

DEVELOPMENT OF SELF-REGULATION IN YOUTH THROUGH ONLINE AND OFFLINE TRAINING

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Abstract. *Relevance: Modern youth faces a multitude of complex challenges that are integral to their lives: academic and professional demands, personal growth challenges, achieving work-life balance, and separating from parental influence. In the face of constant time and resource constraints, maintaining high productivity across all life spheres while avoiding burnout becomes a critical task. Mastery of self-regulation skills can contribute to solving this problem by helping young men and women cope with stress, effectively manage time and resources, and achieve harmony across different aspects of their lives. Objective: This research is aimed at theoretically analyzing the issue of self-regulation, determining the effectiveness of its development among young men through psychological training in online and offline formats. Methods: To achieve the stated objective, a combination of methods was employed: theoretical methods including analysis, synthesis, and summary of psychological literature; empirical methods involving observation; psychodiagnostic methods utilizing V.I. Morosanova's "Behavioral Self-Regulation Style" questionnaire; and statistical methods including Fisher's angular transformation. The study involved 36 participants aged 18 to 25 years. Results: The results of the empirical study on the development of self-regulation in youth showed higher effectiveness in developing self-regulation skills among young men through offline training. Future prospects for further research include investigating components of self-regulation and studying volitional self-regulation.*

Keywords: self-regulation, youth, online training, offline training.

Relevance of the Research Topic:

Modern youth face a series of complex tasks that are inherent attributes of their lives. Besides the demands of education and professional growth, young people encounter challenges in personal self-improvement, balancing career and personal life, and separating from parental influence. In conditions of constant time and resource scarcity, the key task before them is to maintain a high level of productivity in all aspects of life while avoiding burnout. Acquiring self-regulation skills can help young men and women cope with stress, efficiently allocate time and resources, and ensure harmony between different areas of their lives. The use of online and offline training to teach these skills is gaining popularity, but

more in-depth research is needed to understand the effectiveness of choosing either the online or offline format.

Analysis of Recent Research and Publications: Self-regulation is the ability of an individual to see the ultimate goal of an activity and independently find optimal ways to achieve it [4]. Self-regulation is also a component of overall giftedness, the foundation of «general abilities» [1]. V.I. Morosanova identifies the following structural elements of self-regulation within its system: content (sources of personal activity, internal motivation); process (variants of activity regulation at a certain level of achievement); and self-assessment (the basis that determines motives, direction, means, and evaluation of activity results) [3].

In the process of self-regulation, it is important to consider several key components that contribute to the effective achievement of set goals and ensure sustained success in various areas of life. Motivation, in particular, plays a decisive role in developing self-support and maintaining internal motivation to achieve set goals, even in the most challenging moments [6]. Success achieved through the development of self-regulation skills in youth helps them manage their own lives, reach defined goals, and maintain stability in different areas [8].

Research on the impact of online training on youth has found that this method of learning has a diverse impact on their development and educational activities: it expands access to educational resources; promotes the development of computer literacy and internet skills; and can stimulate social interaction through specialized platforms for exchanging ideas and experiences [9]. However, the lack of physical contact can lead to feelings of social isolation. Additionally, access to the internet and social networks can cause additional distractions, which may negatively affect concentration and learning outcomes [9].

The issue of the impact of offline training on the development of self-regulation skills in youth is relevant and important in pedagogical and psychological science. The offline format involves the physical presence of participants at the training sessions, creating opportunities for learning and interaction that are not always available in the online environment. The physical presence of a trainer or instructor can stimulate active participation from participants and provide an individualized approach to each student. Additionally, interaction with peers and group work in offline training can foster the development of social skills, including empathy and cooperation. Offline training can play a significant role in the development of self-regulation skills in youth, promoting their physical, social, and psychological development [5].

Research Objective: To determine the effectiveness of developing self-regulation in modern youth through psychological training in online and offline formats.

Research Methods: Analysis and synthesis, summarization of psychological literature on the research topic; observation, the "Behavior Self-Regulation Style" questionnaire by V.I. Morosanova, methods of mathematical statistics – Fisher's angular transformation.

Presentation of the Main Research Material: It should be noted that self-regulation processes occur at various levels of complexity and content. The level of biological self-regulation shares common characteristics with the majority of living organisms and ensures successful interaction between humans and the environment. The level of psychological self-regulation is associated with maintaining and mobilizing mental activity and involves an individual's ability to control their actions and states [2].

Training plays an important role in acquiring self-regulation skills as an active form of learning. The advantages of training include: being built (fully or partially) on modeling the activity situations of the training participants and aimed at forming the skills and abilities necessary for practical work; involving individual and group practical tasks, as well as role-playing games. Training allows young people to systematize their acquired experience, outline paths for personal self-development; it promotes the establishment of a democratic communication style and ensures a subject-subject process of educational activity. Training helps young people develop practical skills for completing individual tasks and publicly presenting their work results, teaching them to work effectively in a team; it develops leadership qualities and initiates the activity of young people [7].

To study the features of self-regulation in young people, we conducted an empirical study involving 36 individuals aged 18 to 25. To diagnose the self-regulation sphere of the youth, we chose the "Behavior

Self-Regulation Style" methodology by V.I. Morosanova.

Research Results and Discussion:

The results of the self-regulation style diagnosis (V.I. Morosanova) showed that 22.2% of respondents have low and medium levels of self-regulation, while 55.5% have high levels. Among the respondents, modeling and flexibility are the dominant components of self-regulation (33.3%), with planning being the least expressed component (27.8%).

Based on the experimentally obtained results, we developed a training program titled «Self-Regulation: Key to Harmony and Efficiency», lasting 14 hours, aimed at developing self-regulation skills in 10 individuals aged 18 to 25. The training

program included thematic sessions: introduction, motivation, goal setting, success, stress resistance, and time management.

The goal of the training was to develop skills for effective self-regulation of emotions, stress, and reactions to negative situations.

During the training sessions, we used projective methods, techniques for developing time management skills, and the SWOT analysis method. After completing the training, we re-conducted the diagnosis of the main indicators of self-regulation in the youth. The results of the repeated diagnosis of participants in offline and online training sessions using the «Behavior Self-Regulation Style» methodology by V.I. Morosanova are presented in Figures 1 and 2.

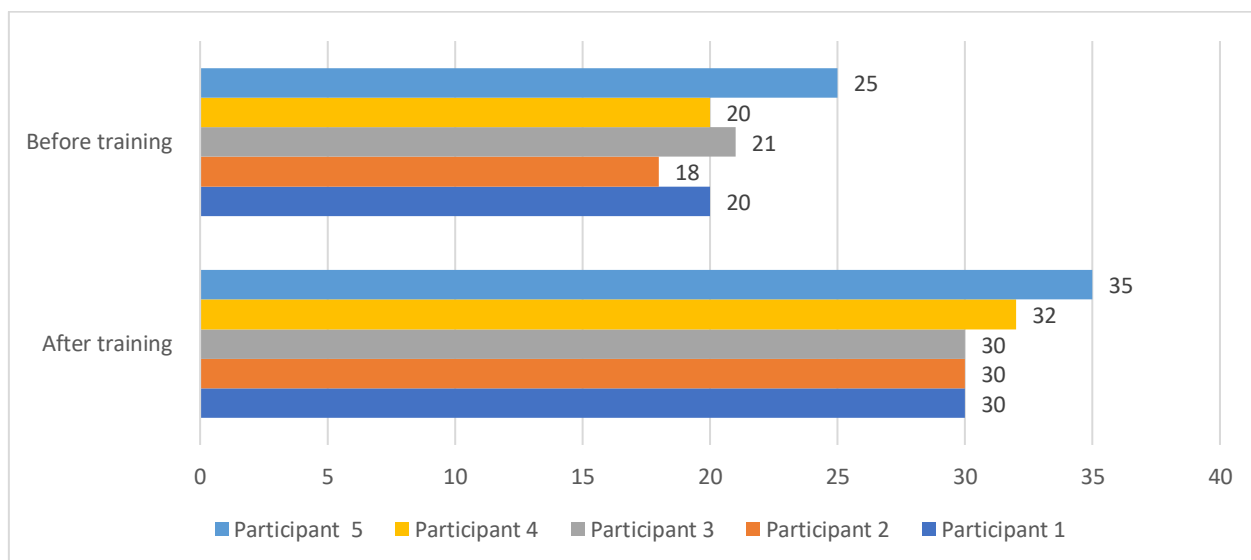


Figure 1. Results of the diagnosis of participants in the online training according to the "Behavior Self-Regulation Style" methodology, general self-regulation level scale by V.I. Morosanova

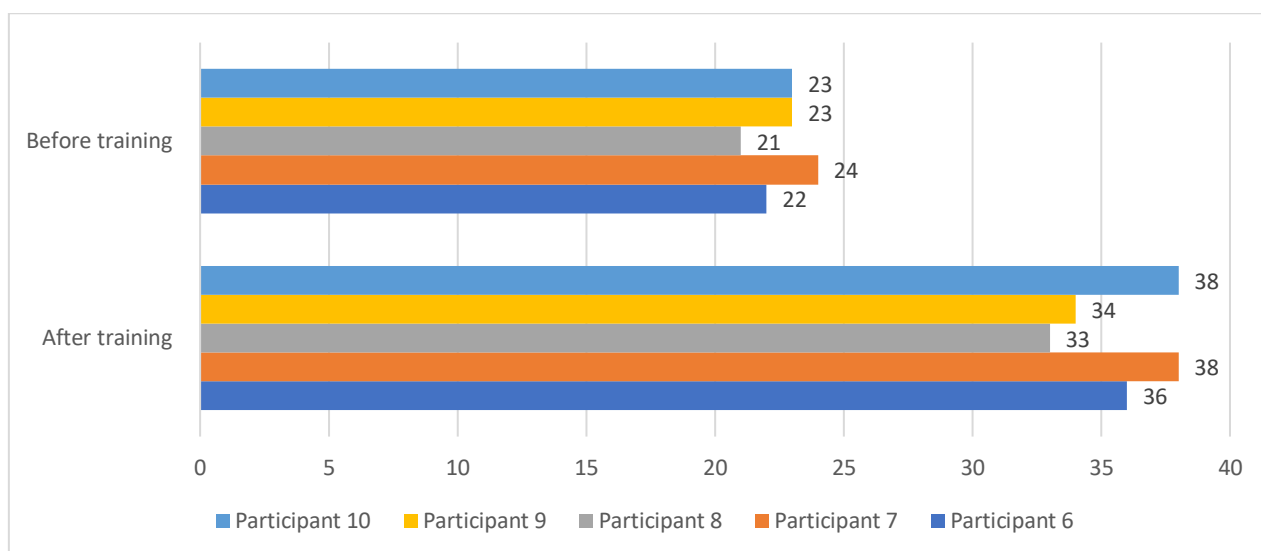


Figure 2. Results of the diagnosis of participants in the offline training according to the "Behavior Self-Regulation Style" methodology, general self-regulation level scale by V.I. Morosanova

Analysis of the obtained results showed a significant increase in the self-regulation levels of participants in both online and offline training according to the "Behavior Self-Regulation Style" methodology by V.I. Morosanova. Before the training, various levels of self-regulation were identified among participants, primarily the average level of self-regulation (20%) and low (80%).

However, after the training, a significant increase in this indicator was observed in all cases, reaching a high level of self-regulation (60%) or an average level (40%). For a qualitative assessment of changes in the results, we analyzed the percentage ratios of the results of participants in the two groups before and after the training, considering the levels of self-regulation: low, medium, and high levels (see Table 1).

**Table 1
Percentage Ratio of General Self-Regulation Levels Before and After the Training**

Levels of Self-Regulation Development	Online Training		Offline Training	
	Before Training	After Training	Before Training	After Training
Low Level	80%	0%	80%	0%
Medium Level	20%	80%	20%	0%
High Level	0%	20%	0%	100%

The results of the study allow for the formulation of two hypotheses that require further verification using Fisher's criterion:

Hypothesis 1: The conducted training contributes to an increase in the level of self-regulation among participants.

Hypothesis 2: Offline training is more effective in increasing the level of self-regulation compared to online training.

To test these hypotheses, Fisher's criterion will be used, which will allow for an objective assessment of the impact of the training and its format on the level of self-regulation of the study participants (see Table 2).

Table 2
Analysis of Changes in Self-Regulation Skills Using Fisher's Angular Transformation

Levels of Self-Regulation	Online	Offline
Low Level	$\varphi_{\text{emp.}} = 3.501$	$\varphi_{\text{emp.}} = 3.501$
Medium Level	$\varphi_{\text{emp.}} = 2.035$	$\varphi_{\text{emp.}} = 1.466$
High Level	$\varphi_{\text{emp.}} = 1.466$	$\varphi_{\text{emp.}} = 4.967$

According to Fisher's coefficient, it can be asserted that the conducted training in the online format indeed contributed to an increase in the level of self-regulation among participants, reducing the number of people with low levels and increasing the number of people with medium and high levels of self-regulation.

Low Level: $\varphi_{\text{emp.}} = 3.501$ (before the training, there were 4 participants with a low level of self-regulation; after the training, there were 0). This indicates a significant decrease in the number of participants with a low level of self-regulation after the training.

Medium Level: $\varphi_{\text{emp.}} = 2.035$ (before the training, there was 1 participant with a medium level of self-regulation; after the training, there were 4). This indicates a significant increase in the number of participants with a medium level of self-regulation after the training.

High Level: $\varphi_{\text{emp.}} = 1.466$ (before the training, there were no participants with a high level of self-regulation; after the training, there was 1). This indicates an increase in the number of participants with a high level of self-regulation after the training.

Conclusions. The results of the conducted study indicate a higher effectiveness in developing self-regulation skills among participants who participated in offline training. These respondents showed more significant changes in their self-regulation style compared to the

group attending online training. Before the training, 80% of the online group participants had a low level of self-regulation, and 20% had a moderate level. After completing the training, 20% of the participants achieved a high level of self-regulation, and 80% showed a moderate level. In contrast, all participants in the offline group had low levels of self-regulation before the training. However, after the training program, all participants achieved a high level of self-regulation.

The analysis of the results demonstrated a higher effectiveness in developing self-regulation skills among young men through offline training. Nevertheless, the use of the online format can be beneficial for providing broader access to learning resources and the flexibility to learn in a convenient environment with flexible time planning.

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РОЗВИТОК САМОРЕГУЛЯЦІЇ В ЮНАЦЬКОМУ ВІЦІ ЗАСОБАМИ ОНЛАЙН ТА ОФЛАЙН ТРЕНІНГУ

Оксана ОЛІЙНИК, Маргарита БАБАК

Анотація. Сучасне юнацтво стикається з низкою складних завдань, які є невід'ємними атрибутами їхнього життя: вимоги навчання та професійного зростання, виклики особистого самовдосконалення, встановлення балансу між кар'єрою та особистим життям, відокремлення від батьківського впливу. В умовах постійного дефіциту часу та ресурсів перед ними постає ключове завдання – збереження високого рівня продуктивності в усіх сферах життя, уникаючи вигорання. Вирішенню цієї проблеми може сприяти оволодіння навичками саморегуляції, які допоможуть юнакам та юначкам впоратися зі стресом, ефективно розподілити час та ресурси, і забезпечити гармонію між різними сферами їхнього життя. Дослідження пов'язане з теоретичним аналізом проблеми саморегуляції, визначенням ефективності її розвитку у юнаків засобами психологічного тренінгу в онлайн та очному форматах. **Методи.** Для розв'язання поставленої мети нами був використаний комплекс методів: теоретичні – аналіз, синтез, узагальнення психологічної літератури; емпіричні – спостереження; психодіагностичні – опитувальник «Стиль саморегуляції поведінки» В.І. Моросанової; методи математичної статистики – кутове перетворення Фішера. У дослідженні брали участь 36 осіб віком від 18 до 25 років. **Результати** емпіричного дослідження особливостей розвитку саморегуляції в юнацькому віці показали вищу ефективність розвитку саморегуляції юнаків засобами офлайн тренінгу. Перспективи подальших розробок вбачаємо в дослідженні компонентів саморегуляції, вивченні вольової саморегуляції.

Ключові слова: саморегуляція, юнацький вік, онлайн тренінг, офлайн тренінг.