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PECULIARITIES OF USING DISTANCE LEARNING AT UNIVERSITIES OF UKRAINE DURING THE PANDEMIC PERIOD

SHALOVA N., ZARIVNA O., KHIMAI N. **Peculiarities of using distance learning at universities of Ukraine during the Pandemic period.** *The main features, types, pedagogical methods and technologies of distant learning in the process of foreign language training of technical students and peculiarities of their adaptation to studying online at the pandemic conditions are considered. The article deals with the problems and methods of organizing distance learning at the universities of Ukraine during the quarantine period 2020. Recommendations on the organization of training, advice to teachers working with students at the university for the most effective implementation of this process are given. The features and conditions of professional activity of teachers of higher educational institutions are considered. The advantages and disadvantages of distance and traditional education are defined.*

Keywords: ICT, distance learning, online technologies, blended learning, educational process.

ШАЛОВА Н.С., ЗАРІВНА О.Т., ХИМАЙ Н.І. **Особливості використання дистанційного навчання в закладах вищої освіти України в період пандемії.** *Розглянуто основні особливості, типи, педагогічні методи та технології дистанційного*

навчання в процесі навчання іноземних мов студентів технічного вузу та особливості їх адаптації до навчання в Інтернеті в умовах пандемії. У статті проаналізовано проблеми і методи організації дистанційного навчання у вищих навчальних закладах України в період карантину-2020. Для найбільш ефективного впровадження цього процесу даються рекомендації з організації навчання, поради викладачам, які працюють зі студентами у ВНЗ. Визначено особливості та умови професійної діяльності викладачів вищих навчальних закладів, а також висвітлюються переваги та недоліки дистанційного і традиційного навчання.

Ключові слова: ІКТ, дистанційне навчання, онлайн-технології, змішане навчання, освітній процес.

ШАЛОВА Н.С., ЗАРИВНА О.Т., ХИМАЙ Н.И. Особенности применения дистанционного обучения в высших учебных заведениях Украины в период пандемии. Рассмотрено основные особенности, типы, педагогические методы и технологии дистанционного обучения в процессе обучения иностранным языкам студентов технического вуза и особенности их адаптации к обучению в Интернете в условиях пандемии. В статье проанализированы проблемы и методы организации дистанционного обучения в вузах Украины в период карантина-2020. Для наиболее эффективного внедрения этого процесса даются рекомендации по организации обучения, советы преподавателям, работающим со студентами в вузе. Определено особенности и условия профессиональной деятельности преподавателей высших учебных заведений, а также освещаются преимущества и недостатки дистанционного и традиционного обучения.

Ключевые слова: ИКТ, дистанционное обучение, онлайн-технологии, смешанное обучение, образовательный процесс.

Introduction. The development of modern society takes place in the era of informatization and is characterized by the use of information and communication technologies in many areas of human activity, including education. The peculiarity of the modern stage of informatization of higher education is that the substantive aspects of training a specialist at the university are of priority importance. The quality of higher education will largely depend on the successful solution of this problem. A university graduate will have to live in an information society and not

only need to master the methods of receiving and processing information, but, first of all, he must learn to use information and information technologies to maintain and develop his intellectual and creative potential.

The use of technology has become pervasive and this process has significantly changed the way people work, learn, entertain and even how people think and perceive information. Such digital devices as smartphones, laptops or tablets, have also begun to be used as teaching aids. This fact inevitably changed the methods and techniques used by teachers to organize learning process.

The use of individual electronic devices in education (originally used only for communication or entertainment) has led to such phenomenon as interpenetration among learning and other processes, which means that students organize their education at a convenient time and in convenient place, often transferring to other issues or other activities that they have the opportunity to do at the same time.

Analysis of recent research. The rapid introduction of information processes in all spheres of life of modern society requires the development of a new model of society and a new model of the higher education system based on information and communication technologies (hereinafter - ICT). Using modern electronic information resources, multimedia and network technologies in the educational process, it seems that higher education matches modern trends in world development and rapid adaptation to the current and future challenges of the modern world.

Ukrainian scientists V.Yu. Bykov, O.M. Spirin, O.P. Pinchuk note that distance learning technologies, based on the principles of open education, are the most modern promising technologies for learning, have a decisive influence on the nature and pace of informatization of the education system [1, p.30]. B.M. Kukhareenko together with a group of colleagues states that distance learning is the interaction of teachers and students at a distance that highlights all inherent components of the educational process (purpose, content, methods, organizational forms, teaching aids) specific means of Internet technology [2, p. 23]. Thus, the scientist S. Lytvynova proves general advantages of distance learning, namely: conditions are created for active learning, a differential approach is implemented, the latest technologies, various gadgets are used, the educational process is organized taking into account the needs of each student; conditions for team work are created; the leadership qualities of students are developed within the framework of academic disciplines, learning is personalized, there is an active interaction between teacher and student, conditions are created for universal access to educational materials; conditions are created for diagnosing the quality of knowledge with the help of computer technologies; parents have the opportunity to participate in the educational process of the student [7, p.230].

The purpose of the article is to identify and analyze the main features, types, pedagogical methods and technologies of distant learning in the process of foreign

language training of technical students and peculiarities of their adaptation to studying online at the pandemic conditions. One of the main goals of this study is to understand the differences and similarities between distance and “classroom” learning.

Presenting main material. The range of functionality of ICT devices and WEB-technologies is moving to more advanced levels, distance learning is not just an online session or webinar, but involves many more student activities, such as: data collection, data processing, communication, “interaction with the interface”, “Interaction with the external environment”. Gradually, distance learning moves from the need to start learning “when required by the program” to the ability to “start learning at any time convenient for the student” [8, p.301].

Teachers in Ukraine began introducing distance learning technologies, including blended learning, not so many years ago. Since 2000, the Ukrainian Center for Distance Learning at NTUU “Ihor Sikorsky Kyiv Polytechnic Institute” has been operating.

Nowadays, there is an issue of using services and platforms for the successful implementation of distance learning in the learning process. Distance learning, as part of WEB-oriented education, is a type of learning that is “fundamentally based on the use of information and communication technologies” where active participants of the learning process carry out mainly individualized learning interaction [4, p.5498].

Blended learning is currently one of the promising areas of using information and communication technologies (ICT) in education.

Blended learning is a combination of “live” learning with learning using Internet resources, primarily of the second generation, allowing participants of the educational process to carry out joint activities. Learning is considered to be blended one if from 30 to 79% of the study time is spent online [5, p.120].

Thus, blended learning can be considered a kind of distance learning or its continuation, the main difference lies in the obligatory “live” communication of students with each other and with the teacher. Within blended learning, there are both face-to-face and distance technologies in a certain proportion, which allows you to use the advantages of both types of education, eliminating almost all of their disadvantages. An increasing number of people are striving to get an education with minimal time losses, as the fast pace of life leaves less and less time for learning in classrooms.

At present, blended learning is a rapidly and dynamically developing type of education. Many large companies have already experienced its positive effect: employees receive quality education while working. Thus, it can be assumed that in the future blended learning will take a leading place among traditional types of education and become one of the main competitive advantages of higher educa-

tional institutions that provide educational services using Internet resources in combination with “live” communication. The need to use ICT in the educational environment is stipulated by the importance of the formation of information competence and ICT competence among students, future university graduates, for successful professional activity [6, p. 14].

Special attention should be paid to informatization of the system of higher education in order to improve the quality of training specialists. ICTs are involved in creating a new global environment in which future university graduates will have to work, position themselves, defend their own interests and build strong professional and personal relationships. The rapid development and widespread dissemination of information technologies lead to intensification of the process of educational activities. We are sure possible ways to improve the efficiency of the educational process involve:

- introduction of more effective teaching aids that meet new educational requirements;
- development of innovative pedagogical technologies;
- individualization of teaching, caused by the need for creative activities that allow students to design their own educational trajectory based on fundamental training;
- improving the skills of pedagogical interaction, mobilizing the creative and critical thinking of students
- the need to make changes in the educational process related to clarifying the goal and objectives.

Thus, blended learning is a new educational model with great potential to improve student performance and create new functions for teachers and students [8, p. 233]. Use of electronic libraries and textbooks, language training software and foreign language Internet resources is important for the implementation of e-learning in the framework of the blended model along with paper resources, which leads to a change in ways of presentation material being studied.

Distance learning makes it possible to implement differential approach, personalize learning, organize independent and team work of students, create conditions for access to educational materials, define the quality of knowledge using computer technology, use WEB-oriented, cloud and information and communication technologies(ICT) [9, p. 610]. General picture of distance learning realities is incomplete without reviewing the position and feedback of teachers, who directly implemented the system and the students, who participated in it. On the other hand, in some cases it has the effect of distracting from the process of learning something new and may worsen the results of the learning process, which can be considered as shortcomings of distance learning. It is an issue that should be studied more carefully.

The main difficulty is in time management: students are not always ready to work with the platform systematically and regularly and track statistics of independent work. Thus, within the framework of the use of electronic educational programs in a virtual educational environment, there is an unprecedented opportunity to optimize the teacher's work, varying the ways of presenting and using educational material, free and independent access of students to multimedia materials and resources and building an individual educational trajectory under the guidance and with the pedagogical support of teachers and automation of the process of control and evaluation activities.

Among the main shortcomings in the organization of distance learning in 2020, teachers note:

- a lack of a single platform,
- a lack of uniform standards and requirements, as well as unified software,
- unequal access to high-speed Internet,
- insufficient motivation of students,
- plagiarism and difficulties in objective assessment of knowledge.

A specific disadvantage of distance learning for teachers is the "round-the-clock workload" due to the need to create updated materials specifically for online classes, post them on resources, conduct consultations and videoconferences, maintain contact with students and their parents (special attention should be paid to the students who do not attend classes and do not contact), as well as to monitor and assess the level of knowledge. A separate item of workload for teachers is the increased number of reporting documents during distance learning.

One of the main goals of the study is the determination of differences between the distance and "classroom" learning. This research includes monitoring teachers' and students' opinion on organized distance learning, which was given by the lecturers of the NTUU "Igor Sykorsky KPI" before the quarantine of 2020 through preventive measures against spread of the COVID-19.

The results of the survey showed the ambiguity of the teachers' opinion on the remote control over learning in the classroom, and vica versa, learning in the classroom over the distance learning. The research shows, the number of teachers supporting distance learning is 57% of the interviewed, and respectively - 43% of the respondents who are for learning in the classroom.

Those who claim the advantages of distance learning, support their position with the following arguments: distance learning is an opportunity to learn for the students and not to attend classes having objective reasons, saving time and money on transport, work in more comfortable conditions, opportunities for training of self-discipline and self-organization of students, as well as - the formation of skills of independent search and processing of information.

The results of the student survey show the advantage of distance learning over learning in the classroom of the majority of respondents, although it should be noted that 27.5% do not see its benefits. Respondents' views on improving the distance learning system include the following ideas:

- purchase of licensed ICT products for education at the expense of educational institutions,
- creation of uniform standards, platforms and databases for each institution, exchange of experience among teachers etc.

The teachers express the idea of introducing blended learning as the most perfect version of modern educational trends. In particular, this type of training can most easily be transformed into a completely distance learning.

There is a tendency to give a higher score to education that has a sufficient content of ICT, compared to traditional methods. Understanding the significant share of differences, views and discrepancies that anyone who learns can contribute to the learning process, the authors examined the opinions of respondents about what, in their opinion, is missing in the distance type of education.

Conclusion. Considering the impact of fast-paced communication technologies on the Internet and observing the current global situation (when people want or due to circumstances are forced to be in a particular place, follow quarantine rules, stay away from the university, etc.), we can conclude that distance learning can and should be adopted and developed as an additional supportive direction in the organization of the educational process, which will, if necessary, be quickly transferred to distance learning by educational institutions.

The analysis of the results of the survey of teachers showed the main trends in the choice of resources for placement of teaching materials and support of the distance learning process, revealed some shortcomings in the organization of distance learning during quarantine in 2020 and identified key areas for improvement.

Thus, we can conclude that further study of the relevant organization of distance learning is necessary, as there is a need to rethink and restructure the entire educational process, update the content of educational programs and develop new integrated distance learning programs to complement the mobile learning vector, enrich student engagement and avoid factors of disorganization, distraction from the learning process and loss of interest. There is a need for more research on students' and teachers' feedback, as well as wishes for the improvement of distance education, as they are objects and subjects of educational activities that are experiencing a period of formation of distance learning at the stage of its formation and early development.

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