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Social communications as a factor of diversification of flexible learning trajectories

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Abstract. The modern educational paradigm requires considering learning as a dynamic and flexible process, not just the transfer of information. The growing complexity of society and rapid changes in the technological and information spheres require new approaches to learning that would promote the development of critical thinking, creativity and adaptive skills. In this context, understanding the role of social communications in shaping flexible educational trajectories becomes a key task for educators. The purpose of the study was to analyse current challenges and trends that determine the development of higher education in Ukraine. The study aimed to understand the mechanisms of social communications' influence on the flexibility of learning, considering the impact of globalisation, technological innovations and other modern vectors. The results of the study indicated how social communications influence the formation of flexible learning paths, identifying effective models of their use, problems and barriers. The article considered a wide range of current challenges and evolutionary changes that determine the future prospects of the higher education system in Ukraine. The analysis was based on the consideration of learning flexibility, which is becoming a key aspect in the context of global transformations, rapid development of technological innovations and constant changes in the labor market. Particular attention was paid to internationalisation strategies, highlighting their impact on higher education in the context of globalisation. The article examined modern forms of education, analysed their importance for providing quality and modern training aimed at responding to the challenges of the information society. The system of lifelong learning was

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considered as a key element capable of providing students with constant updating of their knowledge and competencies throughout their lives. The author also considered the latest approaches to education, including the use of technology to optimise the educational process and develop key skills of students. A special aspect of the analysis was the issue of innovations in the educational process and the development of students' competencies, taking into account the diversity of their needs and the requirements of modern society. This study can help identify future trends and innovations in education. The practical significance of the study lies in the development of effective strategies for integrating social communications into the educational process, which contributes to the flexibility of learning and the adaptation of educational programs to the needs of students. The results can be used to improved teaching methods, improved interaction between participants in the educational process, and introduce innovative approaches that will help to better meet modern requirements and trends in education

Keywords: social interaction; globalisation; continuous professional development; educational technologies; information technologies; digital innovations

Introduction

Modern challenges, such as globalisation, technological innovation and changes in the labour market, necessitate a review of higher education strategies to respond effectively to these trends. One of the key themes is flexibility of learning, as it allows for adaptation to the individual needs of students and the requirements of modern society. The international integration of Ukrainian higher education into the European and global space is becoming an important aspect that requires a deep understanding and analysis of global trends. The challenges associated with integration determine the need to develop strategies that will ensure the high competitiveness of Ukrainian universities in the international context. It is necessary to thoroughly research and assess the impact of various factors on the higher education system in Ukraine. An in-depth analysis was necessary to identify the most important trends shaping the modern university space.

In the context of globalisation and increasing international competition, the analysis of global factors, such as transformations in global economic, socio-cultural and technological processes, is an important step in developing strategies for higher education. National specificities and needs should also be taken into account in order to adapt curricula and teaching methods to the conditions of the domestic labour market and socio-cultural environment. Analysing a wide range of studies conducted both nationally and internationally, it is possible to identify key aspects that shape current trends in the development of flexible learning. The role of social communications, the peculiarities of their impact on educational processes, as well as new requirements for adaptive skills of participants in the educational process has become the main focus of researchers.

V. Lugovyi *et al.* (2023) examined how globalisation, the Covid-19 pandemic, and military conflicts have affected higher education in Ukraine, with a particular focus on the role of social media in this context. The authors analysed how these factors have changed universities, including the impact on infrastructure, mass migration of students and faculty, and the transformation of communication processes in the educational

environment. They emphasised the importance of adapting social communications for the recovery and development of post-war higher education in Ukraine. The study helped to better understand how global and local crises affect social communications in educational processes and contributes to the development of strategies for the recovery and further development of educational institutions in the post-crisis period.

A. Sibruk *et al.* (2023) explored the role of higher education in the formation of responsible and self-sufficient individuals with critical thinking in the modern military and post-war society. The authors focused on the impact of social communications, in particular the use of information networks and the Internet, on the education and upbringing of young people. They explored how the integration of modern communication technologies into educational processes helps to develop critical thinking and information evaluation skills in students. As a result, the study emphasised the importance of social communications in the development of responsible individuals who can effectively navigate the information space. O. Orzhel *et al.* (2023) studied the cases of displaced universities that faced challenges after the outbreak of Russian aggression against Ukraine in February 2022. The authors analysed how social communications have influenced the adaptation of universities to wartime conditions and post-war reconstruction. They examine four modern university models such as traditional, civic, open, and European, focusing on the importance of the civic model for the development of displaced universities. The study also identified how effective communications management can help support displaced institutions, revise their missions and strategies, and plan for crisis management. The findings allowed for the development of recommendations to improve communication strategies and support universities in challenging environments.

N. Ponomarenko *et al.* (2022) noted that, despite the extremely difficult conditions, classical universities in Ukraine are transforming into research centres engaged in innovation and international cooperation to meet the

requirements of stakeholders and ensure the competitiveness of graduates and its own competitive position in the market of educational services. Research in this format helped universities adapt to modern requirements and increase their competitiveness through social communications, innovative development and international cooperation. The above studies made a significant contribution to the understanding of the transformation processes in higher education, especially in times of crisis, such as military conflicts and pandemics, and in the context of globalisation. It is highlighted how universities are adapting to new challenges by transforming their functions into research centres, introducing innovative practices and expanding international cooperation. Such a scientific discussion revealed the importance of the impact of external factors on the adaptation of universities, its ability to innovate and ensure the competitiveness of graduates in the global education market. However, questions remain about the specific mechanisms for implementing these transformations, the effectiveness of new models and strategies, and their long-term impact on the higher education system. It is necessary to further investigate how these changes will affect the quality of education, the level of training of students, and the ability of universities to cope with new challenges in the face of rapid change. The purpose of the study was to outline the mechanisms of social communication influence on the formation of flexible educational trajectories, taking into account the impact of globalisation, technological innovations and other modern vectors.

The objectives of the study were to examine the impact of social communications on the flexibility of learning, analyse current challenges and trends in the development of higher education in Ukraine, and assess the role of social communications in shaping educational strategies. The methodological basis of the study is the concept of flexible learning. To achieve the purpose of the article, the following methods of scientific cognition were used: literature analysis (including a review of scientific publications and regulatory documents to identify theoretical and practical knowledge about the role of social communications in flexible learning); dialectical method (to analyse the relationship between the impact of social communications on the flexibility of learning and the adaptation of educational trajectories); methods of synthesis and systematisation (to identify opportunities for integrating modern social communications into educational processes and their impact on educational models); methods of reflection and generalisation (to formulate recommendations for improving educational strategies and identify potential barriers to the implementation of flexible learning in the context of modern challenges).

The *scientific innovation* of the study lies in a new approach to analysing the role of social communications in the diversification and flexibility of learning trajectories, which is a relatively new approach in the context of modern educational changes.

■ Social and communication aspects of university education transformation

In the modern world, where technology and knowledge are rapidly evolving, university education is going through a period of great change. Education is gradually moving away from traditional teaching methods, which are no longer able to fully meet the requirements of modern society. New trends that emphasise the flexibility of learning go beyond the standard approach to knowledge transfer. They define new standards and learning formats that are becoming more adapted to the individual needs of students and the real requirements of the labour market.

V. Vyshkivska *et al.* (2022) believed, that the new information type of society has significantly changed approaches to the training of future professionals. The concept of creating new scientific knowledge, ideals and values that meet modern standards of professional training of specialists capable of innovation in their field of activity was increasingly being approved. This process not only involves replacing traditional pedagogical technologies with innovative ones, but also revising the goals and values of education. It also includes the replacement of technocratic relations in the teacher-student system with humanistic ones, as well as the transition to cooperation with students as active participants in the educational process. The research by M. Debych *et al.* (2023) showed, that the demand for university education is growing exponentially, and instead of the current 99 million students, there will be approximately 414 million in 2030.

M. Ajaja & A. Ostenda (2022) argued that a key goal of higher education at the beginning of the new century is to prepare graduates for life and work in a globalised world where local issues are inextricably linked to global ones. In this light, international and intercultural skills become extremely important, as does the ability to interact effectively with people from different cultures and to think at the local, national and global levels. Education is undergoing significant transformations caused by globalisation, rapid technological development and the need to adapt to new living and working conditions. An important component of these changes is flexible learning, which allows students to choose their own trajectory of development, adapting it to their own needs and interests. Social communications are becoming a key factor influencing the diversification of such trajectories, ensuring the effective exchange of information, experience and knowledge between participants in the educational process. This opens up new opportunities for personalising learning, increasing motivation and engagement, and creating innovative educational approaches that meet the demands of the times.

Changes in education are essential to ensure that university graduates are equipped not only with theoretical knowledge, but also with the skills necessary for successful professional activity in an era of rapid technological progress. These skills include critical thinking,

creative problem-solving, adaptability to change, and the ability to communicate and collaborate in an international environment. To achieve these goals, flexible learning in education is becoming a key element, as it offers a comprehensive approach aimed at creating an individualised, adaptive and open educational environment. The main idea is to provide students with the opportunity to choose their educational trajectory, taking into account their unique needs, interests and learning styles. This creates favourable conditions for the development of independence, critical thinking and creativity among students. Flexible learning in education is a comprehensive approach aimed at creating an individualised, adaptive and open educational environment. The main idea was to provide students with the opportunity to choose their own educational trajectory, taking into account their unique needs, interests and learning styles. This means that students have the opportunity to determine their own schedule, learning methods and even the subjects they study.

Flexibility includes various forms of learning, such as traditional classes, distance learning, project work, and other interactive methods. This creates favourable conditions for the development of independence, critical thinking and creativity among students. Flexible learning is also focused on the use of modern technologies that allow access to learning from anywhere and at any time. This is important, especially in the world, where rapid technological change affects the requirements for the educational process and the preparation of students for the future. This approach to learning helps students to develop adaptability, independence and skills to work in conditions of instability and uncertainty. Flexibility of learning has become important not only for students, but also for universities, which have to adapt to new challenges and introduce innovations in the educational process. University programmes have become more flexible, allowing applicants to choose subjects, forms of study and specialisations according to their individual interests and career preferences. This helped to create unique educational trajectories, taking into account the diverse talents and needs of the student community. Unfortunately, due to Russian full-scale invasion of Ukraine and the beginning of a new phase of the war, the higher education system, like other areas of life in the country, has undergone significant transformations. It is important to note that two years before, the education sector was operating in the context of the COVID-19 pandemic, which also led to significant challenges for higher education.

■ **Open education as a space for communication and cooperation: Vectors of development**

A number of strategic directions have been identified in the field of higher education in Ukraine that are important for its further development. In particular, important vectors are integration into the European and global educational space; improvement of the education

management system; ensuring the autonomy of higher education institutions, its openness and accessibility; development of professional growth of scientific and pedagogical staff; expansion of the system of continuous education and lifelong learning; introduction of new forms of education (distance, mixed, dual); digital transformation and introduction of innovative technologies in the educational process. The study examined these areas in more detail.

Adaptation of Ukrainian higher education to European and global standards, taking into account national peculiarities and interests. L. Smolinchuk (2023) noted that the outbreak of active hostilities on the territory of Ukraine has dramatically changed the circumstances related to foreign students. According to the Ukrainian State Centre for International Education, as of October 2022, 68,712 foreigners were studying in Ukraine, which is 16,000 fewer than before the war. A significant number of foreign students returned home or used the opportunity to obtain refugee status from Ukraine and equal rights with citizens of EU member states, including the right to study, and moved to neighbouring countries. The situation for Ukrainian students is also disappointing: according to available data, 665,000 students and schoolchildren (16% of the total) and 25,000 teachers (6% of the total) left the territory of Ukraine. However, Ukrainian students and teachers abroad act as ambassadors of their Ukrainian higher education institutions in foreign universities, which can lead to positive consequences for the internationalisation of Ukrainian universities.

Social media facilitate the integration of Ukrainian education into the global educational community, helping to share experience and knowledge with other countries. The use of social platforms allows to take into account national peculiarities while preserving cultural identity in the context of globalisation. M. Vasileva (2024) believed that the internationalisation of education is the development of international aspects of learning through cooperation and exchange between educational institutions in different countries. This includes the exchange of students, teachers, researchers, double degree programmes and other initiatives to bring educational systems and cultures closer together. While internationalisation was often associated with student mobility, its forms are changing. The COVID-19 pandemic has made it difficult to admit international students in Ukraine, which has become a major challenge for many educational institutions. The war in Ukraine has further complicated the situation, but at the same time, the percentage of Ukrainian students who have gained experience of studying abroad has increased. According to Y. Zayachuk (2020), the international dimension of higher education has become increasingly complex, and the internationalisation of universities is a key aspect of global competition and strategic partnerships. It covers all levels, including global, continental, national, local, institutional and individual. A modern university must

improve its international ranking, develop academic mobility, create networks, conduct quality research and formulate a strategic action plan. The success of internationalisation depends on the right combination of actions and strategies that will affect its integration into the global education system.

I. Zabiyyaka (2023) noted that initially, the process of internationalisation of education in the European educational area was limited mainly to academic mobility, which included the travel of students and teachers to study and train in other countries, as well as the exchange of ideas, etc. However, this process is recognised as having three key elements, namely the introduction of an international component into the content of curricula and programmes, the active involvement of students and teaching staff in international mobility, and the development and implementation of technical cooperation and mutual assistance programmes. This evolutionary development of the internationalisation of education in the European educational area indicates a deeper introduction of the international dimension into all areas of the educational process:

1. The inclusion of an international component in the content of curricula and programmes recognises the need to adapt the content of education to global challenges and realities. This allows students to gain a broader and more intercultural view of their education, broadens their horizons and prepares them for interaction in an international environment;

2. Active international mobility of students and faculty is a very important element of internationalisation. It stimulates the exchange of knowledge, cultural experience and skills, promotes mutual understanding and creates graduates who can work effectively in a global environment;

3. Technical cooperation and mutual assistance programmes help address common global challenges by facilitating the exchange of best practices and technologies. This contributes to improving the quality of education and research, and forms important international partnerships for universities.

Overall, the internationalisation of education not only broadens the horizons of participation in the educational process, but also creates an international community of knowledge and innovation that promotes sustainable development and global cooperation. T. Voropayeva *et al.* (2022) argued that the globalisation of education is a complex phenomenon that encompasses various processes, trends and patterns of development of educational systems at the global level. It is an irreversible and objective process that results from the socio-economic, political and cultural convergence of countries and peoples. The globalisation of education affects the formation of students' worldview, moral values and attitudes. It includes the integration of educational systems, promotes the interpenetration of cultures, the exchange of information and experience, as well as scientific and academic mobility.

As a result, the globalisation of education opens up opportunities for the introduction and assimilation of various pedagogical concepts and methods, which contributes to improving the quality and effectiveness of learning in an international context. Where globalisation is becoming an integral part of our existence, internationalisation is becoming a key trend that determines the development of university education in Ukraine. The internationalisation of university education in Ukraine not only improves the quality of education, but also creates graduates who are ready to meet the challenges of the global world and the development of modern society.

Improving the education management system and giving higher education institutions more autonomy. Social media support the transparency and efficiency of higher education institutions management. It allows institutions to communicate with the public, students and other stakeholders, which contributes to increased autonomy and responsibility for decision-making. I. Verbovskyi *et al.* (2023) notes that according to the Law of Ukraine No. 1556-VII "On the Higher Education" (2014), the state provides financial support to higher education institutions (HEIs). Funding is determined by the principle of academic competition, which guarantees the allocation of funds to those institutions that have demonstrated high results in education and research. In addition, there is the right to provide additional educational services, which contributes to its financial sustainability. It is also important to note that the state encourages higher education institutions to interact with each other, with business, organisations and international structures. Joint activities facilitate the exchange of experience, innovative practices and improve the overall quality of education.

Such approach to financing higher education in Ukraine contributes to the creation of a competitive environment between universities. Academic competition helps to maintain high quality standards of education and research, as institutions that achieve exceptional results receive more funding. The ability of higher education institutions to provide additional educational services is an important incentive for their development and self-financing. This opens the door to the introduction of new methods, technologies and programmes that improve educational standards and make learning more attractive. By facilitating cooperation between higher education institutions, businesses, organisations and international institutions, the government promotes the exchange of innovative practices and experience. This leads to the creation of more adaptive and effective teaching methods, as well as the development of research and technologies that meet the needs of the labour market.

Ensuring openness and accessibility of higher education. Social communications contribute to increasing the accessibility of higher education through the dissemination of information, the creation of open educational resources and platforms for distance learning. This allows

for equal access to educational opportunities for a wide range of applicants, including those with limited access to traditional education.

S. Rybkina & E.T. Sokolova (2023) believed that the trend towards increased transparency and openness of higher education is relevant and in line with modern principles of good governance. This trend defines the need to ensure that information about curricula, the structure of higher education, the quality of education and other aspects of the activities of educational institutions is available to all stakeholders, from students to employers. This trend opens up opportunities to improve the interaction between universities and their environment, and contributes to a broader understanding and evaluation of educational processes. Providing easy access to information about education helps students make informed decisions about their studies and encourages universities to improve programmes and ensure high standards. As a result of this trend, higher education institutions are becoming more open to broad public discussion and evaluation. Interaction with stakeholders, such as employers, non-governmental organisations and students, allows for the consideration of diverse needs and views, contributes to the improvement of the quality of education and the formation of an open educational environment.

I. Kucherak (2020) argued that one of the key strategies for the development of higher education in Ukraine is to ensure accessibility. This goal is achieved through various measures, such as expanding the system of scholarships and other forms of financial support, developing opportunities for online and distance learning, expanding the number of available places in higher education institutions, etc. However, research shows that the equality of access to higher education is not the same in all regions of Ukraine. In some regions, there are greater opportunities for higher education, while in other regions the situation with accessibility remains problematic.

Ensuring the development of professional qualities and skills of academic staff. L. Verbovska (2022) analysed that higher education institutions face a number of challenges, as entering the global market of educational services requires not only the development of a competitive strategy and the creation of an appropriate environment, but also the acquisition of relevant knowledge and competencies of academic staff in assessing the international educational space. The use of social communications in education and professional development contributes to the development of pedagogical skills, adaptation to new teaching methods, exchange of experience with colleagues and introduction of innovative approaches to the educational process. F. Kurtiak et al. (2023) believed that the content of training of academic staff in the wartime period in Ukraine focuses on two main aspects: ensuring the functioning of higher education and ensuring the educational, methodological and research work of lecturers.

It is also important to develop promising educational and research strategies for further integration of Ukrainian higher education into the global educational space. A promising area of research in the practice-oriented training of academic staff is the use of innovative tools to maintain a balance between scientific, organisational and teaching and learning activities. This is defined as an important criterion of a lecturer's professional competences. New tools should provide equal access to the necessary scientific, organisational and educational resources for the process of acquiring professional skills. This allows lecturers to respond effectively to unforeseen circumstances in wartime.

Developing an education system that provides continuous lifelong learning opportunities. The flexibility of education is also linked to the development of the concept of "lifelong learning". Education no longer ends with a diploma is a constant process of adaptation to changes in society and the labour market. Universities must create conditions for graduates to be able to continuously update with new skills and knowledge throughout the life course. N. Ostanina (2023) identified several aspects of the term "lifelong learning": coverage of all educational activities of a person throughout the life, including basic, secondary, vocational education, as well as advanced training or retraining (in Ukraine it is defined as "lifelong education"); additional educational and upbringing activities of a person in the field of professional self-determination, self-development and career growth (in Ukraine it is considered as "adult education"); voluntary conscious educational activity of an individual aimed at satisfying personal interests and needs that goes beyond compulsory education (in Ukraine it is referred to as "non-formal education").

A. Anosova et al. (2022) believed that lifelong learning is important in the context of the Sustainable Development Goals. For its effective implementation, it is necessary to apply an approach that combines formal education with non-formal and informal learning, as well as andragogical, eutagogical and pedagogical methods. This contributes to the development and refinement of sensorimotor skills and the maintenance and restoration of long-term memory. M. Poplavskyi & I. Bondar (2021) noted that the concept of lifelong learning should include several key elements, including: self-education through information technologies such as computers, smartphones and online resources; individual mentoring and group counselling; education in professional, social, cultural and creative spheres and flexible forms of learning, including both synchronous and asynchronous classes, available at a convenient time for the participant. Social communications are a key tool to support lifelong learning, providing access to a variety of learning resources, self-education platforms and online communities that help develop new skills and competencies anytime, anywhere. In general, the "lifelong learning" approach recognises that educational needs and

requirements do not stop at a certain stage of a person's life, but are constantly changing and evolving along with social, economic and technological transformations. This approach is designed to take into account the dynamics of the modern world, which requires constant adaptation and acquisition of new knowledge to successfully integrate into various spheres of life.

After all, modern society is constantly improving, offering new challenges and opportunities. Accordingly, individual needs for knowledge, skills and competences are also changing. The concept of "lifelong learning" is designed to avoid the obsolescence of knowledge and skills, promoting continuous development, self-improvement and self-realisation. This approach encourages the search for new opportunities, active participation in educational programmes and courses that meet current and future needs. By providing access to various forms of learning, from traditional lectures to online courses, lifelong learning is becoming an important tool for success in a dynamic society.

Introducing new forms of education, such as dual, blended and distance learning. One of the key trends shaping the future of university education is the transition to flexible learning formats. Traditional lectures and seminars are gradually being replaced by online courses, webinars and other forms of distance learning. This allows students to determine their own pace and method of gaining knowledge, which suits their lifestyle and individual needs. The flexibility of learning also makes education more accessible, allowing students from all over the world to receive a high-quality education without being limited by geographical boundaries. Social media play an important role in supporting and developing new forms of education. They allow students to actively participate in the learning process regardless of their location and support flexible educational trajectories.

I. Kramarenko (2023) identified the following key areas of innovative development of the dual learning system under the influence of the fourth industrial revolution, such as the introduction of blended learning methods that combine formal and non-formal approaches; widespread use of data personalisation and the Internet of Things, including smartphones, tablets, and electronic communications; 24/7 education with the ability to access and study materials at any time; use of Artificial Intelligence in laboratory and practical classes; adaptability of educational programmes, which is achieved by improving it in accordance with the requirements of stakeholders and participants in the educational process; strengthening professional competences by increasing the practical component aimed at production. O. Kononenko *et al.* (2023) believed that one of the important trends in the development of higher education is the change in approaches to teaching and learning, in particular, the introduction of virtual learning. This method makes education more accessible, reduces its cost and increases the efficiency of the educational

process. However, in Ukraine, the use of virtual learning is not yet widespread enough and cannot completely replace traditional teaching methods.

Another important trend is the emphasis on practical skills and experience. The modern labour market requires graduates who not only have theoretical knowledge but can also apply it in real-life situations. Universities are improving their curricula by adding practical classes, internships, and projects with employers. This helps students gain practical experience and prepare for the challenges of the modern labour market. Z. Yurynets & I. Snovydyvych (2020) was noted that the traditional approach to education is gradually being replaced by new methods that focus on the concepts of "discovering", "acting" and "practicing". The emphasis is shifting from simply creating and absorbing knowledge to gaining practical experience through solving real-world problems. Flexible learning also means an individualised approach to each student. Instead of a general approach to the entire class, teachers become mentors who help each student develop their own educational path. Adaptive learning technologies allow us to create individual programmes, taking into account the needs and characteristics of each student.

L. Antoniuk *et al.* (2022) considered the advantage of individualised learning to be the ability to adapt to the psychological and physical characteristics of each person to achieve maximum effect from the learning process. However, the integration of individualised learning into traditional educational environments requires the teacher to carefully study and diagnose the personal characteristics of each student, which is a technically challenging task. Therefore, a key aspect of professional training is the creation of an individual zone of creative development for a future specialist, in particular through the introduction of adaptive learning systems. Y. Kropyvianskyi & O. Zvyagin (2024) argued that the diversity of students with the interests, needs and abilities they have requires more flexible and individualised approaches to learning. Individualisation helps to increase students' motivation, ensures more effective learning and the development of personal competences. This approach also opens up new opportunities for teachers, allowing them to create specialised programmes, use innovative methods and develop new pedagogical approaches. Thanks to individualised learning, students can maximise their potential, develop their interests and achieve both personal and academic success. This method is key to training competitive professionals capable of effectively solving complex problems in modern society.

Introduction of information technologies and digital innovations in education. Social media is an integral part of digital innovation in education. It enables the creation of new learning models by integrating technology into the educational process and promotes the development of digital competencies among students and lecturers. The introduction of information technologies and digital

innovations in education plays a key role in stimulating a creative approach to learning and developing critical thinking. This process determines not only the use of modern technologies in the educational process, but also the active formation of an interactive, dynamic environment for students. The use of information technology is necessary to create an atmosphere conducive to the development of innovative thinking in the university environment.

This means that students have the opportunity not only to receive information but also to actively interact with it, create their own content and explore new concepts. Thanks to digital innovations, the university is becoming a place where students can effectively use interactive platforms, electronic resources and online tools for self-study and creative development. This not only broadens students' horizons, but also helps to develop their critical thinking, analytical and problem-solving skills. The introduction of innovations in the educational process is becoming a catalyst for the development of universities. The use of modern technologies, virtual learning, gaming and other advanced teaching methods makes learning more attractive and effective. This allows universities to maintain a high standard of education quality and provide students with access to advanced knowledge.

■ Conclusions

The study identified key trends in the development of higher education in Ukraine. In particular, it was found that globalisation and internationalisation have become the driving forces of change. Ukrainian universities are actively integrating into the European and global educational space, adapting its programmes to international standards. These changes are reflected in both the structure of curricula and the methods of student assessment, which ensures more relevant and up-to-date learning. Integration into the European and global educational space, taking into account national interests, creates an opportunity for Ukrainian universities to actively cooperate with international institutions, share best practices and implement advanced teaching methods. In parallel, the study analysed the transition from traditional learning models to more flexible formats. The study revealed the growing role of distance learning, blended learning and individual learning paths. The emphasis is increasingly shifting to the development of practical skills of

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students, which allows them to adapt more quickly to the requirements of the labour market. This has made it possible to determine that flexible learning formats are becoming an important element in the development of modern educational programmes.

An important role in the study was played by analysing the impact of information technology on the educational process. It was found that digital tools contribute to improving the efficiency of learning and developing students' digital competencies. This study highlights how the latest technologies can be integrated into the educational process to improve the quality of education and provide more accessible and convenient learning. The study of the concept of lifelong learning has shown that the understanding of education as a continuous process is becoming increasingly important. This points to the need to implement programmes that ensure continuous professional development. Among the challenges faced by Ukrainian higher education, insufficient funding, the need to upgrade the qualifications of teaching staff and the need to update the material and technical base of universities were highlighted. This study highlights the key obstacles to improving the quality of education and provides recommendations on how to overcome them.

The findings of the study showed that Ukrainian higher education is in an active phase of development. However, to successfully adapt to new challenges, additional measures need to be taken, such as increasing investment in education, supporting innovative projects, and developing international cooperation. This will ensure a high level of quality education and prepare students for the requirements of the modern world. Further research includes a more detailed analysis of the effectiveness of various flexible learning models, an assessment of the impact of digital technologies on the quality of education, and a study of labour market needs and the relevance of educational programmes to these needs. This will allow us to gain a deeper understanding of the changes taking place in the education sector and develop strategies for further development.

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■ Conflict of Interest

None.

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Анотація. Сучасна освітня парадигма вимагає розглядати навчання як динамічний і гнучкий процес, а не просто передачу інформації. Зростаюча складність суспільства та швидкі зміни в технологічній та інформаційній сферах потребують нових підходів до навчання, які б сприяли розвитку критичного мислення, творчості та адаптивних навичок. У цьому контексті, розуміння ролі соціальних комунікацій у формуванні гнучких освітніх траєкторій стає ключовим завданням для освітян. Мета дослідження полягала в аналізі актуальних викликів та тенденцій, що визначають розвиток вищої освіти в Україні. Дослідження було спрямоване на розуміння механізмів впливу соціальних комунікацій на гнучкість навчання, враховуючи вплив глобалізації, технологічних інновацій та інших сучасних векторів. Результати дослідження вказують на те, як соціальні комунікації впливають на формування гнучких навчальних траєкторій, виявляючи ефективні моделі їх використання, проблеми і бар'єри. У статті розглянуто широкий спектр актуальних викликів та еволюційних змін, що визначають майбутні перспективи розвитку системи вищої освіти в Україні. В основі аналізу лежить розгляд гнучкості навчання, яка стає ключовим аспектом в умовах глобальних трансформацій, стрімкого розвитку технологічних інновацій та постійних змін на ринку праці. Особлива увага приділена стратегіям інтернаціоналізації, виокремлюючи їх вплив на вищу освіту в умовах глобалізації. В статті розглянуто сучасні форми освіти, проаналізовано їх значущість для забезпечення якісного та сучасного навчання, спрямованого у відповідь на виклики інформаційного суспільства. Розглянуто систему безперервної освіти як ключового елементу, спроможного забезпечити здобувачів постійною актуалізацією їхніх знань та компетентностей протягом усього життя. Окремо розглянуто новітні підходи до освіти, включаючи використання технологій для оптимізації освітнього процесу та розвитку ключових навичок здобувачів. Особливий аспект аналізу становлять питання інновацій в освітньому процесі та розвитку компетентностей здобувачів, враховуючи різноманіття їхніх потреб та вимоги сучасного суспільства. Дане дослідження може допомогти у визначенні майбутніх тенденцій та інновацій у сфері освіти. Практичне значення дослідження полягає в розробці ефективних стратегій для інтеграції соціальних комунікацій у навчальний процес, що сприяє гнучкості навчання та адаптації освітніх програм до потреб здобувачів. Результати можуть бути використані для вдосконалення методик викладання, поліпшення взаємодії між учасниками освітнього процесу та впровадження інноваційних підходів, що допоможуть краще відповідати сучасним вимогам і тенденціям у сфері освіти

Ключові слова: соціальна взаємодія; глобалізація; неперервний професійний розвиток; освітні технології; інформаційні технології; цифрові інновації