

Features Of The Implementation Of Distance Education Institutions Of Higher Education In Ukraine

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Summary

The article clarifies and divorces the concepts of distance learning systems "distance learning", "distance education", "distance technologies", "open education". The central concept of the DO system is "distance learning"; - an assessment of the use of distance technologies in the system of higher professional education in Ukraine was carried out, which showed that the dominant teaching technology at the moment is the technology of teaching using cases (case technology on paper and electronic media).

It is determined that distance technologies based on the active use of technical teaching aids (network technologies, telecommunication technologies) find little use in the system of higher professional education in Ukraine.

Key words:

Postgraduate Education, Qualities, Additional Training, Professional Education, Technologization, Distance Learning.

1. Introduction

The relevance of the topic of the article is determined contradictoriness and intensity of the process of development of distance education in universities of Ukraine. The processes of globalization, the formation of the world information space, the introduction of new educational technologies change approaches to solving traditional educational issues.

Informatization of education is the most important means of implementing the new educational paradigm, in which the leading role is given to information, development of continuing education. The introduction of information technology leads to fundamental changes in the information and educational environment, making it more open, democratic, transforming individual educational centers into a single educational space.

Over the past 30 years, especially in the educational systems of various countries (England, USA, Germany, Spain, etc.), work has been carried out to introduce into practice the principles and technologies of distance learning, modes of remote and flexible learning at a

distance, territorial distribution and expansion of educational services [3-6].

For example, the Open University of Great Britain has regional centers in the UK and 42 in other countries. The Spanish National University of Distance Education has 53 regional center in Spain and Latin America. The Canadian Open University has 4 regional centers. Fern University of Germany has 60 regional centers in Germany, Austria, Holland, Hungary, Poland. Open The University of Israel has over 100 regional centers.

The US National University of Technology uses more than 300 training sites at 46 US universities [1-3].

In Ukraine, it is influenced by the processes globalization, informatization of the educational environment. As a result - the signing of the Bologna Agreement and subsequent democratization, openness of education, the introduction of distance learning technologies.

Secondly, since the beginning of the 90s, there has been a shortage of specialists in demand in the market in Ukraine. Changes in the economic sphere encourage universities to open new specialties, stimulate the development of the non-state education sector, which is more mobile and adapted to consumer requests, including the forms and technologies of training.

Thirdly, the competition of universities for consumers is growing, caused, on the one hand, by the emergence of non-state universities along with state universities, i.e. an increase in the number of higher education institutions by territory of Ukraine, on the other hand, by the deterioration of the demographic situation [7].

And, finally, new information technologies make it possible to effectively teach those who wish "at a distance", which was immediately used by both foreign universities, expanding educational services to Ukraine, and large, well-equipped Ukrainian universities, expanding the geography and the contingent of their students.

The current situation on the education market is characterized by the fact that remote vocational training has become a reality, based both on information technologies and technologies of the network geography of the university through the opening of branches,

representative offices. This technology works like regional and metropolitan institutes with powerful scientific and pedagogical potential and having a wide range of training areas personnel of various levels of education.

Purpose of the article: to determine the characteristics of the remote education in universities of Ukraine.

2. Theoretical Consideration

The dissemination of information in the modern world is acquiring a global character, state borders cease to influence the movement of information flows. The global Internet becomes mainstream channel for the dissemination of information, knowledge, ideas.

It is noted that in the field of the theory of "globalization" there are different points of view, however, in general, we can say that there are three types - models of the global system, global sociality, deterritorialization of the social, historically form three "waves" or "lines" of conceptualization of social changes within the framework of a single globalization paradigm.

In turn, the theories of globalization have caused the emergence of such a discourse as "virtualization", within the framework of which a number of original theories of the transformation of society have already been developed. The article notes that in connection with the emergence of the concepts of "virtualization" and "simulacra" they began to talk about virtualization of education, virtual universities can serve as an example of virtualization of education, distribution of electronic education (e-learning).

In the information age, communication technologies have shortened time and helped overcome national border barriers. As a consequence, the emergence of a whole range of new educational environments / learning environments, especially in distance education, which is most associated with new technologies.

Distance technologies have become widespread throughout the world. So, in 2018 in the developed countries of the world, 17 million people were covered by distance learning, in the United States alone in 2018-2019, about 90% of higher educational institutions actively used distance learning technologies.

With the use of communication means and computer technologies, distance education institutions are able to access any locality and to any person, opening up opportunities for access and "Encroachment" (invasion) or, in the words of Samuel Huntington, "clash of civilizations" [1-4].

The analysis made it possible to identify the necessary conditions for Ukraine's integration into the world educational space; the absence of language barriers, the

computerization of universities, the introduction of progressive distance engagement technologies.

It is distance technologies that make it possible to learn throughout life right at the workplace, without changing place of residence, thereby ensuring the actual implementation of the principles of accessibility and continuity of education proclaimed by the Bologna Declaration [6].

Note that in Ukraine, the analogue of the foreign concept of distance education are the phrases "distance education" and "distance learning", both of these phrases are widely applicable. The term "learning" refers to a two-way, goal-oriented process. The term "education" has a broad interpretation:

element of the system of social relations, social institution; a set of systematized knowledge, abilities and skills, the result of training;

one of the values, an indicator of the social status of an individual.

Established that both these concepts (training and education) can be applied in the context of the problems of virtual forms of acquiring knowledge [1-3].

An important concept analyzed in the work is "open education".

We also note that the key point of this definition is the word "system" (system of technologies, open system). Open education is a learning system based on principles such as flexibility, modularity, parallelism, asynchrony, continuity, as well as realizing the learning process with the active use of specialized information technologies and teaching aids [4, 5, 9-10].

Distance learning has certain properties of open education: parallelism, asynchrony, accessibility, modularity.

Analysis of the evolution and essence of the concept of "learning technology", highlighting the main properties of learning technology, as well as significant properties of distance technologies (flexibility, adaptability, informational content), made it possible to conclude, that "distance technologies" can be understood as methods, methods of teaching, based mainly on information and telecommunication means.

Distance technologies help in a short time (relative to traditional education), to get a new specialty in demand by the market, to improve the professional level without interrupting work and place residence at minimal cost.

In this regard, we can say that distance learning based on the principles of accessibility (cost of education, liberal admission system, absence of age restrictions, the ability to study at the place of residence) largely helps to reduce the pronounced stratification of society and certainly finds its consumer.

The analysis of educational needs begins with the characteristics of the system of higher professional education in modern Ukraine, emphasizing the

transformation that took place, the restructuring of the university education system, the emergence of universities “not temples of science”, but market places, “macuniversities”, where the university is an economic corporation, the student is a client, and the learning process is the provision of educational services. Based on the sociological approach to higher education, the work examines its social functions, in particular the function of reproducing the social structure of society. It is emphasized that higher education does not provide equal access to education, increasing social inequality.

In this regard, distance learning largely helps to reduce the pronounced stratification of society.

When considering the issue of "distance educational services", analyzing the need for education and the need for educational services.

The need for educational services belongs to the category of social needs of the individual (the need for knowledge), expressed in the desire, the need for an individual to obtain a set of knowledge, skills, and abilities.

A distinctive feature of the need for educational services from just the need for education is that the result of satisfying the educational need is advanced training, the acquisition of a specialty, professional or social growth of the individual, the formation of key competencies [7,9].

Speaking about educational services, draws attention to the fact that the educational product is very specific and highlights the characteristics of educational services: intangibility, inseparability from the performer, convenience, availability, non-preservation, etc.

Hence the spread of opinions and judgments: from the denial of distance education as such to its recognition as a special form of education. At the same time, distance education is understood as a form, method, method, and as system, and as a process, and as a set of technologies, and as a complex educational services. A separate issue is that distance education is an independent category and is a form of education. But common to all interpretations of distance education is the approach to filling the content of the above categories.

Summarizing what has been said, taking into account the points of view of different authors, we define distance education as a complexly organized system, attributed to a new form of education, capable of satisfying the educational needs of the population regardless of its spatial and temporary location in relation to educational institutions, including the means, process and appropriate educational standards are the result of the interaction between the teacher and the student implemented using telecommunication technologies, which is carried out in a specific educational environment [3,11-14].

In addition, the following excerpts from various works can be cited, where distance learning is understood as:

- technology of learning at a distance, in which the teacher and students are physically in different places;
 - a form of training in which the teacher and students are physically separated in time or space, which differs from the correspondence form of training by the use of special technologies;
 - a form of education, along with full-time and part-time, in which the best traditional and innovative methods, means and forms of education based on computer and telecommunication technologies are used in the educational process;
 - training, which is based on the use of special computer technologies and Internet facilities that provide optimal management of the learning process;
 - a new method of didactics;
 - organization of the educational process in the conditions of mediated interaction between a student and a teacher with the predominant use of information technology and telecommunications;
 - a set of technologies, methods and means that provide the opportunity to study without visiting an educational institution, but with regular consultations with the teachers of the educational institution or persons certified by this educational institution (tutors);
 - a purposeful process of interactive asynchronous or synchronous interaction of a teacher and students with each other and with teaching aids, indifferent to their location in space and time;
 - a new form of education, which currently exists along with other forms of education - full-time, part-time, external studies in the system of continuous education.
- Most authors, especially specialists far from didactics, equate distance education and distance learning. It is very important to separate the concepts of distance education and distance learning. These are related, but not identical concepts. Distance learning is the foundation of distance education, which is acquired as a result of the purposeful and accelerated development of human abilities thanks to the pedagogically organized transfer of the culture accumulated by people, i.e. rules of behavior, thinking, knowledge and technology from generation to generation.
- Learning is understood as a joint purposeful activity of a teacher and a student, during which the development of the personality, its education and upbringing is carried out. Distance learning is a form of education, it is also a system that presupposes a design stage, which is absolutely inevitable in any organization of the educational process. The design stage provides for the definition of the general concept of the training system, the goals adequate to it, the selection of the appropriate training content, its structuring taking into account the form of training used, its specificity (in this case, the specificity of distance learning, the specificity of the subject), the selection of methods and pedagogical

technologies, organizational forms of training, adequate to the general concept and goals of training and, finally, information technology tools, other teaching aids and organization of the educational process.

Thus, having examined the various views of scientists, we agree with this opinion and adhere to the point of view that distance learning is a new form of education that currently exists along with other forms of education - full-time, part-time, external studies in the system continuing education; distance learning is a system and process of learning in which the teacher and student are at a distance from each other, and therefore rely on electronic means and printed manuals for organization of the educational process. Distance learning includes distance teaching and distance learning.

We believe that the definition of "distance learning" is the most accurate concept, and the concept of "distance education" includes many types and forms of knowledge acquisition: full-time, part-time, evening, external studies, distance learning. The very concept of "education" is multidimensional and ambiguous, and training is one of the ways (means) for a person to gain sociocultural experience, i.e. education.

In the modern world, existing forms of education, such as full-time, part-time, external studies, presuppose well-known forms of training, as well as the mandatory physical presence of the student in higher education institution - at lectures, seminars, workshops and consultations at certain time points in the learning process.

Part-time students must, twice a year - as a rule, in winter and summer, be present at the orientation classes, passing the exam.

The opposite of this is distance learning, where the physical presence of students is not mandatory, but in some cases, with the mutual agreement of the teacher and the student, an element of full-time education may be present.

Distance learning is an independent work of a student who chooses a place of study convenient for himself, draws up an individual schedule for himself, has a set of special teaching aids with him, plus the agreed possibility of contact classes.

Distance learning can be viewed as a purposeful and interactive process where subjects and learning objects are interconnected with each other, as well as interconnected with teaching aids. The educational process takes place in a certain pedagogical system, in which subsystems act as elements: learning objectives, learning content, teaching tools and methods, organizational forms of learning, control, economic, legal.

Thus, distance learning is a modern and simple form of education in which the latest innovative methods, means and forms of education are used in the educational

process, which are based on information technologies - technologies based on the principles of intensity and independence of learning in an individual schedule. Students have in their arsenal the necessary learning tools and the ability to communicate with the teacher by phone, email or visually.

Modernization of the educational process allows the use of modern information technologies to build a completely new form of education in combination with traditional methods.

Modern society needs intellectual potential to solve the most important economic and political problems, which justifies the relevance of organizing a distance learning system.

Regardless of the form of training, the teacher is the subject of training, and the student is the object of training.

As a result of the study, it can be noted that the system distance learning would be more correct to build on the basis of certain conditions:

- the human factor is essential for the successful implementation of the distance learning system;
- learners independently acquire knowledge both promptly and over a long period thanks to a flexible training system;
- communication and cooperation between participants in the learning process in the cognitive process and creative activity must be present in distance learning;
- knowledge acquired independently should be active in order to be able to apply it in future practical activities;
- systematic control over the assimilation of knowledge should be constant and built on the basis of operational feedback or have the character of delayed control;
- if necessary, full-time final control may be present in the educational process.

In order to determine what is the initial information, the method of its transformation and the final result, we should return to distance learning as an open-type system. We know everything that enters the system from the external environment - these are learning objects, normative and methodological materials, legislative acts affecting the activities of the distance learning system, labor and material resources. These components, getting into the distance learning system, are programmed to change according to the methodology for transforming primary material determined by universities, as a result of which the system creates a given result.

Conclusions

The paper provides an assessment of the quality of distance education, given by both students and teachers. Only 8.5% - 13% of students consider it high, 45% - 51% average, 10% - 12% - low (the rest have no definite opinions). Teachers in the overwhelming majority (63%) assess the quality of students' knowledge in learning using DL technologies as lower than in full-time education, and approximately equal to or higher (72%) than in correspondence education.

Among the conditions that are most important for improving the quality of teaching students on DL technologies, teachers identified: basic education that coincides with the chosen specialty of training, practical experience in the studied specialty, information and organizational support of independent students' work, high-quality information support of training sessions, an increase in the volume of consulting sessions with teachers. Noting that the skeptical attitude of teachers towards distance learning in terms of its quality, the lack of special training for working on DL technology in many respects hinders the development and successful functioning of the DL system.

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