

# The Current State Of Distance Education In Ukraine: Problems And Development

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## Summary

The article is devoted to the characteristics of distance education and online education as its modern and most popular type. The growing commonality and expansion of the world information space caused by the processes of globalization have led to a significant simplification of communication processes, both between individuals and between institutions and countries. The idea of distance education, which previously used mail, radio and television, could not fail to capture the benefits of online communication, and today online education has become a leading trend in the development of pedagogical technologies. Features and differences of the current stage of development are highlighted in detail distance education, the pros and cons of this form of training organization.

## Key words:

*higher education, distance education, education system, information, globalization.*

## 1. Introduction

Currently, science is increasingly using the term "globalization", which in a broad sense means the process of creating a single international world for all mankind. The Sociological Encyclopedia interprets it as "the ever-increasing influence and impact of common human, world processes on the fate of individual countries and peoples, as well as all mankind as a whole" [1-3]. This definition reflects the interdependence of individual countries of the world from each other, emphasizes the growing influence of a single country on the whole world as a whole. It is no coincidence that the term "globalization" comes from the Latin word "globus", which means a ball.

Karl Marx was one of the first to use the word "globalization" in the meaning of "intensive international

trade" in his letters to Engels in the late 1850s: "now the world market actually exists. With the entry of California and Japan to the world market, globalization has come to pass" [7]. Karl Marx quite rightly put the economic component (international trade) at the basis of globalization, since it was economic reasons that caused such a rapid spread of globalization processes throughout the world. Analyzing the works of Marx, we can single out several theses that are related to the processes considered in this section. In particular, in his works, the researcher predicts the creation of a world market, as well as the disappearance of borders for trade. Karl Marx mentions not only the globalization of consumption, but also production: "the bourgeoisie, through the exploitation of the world market, made the production and consumption of all countries cosmopolitan ... products consumed not only within a given country, but also in all parts of the world" [6, 7]. Marx also speaks about the gradual disappearance of national identity in a globalizing capitalist society: "national isolation and opposites of peoples are disappearing more and more ... with free trade, free market, uniformity of industrial production ..." [7]. In his scientific works, he does not ignore the consideration of the influence of globalization in terms of introducing Western values into the culture of the whole world, believing that "the bourgeoisie, with the rapid improvements of all tools and the endless facilitation of the means of communication, involves everyone, even the most barbaric nations, into civilization" [2, 7].

Other researchers of globalization processes believe that the term "globalization" was introduced into scientific circulation by the American economist Theodore Levitt, who in 1983, in the Harvard Business Review magazine, identified the processes of merging the markets of products of international corporations. In this case, according to the dissertation candidate, the main merit of T. Levitt is the popularization of this term, since it entered the scientific circulation a little earlier. In the same 1983 American

sociologist R. Robertson used the concept of “globality” in the title of his scientific article, and in 1985 he formulated his vision of the concept of “globalization”.

Analyzing scientific works on the problems of globalization, the conclusion is that it is considered from the following main positions: firstly, as a characteristic of any sphere of society or a socially significant process, and, secondly, as an independent, independent phenomenon that causes the emergence of new structures and institutions such as world banks, international funds, etc.

The dualism of globalization is manifested in the consideration of this process from the point of view of objectivity and subjectivity. On the one hand, globalization is an objective process, because it exists regardless of the wishes of a particular person. On the other hand, globalization cannot be a completely objective process, because its existence is affirmed by people, therefore, in the absence of people, there is no globalization, in contrast to nature, which exists regardless of our will.

Of particular interest is the view of the American sociologist M. Albrow on the problems of globalization, who considers this phenomenon a completely new type of social transformation, introducing the concept of "global era" into circulation [7]. According to M. Albrow, modern society should be considered as a subsystem of the world community, surrounded by other social systems [1]. Globalization specialist M. Archer agrees with this statement, believing that today societies are no longer the primary units of analysis [1].

According to the Canadian researcher M. McLuhan, the fundamental basis of globalization at its present stage is the mass media and information, which, first of all, must include the global computer network Internet. An increase in the speed of information flows, a kind of compression of the whole world into one point, the ability not to take into account distance and time for organizing fast communication of people allowed this researcher to conclude that the world has become a “global village” [1,3,4].

## 2. Theoretical Consideration

The history of distance education dates back to the middle of the 20th century, when attempts were first made to create a learning process without the presence of a student and a teacher on the same territory. The goals of distance education were then formulated as the need to reduce the cost of training programs, to overcome illiteracy in developing countries to enrich training courses [5].

Distance education was defined by Holmberg as follows: “distance education includes various forms of

learning at milestones, which is not under the constant and direct supervision of the teacher in the classroom or building, but which nevertheless meets the requirements of planning, guidance and control by the educational institution”[3].

Distance (remote) education is characterized primarily by the territorial separation of the student and the student. This distance is covered with the help of telecommunication technologies, which help distance education to preserve all the components inherent in the educational process. Distance learning includes a large number of varieties, determined by the goals of the educational process, the distance of the participants, the ratio of remote and full-time forms of education.

Methods for communicating distance education information prior to the widespread use of Internet technologies included mailed printed materials, radio broadcasts and television programs. [5] And only with the development of online communications, asynchronous distance education gave way to synchronous, when teachers communicate with students directly and simultaneously, in a specially allotted time.

The most advanced form of distance education today is online education. As American researcher Hope Kentnor writes, “Online education is no longer a trend. This is already mainstream”[1].

Online education is defined as follows: it is “the use of the Internet to obtain educational materials, to interact with the material, the teacher and other students, as well as to receive assistance in the educational process to gain knowledge, for to build one's own opinion and to increase the level of experience. ”

Distance learning has a number of advantages:

- users of the distance learning system have the opportunity to receive education at a convenient time for themselves, at a comfortable pace, being anywhere in the world;
- students have access to all the necessary literature after registration or receive training materials by mail and can consult with the teacher via telecommunications (e-mail, feedback system, social networks), which is more efficient and faster than making an in-person meeting;
- distance learning is cheaper than full-time and part-time;
- distance learning provides an opportunity to study without interruption from work: this type of education does not interrupt work experience, and the material received by the student can be immediately applied in work;
- remote technologies are suitable for organizing an individual approach;

- the possibility of a subjective assessment of knowledge is excluded, certification takes place in the form of online tests.

At the same time, distance learning has a number of serious disadvantages:

- narrowing of the potential audience, not everyone who wants to learn has the opportunity to join the educational process (computer, Internet access);
- insufficient computer training and / or lack of practical knowledge of many potential participants in the process;
- lack of discussion space and personal interaction;
- strong motivation of the trainee is required.

As practitioners of online education note, a lot of pedagogical methods are used in distance learning: interactive reusable research objects; computer models, links to related websites, published articles, self-tests, assignments, video and audio files, online resource exercises, e-book reading assignments, online discussions, and more.

At the same time, the growing prevalence of remote access technologies makes online education more and more accessible. At the same time, distance learning changes not only the principles of the educational process, but also the image of the student: "While online learning brings the student freedom of choice, it also requires him to self-regulate and make independent choices. To be successful in distance education, students must remain motivated, engaged, and persistent without the physical presence and coercion of teachers or instructors, as is customary in the traditional education system"[5]. Thus, distance learning is gradually creating a new type of student, highly motivated and consistent; at the same time, the need to constantly maintain interest in education requires new and new developments from the developers of distance technologies that would make learning interesting and competitive.

The model of distance learning - broadcast, implemented with the help of television broadcasting and radio broadcasting, is already more aimed at teaching students the skills necessary in their professional activities, since in this case they study subjects through game situations that allow them to visually show models of people's behavior in real life. The translational training model became widespread in the 20th century in the United States, where it was used to train corporate employees, as well as to train military specialists. With the help of telelearning, a student can see territories, museum collections, etc., learn with the help of video recordings of lectures with famous scientists of the world by broadcasting them in classrooms. In this case, an important advantage of this model is the possibility of recording and subsequent playback of educational programs, which allows students to return to them, if necessary, at any time. This facilitates

understanding of the most complex theoretical issues, which often require abstract thinking. The dissertation candidate considers the opinion of T. McKee to be fully justified, noting that the main advantage of the translational model of distance learning is "the ability to return to the passed material as many times as is necessary to consolidate the knowledge gained" [5, 7]. The advantages of the broadcast model of distance learning include the possibility of delivering information to a wide audience, often using orbiting television satellites used to broadcast the video signal. In the course of such training, students can get acquainted with technologies, equipment, behavioral models that they may need in the course of their further professional activities. In addition, the dissertation candidate notes as the merits of this model the fact that video lectures are educational material that can be used repeatedly, demonstrated to an unlimited number of students, and the use of digital media allows you to store information for decades without loss of quality.

Nevertheless, this educational model, according to the author of the thesis, is not devoid of certain, and often significant, shortcomings. Viewing teaching materials on a TV or monitor screen presupposes a certain passivity of the student in the learning process. Of course, he sees what is happening on the screen, seeks to memorize the transmitted information, however, in the process of viewing, practical skills of work are not developed, and, therefore, memorization is not effective enough. The next drawback is the relatively high cost of developing and replicating educational videos, which, given the rapid obsolescence of information, leads to the fact that students can be introduced to the previous technologies used. Thus, the translational model of distance learning is currently not advanced and provides the latest information for future professional activities. The high cost of television equipment for the creation and subsequent playback of video information is also a limiting factor for the widespread use of this model. In the translational model, as well as in the correspondence model, there is no operational feedback between teachers and students, which does not allow teachers to have a personal impact on students, and this, in turn, affects the results of their learning. It is this factor that, as a rule, underlies the negative opinion about distance learning among scientists who deny its role in higher education. Another disadvantage of this model is that in the case of broadcasting training video via the Internet, special requirements are imposed on the speed of the Internet connection and the reliability of the telecommunications channel itself. Otherwise, the quality of the reproduced video will be so low that it will interfere with the learning process.

Another form of the broadcast learning model is radio training, which was used before the widespread adoption of television and television education. In many ways, the

advantages and disadvantages of teaching using radio are similar to the advantages and disadvantages of tele-teaching, but at the same time there are specific features. The undoubted advantages of radio training include the widespread distribution of the broadcasting network in all countries of the world, including in the so-called third world countries. Consequently, radio training can be used to educate students with low literacy rates, located at significant distances from each other and from the broadcast source. In addition, radio is an affordable technology that does not require complex technical support, and, therefore, significant costs for deploying a broadcasting network (since its infrastructure has already been created). The creation of educational radio courses is much cheaper than the creation of similar television courses, which is one of the indisputable advantages of radio as an educational technology. At the same time, teaching with the use of radio has its drawbacks, to which, first of all, the dissertation candidate attributes the lack of feedback between teachers and students, which leads to possible dissatisfaction of the parties with the learning process. In the case of broadcasting the training course on the national broadcasting network, students will be rigidly tied to the schedule of the course's airing, which violates one of the basic principles of distance learning (learning at any time).

Thus, some elements of the first two models of distance learning analyzed above find application today, although in their pure form these models are no longer used.

At the end of the 20th century, in connection with the rapid development of computer technology, a third computer multimedia model of distance learning emerged. It received this name due to the fact that the training courses combined text, graphics, animation, sound and video materials. Within the framework of this multimedia course, interactivity also appeared, which allowed students to independently decide which part of the material they would study, and what exactly they would watch in the learning process at a certain stage. Thus, at the time of its inception, this model was quite flexible and powerful, allowed for joint training of groups of students on the basis of one multimedia course, included numerous educational games and virtual workshops, which, of course, positively influenced the learning outcomes of students. Optical disks, which replaced analog media (videotapes, audio cassettes), were distinguished by the ability to store information for a long time without losing its quality, and the amount of information that could be recorded on an optical disk was significant.

## Conclusions

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Thus, in the conditions of increasing competition, those universities that have modern technologies of teaching in higher education, which allow them to quickly and efficiently export education outside the country, will have undoubted advantages. The export of educational services is of particular importance due to the weak demand for higher education in non-CIS countries. Thus, distance learning technologies are of strategic importance for higher education institutions, which provide an opportunity to attract additional number of students from neighboring countries.

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