

THE FUTURE OF DISTANCE LEARNING IN CONDITIONS OF MARTIAL LAW

The previous quarantine period brought positive experience in distance education in Ukraine. Special distance learning programs were developed and the online platforms for higher education were activated, online courses for acquiring new qualifications for adults were implemented.

The introduction of martial law in Ukraine has forced the national educational establishments to reconsider some aspects of their activities

The actuality of this topic assumes the necessity to discuss the provision of educational services to all segments of the population in the face of destroyed schools and universities, and a shortage of teachers and university professors with the help of distance learning. Distance learning has become one of the most powerful responses to the need for education in war conditions. It has replaced the classroom education, which is impossible due to constant shelling, bombing and blackouts.

The aim of this work is to consider the future of distance learning in modern conditions. Russia's full-scale invasion has resulted into Ukrainian's education being in a state of constant search for solving educational needs and ensuring a full-fledged educational process in the context of war. Thus, according to the statistics, about 4000 educational institutions have been affected by bombing and shelling, over 350 of them have been completely destroyed, and, unfortunately, this list is not final. Such a course of terrible events forces the academic community to find new approaches to distance learning and new forms of distance education [1].

In spite of unbearable conditions for education in the country, almost three-quarters of citizens believe that the introduction of distance learning tools and methods has partially or significantly reduced the quality of school education. A comparable majority of citizens claim that the introduction of the school online format in TV broadcasts has only led to a dispersion of attention, which correlates with the aforementioned mostly negative assessments of the introduction of distance learning. Only small percentage believes that this format made it easier for students to prepare for class.

Undoubtedly, the biggest advantage of distance learning is the opportunity to obtain higher education practically from the comfort of your home, as one of the principles of distance learning is an independent study at a time and place convenient for you. But not everything is as easy as it seems at first glance. There are several extremely serious obstacles: the availability of imperfect and low-

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power personal Internet networks and a low level of computerisation.

This schooling year has determined a new tendency of parents letting their children learn live, and some higher school establishments have opted to study offline. This is visible in those regions that are far from the front line, and where there are all the conditions – the bomb shelters.

Now the equipping of shelters for educational activities is a dynamic process, because at the beginning of a full-scale invasion, the readiness of bomb shelters was below 10 %. That is, only a few schools and higher educational establishments had them. Today, there is a whole program, including a funded gradual figure and 70 %, that is, the need is gradually closing, and this is one of the priorities, it is logical that live training has its own effect compared to remote training [1].

Therefore, mixed types of learning – online and offline – should be provided so that relevant means are available for different learning activities. The combination of these two types of learning helps learners and teachers collaborate on work, exchange information, and get to know each other.

As for online learning, two basic types of distance learning can be widely used – synchronous and asynchronous. Asynchronous distance learning doesn't require being online all the time, chatting or communicating. It is more appropriate when meeting can't be scheduled because of work, family, blackouts or other commitments. Thus, it's more flexible by its nature, and allows combining education with work, family, etc. Synchronous distance learning better suits to discussing less complex tasks, as a quick response is expected. Synchronous distance learning requires using video, chat room in real time, and gives opportunity to ask questions and answer them, helps to get quick feedback and avoid feeling isolated. Both types of distance learning can be used, but with different purposes. They depend on the type of communication.

Those who are ready to study offline should be provided with the equipped shelters for continuing the educational process and with the necessary devices. We understand that the rapid development of computer and information technologies requires constant improvement of the distance education system. Science is not standing still either, which means constant development and the need to improve the qualifications of teachers. Therefore, we should constantly improve, update the infrastructure, develop new forms, and learn ourselves. Therefore, as we can see, distance learning is extremely convenient and flexible.

Summing up, it's necessary to say that the higher education institutions have to create a set of conditions aimed at the formation and development of a safe and comfortable educational environment and the introduction of the main components of non-violent communication in the context of further reform of higher education. The classroom system should be supplemented by more

effective teaching methods. The mixed type of learning is the best choice for gaining knowledge. Furthermore, every educational establishment has the right to choose the teaching mode. However, we believe that there is no alternative to the classroom system. Therefore, we are not ready to completely abandon this system, which correlates with a rather sceptical attitude towards exclusively distance learning methods.

ЛІТЕРАТУРА:

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ПРОБЛЕМИ ДИСТАНЦІЙНОЇ ОСВІТИ ТА ШЛЯХИ ЇХ ВИРІШЕННЯ

Розвиток сучасних технологій зумовлює їх впровадження в різні сфери людського життя, зокрема в освіту. У зв'язку із викликами, які дає нам сьогодні, невід'ємною частиною навчання, зокрема в Україні, стала дистанційна освіта. Таким чином з впевненістю можна сказати, що дистанційне навчання вже зайняло своє місце в сфері освіти та стало в один ряд з загальноприйнятими формами освіти як очна та заочна.

Звісно, така інноваційна сфера надання освітніх послуг не може не супроводжуватися певними проблемами та викликами з якими необхідно справлятися для подальшого розвитку. Тому швидкі та рішучі дії у вирішенні проблем дистанційного навчання є вкрай важливими сьогодні.

Основною метою є розгляд проблем, з якими сьогодні можуть стикнутися під час впровадження дистанційної освіти. Як наслідок надзвичайно важливим є пошук рішень для вирішення цих проблем для

У останні роки, технології дистанційної освіти активно та успішно використовуються у системі вищої освіти. Під час глобального поширення Covid-19 у всьому світі, включаючи Україну, заклади вищої освіти були змушені перейти до онлайн-навчання, і саме завдяки цьому у них є значний досвід у впровадженні дистанційних методів та форм навчання [1].

Дистанційна форма освіти має свої недоліки. Серед них можна відзначити такі як: відсутність прямого контакту між студентом і викладачем, що може робити процес навчання тривалішим і призводити до складнощів у плануванні часу; зменшення мотивації до навчання, оскільки відсутність фізичної присутності викладача та інших студентів може знизити стимулюючий ефект; виснажливість і складність онлайн навчання через напруження органів зору, розпорошеність уваги