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**PERSONALISED LEARNING AGAINST TECHNOLOGICAL FATIGUE**

The research was devoted to presenting the students perception analysis of the online learning imposed during the COVID-19 quarantine period in spring 2020. In particular, the learners of different specialties were exposed to the selected methods of personalized learning in order to overcome the dwindling attention spans and educational apathy detected at the second month of the lockdown. The research goal was to analyze the implementation experiences of the personalized learning and teaching approaches towards the online learning issues, specifically against the technological fatigue. The survey sample involved 200 bachelor students of Sumy State University and Sumy National Agrarian University (Ukraine) and is representative in terms of demonstrating the issues range and the state-of-the-art of online teaching and learning of Ukrainian universities. The personalized learning requires not only teachers' professional skills to provide an efficient online course, fair assessment process and well-designed engagement activities, but also learners' readiness. The students must be ready for self-directed learning, prioritization, effective personal time-management, exploiting certain digital skills, etc. The research conclusions were delivered under the context of the students feedback analysis at the end of the courses and analysis of their well-being during the unexpected and unplanned completion of the courses online. These data will be applied to improve the existing online courses designed by the authors before the pandemic and will serve as the basis for the further investigations in the field. The research paper highlights the importance of technostress reduction as a success prerequisite for modern education. Among the main findings was the current students' collision between the need to be constantly ultra-connected and yet suffering from the educational apathy and cynicism under the storm of information flow.

**Key words:** technostress, COVID-19, apathy, educational cynicism, dwindling attention spans