciplines teachers of universities faced with different social, psychological, methodological, information and communication and communicative, cultural, economic and administrative barriers.

### *3.2.1 Peculiarities of adaptation of humanitarian disciplines high-school teaching staff to work in the conditions of the forced social distancing provoked by COVID-19*

The respondents' answers and interviewing allowed to determine the peculiarities of the process of adaptation of teachers of humanities to work in quarantine. The current epidemiological situation has forced everyone without exception to adapt to reality and begin to master a special mode of the educational process - remote (online). While for many countries around the world distance learning has long been a separate step and is very popular, most Ukrainian universities do not have such experience, and therefore Ukrainian educators face a difficult period of adaptation [9].

From March 12, 2020 in Ukraine introduced quarantine for all educational institutions. The relevant decision was made by the Government on March 11, 2020. According to safety requirements in the conditions of coronavirus spread, employees, teachers and students were transferred to remote work. Currently, the main requirement for distance learning in Ukrainian universities is to maintain continuity of study so that students can pass exams and complete the academic year on time, even in quarantine. The Ministry of Education and Science of Ukraine has provided clarifications on the completion of the 2019/2020 academic year in institutions of higher, professional higher, postgraduate education and research institutions (Letter of the Ministry of Education and Science № 1 / 9-178 of March 27, 2020) [10]. The letter of the Ministry of Education and Science of Ukraine contains recommendations for students to implement an individual curriculum, conduct industrial or technological practice, graduate students, undergraduate practice, certification, etc. For non-graduate students, the school year should end as planned. Examination and credit sessions can be held remotely by universities in the schedule approved by the institution. If students are unable to complete the required classroom work remotely, the higher education institution must postpone it to the next academic year. For graduate students, diploma theses and state exams will be held remotely, in addition to the single state qualifying exam

and certification of persons who obtain the degree of Doctor of Philosophy, Doctor of Arts, Doctor of Science.

The next aspect is distant learning. Distance learning is a form of learning using computer and telecommunications technologies that provide interactive interaction between teachers and students at different stages of learning and independent work with the materials of the information network. During distance learning the following main elements have been used: - distance learning courses; - web pages and sites; - Email; - forums and blogs; - chat and ICQ; - TV and video conferencing; - virtual classrooms etc.

The undeniable positive of distance learning is that each teacher can choose the learning platform that is most convenient for him personally and students, which is best suited for the study of a particular discipline, because the study of specialized legal sciences has its own characteristics. Or use several learning platforms at the same time, which allows you to better learn the material and acquire practical skills.

#### 4 CONCLUSIONS

Due to the epidemiological situation in Ukraine and the world as a whole, in order to prevent the spread of coronavirus disease (COVID-19), higher education institutions switched to a short period of time and were forced to move to distance learning. In order to optimize the work of teachers of higher education institutions, numerous and different in form, structure and content provisions for temporary distance learning in universities were developed, which aimed to guide management, research and teaching staff and students in further actions and organization of the educational process. According to the questionnaire, it was especially difficult for humanitarian disciplines high-school teaching staff (foreign language, methods of teaching and learning, literature, history, disciplines of the pedagogical cycle, etc.) to transfer disciplines to distance learning.

The most optimal for the use of humanities disciplines teachers are distance learning systems such as: MOODLE, Google Presentations (GooglePresentations), ZOOM, Skype, Viber, WhatsApp, Telegram and others), personal computers. The ZOOM and Google meet platforms have become especially relevant for humanitarian disciplines high-school teaching staff in higher education institutions of Ukraine, as they provided direct, direct communication between teachers and students, which was especially important for teachers of foreign languages, teaching methods and pedagogical disciplines.

The study revealed the following features of adaptation of humanitarian disciplines high-school teaching staff in higher education institutions of Ukraine: *gradation, psychological unpreparedness, low methodological readiness to work in conditions of forced social distancing, insufficient ICT competence.*

As for the first peculiarity - *gradation*, the phasing was indicated in the fact that at first the humanitarian disciplines high-school teaching staff in the first days of severe quarantine were partially disoriented, no one knew how to act, what to do to ensure the educational process. After two weeks of quarantine at many universities, instructions have already been issued, regulations on distance education in quarantine have been adopted, and 30% of teachers have already worked on various distance learning platforms. A month and a half later, the majority of humanities teachers were already using various video platforms, which showed almost 70% of teachers' adaptation to work in conditions of forced social distancing.

Another peculiarity was *the psychological unpreparedness* for radical changes in the educational process and work in conditions of uncertainty, humanitarian disciplines high-school teaching staff lacked the flexibility to respond to new social demands and demands of students. Psychological unpreparedness was provoked by such emotional reactions as fear of uncertainty, frustration due to one's own inability to implement a quality educational process, psychological depression due to fear of getting sick and fear of losing relatives due to a pandemic, etc.

*Low methodological readiness* was indicated in the lack of understanding of how to adapt the curriculum to distance learning and what methodological methods and techniques to use in the process of distance learning. The reasons for methodological unpreparedness were that in universities, especially in the humanities, forms of distance learning were introduced very slowly, the policy towards humanitarian disciplines high-school teaching staff and teaching distance learning was loyal, sometimes the disciplines of the humanities did not belong to those that should be translated into distance. Professional training of scientific and pedagogical staff to work on distant learning platforms in some universities was not carried out at all.

*Insufficient ICT* competence of teachers was indicated in the fact that teachers were not even acquainted with distance learning platforms, their features of operation and possibilities of application.

The study allows to form a so-called road map to optimize the process of adaptation of humanitarian disciplines high-school teaching staff of higher education institutions of Ukraine to work in conditions of forced social distancing, provoked by the global pandemic COVID-19. In accordance with the results and public open scientific discussions organized by the authors of the article, as the main implementers of the study were formed the main stages of optimization of adaptation of humanitarian disciplines high-school teaching staff of higher education institutions of Ukraine to the work of the institution during quarantine, namely:

- 1 Making changes to the schedule and specificity of high-school teacher work.
- 2 Adjustment of individual plans of teachers in the conditions of quarantine.
- 3 Constant replenishment of information materials of the distant learning MOODLE system.
- 4 Activation of educational and cognitive activities of students with the help of educational web resources during quarantine.
- 5 Continuous monitoring of the advantages and disadvantages of distance learning in higher education institutions.

These positions are not absolutely final and can be unequivocally subject to further discussion and scientific discussion. The study presented on the pages of this article is only the first monitoring analysis of the state of adaptability of humanitarian disciplines high-school teaching staff in higher education in Ukraine to work in conditions of forced social distancing caused by COVID-19. Further aspects of the professional activity of humanitarian disciplines high-school teaching staff such as the ability to ensure a quality educational process, ensuring the objectivity of assessing the work of students in the distance format of communication, a wide feedback of the scientific and pedagogical and student community for a new format of education in the new school year also began with quarantine restrictions.

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## APPENDIX 1

Adaptation of teachers of humanities to the forced introduction of distance learning in quarantine 2020

Block 1. General questions:

1. Please indicate in which region of Ukraine the university where you work is located
2. Please indicate the university where you work (optional)
3. The university has more:
  - Technical
  - Humanitarian
  - Pedagogical
4. What discipline do you teach?
5. Position
6. Scientific degree
7. Scientific knowledge
8. Work experience in ZVO
9. Please indicate your age
10. Please indicate your gender
11. Do you have school children?
12. How old is the child (children)?

Block 2. Psychological fitbacks in the period of forced implementation of distance learning:

1. What was your first reaction to the introduction of quarantine:
  - It's not for long
  - Why him
  - There will be an opportunity to have a rest
  - There will be an opportunity to work on scientific work
  - There is an opportunity to devote time to self-education
  - And how will we catch up with the program?
  - Your answer
2. How much time did you spend adapting to the new conditions of communication with colleagues and students?
  - 1 week
  - 2 weeks



- 3 weeks
- month
- more

3. What feelings did you have at the beginning of the quarantine?

- senior
- panic
- calm
- indifference
- high spirits (finally rest)
- cheerful mood (everything will be fine)
- restraint
- mixed feelings
- Your answer

4. Did you feel physical and psychological stress during the quarantine period? Describe how this manifested itself. For example: headache, nausea, excessive agitation, insomnia, etc.

5. Did you feel irritated during the quarantine period? What usually caused this feeling:

- frequent calls and messages from colleagues
- frequent calls and messages from students
- misunderstanding of what is happening
- fatigue from working on the computer
- Your answer

6. What depressed you the most during the harsh quarantine?

- work on the computer
- homework from school for a child
- correspondence with students
- ignorance of platforms for creating and managing distance learning courses
- the need to spend all the time at home
- Your answer

7. What lifted your spirits the most during the period of strict quarantine?

- the ability to flexibly form hours of work with students
- the ability to communicate with students only by mail
- the opportunity to spend all the time at home
- the opportunity to spend more time with family
- Your answer

8. Did you feel discriminated against during the quarantine period by your colleagues, administration or students? If so, how did it manifest itself? If not, then what were the "+" interactions.

9. Did you feel frustrated by the period of forced introduction of distance learning format? Because of what most?

10. Did you feel satisfied if you succeeded in the process of forced introduction of distance learning? What was most often a consolation?

- From communication with students

- From communication with colleagues
- From the fact that it was possible to master ICT to provide distance learning
- all of the above
- Your answer

#### Block 3. Methodical and technical.

1. Did you know about distance learning platforms before the introduction of quarantine 2020? If so, which ones do you specify.
2. Did you have the skills to create and manage distance courses before the introduction of quarantine? If yes, please indicate which platforms you used.
3. Did you feel incompetent in ICT?
4. What was the most difficult thing for you in creating distance learning courses?
  - Not knowing the platforms and features of working with them
  - Lack of knowledge of the correct structure of the presentation of educational material on distance learning platforms
  - Your answer
5. What remote video platforms did you use to communicate with students and colleagues?
  - ZOOM
  - Google Classroom
  - Viber
  - Skype
  - Reply
6. Do you think that your discipline can be fully taught through distance learning? Justify the answer.
7. Express your position on the expediency of using the distance format of teaching the discipline that you teach in a higher education institution.
8. Can the disciplines of the humanities be taught remotely and to what extent?
9. Do you think that you have managed to properly and qualitatively implement the educational process in the context of the discipline you teach?
10. What were the biggest difficulties when you organized the distance learning format?
11. How quickly managed to overcome the technical difficulties that arose in the process of organizing distance learning?

#### Block 4. Social

1. Did you feel protected during the period of forced self-isolation?
2. Did you feel social insecurity on the part of the university administration?
3. Chi

#### Block 5. Economic

1. Has your pay changed during the quarantine period?
2. Has management's attitude toward you changed?
3. How has your attitude towards work and colleagues changed?
4. Has your attitude towards students changed?
5. Did you have alternative sources of income other than your main job?