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THE IMPACT OF INDIVIDUALISATION OF EDUCATION ON THE EMOTIONAL WELL-BEING OF BASIC SECONDARY EDUCATION STUDENTS

Abstract. *The purpose* of this article is to investigate the relationship between the individualisation of learning and the emotional well-being of students in basic secondary education. **The methodology** of the study was based on theoretical methods such as analysis, synthesis, and comparison, which enabled a systematic review of the scientific literature to define the concepts of “emotional well-being”, “individualisation of learning”, “differentiation of learning” and to summarize ways that would contribute to improving the level of emotional well-being. **The scientific novelty** of the study lies in substantiating the effectiveness of individualised learning as a condition for forming a high level of emotional well-being in students. The study proven that the educational process provides a multitude of options for the individualisation of learning. These include the development of individual educational trajectories, the transition to individualised forms of education or the organisation of inclusive education, a diversity of educational opportunities implemented through a significant number of educational programmes, forms of education, profile-based education, integrated courses, extracurricular education, elective course programmes, etc.; the use of modern information and communication technologies; differentiation of education as a practical tool for individualisation; the introduction of formative assessment. Electives and additional consultations are considered not only as supplementary elements of the educational process, but also as specific tools for supporting the emotional well-being of students. **Conclusions.** In today’s context, when students experience not only academic stress, but also stress from uncertainty, information overload and traumatic events, educators should pay special attention to their emotional state, implementing individualisation of learning aimed not only at the cognitive but also at the emotional sphere, which will further increase the effectiveness of the educational process and ensure the harmonious development of the personality of each student.

Key words: emotional well-being, secondary school students, stress, individualisation of learning, personalisation, differentiation, individual educational trajectory.

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ВПЛИВ ІНДИВІДУАЛІЗАЦІЇ НАВЧАННЯ НА ЕМОЦІЙНЕ БЛАГОПОЛУЧЧЯ ЗДОБУВАЧІВ БАЗОВОЇ СЕРЕДНЬОЇ ОСВІТИ

Анотація. *Мета* статті полягає в дослідженні взаємозв'язку між індивідуалізацією навчання та емоційним благополуччям здобувачів базової середньої освіти. **Методологія** дослідження ґрунтувалася на таких теоретичних методах, як аналіз, синтез та порівняння, що дозволили провести систематичний огляд наукової літератури для визначення понять «емоційне благополуччя», «індивідуалізація навчання» й «диференціація навчання» та узагальнити шляхи, що сприятимуть покращенню рівня емоційного благополуччя. **Наукова новизна** дослідження полягає в обґрунтуванні ефективності індивідуалізації навчання як умови формування високого рівня емоційного благополуччя здобувачів освіти. Підтверджено, що освітній процес надає велику кількість варіантів для індивідуалізації навчання. Серед них виділено: розроблення індивідуальної освітньої траєкторії, переведення на індивідуальну форму або організація інклюзивного навчання; різноманіття освітніх можливостей, що реалізується через значну кількість освітніх програм, форм здобуття освіти, профільне навчання, інтегровані курси, позашкільну освіту, навчальні програми курсів за вибором факультативів тощо; використання сучасних інформаційно-комунікаційних технологій; диференціацію навчання як практичний інструмент індивідуалізації; впровадження формувального оцінювання. Розглянуто факультативні заняття та додаткові консультації не лише як допоміжні елементи освітнього процесу, а й як інструменти підтримки емоційного благополуччя здобувачів освіти. **Висновки.** В умовах сьогодення, коли учні відчувають не тільки академічний стрес, але й стрес від невизначеності, інформаційного перевантаження та травматичних подій, освітяни мають звертати особливу увагу на їх емоційний стан, здійснюючи індивідуалізацію навчання, спрямовану на пізнавальну та емоційну сфери, що надалі підвищуватиме ефективність освітнього процесу та забезпечуватиме гармонійний розвиток особистості кожного здобувача освіти.

Ключові слова: емоційне благополуччя, здобувачі базової середньої освіти, стрес, індивідуалізація навчання, персоналізація, диференціація, індивідуальна освітня траєкторія.

Problem statement. Modern schools position themselves not only as institutions for knowledge transmission, but also as spaces for the development of each student's individuality. This approach is particularly valuable in today's environment, where students face with many challenges that can negatively affect their academic performance and their physical and emotional health. In view of this, educators need consider the individual characteristics of students, their personal experiences, needs and preferences for comprehensive and harmonious development. This highlights the need to explore ways to improve the educational process in this direction.

One of these ways is to individualise learning. We have every reason to assume that taking

individual characteristics into consideration is one of the most effective ways to create a comfortable educational environment. Paying attention to the interests and needs of students helps to increase their motivation to learn and improves their self-esteem, as they become aware of their strengths and feel important and heard. This approach also reduces social and academic anxiety, which has a positive effect on emotional well-being.

Analysis of sources and recent studies. Human emotions are perhaps the most difficult subject to study due to their subjective nature. Despite this, scientific research has mostly reached a consensus on the definition of emotional well-being. It is usually characterised as a state of psychological comfort and balance

in the emotional sphere (D.V. Soroka); a stable positive, comfortable emotional state (O.V. Gordova); a basic feeling of emotional comfort that provides confidence and an active attitude towards the world (O.V. Matvienko). Such a positive state is extremely important during the learning process, as it leads to self-actualisation, self-efficacy and behaviour that promotes health [1, p. 3]. As mentioned earlier, emotions are a purely subjective phenomenon, so there is no universal way to achieve a comfortable emotional state, which is why individualisation becomes one of the most productive tools for improving emotional well-being.

Classics of Ukrainian pedagogy have always emphasised the potential of individualisation in the educational process. A key element of V.O. Sukhomlynsky's work was the uniqueness of each student, S.F. Rusova emphasised the need to consider the individuality of each person and O.A. Zakharenko stated that "...the focus of the teacher's attention, observations, reflections and plans should be on the specific personality" [5, p. 20]. Contemporary scientists are conducting a detailed conceptual and categorical analysis (M.E. Pisotskaya, L.V. Shelestova, S.V. Alekseeva), researching individualisation as a psychological and pedagogical problem in higher (I.V. Volobueva, O.Yu. Azhipo), secondary (S.V. Alekseeva, N.O. Aristova) and primary (O.V. Baranovska) schools. They consider individualisation as an effective means of compensating for educational losses (O.V. Malykhin, N.O. Aristova) and as one of the ways to improve inclusive education (M.O. Gladyshev, M.O. Martsenyuk).

The purpose of the article is to investigate the impact of individualisation of education on the emotional well-being of basic secondary education students in the context of modern challenges.

Presentation of the main material.

Within the scope of this issue, we encounter similar terms, such as "individualization" and "differentiation" In scientific literature, we can see a significant number of approaches to distinguishing between these concepts. We agree with the opinion of those scientists who assume that differentiation is a means of implementing the individualisation of learning (A. V. Urusky, O. G. Bratanykh, N. S. Ilinitska). After all,

individualisation is usually understood as taking into account the individual characteristics of students in all forms and methods of learning, regardless of what characteristics are considered and to what extent [11, p. 78]. Differentiation, on the other hand, is the consideration of the individual characteristics of learners, the division of learners into characteristic typological groups according to various indicators [6, p. 227]. This demonstrates that differentiation is a process that brings learning closer to the individual needs of the student, so we can consider it as a practical tool for individualising learning.

Alongside the above terms, we also encounter the concept of "personalisation of learning", which is closely related in meaning. Researchers note that there are significant differences between individualisation and personalisation. Individualisation sets one specific learning goal for all students, which each student can achieve in their own way and which mostly focuses on the cognitive development of students. Personalisation, in turn, involves individual learning goals, which are actively determined by the student themselves, and the priority of personalisation is personal development [2, p. 193]. Undoubtedly, personalisation and individualisation of learning will have a positive impact on the emotional well-being of students, but in practice, the implementation of these processes becomes a real challenge due to the excessive workload on teachers. Personalisation can be more difficult to implement because it requires the active participation of the student, who becomes a co-author of their learning space.

In this context, the opinion of Tetiana Rogova, who studies the personalisation of pedagogical interaction, is also noteworthy. She states that students should perceive teachers not only as sources of knowledge, but primarily as individuals with their own life and professional positions who assist their students in their personal growth [10, p. 60]. This approach can become a source for building an educational environment based on mutual respect and trust. The active involvement of the teacher in the interaction strengthens the motivation of students, creates a sense of support and helps to avoid isolation. It is worth emphasizing that the personality of the teacher, as a key element of the

learning process, serves as a model for social and emotional behavior, which has great potential for developing resilience, empathy, self-regulation and other necessary skills.

The concept of individualisation of learning as a process that considers the individual characteristics of learners for their comprehensive development is actively integrated into laws, concepts, standards, orders and letters introduced by the Ministry of Education and Science of Ukraine. This gives reason to say that modern education recognizes the importance of such an approach and provides numerous possibilities for the individualization of the educational process that can be used by educators. Among them we can highlight:

- Development of an individual educational trajectory, transfer to an individual form or organisation of inclusive education for applicants with special educational needs for further implementation of education in accordance with the developed plan;

- A variety of educational opportunities, implemented through a significant number of educational programmes, forms of education (full-time, part-time, distance learning, evening classes, blended learning), specialised education, integrated courses, extracurricular education, elective course programmes, educational hubs, etc.

- Use of modern information and communication technologies, in particular platforms for creating learning environments, interactive learning applications, online portals and other educational content for individualising the learning process;

- External and internal differentiation, differentiation based on the adaptation of content, process and product of educational activities; varying requirements for the degree of task completion by students in a single lesson or throughout the study of a topic; applying a wide range of forms and methods of organising educational activities [12, p. 21];

- The introduction of formative assessment, based on measuring the progress of each student, allows you to track individual learning dynamics and provide feedback.

All of this enables students to receive an education that aligns with their interests, abilities, and opportunities, which is very important

these days when they need to compensate for learning gaps and get additional attention for their emotional side. Therefore, let's consider individualisation as one of the conditions for improving the emotional well-being of students. The aim of the individualisation of learning is to ensure the most effective comprehensive development of each student by taking into account their individual characteristics. It can be implemented on the basis of various indicators: the level of development of students' cognitive and emotional-volitional spheres, health, social status, interests, etc. Their selection should be made by the teacher based on the identified characteristics of the students and depend on the specific educational context.

In the current context, educators must pay particular attention to the emotional state of students, as they regularly experience not only academic stress but also stress from uncertainty, information overload and traumatic events. It is known that short-term stress does not have strong negative effects on the body, on the contrary, it can improve concentration, motivation and productivity, that may be helpful during the learning process. However, researchers note that many disorders arise precisely as a result of stress, especially if it is severe and prolonged [9, p. 4], and scientific studies have confirmed the detrimental effect of prolonged stress on cognitive abilities [14].

Intense and long-term stress can lead to psychological trauma, which will negatively affect all areas of a person's life. Therefore, educators should pay attention to the concept of trauma-informed learning to create a safe educational environment. It should be noted that such learning is only possible if it is individualised, as everyone has a unique traumatic experience and reaction to it. Learners may experience outbursts of aggression or apathy, unwillingness to work in a group, concentration problems. Researchers emphasise the need to recognise the broad impact of trauma and call for counteracting the re-traumatisation of survivors by reducing unnecessary triggers and implementing trauma-informed policies, procedures and practices [3, p. 2].

Here the emotional intelligence of the teacher, his ability to understand how emotions can influence the learning process and consider the

emotional context of each person, implementing individualization aimed not only at the cognitive, but also at the emotional sphere of students, becomes of priority. To accomplish this, educators should allow for conducting regular diagnostics of the emotional state of learners (using icebreakers, isotherapy techniques, questionnaires, observations, etc.) and make rational adjustments to elements of the educational process, including teaching style, forms, methods and techniques of teaching, complexity and duration of tasks, in accordance with these states. In this context, tutoring as a tool for personalising learning to provide emotional support to students could be a promising area of research.

The most comprehensive individualisation of the learning process involves the development of an individual educational trajectory, which is implemented through an individual learning plan. An individual educational trajectory is defined as a personal path for the realisation of the educational applicant's personal potential, which is formed taking into account their abilities, interests, needs, motivation, opportunities and experience [8]. This path can be applied to all learners, including those who have experienced educational losses, have limited access to education, or are giftedly talented. Thus, individualisation fully addresses the demands of the times, when many learners need flexibility in the learning process. It is based on the principles of child-centredness, and its main principles and components are: adaptation to the needs of the student; feedback with assessment and identification of achievements; support and cooperation; use of modern technologies [13, p. 34].

In view of the above, we can conclude that the introduction of individualisation will directly affect the emotional state, as it corresponds to the individual capabilities of learners, which helps to reduce emotional stress from excessive academic expectations and create situations of success. Adapting elements of the learning process makes it interesting and accessible, increasing motivation and positive emotions. Another important component of individualising learning is cooperation based on partnership and support, which creates conditions for effective interaction during the learning process. An individual educational trajectory also makes it possible

to see one's own progress and learning goals, which has a positive effect on self-esteem and awareness. In general, in the context of today's challenges, individualisation is an important means of creating a safe educational environment and improving emotional well-being.

We would also like to emphasise that individualisation aimed specifically at developing cognitive skills will also have a positive impact on students' emotional state. In order to avoid frustration in some students and a decline in motivation in others, it is also necessary to consider differences in their intellectual abilities. Thus, L.V. Shelestova notes that effective tools for individualising learning are multimedia resources, electronic textbooks and online resources, and online consultations [15, p. 52]. Undoubtedly, the use of digital technologies is one of the most effective and easiest means of individualising the learning process. They allow students to work at their own pace, catch up on educational losses, and choose the format in which they will study the material. Online resources also make learning interesting due to their interactivity and accessibility, creating a situation of success, stimulating motivation and a positive attitude towards learning.

We should also pay attention to additional individual and group consultations, which help students not only to better understand the material, but also to feel needed and confident that any problem can be solved with enough effort. An important advantage of these consultations is the creation of a safe environment where students can express themselves without fear of being judged, which contributes to the development of reflection and questioning skills. Additional consultations have a positive effect on academic stress levels, promote self-confidence, increase motivation and improve attitudes towards learning. The beneficial effects of consultations are only possible if the teacher has a high level of psychological and emotional-ethical competence, the ability to understand students' experiences, support and respect them. This is the main prerequisite for harmonious interaction and improving emotional well-being.

R.A. Popov and M.O. Zagorulko note that ensuring individualised learning during wartime also involves cooperation and interaction with one another, the use of group work to enable students

to adapt to difficult situations, the development of interpersonal skills (empathy, cooperation and conflict resolution) [7, p. 14]. We share the opinion of scientists, since individualisation does not imply isolation of the individual, it allows creating conditions in which everyone feels comfortable in the group, because they understand that their needs, abilities and interests are taken into account even in joint activities. This approach helps to develop empathy, cooperation skills and can be particularly useful during distance learning for the full socialisation of students. Moreover, the individualisation of learning is one of the essential conditions for bullying prevention, as it recognises the uniqueness of each individual and fosters a culture of mutual respect.

Differentiation of learning as a tool for individualisation enables active cooperation among students. Its aim is also to create favourable conditions for effective learning and harmonious development of students by adapting all components of the educational process in accordance with the educational programme. Among the most common forms of differentiation in extracurricular activities, we can highlight electives, which are defined as the leading extracurricular form of learning organisation, the purpose of which is to deepen students' knowledge of a particular subject, develop their cognitive interests and creative abilities [4, p. 159]. This form of work often involves cooperation in a more informal atmosphere and active interaction between participants, which helps students find like-minded people and develops their cooperation skills. Another important advantage of implementing electives for social and emotional well-being is the sense of belonging to a group, thanks to which students feel valued and protected.

The Ministry of Education and Science of Ukraine offers a range of electives that may be of interest to students. Indisputably, that working on something you really enjoy has a positive effect on emotional state, as it helps to distract yourself and focus on enjoyable activities. Among electives, we also find the curriculum "Social-emotional and ethical learning: formation and development of soft skills, resilience, attention and overcoming trauma", which focuses on the development of emotional intelligence in students. This course deserves special attention from educators, as its content covers issues that are important for improving the emotional well-being of students. In summary, electives help to satisfy the need for self-expression and recognition, social interaction and positive emotions.

Conclusions. Undoubtedly, the level of emotional well-being is extremely important during the learning process, as emotions affect all areas of life for students. We can conclude that one of the most effective tools for influencing the emotional sphere is the individualisation of learning, due to its ability to consider the abilities, needs, interests and desires of students. The modern education system provides a lot of opportunities to implement this: developing individual educational trajectories, using digital technologies, including online consultations and various forms of differentiated learning, among which we can highlight electives. All this reduces the anxiety of students, positively influences their attitude to learning, their self-esteem and motivation and their ability to understand emotions, thus increasing their emotional well-being. We see the prospect of further research in the development of methodological recommendations and the refinement of ways to individualise the learning process, aimed at maintaining a high level of emotional well-being.

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