



Ukrainian universities under the pressure of pandemic: the effects of pandemic on teacher leadership, self-education and life-long learning

Olga MATVIENKO¹

¹*Corresponding Member of the National Academy of Pedagogical Sciences of Ukraine
Full Prof. Dr., Kyiv National Linguistic University, Chair of Psychology, Pedagogy, and Physical Education*

Email: maomart53@gmail.com

Orcid Id = <https://orcid.org/0000-0002-7306-7594>

Plagiarism Rate=0

Svitlana KUZMINA²

²*Assist. Prof., Vinnytsia State Pedagogical University, Department of Foreign Languages*

Email: svitlanakuzmina@gmail.com

Orcid Id = <https://orcid.org/0000-0002-3794-3139>

Plagiarism Rate=0

Tamara YAMCHYNSKA³

³*Assoc. Prof. Dr., Vinnytsia State Pedagogical University, Dean of Foreign Languages Department*

Email: tamyam2802@gmail.com

Orcid Id = <https://orcid.org/0000-0002-4121-5062>

Plagiarism Rate=0

Tamara GLAZUNOVA⁴

⁴*Assoc. Prof. Dr., Vinnytsia State Pedagogical University, Department of Foreign Languages*

Email: summertime80@gmail.com

Orcid Id = <https://orcid.org/0000-0003-0765-9417>

Plagiarism Rate=0

Abstract

The paper aims to reveal the effects of the pandemic on Ukrainian education. Ukrainian universities faced more challenges during the pandemic than educational establishments in other European countries. The authors will expose the reasons leading to a bigger physical and emotional stress for Ukrainian students and faculty. Student and faculty feedback and experience from several Ukrainian universities during the spring semester of 2020 are used as a resource to research on COVID-19's impact on teacher leadership and self-education in Ukrainian universities. The COVID-19 pandemic increased the significance of teacher life-long learning. The impacts of the pandemic are studied in parallel with the revision of web-based instruction, online-platforms, and online curricula development, faculty, and personnel web-literacy in Ukraine. Teacher leadership, self-education, and life-long learning are considered to have been crucial in pandemic time to accomplish the spring semester responsibilities and are viewed twice as decisive to be efficient in a post-pandemic time to prepare themselves and students for the probable future challenges in the world

Keywords: Pandemic, Teacher Leadership, Self-Education, Long-Life Education, Online Instruction.

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