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## **THE INFLUENCE OF VIRTUAL EDUCATIONAL SPACE ON THE STRESS RESISTANCE OF FUTURE VETERINARIANS**

The modern intense rhythm of people's lives leads to the accumulation of negative emotions, stressful situations. An important role in this process is played by the stress resistance of the individual, which allows to avoid stress by reviewing the attitude to the situation. Stress-resistant person under any circumstances is calm, confident, self-sufficient, able to perform tasks. Due to the developed stress resistance, the person has good health and prevents the appearance of a significant number of diseases. Increasing the number of stress-resistant individuals is the key to a healthy nation and a strong state [1]. In addition, at the present stage of development of society the leading trend of higher education is to become a professionally competent, proactive, responsible citizen who is able to adapt to today's conditions, ready to continuously master the growing volume of information flows, able to expand and deepen the scientific sphere. From year to year the requirements for the personal qualities of future professionals are steadily growing. However, it is important to remember that students are one of the most vulnerable groups in the world. They are most often subjected to intellectual tests, try to combine study and work, seek their place in the world, solve problems in a changing environment, form models of relationships with the educational environment, determine their own values and principles, adapt to different living conditions, learn to organize and regulate life trajectory, acquire professional competencies, etc.

The demands of society determine the emergence of new technological information and communication developments that help to quickly and efficiently solve integration, information, communication, economic problems of society, provide new productive opportunities for electronic data processing [2]. For example,

new generation information technology tools (iPad, imPad, iPadHybrid, Reder, iPhone, SmartPhone, iPod, multimedia boards with Internet access, etc.) have recently become widespread, which are characterized by speed, mobility, memory; mobile Internet devices (Mobil Internet Device, Internet-Gadgets), which have a long-term autonomous power supply, small mass and size parameters; a wide range of means of connection to computer, audio, video, print media; systematically updated software; various means of telecommunication (Google Meet, Viber, ZOOM, Webex meeting, Messenger, Skype, Telegram, WhatsApp); social networks (blog systems, YouTube, Facebook, Instagram, Twitter); photo publishing service, media repositories and others. With the advent of information and communication innovations, the educational space is changing, gaining a different meaning and content. During the accelerated development of information and communication technologies, the educational space is developed in virtual reality, realized through distance learning.

There is no doubt that such training is attractive for economic benefits, profitability, convenience, accessibility and continuity. However, the practical experience of mass application of distance learning in the period of immediate introduction of the quarantine and war regime in the education system revealed a number of psychological, valeological, pedagogical and technological difficulties in organizing a harmonious, safe educational space. In addition, the level of anxiety, emotional stress of future professionals, generated by autonomous learning conditions in the virtual world is of concern [3]. Therefore, there is a very important problem of careful study of the features of the continuous impact of virtual educational space on the stress resistance of future professionals, who even in the real world are sensitive and vulnerable to any changes. Of particular importance is the proposed study in the context of the use of various forms of distance education, including digital methods of organizing the learning process, in inclusive practices, which are likely to use online platforms after the pandemic [4] and the war. And work with this category of students needs maximum attention from psychologists and

social workers, because it is people with special needs, including educational, who remain the least protected in Ukraine.

Given the peculiarities of the formation of professional competencies of future vets (ability to use knowledge of language for working abroad; ability to use language orally and in writing, collect, interpret medical facts, create, analyze texts of medical genres, styles; ability to consult on professional sphere, ability to business communication, etc.), the basics of their lives, in October 2021 in the traditional format of the educational environment was a study of the level of stress resistance of students of veterinary medicine. The results of a survey of future specialists of the Higher Educational Institution “Podillia State University” indicate a sufficiently developed stress resistance of students and the favorable conditions for maintaining the phenomenon at the appropriate level in the process of forming professional competencies. It has been empirically proven that the traditional (full-time) format of the educational environment, which also contains elements of the virtual educational space, greatly affects the balance of students during training. Under such conditions, future specialists have positive intentions to achieve life goals, ready for any changes, confidently solve professional problems, easily adapt to different life circumstances, gradually mastering modern information and communication technologies.

A study conducted in June 2021 in quarantine and excessive stay of future vets in the virtual educational space through self-mastery of aspects of using modern technical means of transmitting information and performing technical and organizational work on downloading, processing, sending materials showed that students' stress resistance decreased significantly. Features of the impact of virtual educational space on the stress resistance of future vets under different conditions, namely: periodic use of students elements of virtual educational space has a positive effect on the development of stress resistance of future professionals, the formation of their professional competencies; excessive stay in the virtual educational space of students reduces the level of their stress resistance - increase the need to understand the peculiarities of the development of stress resistance of future vets, in particular the formation of personality in general; highlighting aspects of educational space,

both traditional and distance format, that need to be transformed; making adjustments to the training conditions of future vets; identifying an alternative way to solve the problem in favor of real-virtual educational space. Recommendations for the development of stress resilience of future vets in the conditions of real-virtual educational space are identified, namely: the presence of partnerships between the subjects of the educational process; variety of extracurricular activities of students; continuous organizational, mentoring support for the implementation of the educational process; taking into account valueological aspects in the organization of the educational process; availability of modern means of information technologies, ability of all subjects of educational process to use them; personality-oriented approach to students, development of their skills of self-planning, self-organization, self-control; socialization of young people in cyberspace. In further research it is important to consider the theoretical and methodological foundations of the problem of real-virtual educational space and conceptual approaches to its creation in modern educational conditions.

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