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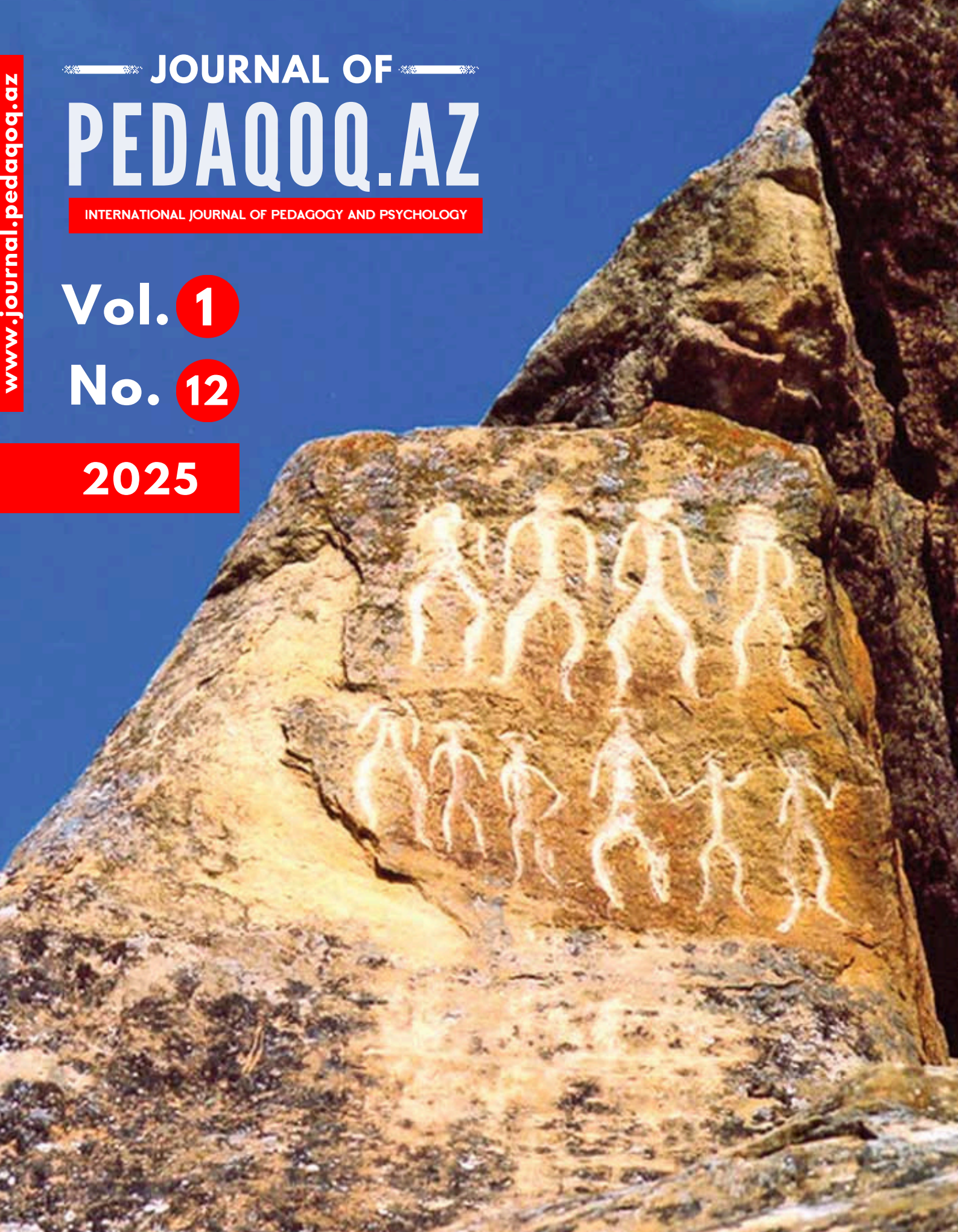

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PEDAGOGICAL BURNOUT AMONG UNIVERSITY TEACHERS AND CONDITIONS FOR ITS PREVENTION

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Keywords: professional burnout, university teachers, burnout factors, pedagogical prevention, burnout prevention, pedagogical conditions

Abstract. The article examines various manifestations of professional burnout. increased anxiety, a sense of incompetence, loss of motivation to work and innovate, emotional and nervous exhaustion, as well as indifference and devaluation of pedagogical activity, and based on the disclosure of the essence and content of the process of pedagogical prevention of professional burnout among university teachers, the conditions for pedagogical prevention of professional burnout among university teachers are substantiated. The author believes that a comprehensive structure should be taken into account, covering: the identification of risk factors that cause burnout among university teachers and ways to effectively prevent this phenomenon; teaching teachers methods of pedagogical prevention of burnout; improving the system of pedagogical support for higher school teachers.

Introduction

In the modern educational environment, despite progressive changes such as increased attention to the individual, the introduction of digital technologies, and a personalized approach to learning, university teachers are increasingly facing various manifestations of professional burnout. This includes heightened anxiety, feelings of incompetence, loss of motivation for work and innovation, emotional and nervous exhaustion, as well as indifference and devaluation of teaching activities. Professional burnout of educators is a complex of symptoms that arises from prolonged stress and leads to the depletion of emotional, energetic, and personal resources of the specialist [Erkinbekova, 2012].

Studying the causes and developing prevention methods for pedagogical burnout is especially important in the current conditions when the professional activities of teachers are undergoing significant transformations. It is necessary to investigate the main aspects, content, and structure of the pedagogical prevention process of this phenomenon.

The goal of this work is to determine the essence and content of the pedagogical prevention process of professional burnout among higher education teachers.

Main part. The development of pedagogical burnout occurs when a teacher feels a lack of professional competencies and senses a mismatch between their personal qualities and the demands of the profession, as well as the social expectations imposed by society, colleagues, and university management.

Special studies (M.Sh. Aldieva, T.A. Bergis, I.B. Burtovaya, N.G. Osukhova, V.E. Orlov, E.A. Solovyova, and others) indicate that burnout is one of the ways through which a teacher loses professional adaptation, as well as a cause for various negative professional changes. The concept of “burnout” was first used in the 1970s thanks to

research conducted by H.J. Freudenberger. Professional burnout is considered a prolonged response to stress or as a syndrome that develops as a result of prolonged exposure to moderately strong professional stressors.

The following negative manifestations are characteristic of burnout syndrome:

- exhaustion of the emotional sphere (significant reduction in emotional activity, nervous and mental exhaustion, apathy or emotional overload, loss of interest in work activities, loss of understanding of the value of life, etc.);
- depersonalization (disruption of normal interpersonal relationships, increased negative attitudes towards others, aggressiveness, tactlessness, and other similar manifestations);
- reduction in the significance of personal achievements (devaluation of successes in the professional sphere, decline in self-esteem and self-respect, feeling of one's own incompetence, etc.).

Recently, the interrelationship and mutual influence of occupational stress and emotional burnout syndrome among educational workers have been increasingly discussed. [Egoryshev, 2023].

In the absence of a rational approach to their application in stressful situations, a lack of active and effective difficulty coping skills, and the absence of a supportive system, the educator begins to feel signs of stress at various levels: emotional, behavioral, and cognitive.

In this regard, it becomes particularly important to study the essence of pedagogical prevention of professional burnout, viewed as a purposeful and specially organized educational process that prepares higher education teachers to overcome the impact of professional disadaptation mechanisms on their personality by developing professional skills aimed at combating burnout.

To understand the essence of pedagogical prevention of professional burnout among university teachers, it is necessary to consider a comprehensive structure that includes: identifying risk factors that cause burnout in higher education teachers, and ways to effectively prevent this phenomenon; training teachers in methods of

pedagogical prevention of burnout; improving the system of pedagogical support for higher education teachers. Based on the study of factors contributing to professional burnout (low salaries of young teachers - 76%, increased demands from administration - 58%, the factor of teachers' unpreparedness for innovative trends such as the digitalization of education, etc. - 71%), the study presents a systematized structure of pedagogical prevention of burnout among university teachers, in terms of subjects, objects, forms, techniques, methods, means, functions, patterns, contradictions, goals and objectives, principles, and results aimed at preventing the development of burnout.

The structure defines both commonly accepted principles of the pedagogical process and specific preventive principles, for example, the structurally-dynamic principle, which takes into account the integrity and systemic nature of the professional burnout process. This allows for the assessment of risk factors for the development of the phenomenon in question, considering the characteristics of professional activities and the interconnection of all areas, functions, and processes of the teachers' psyche. The principle based on the harmonious development of each teacher's professional skills is also taken into account, considering the relationship with the requirements of functional roles, as well as the principle of effectiveness, continuity, systematicness, and dynamism of pedagogical preventive activities in this area.

As part of our work, a specialized program called "Pedagogical Prevention of Professional Burnout for University Teachers" has been developed. This program is implemented in three phases: initial assessment, a series of sessions, and final evaluation. The series of sessions consists of three modules. The first module focuses on self-assessment of burnout levels, acquiring knowledge and skills related to the specifics of pedagogical work in the context of current trends in higher education (such as humanization, individualization, and digitalization), as well as understanding the negative aspects of professional activities that lead to maladaptation. The second module aims to form an understanding of the essence, content, and structure of burnout prevention, teaching self-regulation methods, developing positive thinking,

and skills for self-help in crisis situations.

The third module focuses on the development of three levels of professional competence, mastering self-correction techniques in stressful situations, motivation for creativity and self-improvement, improving interaction with colleagues, supporting teachers, and expanding the scope of cultural leisure. In the framework of this work, the effectiveness of pedagogical prevention of burnout among university faculty is determined based on the following criteria and indicators:

a) Organizational-methodological aspect (the number of independently implemented actions in key areas of work; the ability to effectively perform duties when teaching students, using effective tools such as virtual classrooms, online services, and personalized learning systems that create a favorable educational atmosphere in accordance with the demands of the time and the needs of each student; striving for professional growth; the quality of materials presented in methodological sessions aimed at preventing professional burnout);

b) Substantive aspect (the degree of professional and personal independence in resolving current work issues; motivation to improve one's professional and general cultural level; balance between external and internal motivation to work and a creative approach in the profession; psychological-pedagogical competence and overall cultural level);

c) Resultative aspect (the results of a comprehensive assessment of achievements in professional activities; knowledge of legal acts and orders, mastery of professional methods and techniques in the field of preventing professional burnout; development of self-control, self-correction, and psych hygiene skills; the degree of burnout among university teachers, established based on diagnostic procedures).

Thus, within the framework of the research aimed at identifying key directions and factors that contribute to improving the effectiveness of pedagogical prevention of professional burnout among university teachers, the task of optimizing the psychological and pedagogical training of higher education specialists for implementing this prevention was addressed.

Conclusion

In conclusion, it should be noted that the effectiveness of the proposed system of pedagogical prevention of professional burnout among university teachers is ensured by the following pedagogical conditions:

- conducting practical classes in groups included in the system of pedagogical prevention to form an understanding of the essence, content, and structure of pedagogical prevention among university teachers;
- integration into the targeted program "Pedagogical Prevention of Professional Burnout Among Higher Education Teachers" of a complex of knowledge about the nature, content, and structure of burnout prevention, with an emphasis on training in innovative strategies for overcoming professional stress;
- the use of problem-oriented learning methods in professional training processes that contribute to the formation of an individual professional style, awareness of the directions for developing professional competencies, defining the trajectory of professional growth, and stimulating the creative activity of educators; ◎
- the use of various techniques by the administration and educators of educational institutions to activate preventive work among teachers;
- the formation of a negative attitude towards the development of burnout syndrome among university educators;
- the mastering of a comprehensive system of methods, techniques, and self-preventive technologies (self-regulation, self-correction, self-diagnosis, psycho-sparing technologies, psycho-hygiene, self-control, etc.) by educators;
- the realization by higher education teachers of their role in the independent prevention of professional burnout; ◎ the integration of real problems faced by educators into the educational process of teacher training.

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ELENA RUSU. DIGITAL MEDIA EXPOSURE AND CHILDREN'S LEARNING PROCESSES **(pp. 11-16)**

PSYCHOLOGY

DIGITAL MEDIA EXPOSURE AND CHILDREN'S LEARNING PROCESSES

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Keywords: digital media exposure, attention span, screen time, childhood cognition, behavioral regulation, learning motivation, educational psychology

Abstract. In recent decades, digital media has become an integral component of childhood, influencing how children play, communicate, and learn. Tablets, smartphones, computers, and interactive platforms are now widely used both at home and in school settings. Developmental psychologists emphasize that cognitive growth during childhood is highly sensitive to environmental inputs, particularly those that shape attention, motivation, and executive functioning. Within this context, digital media exposure represents a powerful psychological factor capable of both supporting and undermining learning processes. While educational applications may enhance curiosity and access to information, excessive screen time has been associated with reduced sustained attention, impulsivity, and difficulties in self-regulation (Anderson & Subrahmanyam, 2017). In early and middle childhood - periods marked by rapid brain development - the quality and quantity of digital interaction play a decisive role in shaping cognitive habits. Recent studies conducted in Eastern Europe indicate a noticeable increase in attention-related learning difficulties linked to prolonged screen exposure, particularly among primary school children (Ivanov & Petrescu, 2020). This article aims to analyze the psychological mechanisms through which digital media influences children's learning processes and to outline evidence-based strategies for promoting balanced, developmentally supportive media use.

Introduction

In recent decades, digital media has become an integral component of childhood, influencing how children play, communicate, and learn. Tablets, smartphones, computers, and interactive platforms are now widely used both at home and in school settings. Developmental psychologists emphasize that cognitive growth during childhood is highly sensitive to environmental inputs, particularly those that shape attention, motivation, and executive functioning. Within this context, digital media exposure represents a powerful psychological factor capable of both supporting and undermining learning processes. While educational applications may enhance curiosity and access to information, excessive screen time has been associated with reduced sustained attention, impulsivity, and difficulties in self-regulation (Anderson & Subrahmanyam, 2017). In early and middle childhood — periods marked by rapid brain development — the quality and quantity of digital interaction play a decisive role in shaping cognitive habits. Recent studies conducted in Eastern Europe indicate a noticeable increase in attention-related learning difficulties linked to prolonged screen exposure, particularly among primary school children (Ivanov & Petrescu, 2020). This article aims to analyze the psychological mechanisms through which digital media influences children's learning processes and to outline evidence-based strategies for promoting balanced, developmentally supportive media use.

Main part. Digital media affects children's learning primarily through its impact on attentional systems, which are still developing and highly sensitive during early and middle childhood. Continuous exposure to fast-paced visual stimuli, rapid scene transitions, vivid colors, sound effects, and instant reward mechanisms conditions the child's brain to seek constant novelty and high levels of sensory stimulation. Over time, this pattern of interaction reshapes attentional preferences, making slower-paced cognitive activities less engaging. As a result, sustaining focused attention during traditional classroom tasks — such as reading extended texts, listening to teacher

explanations, or engaging in step-by-step problem-solving — becomes increasingly difficult. Children may demonstrate reduced tolerance for delayed feedback, impatience with complex instructions, and a tendency to disengage when immediate reinforcement is absent. Empirical findings reported by Petrescu (2019) indicate that children with high daily screen time exhibit significantly lower persistence on cognitively demanding tasks, increased distractibility, and greater difficulty filtering out irrelevant environmental stimuli in structured learning contexts. These attentional challenges not only impair academic performance but also hinder the development of self-regulation and metacognitive skills that are essential for long-term educational success.

Working memory and executive functions are similarly affected by intensive digital media use, particularly when children frequently engage in multitasking across multiple digital platforms. Constant switching between applications, notifications, and interactive stimuli imposes a continuous cognitive load, fragmenting information processing and limiting the efficient use of working memory resources. As a consequence, children may experience difficulties in holding and manipulating information, following multi-step instructions, and integrating new knowledge with previously learned material. This persistent cognitive switching can weaken essential executive functions, including planning, organization, cognitive flexibility, and inhibitory control, which are fundamental for goal-directed learning behaviors. Neuropsychological research indicates that excessive reliance on external digital cues — such as reminders, automated feedback, and instant prompts — diminishes opportunities for children to practice internal self-regulation and reflective thinking. Over time, this dependency may reduce children's ability to independently monitor their performance, evaluate errors, and sustain effort without external stimulation, thereby undermining the development of autonomous learning skills that are critical for academic achievement.

Beyond cognitive domains, digital media significantly shapes children's emotional and behavioral regulation, which are critical components of effective

learning and social adaptation. Excessive and unstructured screen exposure has been associated with increased emotional reactivity, manifested in heightened irritability, mood instability, and reduced tolerance for frustration. Children accustomed to constant stimulation and immediate gratification often struggle to manage boredom, delay rewards, and cope with emotionally neutral or demanding classroom situations. These emotional difficulties directly interfere with learning motivation, as children may become less willing to engage in sustained academic effort or challenging tasks that require patience and persistence. Behavioral consequences frequently emerge in the form of impulsivity, reduced compliance with classroom rules, and difficulties maintaining constructive interactions with peers and teachers. Conflicts, withdrawal, or oppositional behaviors may further disrupt the learning environment. Importantly, the relationship between emotional dysregulation and learning difficulties is bidirectional: emotional instability impairs academic engagement, while repeated academic struggles reinforce negative emotional responses. This reciprocal dynamic intensifies educational challenges and highlights the necessity of addressing emotional regulation alongside cognitive development in technology-rich learning contexts.

However, the impact of digital media is not inherently negative. Content quality and contextual use play a critical moderating role. Educational programs that encourage active engagement, problem-solving, and language development have been shown to support cognitive growth when used in moderation. Parental mediation — including co-viewing, discussion, and rule-setting — significantly reduces negative outcomes by helping children interpret and integrate digital experiences meaningfully (Popa & Radu, 2021). Educational institutions also influence digital media's psychological effects. Structured classroom integration of technology, guided by pedagogical objectives rather than entertainment, promotes purposeful learning and maintains cognitive balance. Teachers who combine digital tools with interactive discussion, collaborative activities, and reflective tasks help children develop critical thinking rather than passive consumption habits.

Preventive and compensatory strategies play a crucial role in reducing the

potential negative effects of digital media on children's learning and psychological development. Establishing clear and consistent screen-time limits provides children with predictable routines that support attentional stability and emotional balance. Encouraging offline activities — such as physical play, reading, creative expression, and face-to-face social interaction — promotes cognitive flexibility, language development, and stress regulation, thereby counterbalancing the effects of prolonged screen exposure. Equally important is the development of media literacy skills, which enable children to understand, evaluate, and use digital content critically rather than passively consuming information. Through guided instruction, children learn to recognize purposeful technology use, manage digital distractions, and make informed choices about media engagement. Mindful technology use — characterized by intentional, goal-oriented, and time-bound interaction with digital tools — fosters self-regulation, enhances intrinsic motivation, and supports healthier learning trajectories. By integrating these strategies within both and educational contexts, adults can help children build psychological resilience and maintain emotional well-being in increasingly digitalized learning environments.

Conclusion

Digital media exposure exerts a profound influence on children's cognitive, emotional, and behavioral development. While excessive and unregulated screen time can impair attention, executive functioning, and learning motivation, balanced and purposeful use offers meaningful educational benefits. Psychological evidence underscores the importance of content quality, adult guidance, and structured integration of technology within learning environments. By fostering media literacy, encouraging self-regulation, and maintaining a healthy balance between digital and non-digital experiences, educators and parents can support children's academic success and psychological well-being. A developmentally informed approach to digital media is therefore essential for nurturing resilient, engaged, and cognitively adaptable learners.

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THE DIDACTIC ESSENCE AND FUNCTIONAL CHARACTERISTICS OF TRAINING AND SEMINARS IN A COMPETENCY-ORIENTED MODERN EDUCATION SYSTEM

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Keywords: training, seminar, competency, didactics, small-group learning, constructive alignment, assessment, learning transfer, continuing education

Abstract. In contemporary educational and professional development contexts, the concepts of training and seminar are frequently used interchangeably in practice, leading to methodological inconsistencies in the design and implementation of instructional processes. However, these two formats are grounded in distinct theoretical foundations with regard to their objectives, didactic logic, level of participant engagement, assessment mechanisms, and the transferability of learning outcomes to real-life professional activities. This article argues that training is primarily oriented

toward the development of practical skills and competencies, relying on structured practice, systematic feedback, and measurable performance outcomes, whereas the seminar format provides a more suitable environment for deepening conceptual understanding, fostering a culture of academic discussion, and developing critical and analytical thinking skills. The study critically examines the frequent loss of the original essence of these formats in practice, where seminars are reduced to passive lecture-based sessions and trainings are transformed into mere information delivery. Within the context of higher education and organizational learning, the article proposes methodological approaches for the purposeful selection, coherent integration, and effective application of training and seminar formats in order to enhance the quality and impact of educational outcomes.

Introduction

In educational institutions and professional development programs, the terms seminar and training are sometimes treated merely as labels for events rather than as conceptually grounded instructional formats. While this lexical flexibility may appear harmless at first glance, it in fact leads to serious shortcomings in pedagogical literature and in formal administrative practice. Inappropriate formats are selected, expected learning outcomes fail to materialize, assessment tools are misaligned, and participant satisfaction is reduced to a formal indicator rather than a meaningful measure of educational impact. This issue is particularly evident in contexts such as continuing education for university instructors, skill-oriented courses for students, programs offered by career centers, and in-service professional development initiatives within public institutions.

The core of the problem lies in the fact that training and seminar should not be understood merely as “forms of instruction,” but rather as two distinct pedagogical approaches grounded in different epistemological assumptions, didactic frameworks, and assessment logics. Depending on their objectives and content, some scholars have examined both training and seminar formats as organizational models of continuing

education [Mamamdov, 2022]. For this reason, the present article seeks to systematically address the following research questions:

1. What are the scientific boundaries and definitional distinctions between training and seminar formats?
2. Which types of learning outcomes are most effectively achieved through each format?
3. How and why are these formats frequently distorted in practice?
4. How can universities and organizations provide a sound rationale for selecting appropriate instructional formats?

Main part. The motivation and learning styles of adult learners - including master's and doctoral students, university instructors, and pedagogical professionals - differ fundamentally from those characteristic of the traditional school model. Adult learning is largely shaped by pragmatic questions such as: Does this address my real needs?, How does this contribute to my professional practice?, and Can I apply it immediately? These considerations determine both engagement and perceived value in educational activities. For example, Knowles and his colleagues emphasize the core principles of adult learning (andragogy), including learner autonomy, the use of prior experience as a learning resource, problem-centered orientation, and predominantly intrinsic motivation. These principles function as direct design criteria for both training formats - which are typically practice-intensive - and seminar formats, which are primarily discussion-oriented [Exley & Dennick, 2004].

Kolb's theory of experiential learning further demonstrates that effective learning unfolds as a cyclical process. This process progresses from concrete experience to

reflective observation, from reflection to abstract conceptualization, and finally from conceptualization to active experimentation. Within this cycle, the "active experimentation" component is most effectively supported through training formats that incorporate structured exercises and performance-based tasks. Seminars, by contrast, are better suited to fostering reflection and conceptual understanding but, when used in isolation, are generally insufficient for the systematic development of practical skills [Kolb, 1984].

The concept of "constructive alignment" proposed by Biggs and Tang offers a methodological framework that clarifies the training–seminar distinction. According to this approach, intended learning outcomes (ILOs) should be defined first, followed by the selection of learning and teaching activities (LTAs) that enable these outcomes, and finally by the design of appropriate assessment tasks (ATs). When the intended outcomes emphasize skill acquisition and observable performance, training mechanisms are more appropriate than seminar-based formats. Conversely, when the goal is conceptual depth, theoretical understanding, and critical discourse, the seminar format represents a more natural and pedagogically coherent choice [Biggs & Tang, 2011]

The English-language scholarly literature conceptualizes training as a planned and systematic instructional process designed to facilitate the acquisition of knowledge, skills, and attitudes (KSA), with the explicit purpose of preparing participants for practical performance. Contemporary organizational psychology and training science define training as a structured process through which targeted KSAs are developed via instruction, demonstration, guided practice, and diagnostic feedback [Salas, E. And others, 2012].

Synthesizing the perspectives of various scholars, it can be concluded that the value of training does not lie in the mere organization of an event, but rather in its capacity to produce measurable changes in participants' behavior and performance. From this standpoint, training effectiveness is determined by observable outcomes rather than formal participation. Consequently, sound training design typically requires the inclusion of the following core components:

- Needs analysis (What competencies or capabilities are lacking?)
- Formulation of learning outcomes (What should participants be able to do?)
- Instructional sequence (explanation – demonstration – practice – feedback)
- Assessment (appropriate measurement tools and criteria)
- Transfer support (mechanisms that facilitate application in the workplace)

In traditional university didactics, the seminar has evolved as a discussion-based instructional format conducted in small-group settings, grounded in assigned readings, guiding questions, and problem-based situations. Within contemporary higher education, the effectiveness of the seminar lies in its capacity to generate a student-centered discourse that fosters analytical questioning, reasoned justification, and a culture of argumentation. In the seminar model, participants (students) engage in prior preparation and subsequently deepen their understanding through facilitated discussion under the guidance of a facilitator (instructor). Empirical and methodological studies provide detailed accounts of seminar-based instruction as a pedagogical model rooted in small-group interaction [Zeng, H. L., et al. 2020].

Accordingly, the purpose of training may be defined as the execution of specific skills - for example, conducting rubric-based assessment, designing a course within a

learning management system (LMS), or applying principles of constructive alignment in lesson planning. By contrast, the primary objective of a seminar is the deepening of conceptual understanding and the development of critical perspectives on a given topic - such as ethical dilemmas in inclusive education or issues of fairness in assessment practices.

A critical and recurrent error in institutional practice arises when organizations seek skill development but implement seminar formats instead. In such cases, participants may become informed yet remain unable to perform, highlighting a fundamental mismatch between intended learning outcomes and instructional design.

This distinction can be illustrated more clearly in the following table:

Criterion	Training	Seminar
Primary objective	Skill development	Knowledge and conceptual understanding
Focus	Practice-oriented learning	Theoretical exploration
Participant role	Active performer	Relatively passive discussant
Methods	Exercises, role-play, performance tasks	Lectures, guided discussion
Outcome	"Can do"	"Knows"

The core of training lies in practice and feedback, whereas the foundation of the seminar format is discussion and reflection. This distinction can be explained on solid scientific grounds: training is primarily associated with procedural knowledge and application-oriented learning (how-to), while seminars are more closely linked to con-

ceptual knowledge, argumentation, and interpretation (why and what). The revised version of Bloom's taxonomy provides a practical analytical framework in this regard. Learning objectives at the levels of application and creation are more effectively achieved through training-oriented activities, whereas the levels of understanding, analysis, and evaluation are more deeply developed within seminar-based discourse. Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition. New York: Longman. When discussing these instructional formats, it is also necessary to address the issue of assessment. Researcher I. H. Jabrailov defines assessment as follows: "Assessment is the determination of the value of information or the possibilities of its effective use on the basis of relevant criteria and standards" [Jabrailov, 2011].

This definition reinforces the argument that assessment practices must be aligned with the nature of the instructional format. In training contexts, assessment should focus on observable performance and demonstrable competence, whereas in seminar settings it should prioritize conceptual understanding, reasoning quality, and reflective judgment.

In training contexts, assessment should not be limited to post-event satisfaction surveys alone. Kirkpatrick's four-level model - reaction, learning, behavior, and results - remains one of the most widely applied frameworks for evaluating training effectiveness. Its practical application underscores the notion that training is not merely an event, but rather a mechanism for generating outcomes. By extending evaluation beyond immediate participant reactions to include learning gains, behavioral change, and organizational impact, this model reinforces an outcome-oriented understanding of training.

In seminar-based instruction, assessment practices tend to differ substantially and are more commonly focused on qualitative and process-oriented indicators, such as:

a) the quality of participation in discussion,

b) depth of text analysis,

c) reflective essays,

d) presentations and debates,

e) the quality of arguments articulated in response to a problem.

These forms of assessment function less as measures of skill execution and more as indicators of critical thinking, analytical reasoning, and reflective judgment, aligning closely with the epistemological aims of the seminar format. Research in higher education indicates that the seminar teaching method is fundamentally grounded in small-group discussion and sustained through active student participation. For instance, comparative studies contrasting seminar-based instruction with lecture-based approaches emphasize that seminars significantly strengthen the active learning component of the educational process [Zeng, H. L., et al, 2020].

However, one of the most frequently observed problems in university practice is the transformation of the seminar into a de facto lecture: the facilitator speaks at length, while participants remain passive listeners. In such cases, the core strength of the seminar - the socialization of thinking through discussion - is effectively lost. Methodological literature on small-group teaching explicitly highlights these risks, noting that factors such as group dynamics, the dominance of outspoken participants, the invisibility of quieter students, time management, and the creation of an inclusive learning environment play a decisive role in determining seminar quality. From this perspective, a seminar cannot be considered "active" by default. Activity is contingent

upon the structure of the discussion, the cognitive level of the guiding questions, and the professional competence of facilitation. Otherwise, the seminar risks becoming an intellectual façade: a format in name only, devoid of substantive pedagogical value.

In training contexts, the most common problem is that activities labeled as training are, in practice, reduced to information delivery. Participants view slides and listen to explanations, yet engage in little or no hands-on practice. Under such conditions, the central challenge of training - transfer - becomes even more pronounced, as participants are unable to apply what they have learned in their actual work environments. Training transfer was classically systematized by Baldwin and Ford, who demonstrated that transfer depends on training design, learner characteristics, and the degree of support provided by the work environment. Building on this foundation, Burke and Hutchins synthesize an extensive body of literature to show that, in the absence of organizational support - including leadership encouragement, opportunities for application, motivation, and follow-up mechanisms - training risks degenerating into a mere event effect [Burke & Hutchins, 2007].

In our view, weak training outcomes are often simplistically attributed to the presumed inadequacy of the trainer. In reality, however, the problem is frequently systemic: the workplace does not provide conditions for application, managerial expectations are unclear, monitoring mechanisms are absent, and outcomes are not measured. When referencing the Kirkpatrick model, it is common to observe a particularly widespread misinterpretation in practice, whereby only Level 1 (reaction, i.e., Did you like it?) is assessed. This approach creates an illusion of success, especially in training initiatives. Without evaluating Level 2 (learning), Level 3 (behavior), and Level 4 (results), it is difficult to make credible claims about real impact and effectiveness [14]. Based on this approach, it can be argued that when the intended outcome is a

procedural skill (e.g., prepares an assessment rubric, manages conflict using mediation techniques), the appropriate instructional format is training. Conversely, when the intended outcome involves conceptual understanding and critical thinking (e.g., constructs arguments around a controversial issue, evaluates the credibility of sources), the seminar format is more suitable.

When learning outcomes are hybrid in nature, meaning that a seminar–training sequence is required - in other words, when conceptual understanding precedes skill development - instructional design can be grounded in the principle of constructive alignment, following Biggs's approach. According to this framework, participants should ultimately achieve outcomes that provide clear answers to the following questions:

- What should the learner be able to do or understand?
- Which learning activities lead to this outcome?
- Which assessment tasks validly measure this outcome? [Biggs, 2014].

Universities - particularly at the master's and doctoral levels - frequently employ the seminar as the core mechanism of the "academic school" tradition. However, as contemporary higher education increasingly demands labor-market-relevant competencies, the optimal strategy is not to position seminars and trainings in opposition, but rather to integrate them into a coherent, sequential system. Such integration may be operationalized as follows:

- Seminar phase (conceptual foundation): theoretical frameworks, critical discourse, analysis of dilemmas;
- Training phase (performance skills): tools, protocols, simulations, feedback;
- Transfer phase (real-world application): projects, portfolios, workplace-based tasks;

- Reflective seminar phase (re-conceptualization): analysis of experience and scientific interpretation of errors.

As noted by researcher I. H. Jabrailov, grounding this process in systematic inquiry and research-based practice yields more effective outcomes. Knowledge acquired in this manner becomes more robust and well substantiated, rather than remaining purely theoretical. Learners - whether pupils or students - develop the capacity to apply acquired knowledge, to utilize it in the investigation of problems related to other phenomena and processes, and to justify their reasoning on its basis. Consequently, alongside logical and critical thinking, creative thinking is also fostered [Jabrailov, 2018].

This model is also consistent with Kolb's experiential learning cycle, which was referenced earlier. Specifically, the seminar phase - focused on the formation of knowledge and conceptual understanding - corresponds to abstract conceptualization. The training phase, in which skills are acquired through practice and simulation, aligns with active experimentation and concrete experience. The transfer phase, involving application within real professional contexts, reflects the extension and consolidation of experience. Finally, the reflective seminar phase, where outcomes are analyzed and theoretically justified, corresponds to reflective observation. Such an approach preserves the conceptual integrity of each format, enables the clear planning of learning outcomes, and ensures that the instructional process is structured not as a series of isolated events, but as a coherent pedagogical mechanism. From this perspective, the integrative application of seminars and trainings may be regarded as an optimal pathway that ensures both academic depth and practical effectiveness, thereby necessitating a systematic synthesis of the final outcomes in the concluding section.

Conclusion

Synthesizing the arguments presented above, it can be concluded that the distinction between training and seminar is neither formal nor merely terminological; rather, it is deeply didactic, functional, and methodological in nature. Failure to properly understand this distinction has a direct and adverse impact on the quality of educational processes. Training, by its very essence, is a competency- and performance-oriented format. It is built upon planned practice, sequenced tasks, continuous feedback, and mechanisms for measuring outcomes, all of which aim to enable participants to perform concrete actions. From this perspective, training should be understood not as a vehicle for information transmission, but as an instructional technology designed to generate observable behavioral and skill-based change.

By contrast, the seminar format primarily provides an optimal environment for conceptual depth, academic-theoretical discourse, text-based discussion, and the development of critical thinking skills. Here, the central objective is not so much what participants can do in procedural terms, but rather how well they understand why certain approaches are adopted and what alternative perspectives may exist. Within the context of the Azerbaijani education system, the relevance of this distinction becomes particularly pronounced.

For instance, selecting a seminar format when learning outcomes are skill-oriented - or, conversely, applying training technologies when conceptual-critical outcomes are targeted - creates a fundamental misalignment between means and ends. According to the principle of constructive alignment (Biggs & Tang), intended learning outcomes should be defined first, followed by the selection of learning activities that produce these outcomes, and finally by the choice of assessment mechanisms that val

idly measure them. However, this approach has yet to be implemented systematically within Azerbaijani higher education institutions and professional development programs.

At the same time, significant gaps persist in the evaluation of training effectiveness. In many cases, the "success" of training is measured solely through participant satisfaction surveys, corresponding only to the first level of Donald Kirkpatrick's four-level evaluation model. Genuine training impact, however, can only be determined by whether participants apply what they have learned in their professional environments and by how such application influences organizational outcomes. This, in turn, is impossible without post-training monitoring, managerial support, and institutional follow-up mechanisms. Another critical issue concerns the transfer of training outcomes into practice. The transfer model proposed by Timothy T. Baldwin and J. Kevin Ford, as well as the research of Lisa A. Burke and Holly M. Hutchins, demonstrates that training outcomes depend not only on training quality but also on workplace support, managerial expectations, and the conditions created for application.

In higher and secondary specialized education, as well as in teacher professional development and retraining programs, the terms training and seminar are frequently used interchangeably, resulting in persistent mismatches between format and purpose. For example, in areas that require practical outcomes - such as curriculum reform, formative assessment, inclusive education, or digital skills - reliance on seminar formats weakens the development of teachers' actual performance capabilities. Conversely, in concept-oriented domains such as pedagogical philosophy, learning theories, education policy, and ethical issues, mechanically applied "training" exercises conducted under the guise of training do little to deepen scientific thinking or reflective capacity.

One of the most frequently observed practical problems is the distortion of format integrity: seminars often devolve into lecture-based monologues, while trainings are reduced to slide presentations and general information sessions. This fosters a sense of formal participation rather than genuine learning or behavioral change. The widespread culture of certificate-oriented participation within the Azerbaijani education context further exacerbates this issue, as attention is directed more toward the occurrence of the event and the acquisition of documentation than toward process quality and outcomes. At this juncture, research-based instructional design approaches acquire particular significance. The principle of constructive alignment - ensuring coherence between outcomes, activities, and assessment - clarifies when and for what purposes training or seminar formats should be selected. Kirkpatrick's evaluation model enables educational practice to move beyond satisfaction-based assessment toward monitoring learning at behavioral and results levels. Transfer frameworks developed by Baldwin and Ford, as well as by Burke and Hutchins, further emphasize that the true value of training lies in its application within classrooms, institutions, and workplaces; otherwise, even the most carefully designed training remains short-lived in its impact. Finally, Knowles's principles of adult learning underscore the importance of recognizing learners' prior experience, autonomy, and real needs - particularly within Azerbaijani higher education and teacher training contexts.

In sum, the scientifically grounded differentiation and purposeful application of training and seminar formats within the Azerbaijani education system carry strategic importance for enhancing pedagogical quality and ensuring that reforms yield tangible results. This approach represents not merely a matter of methodological choice, but a broader transformation of educational culture - a shift from delivering information to facilitating learning, and from conducting events to producing meaningful outcomes.

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INCLUSIVE EDUCATION AS A SYSTEMIC TRANSFORMATION: FROM INDIVIDUAL ADAPTATION TO INSTITUTIONAL RESPONSIBILITY

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Abstract. Inclusive education has increasingly evolved from a classroom-based pedagogical approach into a comprehensive framework for systemic, ethical, and civic transformation within contemporary education systems. Rather than focusing solely on individual learner adaptation, inclusive education emphasizes institutional responsibility, equitable participation, and the normalization of diversity as a fundamental characteristic of educational environments. This article examines inclusive education as a multidimensional process that extends beyond academic outcomes to encompass socialization, value formation, and civic development. It argues that schools implementing inclusive practices play a crucial role in shaping learners' attitudes toward diversity, fostering social responsibility, tolerance for ambiguity, and commitment to collective well-being. Drawing on theoretical perspectives from pedagogy, psychology, and educational sociology, the paper highlights the role of inclusive school culture, curriculum flexibility, and assessment practices in promoting both educational equity and democratic values. The article concludes that inclusive education functions simultaneously as an educational and civic endeavor, contributing to the development of socially engaged, ethically grounded, and resilient learners in increasingly pluralistic societies.

Introduction

In recent decades, inclusive education has increasingly been framed not merely as a pedagogical strategy for supporting learners with special educational needs, but as a systemic transformation of educational institutions themselves. Rather than focusing exclusively on the adaptation of individual learners to existing structures, contemporary inclusive education emphasizes the responsibility of schools, curricula, and governance mechanisms to accommodate diversity as a normative condition of education. This shift reflects a broader redefinition of inclusion—from a compensatory model to a structural and ethical paradigm grounded in human rights, social participation, and educational justice. Within this framework, inclusion is not limited to disability-related concerns but encompasses linguistic diversity, socio-economic disadvantage, migration background, gender identity, and varied learning trajectories. International research increasingly argues that educational exclusion is produced less by individual deficits and more by rigid institutional arrangements, standardized curricula, and assessment systems that fail to reflect learner heterogeneity. Consequently, inclusive education must be examined at the level of policy design, organizational culture, and decision-making processes rather than solely within classroom practices.

Main part. A defining characteristic of contemporary inclusive education is the relocation of responsibility from the learner to the institution. Traditional educational systems often assume a "normative learner profile," requiring students who deviate from this norm to adapt through remediation or segregation. In contrast, inclusive systems are designed on the assumption that diversity is the default condition, not an exception. This perspective requires institutions to proactively redesign curricula, assessment frameworks, and support structures to ensure equitable participation for all learners.

From a pedagogical standpoint, this entails moving beyond individualized acco-

ommodations toward universal design principles, where learning environments are planned to be accessible from the outset. Flexible curricula, multiple pathways to achievement, and varied modes of demonstrating learning outcomes reduce dependency on individualized corrective measures and promote structural equity. Inclusion thus becomes embedded in institutional logic rather than delegated to specialized services alone.

Curriculum and assessment in inclusive systems

Curriculum plays a central role in either enabling or constraining inclusion. Highly prescriptive curricula with narrow outcome definitions tend to marginalize learners whose developmental trajectories do not align with standardized expectations. Inclusive education requires curricula that balance common educational goals with flexibility in content sequencing, learning pace, and outcome demonstration.

Assessment practices represent a particularly critical dimension. Standardized, high-stakes assessment systems often function as exclusionary mechanisms by privileging specific cognitive styles and cultural capital. Inclusive assessment emphasizes formative approaches, criterion-referenced evaluation, and diversified evidence of learning. Such practices shift the focus from ranking learners to supporting learning progression, thereby aligning assessment with inclusive values.

Leadership, governance, and inclusive school culture

Research increasingly highlights the role of educational leadership in sustaining inclusive practices. Inclusion cannot be reduced to individual teacher competence; it requires coherent institutional vision, supportive governance, and distributed leadership structures. School leaders play a pivotal role in shaping inclusive cultures by allocating resources, supporting professional collaboration, and legitimizing diversity as an educational asset.

Inclusive school culture is characterized by shared responsibility, collaborative problem-solving, and openness to reflective change. Where inclusion is treated as an externally imposed requirement rather than an internalized value, implementation

tends to remain superficial. Conversely, when inclusion is embedded in institutional identity, it informs decision-making at all levels—from classroom organization to strategic planning.

Ethical and social dimensions of inclusion

Beyond pedagogical and organizational considerations, inclusive education carries a profound ethical dimension. It challenges deficit-based narratives and affirms the inherent dignity and educability of every learner. Inclusion thus intersects with broader societal debates on equity, participation, and democratic values. Educational institutions function not only as sites of learning but also as spaces where social norms are reproduced or transformed.

By modeling inclusive practices, schools play a formative role in shaping how individuals and communities perceive diversity, difference, and social participation. Educational institutions function not only as sites of academic instruction but also as powerful socializing environments in which values, norms, and attitudes are implicitly learned. When inclusion is consistently practiced—through equitable participation, respectful dialogue, and recognition of diverse identities-students internalize these principles as part of their social and moral development. Exposure to inclusive school cultures normalizes difference and reduces the likelihood of stigmatization, prejudice, and exclusionary thinking, thereby fostering more open and empathetic social orientations. Learners educated in inclusive environments are more likely to develop a strong sense of social responsibility, as they experience firsthand the importance of mutual support, shared accountability, and cooperative problem-solving. Inclusive settings require students to navigate diverse perspectives, abilities, and communication styles, which enhances their tolerance for ambiguity and uncertainty-competencies increasingly vital in complex, pluralistic societies. Rather than viewing difference as a disruption, learners come to understand it as an inherent and productive feature of collective life.

This process strengthens their capacity for dialogue, ethical reasoning, and constructive engagement in situations characterized by diversity and competing

viewpoints. From a broader societal perspective, inclusive education contributes to the cultivation of civic values that extend beyond the school context. Students who participate in inclusive learning environments are better prepared to engage as active, responsible citizens who value equity, democratic participation, and social cohesion. In this sense, inclusive education serves not only an educational function aimed at knowledge and skill development, but also a civic purpose by supporting the formation of individuals capable of contributing meaningfully to inclusive, just, and resilient societies.

Conclusion

Inclusive education, when approached as a systemic transformation rather than a collection of isolated accommodations, entails a profound shift in how education systems conceptualize learning, diversity, and responsibility. This perspective challenges the traditional deficit-oriented model, in which learners are expected to adapt to pre-existing structures, and instead emphasizes the obligation of educational institutions to design environments that are inherently responsive to a wide spectrum of learner needs. Such a reorientation requires moving beyond surface-level adjustments and addressing the deeper organizational, pedagogical, and cultural foundations of schooling. At the curricular level, inclusive education demands flexible and adaptive curriculum frameworks that recognize diversity as a normative condition rather than an exception.

Crucially, inclusion redistributes responsibility for educational success. Instead of locating failure within the individual learner, it frames learning outcomes as the result of interactions between students, teaching practices, institutional policies, and broader social contexts. In this sense, inclusive education is not confined to classroom strategies but relies on the alignment of institutional structures, leadership visions, professional development systems, and collaborative cultures. School leaders, policymakers, and educators share collective accountability for creating conditions in which all learners

can participate meaningfully and achieve their potential. The effectiveness of inclusive education is therefore inseparable from ethical commitments to equity and social justice. Inclusion promotes participation not merely in academic terms, but also in social, cultural, and civic dimensions of school life. By valuing learner diversity as a resource rather than a problem, inclusive systems enhance overall educational quality and contribute to more cohesive and democratic societies. Institutions that fail to embed inclusion at a systemic level risk reinforcing exclusionary practices and undermining the fundamental purpose of education as a public good. Conversely, systems that embrace inclusion as a guiding principle are better positioned to respond to societal change, reduce inequalities, and ensure meaningful learning opportunities for all.

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