Distance Learning In Ukraine: Problems And Connection With Modern Computer Technologies

Viktor Skoromnyi †, Olha Voichenko†, Liliya Ostapenko††, Olga Trynko†,
Oleksii Shportko††, Olena Tishkina †††

† Department of Music Private Institution of Higher Education "Kyiv University of Culture", Ukraine
†† Department of Music, Kyiv National University of Culture and Arts, Ukraine
††† Department of Foreign language, translation and professional activity, Customs And Finance University, Ukraine

Summary

The article presents the idea that in the conditions of modernization of higher professional education, there is an obvious contradiction between the practical need of higher education for a scientifically grounded theory and methodology of distance learning for students and the lack of the necessary didactic and content-methodological guidelines for its implementation. In theoretical research and applied development, as a rule, the technocratic approach prevails. The emphasis is on the technical capabilities of modern computers and telecommunications. Productively, from a pedagogical point of view, this contradiction can be resolved on the basis of modeling distance learning management for students, developing and implementing a corporate information educational environment in universities, increasing the effectiveness of the methodology of pedagogical interaction between students and teachers during the implementation of distance learning.

Key words:
information technology, communication technologies, education system, educational process, distance learning.

1. Introduction

Distance learning is a well-organized and controlled self-education using computer technology and communication networks. This type of education has spread around the world for a long time, but in Ukraine it has existed for 10 years.

Some people think of distance learning resources as a collection of scanned textbooks posted on the Internet that you need to read and then retell. But this is far from the case. Of course, high-quality multimedia textbooks are part of the distance learning resource, but its main aspect is constant interactive communication between the student and the teacher.

The main advantage of distance learning over full-time education is, first of all, its convenience: the student independently chooses the time and place for training, which allows him to work or study in parallel at a hospital in another city or even a country. In addition, the replacement of abstracts with electronic resources and the latest teaching methods, as well as constant consultations with a teacher, give this form of self-education additional advantages over distance learning.

Among the shortcomings, it is worth highlighting the psychological and "computer" unpreparedness of teachers. This is due to the traditional teaching methodology, it involves not virtual, but "live" communication between the student and the teacher.

Another problem is significant financial expenses for the university, because it is necessary to update the material base, computer equipment, allocate premises, provide access to the Internet for teachers, etc.

In addition, in Ukraine there are still no clear technological possibilities for student authentication. They perform a number of tests and tasks for self-control remotely, but they have to make the final exams "in person".

In general, for learning "at a distance" you need to have strong motivation and self-organization, because, as it was said, distance learning is, first of all, self-education, that is, the student's ability to work independently. For some, this is an advantage, but for others, on the contrary, it is a disadvantage - it all depends on the person and his character.

In the future, it is planned to develop and introduce individual specialties with a full range of disciplines, after which distance students will receive state diplomas as graduates of a kind of part-time education. "

So what are the advantages and disadvantages of distance learning?

The advantages include: accessibility to all segments of the population, convenience, no need to attend face-to-face classes, no time limits for mastering the material, democratic "teacher-student" connection, comprehensive

software of resources and control methods based on the latest psychological, pedagogical and methodological developments , the possibility of simultaneous use of a large amount of educational information by any number of students, leading educational technologies, an individual learning process based on taking into account the peculiarities of teaching students of different levels of training or with different physical capabilities, lack of psychological control, flexible consultations.

Research is an important part of life, but what happens when a student does not receive enough educational material to meet his requirements, or if the student is not allowed by society to go to an institution to continue his studies (as in some countries women are not allowed to study and are physically volatile). Also, what happens when you don't have enough money to continue your college studies, or there is no educational institution in your area, if you don't have enough money to move to another location and study there. This has led to the need for education, which may not be required anywhere, and this has led to the development of distance education. Started in the 18th century, distance education is carried out with the motto "education for all" at whatever distance he / she is present.

The purpose of the article is to study the problems faced by distance learners, to find out the problems associated with distance learning, to propose solutions for these problems.

2. Theoretical Consideration

The historical aspect of distance education. This was started by an advertisement in a Swedish newspaper in 1833, which delighted the opportunity to study Composition through the Postal Service. In 1840, a newly created penny in England allowed Isaac Pitman to give brief instructions on correspondence. Three years later, teaching was formalized with the founding of the Phonographic Census Society, the forerunner of Sir Isaac Pitman's colleges. In Germany, it was created by Charles Toussaint and Gustav Langenscheidt, who taught the language in Berlin. The study of correspondence crossed the Atlantic in 1873 when Anna Eliot Ticknor founded a society in Boston to encourage learning at home. The Society to Encourage Research at Home has attracted over 10,000 students over a period of 24 years. Students of the classical curriculum (mostly women) corresponded monthly with teachers who offered oriented readings and frequent tests. From 1883 to 1891, academic degrees were authorized by the State of New York through the Chautaukee College of Liberal Arts for students who completed the required summer institutes and correspondence courses. At the University of Wisconsin, the development of "short course" and farming institutions in 1885 became the basis for the expansion of the

university. Six years later, the university announced a distance learning program led by the distinguished historian Frederick Jackson Turner. However, as at the University of Chicago, faculty interest waned. William Rainey Harper, the Yale professor who led the program, was furious in his support for distance learning and confident in the future viability of the new educational form: a student who has prepared certain lessons in a correspondence school knows more about the subject being treated in these lessons and knows that it is better than a student who covered the same ground in a class. Correspondence research continued to develop in Britain with the creation of a number of correspondence institutions such as Skerry College in Edinburgh in 1878 and University Correspondence College London in 1887. At the same time, the expansion of the university movement in the United States and England contributed to the way of conformity. Pioneers in this area included Illinois Wesleyan in 1877 and the University Department of the University of Chicago in 1892. Illinois Wesleyan offered BA and PhD degrees in a program modeled after Oxford, Cambridge and London. Between 1881 and 1890 there were 750 students. However, concerns about the quality of the program prompted a recommendation to discontinue it. The University of Chicago's correspondence department has been successful, at least in terms of numbers. Each year, 125 faculty members taught 3,000 students enrolled in 350 courses. However, enthusiasm at the university for the program waned, in part for financial reasons. The Moody Bible Institute, founded in 1886, formed a correspondence department in 1901 that continues today, with a record number of over 1 million students from around the world. Correspondence / distance learning has had a significant impact on religious education, which emphasizes the social context in which the student lives.

1900. This is the main step in the development of distance learning. International Correspondence Schools, a business school whose registration exploded in the first two decades of the 20th century, from 225,000 in 1900 to over 2 million in 1920. Distance education began to enrich the high school curriculum in the 1920s. The Moody Bible Institute, formed a correspondence department in 1901 that continues today with a record number of over 1 million students from around the world. Students at Benton Harbor, Michigan were offered professional courses in 1923, and the University of Nebraska began experimenting with correspondence courses in high schools. The initial target groups for distance learning were adults with professional, social and family responsibilities. This is the main target group today. In the United States, advances in electronic communications technology have helped define the dominant distance learning environment. In the 1920s, at least 176 radio stations were built in educational institutions, although most of them disappeared by the end

of the decade. The surviving stations were mostly in grant-giving colleges. In the early 1930s, experimental television curricula were established at the University of Iowa, Purdue University, and Kansas State College. However, it wasn't until the 1950s that college credit courses were offered via broadcast television. Western Reserve University was the first to offer a continuous series of such courses, beginning in 1951.

In the late 1980s and early 1990s, the development of the fiber optic communication system led to the development of distance learning, to a large extent. Tens of thousands of networks are connected to the Internet, and millions of people use the Internet around the world [1-3,14]. Since the mid-1980s, both credit and non-credit courses have been offered on computer networks. In addition, computer networks are a convenient way to distribute teaching materials to students around the world. Many educators now use the easy-to-use user interface of the World Wide Web to provide access to teaching materials for their students. British Open University, University of Fern Germany, are some of the leading providers of online courses in Europe. In the United States, the American Open University, Nova Southeastern University, and the University of Phoenix have been the traditional leaders in distance learning. They, along with many other universities, offer hundreds of courses online.

Europe has experienced a steady expansion of distance education without radical changes in structure, but with the use of more sophisticated methods and media. The audio recording was used in instruction for the blind and in teaching the language to all students. Laboratory kits have been used in areas such as electronics and radio engineering. Virtually all large-scale distance learning organizations were private correspondence schools. In the United States, advances in electronic communications technology have helped define the dominant distance learning environment. In the 1920s, at least 176 radio stations were built in educational institutions, although most of them disappeared by the end of the decade. The surviving stations were mostly in grant-giving colleges. Western Reserve University was the first to offer a continuous series of such courses, beginning in 1951. The Sunrise Semester was a highly acclaimed TV series of college courses offered by New York University on CBS from 1957 to 1982. Satellite technology developed in the 1960s and made profitable in the 1980s made it possible to quickly spread educational television. Federally funded experiments in the United States and Canada, such as the Appalachian Education Satellite (1974-1975), have demonstrated the feasibility of satellite transmission regulations. However, these early experiments were loudly criticized for being poorly planned. More recent attempts at distance learning have been more successful. The first government-run educational satellite system, Learn / Alaska, was established in 1980. She offered 6 hours of instructional television daily in 100 villages, some of which were only available by air. The private network TI-IN, San Antonio, Texas, has been providing a wide range of courses over satellite channels to high schools in the United States since 1985.

Distance education is a generic term that includes a number of learning and learning strategies used by correspondence colleges, open universities, distance learning departments of conventional universities, and distance learning learning departments of private sector organizations. Thus, the term is used to refer to the education of those who, for one reason or another, prefer not to attend regular schools, colleges or universities, but to study at home. attend regular schools, colleges or universities, but study at home. One of the most comprehensive definitions is Keegan (1996), which proposed six main defining elements of distance learning. He noted that distance education is characterized by the separation of student and mentor as opposed to personal learning, the influence of an educational organization that distinguishes distance education from private education, the use of technical media such as print, audio or a website to bring teacher and student together, to provide two-way communication so that the learner can engage in dialogue with the teacher, the possibility of casual encounters for interacting purposes and the self-directed nature of learner participation [15].

UNESO (2002) provides a clearer definition: "Distance education is characterized by its focus on open access to education and learning, freeing learners from time and space constraints and offering flexible learning opportunities for individuals and groups of learners. There is a two-way communication between teacher and student, which is facilitated by the organizations of the organization. The institution develops self-learning material (SIM) with the help of expert experts and professionals who print it, send it to students bypost. Here, this communication between teacher and student can be called indirect interaction, which occurs mainly through mail and can be supplemented by electronic media. But the media, print or electronic, are essential for communication. The third characteristic feature of distance learning is either a contact session or consultations aimed at solving students' questions created after studying the SIM card. Distance learning plays an important role in meeting the needs of those individuals who are in high demand for education but are unable to complete their education from the formal or regular education system. They may be. For certain reasons, employees cannot complete their educational qualifications without disrupting their work, yielding from socio-economic conditions, but wants to improve their educational status, such persons who want to study and earn money at the same time, such persons who live far from big cities or in remote areas and do not have colleges and universities for higher education, are

overcrowded from colleges / universities due to a fixed number of places or merits, dropped out due to some personal reasons, now re-motivated to study, the kind of people who always want to add something- something new in their knowledge or update their knowledge or something professional, such women who are a housewife, but have their own knowledge, some very active retirees who still want to know about their changing environment and such students who cannot fulfill the basic qualifications for admission to the university.

It is necessary to mention the general problems that arise in distance education. This could be either due to any means, but they are a real problem in this form of classroom curriculum.

1) The nature of the teaching material. This problem is common among younger students. Study materials should take into account the significant proportion of students who enroll with little or no distance learning experience. The learner's foundation is important when preparing teaching materials. It is difficult to prepare lessons according to individual student differences. In addition, we provide similar material for rural and urban students with different needs, experiences and learning environments. If the student is more technical, then he will not hold distance education.

2) Lack of multimedia instructions: more attention is paid to sending printed materials. But there is the death of multimedia learning tools. The variety of teaching materials also improves the quality of teaching. Lessons written for students are usually written by teachers who belong to the traditional system, and therefore these materials usually do not have a teaching methodology.

3) Learning Uncertainty: More than traditional learners, distance learners are more likely to have learning uncertainty (Knapper, 1988). These insecurities are found in personal and school issues such as the financial cost of their studies, disruption to family life, the perceived inappropriateness of their studies and lack of support from employers. These pressures often result in higher dropout rates than for traditional students [4, 11-14].

4) Lack of feedback or contact with the teacher: since there is no daily or weekly face-to-face contact with teachers, students may have problems with self-esteem and, therefore, such students will be more likely to drop out [5,16-19].

5) Lack of support and services: Talk about it with a real life example. You all know about the University of Berkeley and you can easily find your open curriculum, but still only 20% of his books are online. Thus, student services such as library services, admission and financial aid are a critical aspect of any distance learning program. The isolation that results from distance learning can complicate the learning process for adult students.

6) Lack of social interaction: learners participating in distance education are not social and cannot answer the question of a social question or thing. One day I heard a real example and the speaker asked the boy about distance education "What do you know about taxes," and the teacher was shocked by his answer. His answer is: "raising taxes is bad."

7) Lack of student learning: we all know that what we read in an undergraduate degree at any regional college is the same syllabus read at Stanford or MIT, then why are they called scientists and we are looking for work. It must be a lack of training, these colleges are known for their lab / research, if I take a machine learning course from COUSERA then I don't go into the skill that comes to work with the team at Stanford [7-9].

Distance education problems in Ukraine.
1) Lack of teacher presence: it can be said in this question that the teacher will be responsible for students' email, but if we think about it, how can a teacher respond to 1000 students who send their request via Email? the address.

2) The low status of distance education institutions: today, many and many institutions are open for distance education. It is very difficult for a new person to find out which student is better if he provides the best education, what the recruiter thinks about this institution.

3) Rigidity imposed by university regulations: distance learning departments must operate in accordance with university rules and regulations, thus leaving little room for experimentation, faculty members in full-time departments try to interfere with the work in these departments. For example, frequent program revisions without consulting the distance learning department. Campus-based and distance learning can greatly benefit from better integration in terms of expanding the range of courses for distance learning students, saving learning functions, and giving campus-based students more flexibility in choosing from a range of resources and learning strategies [12-13, 20].

4) Misconception about the role of distance education departments: University authorities and the establishment of permanent departments believe that the main function of distance education departments is to mobilize resources to meet the university's deficit. This is an erroneous and wrong impression. Distance education can provide services for less, but it cannot be like coaching academies.

5) Discrimination with the product of distance education departments: Despite the great success of distance learning, recruiters in developing and non-developed countries believe that distance learning students are weak, which makes student traders.

6) Lack of Faculty Support: It can easily be assumed that teachers will not respond to multiple students, and some students may also miss a response, and a single teacher can only respond to a limited number of students.

Ways to solve the problems of distance education.
1) The nature of the educational material: The main thing in distance education is the educational material, which is given in accordance with the needs and academic performance of the student. the student should also be aware of his future in this matter.

2) Lack of multi-user instruction: instead of providing paper material, the material should be digital, which made the student learn easily.

3) Uncertainty in learning: according to my research, institutions that have their own campus are better, and the employer reads students from these colleges easily.

4) Lack of feedback or contact with the teacher: how does one teacher respond to many students? The answer is that he can make a team of volunteers from his student team and they help students solve their problems.

5) Lack of support and services: there are many libraries on the Internet and books are available online for free, the student taking the course can borrow books from the Internet.

6) Lack of social interaction. The instructor / educator should make a research group on social networking sites along with the start of the group and hold a meeting once a week / month.

7) Lack of student learning: regular meetings.

Conclusions

Thus, the article identifies the main problematic issues related to distance learning.
The main disadvantages should be considered: limited direct communication between teacher and student, technical support of distance learning in certain regions of Ukraine's regions (lack of Internet, PC, low standard of living), the possibility of negative impact of electromagnetic fields on human health during distance learning.
1) Lack of teacher presence: in distance education, the student must be tied to his or her success. The traditional classroom environment carries a certain level of social pressure: the teacher and other classmates expect each student to come to class every week, complete assignments, answer teacher questions, and actively participate in group projects. In a distance learning classroom, this behavior is also expected, but there is no social pressure to comply. The student himself depends on his success.
2) Low status of distance education institutions: institutions that sell degrees on behalf of distance education should be closed.
3) Stiffness imposed by the regulations of the University: An online visit by a biometric tool is required to verify classroom attendance.
4) Misconception about the role of distance education departments: it can be seen that many of the students taking the course leave it in the middle. This is due to a misconception about distance learning. Therefore, the institutes must first speak of the importance of distance learning courses.
5) Discrimination with the product of distance education departments: it is clear that institutions that have their own self-improvement are better than online colleges.
6) Lack of support from teachers: it is necessary to accept a volunteer team to solve this problem.

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