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**«Theoretical and empirical scientific
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PROS AND CONS OF STUDENT-CENTERED LEARNING IN THE WAR CONDITIONS

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Abstract. *The article reviews the actual questions of arranging student-centered learning and teaching in the context of war conditions in Ukraine. It defines the main principles of student-centered learning according to the normative legal documents and the ways to its implementation. The author analyzes scientific works of Ukrainian scientists in the field of theory and methodology for student-centered learning and summarizes its main attributes and requirements. It is emphasized on the necessity of individual path for every student, especially taking into account different psychological states because of war conditions. It is proved that proper student-centered approach can provide efficient results in education, overcome stress and help students solve their inner problems. As the result of the research pros and cons of the student-centered learning have been singled out.*

Back in the pre-war period, the idea of student-centredness became one of the main slogans of higher education reform. In fact, the idea itself arose much earlier and was actively discussed during the 20th century. The Spanish philosopher Jose Ortega- Gasset became one of the founders of the student-centred idea. He was convinced that when designing a university, one should start from the student's position, and the university should be an institutional projection of the student" [2].

In modern conditions, with the military actions on the territory of Ukraine, the idea of student-centered learning is becoming very relevant, because this approach is able to adjust the teacher to the requirements of the student, create his/her own educational path, flexibly combine remote and full-time learning formats, take into account the interests of students from abroad, etc.

The principles of student-centered learning became the subject of scientific researches done by O. Bilyakovska, K. Binitska, Y. Fedorchenko, M. Havrysh, L. Hula, I. Irynychyna, L. Ryabovol, A. Semenkova, S. Tolochko, O. Zablotska and others. Thus M. Havrysh and I. Irynychyna study student-centered learning as the basis for the

competitiveness of specialists. O. Bilyakovska, K. Binitska, and Y. Fedorchenko analyse the student-centred approach as a new paradigm of the quality of the educational process in higher education institutions. A. Semenkova associates student-centered learning with the construction of an individual learning path for each student.

The purpose of the article is to study the peculiarities of implementing student-centred learning in wartime, to identify the main advantages and possible disadvantages in the organisation of the student-centered educational process. The methods used for the study were analysis, synthesis, systematisation, comparison, and generalisation of scientific literature and regulations governing the implementation of the idea of student-centred learning in higher education.

For example, the Strategy for the Development of Higher Education in Ukraine for 2022-2032 defines the implementation of student-centred learning principles as an operational goal to achieve strategic objective 5 "Attractiveness of higher education institutions for study and academic career", that is the basis for organising the educational process with the use of innovative technologies and various forms of education [7]. Also, the Standards and Guidelines for Quality Assurance in the European Higher Education Area define that the student-centred approach involves respect for the diversity of students and their needs, in particular through the implementation of flexible educational directions, the use of different pedagogical methods and ways of providing educational services, support for the autonomy of students, while providing them with appropriate support from teachers, mutual respect between students and teachers, and appropriate procedures for handling student complaints [6, p. 11-12].

Today, most Ukrainian educational institutions have already undergone reforms in accordance with the idea of student-centered learning, and there are certain prerequisites for this. Thus, according to Y. Fedorchenko, the process was accelerated by the accessibility of higher education (everyone can get higher education), informatisation of the education (open access to knowledge and many sources of information), commercialisation of higher education (higher education is mostly paid), business orientation of higher education (higher education functions according to business rules), and the gradual destruction of the idea of institutional centrism (higher education is no longer perceived by society as an institution with a special pro-government mission) [2].

Among the definitions of the term "student-centered learning", the most acceptable and widespread is the following statement: student-centered learning is a mutually directed, coordinated, synergistic learning activities to form professional competence and non-professional skills and abilities (English: soft skills, German: Schlüsselqualifikationen) of students [1]. However, this statement is

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general and requires some clarification. Thus, M. Havrysh sees the implementation of student-centered learning in the communicative approach and emphasises that this approach is implemented in different ways within the study of individual disciplines. A. Semenкова emphasises that it is the individually oriented style of communication between teacher and student that is the basis for the formation of student-centered learning [4, p. 189]. We agree with this opinion and would like to emphasise that in the context of a military conflict, this approach is important and extremely necessary: everyone experiences the tense situation in the country in a different way, almost every family has suffered losses in the ongoing military confrontation, and many students are forced to live abroad. Prolonged hostilities contribute to uncertainty about students' and the country's future, which in its turn reduces students' motivation to study. Therefore, it is the individually oriented style of communication between a teacher and a student that is the way out of the crisis situation. Today, communication in the teacher-student system should be based on the idea of partnership and mutual assistance [3]. The main task of the teacher is to maximise the student's interest in appropriately selected tasks (discussion, participation in projects, business role-playing games, creative tasks, case studies, problem solving etc.) Interest in completing tasks will increase students' motivation, at the same time engaging in interesting work helps in psychological healing and allows to distract from the difficult realities of the country in the war conditions.

Students, teachers and employers understand the concept of student-centered learning differently: for students, it means the most comfortable learning environment (often with the possibility of having a job), and a mild attitude of teachers in assessing academic progress. For teachers, student-centered learning means greater independence and autonomy of students in choosing their learning path, a more responsible attitude to the learning process itself, and higher motivation of students. For teachers themselves, student-centered learning means continuous development and improvement of professional competence with the aim to meet the demands of higher school students, employers and other stakeholders. In its turn, employers understand student-centered learning as an opportunity for highly specialised training that should ensure maximum suitability for future employment. In this context, Y. Fedorchenko distinguishes two models of student-centered learning: moderate and radical [2].

Thus, the moderate model of student-centered learning aims at ensuring access to higher education, it is adapted to different capabilities of students. This model emphasises the need for more active involvement of students in decision-making related to the educational process and the process of assessing students' academic progress. This model meets the expectations of students.

The radical student-centred model emphasises the effectiveness of the student's professional training. In this model, everything that can effectively contribute to the student's future employment is considered useful for the student. This model corresponds primarily to the vision of the employer and the state.

The student-centred approach involves the use of various tools and methods that promote active learning and meet the needs and interests of students, but the teacher must also take into account factors that may hinder the successful learning of the material. This is especially important in the current military realities, when students are in different life circumstances.

In the context of military realities and digital transformations in education, the flexibility of the educational process is becoming more important than ever. The use of online platforms, e-courses, and other digital resources provide students with the opportunity to learn at their own pace and in accordance with their abilities and needs [5, p. 129]. The advantages of the student-centred approach are quite obvious, as the higher education system aims at intellectual, cultural and professional development of the individual, training of a competitive specialist.

This way student-centred learning is an approach that allows students to be actively involved in the learning process. Students act as active participants, and teachers act as facilitators and support the process. At the same time we managed to single out some pros and cons of student-centered learning. According to our research to the pros belong the following aspects:

- flexibility of the educational process (the ability to take into account life circumstances caused by military operations or other factors);
- stronger motivation (students are more interested in learning when they have the opportunity to determine their own learning goals and directions);
- developing critical thinking (student-centered learning promotes critical thinking as students ask questions, solve problems, and draw their own conclusions);
- students' independence (this approach helps students develop the skills of independence and responsibility for their own learning);
- individualization (using a student-centered approach considers individual needs, learning styles, and tempo of progress);
- activity work (students are more likely to participate in discussions, collaborations, and other interesting activities).

As for the cons in student-centered learning there are also some important factors:

- more time for organization and planning (student-centered learning requires more preparation, organization, and planning from teachers because they must create conditions for students to learn independently);

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- possible loss of control (teachers may experience a loss of control over the learning process, especially when students deviate from planned topics or assignments);
- large amount of time to process information (teachers may need more time to process and grade student work, especially when each student is working on their own topic or project);
- not all students are ready for independent study (some students may find it difficult to study independently, especially if they do not have experience or support);
- requires special teacher training (to successfully implement a student-centered approach, teachers must have the appropriate skills and training).

It is important to balance student-centered learning with other pedagogical approaches to achieve the best learning outcomes and student development.

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