EDUCATION. INNOVATION. DIVERSITY (EID)

Volume 2 Issue 2

CONTENT

PREFACE

Dear authors and readers,

I am delighted to present the new issue of the scientific e-journal "Education. Innovation. Diversity" (EID). The journal is the result of scientific cooperation between several universities - Rezekne Academy of Technologies (Latvia), Liepaja University (Latvia), Palacký University Olomouc (Czech Republic), Rīga Stradiņš University (Latvia), University of Niš (Serbia) and Vytautas Magnus University (Lithuania). EID aims to make major research and new findings of broad importance widely accessible.

The papers published in the journal cover various aspects of education. Many authors pay attention to the transformation of the study process in higher education. In this aspect, sustainability of English for Academic Purposes course (A. Ahrens, J. Zascerinska, & A. Aleksejeva) is being studied; academic self-efficacy in relation to subjective cognitive load to predict achievement outcomes in different forms of remote learning (I. Griskevica & M. Iltners), the challenges, risks and perspectives of the realization of the module "Music methodology" of the study course "Integrated methods in Teaching Culture Understanding and Self-expression in Art" are identified (G. Bernāts & A. Mūrnieks), modern challenges, expectations and contextual requirements for the social work profession at both global and local levels are analyzed; it is also discussed what are the requirements for professional competence and how they transform the study process (M. Gruslyte).

In school pedagogy, Physical Education syllabus in the context of forming social health of secondary school students, as well as motivation of schoolchildren for Physical Education classes is being studied (V. Babych, O. Dubovoi, S. Savchenko, V. Kurilo, S. Kharchenko, & V. Zaitsev).

Many thanks to the authors from Germany, Ukraine, Lithuania and Latvia for entrusting their research to our journal! Thanks to the reviewers; it would not have been possible to publish this issue without their input and evaluation.

We hope that the research published in the journal will be encouraging for readers.

We also invite other authors to submit papers for publication in the e-journal EID. The deadline for the papers' submission for Volume II Issue 3 is August 23, 2021. Up-to-date information on accepting the papers is available on http://journals.rta.lv/index.php/EID

Themes:

- **Teaching and Learning** (curriculum development and innovation at all levels, approaches to accommodating national and state standards within the context of effective instruction and assessment, teacher development and mentoring, diversity in the classroom and augmented/virtual reality in education, etc.)
- **Language and Literacy Education** (theoretical perspectives on language or literacy that address teaching and learning; research-validated approaches to instruction and assessment or curriculum development and refinement for general education learners, second language learners, or those with particular needs; learner identity; social justice in literacy and language teaching and learning; accommodating national and state standards within the context of effective instruction and assessment; digitally-mediated learning, etc.)

- **Diversity in Education** (education and multicultural society today, intercultural communication, human rights and anti-racist education, pluralism and diversity in a democratic framework, pluralism in post-communist and in post-colonial countries, migration and indigenous minority issues, refugee issues, language policy issues, etc.)
- **Health and Sport Education** (interventions related to primary prevention of chronic disease from a social ecological perspective that conceptualized the effect of individual, interpersonal, institutional, community and policy factors on lifestyle behaviours, advancement of sport/exercise/health sciences, health promotion, health education, social rehabilitation, physical exercise and health, adapted physical activity).
- **Engineering Education** (engineering education at all levels, innovation in engineering education strategies, course and curriculum design, teaching, and assessment within and outside of the classroom, etc.)
- **Personality Development in the Educational Environment** (professional school counselling, bullying and bullying prevention, social emotional learning, college or career readiness, multicultural counselling and development, performance psychology, etc.)

We hope that together we will be able to create a high-quality e-journal on research in education.

Responsible for the publication
Dr.paed. Svetlana Usca

FOSTERING EXTERNAL AND INTERNAL SUSTAINABILITY WITHIN THE ENGLISH FOR ACADEMIC PURPOSES COURSE IN THE COVID-19 PANDEMIC

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Abstract. *The paper aims to explore sustainability from both the external and internal perspectives underpinning the implementation of the empirical study within an English for Academic Purposes course at a Master level in the COVID-19 pandemic. The research is based on the methodology of the development of the system of the external and internal perspectives. The exploratory type of the case study was employed. The interpretive paradigm was used in the research. The observation was conducted on the 23rd August 2020. The sample was composed of the 10 international students of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. The theoretical research defines the external and internal sustainability. The empirical finding is that the COVID-19 pandemic has influenced the organizational aspect of the English for Academic Purposes course (timetable, classroom arrangements, group work organization). Another finding is that the implemented English for Academic Purposes course is partially sustainable and requires its dynamic equilibrium and localized robustness to be adjusted. Implications for higher education aimed at increasing both the external and internal sustainability in education imply the implementation of the combination of evaluation, namely external evaluation, mutual evaluation, and self-evaluation, jointly carried out by all the process participants.*
Keywords*: COVID-19 pandemic, English for Academic Purposes Course, External Perspective, Internal Perspective, International Students, Master Degree, Sustainability.*

Introduction

The COVID-19 pandemic has tremendously impacted the sustainability of many people life. A lot of people had to adjust themselves to the overnight transformations in their working life, family conditions, and social environments including higher education. Higher education has been significantly adapting to the new conditions created by the COVID-19 pandemic. In higher education, the COVID-19 pandemic was a cause of universities' lockdown, rapid shift from on-campus education to digital studies, unprecedentedly fast transfer of printed teaching materials to their digital format, etc. Nevertheless, sustainability remains an important parameter in education in general and an English for Academic Purposes course as part of higher education at master level. Sustainability refers to stability (Emas, 2015). Sustainability is characterized by a dynamic equilibrium and localized robustness, applied to the current status of the affair (Antonini, 1999). Sustainability dynamics is influenced by fluid conditions (Antonini, 1999) or, in other words, factors (Ahrens & Zaščerinska, 2014a).

The methodological foundation of the present research is formed by the System-Constructivist Theory. The System-Constructivist Theory implies that the world is constructed in modules (Maslo, 2006). New Constructivism supposes that any understanding is not separated from the observer, and reality is socially constructed (Maslo, 2006). Constructing is a creative process that includes a diversity of meaning understanding to offer a variety of

opportunities to construct mankind development (Maslo, 2006). Constructive process is always situative (Lamberigts & Dīpenbroks, 2004). Cognitive process is considered by the Pedagogical Theory of Social Constructivism to be a component of the construction process: a perception is not right or wrong but whether it is relevant to a place or conditions (Maslo, 2006). The System-Constructivist Theory emphasizes that human being's point of view depends on the subjective aspect (Zaščerinska, 2010). Everyone has his/her own system of the external and internal perspectives (Zaščerinska, 2010). This system of the external and internal perspectives is a complex open system (Zaščerinska, 2010). Experience plays the central role in a construction process (Maslo, 2007).

The present work is based on the methodology of the development of the system of the external and internal perspectives as demonstrated in Figure 1 (Ahrens & Zaščerinska, 2010).
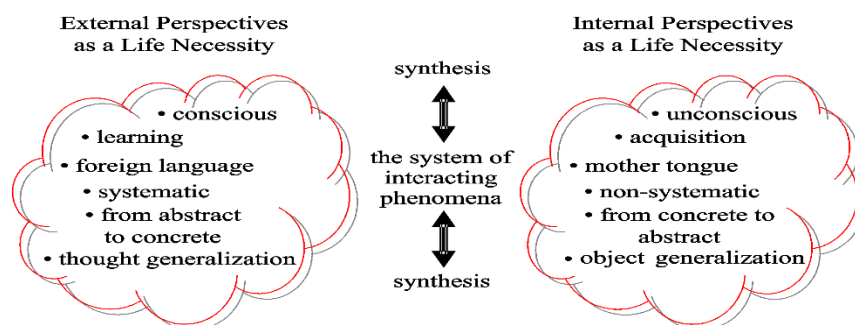
Figure 1 **Development of the system of the external and internal perspectives** *(Ahrens & Zaščerinska 2010)*

The methodology of the development of the system of the external and internal perspectives proceeds from the external perspective through the phase of the unity of the external and internal perspectives (the system of the interacting phenomena) to the internal perspective as illustrated in Figure 2 (Ahrens & Zaščerinska, 2012a).
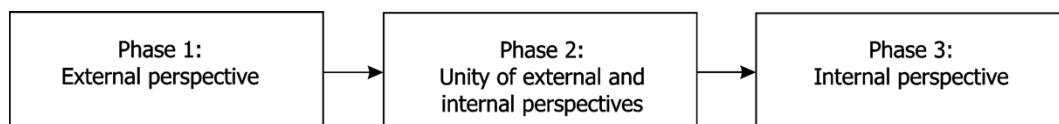
Figure 2 **Phases of the development of the system of the external and internal perspectives** *(Ahrens & Zaščerinska, 2012a)*

The published research has established the inter-connections between sustainable development and higher education putting the emphasis on a student, individual and personality (Ahrens & Zaščerinska, 2012a; Ahrens & Zaščerinska, 2012b; Pappas & Pappas, 2015), thereby from the internal perspective. The external perspective of sustainability has not attracted a lot of researchers' attention. However, the external and internal perspectives are inter-connected: sustainable personality is a person who is able to develop the system of the external and internal perspectives, and, in turn, the system of the external and internal perspectives becomes a main condition for the sustainable personality to develop (Ahrens & Zaščerinska, 2010, p. 180). Consequently, sustainability has to be considered as the system of the external and internal perspectives.

The enabling research question is: How to foster sustainability from both the external and internal perspectives in higher education? The paper aims to explore sustainability from both the external and internal perspectives underpinning the implementation of the empirical study within an English for Academic Purposes course at a Master level in the COVID-19 pandemic.

The present research was of the qualitative nature. The applied research methods included the use of theoretical as well as empirical methods. The theoretical methods implied the analysis of theoretical sources and theoretical modelling (Ahrens, Zascerinska, & Melnikova, 2019). The case study research was applied as "case studies […] are generalizable to theoretical propositions and not to populations or universes. In doing a case study, your goal will be to generalize theories (analytical generalization) and not to enumerate frequencies (statistical generalization)" (Yin, 2003, p. 10). Case study research is a qualitative research design (Kohlbacher, 2005). The exploratory study was implemented within the empirical analysis. The empirical study was carried out with the 10 international engineering master students of the English for Academic Purposes course within the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. The data were collected via observation. The gathered data were interpreted and summarised.

Conceptual Framework

The relationships between sustainability and education are often defined as Education for Sustainable Development (ESD). Against this background, education for sustainable development is differentiated from sustainable education in this work. By sustainable education, English for Academic Purposes course is meant in the present research. In turn, education for sustainable development focuses on student's knowledge, skills and attitudes. As reflected in Figure 3, the methodology of the system of the external and internal perspectives implies that sustainable education, namely English for Academic Purposes, refers to the external perspective, and education for sustainable development, namely student's knowledge, skills and attitudes, relates to the internal perspective.

The system of the external and internal perspectives	
External perspective	*Internal perspective*
Sustainable education	Education for sustainable development
English for Academic Purposes course	*Student's knowledge, skills and attitudes*

Figure 3 **The inter-relations between the research methodology as well as sustainable education and education for sustainable development** *(the authors)*

Student's knowledge, skills and attitudes within a Master Degree programme are delivered via a course. The English for Academic Purposes course within the Master programme "Information and Electrical Engineering" is based on the educational process (Zaščerinska, 2009a) or, in other words, activity. The educational process proceeds from teaching in Phase 1 through peer-learning in Phase 2 to learning in Phase 3 (Zaščerinska, 2011). Each phase of the educational process is separated from the previous one, and the following phase is based on the previous one (Zaščerinska, 2011). Phase 1 is aimed at a safe environment for all the students. This phase is organized in a frontal way involving the students to participate. Phase 2 is designed for the students' analysis of an open professional problem situation and their search for a solution based on students' peer-learning (Zaščerinska & Ahrens 2010, p. 185). Phase 3 emphasizes the students' self-regulation with the use of assessment of the process and self-evaluation of the results. The students present their self-evaluation by the end of each class. Students gradually proceed from the external regulation and evaluation in Phase 1 through mutual evaluation in Phase 2 to self-regulation and self-evaluation in Phase 3 (Ahrens & Zaščerinska, 2012a).

Both the English for Academic Purposes course as well as student's knowledge, skills and attitudes are closely related to evaluation (Zaščerinska, 2013). Evaluation consists of

external evaluation, mutual evaluation, and self-evaluation (Zaščerinska, 2013). Evaluation includes a variety of forms: questionnaire, interview, focus group interview, etc. Evaluation is measured via attitude. Attitude can be differentiated into positive, neutral or negative (Ahrens & Zaščerinska, 2014b). The methodology of the system of the external and internal perspectives allows establishing the inter-connections between the external and internal perspectives as well as students' negative and positive attitudes/impressions/emotions, respectively as depicted in Table 1.

Table 1 **The inter-relations between the external and internal perspectives as well as students' negative and positive attitudes/impressions/emotions**

External perspective	Internal perspective
Negative attitude	Positive attitude
The system of the external and internal perspectives	

The negative attitude is considered as the external perspective, while the positive impressions - as the internal perspective. This can be explained as following: if students have not enriched their knowledge, skills and attitudes, then, they express a negative attitude, and the English for Academic Purposes course needs an adjustment that will ensure a dynamic equilibrium and localized robustness of the course. If students have developed their knowledge, skills and attitudes, then, they show positive emotions or, in other words, attitude (Ahrens & Zaščerinska, 2014b), and the English for Academic Purposes course has demonstrated its sustainability.

Methodology

The methodology of the present empirical study was led by the enabling study question: What is the international engineering students' evaluation of the English for Academic Purposes course? The empirical study was aimed at evaluating the English for Academic Purposes course of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. It should be pointed that the English for Academic Purposes is defined as content and research integrated studying (Zaščerinska, 2008). The definition of English for Academic Purposes as content and research integrated studying provides us with two main topics to be covered within an English for Academic Purposes course: a subject content (engineering, medicine, nature, etc) and language research skills (Zaščerinska, 2008). Two main topics, namely a subject content (engineering, medicine, nature, etc) and language research skills, include sub-topics as demonstrated in Figure 1.
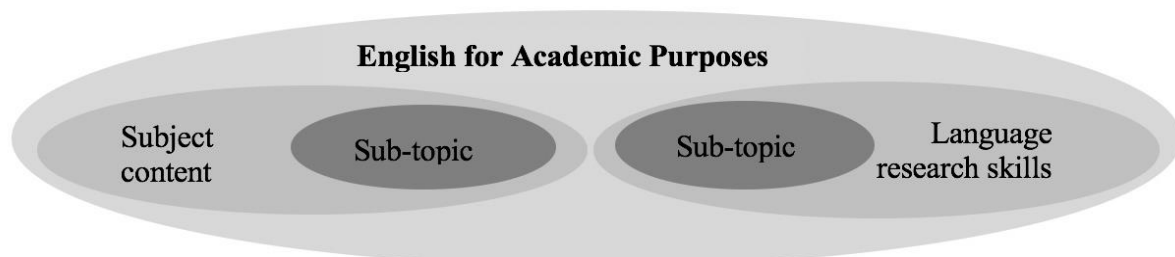

Figure 1 **The relationship between English for Academic Purposes, its two main topics and sub-topics** *(the authors)*

The sub-topics for the English for Academic Purposes course were selected, based on the authors' research results, and logically introduced by the authors of the present contribution: Introduction into presentation preparation (Zaščerinska, 2009b, p. 160), Academic communication (Gruenwald, Ahrens, Zaščerinska, Melnikova, & Andreeva, 2018), Passive Voice (Zascerinska, Aleksejeva, Zascerinskis, Gukovica, & Aleksejeva, 2020), Presentation skills via making three presentations on students' native place, a researcher biography, and students' term/course papers (Ahrens & Zascerinska, 2020), Problem Solving (Zaščerinska & Zaščerinskis, 2012), Information and Ideas, Reading sub-skills, Writing own biography (Ahrens, Zaščerinska, & Melnikova, 2019), Academic writing with the focus on master thesis and scientific publication (Ahrens & Zascerinska, 2020).

The present empirical study was carried out on the 23rd August 2020. The time of the implementation of the English for Academic Purposes course was between the 1st and 2nd waves of the COVID-19 pandemic. Due to the restrictions set by Hochschule Wismar, namely to keep the distance of two meters between two students as well as other similar limitations, the organisational structure of the English for Academic Purposes course was adapted in accordance with the new regulations. The English for Academic Purposes course was implemented only on Saturdays and Sundays. A typical Saturday (on Saturday, the students could buy a lunch from a supermarket as all the shops are open for customers in Germany) was scheduled such as Lecture 1 - 09:00–10:30am, Lunch time - 10:30–11:00am, Lecture 2 - 11:00–12:30pm, Lecture 3 - 12:45–14:15pm. A typical Sunday (on Sundays all the shops are closed with the exception of McDonalds, etc) was planned as following: 09:00–10:30am – Lecture 1, 10:30–10:45am – Lunch time, 10:45–12:15pm – Lecture 2, 12:30–14:00pm – Lecture 3. Along with the classes on the weekends, the students had to follow the requirement to keep the distance of about two meters being in the classroom. As the key method for organizing students' work in a language class is peer-learning or, in other words, group work, a language classroom traditionally chosen is of not a big size. In the COVID-19 pandemic, in order to ensure the distance of two meters between the class participants, namely students and teacher, a big lecture hall was selected for language classes' delivery. In a language class, two students usually sit next to each other at the same desk. Against this, the international students had to take a desk alone. Such an organization of the students in the classroom was not convenient to organize a group work among the students. For the implementation of the group work, the students had to increase the volume of their voices, to use a notebook for demonstrating what they wrote, even mobile phones were utilized for a discussion via sending a message.

The exploratory type of the case study research has been applied (Zainal, 2007) in the present empirical study as case studies have an important function in generating new research questions, hypotheses and building theory (Kohlbacher, 2005). Exploratory case studies set to explore any phenomenon in the data which serves as a point of interest to the researcher (Zainal, 2007). The exploratory methodology proceeds from exploration in Phase 1 through analysis in Phase 2 to hypothesis/question development in Phase 3 (Ahrens, Bassus, & Zaščerinska, 2013). Phase 1 Exploration is aimed at data collection, Phase 2 Analysis focuses on data processing, analysis and interpretation, and Phase 3 Hypothesis Development is oriented to the analysis of results of the empirical study and elaboration of conclusions and hypotheses for further research (Hariharan, Zaščerinska, & Swamydhas, 2013).

The interpretive research paradigm was used in the study. The interpretive paradigm is characterized by the researcher's practical interest in the research question (Cohen, Manion, & Morrison, 2003). The interpretive paradigm is featured by the researcher's interest in a phenomenon. The interpretive paradigm is aimed at analysing the social construction of the meaningful reality. Meanings emerge from the interpretation. The researcher is the interpreter (Ahrens, Purvinis, Zaščerinska, Miceviciene, & Tautkus, 2018).

The observation was carried out for data collection. Observation is a highly effective method of qualitative data obtaining (Zaščerinska, 2013). Observation makes use of a number of techniques, namely respondent interviewing and students' self-analysis (McCall, & Simmons, 1969, p. 1). Moreover, observation contributes to a more adequate picture that emerges of the research setting as a social system described from a number of participants' perspectives (Geertz, 1973). Furthermore, Hargreaves (Hargreaves, 1967, p. 193) described advantages of participant observation as a research method for those carrying out studies in institutions in which they work: the method of participant observation leads the investigator to accept a role within the social situation s/he studies – s/he participates as a member of the group while observing it. In theory, this direct participation in the group life permits an easy entrance into the social situation by reducing the resistance of the group members; decreases the extent to which the investigator disturbs the 'natural' situation, and permits the investigator to experience and observe the group's norms, values, conflicts and pressures, which (over a long period) cannot be hidden from someone playing an in-group role (Hargreaves, 1967, p. 193). The observation focused on what the students liked and did not like in the English for Academic Purposes course. The observation aimed at the evaluation combination, namely external evaluation, mutual evaluation, and students' self-evaluation. The collected data were processed via the structuring content analysis and the summarizing content analysis (Mayring, 2000). The structuring content analysis assists in categorising the data in accordance to the previously determined criteria (Budde, 2005). In turn, the summarizing content analysis seeks to reduce the material in such a way that the essential contents are preserved, but a manageable short text is produced (Mayring, 2004, p. 269).

The sample was composed on the principles of sample appropriateness, sufficiency and confidence (Ahrens & Zaščerinska, 2015). The sample was composed of the 10 international engineering students of the Master programme "Information and Electrical Engineering" at Hochschule Wismar, Germany. By international students, "a third-country national accepted by an establishment of higher education and admitted to the territory of a Member State to pursue as his/her main activity a full-time course of study leading to a higher education qualification recognised by the Member State, (…) which may cover a preparatory course prior to such education according to its national legislation" (Mayer, Yamamura, Schneider, & Müller, 2012) is meant. It should be noted that the Master programme "Information and Electrical Engineering" at Hochschule Wismar involves the students mostly from India. The Master programme "Information and Electrical Engineering" for international students is popular at Hochschule Wismar in Germany, as it ensures such economic resources, that influence the regional economics, as labour and entrepreneurship (Ahrens et al., 2018). All the students who participated in the empirical study have obtained a Bachelor Degree in electrical engineering in different universities of different regions of India.

Research Results

Table 2 summarizes the results of the empirical study.

Table 2 **Results of the students' evaluation of the English for Academic Purposes course**

Positive attitude	Negative attitude
Internal perspective	*External perspective*
Never radio type	More focus on academic writing (than on presentation)
Informative content (by three students)	More content on the master thesis
Well-organised group work (by two students)	More time should be given for the course
Presentation preparation	To avoid classes on Saturdays and Sundays

Learnt new things in a professional way	Short period (for the course)
	Limited period (by two students)
Presentation and structuring of master thesis are well explained	Vast topics included in short time
	The course should be more interactive
	Break time (too early for lunch)

Source: by the authors
n=10

The findings of the study were withdrawn via the implementation of the content analysis (Ahrens, Foerster, Zaščerinska, & Wasser, 2020). The data were categorized in accordance to the methodology of the system of the external and internal perspectives as revealed in Figure 5. The structuring content analysis allows identifying that the students' positive attitude refers to the internal perspective. The student's positive evaluation, namely "Learnt new things in a professional way", validates our hypothesis that if students have developed or, in other words, learnt their knowledge, skills and attitudes, then, they show the positive attitude, and the English for Academic Purposes course has demonstrated its sustainability. In turn, the negative attitude is considered as the external perspective. This hypothesis also has found a validation as a couple of the students evaluated the course in the following way: "More focus on academic writing (than on presentation)", "More content on the master thesis", and "the course should be more interactive". The last evaluation is in contradiction with the other student's evaluation, namely "Never radio type". Consequently, our hypothesis, namely if students have not enriched their knowledge, skills and attitudes, then, they express a negative attitude, is valid.

The structuring content analysis has contributed to the finding that the English for Academic Purposes course needs an adjustment, that will ensure a dynamic equilibrium and localized robustness of the course, in regard to the students' evaluations, namely to avoid classes on Saturdays and Sundays, vast topics included in a short period of time, and break time (too early for lunch). The sustainability of the English for Academic Purposes course could be increased via the re-consideration of the volume and segregation of the delivered topics during the course.

The summarizing content analysis allows concluding that fostering of both the external and internal sustainability is based on the methodology of the development of the system of the external and internal perspectives. Another finding is that both the external and internal sustainability are ensured via the implementation of the combination of evaluation, namely external evaluation, mutual evaluation, and self-evaluation. The evaluation is jointly carried out by the students and teacher.

Conclusions

The theoretical research results in the definition of the external and internal sustainability. Another finding is that both the external and internal sustainability are ensured via the implementation of the combination of evaluation, namely external evaluation, mutual evaluation, and self-evaluation, jointly carried out by all the process participants.

The empirical study validated the finding that the positive attitude refers to the internal perspective, while negative attitude – to the external perspective. Another finding is that the COVID-19 pandemic has influenced the organizational aspect of the English for Academic Purposes course (timetable, classroom arrangements, group work organization). The interpretive paradigm applied to the empirical study allows drawing a conclusion that the implemented English for Academic Purposes course is partially sustainable and requires its dynamic equilibrium and localized robustness of the course to be adjusted.

Implications for higher education aimed at increasing both the external and internal sustainability include the recommendation to implement the combination of evaluation, namely

external evaluation, mutual evaluation, and self-evaluation, jointly carried out by all the process participants.

The research has some limitations. The limitation is the inter-connections between the external and internal sustainability and the methodology of the development of the system of the external and internal perspectives. Another limitation is the involvement of only one group of international students of one Master programme at one higher education institution in one country in the empirical study.

Further research will tend to increase the number of respondents as well as the involvement of participants from different educational institutions. Enhancement of the proposed methodology and theoretical background will be carried out. Comparative studies of theoretical elaborations and empirical data will attract a lot of research interest in the scientific community, too.

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MODERN APPROACHES OF STUDENT'S SOCIAL HEALTH FORMATION IN THE PROCESS OF PHYSICAL EDUCATION

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Abstract. *Objective: to ascertain the influence of the updated Physical Education syllabus in the context of forming social health of secondary school students, as well as motivation of schoolchildren for Physical Education classes.*
Material: 457 school students (230 females and 227 males) of the 6th and 7th grades (aged 12-13) from different regions of Ukraine were respondents of the survey.
Method: observation, interviews and the authors' questionnaires ('Interest in Physical Education' with the use of customized tests by M. Ginzburg (Zaniuk, 2002), questionnaires 'value orientations' by M. Rokeach (Rozov, 2005), 'Orientation towards Increasing Social Health of a Person', as well as a questionnaire on the need of accomplishments by Yu. Orlov and Reyzas Assertiveness Schedule (Big Encyclopedia of Psychological Tests, 2007).
Results: It was discovered that in 2008-2009 only 23.7% of schoolchildren liked physical education classes. Within this period of time, 18.5% of school students had a high level of orientation towards improving their own social health. The corrections made in 2012 to Physical Education syllabus contributed to an increase in the number of school students with a high level of motivation for Physical Education classes(+ 41.7%), as well as the number of students who had a high level of orientation towards improving their own social health (+23.3%). Positive changes were also recorded after the improvement of Physical Education syllabus in 2017 (under conditions of Physical Education reformation in Ukraine). The number of schoolchildren with a high level of motivation for Physical Education classes increased by 10.5% compared with the results recorded in 2012-2016. The number of students aimed at improving their own state of social health increased by 17.1%.
The content of Physical Education syllabus of years 2012 and 2017 has significant advantages over the syllabus of the Soviet times in the context of developing students' desire to be engaged in Physical Education on the whole and improve their own level of social health in particular. It is characterized by the improvement of the system of assessing schoolchildren's achievements in physical fitness, the option to increase the amount of time devoted to students' mastering various kinds of sports that are of particular interest to them, and the focus on providing schoolchildren with key life competencies.
Keywords: *education system, reformation, schoolchildren, school subject 'Physical Education', social health.*

Introduction

The problem of forming a physically and mentally healthy person arose with the advent of human society and was in the process of formation, supplementation and reinterpretation over centuries (Iermakova, 2014). Up to now, this problem has been relevant not only in Ukraine but also in other countries of the world. Thus, scientists from Algeria (Kenioua & Boumasjed, 2016) emphasize the importance of maintaining mental health of young students through their integration into various entertainment and competitive activities. Authors of the article 'Academic Youth's Health Behavior' (Radzimińska et al, 2016) lay stress on the implementation of health promotion programs for Polish students. The scientists note that the life style, habits and behaviour patterns of a person play an extremely important role in protecting his/her health. They also pay attention to the study of the peculiarities of psychological and social protection of children at the age of 12-14 (Liashenko et al, 2017).

Within the frames of our research, we have also taken the scientific works that contain the analysis of the content of Physical Education syllabus in different countries of the world, including Physical Education syllabus in Poland (Turchyk et al, 2009), Physical Education in the US schools (Osadchaya, 2004), peculiarities of the organization of Physical Education in Canada and Germany (Danilova, 2010), Physical Education in West European countries (Saparhasimova & Pluzhnov, 2017) into consideration. We also relied on previous research in the context of determining the impact of the updated physical education program on the level of motivation of students to exercise.

Education in Ukraine is being reformed now. The Ministry of Education and Science of Ukraine has developed foundations of the Education Standard 'The New Ukrainian School' (Hrynevych et al, 2016). Any educator, from teacher-practitioners to leading scholars of pedagogical science could join the process. It is worth noting that the best practices of the most developed countries of the world and Europe were taken into account when drawing up these extremely important legal and regulatory documents. Thus, in the academic year 2017-2018, the subject 'Physical Education' was taught on the basis of an updated syllabus in accordance with the reform of general secondary education in Ukraine.

The research objective is: to ascertain the influence of the updated Physical Education syllabus in the context of forming social health of secondary school students, as well as motivation of schoolchildren for Physical Education classes.

Methods

Participants. 457 school students (230 females and 227 males) of the 6th and 7th grades (aged 12-13) from different regions of Ukraine were respondents of the survey. The state of motivation of the schoolchildren for physical education classes and their desire to systematically raise their own level of social health were assessed with the help of a set of research methods: observation, interviews and the authors' questionnaires ('Interest in Physical Education' with the use of customized tests by M. Ginzburg (Zaniuk, 2002), questionnaires 'value orientations' by M. Rokeach (Rozov, 2005), 'Orientation towards Increasing Social Health of a Person', as well as a questionnaire on the need of accomplishments by Yu. Orlov and Reyzas Assertiveness Schedule (Big Encyclopedia of Psychological Tests, 2007).

The research objective is: to ascertain the influence of the updated Physical Education syllabus in the context of forming social health of secondary school students, as well as motivation of schoolchildren for Physical Education classes.

Mathematical and statistical processing. To compare the frequency distribution between students Pearson's chi-squared test X^2 was used. It allows juxtaposing two empirical distributions and concluding if they are consistent with each other.

Results and discussion

Within the framework of this research, it is important for us to carry out a content analysis of Physical Education syllabus at various stages of its improvement in 2012 and 2017, as well as to investigate its impact on schoolchildren according to two main indicators: orientation of school students towards the increase of their own level of social health by means of Physical Education (Indicator 1) and motivation of students for Physical Education (Indicator 2). In order to find out the impact of the updated Physical Education syllabus in the context of schoolchildren's orientation towards improving their own level of social health (in the process of Physical Education), as well as the motivation of students for attending Physical Education classes, we compared the results of the students 'questionnaires completed in 2008-2009 with the results obtained from questionnaires filled out in 2012-2016and in 2017-2018. These are

the periods when some corrections were made to Physical Education syllabus in terms of its content.

The questionnaires, interviews and observations conducted allowed us to establish that in 2008-2009 (before the beginning of the reformation of Physical Education in Ukraine) only 23.7% of school students liked Physical Education lessons, 28.9% liked them partially, 47.4% of schoolchildren did not like Physical Education at all. Similar results were received regarding the desire of schoolchildren to increase their own level of social health in the process of Physical Education. Thus, 18.5% of school students had a high level of orientation in the above-mentioned context; 24.1% displayed partial orientation; and 57.4% of schoolchildren had lack of orientation towards the increase of their level of social health. Given the information above, we can see that the results obtained according to the above indicators correlate with each other. More than one-third of school students showed insufficient level of motivation for Physical Education classes and orientation towards improving their level of social health by means of Physical Education. Meanwhile, we will substantiate the reasons for such results later in the section 'discussion'.

We will focus on the analysis of Physical Education syllabus 2012 (developed by T.Krutsevych as the head of the editorial board). Unlike Physical Education in Soviet times, the improved Physical Education syllabus (2012) is based on a modular system. We can emphasize the syllabus positive changes in the context of raising school students' interest in Physical Education and social health. The thing is that since 2012 practically every kind of sports (within the frames of the subject 'Physical Education') can be an optional module. Thus, teachers of Physical Education can develop their own optional modules for this syllabus (Krutsevych et al, 2012), which have to undergo the process of verification. This is totally different from the requirements for a syllabus in Soviet times, where its content was strictly regulated.

The syllabus of 2012 also provides (at least, it is not excluded) an increase or decrease in the number of hours to study any module (kind of sports). Thus, in case most schoolchildren are interested in this or that kind of sports (football, basketball, etc.), the teacher can increase the number of hours for teaching it. Therefore, school students' desires and aspirations are again taken into account. Under these conditions, schoolchildren also have an opportunity to improve the level of technoque skills.

The change in approaches to assessing school students' achievements has a prominent role in the context of improvement of Physical Education syllabus. As it is noted in the syllabus, the following activities can be assessed in order to have a clear vision of schoolchildren's educational achievements in Physical Education classes:

1. Acquisition of a physical exercise technique (can be carried out independently from the educational standard).
2. Meeting the educational standard (taking into account the dynamics of individual results).
3. Performance of educational tasks in class.
4. Acquisition of theoretical and methodological knowledge.

We would like to put emphasis on the second point of the assessment of school children's educational achievements in Physical Education classes. It states that the assessment of the fact whether the tasks performed meet the educational standard takes into account the dynamics of individual results. At the same time, the mark received for meeting the educational standard is not the main during the thematic, semester or annual assessment. In our opinion, this is the key point in the context of forming social health of adolescents within the frames of this subject. Being focused on their own achievements, school students do not get disenchanted with themselves, their own willpower and abilities (the way it used to be in Soviet times when the standards were not met). On the contrary, even if a school child is not able to show high results when trying to meet this or that norm, he (she) will eventually be able to see the progress in the

development of his (her) physical qualities, taking into account the dynamics of individual results. It also gives school students an impetus for further 'small' victories over themselves, and therefore directly affects the improvement of the state of social health of the schoolchildren.

Our research justifies the corrections made to the syllabus (2012). Thus, the number of students who liked physical education classes doubled, from 23.7% (in 2008-2009) to 65.4% (from 2012 to 2016). As we can see, the difference between the results was + 36.5%, ($p < 0.05$). The number of schoolchildren who did not like classes significantly decreased, from 47.4% to 18.2% (-29.2%).

There also were significant positive changes to the number of students who had a high level of orientation towards raising their level of social health in the process of Physical Education. The number of students with a high level of such an orientation increased by 23.3% (from 18.5% to 41.8%, $p < 0.05$). Instead, the number of schoolchildren with a low level decreased by 35.7% (from 57.4% to 21.7%). From everything given above, we can also see that positive changes correlate with each other according to both indicators. This is especially relevant to the reduction of the number of schoolchildren with low level of interest (the first indicator) and low levels of orientation towards improving their own social health (the second indicator). The difference between them was only 6.5%. Significantly greater differences were recorded regarding the number of schoolchildren with a high level of interest in physical education and orientation towards improving their social health. Namely 13.2% in favour of the first indicator (interest in physical education). Therefore, although the corrections made to the syllabus (2012) had a positive impact on both indicators, the positive changes in raising school students' interest in Physical Education were more significant.

Meanwhile, within the framework of this research, it was important for us to establish changes upon both of the indicators (in dynamics) after the corrections to Physical Education syllabus made in 2017. Firstly, we would like to analyse the corrections made to the syllabus in the context of the education system reformation in Ukraine. The content of Physical Education syllabus 2017 (revised in accordance with Order No. 52 of the Ministry of Education and Science of Ukraine dated 13January2017 and Order No. 201 dated 10 February 2017, the head of the editorial board being M. Tymchyk) is based on the acquisition of key vital competences by students. Within the scope of this publication, we will briefly turn to the analysis of those content segments of the syllabus that address the problems of forming social health of adolescents and increase the motivation of schoolchildren to be engaged in Physical Education. Thus, the content segment 'Environmental Safety and Sustainable Development' provides for the formation of social activity, responsibility and environmental awareness among school students, readiness to participate in solving environmental and society development problems, awareness of the importance of sustainable development for future generations. The content segment'Civil Liability' also has a direct impact on the formation of social health of contemporary adolescents.

The implementation of this content segment (as it is indicated in the syllabus) is aimed at the formation of a responsible member of the community and society who understands the principles and mechanisms of the society functioning. These components are extremely important in the context of forming schoolchildren's social health. The same applies to the content segment 'Health and Safety', within the framework of which it is proposed to consider issues that involve the formation of a schoolchild as a spiritually, emotionally, socially and physically competent member of the society that can lead healthy lifestyle and create a safe living environment. The syllabus emphasises that with the help of this content segment,school students will realize that Physical Education is an important means of increasing social activity of people, satisfying their moral, aesthetic and creative needs, a vital urge to have mutual communication, to develop friendly relations, etc. There is a stress laid on the importance of conscious attitude of students to their own health and health of other people, the ability to

organize a game or other type of motor activity, communicate in different situations of sports activities, defuse conflicts, achieve fair victory and admit defeat with dignity, ensure fair play, etc.

The results of the school student survey in 2018 showed that the content segments introduced into the revised Physical Education syllabus positively influenced schoolchildren's aspirations for increasing their own social health. This can be seen clearly if to compare this with the previous results of the school student survey. Thus, if in 2014 the number of students with a low level of orientation towards improving their social health was 21.7%, then after the implementation of the revised Physical Education syllabus (in the context of reforming Physical Education in Ukraine in 2018), there were 12.4% of them (-9.3%). The number of schoolchildren with a high level of such an orientation got comparatively increased from 41.8% of students in 2014 to 58.9% (+ 17.1%, p <0.05).

We can also observe positive changes in the increase of the number of students who became more interested in Physical Education. From 65.4% (2014) to 75.9% in 2018 (+ 10.5%, p <0.05).). There was a decrease in the number of schoolchildren who did not like Physical Education lessons to 9.7% from 18.2% in 2014 (-8.5%). Repeatedly, we can see that positive changes were recorded upon both indicators with minor differences between them.The dynamics of changes of motivation of schoolchildren for attending the Physical Education lessons as well as their orientation towards improving their social health can be clearly seen with the help of the diagrams (Fig. 1 and 2).
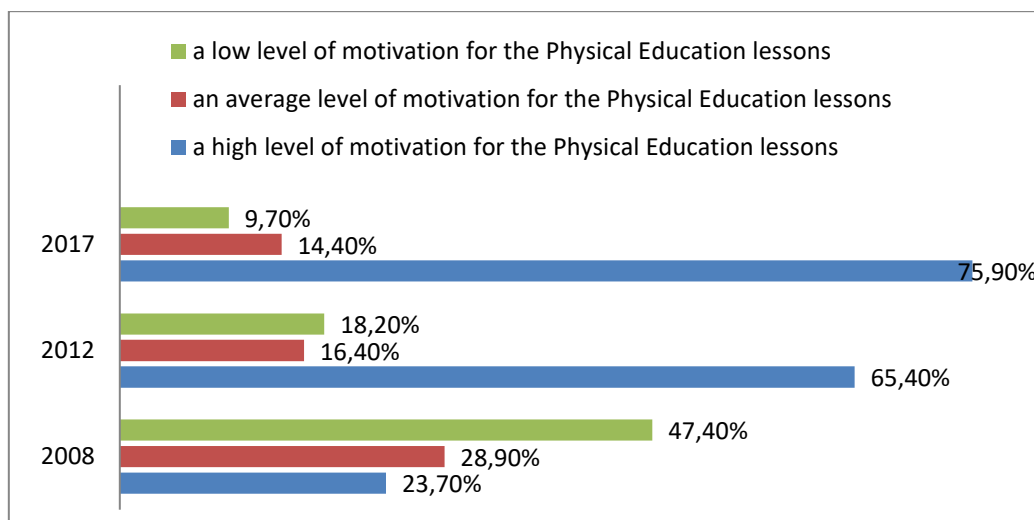

Figure 1 **The dynamics of changes of motivation of schoolchildren for attending the Physical Education lessons**
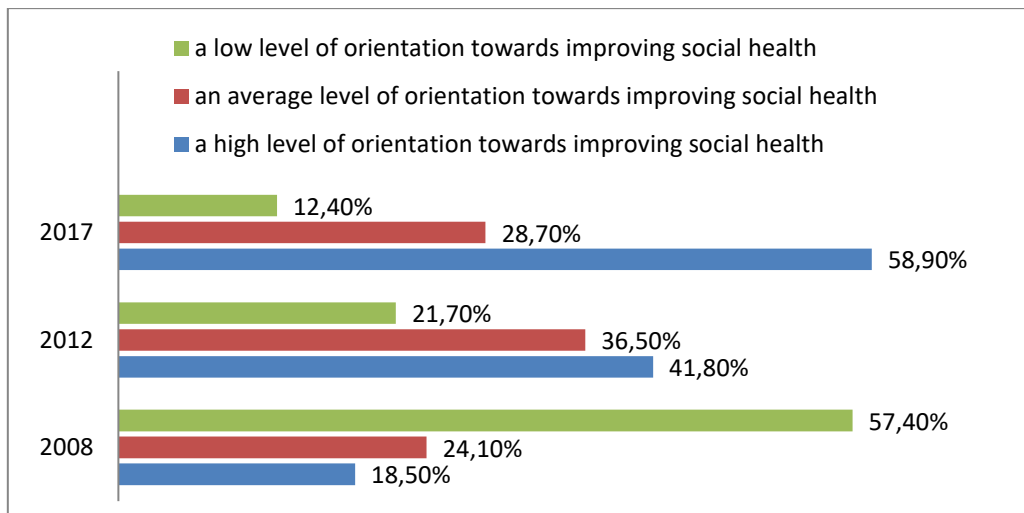
Figure 2 **The dynamics of changes of the level of orientation of schoolchildren towards improving their social health**

From the results of the research described above, we can see that their change in dynamics correlates with the existing changes in the content of the subject 'Physical Education'. The lowest indicators of the desire of schoolchildren to increase their own level of social health with the help of the possibilities provided by Physical Education, as well as the lowest rates of students' desire to attend this class, were observed until 2012. This is the period when the subject 'Physical Education' was taught according to the syllabus which was to a large extent based on the syllabus developed in Soviet times. Starting from 2012 up to 2016, the interest in this subject and the desire to raise their own level of social health among school students gradually increased. In 2018 (the next year after Physical Education syllabus was finalized in 2017), there was also a certain increase in the number of students who became more interested in Physical Education and aimed at improving their social health. This, in our opinion, took place due to strengthening the theoretical part of the syllabus in the context of raising awareness among schoolchildren about the formation and preservation of their own health, ensuring social activity by means of Physical Education, acquisition of the necessary vital competencies, etc. The justification of the corrections made to Physical Education syllabus is confirmed by other studies by E. Uvarov, M. Belaid, S. Yahiaoui. On analysing syllabi of Physical Education in schools of Europe, the authors have discovered that today, in the organization of Physical Education, it is necessary to focus on the balanced effect of both the motor and intellectual components of Physical Education (Uvarov et al, 2016). This also corresponds to the results of other studies, which state that one of the conditions for improving the motivation of school students to be engaged in Physical Education is to increase the level of knowledge in Physical Education (Kondakov et al, 2015). One of the most important benefits of the improved Physical Education syllabus of 2012 and 2017 is that, unlike it used to be done according to the Soviet syllabus, students are not forced to be involved in Physical Education. On the contrary, according to the concept of an updated syllabus, teachers are willing to persuade students of the importance of Physical Education. It is implemented through the improvement of the system of assessing schoolchildren's progressing Physical Education, creating conditions for improving knowledge in the context of the beneficial effects of Physical Education for a person, taking into account the desires of school students to master a particular kind of sports, etc.

The fact that there was a significant number of schoolchildren who did not like Physical Education lessons (until 2012) is substantiated by the content of the syllabus itself, which largely resembled Physical Education syllabus of the Soviet era. In Soviet times, neither desires of students nor facilities and resources or any other conditions and circumstances were taken

into account when choosing different kinds of sports to be offered to schoolchildren for mastering within the frames of the subject 'Physical Education'. Thus, school students' identity and interests were ignored (by the system of Physical Education at the time), which, surely, negatively affected both schoolchildren's desire to attend Physical Education and the state of their social health. Meanwhile, this was not the worst thing that negatively influenced school students in this context. It should be noted that Physical Education classes in the Soviet era were permeated with 'drilling' a child. This, in its turn, constantly 'constrained 'school students, and did not allow them to fully enjoy the classes. Mastering any kind of sports (volleyball, basketball, etc.) was largely compulsory. Physical Education classes to a certain extent resembled a training session that should take place when preparing athletes in such institutions as children's sports school.

When providing characterisation of the assessment of school students' achievements in physical education (at the time), it is worth mentioning that, firstly, the educational standards of physical fitness were rather high for students. Secondly, when this standards were designed they almost ignored the height of a schoolchild (for example, when jumping over a 'pommel horse'), the weight (for example, when climbing up a rope), and other objective parameters that can somehow affect the performance. However, the assessment of schoolchildren's achievements in Physical Education (in Soviet times) for a term, or even an academic year, was based on the compliance with the standards of physical fitness. It is noteworthy that this did not take into account such aspects as students' diligence when mastering a particular technical element, their activity in class, theoretical knowledge, etc. There was almost no individual approach to a child within the frames of the educational process in Physical Education classes. Instead, a child who did not manage to comply with the standards, felt humiliated, awkward, and inferior. This, in its turn, negatively affected the students' desire to attend such classes, as well as the state of social health of the vast majority of schoolchildren.

Conclusions

Summing up everything given above, we can draw the following conclusions:
1) The lack of an individual approach to personality within the educational process, coercion, unreasonably high standards of assessing achievements in Physical Education were the main negative manifestations of Physical Education in Soviet times. This, in its turn, had a very negative impact on schoolchildren's desire to be engaged in Physical Education, as well as on the state of their social health.
2) The syllabus of 2012 stipulates the improvement of the system for assessing the achievements of schoolchildren in Physical Education, taking into account possibilities for increasing the time for mastering the kinds of sports that schoolchildren are interested in. As a result, it significantly influenced the schoolchildren's desire to be engaged in Physical Education, as well as on the state of their social health.
3) The content of the updated Physical Education syllabus (2017) has an enormous potential for providing schoolchildren with knowledge on the improvement of somatic and social health. The benefit of the revised syllabus (in terms of reforming Physical Education in Ukraine), as compared to the syllabus 2012, is also its focus on providing schoolchildren with key life competencies.

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THE CHALLENGES, RISKS AND PROSPECTS OF THE REALISATION OF THE MUSIC METHODOLOGY MODULE OF ONE – YEAR EDUCATION PROGRAMME

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Abstract. *The reform of teachers' education commenced by the Ministry of Education and Science provides an opportunity to obtain a qualification as a teacher within one year, encompassing studies based in a working environment for those who already have higher education. The goal of the research is to identify the challenges, risks and perspectives of the realization of the module "Music methodology" of the study course "Integrated methods in Teaching Culture Understanding and Self-expression in Art" within the one-year study programme "Skolotājs". The research compared study course plans in music teaching and choir work methodology at two Latvian higher education institutions, as well as at two foreign higher education institution, where a qualification as a music teacher at a comprehensive school can be attained. The research was undertaken based on an analysis of theoretical sources, providing an understanding about a synthesis of varying contemporary methodological approaches. It encompasses the acquisition of a knowledge of cultural history and the history of music, the style and future directions of popular music, desirably not just theoretically but practically as well, in the education of the students. The actualization of such study courses as music teaching methodology, the research process in music teaching, music history and stylistics, the psychology of music, conducting, choir/vocal ensemble work, methodology and music project management are important for the high quality and integrated acquisition of music teaching methodology.*
Keywords: *Perception of culture, music teacher, teaching methodology, teacher training.*

Introduction

The second – level higher professional education study programme *Skolotājs* for attaining a teaching qualification within a year is being developed in collaboration with Daugavpils University and Liepāja University at the University of Latvia. The goal of the programme is to encourage the introduction of motivated teachers in schools with experience from other sectors.

The newly established study programme „The Teaching Power" is currently the only such study programme in the Baltics, therefore it was of utmost importance to choose for the present research stage the higher education institutions, in which a B.A. programme in music teaching/pedagogy is being implemented at present: in Latvia such institutions are the Jāzeps Vītols Latvian Academy of Music and the Daugavpils University, in Lithuania – the Vytautas Magnus University, along with which the University of Music and Performing Arts Vienna represents the European values in culture education.

The goal of the research is to identify the challenges, risks and perspectives of the realization of the module "Music methodology" of the study course "Integrated methods in Teaching Culture Understanding and Self-expression in Art" within the one-year study programme "Skolotājs". The research compared study course plans in music teaching and choir work methodology at two Latvian higher education institutions, as well as at two foreign higher education institution, where a qualification as a music teacher at a comprehensive school can

be attained. The research was undertaken based on an analysis of theoretical sources, providing an understanding about a synthesis of varying contemporary methodological approaches.

It is planned to continue the research in the future, focusing on the analysis of music teaching methodology modules separately within the framework of single year study programmes implementation.

The reform of teachers' education commenced by the Ministry of Education and Science (Latvijas Republikas Ministru kabineta tiesību aktu projekti, 2018) provides an opportunity to obtain a qualification as a teacher within one year, encompassing studies based in a working environment for those who already have higher education (Margeviča-Grinberga, 2021). This will allow for sector professionals to share their knowledge of other sectors in schools and to additionally obtain the skills required of a teacher which correspond with the new curriculum and approach of *Skola 2030*.

Methods and materials

The research is based on the comparison of the study programs created by music teachers working at four different universities. In the course of the present research the study programme plans of music teacher education were analysed in detail, along with the total number of credit points received, music teaching, specialised professional subject and collective music-making methodology study courses and their extent. The data gathered, as well as the knowledge, skills and competencies, that it is planned to acquire graduating from the study programmes of the four universities chosen for the comparison were compared to the planned study results from the implementation of the music methodology module of the study course "The integrated teaching methodology in the study field "Understanding of culture and self-expression in art"" within the one-year study programme "Teacher".

Contemporary approaches to the study process will be used in the programme: learning in groups, teaching and learning leadership, situational and personalized learning etc.However, the following need to be clarified for such a programme to validly function, 1) factors, which influence the perception of music currently(in the context of global cultural processes), the cultural traditions of music in Latvia,as well as the main contradictions and problems in teaching music currently; 2) a comparison needs to be made of the existing experience at universities in creating the curriculum for teachers – together information about the required preconditions for the programme's implementation and 3) the main dimensions of the curriculumneed to be defined.

Global tendencies in culture reveal the co-existence of various local traditions, subcultures and tendencies, or multiculturalism (Giddens et. al., 2012), the dominance of mass culture in this coexistence and competition (Hofstede et. al., 2010; Kūle, 2006), the current trend of "living virtually" (Mirzojevs, 2017), especially among young people, the influence of entertainment, art and the music industry on ways of listening to music and the contribution of the creative industry (Caves, 2000).

The need to maintain the originality of each national culture (including traditional culture) arises alongside these and contrary to the tendencies mentioned. In the case of Latvia, this also means the values recognized by UNESCO, for example, the preservation and development of the Song Celebration traditions (Non-material Cultural Heritage). American anthropologist Clifford Geertz (reads in Latvian: Gīrcs) wrote: "the spiritual consciousness of a specific people is specifically formed, mainly through the more carefully developed and usually more public rituals as well ... these fully developed ceremonies could be called cultural performances" (Gīrcs, 1998, 116). In the case of Latvia, the Song Celebrations could be considered such a unifying performance.

An equally important task for education is the need to motivate young people toward an ecologically responsible lifestyle (ergoto moderation, restraint, austerity and self-control), as well as to motivate them to a meaningful life within society. Nationally defined goals in values education is contained in Cabinet of Ministers' Regulations No, 480. "The Procedure for the Evaluation of Educative Guidelines and Information, Teaching Aids, Materials and Instruction and Educative Methods for Students" (Ministru kabineta noteikumi Nr. 480, 2016). In the educational process, the learner's understanding, responsible attitude and actions are promoted, which confirms the following values - the acquisition of human dignity, freedom, culture and the Latvian language. The authors of the research are convinced that without the awareness and acceptance of these values, neither cultural understanding nor self-expression in art is possible.

Results and Discussions

All of the mentioned trends and tasks have to be taken into account in the process for learning music. This brings additional high demands in preparing music teachers. The first task for preparing a new curriculum is to clarify the scope of basic problems in the principles for learning music.

As part of the first task, agreement has to be found on what we wish to achieve by teaching music at school. This is the goal (methodological) aspect. The next is the aspect of curriculum. What will be taught? Finally, the methodical aspect. How will it be taught?

A programme for educating teachers can be created depending on the types of answers to these three 3 problem issues. Two main approaches are possible when considering the goal of teaching music in schools of general education: a) to teach music or b) to teach about music.

In the first case, academic preparation that is sufficiently deep is required for teachers. Not just a knowledge of the history of music, but also practical skills for playing a musical instrument (one or more), to conduct a choir, to lead musical ensembles, to encourage and motivate self-led learning for students.

In the second case, in teaching only about music, some may think that a teacher's professional skills in music is not required, limiting this purely to the skill of talking about music, getting students interested in listening to music and the skill of analysing what they have heard.

The tradition in Latvian musical education, however, is to emphasise the first approach (to teach music). In an ideal version, both approaches could be combined: to both teach about music, as well as to teach music.

The next aspect, which must be borne in mind in creating a study programme, is the curriculum which will be taught in schools. This includes the skills, attitude and knowledge in developing a student's musical competence. However, the type of musical material that will be used in developing all the previously mentioned components is important. In formulating the problem in simple terms, there are two options: a) to teach **what is topical** (that which is heard the most frequently and more in Latvia, Europe and the Western cultural space, and that which is heard in the media consumed by most people in Latvia), b) to teach **what is valuable** (that which has stood the test of time and that which has crystallised over a longer period of time.

The fact that most young people "live" in this mass culture environment everyday cannot be ignored (Kūle, 2006). This is exactly why the learning of the topical one of music, style and genre must also be included in the curriculum.

But one cannot stop only at what is current and popular, as this would mean surrendering to the general consumer mentality. An opportunity should be provided for the student to also get to know and experience the wonder of classical music. The synthesis of both approaches, in turn, means including a knowledge of cultural history and the history of music, a learning

about the style and direction of popular music, preferably not just theoretically, but also practically, in student education (Bautista et al, 2016).

Finally, the methodical aspect: how should it be taught? In this aspect too, there is its own antinomy or contrast between two approaches: emphasis mainly only a) on stimulating interest, or more b) on research. To teach in a simply pleasant or attractive way, or seriously, deeply and thoroughly? In the first approach, topicality, concreteness, situationism, compliance with contemporary assumptions and superficiality will dominate. The second approach will highlight the academic, the historic, criticism, comparison, analysis, synthesis and thoroughness. In the first approach, the study is like a game and attraction, while the second is like research, cogitation, and evaluation. A contemporary approach requires the synthesis of both extremes.

The goal of the study programme is to provide theoretical and practical preparation for the new teacher, through acquiring modern principles of teaching methodology, familiarization with cultural phenomena and works of art, analysis, interpretation and the development of experience through creative activity. Consequently, the fact that the acquisition of methodology is very important in the development of the new teacher can be concluded.

The following tasks should be undertaken to achieve the goal of the study programme:

- to provide theoretical and practical guidance to encourage competent activities by students, to improve their knowledge, skills, competence and creative ability;
- to promote an understanding of the theoretical content of the subject of culture and art;
- to provide knowledge and improve skills in modelling the teaching process, the choice of methodological techniques and the evaluation of student achievements.

The tasks formulated once again confirm what was concluded previously. Focusing on the number of lessons required to achieve the Music Teaching Methodology, the study course calendar plan provides information that 24 lessons are planned in the acquisition of the M module (Music Teaching Methodology).

The Jāzeps Vītols Latvian Academy of Music's *General Education Music Teacher* professional bachelor study programme's study plan "Music Teaching and Choir Work Methodology" provides courses with 18 ECTS (Jāzeps Vītols Latvian Academy of Music, 2018).

The Daugavpils University's professional bachelor study programme *Music* prepares qualified and competitive *Music Teachers* for *Playing Instruments* or *Solo Singing,* or *Choir Subjects,* or for *Schools of General Education*. In the curriculum for the study programme, as in the Jāzeps Vītols Latvian Academy of Music educational programme, music theory and history courses of 54 ECTS are planned, as well as professional specialization courses of 108 ECTS (Daugavpils University, 2019).

In the Vytautas Magnus University (Lithuania) second-level professional higher education study programme Music Pedagogy there were study courses of 42 ECTS provided for programme's specialization in conducting music ensembles (Vytautas Magnus University, 2020).

At the University of Music and Performing Arts in Vienna, in 4 years of full-time study in the qualifications for a*Gymnasium/Crafts School Music Teacher and Instrument Playing/Solo Singing Teacher* or *Gymnasium/Crafts School Music Teacher and Second Additional Subject Teacher* study courses in the musical art field, 37 ECTS are acquired (University of Music and Performing Arts Vienna, 2019).

*Table 1 **Comparison of music pedagogy study programs***

Jāzeps Vītols Latvian Academy of Music	Daugavpils University	Vytautas Magnus University	University of Music and Performing Arts in Vienna
Music Teaching methodology – 7,5 ECTS	Choir subjects or music teaching methodology – 10,5 ECTS	Music Lesson Methodology - 3 ECTS	Playing popular/folk music in a musical ensemble
Pre-School Music Teaching Methodology – 1,5 ECTS	Solo singing and vocal work methodology – 9 ECTS	Foundations of Music Pedagogy - 3 ECTS	2. instrument and practice
Rhythmic Teaching Theory and Practice - 3 ECTS		Didactics of music technologies - 5 ECTS	Conducting 1.instrument/vocal
Arrangement – 1,5 ECTS	Arrangement – 1,5 ECTS	Ethnic culture and music ensembles – 5 ECTS	
Improvisation – 1,5 ECTS		Psychology of musical activity – 5 ECTS	Multi-media work
School Choir Work Methodology – 1,5 ECTS	Choir science and choir work methodology – 3 ECTS	Conducting – 42 ECTS	Choir
Playing of Carl Orff's Set of Instruments – I,5 ECTS		Planning and evaluation in music education 3 ECTS	Movement and dance
Total - 18 ECTS	Total – 24 ECTS	Total – 66 ECTS	Total - 37 ECTS

The total planned number of credit points to be gained in the **"**Integrated Methods in Teaching *Cultural Understanding of and Self-Expression in Art"* study course is 4! This is a serious challenge for a high – quality educational process.

Conclusions

From researching the attainment of the study course offered at Latvian higher education institutions, as well as at foreign higher education institutions, it will be necessary to update the need for the following fundamental study courses for the high quality and integrated acquisition of music teaching methodology:

- music teaching methodology;
- research process in teaching (music teaching);
- music history and stylistics;
- psychology of music;
- conducting, choir/vocal ensemble work methodology;
- music project management.

The lack of the specific study courses is identified in the result of the comparative research of the study programmes carried out regarding the content of the new music methodology module. A risk arises of not reaching the programme goal in a high qualitative way without integrating the acquisition of the abovementioned study course in the curriculum of the "Integrated Methods in Teaching *Cultural Understanding of and Self-Expression in Art"* study course.

As the result of this lack the students having completed the study course "The integrated teaching methodology in the study field "Understanding of culture and self-expression in art"" within the one-year study programme "Teacher" will have acquired a certain competency in only a single main approach mentioned in the theoretical study, namely – to teach about music. The main approach characteristic of the Latvian music education tradition – to teach music – may be subjected to a limited, partial implementation due to the lack of appropriately thorough academic and professional education of the future teachers. Also the ideal unification of the two approaches – to teach music and to teach about music – may become unattainable due to the lack of sufficient erudition and theoretical knowledge of the young teachers.

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RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND COGNITIVE LOAD FOR STUDENTS IN DISTANCE LEARNING

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Abstract. *The COVID-19 global pandemic has forced the education process worldwide to change its form to distance learning. This empirical study contributes to recently limited knowledge about the remote learning process. The study aimed to determine how academic self-efficacy is related to subjective cognitive load to predict achievement results in different forms of distance learning. The research method used was a quasi-experimental pilot study. The research questions were: (1) What is the relationship between academic self-efficacy, subjective cognitive load, and achievement results in teacher-directed distance learning? (2) What is the relationship between academic self-efficacy, subjective cognitive load, and achievement in student-directed distance learning? (3) What is the difference between teacher-directed and student self-directed distance learning settings regarding relationships between academic self-efficacy, subjective cognitive load, and achievement results? The measurement of academic self-efficacy and subjective cognitive load in the context of task assessment results were compared in different distance learning settings in two independent groups of 9th graders. The results suggest a significant relationship between subjective cognitive load and achievement results in student self-directed but non-significant between all variables in teacher-directed distance learning settings. In contrast, settings themselves demonstrated no influence on any measured factors.*
Keywords: *academic self-efficacy, achievement, distance learning, subjective cognitive load.*

Introduction

The pandemic caused by the COVID-19 virus has forced schools worldwide to change their form of education. According to UNESCO (United Nations Educational, Scientific and Cultural Organization), more than 1.2 billion learners in 186 countries switch to distance learning (Li & Lalani, 2020). On November 12, 2020, the Latvia Education Law Amendment came into force defining that distance learning becomes "a part of the full-time education process" (Education Law Amendment, 2020, article 1.1.). The OECD meta-analysis study indicates that there is currently a lack of sufficient research worldwide on the impact of technology on the learning process (Gottschalk, 2019). Due to the changes that COVID-19 has forced, it is fundamental to study and understand the impact of psychological aspects in distance learning.

The study aims to determine the relationship between academic self-efficacy and subjective cognitive load in the prediction of achievement results in different forms of distance learning. The research method used was a quasi-experimental pilot study. This paper examines the relationship between academic self-efficacy, subjective cognitive load and achievement results in teacher-directed and student self-directed distance learning settings. The specific objective of this study was to investigate whether relationships in these two instructional settings differentiate. The study sought to answer the following specific research questions: (1) What is the relationship between academic self-efficacy, subjective cognitive load, and achievement results in teacher-directed distance learning? (2) What is the relationship between academic self-efficacy, subjective cognitive load, and achievement

results in student self-directed distance learning? (3) What is the difference between teacher-directed and student self-directed distance learning settings according to relationships between academic self-efficacy, subjective cognitive load, and achievement results?

Literature review

Digital technology and the World Wide Web have changed the way people learn and acquire new information. Recently, education underwent enormous changes due to the impact of changing habits in contemporary communication driven by digital technology (Griskevica, 2018, 2020; Hooft, 2018; Howe & Strauss, 2000). As a result of intelligent device functions development, learning materials can be accessed anywhere, anytime. However, scientists debate how such easy and fast access to a wide range of information affects people's ability to learn (Lodge & Harrison, 2019). Although many published studies describe the relationship between cognitive abilities and education (Griskevica, 2016, 2017; Liou & Bulut, 2020; Sternberg, 2020), it has been suggested that cognitive functions in the digital environment interact differently with learning processes than in the traditional general environment (Lodge, Kennedy, & Lockyer, 2016; Lodge & Horvath, 2017; Martin, Sun, & Westine, 2020; Pigott & Polanin, 2020; Sahni et al., 2021). It has been reported that the digital environment can increase the cognitive load and inhibit learniing. The studies show that the flow of information in cyberspace attention and memory processes impact differently than in physical space (Firth et al., 2019; Palghat, Horvath, & Lodge, 2017). Due to the COVID-19 pandemic sudden introduction of distance education into the general learning process, it has become one of the unique challenges for all its participants. Some investigators have named it a "spontaneous experiment" because the urgent implementation of the digital learning forms was required in the ongoing education process, while research findings of the impact of the digital environment on learning are still unclear (Zavizion et al., 2020, p. 4). Factors influencing the learning process, such as teacher-directed and student self-directed distance learning settings, are considered more important than the digital environment (Kümmel, Moskaliuk, Cress, & Kimmerle, 2020). The authors identify two orientations in the exploration of education-learning settings: individual and social in the context of which the teacher-directed and student self-directed distance-learning settings can be understood. Studies with an individual orientation explore individual learners mental representations and knowledge acquisition in digital learning environments. Studies with a social orientation, explore learners' participation in the social system and application of the learning materials in collaboration.

The last decade has seen a growing trend towards investigation the influence of academic self-efficacy on student achievements in remote learning settings (Honicke & Broadbent, 2016; Huang, 2012; Yukuselturk & Bulut, 2007; Joo, Lim, & Kim, 2013). Since the term self-efficacy was reported in social learning theory, it indicates a function of self-regulation that can influence a person's behavioural and cognitive processes (Bandura, 1991, 2001). Although meta-analysis demonstrates that self-efficacy is related to academic performance in the long term (Talsma, Schüza, Schwarzerc, & Norrisa, 2018), the results are not unambiguous, and correlation has not been determined between these entities (Bouffard & Couture, 2003; Crippen, Biesinger, Muis, & Orgill, 2009; Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997; Yusuf, 2011; Wahabi, 2009). Questions have been raised alongside the necessity to clarify the relationship between academic performance and academic self-efficacy in the context of different distance learning settings (Cho & Shen, 2013; Yokoyama, 2019; Wilde & Hsu, 2019).

Regarding cognitive processes, investigations demonstrate that higher levels of general self-efficacy correlate with the cognitive abilities that motivate oneself to attain the

goal (Bandura, 1994, 1998; Bouffard & Bouchard, 2005). Since the reported theory of the subjective cognitive load (Sweller, 1993, 1998), recent evidence suggests that academic self-efficacy and subjective cognitive load could exist a straight correlation within the academic environment (Vasile, Marhan, Singer, & Stoicescu, 2011; Huang & Mayer, 2019). Several researchers have recognized that cognitive loads are among the most influential factors with a critical role in distance learning outcomes (Curum, & Khedo, 2020; Stiller & Bachmaier, 2018). The Cognitive Load Theory states that instructional methods are essential to decrease extraneous cognitive load so that available cognitive resources can be entirely devoted to learning (De Jong, 2010; Chandler & Sweller, 1992; Sweller, 2005). Cognitive overload is understood in terms of how information is processed during learning and relates to the amount of information that working memory can hold at one time. A review of performed studies on the relationship between self-efficacy and academic performance in online learning states the fact that there are extremely little published data about their influence on cognitive processes (Curum & Khedo, 2020; Yokoyama, 2019). Although studies demonstrate that cognitive overload lowers educational performance, few published studies have examined the consequences of cognitive overload in distance learning settings (Alyushin & Kolobashkina, 2019; Mierlo, Jarodzka, Kirschner, Kirschner, & Kirschner, 2014; Sweller, Van Merrienboer, & Paas, 2019). These findings suggest that more exploration of human collaboration influence the learning process in e-learning is needed (Baum & McPherson, 2019; MacKenzie, 2019; Zhampeissova et al., 2020).

Methodology

Research tools

In the study, academic self-efficacy was measured by an adapted version of the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995; Bulina, 2009), which was modified for the academic field dimension (Cronbach's α is .81). The modification and adaptation of the scale for academic self-efficacy measurement were performed according to the authors' recommendation (Schwarzer, 2014). The scale is one-dimensional and consists of ten statements with four possible answers on a curved scale for each. There are ten statements in each: The respondent's task is to give his / her assessment on a 4 point Likert-type scale of the extent to which he/she agrees with each of the statements from 1 (strongly disagree) to 4 (strongly agree). Scoring sums up all ten items to generate the final composite score from 10 to 40. The designed scale is for adults and adolescents from the age of 14. The scale is used and adapted in 32 languages (Schwarzer, 2014). It aims to determine how an individual perceives self-perceived self-efficacy in coping with daily difficulties to persevere, engage in challenging and complex situations, and successfully recover from failures to achieve their goals (Schwarzer & Hallum, 2008).

Subjective cognitive load was measured by the Subjective Cognitive Load Measurement scale (Paas et al., 2003; 2010). On a curved scale from 1 to 9, the scale assesses how high the cognitive load was perceived during the task: 1 (very, very low mental strain) up to 9 (very, very high mental strain). The scale proves to be a reliable and valid estimator (Ayres, 2006) of overall cognitive load. The scale's design does not interfere with the learning process (Paas, Ayres, & Pachman, 2008).

Achievement was assessed according to the English language achievement test elaborated by the teacher according to the learning curriculum of the 9th grade. The test was developed from the task samples of the state examinations on the National Center for the Education Republic of Latvia website (National Center for the Education Republic of Latvia, 2020). All together test consisted of four tasks from which two focused on reading skills and two on language understanding. The answers were rated on a Likert scale from 1 (very, very

poor) to 10 (excellent), while in case of failure to complete the test, the students received NV (no rating).

Data collection procedure

The identical tasks and measurement procedures were performed simultaneously (90 minutes) in different distance learning settings. The teacher-directed distance learning settings were defined as when the teacher is present on the screen and interacts with students. The student self-directed distance learning settings were defined as ones where the teacher has prepared instructions and students work independently without teacher presence online. The procedure was performed in online settings, and the sequence of the study was the following: students completed the measurement of the modification of the General Self-Efficacy Scale for the academic dimension (Bulina, 2009; Schwarzer & Jerusalem, 1995; Swarzer, 2014), then tasks and tests of the current English language lesson, then Subjective Cognitive Load Measurement Scale (Paas et al., 2003; 2010; Paas, Ayres & Pachman, 2008), after the lesson the teacher evaluated achievement results.

Methods of analysis

Multiple linear regression was carried out to investigate the relationship between academic self-efficacy (scale 10-40), achievement results (scale 1-10) and cognitive load (scale 1-9). The *R*-squared (R^2) equation was used to evaluate the model fit. To report each predictor's slope of influence, the standardised coefficient Beta-coefficient *(β)* was calculated with a statistical significance *p*-value. The individual predictors were examined with Student *t* criteria with statistical significance *p*-value as predictors in the model. The scatterplot of standardised predicted residuals showed that the data met the homogeneity assumptions of variance and linearity. The residuals were approximately normally distributed. Empirical data statistically analyses were performed with SPSS (Statistical Package for the Social Science v. 26.0).

The study sample

The proximity principle made sampling. Participants came from the same educational establishment and were randomly divided into two independent groups (Group 1, *n* =30, male 50% and Group 2, *n* =30, male 50%) aged from 15 to 16 (*M* = 15.02, *SD* = .05). The two groups were aligned by gender and average achievement results in the subject.

Research results

In order to answer the first research question, a multi-factor linear regression was used to predict achievement results based on their academic self-efficacy and subjective cognitive load in teacher-directed distance learning settings. A non-significant regression equation was found $F_{(2, 27)} = 1.600$, *p* < .221, with an R^2 of .106. The individual predictors were examined further and indicated that cognitive load *(t = -.224, p = .825)* and self-efficacy (*t* = -1.695, *p* = .102) were nonsignificant predictors in the model. It means that by increasing the subjective cognitive load and academic self-efficacy by one unit, the achievement assessment decreases non-significantly. This means that academic self-efficacy and subjective cognitive load did not influence achievement results. Values of Beta-coefficients *(β)* and their statistical significance (*p*) is shown in Table 1.

Table 1 **Indicators of the contribution of academic self-efficacy and subjective cognitive load in predicting the achievement results in the regression model for teacher-directed distance learning settings**

Factors	Beta -coefficients (β)	Significance (p)
Academic self-efficacy	.024	.825
Subjective cognitive load	-.251	.102

*Significance level $p \leq .05$ *, $p \leq .01$ ***

In order to answer the second research question, a multiple linear regression was used to predict achievement results based on their academic self-efficacy and subjective cognitive load in student self-directed distance learning settings. Here a significant regression equation was found with subjective cognitive load $F(2, 27) = 4.363$, $p < .023$, with an R^2 of .244. The individual predictors were examined further and indicated that just a cognitive load ($t = -2.314$, $p = .029$) was a significant predictor in the model. It can be seen from the data in Table 2 that by increasing the subjective cognitive load by one unit, the achievement results on average will decrease by .472. This means that 24% of achievement results are influenced by subjective cognitive load.

Table 2 **Indicators of the contribution of academic self-efficacy and subjective cognitive load in predicting the achievement results in the regression model for student self-directed distance learning settings**

Factors	Beta-coefficients *(β)*	Significance (p)
Academic self-efficacy	.028	.353
Subjective cognitive load	-.472	.029*

*Significance level $p \leq .05$ *, $p \leq .01$ ***

In order to answer the third research question, a multiple linear regression was used to predict achievement results based on a different type of distance learning settings. After adjustment of academic self-efficacy and subjective cognitive load by changing various distance learning settings, results did not show statistically significant differences in achievement results $p > .05$. The group factor demonstrated no statistically significant influence on achievement results, not on academic self-efficacy and subjective cognitive load. The mean values of each measured factor are displayed in Table 3.

Table 3 **Mean values of the academic self-efficacy, subjective cognitive load and achievement results for students in both distance learning settings**

Factors	Distance learning settings		
	Group 1 ($n = 30$)	Group 2 ($n = 30$)	Together ($N = 60$)
Academic self-efficacy	30.17	30.60	30.38
Subjective cognitive load	5.07	4.73	4.90
Achievement results	6.67	6.50	6.58

*Significantce level $p \leq .05$ *, $p \leq .01$ ***

In summary, these results suggest a significant relationship between subjective cognitive load and achievement results in student self-directed but non-significant between all

variables in teacher-directed distance learning settings. In contrast, settings themselves demonstrated no influence on any measured factors.

Discussion

This study set out to assess the importance of a science-based approach to distance learning and clarify how motivational and cognitive aspects may interplay in this learning environment. Surprisingly, no differences were found between teacher and student self-directed remote learning settings in mean values of academic self-efficacy, cognitive load and achievement assessment measures. Meanwhile, the study results indicated that in student self-directed distance learning settings, subjective cognitive load impacted the achievement of assessment results. Contrary to expectations, this study did not find a significant difference between self-efficacy and achievement results in both distance learning settings.

Although cognitive loads are recognized as an essential part of distance learning (Stiller & Bachmaier, 2018), there is still little information about its relationship to self-efficacy (Yokoyama, 2019). Contrary to expectations based on some published research (Talsma et al., 2018; Huang & Mayer, 2019), this study did not find a significant relationship between academic self-efficacy and achievement results. These results agree with the findings of other studies, in which the relationship between academic self-efficacy and performance was questioned or even not found (Crippen et al., 2009; Cho & Shen, 2013; Wilde & Hsu, 2019). A possible explanation for this might lie in the difference between learning and performance goals. It is reported that this contrast exists between the goals of the effort and the evaluation of the achievement process by itself (Bouffard & Bouchard, 2005). These results agree with the findings of other studies that demonstrate strong evidence of unclear correlations between perceived competence and achievement goals in school settings (Bouffard & Couture, 2003; Harackiewicz, et al., 1997). These results support the idea that self-efficacy has an indirect effect on achievement motivation and self-learning strategies in academic accomplishments (Yusuf, 2011; Wahabi, 2009).

The current study does not support findings that postulate a forthright correlation between academic self-efficacy and cognitive load in the learning environment (Vasile et al., 2011). This study confirms that subjective cognitive load is mainly associated with the achievement of educational goals in the contexts of distance learning (Zhampeissova et al., 2020). The cognitive load has been recognised as a significant factor that influences achievement results in the digital environment learning processes (Al-Hunaiyyan et al., 2017). This study's observed results could be attributed to the idea that educational programs in a remote learning environment are more effective if the cognitive load is optimal (Curum & Khedo, 2020). According to recent reports, inadequately designed educational content exceeding possible for perception elements can lead to overload and poor achievement results (Alyushin & Kolobashkina, 2019; Sweller et al., 2019). The evidence from this study suggests that subjective cognitive load has more impact on performance in such distance learning settings where there is no direct teacher guidance. These results are consistent with those aptitude-treatment interaction studies, which suggest that in particular circumstances teacher-directed instruction reveals advantages (Chen &Chen, 2018; MacKenzie, 2019; Martin et al., 2020). Some of these findings demonstrate that in distance learning settings, specifically students with lower reasoning ability benefit from the teacher-directed instructions (Sahni et al., 2021; Zhampeissova et al., 2020; Ziegler et al., 2020).

Summarising this study has identified the differences in two web-based tutoring versions of instructions. These findings should improve predictions of the impact of the training task's design form on the distance learning settings' learning process. Further studies, which take the studied variables into account, will need to be undertaken. However, more

research of the larger sample on this topic needs to be conducted before the association between self-efficacy, subjective cognitive load, achievement results, and distance learning forms is more clearly understood.

Conclusions

This study set out to assess the effects of different distance learning conditions on how knowledge is acquired. The present study was designed to determine the relationships between self-efficacy, subjective cognitive load and the achievement results in remote learning settings. During this quasi-experimental pilot study the identical tests were given to two randomly divided groups in two distance-learning settings where one performed tasks under the own guidance, but the other under the guidance of a teacher.

This study has found that generally, there were no significant differences between these two groups in measurements of self-efficacy, subjective cognitive load and achievement results. In teacher-directed distance learning conditions, investigations did not find significant relationships between the studied variables. While interestingly, multiple regression analysis revealed that the cognitive load was a significant predictor in the student self-directed learning settings. The tendency showed that by increasing the subjective cognitive load in student self-directed learning settings, the assessment results would decrease.

An implication of this is the possibility that students in self-directed distance learning settings may perceive the tasks more difficult than in teacher-directed settings. These data suggest that the perception of the cognitive load has significant implications on the achievement results and in this respect, the role of teacher presence or non-presence may be critical. Surprisingly this study could not state any contribution of academic self-efficacy on subjective cognitive load and achievement. These results offer a framework for further exploration of the role of perceived self-efficacy in learning. If the subjective cognitive load is more connected with persistence, self-efficacy is more consentient with social learning skills. This study highlights the meaning of motivation over self-perception factors in the learning process.

Overall being limited to a pilot study with a small sample, the study only aimed to look at the distance learning conditions. The present study's key strength was the quasi-experimental condition imposed by Covid-19, making the design possible. Returning to the question posed at the beginning of this study, it is now possible to state that academic self-efficacy by changing various distance learning forms does not significantly impact achievement results. Still, the question raised by this study is how subjective cognitive load displays in different distance learning settings and that more exploration of human collaboration role in the e-learning process is recommended.

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SERVICE-LEARNING IN SOCIAL WORK EDUCATION TO DEVELOP SOCIAL WORK COMPETENCIES IN UNIVERSITY STUDENTS

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Abstract. *The paper deals with service-learning as a teaching and learning approach in higher education being embedded in social work education seeking to achieve the synergy of the two reciprocally complementing and contributing phenomena. The aim of the theoretical investigation is to overview the concept of social work education as facilitated by service-learning to develop social work competencies in university students. The contribution of service-learning in delivering social work education curricula usually emphasises the development of core competencies and values in social work students, prospective professionals. The contemporary challenges, expectations and contextual demands are set for the social work profession both globally and locally. Therefore, the present research attempts to explore how the two concepts are bridged to meet for the development of social work competencies in university students and shares the insights on the implementation of this pedagogical approach in academic and broader community contexts.*
Keywords: *higher education; pedagogical approach; service-learning; social work competencies; social work education*

Introduction

Service-learning, as a pedagogical approach bringing together students, academic staff and community members, is common throughout the world for several decades; however, some concerns are widely discussed in relation to the embedding of this educational method in higher education settings, attempting to "enrich and enhance higher education practices with students' competences and skills in bridging theory and practice, acquiring agency that potentially leads to a positive social change" (Gruslyte, 2020, 201). The present paper narrows down the focus of investigation specifying service-learning for the field of social work education in university studies and aims to explore how the two concepts bridge the fields seeking to generate synergy and positive social change.

Earlier research works on the adaptation of the initially American model of service-learning to local (Lithuanian) socio-cultural and educational contexts (Mažeikis, 2007; Barzelis, Barcytė, & Mažeikienė, 2008; Mažeikienė, Ruškus, & Vandzinskaitė, 2008; Vandzinskaitė, 2011) have pointed out that it was being embedded to bridge the gap between theory and practice in university curricula and a combination of three elements, i.e. community service, purposeful academic learning, reflection, constituted the essence of this educational innovation (interchangeably called cooperative studies) (Mažeikienė, 2008, 8), reaching for students' improved competencies and skills, increased social awareness and agency as well as a positive social change, as the common good being constructed by the participants of this educational process. Recent theoretical and empirical investigations of service-learning as a holistic pedagogical approach aiming to develop students' work-life skills (communication, team-working and social skills as well as capacities in project-work, problem-solving, information literacy, communication, technological familiarity, time management, leadership), enhancing the integration of a pro-social disposition in young professionals-to-be, developing their civic-engagement competencies (Embedding Service-Learning in Higher Education. Developing a Culture of Civic Engagement in Europe, 2019)

put a stronger emphasis on the beneficial character of this pedagogy, closely investigating the contribution to all involved parties: students, the academia and communities. This is also under the scope of the present theoretical investigation, employing relevant literature review and a discussion to point out several negotiable aspects.

Knowledge and Innovation for the Social Change

Describing service-learning, researchers relate it to social constructivism, since it facilitates the building of people's competencies, their communal participation, civic activeness and engagement (Mažeikis & Lenkauskaitė, 2008, 30). The critical dimension in the service-learning concept has been added in further stage of its scholarly development and relevant social contexts, in response to the emerging realities, social and academic demand as as well as prompting students "to think critically about social issues and act creatively to produce change" (Mitchell, 2007, 101), implement it as "the act of service, of community involvement that changes the traditional learning experience" (ibid., 107). Critical service-learning experiences, as advancement, may give students "a different perspective of the agency and its contribution to community, as well as a deeper understanding of the community served" (ibid., p. 108). The service-learning components 'learning to serve' and 'serving to learn' taking place within community and classroom are supplemented with 'a social change orientation', 'working to redistribute power' and 'developing authentic relationships' (Mitchell, 2008). Moreover, critical service-learning may be employed seeking to address the ways in which civic engagement can become repositioned and revitalised (Preradović & Mažeikienė, 2019). The re-positioning of service learning as an educational technique and continuous innovation is one of the concerns connected to the assumed missions of higher education institutions operating in the broader social context.

Social work is treated as a global profession, putting emphasis on social work theory, curriculum design, social work practice and professional identity (Global Social Work: Crossing Borders, Blurring Boundaries, 2014). Characterising the issues which social workers face in various sociocultural contexts and cases of social workers' awareness and identity, Carolyn Noble and Mark Henrickson underline that "a philosophy of social work is dynamic, critical, and engaged with clients and the intersection of their multiple environments" (Noble & Henrickson, 2014, 12). More specifically, writing about social work practice, Thomas O'Hare notices that "beginning social workers develop their knowledge and skills through both classroom learning and practice experience" (O'Hare, 2020, p. ix). Further he adds: "The sources that have influenced the development of the essential skills curriculum in social work programs over the past century include theory, practice, wisdom, and tradition and, more recently, empirical research on the processes of psychosocial interventions and their relationships to client outcomes (…)" (ibid., 3). Moreover, overviewing the evolution of social work concept, David Howe calls social workers "raisers of consciousness" and "seekers after meaning" (Howe, 2016). These insights emphasise the multifaceted nature and character of social work education that integrates higher education and broader communities through implementation of service-learning.

Acknowledging that service-learning, as a pedagogical and social innovation, originated in the American socio-educational contexts, it is worth referring to the educational policy and accreditation standards for social work curricula, as defined by the US Council of Social Work Education in this respect. Dealing with Baccalaureate and Master-level programmes, this organisation quite recently identified six dimensions in the discussed field: performance, knowledge, values, affective reactions, critical thinking, professional judgement (Council for Social Work Education [CSWE], 2015). These

dimensions are overviewed by John Poulin and Selina Matis who emphasise a significant change in assessing the holistic competencies in social work students seeking in their future careers to provide competent social work to clients (Poulin & Matis, 2015). In their view, the listed dimensions of competencies constitute, or circle around, the comprehensive competence (ibid.), though being drawn in a static manner.

Continuing the global discussion on service-learning and social work education processes and benefits, the reciprocity of the academia and communities making effect on and contributing to each other has been recently and relevantly broadcasted through the international webinar "How Can Universities Improve Their Social Impact" ([HCUITSI], 2021) bringing the issues of civic and ethical engagement, impact on communities, sense-making of diverse expertise as well as knowledge and innovation support to the surface. This polylogue emphasised the need in building bridges between university communities and other communities, the impact of agency through academic research, engagement in solving real-world problems. Universities are globally viewed as anchor institutions, not just research institutions; the encouragement and expectation is expressed to go beyond that and create stronger leaders, communities, economies. Moreover, the said discussion revealed that the agency, engagement and research ought to be supplemented with wisdom as a higher purpose, i.e. to connect the knowledge systems; and, in this connection, there is an expressed call to create a model of social enterprise, to create solutions to occurring challenges.

Specified Concept of Service-Learning in Social Work Education

To develop the discussion on the essence and purpose of service-learning, scholars and practitioners try to highlight this pedagogical approach among other experiential learning practices. Discussions on the character and features of service-learning attempt to specify the concept of service-learning mostly focussing on the engagement, learning and contribution of the parties involved. Catherine M. Lemieux and Priscilla D. Allen call this phenomenon 'academic service-learning', underlining that it is "a pedagogical approach that integrates community service with academic study to promote student reflection, critical thinking, and creative problem solving" (Lemieux & Allen, 2007, 309). They put emphasis on the importance of specification because the "definitions frame how student and community-oriented outcomes are conceptualized and operationalized" (ibid., 312). Another scholar, Andrew Furco, draws 'the balance beam' to locate five "service-focused experiential learning practices": volunteering and internship activities at the bottom level (meaning the recipients of the service benefit more in the case of volunteering; whereas, in the case of internship, a student (as a provider) focuses more on learning and benefits from it); the middle level includes community service and field education, with field education giving more educational benefit to a student, rather than community service stronger favouring recipients; and service-learning is depicted at the top, demonstrating that it encompasses, grounds on the features, practices and experiences of the other ones drawn below (Furco & Norvell, 2019, 21). Moreover, the hyphen connecting the words and concepts 'service' and 'learning' reflects the reciprocity and mutual benefit to both, the recipient and the provider, service and learning, which are foundational to the concept encompassing the symbiotic relationship (ibid., 22).

In his book on service-learning, Dan W. Butin suggestively points out that "the service is not to benefit only the server (…). Not only should the server provide a meaningful and relevant service to those he is serving, but often members of the community being served should be the ones responsible for articulating what the service should be in the first place." (Butin, 2010, 5). The reciprocal character of learning from and in communities, academic and common society, as well as the awareness about this mutually

contributing process develops the professional and personal competencies in students. This resonates with the social work competencies listed and defined in the recent EPAS standard for social work education, pointing them out but not limiting with them in the educational process: ethical and social behaviour, engagement in diversity and difference, concern about human rights and social, economic and environmental justice, engagement in policy practice, attention to individual, families, groups, organisation and communities (CSWE, 2015). The social work competencies are connected to the earlier mentioned six dimensions in social work. Moreover, in the EPAS standard, the emphasis is also put on one more reciprocal, interactive and symbiotic nature of service-learning in social work education: the practice-informed research and research-informed practice (CSWE, 2015). The latter aspect brings about not only the aspect of student learning but also the research component in the entire university education process and progress.

Recent scholarly negotiations in relation to the updating of the concept definition for a European socio-cultural context took place in the frame of an international project "Europe Engage", revealing an emerging "unique European version of service learning" (Furco & Norvell, 2019, p. 32) and produced an updated quite extensive definition of service-learning:

> Service-learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential strategies underpin the learning process and the service is link to the academic discipline. Service learning brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real world learning, the overall purpose of service learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society. (ibid.)

This definition also echoes the global trends and experiences observed and gained throughout implementation of service-learning by higher education institutions, intentionally integrating curriculum with community service components, as underlined by C. M. Lemieux and P. D. Allen, "reestablishing higher educations' commitment to solving social problems in the communities in which such institutions reside" (Lemieux & Allen, ibid.). Overviewing the elaborations on the integration of service-learning and social work education, they observe that "community-based learning is consistent with social work education approaches that model and teach empowerment-oriented practice", "social work education offers a prototype for service learning", "experiential and community-based models (…) have had a consistent presence in social work education", "all of social work education is service-learning" (ibid., 313). The interconnection of service-learning and social work is also elaborated by a number of other researchers in the field who emphasise that social work educators engage in service-learning as methodology and philosophy leading to a social change, renewal of both the academy and society, that "service-learning presents an opportunity for social work to reinforce its mission", for a student to be a community participant (Phillips, 2007, 8), treat service-learning as part of the social work curriculum through "the functioning of and interrelationships between social systems, the strengths perspective in practice, and empowerment" (Furuto, 2007, 22), emphasise collaborative responsibilities of the three service-learning partners (student, university, community) seeking to fulfill their expectations (Furuto, 2007), yet point out that "[i]nstitutions of higher education vary in their commitment to service learning" (Majewski, 2007, 46). The positioning of two elements of service-learning in delivery of social work education is linked to the intentional focus on either service or learning, also either reciprocity or

separation (Campbell & Bragg, 2007, 210–211). However, the researchers conclude that "[h]istorically, social work education has been grounded in experiential education, in developing social workers to improve communities and to take action based on the core values of the profession" (ibid., 217). Moreover, students are viewed as agents of social change, the transformative change (HCUITSI, 2021). The overall task of service-learning is "to inspire and empower" (ibid.).

Not only service-learning, as a concept, needs constant theoretical and practical revision; social work does, too. Th. O'Hare observes that "little work has been done to provide a conceptual model of social work practice that incorporates a broad array of (…) interdisciplinary influences (…)" (O'Hare, 2020, 3). Elaborating on the professional functions, he points out interventions that "comprise combinations of essential skills drawn from three major categories: (1) supportive skills (…); (2) cognitive behavioural coping skills (…); (3) case management skills (…)" (ibid., 4). Thus, service-learning is employed as an educational approach to develop and meet these demands in developing the multiple competencies of social workers. One more constituent part of social work education, empowerment, is viewed "not as a goal, but as a process" (ibid., 21). Through service-learning, empowerment is developed in and endowed to the three parties: students, community members and academic staff, empowering themselves and others in the scope of their expertise and purposeful engagement.

Discussion

The overviewed complex and evolving concepts of service-learning and social work education require a discussion on the engaging reciprocity, demand trends and contexts, as requiring updated competencies for the academia and (pre-service) social workers, also requiring increasing awareness and agency from the community side.

In his book's chapter on service-learning, "Defining and Disturbing Service-Learning in Higher Education", D. W. Butin brings a stir to the common flow by enquiring what service-learning "truly is" (Butin, 2010, 4). He articulates several questions in relation to the essence of service-learning: "Is service-learning a pedagogical strategy for better comprehension of course content? A philosophical stance commitment to the betterment of the local and/ or global community? An institutionalized mechanism fostering students' growth and self-awareness concerning responsibility? Or (…) a voyeuristic exploitation of the "cultural other" that masquerades as academically sanctioned "servant leadership" (…)?" (ibid.). The researcher asks these questions seeking to point out the needed balance between service and learning and to "link them in a meaningful way" (ibid., 5). He emphasises that "service-learning is never a singular, stable, or, ultimately, controllable practice (…)" (ibid., 4). Indeed, most of the presently reviewed literary sources have proven the latter observation. Much depends on the socio-educational approach to the competences of social workers-to-be and the demands of actual communities they intend to contribute to. As a pedagogical strategy, service-learning is a much-promising opportunity, if driven on the basis of both locally and globally identified and defined activity dimensions, contexts, expectations etc. in relation to social work and education in the field.

However, as concluded in the earlier paper on goals and experiences in implementation of service-learning, "[t]he paradigm shift of service-learning and critical service-learning, the transition in the approach to higher education led by the goal to educate professionals who are socially-conscious, active citizens capable of demonstrating their agency, having work-life skills and having experience-based knowledge of culture they are about to immerse in as professionals likely leading to a positive social change in society drive the educational innovation further" (Gruslyte, 2020, 208). Not leaving the community role aside, it is worth

emphasising that reciprocity, partnership, shared wisdom and togetherness broaden the opportunities facilitated by the synergy.

Reviewing the ongoing scholarly investigations on service-learning in social work education, C. M. Lemieux and P. D. Allen conclude that "research lags far behind practice ideals" (Lemieux & Allen, 2007, 321), "[s]ervice-learning in social work education is a pedagogical approach in need of more rigorous evaluation research to advance knowledge and to inform practice in the field" (ibid.). Being aware of continuous educational and social changes, they point out the need "to build theory from the design and conduct of service-learning activities that produce meaningful outcome at all levels" (ibid., 312). Elaborating on the social work theory, D. Howe distinguishes two kinds of theory: theories for social work and theories of social work (Howe, 2016). The beneficial reciprocity of service-learning and social work education, as continuously developing, interacting and symbiotically generating processes, seeks to explore and implement both aspects, for and of, because these are the key points in approaching the complex phenomenon of the socio-educational reality. In this respect, the present paper attempted to display the diversity of approaches, treatment of service-learning as an educational philosophy, method, innovation technique in social work education as an area where social and educational demands and visions meet to generate the positive social change.

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