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RECONSTRUCTION OF DIDACTIC SPACE: PARADIGMATIC REORIENTATION AND NEW PEDAGOGICAL PRACTICES

Abstract. The need for a paradigm shift in existing didactic solutions and for the modernization of the internal "architecture" of educational courses, driven by a large-scale transition from traditional linear models to interactive engagement in a virtual environment, is highlighted. It is substantiated that modern digitalization cannot be limited to the "mechanical" transfer of classroom instruction to web platforms but requires a deep transformation of the entire learning trajectory: from the design of didactic tools to technologies for individual support for subjects of knowledge. The axiological potential of the concept of multimodality is investigated, focusing on the systematic use of various sources of information to enhance the perception of educational material. The specifics of cognitive knowledge acquisition through auditory, visual, tactile-motor, and mixed-perception channels are summarized. It has been determined that the modern information flow has destroyed artificial boundaries between academic disciplines and fields of knowledge, acquiring a pronounced interdisciplinary, pragmatic, and applied character, thereby raising new requirements for learners to interact with, requiring a wide range of soft skills. The transformation of leadership styles of academic staff in the virtual classroom is characterized. The ineffectiveness of authoritarian approaches in the online environment is empirically proven by the lack of physical influence and by the destructiveness of excessive liberalism, which leads to a loss of control over the learning process. A mixed style, grounded in democratic principles, is identified as the optimal tool for maintaining a balance between discipline and academic freedom. The phenomenon of "role inversion" within the "teacher-student" system is analyzed, in which representatives of the digital generation become equal partners with teachers in overcoming technical barriers. Associated institutional challenges include the risk of information deficit, increased competition between higher education institutions in the open market for educational services, and a tendency to strengthen administrative control, which is sometimes perceived by the community as a threat to the creative autonomy of the teacher. It is stated that, under the distance format, responsibility for learning outcomes is significantly shifted to the student's self-organization. The theoretical and practical significance of the topic is formulated as substantiating the reconstruction of the didactic space of higher education, the development of integrated courses in professional communication, and the implementation of teacher training programs with an emphasis on the regularities of distance didactics. A promising direction for further research is outlined, calling for an empirical assessment of the optimal ratio of traditional to innovative digital practices to achieve a sustainable balance between online and offline learning formats.

Keywords: higher education, digitalization, blended learning, multimodality, soft skills, didactic tools, leadership styles, parity partnership, role inversion, online didactics.

РЕКОНСТРУКЦІЯ ДИДАКТИЧНОГО ПРОСТОРУ: ПАРАДИГМАЛЬНА ПЕРЕОРІЄНТАЦІЯ ТА НОВІ ПЕДАГОГІЧНІ ПРАКТИКИ

Анотація. Актуалізовано необхідність парадигмального переосмислення наявних дидактичних рішень та модернізації внутрішньої «архітектури» навчальних курсів під впливом масштабного переходу від традиційних лінійних моделей до інтерактивної взаємодії у віртуальному середовищі. Обґрунтовано, що сучасна цифровізація не може обмежуватися «механічним» перенесенням аудиторних занять на вебплатформи, а вимагає глибокої модифікації усієї траєкторії навчання: від проєктування дидактичного інструментарію до технологій індивідуального супроводу суб'єктів пізнання. Досліджено аксіологічний потенціал концепту мультимодальності, який сфокусовано на системному використанні різноманітних джерел інформації задля підвищення рівня сприйняття навчального матеріалу. Узагальнено специфіку когнітивного засвоєння знань через аудіальний, візуальний, тактильно-моторний та змішаний канали сприйняття. Визначено, що сучасний інформаційний потік зруйнував штучні академічно-галузеві розмежування, набувши вираженого міждисциплінарного, прагматичного

та прикладного характеру, що висунуло нові вимоги до володіння суб'єктами взаємодії широким спектром soft skills. Охарактеризовано трансформацію стилів лідерства науково-педагогічних працівників у віртуальному класі. Емпірично доведено неефективність авторитарних підходів в онлайн-середовищі через відсутність засобів фізичного впливу, а також деструктивність надмірного лібералізму, який призводить до втрати керованості процесом навчання. Визначено змішаний стиль із перевагою демократичних засад як оптимальний інструмент утримання балансу між дисципліною та свободою академічних висловлювань. Проаналізовано феномен «інверсії ролей» на рівні системи «викладач – студент», за умов якого представники цифрового покоління стають паритетними партнерами викладачів у подоланні технічних бар'єрів. Виявлено супутні інституційні виклики, зокрема ризики інформаційного дефіциту, загострення конкуренції між закладами вищої освіти на відкритому ринку освітніх послуг, а також тенденцію до посилення адміністративного контролю, що подекуди сприймається спільнотою як загроза творчій автономії викладача. Констатовано, що за умов дистанційного формату суттєво зміщується фокус відповідальності за результати навчання в напрямку самоорганізації здобувача освіти. Сформульовано теоретичну та практичну значущість тематики, яка полягає в обґрунтуванні реконструкції дидактичного простору вищої школи, розробці інтегрованих курсів із професійної комунікації та впровадженні програм підвищення кваліфікації викладачів з акцентом на закономірності дистанційної дидактики. Окреслено перспективний напрям для подальших науково-тематичних розвідок, яким визначено емпіричне оцінювання оптимального співвідношення традиційних та інноваційних цифрових практик задля досягнення стійкого балансу між онлайн- та офлайн-форматами навчання.

Ключові слова: крос-культурна картина світу; майбутні перекладачі; філософські методологічні принципи; рекреаційна діяльність; рекреаційні ресурси; міжкультурна комунікація; діалог культур.

INTRODUCTION

The problem formulation. The continuous scientific and technological development, which was reflected in the trajectory of educational progress, actualized the search for the most effective didactic solutions on the agenda. The initial result of such a search was the task of implementing optimization and modernization transformations to achieve educational goals and program learning outcomes.

Ensuring proper educational conditions for subjects of knowledge in conditions of limited resources (in particular, due to the destructive impact of wartime conditions) has acquired special socio-pedagogical significance. The preservation of the practice of a mixed education format at the academic level also created a new spectrum of challenges for the scientific and pedagogical community, the consideration of which became a prerequisite for ensuring optimal conditions for the functioning of the educational space.

Analysis of recent research and publications. Certain aspects of the researched issues can be found in some academic works devoted to the consideration of the problems:

- transitional transformations of higher education under the influence of digitalization and innovation prerequisites (V. Bykov, S. Lytvynova, O. Hlazunova, O. Tsiuniak, T. Hotsaniuk etc.);
- development of professional and pedagogical competence of teachers in the media space (N. Morse, G. Onkovych, O. Buynytska, etc.);
- development of parity partnership in the system "teacher - subject of knowledge" (O. Ogienko, S. Sysoeva, L. Lukyanova, etc.);
- optimal ratio of traditional and innovative digital practices in crisis conditions (in particular, during pandemic restrictions and security threats of wartime) (O. Spirin, T. Vakulenko, V. Kukharenko, etc.).

However, the stated topic does not exhaust its theoretical and practical potential given the level of relevance of the studied matter. The latter also affected the choice of a specific research topic.

THE AIM AND RESEARCH TASKS

The purpose of the article is to provide a theoretical justification and systematic analysis of the structural and functional transformations of the didactic space of higher education in the context of the digitalization of the educational process, as well as to determine the optimal ways of adapting the scientific and pedagogical community to the latest interdisciplinary and multimodal teaching practices.

To achieve the set goal, the following scientific tasks were defined and solved:

1. To clarify the essence and specifics of the transition from traditional linear models of knowledge translation to interdisciplinary, pragmatically oriented information flows in a virtual environment.

2. To reveal the axiological potential of the concept of multimodality through the prism of different types of cognitive assimilation of educational material (auditory, visual, tactile-motor, mixed).

3. To characterize the new challenges and risks of digitalization, in particular the problem of "role inversion" in the "teacher – student" system, strengthening institutional control of university administration, and redistribution of responsibility for learning outcomes.

RESEARCH METHODS

To solve the tasks outlined in the study, the following range of research methods was used: theoretical (systemic and comparative analysis, induction and deduction, synthesis, generalization, and systematization of specialized scientific literature), and empirical (pedagogical observation).

RESULTS OF THE RESEARCH

The modernization of higher education has accelerated the global shift from traditional classroom instruction to interactive learning in virtual environments. However, the digitalization of the educational process did not serve as a tool for the "mechanical" transfer of lectures or seminars to digital platforms. Such conditions of educational progress have problematized the deep structural and functional transformation of all educational components without exception.

The internal "architecture" of the educational course has also undergone profound "modification" transformations: from the trajectory of designing didactic tools to technologies for individual support of each subject of knowledge (Myronchuk, & Antonova2025). In the context of a virtual educational environment, methods of representing scientific

content have also been radically updated, as have tools for monitoring and evaluating learning outcomes, thereby problematizing the issue of adapting the scientific and pedagogical community to such innovations.

In the context of the impact of the above-mentioned adaptive transformations on educational realities, the average teacher found himself in the need to "reform" his didactic "arsenal". At the same time, the strategic goal of the functioning of higher education in the socio-cultural space remained unchanged – creating the most optimal environment to ensure effective "transfer" of knowledge, the formation of professional competencies, and the creation of conditions for their successful practical application by future specialists in practical conditions (Bozkurt, 2023). It is these conditions that have actualized, in the academic landscape, the need for the practical implementation of the "global" educational goal through the logical integration of methodological techniques and tools to strengthen cognitive processes within the academic environment. Consideration of the features of the functioning of the scientific and pedagogical community within a particular educational environment has become one of the key tasks for reflecting on the impact of modern educational transformations on academic realities in general.

The latest approaches to the formation and dissemination of educational and scientific information among the subjects of knowledge have changed significantly from traditional linear models. If the classical system was mostly homogeneous and reflected direct contact only with the sectoral-hierarchical structure, then the modern information flow has acquired a clearly expressed interdisciplinary character with clear outlines of the pragmatic and applied context. Modern knowledge has destroyed the boundaries of artificial academic and sectoral distinctions and problematized the issue of each subject's of knowledge personal readiness to demonstrate soft skills and to involve various communication sources to achieve the expected effectiveness of the whole educational process (Savchenkova, 2025).

At the level of the subject under study, the concept of multimodality also stood out with a special axiological potential. The latter, in turn, focused on the prospect of systematic use by subjects of knowledge of various sources to increase the level of perception and assimilation of educational material. The new model of educational interaction actualized on the agenda of the academic community such types of cognitive assimilation as: auditory (perception of the teacher's speech by ear); visual (perception of visual analyzers of visual support of the cognitive process); tactile-motor (direct contact of subjects of knowledge with interactive interfaces); and mixed (problematized by a complex combination of all levels of the cognitive process).

The effectiveness of academic institutions' innovative activities, in the context of modern educational progress, was clearly revealed through the prism of technology and knowledge transfer in socio-cultural progress. The latter tendency has been fully actualized: the development of higher education, the integration of science into production, and the increase in the state's intellectual security, which has become particularly relevant in wartime conditions.

The massive transfer of educational processes to the web space has intensified competition between higher education institutions. Digital technologies have enabled applicants and their parents to conduct rapid monitoring of the educational services market, from analyzing educational programs and curricula to assessing the potential of departmental personnel. Unlike in past decades, when internal academic life was relatively close to external observers, the present has revealed to universities the need to ensure an information presence in the media space, thereby increasing their recognition. The official website, pages on social networks, and specialized platforms have become real business cards that reflect not only the academic institution's overall achievements, but also the personal portfolios of teachers.

However, even such conditions, which exert a broad influence on the target audience of subjects of knowledge in the information and academic space, did not diminish the pedagogical significance of the teacher within the educational process. The individual pedagogical skill of the teacher, reflected in a unique pedagogical and communicative manner, the ability to facilitate, and the possession of didactic and digital tools, served as real indicators of their professional competence. At the same time, the number of requests from subjects of knowledge regarding the presentation by teachers of real fragments of the educational process (in particular, video recordings of lectures, webinars, scientific discussions, etc.) has also increased, which has further accumulated the need for the teacher to expand their own didactic "arsenal" based on the development of the latest industry developments. The above-mentioned facts once again indicated the need for systematic holding of online events, master classes, and virtual round tables by scientific and pedagogical workers. The transparency of teaching has also made the issue of developing oratory skills in front of the camera and the ability to build effective communication with an audience of subjects of knowledge, which are dispersed territorially, relevant to modern higher education teachers.

Real pedagogical observations have shown that leadership styles of scientific and pedagogical personnel have been reformed in the virtual classroom. Traditionally, at the level of pedagogical science, three key models of interaction have been consistently distinguished:

1. Authoritarian, assuming the presence of strict control and a unidirectional flow of information.
2. Democratic – actualizing dialogue, collegiality, and mutual respect.
3. Liberal – characterized by the absence of a clear system of subject-subject influence (Bozkurt, 2023).

Many years of experience in higher education have shown that a mixed style, with a greater emphasis on democratic principles, dominates the online space. The authoritarian approach in the online learning format has lost its effectiveness, since the teacher was deprived of the means of physical and administrative influence available in classroom conditions (Myronchuk, & Antonova, 2025). In contrast, excessive liberalism led to a complete loss of control over the educational process due to the high level of distracting factors affecting the subject's of knowledge personality outside the classroom. The democratic style in the modern scientific and pedagogical community has become a truly optimal solution, allowing the maintenance of a balance between discipline and freedom of academic expression. Interaction in the "teacher - student" system in the distance format has naturally evolved to the origins of parity partnership. This was especially evident in the initial stages of digitalization, when some experienced teachers encountered objective difficulties due to the level of their own digital literacy. In such circumstances, the phenomenon of "role inversion" emerged: students, as

representatives of the digital generation, began to actively help teachers overcome technical barriers (e.g., by setting up broadcasts, managing session rooms, connecting interactive applications, etc.).

At the same time, the online format also revealed weaknesses in the level of training of scientific and pedagogical personnel. Thus, teachers, accustomed to holding the audience's attention only at the expense of personal charisma and physical presence, were forced to seek new didactic and methodological tools to stimulate the target audience's interest in the turned-on monitor screens.

Along with this, there was an expansion of interaction in the triad "subject of knowledge – teacher – academic group". In the virtual space, the teacher ceased to be the sole moderator of the educational process, as the platforms' technical capabilities enabled any participant to share their screen, play a media file, or organize a micro-group discussion.

Along with the obvious advantages, digitalization brought new challenges to the academic landscape, which were perceived by some in the academic community as a threat to the freedom of teaching. We are talking about strengthening institutional control by the university administration (Northcote, & Gosselin, 2024). The use of specific corporate platforms, automatic monitoring of time spent online, and unification of requirements for posting materials – all this put the issue of violating the creative component of the teacher's pedagogical activity on the agenda. This tendency has also given rise to discussion within the academic community, which has led to considering the university from the position of an autonomous community of researchers and like-minded people, rather than solely from the perspective of the plurality of digital tools and system monitoring.

The organization of educational interaction in an online format imposed greater responsibility on the teacher for the quality of content structuring. The scientific vector of such material had to be as concise as possible, logically complete, and didactically adapted to the specifics of the perception of information by subjects of cognition from the monitor.

Significant changes have also occurred in the distribution of responsibility for learning outcomes. Under the traditional classroom lecture presentation system, the teacher directly monitored all processes at the audience level, acting as the primary moderator of the learning process. In the online learning system, the focus of responsibility shifted to the student, with an emphasis on his level of self-organization and responsibility, as well as the level of his material and technical support. It is precisely this nature of online learning that has also problematized the emergence of relevant technical risks that can affect the effectiveness of the learning process.

The above-mentioned limiting factors have made it impossible to directly copy traditional teaching methods that were effective at the classroom level in offline conditions. Attempts to conduct multi-hour monologue lectures in virtual space have been deemed completely unjustified within the academic environment. Web communication has problematized the teacher's task by requiring the use of clear, short, and, at the same time, highly informative theses that can maintain the attention of the subjects of knowledge. The work of a scientific and pedagogical worker with a target audience in an online format has raised the question of the prospects for reviewing one's own pedagogical discourse to ensure the speed of perception and understanding of educational material.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Based on the above, we can conclude that the combined impact of the factors has problematized the issue of reconstructing the didactic space in the direction of a paradigmatic reorientation of existing practices and the actualization of new pedagogical practices on the agenda. The integration of various learning formats at the level of educational and pedagogical discourse was reflected in the transformation of the educational and academic space into a global open environment for knowledge exchange. It also problematized the issue of expanding the list of requirements for a modern teacher's professional competence.

The theoretical and practical significance of the research was fully revealed in the need to optimize teachers' professional communication in the digital academic environment, and in the development of integrated training courses in professional communication and thematic programs for advanced training for teaching staff, with an emphasis on mastering the laws of distance didactics.

A promising direction for further scientific and thematic exploration is the empirical assessment of the optimal ratio of traditional and innovative digital practices to achieve a balance between online and offline learning formats.

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