**Problems of training of the university new-comers in terms of emergency situations** Dr. Liudmyla Gryzun,

Department of information systems, Simon Kuznets Kharkiv national university of economics,

Kharkiv, Ukraine,

***Lgr2007@ukr.net***

**ABSTRACT**

The urgency of the research is caused by the set of factors. The complicated reality during the COVID-19 pandemic and lockdowns which made emergency situation has caused drastic changes in all fields of our lives and definitely influenced a lot on the education processes. Current emergency situation in Ukraine associated with the military conflict with Russia has also caused necessity to search new approaches for providing efficiently educational services at school and universities. Most of our educational establishments have to work in remote mode and provide distant learning for the students who are physically disconnected both from their teachers and their peers.

Distant (blended) learning has had many benefits especially, enabled flexibility of teaching and learning anywhere and anytime. However, recent studies detected significant differences between well-planned, carefully designed online studying and sessions held in response to a crisis or disaster. Moreover, in emergency situations, these designed processes are absent. There are indicated several students’ difficulties and limitations of online learning on conditions of emergency. They are common for the majority of university students, and their overcoming is really challenging for the teaching staff. However, these difficulties are even more challenging for university new-comers (first-year students) who have entered Ukrainian universities during emergency situations.

The theoretical background of the work is made by the analysis of (1) a university new-comer’s profile (2) basics of blended learning theory; (3) fundamentals of motivation theory.

In the progress of work, there was built and learnt a university new-comer’s profile to detect their learning challenges to overcome; were analyzed the advantages of blended learning models, and covered the ways of enhancing typical blended learning activities with interactive methods. Some exact recommendations and examples of the interactive methods practical realization in the process of first-year students’ training at blended learning are given and discussed.

The survey was designed to evaluate whether the interactive methods introducing into the blended learning activities is in line with the core motivation dimensions and detect the levels of first-year students’ learning motivation. The survey reliability was tested and it was revealed its acceptable reliability. The prospects of the research are outlined.

**Keywords**: university new-comers’ training, emergency situations, distant learning, interactive methods.