

Uncertainty in the education sphere of Ukraine: paths to stabilization

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ABSTRACT

The article is dedicated to understanding uncertainty as a state in which social systems exist in crisis conditions. Today, the need to conduct scientific research to determine the factors and ways that can overcome the state of uncertainty and lead to stabilization is extremely urgent. As an illustration of such phenomena, the system of higher education was chosen, which underwent significant systemic transformations and changes in the daily behavioral practices of various subjects of the educational process in the crisis conditions of the COVID-19 pandemic. The main idea of the article is based on an attempt to record changes in the educational environment in conditions of social uncertainty, to study changes in established behavioral practices of social subjects and the emergence of qualitatively new phenomena that will require further study. Based on empirical research, the authors identify the factors that contribute to the transition of the education system from a state of crisis to a certain stabilization. Such factors include innovative and technological factors (adaptation of the educational environment with the help of various technological support), mental adaptation to unusual everyday practices (remote learning, new forms of communication, increased psycho-emotional stress, etc.). Factors that have a partially destabilizing nature and exacerbate uncertainties are recorded: the difficulty of identifying students, problems in making socially adequate management decisions at the organizational level, limitations of compensatory mechanisms for adaptation of social subjects to a state of uncertainty. The need for scientific research to study the impact of social and technological innovations on the stabilization of social systems, in particular the system of higher education, is being updated.

KEYWORDS

social system, state of social uncertainty, indicators of uncertainty, quality of education, stabilization factors.

Introduction

Modern global social systems and social entities that function within them are in a state of constant transformation and search for the most effective ways for stabilization, which provides an opportunity to overcome crisis phenomena and challenges. In recent years, the impact of macro-crisis factors, which include the COVID-19 pandemic, economic crises and local military conflicts, create a situation of uncertainty or social turbulence, in which the social system partially ceases to fulfill its assigned functions. They are replaced by others or take long time to adapt to crisis conditions. In some cases, the ways that allow to return/stabilize the system to the state in which it was before the beginning of the crisis are also considered optimal. The scientific search for an object of analysis that would illustrate the peculiarities of adaptation of the social system to the state of uncertainty, adaptation of social

subjects and ways to reach the "stabilization plateau" is becoming relevant.

The education system, in particular the higher/university system, which has undergone significant transformations in the conditions of the spread of the COVID-19 pandemic, should be considered one of the most indicative and sensitive to changes in social systems. The new crisis pandemic conditions have significantly affected the fairly stable education system around the world. During that time, it was on the gradual path of transformation from the classical educational process to a remote form of providing educational services, internationalization of education and transition mainly into the virtual space. The pandemic has dramatically accelerated this process and created crisis conditions, within which the competition between educational institutions is intensifying and the demand for quality educational services is increasing. The mentioned trends significantly affect the



interaction practices of social subjects within educational activities at different levels, from the level of organizations, namely universities, to the participants of the educational process. There is a need to identify markers of uncertainty in the educational space and indicators that could evidence the restoration of the stability of the social system and its adaptation to crisis conditions.

The relevance of the chosen topic is also determined by the fact that the system of higher education in Ukraine was in a state of very slow transformation until 2019. The pandemic completely changes the usual educational practices and plunges the entire education system into a state of uncertainty. In this case, the example of Ukraine is a "litmus test" for illustrating and the possibility of researching uncertainty markers, since other European countries were more prepared for radical changes and the transition to a virtual educational space. Taking into account the abovementioned, it can be assumed that the determination of indicators of adaptation of the system to a situation of uncertainty provides an opportunity to predict possible changes in the future and search for indicators of stabilization of the social system in crisis conditions. Key indicators of the state of uncertainty can be found in the works of F. Emery, E. Trist (1973), J. Habermas (2008), K. Popper (1994), and others. The study of changes in everyday practices in conditions of social uncertainty is comprehensively presented in the works of D. Nicolini (2011), T. Schatzki (2016), J. Rouse (2007), their scientific research provides the necessary background for studying changes in established behavioral practices in the field of education.

This article focuses on recording changes in the educational environment in conditions of social uncertainty, studying the transformation of established behavioral practices of social subjects and the emergence of qualitatively new phenomena that will require further study. The attempt to identify the ways that determine the stabilization of the domestic educational social system is of particular importance.

Research methods

In the process of solving the set scientific tasks, we used a complex of general scientific methods of cognition, as well as methods widely used in the humanities: system analysis (to characterize the state of the social system and the social subjects included in it); analysis and synthesis (to determine the factors of system stability). The basis for scientific theorizing was an integrated sociological paradigm (Ritzer, 1975), within which technologies for studying the state of the educational sphere are used. The approach proposed in the article is based on the use of social technologies in the study of the education system, to which the authors include social assessment, social audit and social monitoring, see in more detail (Jgalens, 2002; Candau, 1985; Peretti, 1989). The peculiarities of the stabilization of the social system, in particular the need to ensure management adequate to crisis conditions, were revealed with the help of scientific works (Baldrige, 1971; Millet, 1962). Within the framework of the concept proposed by V. Burega (2001), the need for socially adequate management of a higher education institution in unstable, crisis conditions is emphasized. The research vision of the quality of educational services as a marker of the effectiveness of the functioning of the system is based on works (Evans, 1996; Brown, 2004).

The empirical component of the research is based on the use of the sociological methodology of survey technologies, in particular the method of Computer Assisted Web Interviewing. The sample in the conducted applied studies is random and formed a posteriori. It is the combination of the specified theoretical background and empirical tools that makes it possible to form the necessary explanatory positions regarding the state of the education system in Ukraine and research indicators for measuring stabilizing factors.

Results and Discussion

Uncertainty is a state of social reality associated with the perception of destroyed or changed stable social structures. The reaction of social subjects who function in a state of social uncertainties can be completely different and unpredictable (confusion, aggression, integration, anxiety, etc.). Uncertainty is understood as the impossibility of accurately predicting the optimal development vector of a complex system, a certain reaction to the polyvariance and ambiguity of social processes (Vinnichuk, 2013: 62). We agree with M. Shulga's opinion that the state of uncertainty mainly manifests itself in the conditions of crisis societies. The term "crisis society" reflects a society in which serious failures of integral functioning occur and processes are reproduced that lead to the deformation of the entire system and the destruction of the established organization of life. It means a society in which the functions of its main institutions – economic, financial, political, social, spiritual, cultural, moral, etc. – are violated. As a result, the relationships between social institutions are deformed, the connections between them are weakened, the social order is disrupted, the foundations of the existence of social groups are destroyed, and all the foundations of society are shaken" (Shulga, 2018).

As we have already noted, the system of higher education in Ukraine can be considered as a vivid example of the influence of uncertainty and crisis conditions on the functioning of the system. As a factor in the formation of crisis conditions for society, we chose the impact of the COVID-19 pandemic and its consequences. To determine this impact, it becomes necessary to study the existing state and its changes over time (monitoring). It is proposed to investigate the quality of education, the level of which is a key indicator of the effectiveness of the functioning of the education system, as a general characteristic of the stability of the system. For this purpose, we will provide the author's vision of the defined concept. The quality of education is a set of systemic and social characteristics that determine the compliance of the education system with accepted requirements, social norms, and state educational standards. It should also be considered as the degree of compliance of educational services with the demands of the individual, society and the state, as well as the main characteristic of the university's social responsibility.

The topic of research into the quality of education, the specifics of providing educational services, and the study of the essential characteristics of the functioning of the educational environment is not new for global and, in particular, Ukrainian scientific thought. Scientific researches should be identified among the most thorough publications (Bakirov, 2009; Chepak, 2011; Khizhnyak, 2010; Shchudlo, 2010; Sokuryanska, 2006). Researchers emphasize the multifaceted nature of studying the Ukrain-

ian educational space and the multilevel trends of the influence of social factors on the development of higher education. Special attention should also be paid to the actualization of the development of social diagnostic procedures (social audit) of studying the state of providing educational services (Mazuryk, Horbov, 2012).

To solve the set research tasks, we will appeal to the results of sociological research conducted by the authors for three years at the Kyiv National Economic University named after Vadym Hetman, one of the largest educational institutions in the country. The authors systematically conducted monitoring studies (Silchenko, Horbov, Horbova, 2019) with the improvement of research tools

for measuring both stabilizing factors and identifying crisis phenomena in the process of university functioning. The presented results illustrate the general trends in the system of higher education in Ukraine during the pandemic. Empirical material is presented according to the results of a survey of higher education applicants (December 2020 – N 1890; February 2022 – N 1136) (General Report 2020/21 Student Survey 2021, Comprehensive Report of Higher Education Applicants 2022). Let's look at the most vivid data, which represent the change in the attitude of students of higher education to learning in a remote format during the COVID 19 pandemic.

Table 1.
Distribution of respondents' answers to the question "To what extent are you generally satisfied with the organization of distance learning at the University" (in %)

	December 2020	February 2022
Completely satisfied	17,2	42,6
Probably satisfied	34,2	41,6
Difficult to answer	19,0	9,0
Probably unsatisfied	17,2	4,8
Completely unsatisfied	12,3	2,0

* Created by authors, sources (General Report 2020/21, Student Survey 2021; Comprehensive Report Higher Education Applicants 2022)

The presented results vividly illustrate the change in the attitude of higher education seekers to the remote learning format. Over the past two years, the number of students who are fully or partially satisfied with remote learning has grown significantly – in percentage terms, there has been an increase in the level of satisfaction by 32.8%. The revealed trend indicates a noticeable adaptation of both students and scientific and pedagogical workers of the university to the new format of education. The identified high levels of satisfaction in the future may significantly affect the attitude of the subjects of the edu-

cational process towards returning to the "traditional" format of the educational process. Remote learning begins to be established at the level of everyday social practices and ceases to cause both psychological and social barriers. We consider these indicators to be one of the markers of stabilization of the system and gradual overcoming of uncertainty in the system of higher education in Ukraine. It should be noted that remote learning technologies used by scientific and pedagogical workers have a significant impact on the level of satisfaction.

Table 2.
Distribution of respondents' answers to the question "What remote learning technologies are used by scientific and pedagogical workers who teach you the academic discipline this semester:" (in %)

	Used by all/almost all teachers		Used by half of teachers		Used by none/almost no teachers	
	December 2020	February 2022	December 2020	February 2022	December 2020	February 2022
Moodle	7,7	59,2	20,7	33,1	71,6	7,7
Office 365	16,2	17,3	17,7	20,8	66,1	61,9
Google Classroom	6,0	9,0	14,2	25,6	79,8	65,4
Online services for webinars	5,6	32,7	14,0	15,8	80,4	51,5
Personal sites	4,4	2,7	9,8	6,8	85,8	90,5
E-mail	79,9	69,2	16,8	23,7	3,3	7,1
Viber and Telegram	35,3	38,9	39,5	43,6	25,2	17,5
Borrowed resources	9,2	9,9	16,4	23,2	74,4	66,8
Courses of publicly available educational platforms (in the form of mixed learning)	6,5	9,9	14,4	26,0	79,0	64,2

* Created by authors, sources (General Report 2020/21 Student Survey 2021, Comprehensive Report Higher Education Applicants 2022)

Significant dynamics in the use of the Moodle remote learning platform are observed. While in 2020, only 7.7% of scientific and pedagogical workers used this platform on the regular basis, by the beginning of 2022, their number increased to 59.2%. Also, the number of teachers who use online services for conducting webinars for their disciplines increased significantly. It should be noted that the number of teachers who use the potential of Google Classroom, Office 365 and various borrowed resources technologies is almost unchanged. Probably, this is due to the partial limitation of requests for the use of the functionality of the specified technologies within the educational process. It should be noted that the number of teachers who use Viber and Telegram to communicate with students has hardly changed over two years. This

indicates that by 2020, the use of these technologies has already entered the usual practice of a certain number of teachers, which they organically "embedded" in the conditions of remote learning. We note that determining the state of adaptation of social subjects, in our case scientific and pedagogical workers of the university, to the latest virtual learning technologies gives us grounds to define such a marker of system stabilization as innovative and programmatic. For further scientific research, the influence of software as a factor in system stabilization becomes an extremely relevant direction. There is a significant increase in satisfaction with the organization of distance learning, however, there are still some difficulties faced by students.

Table 3.
Distribution of respondents' answers to the question "If you encountered difficulties while studying in a mixed/remote mode, please indicate which ones:" (in %)

	December 2020	February 2022
Irregularity of communication with the teacher	43,1	20,9
Lack of appropriate educational materials to ensure remote learning of the discipline	50,2	14,1
Inconvenience of using distance learning platforms (Moodle, Office 365, teleconferencing means, etc.)	34,1	18,8
Reluctance to perform assigned tasks	40,5	6,2
Lack of permanent access to the Internet	33,2	25,7
Inability to perform tasks on time due to objective circumstances	60,7	12,5
Absence of clear requirements for the performance of the task	49,8	15,8

* The amount exceeds 100%, as the respondent had the opportunity to choose several answer options.

** Created by authors, sources (General Report 2020/21 Student Survey 2021, Comprehensive Report Higher Education Applicants 2022)

As we can see, all the mentioned difficulties faced by students of higher education during studies in a mixed/remote mode have a significant tendency to decrease in the number of manifestations. The presented data vividly represent the adaptation of both scientific and pedagogical workers and students to the new format of teaching and learning. It should be noted that over the past two years, there has been a significant decrease in the number of students who experience difficulties due to the lack of appropriate educational materials to ensure remote learning of disciplines. In the same way, the complications related to providing students with methodical materials for providing and completing educational tasks are almost eliminated. Perhaps this is due to the constant

use of the Moodle platform in the educational process. We can assume that the decrease in the number of students who face certain difficulties may be partially due to the improvement of communication between subjects of the educational process and the use of various remote learning technologies by teachers. The application of the specified research indicators gave us the opportunity to record the tendency to gradually overcome the multifaceted problems that Ukrainian students faced during remote studying. A number of statements were also introduced to the specified indicators to determine the essential characteristics of the moral and psychological state of students in conditions of uncertainty.

Table 4.
Distribution of respondents' answers to the question "Determine the degree of your agreement with the following statements?" During training in the mixed/remote mode of organization of the educational process, You (for you)...."

	Fully agree/ Probably agree		Difficult to answer		Probably disagree/ Fully disagree	
	December 2020	February 2022	December 2020	February 2022	December 2020	February 2022
...spend more time on the educational process?	48,5	38	16,3	22,6	35,2	39,3
...have better communication with teachers?	33,4	47,8	24,9	25,2	41,7	27,1

...is it more convenient to receive current and control tasks?	71,6	85	13,8	8,0	14,6	7
...spend more time online (on the computer, etc.) to complete study assignments?	91,5	88,7	5,3	6,3	3,3	5,1
...tire more?	49,0	28,1	18,6	21,6	32,4	50,4
...do you have more workload (mental, psycho-emotional, etc.)?	51,3	29	20,4	23,9	28,4	47,1
...have a better state of psychological comfort?	48,7	66,5	21,4	18,9	29,9	14,5
...do you have better conditions for personal and professional development?	60,6	75	22,6	14,2	16,8	10,9
...have a more convenient schedule?	60,6	85,7	13,6	7,6	25,9	6,8
...have more free time?	61,3	81,6	12,6	8,4	26,1	10

* Created by authors, sources (General Report 2020/21 Student Survey 2021, Comprehensive Report Higher Education Applicants 2022)

The presented results vividly reflect the level of adaptation of the actual social subject (the student of higher education) to the educational process in crisis conditions. Over the years of monitoring, we have recorded the following trends. There is a clear decrease in the level of fatigue and emotional stress of students, which indicates the adjustment of consciousness to a crisis state. Improvement in the perception of the educational process in the following indicators is also recorded: communication with teachers, performance of educational tasks, etc. It is interesting that the recorded adaptive mechanisms of the psyche also have an impact on the level of general psychological comfort. It should be noted that the time spent on the Internet for completing educational tasks is de-

creasing, which reflects the formation of self-management skills and learning in the virtual space.

We have already noted the impact of innovative software on the stabilization of the education system in crisis conditions. However, the impact of technical availability on the educational process is of special relevance both for Ukraine and the world community. In the conditions of the pandemic, there is a need to use webcams for adequate functioning in the conditions of the remote learning format. Reluctance to turn on the camera when communicating with a teacher is a problem that almost all scientific and pedagogical workers have faced. To try to explain this phenomenon, appropriate indicators were introduced to the research toolkit.

Table 5.
Distribution of respondents' answers to the question "Indicate how often you turn on the webcam while conducting..."

February 2022	Always turned on	Sometimes turned on	Turned on if the teacher demands it	Never turned on
lectures	4,8	9,8	49,1	36,3
seminars, practical and laboratory activities	28,0	25,4	44,5	2,1

* Created by authors, sources (Comprehensive Report Higher Education Applicants 2022)

So, we can see that the number of students who deliberately turn on webcams during classes is generally low, especially during lectures. This state is now common to most of the country's universities. That is, despite the fact that the student is an active subject of the educational process (attending classes), there is a significant psychological barrier caused by the technological device. We tried to find out the reasons for this phenomenon. Thus, among the explanatory factors, the students indicated the following: "I feel uncomfortable", "There are other people and/or animals near me all the time (at home, at work, in public space)", "I consider this a violation of my private space", "I see no sense in it" etc. The obtained data give us the opportunity to make an assumption that the state of uncertainty significantly affects the representation of students in the online space, for them it is a more common practice to use various visual screensavers in social

networks. In the future, this may affect communication between the participants of the educational process when returning to classes in classrooms. Note that in the conditions of military actions in Ukraine, the distance learning format will continue and the outlined problem will have further spread.

The key social subjects of the education system, in addition to higher education students, should also include scientific and pedagogical workers of the university, whose adaptation to crisis conditions in a state of uncertainty may be more difficult than that of students. Let's appeal to the most vivid data, which represent the change in the attitude of teachers to the organization of learning in a distance format during the quarantine restrictions. The empirical material is presented on the basis of data from two surveys of teachers (March 2021 – N 493; February 2022 N – 282) (General report 2020/21 Teacher

survey 2021, Comprehensive report scientific and pedagogical workers 2022).

The respondents note a significant increase in the time spent on ensuring the educational process. This especially applies to "classical" forms of teaching activity - preparation for conducting various types of educational classes. It should be noted that currently there are almost no compensatory mechanisms for solving such an increase in workload, both at the university level and at the educational-institutional level. Such challenges certainly

have a significant impact on the quality of the provision of educational services and their direction. Note that there is a slow adaptation of teachers to crisis conditions in the educational environment. Probably, this is connected with fairly traditional, established forms of work in a classical university. However, the social diagnosis of the problems faced by scientific and pedagogical workers seems to be extremely relevant. The identified factors enable the management of the institution of higher education to adequately and promptly respond to the needs of employees.

Table 6.
Distribution of respondents' answers to the question "If you encountered difficulties while teaching educational subjects using remote technologies, indicate which ones:" (in %).

	March 2021	February 2022
Irregularity of communication with students	21,9	21,6
Lack of appropriate educational materials to ensure remote learning of the discipline	6,1	5,3
The difficulty of adapting the academic discipline for distance learning	21,1	22,7
Lack of appropriate incentives for the use of distance learning technologies	21,5	18,1
Lack of appropriate skills for working with remote technologies	12,4	9,6
Inconvenience of using remote learning platforms (Moodle, Office 365, teleconferencing tools, etc.)	14,6	11,7
Students' reluctance to complete assigned tasks	20,3	23,0
The difficulty of identifying a student in class	33,1	40,4
The difficulty of controlling students' independent performance of current and control tasks	44,4	43,3
Lack of permanent access to the Internet (teacher and/or students)	36,3	20,9
Lack of proper technical equipment (old computer or laptop, lack of webcam, etc.)	29,4	29,1
Inability to install required software	11,8	8,9
Increase in financial costs (payment of Internet, mobile communication, utility costs, purchase of hardware or software)	49,9	40,1

* The amount exceeds 100%, as the respondent had the opportunity to choose several answer options.

** Created by authors, sources (General Report 2020/21 Student Survey 2021, Comprehensive Report Higher Education Applicants 2022)

Difficulties faced by teachers can be conventionally divided into three blocks: 1. Material and technical (increase in financial costs, provision of necessary technical and software). 2. Educational (complexity of monitoring the performance of educational tasks and irregularity of communication with students). 3. Social-motivational (lack of incentives and difficulty adapting to remote technologies). A qualitatively new phenomenon for the Ukrainian

educational space – the difficulty of student identification – attracts special attention. Isolated difficulties form a problematic field within which the quality of providing educational services may tend to decrease. For a more detailed study of the selected issues, the respondents were offered a number of statements regarding the features of remote work.

Table 7.
Distribution of respondents' answers to the question "Determine the degree of your agreement with the following statements?" While working in the mixed/remote mode of organizing the educational process, You (for you)...." (in %).

	Fully agree/ Probably agree		Difficult to answer		Probably disagree/Fully disagree	
	March 2021	February 2022	March 2021	February 2022	March 2021	February 2022
...spend more time on the educational process?	83,0	80,9	8,9	7,4	8,1	11,7

...have better professional communication with colleagues?	31,2	30,5	34,9	26,6	33,9	42,9
...have better educational communication with students?	38,3	34,7	26,0	27,0	35,7	38,3
... is it more convenient to provide students with current and control tasks?	54,4	64,2	22,9	17,7	22,7	18,1
... is it more convenient to check current and control tasks completed by students?	42,0	59,9	25,8	13,5	32,3	26,6
...is it more convenient to quickly inform students about the results of their studies?	68,0	74,8	21,5	11,7	10,5	13,5
...is it more convenient to control students' independent performance of current and control tasks?	23,7	27,6	22,1	18,8	54,2	53,5
...spend more time on the Internet (on the computer, etc.) to meet the study load?	94,7	93,3	4,7	3,5	0,6	3,2
...have more fatigue?	81,1	74,5	10,8	13,8	8,1	11,7
...do you have more workload (mental, psycho-emotional, etc.)?	81,1	75,5	12,6	13,5	6,3	11
...have a better state of psychological comfort?	18,7	24,1	35,1	32,3	46,2	43,6
...do you have better conditions for personal and professional development?	32,3	42,5	38,5	32,3	29,2	25,2
...have a more convenient schedule?	45,4	54,3	29,2	26,6	25,4	19,1
...have more free time?	16,0	24,1	22,1	21,3	61,9	54,6

** Created by authors, sources (General Report 2020/21 Student Survey 2021, Comprehensive Report Higher Education Applicants 2022)

The presented data vividly illustrate the state in which scientific and pedagogical workers are. It should be noted that in conditions of remote provision of educational services, the majority of respondents note a significant increase in workload (psychological and mental), fatigue and time spent in providing the educational process. Such data indicate the need to change managerial approaches to the stimulation and evaluation of the process of providing educational services. It should be noted that although these indicators tend to gradually decrease, they remain extremely high. Conditionally positive indicators and opportunities that appear in the state of remote education are also highlighted. These include a more convenient schedule, the ability to quickly inform students and provide different types of tasks. We can see that a rather problematic phenomenon arises not only with the identification of a student in class, but also with the determination of independence in the performance of educational tasks. The problem of student identification in most cases is determined by the reluctance to turn on the webcam (we wrote about the explanation of the reasons for this above). In our opinion, the study of the impact of both technical and actually social innovations on the educational process becomes an extremely relevant issue for further scientific research. The proposed research indicators gave us the opportunity to record that it was more difficult for scientific and pedagogical workers of the university to overcome the state of uncertainty in the education system and to stabilize their professional activities. We cannot call this process finished, as there are still a large number of problematic aspects and destabilizing factors.

Conclusions

The obtained results made it possible to record trends in the transition of the higher education system from a situation of uncertainty to a certain "stabilization plateau". The educational space, as noted, has fallen into a state of crisis in the context of the COVID-19 pandemic. The state of uncertainty is gradually being overcome by the subjects of the educational process. We can mention significant adaptation to the use of the latest learning technologies, which are included in the context of everyday practices, among the factors of stabilization of the education system. It was determined that the innovative program factor of ensuring the educational process becomes an extremely important element for stabilizing the system. It should be noted separately that the adaptive mechanisms of the psyche of the subjects of the educational process also affect the quality of educational services and their receipt. It should be noted that students, as subjects of the educational process, were able to adapt to crisis conditions more quickly, and, as was recorded, in two years they moved into a state of comfort and habit of distance learning. Scientific and pedagogical workers, as it was recorded, feel more vulnerable to the state of uncertainty and adapt to crisis conditions more slowly.

The general ways of stabilizing the education system include the need to continue the development and use of innovative and technical learning technologies, increase the level of awareness in software, increase the level of communication between participants in the educational process, and introduce the principles of socially adequate management at the level of the organization. Constant sociological measurements of destabilizing factors in the education system and the determination of actions that

are already becoming part of everyday educational practices are gaining special relevance. It should be noted that the problem of student identification in the conditions of distance learning is recorded as one of the important ones and has both technological and actually psychological aspects of explanation. Currently, it is quite common in Ukraine.

Summing up, we can say that one of the key factors in overcoming the state of uncertainty is the awareness and feeling of a certain level of comfort by a social subject (student, teacher, etc.), and the consolidation of new requirements and technologies at the level of everyday behavioral practices. At the systemic level, the state of uncertainty in the educational sphere of Ukraine was almost leveled during the years of quarantine restrictions thanks to the substantial support of European countries, provision of virtual academic mobility and multi-level management decisions. As of February 2022, it was recorded that the education system reached a mostly stable state, however, military operations, significant population migration, and temporary occupation of territories destabilize the education system again and pose new challenges to it. The system, which did not have time to finally stabilize, reaches a new crisis level and has a tendency towards further transformations, which actualizes the study of problematic phenomena that will arise and mechanisms for overcoming them. Scientific attention is also drawn to the need for further research into the impact of distance learning on the psycho-emotional state of students of higher education and the study of transformations of behavioral and everyday social practices of all subjects of the educational process.

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Невизначеність в освітньому просторі України: шляхи до стабілізації

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Стаття присвячена осмисленню невизначеності як стану, у якому перебувають соціальні системи в кризових умовах. Сьогодні вкрай актуалізується необхідність проведення наукових пошуків для визначення факторів та шляхів, які можуть подолати стан невизначеностей та призвести до стабілізації. У якості ілюстрації таких явищ було обрано систему вищої освіти, яка в кризових умовах пандемії COVID-19 зазнала суттєвих системних трансформацій та зміни повсякденних поведінкових практик різних суб'єктів освітнього процесу. Основна ідея статті ґрунтується на спробі фіксації змін в освітньому середовищі в умовах соціальної невизначеності, вивченні змін усталених поведінкових практик соціальних суб'єктів та появи якісно нових явищ, які будуть потребувати подальшого вивчення. Автори на основі емпіричних досліджень фіксують фактори, які сприяють виходу освітньої системи з кризового стану до певної стабілізації. До таких факторів відносять інноваційно-технологічні (адаптацію освітнього середовища за допомогою різного технологічного забезпечення), психічну адаптацію до незвичних повсякденних практик (дистанційне навчання, нові форми комунікації, збільшення психоемоційного навантаження тощо). Фіксуються чинники, які мають частково дестабілізуючий характер та загострюють невизначеності – складність ідентифікації студентів, проблеми в прийнятті соціально-адекватних управлінських рішень на організаційному рівні, обмеження компенсаторних механізмів для адаптації соціальних суб'єктів до стану невизначеності. Актуалізується необхідність наукових пошуків для вивчення впливу соціальних та технологічних інновацій на стабілізацію соціальних систем, зокрема системи вищої освіти.

Ключові слова: соціальна система, стан соціальної невизначеності, індикатори невизначеності, якість освіти, фактори стабілізації.

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