MODERN CHALLENGES TODAY OF DISTANCE EDUCATION IN INSTITUTIONS OF HIGHER EDUCATION DURING MILITARY ACTIONS IN UKRAINE

Abstract. The article analyzes important aspects of modernization and transformation of the educational sector. The educational process in our country takes place to the sound of sirens, often to the sound of shelling. Some lost the opportunity to study altogether. The full-scale military aggression of the Russian Federation against Ukraine, aimed at the genocide of the Ukrainian people, brought large-scale destruction, the forced internal displacement of participants in the educational process, their departure abroad, the destruction of Ukrainian educators in the temporarily occupied territories, the illegal export of Ukrainian children to the territory of Russia, education in blackout conditions and colossal psychological pressure. Distance learning is considered as an important individualized process of transfer and assimilation of knowledge and skills, which requires further substantiation of the basic principles of its implementation. The peculiarities of the structure of the introduction of distance learning pedagogical technologies in the process of professional training of future teachers are revealed. The place and role of distance learning technologies in the system of higher education is determined. It is noted that with the development of the technical capabilities of teaching methods and technology, the means of the teacher's educational activity are changing. It became possible to use new organizational forms of the educational process with the
help of ICT. The main purpose of using distance learning technologies in higher education institutions is to provide students with access to electronic educational resources through the use of modern information technologies and social networks. Distance learning technologies in higher education reveal the possibilities of a positive influence on the solution of the main problems during the training of future specialists, such as increasing the quality of education in vocational schools; implementation of the needs of future specialists in educational services; increasing the professional mobility and activity of future specialists; formation of a single educational space within the framework of higher education; individualization of education in the case of mass higher education. It has been established that distance education provides students with higher education access to non-traditional sources of information, increases the efficiency of independent and individual work, creates completely new opportunities for creative self-expression, development and improvement of various professional skills, and enables teachers to implement completely new forms and methods in the educational process training with the use of information technologies.

**Keywords:** educational process, innovative technologies, institutions of higher education, distance learning, future teachers, war in Ukraine.

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СУЧАСНІ ВИКЛИКИ СЬОГОДЕННЯ ДИСТАНЦІЙНОЇ ОСВІТИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ ПІД ЧАС ВОЄННИХ ДІЙ В УКРАЇНІ

Анотація. У статті проаналізовано важливі аспекти модернізації та трансформації освітньої галузі. Освітній процес у нашій країні відбувається під звуки сирен, часто під звуки обстрілів. Дехто взагалі втратив можливість навчатися. Повномасштабна військова агресія РФ проти України, спрямована на геноцид українського народу, принесла масштабні руйнування, вимушене
внутрішнє переміщення учасників освітнього процесу, їх виїзд за кордон, знищення українських освітян на тимчасово окупованих територіях, незаконне вивезення українських дітей на територію Росії, навчання в умовах блекауту та колосальний психологічний тиск. Дистанційне навчання розглядається як важливий індивідуалізований процес передачі та засвоєння знань та вмінь, що потребує подальшого обґрунтування основних засад його впровадження. Розкрито особливості структури запровадження педагогічних технологій дистанційного навчання у процесі фахової підготовки майбутніх учitelів. Визначено місце і роль дистанційних технологій навчання у системі вищої освіти. Зазначено, що з розвитком технічних можливостей методики та технології навчання, засоби навчальної діяльності викладача змінюються. З’явилася можливість використовувати нові організаційні форми навчального процесу за допомогою ІКТ. Головною метою використання технологій дистанційного навчання у ЗВО є забезпечення студентам доступу до електронних освітніх ресурсів шляхом використання сучасних інформаційних технологій та соціальних мереж. Технології дистанційного навчання у вищій освіті розкривають можливості позитивного впливу на вирішення головних проблем під час підготовки майбутніх фахівців, таких як підвищення рівня якості освіти у ЗОВ; реалізація потреб майбутніх фахівців в освітніх послугах; підвищення професійної мобильності й активності майбутніх фахівців; формування єдиного освітнього простору в рамках вищої освіти; індивідуалізація навчання в розі масовості вищої освіти. Встановлено, що дистанційне навчання надає здобувачам вищої освіти доступ до нетрадиційних джерел інформації, підвищує ефективність самостійної та індивідуальної роботи, створює абсолютно нові можливості для творчого самовираження, розвитку та вдосконалення різних професійних навичок, а викладачам дає змогу реалізовувати в освітньому процесі абсолютно нові форми й методи навчання із застосуванням інформаційних технологій.

Ключові слова: освітній процес, інноваційні технології, заклади вищої освіти, дистанційне навчання, майбутні вчителі, війна в Україні.

Formulation of the problem. The current stage of education development in Ukraine is characterized by a special intensity and scale of transformations caused not only by the urgent tasks of forming a young personality, but also by the entry of the education system into the world integration processes taking place in the conditions of informatization and globalization. The quality of education is one of the most urgent problems of the global community. Education is a complex and multifaceted education. At the current stage, scientists and practitioners consider it both as a certain value (personal, public, state, economic, cultural) and as a social system that unites various state institutions, public organizations, educational and
educational institutions and institutions, and as a special educational, informational, communicative, social, spiritual and cultural process, and as a multifaceted and multilevel result, and as a state of consciousness of an individual or society.

As stated in the National Doctrine of Education Development of Ukraine in the 21st century, new priorities and socio-cultural values, which determine the need to innovate the content, means, forms and methods of training scientific and pedagogical staff of higher education, contributed to the significant activation of scientific research in various directions. However, the issue of innovative training of future teachers in institutions of higher education, as well as related scientific-pedagogical and scientific-methodical aspects of teachers' activities, in particular, improving their skills in modeling and implementing the functions of innovative activity, were not the subject of a special scientific-pedagogical study.

The purpose of the article is to analyze the peculiarities of the introduction of distance learning technologies in institutions of higher education in the process of training future teachers.

Presentation of the main research material. The main purpose of using distance learning in higher education institutions is to provide access to electronic educational resources through the use of modern information technologies. Solving this problem requires finding effective and optimal ways to implement the professional training of future teachers, increasing attention to the formation of their scientific outlook.

At the current stage of the development of science, a number of studies by domestic and foreign scientists dedicated to the development of pedagogical education should be highlighted, in particular M. Alekseev, V. Andrushchenko, V. Baidenko, B. Wulfson, V. Lugovoi, V. Osadchyo [1–6].

Today, the educational process in our country takes place to the sound of sirens, often to the sound of shelling. Some lost the opportunity to study altogether. The full-scale military aggression of the Russian Federation against Ukraine, aimed at the genocide of the Ukrainian people, brought large-scale destruction, the forced internal displacement of participants in the educational process, their departure abroad, the destruction of Ukrainian educators in the temporarily occupied territories, the illegal export of Ukrainian children to the territory of Russia, education in blackout conditions and colossal psychological pressure.

The main goal of the transformation of the education system of Ukraine is to put the person, his needs and values in the center of attention. Only educated Ukrainians can create a strong, viable state, build a modern economy, and ensure the future of future generations. With this in mind, the Ministry of Education and Science of Ukraine pays special attention to ensuring that Ukrainian students, no matter where they are, can continue their studies remotely in the Ukrainian educational paradigm.
Today, Ukraine faces many challenges that must be overcome. In particular, it is necessary to create conditions for obtaining education in the conditions of war and forced migration, the still existing influence of corruption, on the one hand, and to ensure European integration processes, to take into account globalization trends, on the other. All this leads to an urgent need to find new approaches to the development of education and science, which must meet all the demands of the present and the future, and satisfy the needs of Ukrainians. Currently, the Ministry, together with almost 1,700 experts, continues work on the creation of the National Strategy for Education and Science of Ukraine, and the Vision for the Future of Ukrainian Education and Science has already been developed. The vision of the future is based on the desire of Ukrainians for European integration, the provision of universal and European values that are important to us. Student life, safety and access to education have been and remain the focus of the state's attention, as professionals are the most important agents of change and building the future.

Despite the existing obstacles, Ukrainian education will definitely become stronger after the current trials, the key to restoring hopes and opportunities for the future of every citizen of Ukraine, will help people find their place in new realities, will be the basis of progress and development of the nation, the foundation of its future.

Today, there is a period of adaptation of the qualification improvement system to new requirements and conditions, because the old system cannot fully satisfy Ukraine's entry into the international educational and informational space. One of the leading trends in modern education is its renewal with electronic educational tools. In the system of professional development of pedagogical workers, considerable attention is paid to distance education. Information globalization made it possible to expand the degree of openness and democratic freedoms in society, created unprecedented opportunities for free access to information and, accordingly, education (self-education) of an individual. In the 21st century, the Internet, information and communication technologies, telecommunication communication systems began to determine the nature of building relationships in society. The modern "network society" is a single computerized information community focused on the production of information and processing of information and communication flows. Consequently, ICTs are gaining global importance in the life of modern society, and information and communication competence is becoming a key skill of an individual, necessary for his active socialization.

Information and communication technologies of education are understood as technologies that are oriented towards the pedagogically balanced use of various components of modern information and communication technologies for various purposes in the educational process. In this case, the purposeful educational activity simultaneously includes training in the relevant academic discipline and mastering
IT technologies and how to use them in the educational process. The European Commission considers the use of new multimedia technologies and the Internet to be extremely important and promising for improving the learning process by simplifying access to resources and services, as well as through remote exchange and collaboration [7]. The use of Internet technologies in the educational process is devoted to the research of some domestic and foreign scientists. The issues of using the global Internet network in education are discussed in the works of M. Zhaldak [8] and N. Morse [9].

Distance learning as an educational technology can be easily integrated into any form of education. Distance technologies are designed to deliver educational material at any time and in any place convenient for students to receive, therefore such technologies are used for full-time, part-time, extramural students with elements of distance learning. Special attention is paid to these technologies in the conditions of pandemics and natural disasters, when there is a need to carry out educational activities. Information technologies have always been used because learning is a process of finding, analyzing and understanding various information, including the transmission of educational messages from a teacher to a student. When computers became so widely used in education that it became possible to talk about information technologies of learning, it turned out that they have long been actually implemented in the learning process. Then the term "new information technologies of education" appeared, which, with the advent of powerful means of telecommunications and the global Internet, was replaced by the clarifying term "information and communication technologies of education." [10].

We understand distance learning as an individualized process of acquiring knowledge, abilities, skills and ways of cognitive activity of a person, which takes place mainly through the mediated interaction of distant participants of the educational process in a specialized environment that functions on the basis of modern psychological and pedagogical and information and communication technologies.

The purpose of distance learning is to provide educational services through the use of modern information and communication technologies in education at certain educational levels in accordance with state education standards; according to the programs of preparing citizens for admission to educational institutions, training foreigners and improving the qualifications of employees. The task of distance education is to provide citizens with the opportunity to exercise the constitutional right to obtain education and professional qualifications, improve qualifications regardless of gender, race, nationality, social and property status, type and nature of occupations, worldview beliefs, party affiliation, attitude to religion, religion, state of health, place of residence, according to their abilities.
Under such conditions, the innovative activity of the teacher involves the reorientation of the educational process from an extensive model, which is reduced to the transfer of a certain amount of ready-made knowledge to the student, to an intensive model, which is based on the formation of the ability to self-educate, the development of the creative potential of the future specialist.

The key direction of the modern state education policy, according to the project of the National Strategy for the Development of Education in Ukraine until 2021, is the informatization of education, improvement of library and information and resource provision of education and science. M. Zgurovsky specified that one of the most characteristic educational technologies from the point of view of the need to use information networks is distance learning [11]. Distance education is a type of education, according to which the participants and organizers of the educational process carry out mainly individualized interaction both asynchronously and synchronously in time, mainly and fundamentally using electronic learning tools, computer networks, the Internet, media-learning tools and information technology. communication technologies.

V. Demkin [12] singles out a number of psychological principles that affect the quality of distance learning. He pays special attention to the need for detailed planning of educational activities, its organization, and clear setting of educational goals and objectives. Students must understand the purpose of the courses offered to them. The effectiveness of students' educational activities directly depends on the content of the material, which determines the structure and level of their cognitive interests, namely general or special.

Modern universities diversify the forms of obtaining higher education, introduce interdisciplinary educational programs, ways of organizing the educational process, teaching methods and the academic environment in general.

The rapid change in living conditions forces us to look for new approaches to the training of personnel capable of working effectively in the 21st century. A certain information system, a kind of cognitive infrastructure, should be formed between higher education and life, which will ensure the translation of production needs into the education system, will encourage it to form the content of new ideas and knowledge in accordance with today's needs [13-17].

Today, we can observe innovations in tutoring, which are widely supported by institutions of higher education. These innovations concern both the improvement of the tutoring development strategy and the use of the latest educational and information and communication technologies, specific teaching methods that are developed in response to the needs and interests of students.

Tutoring is a support and counseling system designed for students, aimed at facilitating their integration into universities by providing guidance in the process of choosing the best social, cultural and educational options, as well as motivation and development of skills and abilities to improve their academic performance.


Conclusions. Therefore, the conducted research and experience of most institutions of higher education confirm that the use of tutoring programs and the use of distance learning have a number of advantages, among which should be mentioned the provision of assistance to students in understanding the optimal development of their individual academic trajectory, the development of self-management skills and abilities, responsibility for their own personal and professional development, awareness of the potential of tutoring support, formation of academic experience in the conditions of a university environment, awareness of the perspective of professional and career development, promotion of development and implementation of strategies and activities that have a positive impact on the educational activities of students.

Taking into account the above, we come to the conclusion that the teacher-tutor of higher education institutions must constantly improve his information and communication skills and skills, take care of updating the existing training courses, as well as create new educational content taking into account the demands of education of the 21st century.

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