Resistencia educativa bidimensional en el establecimiento educativo terciario moderno de Ucrania

Two-dimension educational resistance in the modern Ukrainian tertiary educational establishment

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Resumen
El presente artículo destaca los detalles de la resistencia como un fenómeno negativo de varios niveles en el entorno educativo de las instituciones de educación superior de Ucrania. Los factores más significativos de la aparición de resistencias se caracterizan como una reacción a la sobrecarga informativa y psicoemocional de un docente de educación superior y un marcador de su desgaste profesional. Empíricamente, se han aclarado los detalles y el mecanismo de experimentar resistencia por parte de los estudiantes de educación superior en Ucrania en la etapa actual. Los resultados de la encuesta anónima permitieron rastrear el espectro de situaciones en la educación que perturban e intensifican el sentimiento de resistencia en los estudiantes, para perfilar las emociones negativas que las acompañan. También se destaca el impacto de la digitalización de la educación en la efectividad de su trayectoria educativa individual. El estudio abrió una nueva perspectiva para estudiar las situaciones más problemáticas que causan resistencia entre los trabajadores científicos y pedagógicos de las instituciones de educación superior de Ucrania e impiden el establecimiento de una comunicación sin barreras con los estudiantes de educación en un ambiente mixto.

Palabras clave: Estado psicoemocional, resistencia, educación digital, pedagogía, competencia.

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Abstract

This article shows the specific nature of resistance as a multi-level negative phenomenon in the educational space of modern Ukrainian universities. The most important factors of resistance manifestation as a reaction to the informational and psychoemotional overload of the university lecturers and the marker of their professional burnout. The nature and mechanism of experiencing resistance by modern Ukrainian university students have been empirically specified. The results of the anonymous poll revealed tracing the range of situations in the educational process, which cause and intensify students' resistance, showing the concomitant negative emotions. The influence of digitalization in education on the effectiveness of the student's individual educational trajectory completion is also shown in this study. The paper has opened further prospects for studying the problematic situations, which cause resistance in the Ukrainian university-level lecturers and prevent them from building zero-barrier communication with the students in a blended environment.

Keywords: Psycho-emotional state, resistance, digital education, pedagogy, competence.

Introduction

Rapid globalization of the information flow and development of information technology have contributed to the deep transformation of the Ukrainian educational space speeding up its digitalization and consequently empowering its European integration vector. The university lecturer is similarly in need of using information technologies for their everyday professional activities, primarily but not exclusively for their representation via a personal account in professional communities for promoting their life-long education. All that obviously requires a) constant online presence of both the university teacher and the student themselves as full participants of the individual educational trajectory; b) creating an individual communicative strategy with each of the students, and c) dispelling the border between the personal spaces of the teacher and the student both during and after the classroom hours.

The digitalization of the educational environment has led to several subsequent internal and external transformations in the system of university education in Ukraine itself, especially at the present time. Here we mainly discuss the modernization of the general and professional competences and program learning outcomes of professionally-oriented, educational and research programs. The courses are observed to acquire a clear practical orientation toward the world educational environment according to the demands of globalization and the educational service market where the English language is dominant (Huang, 2018). The logical outcome of such

profound shifts is the tendency towards renovating the education system and the functional capabilities of educational institutions (Karamushka & Tolkov, 2015).

In fact, the Ukrainian university staff face a difficult choice of modern tactical and strategic solutions for successful learning and a significant increase in the information load within their courses. Quality management of the Ukrainian higher education institutions is largely overbureaucratized while the university lecturers tend to associate the educational process organization itself with onerous control and extra paperwork (Overberg, 2019). The students have to deal with difficulties and lack of time for processing the learning content and subsequently are unable to master it effectively and acquire strong skills as the basis of their professional competence. The failure of both the above-mentioned parties to deal with the information stream naturally leads to a) mutual lack of understanding of the challenges faced by the opposite party; thus b) communication barriers, fear, resistance to change, and resistance in education as forms of violence (Ade-Ojo & Duckworth, 2019). Such processes cause the topicality of this paper.

The theoretical background for studying resistance from the pedagogical perspective is found in the works of Jason Harshman (Harshman, 2014), Henry Giroux (Giroux, 2001), and Barbara Lindquist (Lindquist, 1994). The essence of resistance in terms of its relations with youth is studied by Colman (2020), Bukodi y Goldthorpe (2018), and Kim (2010). The influence of neoliberalism and neoliberal practices on the educational process and the emergence of resistance in students have become the special interest of Sanders-McDonagh y Davis (2018), Zembylas (2019), and Edwards (2020). The interrelation between the learning process, cultural literacy and the society are researched by Jessop (2017), Wozniak (2017). By her part, Bojesen (2021) analyzed resistance based on upbringing norms. Social and psychological aspects of resistance representation have been researched by some Ukrainian academics such as Karamushka & Tolkov (2015) and Maschak (2012). Babicka-Wirkus (2018) is studying the multidimensional model of resistance in education.

In light of the previous background, this research aims to systemically analyze the specific features of resistance as a multi-level phenomenon at the Ukrainian institutions of higher education at the present time, to show the factors influencing its development and determining its duration for lecturers and students, to ascertain the ways of solving the problem on the level of the individual and the society. Realizing the delineated aim calls for reaching the following goals: a) characterizing the resistance as a multi-layered construct, revealing the core factors of its

appearance at the Ukrainian universities; b) showing the relationship between the feeling of internal resistance and the emotional state of the personality.

Methods

Design

This study is qualitative by its nature. It is based on the content of the academic disciplines "Methodology of Teaching English" (bachelor's level) and "Methodology and Teaching Foreign Languages at High (Specialized) and Higher School" (master's level), both integrate 4 ECTS credits / 120 hours, taught at Poltava V. G. Korolenko National Pedagogical University (Poltava, Ukraine) from September till December, 2021. The experiment aimed to help the student to do a self-analysis of motivation and self-correction to break their personal emotional barrier in communication with the lecturer; to find out whether the psychological resistance act is active / passive and whether it is possible to influence the formation of the social mini-group based on the unity of experiencing the emotion. The procedure of the study includes the following stages: creating a Google Form (March, 2022), collecting the respondents' answers (April-June, 2022), processing and reflection (July-August, 2022).

The creation of the questionnaire has been undertaken considering the specific features of the courses of each of the study's authors: all these questions are closely related to the context of the academic courses of teaching foreign (English) language. Their general pedagogical nature can also contribute to creating the information bridge and zero-barrier communication between the Ukrainian university lecturer and the student during their studies. Therefore, in 2022-2023 the obtained results are the base for overhauling and improving the content modules "Methods of teaching the English language within the linguistic, socio-cultural, and pedagogical framework" and "Management and ICT in teaching English" (bachelor's level), "Forming Foreign Language Communicative Competence" (master's level) for the academic disciplines at Poltava V. G. Korolenko National Pedagogical University (Poltava, Ukraine).

Participants

This study summoned 91 students of full-time and part-time modes of study at the Philology and Journalism Department of Poltava V. G. Korolenko National Pedagogical University has participated in the study. The participants are between 18 and 20 years for bachelor students (the

second and third years of study) and between 23 and 40 years for master students (the first year of study). All the participants have voluntarily agreed to participate in the survey. They have been warned about the anonymity of the study and subjectivity in expressing their position.

Instruments

Quantitative methods including the method of enumeration allowed counting the obtained results: a) assessment of resistance duration for the respondent; b) ranging the feeling of resistance according to the intensity scale (the factual data is going to serve as the basis for overhauling the content of the above-mentioned academic disciplines). The method of modelling was implemented in a) representing the student's circle of trust; b) assessing the probability of the students uniting in a mini-group due to the unity of their feeling of resistance.

Despite some drawbacks in developing the Google form, this information collection tool provides direct access to the subjective opinions and attitudes of respondents, which effectively serves the purpose of this paper. The obtained information of two types (facts as the core of the further descriptive studies, overhauling the content of pedagogic and methodological academic disciplines at the Ukrainian universities; quantitative calculations, which serve as the basis of tables) has got additional verification being analysed according to the question type and its general representation and being comprehensively shown in this scientific study.

Data collection

The questionnaire developed for this study encompasses a number of issues, the central one being the resistance as a systemic individualized reaction of the person: the student's internal unwillingness to keep in contact with the lecturer or to continue the study of the specific material during their studies. The structure of the questionnaire includes 17 questions. The questions come in two types: a) close-ended questions (with a set of pre-determined options); b) open-ended questions to get a unique internal reaction. The first type is used to range the frequency and duration of experiencing resistance by the Ukrainian university student and to determine the respondent's circle of trust, and their psychoemotional state. The second type of question determines the personal opinion of the respondent: the characteristics of their internal factors of resistance in education and communication at the institution of higher education together with locating the ways of removing these development barriers.

Analysis of the data

All the answers have been processed in two consecutive stages: 1) the analysis of parameters of closed-ended questions: with singling out main communication barriers and the ways of overcoming them (July 2022). As a result, diagrams were built as the foundation for overhauling the academic disciplines at the Ukrainian institutions of higher education; 2) processing of open-ended questions, which was made difficult by the following factors: a) the presence of the subjective option ("your own option"); b) the presence of such formulae as "Describe and explain", "Why / why not?"; c) the need for generalising the data on the student's personal emotions; d) variability / certain similarity of answers to certain questions and the need for singling out the most important parameters for developing the ways of overcoming the resistance in education by both sides of the communicative process. The logical outcome of the undertaken analysis is a comprehensive study of the information aimed at developing recommendations towards overcoming resistance in the previously mentioned methodological courses.

Ethical criteria

All the stages of this study are well-planned and balanced. The participants were orally informed about the future poll during the study of the academic disciplines "Methodology of Teaching English" and "Methodology of Teaching Foreign Languages at High (Specialized) and Higher School". The students have voluntarily agreed to participate in the research. The participants have been warned about the anonymity and confidentiality of collecting and processing the data.

Results

The modern Ukrainian university lecturer has to be a multi-faceted professional able to work flexibly in fuzzy conditions both autonomously and in a mini-group, to meet numerous (previously unknown) challenges of modern times. Beyond their basic competences in methods, methodologies and technologies of teaching humanities and, more specifically, foreign languages, such employee is expected to show a fully-fledged *research* (preparing an international scientific project, their own academic research, guiding students through their papers), *linguosociocultural* (everyday work with ethnographical data of the country which language is studied and specific, nationally-marked language units) and *communicative* (ability to integrate into the teaching staff / to find contact with the student to perform their professional functions) competences. The lifelong

education concept created the need for adapting to a rapidly changing professional and global environment; this process highlighted the additional dependence of the university lecturer on the ever-changing "game rules" which subsequently increases stress and fear of falling behind. These factors serve as powerful motives for the lecturer to resist the changes in the educational process of higher education institutions where all organizational aspects to be done according to the new demands (Karamushka & Tolkov, 2015).

A significant cause for resistance of the lecturer in the educational process is the sheer volume of communication and information. To prepare for classroom hours, giving consultations, seminars, symposiums, and developing a database of texts and tests for the course, the academic staff have to process a considerable amount of data from various sources, analyze it and present it to the student teaching the latter to use critical analysis skills for 1) searching the necessary material in the Internet; 2) choosing and filtering the data; 3) adhering to the principles of academic integrity and the culture of scientific references.

One of the integral factors constantly present in the professional activity of the Ukrainian university lecturer and limiting their efficiency is stress combined with elements of psychological pressure. The considerable emotional toll, lack of time for self-development and self-correction, and errors in processing information as the results of the above-mentioned factors inevitably lead to increased negative emotions in professional teams. Consequently, the lecturer's stress resistance is tested, and the negative dynamics in the professional teams are exacerbated. Communicative failures in interaction with colleagues and students predictably lead to professional burnout interpreted as a syndrome of exhaustion (Maschak, 2012) on the emotional, mental, and physical levels due to lasting emotional overload together with the concomitant feelings of physical tiredness, spiritual desolation, the sharp decrease in the self-esteem of their personal work, negative internal statement / prejudice against their position and the job itself, rejection / denial of the need for further self-improvement, conscious blocking of positive attitudes to the future professional achievements leading to the development / aggravation of depression, etc. All the mentioned agents and related traits feed the university lecturer's disbelief in their ability to teach effectively, in the meaning of the pedagogical work itself destroying the previously stable communicative bridges between the lecturer and the student and causing lasting resistance to teaching.

The logical result of negative changes in the personal sphere and professional microclimate of the Ukrainian university lecturer is the student's resistance caused by mirroring the loss of

contact with the lecturer / tutor and the feeling of psychological discomfort in communication. Such resistance as the secondary feeling is rightly perceived as a communicative act (Kim, 2010), "an answer" to the lecturer's resistance during the teaching process. It is motivated and empowered by the complex of factors, which can be distributed into objective and subjective ones. In the spectrum of objective parameters, we can differentiate the ever-increasing volume of the information stream, which the Ukrainian university student needs to effectively interact with, the level of digital literacy for creating zero-barrier educational process in the distant mode and work with distant (cloud) educational platforms, intensification of the content of the academic discipline, etc.

The range of subjective factors is considerably wider as it includes the entire spectrum of assessments, judgements, emotions and certain attitudes of students toward lecturers. We also need to consider the student's individual, deep reaction to the complex of formal limitations and demands of the university related to the structure and process of learning according to the specific learning program. Similar ideas are expressed by Emile Bojesen who emphasises that resistance to education represents the combination of the barrier to the newest educational norms with the theoretical / practical imposition of any educational norms (Bojesen, 2021). All these parameters inhibit the successful implementation of the student's individual educational trajectory lowering the level of their academic achievements, destabilizing the interaction with peers and the university academic staff, and destroying motivation for gaining knowledge and mastering skills.

The study has provided the basis for profound self-analysis of the respondents' inner world, specification of feelings / attitudes together with related emotions. Clarity of perception of the interviewees is ensured by ranging the questions into two distinct categories: a) identificatory questions (*Do you openly discuss the moments causing the feeling of resistance with your peers? Have any of your parents' decisions influenced your issue now?*); b) motivator questions (*Which feeling do you experience during the act of defiance? How do you express or want to express the feeling of resistance?*). Such distribution has enabled students to a) identify the presence / lack of a reaction (an act); b) process the potential / real (individual / group) type of their manifestation.

The general list of questions offered to the participants is as follows:

1. Do you feel internal resistance during your studies?
2. How often do you have this feeling?
3. Do you talk about this feeling with your trusted circle (your tutor)? Why / why not?

4. Do you discuss openly the moments evoking internal resistance with your groupmates? Why / why not?

5. How do you express or want to express the feeling of internal resistance?

   a) it's deep inside and let it remain there;

   b) an internal need for decisive actions;

   c) an immediate decisive action.

6. How do you express your internal resistance?

   a) peaceful resistance;

   b) decisive action;

   c) violent act;

   d) your own option.

7. Which emotions do you experience during your resistance?

8. How would you react if your groupmate called for a decisive act of resistance / a violent act against a certain moment in the learning process evoking the feeling of resistance in her?

9. How do you react if your groupmate commits such an act of resistance?

   a) solidarity (we are together in this situation);

   b) compassion;

   c) lack of understanding;

   d) your own option.

10. Which episodes of your studies evoke this feeling? (Describe and explain)

11. How would you ideally resolve them?

12. Would you have changed something in your past to prevent this situation from happening? (Describe and explain)

13. Would you warn the modern school students against the mistake (moments) which evoke the feeling of resistance in you now?

14. Have any of your parents' choices impacted your problem nowadays?

15. How should the department (university) managers react to the moments, which evoke the feeling of resistance (in the ideal situation)?

16. Your gender

    a) m;

b) f.

17. How old are you?

Figure 1. The Google Form questionnaire sample

The processed results (see Table 1) irrefutably prove the following: a considerable part of the respondents (43 persons, 47,3%) feel resistance during both the learning itself and the communication with the university lecturer. The frequency of experiencing this internal feeling varies from "rarely" (11 persons, 12,1%) to "sometimes / from time to time" (15 persons, 16,5%), "often" (9 persons, 9,9%) and "constantly" (4 persons, 4,4%). The answers of some respondents prove the situational nature of manifestations of this negative feeling ("every time when one has to communicate with the lecturer" (1 person), "it depends on the quantity and difficulty of the tasks" (3 persons), "when I do not understand the learning material" (1 person), "in the moment of panic" (1 person).

Table 1
How often do you have this feeling?

Feeling frequency representation	The total number of reactions (%)
Never	25 (27,5)
Rarely	11 (12,1)
Not frequently	11 (12,1)
Sometimes / from time to time	15 (16,5)
Frequently	9 (9,9)
Constantly	4 (4,4)
Other options	16 (17,5)

The scrupulous analysis of the explicitness of resistance manifestation of the participants shows that the majority of the respondents (53 persons, 58,2%) want to leave this negative feeling (together with concomitant emotions) deep in their souls. The leading factors of this decision are the statements "I think I have to deal with this on my own", "these are my personal problems", etc. The respondents who openly discuss these negative feelings with their trusted contacts (37 persons, 40,7%) express the positions "to be heard", "not to accumulate the negative emotions inside", "to get some advice and change the attitude", "when I discuss the problem, it gets easier", "because I trust". Circles of trust of these students are represented as follows:
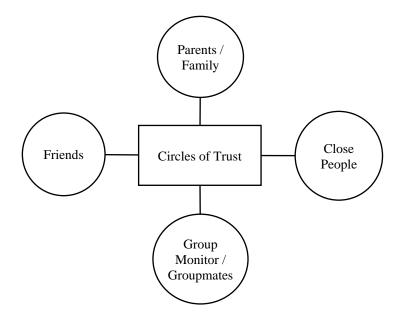
Figure 2. Circles of trust

The answers to the questions about the discussion of the moments related to the resistance with the peers experiencing similar learning conditions lead to the conclusion that the majority (45 persons, 49,5%) openly shares their negative attitudes or feelings in the group. Such communication can occur "sometimes" (7 persons, 7,7%) or "frequently / rarely" (4 persons, 4,3%).

Although the majority of the respondents are willing to leave the feeling of resistance deep in their souls (question 3), the students simultaneously express a firm internal need for decisive actions (46 persons, 50,5%) while some (11 persons, 12,1%) need an immediate decisive action. The resistance is generally represented by such forms as "anxiety" (1 person), "general negative emotional state" (1 person), "need for a conversation with somebody" (2 persons). The leading forms of internal resistance realization are "peaceful resistance" (55 persons, 60,4%) and "decisive action" (29 persons, 31,9%).

The range of negative emotions related to the feeling of internal resistance of students in their learning process is quite broad (see Table 2). This fact is further proved by the spectrum of feelings experienced by the Ukrainian university student and the subsequent inhibition of the individual educational trajectory in learning.

Table 2

Which emotions do you experience during your resistance?

Type of emotion	The total number of respondents (%)
anger	12 (12,1)
anxiety	10 (10,9)
unable to explain	7 (7,7)
desire to restore justice	5 (5,5)
agression	3 (3,3)
alarm	3 (3,3)
dissatisfaction	3 (3,3)
irritation	3 (3,3)
fatigue	3 (3,3)
sadness	2 (2,2)
aversion to discipline	2 (2,2)
guilt	2 (2,2)
apathy	2 (2,2)
indignation	2 (2,2)
embarrassment	2 (2,2)
disillusionment	2 (2,2)
peaceful resistance	2 (2,2)
Panic	1 (1,1)
Stress	1 (1,1)
feeling of inferiority	1 (1,1)
decline (regression)	1 (1,1)
feeling is absent	22 (25,3)

Call for active disobedience or an act of violence committed by the groupmate to solve a certain problematic moment in learning leads to different reactions of respondents varying from openly negative to loyal / positive ones. The negative reactions include "I will react negatively" (8 persons), "I will not support it" (5 persons), "ignore" (6 persons), "take it neutrally" (6 persons), "I will not understand this action" (2 persons), "I will be offended" (1 person). The positive emotions include "react calmly" (3 persons), "try to talk / find a common ground" (11 persons), "try to calm down / dissuade" (4 persons), "support" (3 persons), "compassion" (1 person). The democratic way of resolving issues is supported by 7 respondents. At the same time, some students show their distanced perception of reality ("it is their own business" (5 persons), "I need to think

about it" (2 persons) and "no reaction" (17 persons) or express their dependence on the specific situation (5 persons).

In case when the peer commits a decisive action of resistance (disobedience), it causes the internal feeling of solidarity among the majority of the respondents (33 persons) with a considerable group of the interviewees also expressing compassion to this person (29 persons). Some students do not understand this decisive action (20 persons) (see Table 3).

Table 3
Reactions when the peer commits a decisive action of resistance

Person's reaction	The total number of answers (%)
solidarity (we are together in this situation)	33 (36,3)
Compassion	29 (31,9)
lack of understanding	20 (21,9)
your own option	9 (9,9)

The main demotivating factor in meeting the requirements of the learning program and the catalyzer of resistance is the learning process. There is a number of its negative manifestations such as "excessive number of tasks to complete / insufficient time" (14 persons), "feeling of injustice" (4 persons), "unclear / vague task" (3 persons), "assessment of the completed tasks" (4 persons), "exam session" (2 persons), "disproportional distribution of the learning load during the semester" (2 persons), "the distance form of learning" (2 persons), etc. The most feasible ways of removing this resistance are "dialogue with peers / open discussion of the situation", "clear time management in learning", "changes in the learning load", etc.

The manifestation of resistance, according to a considerable group of respondents (52 persons, 57,1%), is not motivated by certain actions in the past; consequently, the respondents see no need to "change something in the past to prevent the current situation". Some admit a certain probability of the consequential nature of the resistance in learning (7 persons, 7,7%). However, 2 respondents (2,2%) expressed the idea that "everything is going as it should" (See Figure 3).
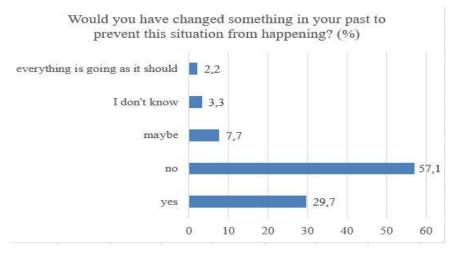
Figure 3. Reflections concerning resistance in the past

The analysis of parental pressure on certain decisions or the issue of resistance which the Ukrainian university students are dealing with nowadays shows that the majority of the respondents (52 persons, 57,1%) do not register this influence. The probability of psychological pressure is acknowledged by some respondents (3 persons, 3,3%) while other students clearly express the individual nature of their decisions (4 persons, 4,4%). To alleviate the student's resistance in learning by "discussing the question with the student", "reacting to the students' requests", "offering support and help", "giving less load", "reaching a compromise" is also a task for the department managers.

Thus, this study proves that the issue of resistance is one of the aspects of the educational process that currently needs to be removed to ensure the successful completion of the individual educational trajectory by Ukrainian university students. The catalysers of this negative feeling are an excessive number of practical tasks within the academic disciplines, disproportional amount of work to be done during the semester, and an unclear system of learning achievement assessment.

Sometimes, the distance mode of learning is mentioned as an obstacle existing due to personal psychological features and preventing that person from successfully reaching their learning aims or creating a barrier between the student and the lecturer / the peers. A considerable proportion of the respondents choose peaceful disobedience to reflect their internal resistance. However, they also express their internal willingness for decisive actions (with the affinity for certain violent actions lacking among the respondents' reactions). Among the rational ways of resolving the specified aspects, the students name the redistribution of the number of tasks,

flexibility of deadlines, constant contact with the department managers, and the latter's readiness for the constructive dialogue.

Discussion

The poll undertaken within the framework of the study has highlighted several important issues influencing the resistance of both the lecturer and the student in the learning process. It mainly has to do with the war in Ukraine, which started on the 24th of February and is lasting up to now taking the entire second semester of the academic year of 2021-2022 and the first semester of 2022-2023 at the Ukrainian universities. The war as one of the main demotivators of modern times is mentioned in the answers of the respondents. This data signifies the interconnection between the person's inner state and societal processes (Ade-Ojo & Duckworth, 2019; Neri, Lozano & Gomez, 2019; Lomba-Portela, Domínguez-Lloria & Pino-Juste, 2022). It is an important factor which prevents the students from completing the tasks in time and at a sufficient level of quality, is mentioned in the responses of the interviewees who connect it with their stable negative emotional state and, according to the scientists, the resistance dynamics (McFadden, 1995; Schultz et al., 2005).

Another important aspect of destabilization in learning and a trigger of resistance is communication and the specificity of the contact between the university lecturer and the student (Rabby, 2005; Owens et al., 2017). Interpersonal communication is an integral element of the learning process, and its disruption leads to psychological tension among the participants of the educational process (Davids & Waghid, 2018; Overberg, 2019). For instance, "the lecturer's attitude" together with the concomitant emotions (aggression, negative attitude, unwillingness to cooperate, elements of disrespect, etc.) demotivate the learning achievements and, according to some students (10 persons, 10,1%) catalyse the internal resistance.

One additional significant factor of causing resistance is the difference between the internal individual expectations of the students (deadlines, ways of communication with the lecturer, the sequence of planned task completion, etc.) and the requirements / expectations of the university lecturer (Kabir & Greenwood, 2017; Hara & Sherbine, 2018). This factor is clearly subjective as it depends on the character of both the participants of the educational process.

High social responsibility and the connection with the modern generation of Ukrainians growing and studying at secondary comprehensive / secondary vocational schools are expressed

by a unanimous desire of the respondents (54 persons, 59,3%) to warn the school students against the errors in learning which cause the feeling of resistance now. The high probability of such a warning is acknowledged by some respondents (7 persons, 7,7%) while others believe that "it is yet another step to adult life, they should learn on their own experience" (5 persons, 5,5%), "one should hone their time-management skills to avoid problems with their studies" (1 person, 1,1%).

All the described problematic aspects call for further studies both by the Ukrainian university lecturers for self-correction and making changes in their communication with the students and by the students themselves – for a better understanding of the level of psychoemotional overload of lecturers in the current difficult life and work conditions and for building new bridges in fruitful bilateral communication (Huang, 2018; Sakala & Chigona, 2020).

Limitations of the study

Certain limits of this study lie in the fact that the poll has not encompassed all the participants of the educational process at Poltava V. G. Korolenko National Pedagogical University. A promising task of the study of resistance is 1) polling the rest of the lecturers and the university students; 2) ranging the answers of the respondents majoring in humanities and sciences to locate their specific sources of resistance and developing effective ways of overcome that resistance. It is also important to overhaul the content of the pedagogical courses using the received parameters to overcome the barriers in "lecturer – student" format of communication.

Conclusions

Thus, the resistance in learning and studying is a complex multi-level process related to the basis of mental activity of Ukrainian university lecturers and students. It affects the work capacity and willingness to create the contact of both participants in the educational process lowering their self-esteem and motivation, causing anxiety, fatigue, and panic together with a number of concomitant negative emotions ranging from silent disagreement to anger and aggression. The ways of removing such barriers in the conditions of the blended (in-class / online) mode of organizing the educational process call for a separate deeper study and further scientific research.

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