

E-Learning For Students Of Ukraine In The Period Of Russia's Military Aggression Against Ukraine: Problems And Prospects For Development

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Summary

The article examines the theoretical aspects of e-learning and distance learning of foreign languages, as well as explores the possibilities of using information and communication technologies in the system of foreign language education in Germany. The effectiveness of each individual multimedia tool depends not only on its quality, but also on how it meets the pedagogical goal, the age of the learner, his ability to work material on electronic media, as well as the professionalism of the teacher.

Key words:

E-learning, distance learning, educational processes, distance education

1. Introduction

Ukraine is under martial law in connection with the Russian invasion of our country. The MES team has compiled a list of useful resources for adults and children on psychological support, training and information.

Distance, or rather, e-learning (from the generally accepted term e-learning; in fact, the concepts of distance learning and e-learning are not equivalent, but in Russia they are usually interpreted in the same way, so we will not break traditions) occupies a strong position in the modern education system, organically complementing full-time training and various face-to-face trainings and courses. E-learning is actively used both in educational institutions and in enterprises, and, according to IDC, in terms of popularity, it will soon catch up with face-to-face. The world's leading analytical companies predict a great future for it and argue that the global market for distance learning systems is a source of great opportunities for sellers and investors. e-learning centers have been created in the best higher educational institutions of the world, allowing you to complete distance learning with obtaining an appropriate

diploma; corporate training centers of companies and government agencies are actively developing, and the annual income in the e-learning market in a number of countries is already in the billions.

Such a great interest in e-learning is explained quite simply. In the last decade, there have been significant changes in the labor market: the requirements for personnel have increased, IT technologies have begun to be widely introduced into almost all areas of activity, and the personnel themselves have become more mobile. Such changes have necessitated the creation of conditions for continuous, fast, flexible, and at the same time high-quality training of personnel, and since traditional training systems are not able to meet these needs, a search for alternative systems was required.

2. Theoretical Consideration

In the Old World, the e-learning system is rapidly developing. In advanced countries, more than 90% of students are involved in the educational process through E-learning. More than 80% of universities provide distance education services.

The pioneer countries in this sense are Great Britain, Italy, Spain. France for some time was in 17th place in Europe in E-learning, and today it occupies the third position. One of its programs says: "each student gets a laptop for the cost of a cup of coffee." This equipment has become the basis of intelligent mobility. Today, the inhabitants of this country have "forgotten" about their native language, today French textbooks include entire sections and chapters in English without translation.

In Germany, students are also widely using digital technologies in their daily studies. Especially actively E-learning is used in medical education. For us, this is generally incomprehensible - how can you teach a doctor electronically?

Finland is now the most advanced state in the European Union, including in the field of e-learning. Its progressive economic system and education are taken as the basic model. Due to the fact that the main target areas here are education and research work in the information community, the country, without any natural resources, has acquired the status of a leader in the EU.

If we talk about Ireland, then in 15 years it has become one of the largest exporters of high technologies and software, mainly due to E-learning in higher and secondary vocational education. Examples can be given further from the practice of work in the field of e-learning in other countries - Asian, Arab, Latin American, even some African [1-3, 5, 6].

Few Russians know about the initiatives of Europe, which provides huge rights to almost all citizens of the continent. This is the highest level of computer literacy, which allows people to learn online, and European youth to live in the digital age, the accelerated introduction of e-commerce, e-society, education of citizens with disabilities or the disabled. In general, E-learning is everywhere.

Conducting an analysis of the most diverse distance education systems, it is reasonable to consider as a basis a national resource of education, which is one of the countries that accept refugees from Ukraine. In Germany, Virtuelle Hochschule Oberrhein has united the interactive programs of the universities of Freiburg, Karlsruhe, Mannheim, Heidelberg. A full-fledged course of study via the Internet is offered by the Virtual University of Applied Sciences (Virtuelle Fachhochschule) - an association of 15 German and four Swedish universities [7].

According to the German Federal Ministry of Education and Science, the number of students at the virtual institute (Virtuelle Fachhochschule - VFH) has increased significantly over the past year. In the winter semester 2007/2008, it had 170 students, and now more than 600 people study online at the institutes of Lübeck, Braunschweig/Wolfenbüttel, Brandenburg, Berlin, Bremerhaven and Wilhelmshaven.

The Ministry of Education has allocated about 22 million euros for the needs of the virtual institute over the past five years. The Institute offers interested persons, regardless of their place of residence, the opportunity to study on a flexible schedule via the Internet. The most popular among students is the course on media informatics.

Back in 1999, the German government adopted the "Innovations and Jobs in the Information Society of the 21st Century" program, which pursued the ambitious goal of seeing Germany as a leader in computer education programs by 2005. Already now German universities and higher technical schools offer 1500 seminars and lectures online. In 2000 alone, 100 million German marks were spent on the creation of educational programs, including for secondary schools [8, 9].

The European Union is sponsoring the big Cuber project. It started in April 2000 and was designed for 30

months. The University of Distance Education in Hagen (Germany), which has been in existence for 25 years, has become the base center. The task is simple: put together a possible "educational package" of courses offered by Internet universities in 9 European countries; achieve mutual recognition of grades for courses "taken" by a student at different universities; create a possible system of unified presentation of courses from different universities; create a draft of a single and universally recognized final qualifying examination (and diploma, respectively); develop recommendations for taking online exams; prepare the foundations for the creation of possible virtual European universities.

Distance education in Germany has its own characteristics. It began with a centrally planned remote training of specialists with higher professional education. The accession of the eastern lands made it possible to expand the distance education market. An example of a higher professional educational institution that provides distance training for specialists is the Correspondence University of Hagen (North Rhine-Westphalia). The university provides educational services to over 50,000 students a year. However, no more than 20% of the contingent of trainees receive a diploma of higher professional education as a result of a large dropout of students who cannot withstand high educational requirements.

The only German correspondence university was founded in 1974 in Hagen, North Rhine-Westphalia. In accordance with the will of its founders, it was primarily to serve two purposes: firstly, so that employees who, for financial or family reasons, cannot study or continue their studies at a full-time university, could get the opportunity to further improve their professional qualification. In addition, there was a desire to offload the traditional universities, as the number of students was constantly increasing. Today, after a decline in the flow of applicants compared to previous years, the task of further education is becoming a priority. Thus, the main task of the correspondence university is to provide an opportunity for adult working citizens to receive higher education.

From the very beginning of its activity, the correspondence university attached the greatest importance to the preservation of the traditions of the German higher education - the desire for quality education and freedom in research and the learning process. The conditions for admission to distance learning in Hagen are general preparation for higher education, which can be obtained simultaneously with the German matriculation after 13 years of study at secondary school or with another education of the same level. It should be noted here that all academic examinations and degrees, diplomas and the award of academic degrees are fully consistent with similar degrees in full-time universities. A German employer has no doubts about the qualifications of a graduate of the Hagen School.

In the winter semester of 1975/76, the higher education institution in Hagen began its activities. 1300 students entered the study in three areas: mathematics, pedagogical and social sciences and economic sciences.

Today, more than 25 years later, almost 56,000 students study at the Hagen Correspondence University, of which 2,700 are from the new federal states. The number of faculties has increased. The new faculties study legal sciences, electrical engineering and computer science.

More than 1,500 different courses are offered for learning in the form of learning materials. To fulfill the function of publishing and distributing educational materials, in 1993 a modern Logistics Center was established in Hagen, which can provide up to 80 thousand students with textbooks.

But much more important than the infrastructure of a correspondence university are the successes and experience gained in the learning process over 20 years. This knowledge is collected in both university centers for the development and research of correspondence education.

Distribution of educational materials is supplemented by modern means of communication. The transfer of knowledge from an educational institution to a student and control of his work through CD-Rom, virtual conferences or access to the university library in On-line mode are constantly being researched, evaluated, and improved. The Correspondence University Hagen thus performs a pilot function as a media university. It can be assumed that traditional universities should draw on this experience if they are to continue to be competitive [13-14].

Of course, a correspondence university should provide its students and teachers with the opportunity for personal contacts for intensive consultations and dialogue. For this, so-called training centers have been created, in which freelancers who are highly qualified in their professional field help students with advice and practice. 65 such centers are organized in Germany, Austria, Switzerland. Since 1993, the German Ministry of Foreign Affairs has been funding student centers at the University of Hagen in Lithuania, Ukraine and the Czech Republic.

The organization of study centers in countries that are not German-speaking does not in any way mean that the Correspondence University Hagen is striving to become an international organization. In the countries of Central and Eastern Europe, he limits his activities to the transfer of knowledge only in German. Students must have excellent language skills in order to master the educational material, and they take university exams only in German. The policy of the University of Hagen is generally not aimed at attracting a large number of foreign students, but at creating partnerships with similar correspondence higher education institutions around the world. Therefore, close ties are being developed with similar institutions in England (open universities), France, Sweden, Canada, South Africa, Australia, the USA and other countries. Teaching mathHagen is adapted and translated [10-12].

Summarizing the 20-year experience of the Correspondence University of Hagen, the following achievements can be noted:

- training and knowledge transfer have lower costs than in the traditional form of training;
- printed learning material allows open critical examination of content and methods;
- interpenetration of professional practice and scientific education gives excellent results;
- equal chances for education in urban and rural areas.

Conclusions

In the future, and more precisely by 2022, according to experts from the American Educational Research Association, two-thirds of all education will be carried out remotely. Most likely, this forecast should not be considered too optimistic, one thing is certain - e-learning has become a worthy alternative to the traditional one and in certain areas, primarily in corporate and government, it will be given clear preference, since this is the only way to quickly learn at minimal cost.

In the educational field, as well as in commercial training centers, e-learning will continue to complement the traditional face-to-face learning option, and in most cases, blended learning will remain the most appropriate, when some courses, depending on their specifics, are studied in a traditional way, while others are studied in a traditional way remotely.

Further study of the feasibility of using certain forms of e-learning at different stages of education, some multimedia programs to develop certain skills of foreign language communication in general, vocational, higher, professional education, training and autonomous learning. The effectiveness of each individual multimedia tool depends not only on its quality, but also on how it meets the pedagogical goal, the age of the learner, his ability to work material on electronic media, as well as the professionalism of the teacher.

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