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## COMPARATIVE CHARACTERISTICS OF EXAMINATIONS IN FACE-TO-FACE AND DISTANCE LEARNING FORMATS

**Background.** *The problem of organising and conducting exams is relevant in the context of the introduction of martial law in Ukraine. This situation has led to a transition from the traditional form of the learning process to the distance one, which is important to emphasise in the context of the application of appropriate methods by teachers of higher education institutions. The author emphasises the main types of control and pays special attention to the final one, which includes a semester exam. The essence of the exam as one of the forms of control of students' knowledge is defined. The main requirements for conducting examinations are analysed on the basis of the Regulations on the organisation of the educational process at Taras Shevchenko National University of Kyiv (2025). Based on the analysis of foreign experience, the article highlights the current challenges of conducting exams in a distance learning format during a pandemic.*

**Methods.** *The study is based on the results of theoretical analysis, generalisation of modern literature, deduction, and a survey of 76 students and 12 teachers of Taras Shevchenko National University of Kyiv in Google Forms to investigate the common and distinctive features of the organisation of exams between traditional and distance learning formats.*

**Results.** *According to the respondents, 34.2 % of students consider the face-to-face form of exams to be optimal, while 66.7 % of teachers support this position. Among the reasons for the expediency of taking exams, students highlighted the provision of a favourable atmosphere (44.7 %), a clear structure of questions/tasks (19.7 %), objective assessment of answers (14.5 %), and others. Instead, teachers emphasised the importance of providing direct and transparent control of students' answers (58.3 %). The following significant challenges in conducting and passing exams were identified: technical difficulties (53.9%), difficulties in monitoring compliance with academic integrity (58.3 %). Students and teachers emphasised the following ways to overcome these problems: conducting surveys to take into account feedback on a regular basis (40.8 %), using combined methods of knowledge testing to prevent cheating (33.3 %).*

**Conclusions.** *The article analyses the results of the survey, which revealed the key problems and possible ways to solve them.*

**Keywords:** *pedagogical control, exam, full-time form, distance form, comparison, martial law.*

### Background

In modern times, in particular in connection with the prolonged imposition of martial law in Ukraine, there is a continuous transformation of the organisation of the educational process both in general secondary education institutions and in higher education. The security situation in many regions of our country in most cases does not allow students to study in the traditional full-time mode, so there is an urgent need for teachers to adapt and apply the most effective methods, techniques and tools in a distance format.

Such changes have already affected all parts of the educational process, including the organisation and conduct of control measures that are an integral part of it and are aimed at identifying and assessing the level of knowledge, skills and abilities acquired by students. We draw special attention to the problem of exams and ensuring their effectiveness in distance education, which has recently become more widespread. The martial law in our country has posed a number of challenges to higher education institutions, emphasising the adaptability of the system to extreme conditions, which are characterised by the problems of regulating technical accessibility, maintaining academic integrity and choosing those methods of knowledge testing that meet the requirements of objective student assessment.

The need for control of students in higher education in Ukraine is evidenced by the content of the following regulatory documents. In Section IX 'Organisation of the Educational Process', Article 50 of the Law of Ukraine 'On Higher Education' (2014) regulates a number of forms in which the educational process is carried out, which include control measures, except for classes, independent work and

practical training. The Law of Ukraine 'On Education' (2017), in Section VI 'Participants in the Educational Process', states in Article 53 that students have the right to a fair and objective assessment of learning outcomes. The Strategy for the Development of Higher Education in Ukraine for 2021–2031 (2020) specifies the tasks in the context of the strategic goal of ensuring the quality and accessibility of higher education for different segments of the population, which is to introduce assessment of the level of mastery of flexible skills, the formation of critical thinking, the desire and ability to learn independently. Its implementation in the process of organising and conducting control measures in higher education is proving to be significant.

### Methods

The study is based on the results of theoretical analysis, generalisation of modern literature, deduction, and a survey of 76 students and 12 teachers of Taras Shevchenko National University of Kyiv in Google Forms to investigate the common and distinctive features of the organisation of exams between traditional and distance learning.

**The purpose of the article** is to make a comparative analysis of the forms of conducting examinations in on-site and distance formats, to identify the problems in the distance form, and to develop ways to improve the process of taking distance examinations.

**Objectives** – to conduct a systematic analysis of the current scientific literature on the organisation and conduct of examinations in face-to-face and distance learning formats, to carry out a comparative analysis of examination procedures, to identify the main challenges in conducting distance examinations and ways to optimise them.

**Literature review.** The importance of the problem of pedagogical control in higher education institutions is the subject of numerous studies by T. Ilyina, who paid attention to the methods and forms of control. For example, such teachers as A. Aleksyuk, V. Okon, I. Pidlasii emphasise the importance of assessment for the educational process in modern conditions. The problem of examination control in higher education has been considered by scholars in various aspects. The works of S. Semchakevych and H. Onasko are based on historical and pedagogical principles. Researchers I. Bulakh, L. Pavlyk and others reveal the problem from a pedagogical perspective. The work of Y. Moskalchuk focuses on the psychological key of examination (Kalynych, 2022, p. 313).

Few foreign researchers have paid attention to the problem of pedagogical control, including K. A. A. Gamage, who studied the impact of the pandemic on the organisation of exams in higher education, and I. Fialho, who analysed the role of pedagogical control and the importance of conducting appropriate training for teachers.

However, the issues of examining higher education students in the context of distance learning and martial law remain poorly understood.

### Results

In order to increase the efficiency of the educational process, given the current conditions in Ukraine, the most rational approach is to create and implement a perfect system of control over the learning activities of each student.

Since the educational process is complex and virtually impossible without assessment of performance, we consider it necessary to focus on the concept of 'pedagogical control'. After analysing the scientific literature, we come to the conclusion that there is no single definition of this term. A. Kuzminsky interprets control in higher education as 'a way of identifying and evaluating the results of joint activities of a student and a teacher' (Kuzminsky, 2005). According to the researcher, one of the most important functions of control is to provide feedback, which increases the importance of the ratio of the projected goal to the achieved results of the educational system. M. Fitsula emphasises that control is a didactic means of learning management and is aimed at forming students' knowledge, skills and abilities and using them in practice, stimulating learning activities and the desire for self-education (Fitsula, 2006, p. 213–214). V. Stynska defines the concept of control as 'pedagogical support, observation and verification of the success of students' educational and cognitive activities' (Stynska, 2022, p. 136).

However, for today's conditions, which are dictated by higher education institutions of Ukraine, the above interpretations of control of the educational process are not enough, because the content of the term is much broader. We are talking about its direct place in the system of training specialists in various fields of activity, covering the following areas: control of scientific and methodological work, control of academic achievements and control of the quality of education. Unlike the latter, which aims to find out the level and possibility of improving professional skills, control of learning achievements directly relates to the subject of knowledge, skills and abilities of the student (Bezruchenkov, 2021, p. 158).

Among the control functions within one of the elements of the didactic process, the following should be emphasised:

- **training** – control measures should contribute to the deepening, expansion, improvement and systematisation of students' knowledge, skills and abilities, and provide feedback;

- **diagnostic and corrective** – determination of the level of knowledge, skills, typical mistakes, gaps in learning, implementation of measures to eliminate them;

- **evaluative** – to determine the state of knowledge, skills and abilities of each student and the academic group as a whole, to ensure the recording and openness of control results for objectivity;

- **stimulating** – formation of positive motivation to study, systematic educational and cognitive activity, development of a sense of responsibility for its effectiveness, as well as approval of the successes achieved by students;

- **developmental** – the development of memory, attention, thinking, oral and written speech, abilities, cognitive interests of students, their activity and independence in conditions of pedagogically appropriate control;

- **educational** – formation of discipline, organisation, positive attitude to learning, formation of the need for continuous self-education and improvement;

- **prognostic and methodological** – the choice of optimal teaching preparation has a significant impact on the final result, which is to ensure the quality of professional training of a graduate of a higher education institution (Stynska, 2022, p. 137–138).

In addition, teachers are faced with a number of requirements for monitoring students' learning and cognitive activities:

- **individual approach** (identifying the knowledge, skills and abilities of each student, choosing control methods taking into account individual personality traits, including temperament, potential opportunities, abilities);

- **objectivity** (consists in the most accurate determination of the level of students' academic achievements and their fair assessment based on uniform requirements for all students in accordance with the criteria outlined in the curricula developed in accordance with national standards);

- **systematicity and consistency** (ensuring continuous, purposeful control throughout the entire period of study at a higher education institution using current results, thematic inspections and final control);

- **optimisation of control** (implies: adequacy of the content and methods of control to the learning objectives; validity of control with coverage of the entire volume of educational material in the relevant curricula; reliability, i.e. stability of the results obtained by repeated control after a certain period of time, correlation of results during control activities by different teachers; application of control methods with minimal time and effort of teachers to obtain information about the state of knowledge, skills and abilities of students);

- **publicity of the control** (familiarisation of students with the results of the knowledge test, justification of the grade, mandatory definition of topics and sections of the programme subject to control, as well as terms and means);

- **compliance with ethical norms** (involves pedagogical tact when arguing the grade, kindness and delicacy in expressing criticism, a sense of proportion in both rewarding and punishing students);

- **professional orientation of control** (due to the targeted training of specialists in higher education institutions, while contributing to increasing the motivation for students' educational and cognitive activities as future specialists) (Stynska, 2022, p. 138–139).

Control measures at Taras Shevchenko National University of Kyiv include such types of control as diagnostic, current and final. The first of these takes the form of entrance control, rectorial and ministerial tests, etc. The

current control takes place during practical, laboratory and seminar classes and is aimed at checking the level of readiness of the student to perform a certain job. The form of such control and the system of assessment of the level of knowledge are defined in the curriculum of the discipline. The purpose of the final control is to assess the results of learning at a certain educational qualification level or at its individual completed stages. Based on its results, ECTS credits are awarded to the student and the qualification is awarded (Regulations..., 2022, p. 50).

The final control includes semester control and certification of students. Let's take a closer look at the first component.

Semester control is conducted in the form of an exam, differentiated test or test in a specific discipline and covers the amount of educational material that is clearly defined by its curriculum within the timeframe according to the curriculum (Regulations..., 2022, p. 50).

A semester exam is a form of final control of a student's mastery of theoretical and practical material in a particular academic discipline for a semester, which takes place as a separate control measure. The curriculum of the discipline specifies the form of the exam, which may be written, oral or written and oral, along with the type of tasks, including a test, open-ended questions and case studies. Assessment is usually carried out with the participation of several teachers. The results obtained by the student during the semester are taken into account when determining the final grade. At the same time, a positive grade in the discipline is possible only if the final exam is passed successfully (Regulations..., 2022, p. 51).

Taking into account the martial law and the use of distance learning technologies, we emphasise the essential requirements for all participants in the educational process.

The primary condition that must be met is the synchronous interaction of students and teachers using both audio and video communication (Regulations..., 2022, p. 52).

The choice of the most convenient platform for the effective realisation of the goal of the lesson is made by the teacher, taking into account all the restrictions set out in the relevant order of the rector. The University provides a stable Internet connection, including in academic buildings. If students and teachers have the opportunity to connect exclusively outside the classroom, they are responsible for meeting the necessary connection conditions. In addition, an important requirement in all types of classes is that the webcam is switched on and the participant's text identifier is properly executed, which must include the name and surname. If it is not possible to broadcast their video image, the student may switch it off with the permission of the teacher, provided that an actual photo is posted, which must be reliably identified by the teacher (Regulations..., 2022, p. 53).

The above requirements are regulated both for conducting classes and for organising control measures that take place in a distance learning format. Given the conditions established by the peculiarities of distance education, we should pay attention to the current challenges that directly relate to the regulation of the educational process during martial law. In particular, the lack of personal contact and bilateral interaction between students and teachers affects the effectiveness of knowledge transfer. In addition, students may lack sufficient motivation and the ability to study independently without constant support from a teacher. Another significant problem is the relative difficulty in immediately applying the acquired knowledge in practice, discussing and solving pressing issues using specific examples to better understand them. Due to the

security situation in wartime, technical problems may arise, including the lack of Internet connection due to power cuts (Bilega, 2020, p. 123).

According to the research of the Organisation for Economic Co-operation and Development (OECD), which also focused on the challenges of conducting remote exams in higher education around the world in the context of the coronavirus pandemic, we highlight the following:

- **possible academic dishonesty of the student** (plagiarism is a frequently discussed problem of modern higher education, which remains beyond the control of teachers in the conditions of online exams, compared to the presence of students in classrooms, which in turn requires the development of certain strategies to limit the risk of cheating);

- **verification and certification of practical knowledge and skills** (in some specialities and disciplines where there is a practical component, written control methods are inappropriate for use, as they cannot fully assess the acquired knowledge and skills, since only direct observation of the actual ability of students to perform practical tasks is required, unlike in the traditional face-to-face format, where such an opportunity exists. Even alternative forms of assessment based on virtual online environments in the field of medicine have not been able to meet this need, as there are few of them and most are costly);

- **ensuring fairness** (in the context of taking exams in a face-to-face format, students have equal opportunities and conditions for managing time, materials, etc. compared to remote exams, the organisation of which is characterised by a different level of technological equipment (computer screen size, speed, connection bandwidth). There are also problems with concentration during exams, as the remote mode often does not allow for a quiet room and adequate comfort conditions);

- **the risk of technical malfunction** (stable technical support for educational institutions is a key prerequisite for organising exams in a remote format, which means the availability of serviceable servers and learning management systems, and uninterrupted access to the Internet. However, the occurrence of technical failures is a very common problem that can be one of the reasons why students blame themselves for the worse exam results) (Bouckaert, & Vincent-Lancrin, 2020, p. 2–3).

Thus, we conclude that the conduct of control measures, including online exams, is characterised by a number of pressing challenges that are also relevant to martial law in Ukraine and require flexible approaches for quick and effective solutions. It should be noted that the face-to-face format of education somewhat mitigates these difficulties, however, it remains important to make a comparative assessment of the organisation and conduct of exams both in the traditional form and in the remote form, with further identification of specific ways to optimise the latter.

In order to determine the peculiarities of conducting examinations in the face-to-face and distance learning formats in higher education and compare them, in September–October 2024, we conducted a survey of 76 students and 12 teachers of the 3–4th year of bachelor's degree and 1–2nd year of master's degree at Taras Shevchenko National University of Kyiv from the following faculties/institutes:

- **Faculty of Psychology:** 053 Psychology (psychology of childhood and family with the basics of psychotherapy; clinical psychology with the basics of psychotherapy; neuropsychology); 011 Educational and Pedagogical Sciences (Pedagogy of Higher Education); 231 Social work;

- **Educational and Scientific Institute of Journalism:** 061 Journalism (Journalism and Media Communications); Brand communications; Digital media;

- **Educational and Scientific Institute of Philology:** 035.10 Philology (Applied Linguistics); 035.068 Philology (Turkish language and literature and translation, English); 035.065 Philology (Chinese Language and Literature and Translation, English); 035.041 Philology (English Philology and Translation, Two Western European Languages); 035.051 Philology (Spanish Language and Translation, English and Second Romance Language); 035.01 Philology (Ukrainian language and literature and Western European language); 014.01 Secondary Education (Ukrainian Language and Literature);

- **Educational and Scientific Institute of International Relations:** 291 International Relations, Public Communications and Regional Studies (International Relations); 293 International Law;

- **Faculty of Economics:** 076 Entrepreneurship and Trade (Entrepreneurship, Trade, Exchange Activities); 073 Management; 072 Finance; 071 Accounting and Taxation;

- **Educational and Scientific Institute of Law:** 081 Law;

- **Faculty of Information Technology:** 122 Computer Science; 126 Information Systems and Technologies.

For the questionnaire, a number of questions of several types were developed, in particular, with the choice of one answer out of three to five possible ones, including their own answer option, which is provided for those respondents who do not agree with these options, a question with a short answer. Such variability of questions made it possible to more objectively assess the position of both groups of respondents, students and teachers, regarding the quality of passing and conducting exams both in full-time and distance learning. Below are the results of the questionnaire and their detailed analysis.

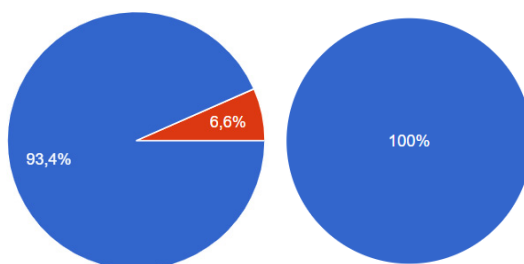


Fig. 1. Passing exams and conducting them in a face-to-face format

Taking into account the full-time format of education, it should be noted that the majority of respondents among students (93.4 %) had the opportunity to pass an exam in at

least one academic discipline, and all the interviewed teachers had experience in conducting this form of control in the University classroom (see Fig. 1).

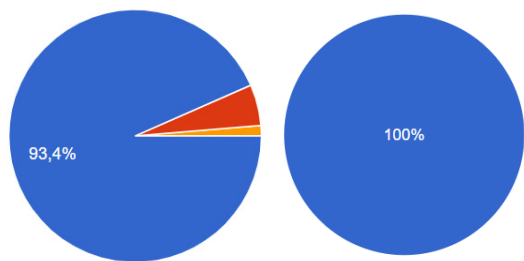


Fig. 2. Taking exams and conducting them in a remote format

Comparing with distance learning, we emphasize that the situation has remained almost unchanged, except that only one student of the respondents does not remember whether he took the exam in this format (see Fig. 2). Taking

into account the above diagrams, we can conclude that further data from the survey will be considered quite objective, since the respondents answered the questions based on their own experience.

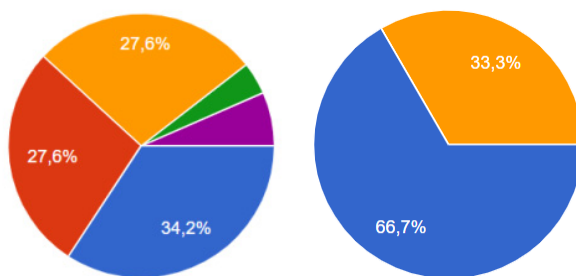


Fig. 3. Efficiency of passing and conducting exams in various formats

Analyzing the effectiveness of passing exams by students, we see that a third consider the full-time format to

be the most optimal (34.2 %), while more than half of the respondents are equally divided into those who support the

effectiveness of the distance learning format and those for whom there is not much difference between both formats (55.2 %). In addition, three students are of the opinion that none of these formats is effective for passing exams, and another five refrained from answering questions. Compared to a study conducted at the Open University of Great Britain (English. Open University), the positions of the surveyed students were divided into three groups: those for whom passing the distance exam turned out to be a more difficult task; those who were satisfied with the quality of the exam environment more during the online exam than in person; those who did not feel a significant difference between the

formats of the control measure in the context of readiness, quality of questions, exam results (Cross et al., 2023, p. 36).

According to the results of our survey of teachers, we have more than half who agree that the face-to-face format is the most appropriate for conducting exams (66.7%), and about a third of respondents who do not find significant differences between the two formats (33.3%) (see Fig. 3). The latter indicator slightly exceeds the share of students, however, not so much compared to the first, which indicates twice as much interest of teachers in the effectiveness of exams in the classroom. Therefore, the most effective format for conducting and compiling this form of control turned out to be face-to-face.

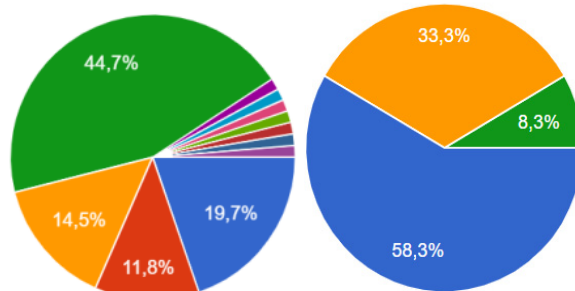


Fig. 4. Reasons for the effectiveness of passing and conducting exams in different formats

Among a number of reasons for the expediency of taking exams in the above formats, we highlight the following:

- Providing a favorable atmosphere (44.7 %);
- Clear structure of questions and/or tasks (19.7 %);
- Objectivity of assessment of answers (14.5 %);
- Proper organization of time by the examiner (11.8 %);
- Academic integrity (1.3 %);
- Emotional state (1.3 %);
- Higher level of self-discipline when preparing and passing the exam (1.3 %);
- A real test of knowledge, not the ability to read from a screen (1.3 %);
- Combination of time organization and favorable atmosphere (1.3 %);
- All of the above reasons (1.3 %);
- Exams are not required (1.3 %) (see Fig. 4).

The reasons for the effective conduct of exams identified by teachers include the following:

- In a face-to-face format: the presence of direct control and ensuring the transparency of students' answers (58.3 %);
- In full-time and distance formats: depending on the academic discipline, as well as on the proposed types of questions according to the material (33.3 %);

- In a remote format: quarantine and martial law conditions (8.3 %) (see Fig. 4).

So let's summarize the results obtained. Almost half of the surveyed students consider the provision of a favorable atmosphere to be the most significant reason for the effectiveness of exams, mainly in distance learning conditions. A clear structure of questions and/or tasks is the second reason that occupies a prominent place, according to almost three times fewer respondents. In addition, the objectivity of the teacher's assessment of answers is an equally important factor affecting the effectiveness of students' exams. Taking into account the position of teachers on this problem, it should be noted that the overwhelming majority emphasizes the importance of ensuring direct transparent control of students' answers in the conditions of full-time education, which correlates with the position of students regarding objectivity. A third of respondents agree that both formats of training are quite effective, but attention should be paid to the academic discipline, the types of questions that should be related to the material provided.

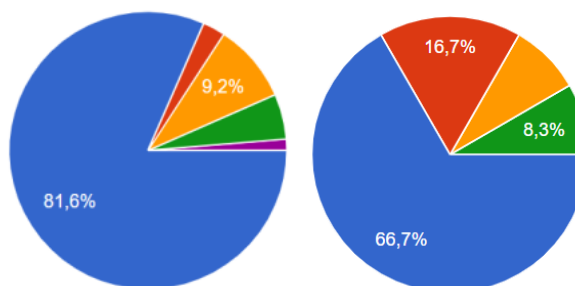


Fig. 5. Challenges in taking and conducting exams in a face-to-face format

In the full-time format of training, we have identified a large number of significant challenges facing both students

and teachers. Here are the data based on the students' answers:

- Feeling stressed and anxious (81.6 %);
- Occurrence of unforeseen circumstances (for example, an air raid alarm) (9.2 %);
- Lack of the ability to take the exam in a face-to-face format (5.3 %);
- Lack of time to provide correct answers (2.6 %);
- Slight agitation (1.3 %) (see Fig. 5).

Teachers preferred a number of such challenges through the prism of exams:

- Organization and proper allocation of time for the survey of all students (66.7 %);
- Providing constant supervision of students to avoid cases of violation of academic integrity (16.7 %);
- Physical and emotional fatigue (8.3 %);

- Difficulties with the objectivity of student assessment (8.3 %) (see Fig. 5).

Thus, the biggest challenge in taking exams in a face-to-face format, according to most students, is the feeling of stress and anxiety, while for teachers the most difficult was the organization and proper allocation of time for interviewing each student, which can provoke an increase in stress levels as well as in students. Also, for teachers, an obvious problem is the control over the observance of academic integrity in the classroom, from which, as a result, both physical and emotional fatigue is possible. About half of the surveyed teachers at the University of Portugal emphasized the feeling of certain restrictions and/or difficulties in exercising control, among which the issue of fairness is acute, which correlates with the positions expressed by Ukrainian teachers (Fialho et al., 2023, p. 10).

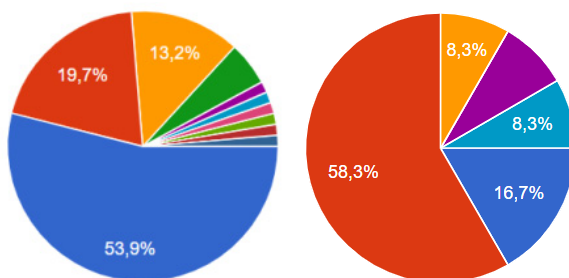


Fig. 6. Challenges in passing and conducting exams in a remote format

Turning to the distance learning format, we can say that there are enough problems that need to be analyzed, since under martial law, this form is becoming more and more relevant compared to face-to-face. Thus, the students emphasized a number of the following challenges (see Fig. 6):

- Technical difficulties (Internet outages, computer freezes, etc.) (53.9 %);
- Unfair conditions related to academic integrity (cheating from Internet sources) (19.7 %);
- Insufficient level of concentration on tasks due to possible external factors (noise at home, presence of other family members, etc.) (13.2 %);
- No problems (3.9 %);
- Difficulties with adaptation and injustice of some teachers (1.3 %);
- All of the above calls (1.3 %);
- A combination of technical difficulties with insufficient concentration during the exam (1.3 %).

Compared to students, the teachers noted not so many challenges, but they are quite significant (see Fig. 6):

- Difficulty in monitoring compliance with academic integrity (58.3 %);
- Technical problems with the Internet connection, the work of the learning platforms on which the exam is conducted (16.7 %);

- Limited ability to feedback students and/or limited skills in working with information and communication technologies (8.3 %);
- Difficulty in evaluating written papers due to the need to review scanned or photographed documents and in ensuring compliance with academic integrity (8.3 %);
- All of the above and 100 more reasons (8.3 %).

Let's summarize the data obtained regarding the biggest challenges both in passing and in conducting exams. For more than half of the surveyed students, it was technical difficulties that turned out to be problematic. According to the results of a survey by one of the universities in the UK, teachers pointed to the problem of power failure and low internet bandwidth, which prevented students from taking the exam (Gamage et al., 2022, p. 10). On the other hand, the teachers of our study had almost no such difficulties in contrast to the control over the academic integrity of students, which most of them had to face. It should be noted that students emphasized the failure of teachers to comply with proper conditions in order to prevent cheating. That is, we can confidently conclude that the problem of academic integrity arises acutely during the organization and conduct of exams and has a two-sided nature.

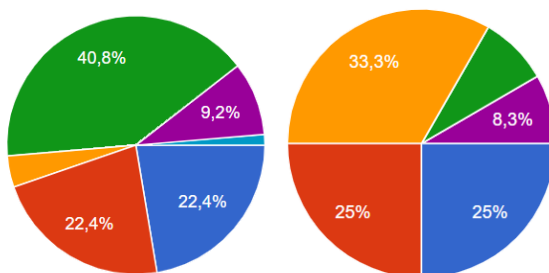


Fig. 7. Ways to overcome the challenges

Taking into account the challenges analyzed above, we present the possible ways to overcome them in different formats of education proposed by students (see Fig. 7):

- Conduct a survey among students to receive regular feedback to improve the exam procedure (40.8 %);
- Create equal conditions for all students, taking into account the transparency of conducting and evaluating their answers (22.4 %);
- Optimize classroom conditions for a more comfortable stay during the exam (22.4 %);
- No problems (9.2 %);
- Prevent cheating through the use of combined methods of knowledge testing (3.9 %);
- A combination of creating a level playing field and conducting a survey (1.3 %).

Teachers paid special attention to the following effective ways to solve these problems (see Fig. 7):

- Prevent cheating through the use of combined methods of knowledge testing (33.3 %);
- To create equal conditions for all students, taking into account the transparency of conducting and evaluating their answers (25 %);
- Optimize the conditions in the classrooms for a more comfortable stay during the exam (25 %);
- Live oral communication (8.3 %);
- Conduct a survey among students to receive regular feedback to improve the exam procedure (8.3 %).

Therefore, based on the results of the answers provided regarding the ways to overcome possible challenges both in conducting and in passing exams, we have the following results. According to most students, the most effective way in the fight is to conduct a survey to take into account feedback on a regular basis, regarding both distance and face-to-face learning formats. Teachers, on the other hand, do not support the effectiveness of this, highlighting the use of combined methods of testing knowledge in order to overcome the problem of cheating. Recall that it was the difficulties with monitoring compliance with academic integrity that turned out to be the most difficult test for the second group of respondents. Among other effective ways to overcome, we emphasize the optimization of conditions and ensuring equality among all students in the process of evaluating answers. This position was expressed by half of the surveyed teachers and almost the same number of students.

### Discussion and conclusions

Theoretical analysis of the problem of conducting exams both in full-time and distance learning formats showed that the role of pedagogical control in the higher education system of Ukraine is significant for taking into account all its features of organization, primarily under martial law. The presented concept is complex in interpretation and does not have a single clear definition, since it is characterized by multi-vector functions, including educational, stimulating along with prognostic and methodological, as well as a system of requirements that are put forward to teachers and oblige them to strict compliance with publicity, comprehensiveness, systematic control in particular. The control measures carried out in higher school include the semester exam, which can be defined as one of the forms of final control of students' assimilation of not only theoretical, but also practical material in the academic discipline for the semester. The introduction of distance education in connection with martial law in our country has led to the transformation of the educational process, and with it a sufficient number of difficulties associated with passing and conducting exams in online format, as

evidenced by the results of the survey. Technical malfunctions and the problem of academic integrity turned out to be the most common challenges among the participants in the educational process of Taras Shevchenko National University of Kyiv.

In order to compare the face-to-face and distance format of the exam control, we conclude that, firstly, the traditional form is more appropriate for use, having more advantages; secondly, the primacy of the distance form is determined by a favorable atmosphere and structural presentation of issues, however, the reason for the effectiveness of both formats, ensuring the transparency of assessment, is common; Thirdly, the most significant challenge that unites both forms is the control over the academic integrity of students, and problems with technical difficulties (in remote form) and the regulation of psychological state (in face-to-face) differ from each other. We believe that the most effective ways to optimize the conduct of remote exams are to provide regular surveys of the student staff of a higher education institution in order to take into account feedback in order to improve the procedure for compiling control measures; improvement of conditions and certification of equality among students in the process of evaluating their answers; application of combined verification methods based on the comprehensiveness of control of the level of assimilation of knowledge and perfect mastery of skills and abilities necessary for obtaining a particular qualification.

In further research, it is possible to reveal the features of the final certification of applicants for the third level of higher education, postgraduate and doctoral studies, in various formats of study.

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## ПОРІВНЯЛЬНА ХАРАКТЕРИСТИКА ПРОВЕДЕННЯ ІСПИТІВ В ОЧНОМУ ТА ДИСТАНЦІЙНОМУ ФОРМАТІ НАВЧАННЯ

**В с т у п .** Проблема організації та проведення іспитів є актуальною в умовах введення воєнного стану на території України. Така ситуація зумовила перехід від традиційної форми процесу навчання до дистанційної, на чому важливо робити акцент у контексті застосування відповідних методів викладачами закладів вищої освіти. Наголошено на основних видах контролю та приділено особливу увагу підсумковому, до якого належить семестровий іспит. Визначено сутність іспиту як однієї з форм контролю знань студентів. Проаналізовано головні вимоги до проведення іспитів на основі Положення про організацію освітнього процесу в Київському національному університеті імені Тараса Шевченка (2025). На основі аналізу зарубіжного досвіду висвітлено сучасні виклики проведення іспитів у дистанційному форматі навчання під час пандемії, що залишаються нагальними і для нашої держави за повномасштабного вторгнення.

**М е т о д и .** Дослідження базується на результатах теоретичного аналізу, узагальнення сучасних літературних джерел, дедукції, анкетування 76 студентів і 12 викладачів Київського національного університету імені Тараса Шевченка у Google Forms з метою дослідження спільних і відмінних рис організації іспитів між традиційним та дистанційним форматом навчання.

**Р е з у л ь т а т и .** За оцінками опитаних, 34.2 % студентів вважає очну форму проведення іспитів оптимальною, тоді як 66.7 % викладачів підтримує цю позицію. Серед причин доцільності складання іспитів студентами виділені забезпечення сприятливої атмосфери (44.7 %), зрозуміла чітка структура питань/завдань (19.7 %), об'єктивність оцінювання відповідей (14.5 %) та ін. Натомість викладачами підкреслена важливість забезпечення безпосереднього прозорого контролю відповідей студентів (58.3 %). Визначено такі значущі виклики у проведенні та складанні іспитів: технічні труднощі (53.9 %), складність у контролі за дотриманням академічної доброчесності (58.3 %). Студенти та викладачі наголосили на таких шляхах подолання вказаних проблем: проведення опитування задля врахування зворотного зв'язку на регулярній основі (40.8 %), застосування комбінованих методів перевірки знань з метою запобігання списуванню (33.3 %).

**В и с н о в к и .** Здійснено аналіз отриманих результатів опитування, за якими з'ясовано ключові проблеми, і можливі шляхи їхнього розв'язання.

**К л ю ч о в і с л о в а :** Педагогічний контроль, іспит, очна форма, дистанційна форма, порівняння, воєнний стан.

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## РОЛЬ КУРАТОРА У ФОРМУВАННІ НАЦІОНАЛЬНО-ПАТРІОТИЧНИХ ЦІННОСТЕЙ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

**Вступ.** Національно-патріотичне формування цінностей у здобувачів вищої освіти, особливість яких розвивається в умовах воєнних дій на території України, визначає роль наставництва, куратора в середовищі молодого покоління, підготовці майбутніх фахівців. Кураторська діяльність є важливою частиною освітнього процесу, який не лише передає академічні знання, але й сприяє формуванню патріотичних і моральних якостей здобувачів вищої освіти.

**Результати.** Залучення молоді до волонтерства, підтримка національних традицій та культурно-просвітницька діяльність допомагають розвиватися у здобувачів вищої освіти не лише любов до Батьківщини, але й відповідальність за соціальну та політичну ситуацію в країні. Роль куратора у вихованні національно-патріотичної свідомості здобувачів вищої освіти є визначальною для формування відповідальних, активних українців, здатних вносити зміни у суспільство і сприяти розвитку демократичних цінностей.

Кураторська діяльність, яка має важливе значення не лише в навчальному процесі, але й у соціалізації молоді, виступає як інструмент формування національної свідомості та патріотизму. Висвітлено значимість діяльності кураторів у вихованні моральних і громадянських якостей здобувачів вищої освіти, що включають любов до рідної країни, повагу до національної історії та культурної спадщини. Наукове дослідження акцентує увагу на необхідності розвитку та впровадження ефективних методів кураторської діяльності, які сприяють підвищенню національної свідомості здобувачів вищої освіти в Київському національному університеті імені Тараса Шевченка.

Наукове дослідження розкриває комплексну структуру національно-патріотичної свідомості здобувачів вищої освіти та включає основні компоненти: ідеологічно-цінні, психологічні, соціальні, мотиваційні та інформаційно-освітні аспекти.

**Висновки.** Куратор має можливість активно залучати здобувачів вищої освіти до національно-патріотичних ініціатив, виховуючи в них почуття гордості за свою країну та її культуру, а також відповідальність за майбутнє держави. Через морально-етичні цінності, політичні переконання та участь у соціальних ініціативах здобувачі вищої освіти можуть розвивати власну громадянську свідомість та активність.

**Ключові слова:** кураторство, наставництво, здобувачі вищої освіти, історично-культурні цінності, національно-патріотичне виховання, морально-етичні цінності.

### Вступ

Актуальність теми дослідження зумовлена процесами глобалізації, де традиційні національні цінності часто стикаються з негативними впливами ззовні, що може призвести до розмивання національної ідентичності, культурних та моральних орієнтирів молодого покоління.

Найбільш актуальними виступають патріотичне, громадянське виховання як стрижневі, основоположні, що відповідають як нагальним вимогам і викликам сучасності, так і складають підвалини для формування свідомості нинішніх і прийдешніх поколінь, які розглядатимуть державу як запоруку власного особистісного розвитку, що спирається на ідеї гуманізму, соціального добробуту, демократії, свободи, толерантності, виваженості, відповідальності, здорового способу життя, готовності до змін. Основу системи національно-патріотичного виховання формує ідея розвитку української державності як консолідуючого чинника українського суспільства та політичної нації. Важливу роль у просвітницькій діяльності куратора академічної групи посідає відновлення історичної пам'яті про тривалі державницькі традиції України. Особливого значення набуває ознайомлення з історією героїчної боротьби українського народу за державну незалежність протягом свого історичного шляху, зокрема у ХХ–ХХІ ст. це ОУН, УПА, дисидентський рух, студентська Революція на граніті, Помаранчева революція, Революція гідності (Галятівська, 2023).

Національно-патріотичне виховання молоді – це комплексна системна і цілеспрямована діяльність щодо формування у молодого покоління високої патріотичної свідомості, почуття вірності, любові до Батьківщини, турботи про благо свого народу, готовності до виконання громадянського і конституційного обов'язку із захисту національних інтересів, цілісності, незалежності України,

сприяння становленню її як правової, демократичної, соціальної держави. Найважливішим пріоритетом національно-патріотичного виховання є формування ціннісного ставлення особистості до українського народу, Батьківщини, нації (Бондаренко, & Косянчук, 2022).

Процес національно-патріотичного виховання формує систему компонентів духовного світу особистості, зокрема в закладах вищої освіти:

- 1) національна психологія – психологія працьовитого господаря, умілого хлібороба, захисника прав особистості й державної незалежності, духовної спадщини народу;
- 2) національна філософія – самобутня система ідей, поглядів народу на суспільство, всесвіт, духовний світ людини, проблему її долі;
- 3) національний світогляд – система поглядів, переконань, ідеалів, які складають основу національної духовності;
- 4) національна правосвідомість – життя за законами добра і краси, правди і справедливості, гідності і милосердя;
- 5) національна мораль – людяність, доброта, милосердя, співпереживання як найбільші духовні надбання;
- 6) національний спосіб мислення – своєрідна істотність, завдяки чому із століття в століття відтворюються та розвиваються самобутня культура і духовні багатства українців;
- 7) національний характер і темперамент – гостинність і щедрість, талановитість, глибокий ліризм, свободолюбство;
- 8) національна ідеологія – ідейне багатство нації, система філософських, політичних, правових, економічних, моральних, естетичних та релігійних поглядів і переконань;
- 9) національна свідомість та самосвідомість – почуття гордості за приналежність до української нації (Волошина, 2023).