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Self-control profiles and Online Learning of Psychology students under and after COVID-19: achievements and novel perspectives

LIDIYA DERKACH. Self-control profiles and Online Learning of Psychology students under and after COVID-19: achievements and novel perspectives. *The given article examined the topicality, prospects of online learning and professionalization problems of the first-year University students – future psychologists, during and after the COVID-19 outbreak. It has been summed up that professional online learning nowadays demands a rather high level of skills and competencies formation in implementation of online self-regulated learning, and, especially, self-control being its dominating component under pandemic and lockdown. The current article deals with technological, psychological, social and emotional difficulties which students-beginners face in the online learning process. The views of foreign and Ukrainian scholars are offered on the students' online self-control profiling types, and their impact on academic performance, the quality and outcomes of University learning. Major principles and methods of the current study presented, three types*

of students' online self-control profiles, as well as established differences between them, are described, anticipated results of their efficacy are presented as a potential of quality self-regulated online learning, further research trajectories are suggested.

Keywords: *first-year students' online self-control profiles, online learning during and after the COVID-19, self-regulated online learning, challenges, obstacles, barriers of online learning, further research trajectories.*

Introduction. Self-regulated online learning is one of the disputable problems in Educational Psychology nowadays. The complexity of the issue is attributed not only to cross-cultural differences of educational spaces but largely to understanding the methodological and theoretical basics of the phenomenology in the epoch of the Digital Age. (4;5; 8;9;10;11;12;13;14;30;31;39). Frequently cited, self-regulation of a personality is defined as the ability to organize one's emotions and behavior and thoughts in pursuit of attaining a long-term goal.(8;20;30). It consists of *self-, control and self-efficacy* and involves three stages: forethought, a focus on performance, and reflection. The limited and largely international literature on self-control and its links with online learning University students-beginners presents self-regulated learning outcomes, both of which have relevance for education under COVID-19 pandemic. The given paper identified the key areas of online learning benefits and psychological obstacles, barriers and challenges University students face while engaging in online learning at the early start of their professionalization. The dominant discourse is a multidimensional model of self-control which develops through a complex combination of motivation, genes, education, upbringing and personal experience.(6;9;15;16;18;19 21;27;28;38). There is a strong evidence for online learning nowadays presenting greater challenges than benefits to a student, as scientists only partially understand online individual learning styles peculiarities of individuals at present after the COVID-19 breakout. Without understanding these individual differences, educators are unlikely to provide effective SRL interventions tailored to each type of self-regulated learner (13, 32,33,35).

The interrelation between self-control and online learning process under the COVID-19 and its consequences for the future education is of dominant priority in various paradigms but little has been done in this area so far, we believe.

The study of self-control issues has gained pace in the last decade, largely focusing on prognostic functions of self-control regarding health,

wealth, and public safety (28) as well as self-regulated learning aimed at improving self-discipline (14), well-being and the quality of life. According to Mottiff et al., (28), self-control measured with observer, parent, teacher, and self-report ratings during the first decade of life predicts income, savings, behavior, financial security, occupational prestige, physical and mental health, substance use, and (lack of) criminal convictions, among other (15,pp.2639). So, in this framework, a wide range of consequential life outcomes are attributed to the levels of self-control exercised and shaped in childhood and later in adulthood.

Achievements in studying Psychology of Self-Control of late generated novel perspectives in understanding new concepts (38), theories (9;18;27;), and central issues (5,6,9,38) of self-control and provide academics, instructors, students with innovative conceptual framework that may serve for comprehending on why self-control matters greatly in online learning. Along with it, an extensive growth of literature on self-control was published (5;6;9;18;27;38). Surprisingly, but a very limited number of investigations dwelt on the difficulties in improving and facilitating students' self-control profiles in self-regulated learning during and under COVID-19 pandemic with its major component shaped - self-control. The majority of the theoretical and empirical research papers explored the models, structure components and psychological mechanisms of self-control in learning and at work . We consider the investigations dealing with methodology of being self-regulated in online environment are of crucial importance not only for students, higher education instructors but for technology developers, instructional designers and researchers.

With all the above mentioned, it is important to answer the disputable questions regarding students' online learning experiences, and more specifically, live-streaming classes effectiveness in the times of lockdown.

Hence, the purpose of the current paper is to analyze self-control profiles in online learning, in the first-year University psychology students (No.496) under and after the COVID-19 pandemic (April 2020 - January 2021), their obstacles, challenges and barriers with e-Web sites, addressing the following questions:

1. Why is it harder to learn students via video than in person?
2. What and when does video make learning difficult (obstacles, challenges, and barriers)?
3. Why cannot students maintain the necessary attentional focus for an entire Zoom, Moodle, StudyMo class?

4. What are specific features of students' cognition and its functioning in online learning? (mechanisms of attention, non-verbal communication and its role in processing);

5. Does self-control mediate the link between academic achievements of the students in online learning and shaped cognitive attention mechanisms and skills to monitor the progress towards a goal?

With these tasks in purpose, we shall review the recent publications (2010-2021) on self-control and self-regulated learning of famous psychologists, academics, professional researchers both in this country and abroad. In our view, new insights and current approaches to online learning under and after the COVID-19 pandemic pay much attention to the following issues:

- psychological and pedagogical problems of online learning (1; 3; 7; 24);
- reasons students are not engaging in distance learning (22; 23; 25; 26);
- barriers to online learning as well as distance learning challenges and ways to overcome it (1; 29);
- factors influencing online learning effectiveness (37);
- students' mental health challenges with online learning (2; 6; 17; 31; 34; 36);
- students' perception of online learning during lockdown (2; 3; 29);
- the role of self-regulated online learning during and after the COVID-19 (2; 25);
- ways of overcoming the challenges of online learning (17; 29; 32; 39);

Thus, a scan of the research literature worldwide related to the topical issues identified, provides relatively detailed descriptions of the Good, The Bad, and the Ugly of online learning, as Mahlangu states (26). What seems evident from our literary review, it is the number of various barriers, obstacles and challenges that students and researchers report in their publications. The majority both students and lecturers face huge problems in sudden transition from traditional education to adapting to unfamiliar, innovative e-Web platforms and implementation of ICT technologies (12; 25; 32; 37).

As Xiong et al., (37) explains, "The COVID -19 pandemic has forced the live-streaming courses to the front line of higher education teaching. Recent studies have shown that this sudden transformation has brought with it confusion to students and instructors and questions around whether the effectiveness of online learning meets *student* expectation".

The origins of online research are based in psychological Theory of Human Cognition, particularly in the writings of prominent theorists: Harrison (20), B. Holmberg (22) and D. Keegan (23). In fact, Distance Education was based on the premise that education was possible without the standard, face-to-face interaction between the student and the teacher (24p.30). It is widely-spread opinion that online education is the fastest growing form of distance education and has greatly influenced higher education all over the world.

In view of this, the **purpose** of the current study is to assess the interrelations between dimensions of online self-control profiles in psychology students and levels of their academic achievements with online learning under and after the COVID-19 pandemic.

Methodology. Sampling and data collection. The methodology involved 496 students (freshers) who were asked to complete the General Health Questionnaire (GHQ-28), Self-Control Inventory (Derkach, Maksymenko, 1991) and Multidimensional Perfectionism Scale.

We have conducted a cross-sectional study of the first-year psychology students (NO.496) enrolled in Bachelor's Programms at the universities in the city of Dnipro, starting from April 2020 till January 2021. The procedure included completing online survey which lasted 25 minutes by students-volunteers who gave their consent to participate in the study; the collection of quantitative and qualitative data were not personally identifiable; the questionnaire consisted of 25 multiple choice open-ended and closed questions, and drew on nine domains:

1. online teaching preference (synchronous/asynchronous);
2. online learning offers the same value as learning face-to-face;
3. level of digital literacy;
4. obstacles, challenges, problems in online learning;
5. level of self-regulated learning and its outcomes;
6. frequency of implementation of effective self-control strategies;
7. motivation variables to use self-regulated approaches to online learning under and after the COVID-19 pandemic;
8. psychological literacy (cognitive mechanisms of attention span) in processing online teaching and learning materials;
9. online academic workload in comparison with standard, face-to-face learning.

The **objectives** of the research were to obtain information on students' online self-control profiles and the impact online learning had on their educational potential, academic needs and academic work, and whether

it offered the same value as learning face-to face. So, the goals of the investigation were:

- to identify obstacles, challenges and barriers that students face in their online academic work, that prevented them from achieving high quality outcomes under or after the COVID-19;
- to assess the relation between online self-regulated learning, effective self-control strategies and students' online self-control profiles as a result of COVID-19.

Results and discussion. By increasing our understanding of self-control as the psychological mechanism of control and regulation, and also the essential part of self-regulated online learning, we explored it to be a specific mediator between self-regulated online learning and online self-control profiles formed in a sample of university first-year students. In this context, attention is treated by us as a special activities of internal control. As in our previous research dated of 2019 (13), before the sudden outbreak of the COVID-19 pandemic, we have obtained the empirical data on the sample of 156 psychology students (freshers and sophomores) in the evaluation of the relationship between collaborative perfectionism, profiles of self-control and the quality of self-regulated learning. In the given research we limit ourselves to the research of the stated above objectives under and after the COVID-19 outbreak.

Many studies focusing on online learning after the COVID-19 period (2; 3; 7; 16; 32; 34) point out to the urgent necessity for psychosocial support of students dealing with a wide range of different psychosocial needs. Most commonly reported that needs consist of coping strategies with anxiety, stress, fear connected with poor students' digital literacy, and lack of competences in implementation and operation innovative ICT applied in a lecture-based classroom. Need assessment in psychology, in our view, is estimated to be a complicated task as it results in individual learning styles identification and online self-control profiles evaluation. However, there exist **barriers** to the delivery of psychosocial support for the first-year University students, according to their opinions. Firstly, the most commonly perceived barrier from the freshers' perspective (79 %) is referring to clear and appropriate information regarding home assignments, their evaluation terms. Besides, consultation hours on the part of higher education consultants about psychological and technological support, services and knowledge available, should be presented clearly. This part of online process was often unclear to them and rapidly changeable, replaced by another bite of information (say, in

case of illness of an instructor; or connectivity problems, etc.). Secondly, another barrier deals with a lack of perceived need for technological support during study time, 18 % of respondents believe. Alongside with this, first-year students struggled with situational barriers (f.e. difficulties in network connections- 12 %), administrative (24%), emotional barriers (9%), social barriers (19%).

Hence, we have described various types of barriers that prevented students-starters from acquiring their individual guidance system of online tools and pathways to achieve quality and success in online learning, and , consequently, well-being. We also find it important for instructors and educators to learn more about students online self-control profiles in order to uncover ways we can refine and improve online teaching and learning. Being aware of students' barriers, our previous considerations allow us to assume three important comments on the self-control impact on a deeper understanding and appreciation of students' online experiences. In other words, as we stated above, we proceed from Galperin's assumption that psychological mechanism of self-control is attention. The result of concentration and distribution of attention is improvement of all types of mental activities to which it is attached, providing quality of activities and positive outcomes on the basis of a standard, criterion or measures. Overall, we have found out the following psychological peculiarities of self-control functioning:

a) the relationship between self-control and online students' profiles is positively correlated through the mediators of this link, namely: the mechanism of attention which provides processing of teaching and learning materials, and functions drawing on comparison and distinction with the standard. In answers to the questionnaire, students underlined the fact that it was harder for them to learn via video than in person. Their explanations rested on statements that they could not maintain attentional focus for the whole Zoom lecture/workshop, etc. The findings by Galperin (19), proved that the major **challenges of inattention** in educational environment are connected with cognitive mechanism of self-control and its functioning. We would attempt suggesting, in this respect, the role of attention spans of online students which are shorter in today's learners in comparison with empirical data of the year 2019 (13), and killing their engagement by creating inability to long catch and hold attention. But why? What seems clear, it is a traditional lecture-based classroom that does not fit the benefits of online learning and which seems passive to students. It is common knowledge that widely-recognized benefits of

online learning are flexibility for students to work anywhere, at their own pace, making use of mentally active (but not passive) learning, increasing student's engagement.

b) In light of stated above, more than 69% of respondents replied that online higher education for the first-year university students is not of high quality as they have not fully adopted to the online innovative technologies, approaches and strategies. Besides, they had to elaborate their individual self-regulated learning profile in distant learning which differed substantially from a school learning style while implementing digital resources in Zoom, Moodle, StudyMo platforms. Additionally, they pointed out to **challenges** they constantly faced in online learning, namely:

- connectivity, the use of ICT, difficulty in network connections;
- time management and academic overloading;
- adapting to unfamiliar online technology;
- new learning opportunities provided by technology in comparison with a school landscape, as a result - suffering from anxiety, stress, fatigue, health problems;
- lack of models of self-regulated learning and effective self-control strategies;
- noisy study spaces at home;
- lack of engaging in-class psychology experience; lack of motivation and determination;
- passive online learning reducing educational enthusiasm;
- lack of face-to-face interaction with a lecturer, live communication;
- staying motivated, being stimulated to explore and reflect on their knowledge construction;
- uncertainty about future career under innovation circumstances;

c) as discussed, however, it is important for lecturers, instructors, academics to understand that self-control is common to all mentioned above challenges as it functions as a trait and a state of the individual in a computer-supported learning environment.

The stated above challenges, stemmed from **barriers** that students-starters struggled in online distance learning, including:

- Zoom, Moodle, StudyMo classes with interruptions and pauses;
- personal barriers connected with anxiety, stress, uncertainty about positive outcomes of learning provoked by lack of self-control strategies and pathways on how to improve it and facilitate;
- technical barriers connected with poor level of digital literacy;
- communication barriers of introverted and extraverted students with instructors, administrators, instructional designers, etc.

The major **obstacle** during the COVID-19 outbreak singled out by university students was primarily connected with a very low motivation to online learning in comparison with face-to-face one (52%). The situation with a lack of strong motives to a self-regulated, planned mental activities, with rigid time management, and predicted outcomes, generated the climate of negative emotions in freshers' (74%) as the second mighty barrier to distance learning. And finally, as the consequence of the two above barriers, a limited interaction, isolation, and the failure in achieving goals of online education.

In this connection we aimed to understand whether self-control online students profiles are a valuable way to understand multidimensional factors of self-regulated online learning in the digital epoch during and after the COVID-19 pandemic. If so, which self-control profiles exist in students-beginners in comparison with 2019 (13) research data; what differences exist across the profiles nowadays.

So, if one attempts to compare positive outcomes of self-regulated online learning of University students and their self-control profiles, it is worth while mentioning facts in common. These commonalities are the matter of individual cognitive mental functions, namely: a) functioning mechanism of self-control, in terms of Galperin (19), attention span; b) processing based on metacognition against a standard of self-control; c) planning and mapping effective strategies right from the start of online learning; d) setting goals with positive outcomes; e) monitoring intermediate stages outcomes and strategies of performance; f) time-management through each step of realization of mental actions; g) reflecting on the effectiveness of self-control strategies used; h) evaluating personal progress against a standard of self-control; e) error analysis of negative outcomes.

As our current data testify, the enumerated above components of self-regulated online learning with positive outcomes and a high level of self-control profiles in acquiring the system of new knowledge with ICT innovative technologies were typical of freshers (8%). Drawing on empirical data obtained, it made possible for us to identify three self-control online students' profiles in a sample of 496 psychology students, in comparison with three described students' profiles before the COVID-19 pandemic (13). A subject's self-control profile was based on psychological assessment with the Self-Control Inventory (9) which has undergone extensive reliability and validity testing.

Thus, we identified and explored three online students' self-control profiles, including: high, intermediate and low, which proved substantial

individual differences in self-regulated learning online, needed various levels of tailored support, and implementation of effective self-control strategies to achieve goals and positive outcomes. Before analyzing characteristics of students self-control profiles, it is desirable, in our point of view, to concentrate attention on the essential ingredients for online learning. As previously noted, these are motivation, determination and, finally, drive.

Online Self-Control Profile I – high level (9%) is characterized by: a) highly motivated desire for self-control of the digital environment (where and why?; motivation variables to use metacognition, self-regulated approaches to online learning during COVID-19 are rather high); b) current sense of self-control in specific domains and psychology learning leading to collaborative perfectionism; c) modes by which they seek self-control in self-regulated online learning and behavior patterns dealing adequately and effectively with **situational obstacles, challenges and barriers**; d) use of a variety of innovative technological tools in acquiring new knowledge, setting goals, positive outcomes, and developing individual learning style of self-control with sufficiently shaped self-regulatory processes, especially at preparatory and action stage; e) frequent implementation of effective self-control strategies step- by- step, accompanied by a rigid time management, by probing, monitoring and evaluating the quality of academic outcomes at each stage of realization of mental actions; f) cognitive functions are extremely developed, processing of teaching and learning materials is at a high rate, as well as, attention span is wide, thus, avoiding errors.

So, students succeed in achieving academic goals and positive outcomes in online learning easily and eagerly without noticing any overwork loading. Besides, what seems to us very important, there is almost no tailored support is needed for this profiling students–beginners on the side of instructors, lecturers, administration because they are competently self-regulated, making no preference as to synchronous or asynchronous online learning, self-efficient with predicted outcomes, well-organized and motivated to develop their knowledge and potential at the early stage of their specialization.

Online Self-Control Profile II- intermediate level (79%)- students are characterized by: a)an average level of self-control in psychosocial needs assessment during COVID-19 online learning; b)an average level of digital literacy, demanding technological support during study time; c)setting goals and striving for positive outcomes is often postponed in time as they still need meetings with higher education consultants to inquire; d)online learn-

ing creates barriers on implementation of innovative ICT as the profiling students badly need **additional** clear, appropriate information, and practice to overcome barriers, obstacles, challenges with tailored support and detecting the error zones; e) planning and mapping of effective self-control strategies right from the start of online learning is delayed as provoked by anxiety, fear of demanded level of digital literacy; f) attention span is slightly narrowed in comparison with Profile I as time-management frequently is not fixed, and there is no reflection on the effectiveness of self-control strategies used; g) error analysis of negative outcomes is not constant because of failures in objective evaluating personal progress in detecting and correcting them independently. Hence, the given profiling group is easy to adapting to innovative circumstances of online learning, steadily implements metacognition, at a good academic level copes with major difficulty in processing – the detailed, algorithmically presented teaching and learning materials. Students at large (68% among this group) prefer face-to-face learning as accustomed to school environmental space, are readily adapting to changes but demonstrating often inattentiveness, average level of self-control of situational barriers because of poorly regulated emotional intensity states. Self-efficiency of the Profile II mainly depends on effective and regulative self-control strategies of online learning accompanied by distinct verbalization of predicted outcomes of online learning at the initial and intermediate stages of learning process.

Online Self-Control Profile III- includes a mixed group of students-starters (19%) with : a low level of digital literacy (17%) and non-stable technological connectivity with University platforms because of the lack of Internet, pauses, breaks, etc. (2%). Regarding the technological barriers that the group (2%) struggled during COVID-19 outbreak, we made our mind not to analyze self-control profiles of the mentioned group because of insufficiency of objective factors in the current paper.

The major problem of the profiling group is: a) the lack of motivation and metacognition (thinking about one's thinking) to adapt to a new educational space and required demands of higher institution; b) a poor level of self-discipline resulting in bad time-management; c) a very narrow attention span, insufficient level of cognitive functioning; d) inability competently plan and map effective strategies of self-control at the beginning of a semester; e) a poor level of self-regulated learning, relying on diligence, depletion and disdain, no reflection and evaluation of academic achievements and failures; f) error analysis and failure reasons are speculated upon and analyzed very rare; g) health problems are mainly treated

by the students as the principal reason of their poor academic achievements; h) lack of skills in setting goals and predicting positive outcomes of innovative online learning educational space; i) procrastination - both types, namely: "structured" (doing less urgent or important tasks first) and "garden-variety" (doing more pleasurable assignments first); negative consequences of procrastination in this profiling students' group is self-doubt, shame, anxiety, anger resulting in inability to self-organizing and completing home assignments independently without external pressure as in schooling times.

Conclusions. As we reflect on hard-fought progress in online learning of University students under the COVID-19 breakdown, regarding the analysis of the relationship between their online self-control profiles and academic achievements as well as advances and losses in the process of online learning. There are many reasons to believe that the relationship between students' online self-control profiles and their academic achievements is established as it promotes excellence in skills, competencies, cognitive functions, critical thinking, decision-making, achieving goals and positive outcomes under complex circumstances of online learning. Hence, we have an opportunity to make important changes in how we approach development in the Digital Age. Given this, and drawing on our quantitative and qualitative data we conclude: 1) Online Self-Control Profiles I-II-III might be treated as psychological mechanisms of self-regulated online learning in a sample of university students-starters with high, intermediate and low levels of academic achievements; 2) knowledge on how students with different online self-control profiles should achieve excellence in skills, cognitive functioning, creative and critical thinking, decision-making under complicated circumstances in virtual educational environment is of primary importance both for learners and lecturers as prepares them better accommodate to the needs of tomorrow's society, enhancing the quality and relevance of online learning.

Further research. Novel perspectives and the findings on the impact of the COVID-19 on the future development of educational environment globally in the 21st century offer ample opportunities for **cross-national scholarly trends investigation of instructive and insightful ideas about the post-COVID learning, and required higher education reform nowadays.** In our view, this innovative power of paradigm is of crucial importance for psychological research community in the global educational contexts, as it provides us with trajectories of developments and changes in policymaking and educational research for the coming decades.

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Abstracts

ЛІДІЯ ДЕРКАЧ. Профілі самоконтролю та онлайн-навчання студентів психології до та після COVID-19: досягнення та нові перспективи. У статті обґрунтовано актуальність та перспективи вивчення проблеми дистанційного (онлайн) професійного навчання та становлення майбутніх психологів –першокурсників в період та після COVID-19. Показано, що професійне становлення майбутнього фахівця за сучасних умов вимагає навичок та компетентностей володіння самокерованим навчанням. У наведеній статті висвітлюються технологічні, психологічні, соціологічні та емоційні труднощі, з якими стикаються студенти молодших курсів. Узагальнено погляди закордонних та вітчизняних науковців на проблему визначення ролі типів студентських профілів самоконтролю в онлайн навчанні, і яким чином вони впливають на рівень їх академічної успішності. Основні теорії та підходи до дослідження виокремлено, типи профілів самоконтролю та відмінності між ними визначені, прогнозовані результати визначених профілів самоконтролю досліджуваних та відмінності між ними конкретизовано як потенціал самостійності якісного навчання в онлайн режимі, окреслено перспективи подальших досліджень.

Ключові слова: профілі онлайн самоконтролю студентів-першокурсників, онлайн навчання під час та після пандемії COVID-19, самокероване онлайн навчання, виклики, перешкоди, утруднення, перспективи подальших досліджень.

ЛИДИЯ ДЕРКАЧ. Профили самоконтроля и онлайн-обучение студентов-психологов до и после COVID-19: достижения и новые перспективы. В статье обоснована актуальность и перспективы изучения проблемы профессионального обучения и становления будущих психологов-первокурсников в период до и после COVID-19. Показано, что профессиональное онлайн обучение требует высокого уровня сформированности навыков и компетентностей владения саморегулируемым обучением. В данной статье проанализированы технологические, психологические, социологические и эмоциональные трудности, с которыми столкнулись студенты в процессе использования систем дистанционного обучения. Обобщены взгляды отечественных и зарубежных ученых на проблему определения типов самоконтроля в онлайн обучении, и каким образом

они влияют на уровень их академической успеваемости. Основные теории и подходы к исследованию определены, типы профилей самоконтроля студентов в онлайн обучении и различия между ними выявлены и описаны, прогнозируемые результаты установленных профилей самоконтроля как потенциал самостоятельного качественного обучения в онлайн режиме представлены, перспективы дальнейших исследований обозначены.

Ключевые слова: профили онлайн самоконтроля студентов-первокурсников, онлайн обучение в период и после пандемии COVID-19, саморегулируемое обучение, вызовы, препятствия, барьеры, траектории дальнейших научных исследований.

LIDIJA DERKACZ. **Profile samokontroli i uczenia się online studentów psychologii przed i po COVID-19: osiągnięcia i nowe perspektywy.** Artykuł uzasadnia aktualność i perspektywy badania problemu zdalnego kształcenia zawodowego (online) oraz kształtowania się przyszłych psychologów I roku w trakcie i po COVID-19. Pokazano, że zawodowe kształtowanie się przyszłego specjalisty w obecnych warunkach wymaga umiejętności i kompetencji samokształcenia. W danym artykule wyświetla się trudności technologiczne, psychologiczne, socjologiczne i emocjonalne, z jakimi borykają się młodszy studenci. Uogólniono poglądy uczonych zagranicznych i krajowych na problem określenia roli typów studenckich profili samokontroli studentów w nauczaniu online oraz ich wpływu na poziom ich sukcesów naukowych. Wyodrębniono główne teorie i podejścia do badania, określono rodzaje profili samokontroli i różnice między nimi, przewidywane wyniki niektórych profili samokontroli badanych i różnice między nimi skonkretyzowano jako potencjał samodzielności jakościowego nauczania online, określono perspektywy dalszych badań.

Słowa kluczowe: profile samokontroli online studentów pierwszego roku, nauczanie online w trakcie i po pandemii COVID-19, samokształcenie online, wyzwania, przeszkody, trudności, perspektywy dalszych badań.