

UDC 378.147

DISTANCE LEARNING IN HIGHER EDUCATION INSTITUTIONS IN TODAY'S CONDITIONS

ДИСТАНЦІЙНЕ НАВЧАННЯ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ В УМОВАХ СЬОГОДЕННЯ

Bielova V.V. / Бєлова В.В.*s.p.s., as.prof. /к.п.н., доц.*

ORCID: 0000-0002-5427-8943

State University of Trade and Economics,

Kyiv, Kioto 19, 02156

*Державний торговельно-економічний університет,**Kiїв, Kioto 19, 02156*

Abstract. First the pandemic, then the war in Ukraine have brought changes to all aspects of our lives. In this regard, the article discusses the peculiarities of distance learning in Ukrainian higher education institutions during this difficult time for our country, highlights the provisions on distance education and the concept of distance education development in Ukraine.

Key words: distance learning, Internet technologies, interaction, educational institution, synchronous /asynchronous, independent work.

Introduction

The pandemic and the war are making adjustments to all aspects of our lives. Education is no exception. In our time of Internet technologies, many aspects of our life are transferred to the network, thereby accelerating the pace of development of the information society and overcoming geographical barriers. Now it is not necessary to be close to the teacher.

Distance learning is an individualized process of acquiring knowledge, abilities, skills and methods of human cognitive activity. It takes place through the mediated interaction of distant participants of the educational process in a specialized environment and functions on the basis of modern psychological-pedagogical and information-communication technologies.

Main text

Distance learning is a form of learning using computer and telecommunication technologies that provide active interaction between teachers and students at different stages of learning and independent work with information network materials. This is an opportunity to learn and obtain the necessary knowledge remotely from the

educational institution at any convenient time.

Regulations on Distance Education and the Concept of Development of Distance Education in Ukraine regulate the rights and obligations of participants in the educational process [4].

The educational process is based on the use of various communication tools. Upon completion of such training, students receive appropriate certificates [4].

Distance learning is a set of various activities, such as:

- ✓ means of providing educational material to the student;
- ✓ means of interactive cooperation between the teacher and the student;
- ✓ means of consulting the student with the teacher program;
- ✓ error correction
- ✓ means of monitoring student performance;
- ✓ the possibility of quickly supplementing the course with new information [1, 2].

The distance learning process is carried out in the following forms: independent work; training sessions; practical training (at a higher education institution); control measures. The main types of training sessions in distance learning are: lectures, seminars, lessons, practical classes, laboratory classes, consultations, and others. Lectures, consultations, seminars and lessons are conducted with students remotely in synchronous or asynchronous mode in accordance with the curriculum. Practical classes, which involve practical (assessment) work, are conducted remotely in asynchronous mode. Individual practical tasks may be performed synchronously, as determined by the working program of the academic discipline [1, 2, 3, 5].

Distance learning can take place both in synchronous and asynchronous mode. Asynchronous mode is the interaction between distance learning subjects, during which participants interact with each other with a time delay. In this case, e-mail, forum, social networks, etc. are applied. Regarding the synchronous mode, it is the interaction between the distance learning entities, during which all participants are simultaneously in the web-based distance learning environment [1, 2, 3, 5].

Distance learning has many advantages:

- flexibility – the possibility of presenting the course material taking into account
 - training and abilities of students (creation of alternative sites for obtaining more detailed or additional information);
 - relevance – possibility of implementing the latest pedagogical, psychological, methodical developments;
 - convenience – opportunity to study at a convenient time, in a convenient place. A student can get an education without breaking away from his main job. Also this---no time constraints for assimilation of the material;
 - modularity – division of material into separate functionally completed topics. They are studied as they are mastered and correspond to the abilities of the individual student;
 - the possibility of simultaneous use of a large amount of educational information by any number of students;
 - economic efficiency – teaching method is cheaper than traditional, thanks to the effective use of educational premises, as also thanks to multi-access to electronic educational materials;
 - interactivity – active communication between group students and the teacher
 - lack of geographical boundaries for obtaining education. Different courses can be studied in different educational institutions of the world [1, 2, 5].

A distance course is an important element of distance learning. Usually, teachers develop courses for their subjects before the start of studies. Although these courses may be changed and supplemented during the training process. Each teacher can decide for himself what the distance course will look like and what multimedia elements will be used. The effectiveness of learning the course is greatly influenced by the way computer technologies are used during its preparation. The course is divided into sections (topics) that must be completed in a specified time. Based on the material of each section, teachers create tests and assignments that must also be completed on time. Interaction between subjects of the distance learning system is carried out using forums, chats and e-mail [1, 3].

Various Internet services are used for synchronous training: Zoom, MyOwnConference, Skype. This provides an opportunity for live communication. Periodically there is a need for asynchronous classes. This was especially relevant in the first weeks of the war when there was often no access to the Internet. Therefore, at that time, all possible methods of Internet communication were used: e-mail, Viber. Telegram.

So, although distance learning has a number of disadvantages, its use in higher education institutions is very effective and allows for the active and high-quality acquisition of knowledge and skills to continue even in these very difficult times.

References:

1. Андрущенко В. П. Засоби дистанційного електронного навчання і педагогічні технології / В. П. Андрущенко, А. П. Кудін // Вісн. академії дистанційної освіти. – 2004.- № 2. – С. 2–5.
2. Дистанційна освіта [Електронний ресурс] – Режим доступу до ресурсу: <http://mon.gov.ua/activity/education/distancziyna/distantciyna.html>.
3. Мирутенко Л. Система оцінки якості дистанційної освіти в Україні: основні проблеми і задачі / Л. Мирутенко// Системи обробки інформації, 2016, вип. 3 (140). – С. 260-263.
4. Про затвердження Положення про дистанційне навчання *Наказ МОН № 466 від 25.04.13 року* МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ НАКАЗ (Із змінами, внесеними згідно з Наказами Міністерства освіти і науки № 660 від 01.06.2013, № 761 від 14.07.2015) № 466 від 25 квітня 2013 року Зареєстровано в Міністерстві юстиції України 30 квітня 2013 р. за № 703/23235 [Електронний ресурс] – Режим доступу до ресурсу : <http://zakon2.rada.gov.ua/laws/show/z0703-13>.
5. Самолюк Н. Актуальність і проблемність дистанційного навчання [Електронний ресурс] / Н. Самолюк, М. Швець // Нова педагогічна думка. – 2013. – № 1.1. – С. 193. – Режим доступу до ресурсу: http://nbuv.gov.ua/UJRN/Npd_2013_1_50.

УДК 7.07:7.025:378.4

INTEGRATION OF THE UKRAINIAN NATIONAL SCHOOL OF ETHNO- DESIGN INTO THE COMMON EUROPEAN CULTURAL SPACE: CHALLENGES AND PROSPECTS

ІНТЕГРАЦІЯ УКРАЇНСЬКОЇ НАЦІОНАЛЬНОЇ ШКОЛИ ЕТНОДИЗАЙНУ ДО СПІЛЬНОГО ЄВРОПЕЙСЬКОГО КУЛЬТУРНОГО ПРОСТОРУ: ВИКЛИКИ ТА ПЕРСПЕКТИВИ

Blyzniuk M.M. / Близнюк М.М.

d.p.s., prof. / д.т.н., проф.

ORCID: 0000-0002-8339-4118

*V.G. Korolenko Poltava National Pedagogical University,
2 Ostrogradskoho Str., Poltava, Ukraine, 36000**Полтавський національний педагогічний університет імені В.Г. Короленка,
вул. Остроградського, 2, м. Полтава, Україна, 36000*

Анотація. У контексті євроінтеграційних прагнень України актуалізується роль української національної школи етнодизайну, яка поєднує традиційну культурну спадщину з сучасними дизайнерськими практиками та відповідає світовим тенденціям сталого розвитку. Водночас її інтеграція до європейського культурного простору ускладнюється політичними й економічними чинниками, наслідками війни, міграційними процесами та міжкультурними комунікаційними бар'єрами. Наголошено на необхідності балансу між упровадженням європейських стандартів і збереженням національної ідентичності як умови успішної інтеграції українського етнодизайну.

Ключові слова: етнодизайн, культурна інтеграція, європейський простір, національна ідентичність, дизайн і глобалізація, українська культура

Abstract. In the context of Ukraine's European integration aspirations, the role of the Ukrainian national school of ethno-design becomes increasingly significant. It combines traditional cultural heritage with contemporary design practices and corresponds to global trends in sustainable development. At the same time, its integration into the European cultural space is complicated by political and economic factors, the consequences of war, migration processes, and intercultural communication barriers. The study emphasizes the necessity of achieving a balance between the implementation of European standards and the preservation of national identity as a key condition for the successful integration of Ukrainian ethno-design.

Keywords: ethno-design, cultural integration, European space, national identity, design and globalization, Ukrainian culture.

Вступ. Особливу роль у процесах європейської інтеграції відіграє дизайн, який здатний поєднувати естетичні, функціональні та соціокультурні виміри. Досвід європейських країн, зокрема скандинавської моделі розвитку дизайну, демонструє ефективність комплексного підходу, що передбачає поєднання державної підтримки, чіткого формулювання національної дизайнерської ідентичності та впровадження інноваційних стратегій просування на