



**2<sup>ND</sup> MULTIDISCIPLINARY  
CONFERENCE FOR YOUNG  
RESEARCHERS**

**Sustainable Development Trends and Challenges  
under COVID-19**

# **BOOK OF ABSTRACTS**

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Book of Abstracts



## BOOK OF ABSTRACTS

In your hands you are holding Book of Abstracts, which was published both as an E-Book of Abstracts and traditional printed BoA.

We hope, you will enjoy reading through all the accepted abstracts to this conference.



## WELCOME!

The core aim of this conference was to provide opportunities for early career academics from a range of disciplines to share their research through the conference podium, as well as to receive informal in-depth feedback through discussions and to enable them to establish contact with professionals and other institutions.



## ABOUT ORGANIZERS

The conference is co-organized by: Czech University of Life Sciences Prague, Sumy State University, Sumy National Agrarian University, Bila Tserkva National Agrarian University, Dnipro State Agrarian and Economic University, Kharkiv National Agrarian University named after V.V. Dokuchayev and State Biotechnological University with the support from AgriSciences Platform.



## VENUE

Our 2nd Multidisciplinary conference for Young Researchers took place in Sumy – at Sumy State University. In the North-Eastern part of Ukraine.



# 2<sup>nd</sup> INTERNATIONAL MULTIDISCIPLINARY CONFERENCE FOR YOUNG RESEARCHERS Sustainable Development Trends and Challenges under COVID-19

## Challenges facing education during COVID-19 pandemic

Anna Vorontsova<sup>1</sup>, Limor Dahari<sup>2</sup>

<sup>1</sup> Ph.D, department of International Economic Relations, Educational and Scientific Institute of Business, Economics and Management, Sumy State University, Petropavlovska 57, street, Sumy, Ukraine, 40030; [a.vorontsova@uabs.sumdu.edu.ua](mailto:a.vorontsova@uabs.sumdu.edu.ua)

<sup>2</sup> Ph.D student, Sumy State University, Petropavlovska 57, street, Sumy, Ukraine, 40030; [limordahariphd@gmail.com](mailto:limordahariphd@gmail.com)

\* Correspondence: [a.vorontsova@uabs.sumdu.edu.ua](mailto:a.vorontsova@uabs.sumdu.edu.ua)

**Abstract. Background:** The WHO declared COVID-19 a pandemic that poses an immediate, global threat for the world. It caused a global shutdown of economic and social activities, including education. Online learning has become the primary educational platform, leading to transformation and crisis in educational institutions. In this regard, this study aims to analyze the main challenges facing inclusive education during the COVID-19 pandemic. **Methods:** The main methods of theoretical research are used: analysis and synthesis, induction and deduction, comparisons and logical conclusions. **Results:** The change to online learning becomes challenging in both a positive and a problematic way, since these processes reflected imprecise planning, design and development of online instruction and program development. Educational sectors swiftly developed online environments where teachers made rapid adjustments for the diverse learning needs of their students. In order to address digital competence as an emergency issue in distance learning, Ala-Mutka et al. (2008) suggested that instead of developing a separate platform for teaching digital skills, schools should integrate them into the teaching and learning of all subjects. Although the change to online teaching was unexpected and rapid, due to a wider transformation of information and communications technology in educational systems, the digitization of schools was highlighted and made prominent only recently. So the digitization must be integrated in the curriculum to a much greater extent, allowing students to use advanced technological tools and digital solutions for creative and innovative problem-solving. Evaluation and supervision are also a challenge (Osterlind, 2002). There is significant literature on classical test theory – grading and analysis – but little on planning, development and writing of test items in online learning. Therefore, the evaluation of tasks given to the learners is limited, in terms of supervision. However, another challenge facing school principals is accessibility to technology. Until recently, computers and the internet were supplied for free by the schools, but their closures led to inequality, due to some of the students coming from a lower socio-economic background. It has become apparent that poverty is directly related to inaccessibility of computers and the internet. As a result, poorer students are unable to join in online learning. Evidently, online educational learning will continue and be more hybrid. Developing a tool for evaluating distance learning allows principals to receive transparent information about online learning methods and the challenges experienced by students and staff. **Conclusions:** The global COVID-19 crisis highlighted the many challenges facing educational institutions. They have to make the necessary decisions in order to inspire certainty, propel educational processes effectively, and ensure open and reliable communication within the education community. Unexpected and enforced change, from face-to-face to distance teaching, can

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be considered as an opportunity to accelerate processes, and is a catalyst for a paradigm change in education. An occasion has arrived for rapid assimilation of technologies, innovative pedagogy and advanced management mechanisms.

**Keywords:** education, challenges; COVID-19.

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