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PECULIARITIES OF THE DISTANCE LEARNING INTRODUCTION IN HIGHER EDUCATION INSTITUTIONS

The main possibilities of distance learning organizing and implementing into educational process of the country, didactic principles, pedagogical approaches, technologies, methods and means of distance education realization have been considered in the article. The advantages, disadvantages and temporary difficulties of the distance learning system implementing, as one of the forms of modern education, have been analysed. The main models of distance learning: synchronous, asynchronous, hybrid (blended) and the features of their usage in the educational process have been considered. The necessity of a hybrid model usage, as the most effective in teaching a foreign language, has been substantiated. Several components that ensure the quality and effectiveness of distance learning: technical support, training, methodological support and professionally trained staff have been identified. Psychological, pedagogical and methodological problems of distance learning of foreign languages have also been stated. Particular attention is paid to the motivational side of successful distance learning, because student's independent work becomes a very important form of learning during this process. So independent work can be effective only with high cognitive activity, creative attitude to learning and conscious motivation of students. On the other hand, the motivation of the teacher is no less important, because students' independent work must be managed, didactically provided and systematically controlled. The specifics of distance education provides the highest, almost daily teacher's "degree of accessibility". Only with the teacher's participation, a harmonious combination and effective use of the necessary educational components as well as an objective assessment of the pedagogical technologies quality in the system of distance learning can be carried out. At the end of the article the conclusion has been made, that distance learning, of course, can be effective and productive, but at certain conditions of its organization, implementation and operation, with high motivation, only if it is feasible for all participants of the educational process.

Key words: *distance education, distance learning, synchronous, asynchronous, hybrid, motivation, independent work.*

The problem statement. The modern world is becoming more and more mobile. The process of education is becoming more individualized and flexible, so the issue of distance education existence is no longer relevant, because this form of learning has become socially significant in educational area all over the world. In Ukraine, distance education has also taken its place in the pedagogical environment. These are diverse language, preparatory and business courses, advanced training courses and separate courses in universities, webinars, Internet-conferences and others. It is certain, that distance learning plays an important role in the modernization and improvement of Ukrainian education. But the transition to full distance learning, even in force majeure conditions during quarantine, has stated many questions within world education. It became a kind of a challenge for all participants of the educational process in the whole world. The situation made everyone master urgently digital tools and platforms, new pedagogical approaches, methods and technologies of distance learning. All these factors have conditioned the relevance of our study.

The object of our investigation is to organize a distance education in universities as a modern form of education.

The subject of our investigation are means, methods, techniques of distance education implementing.

Analysis of recent research and publications. The problem of distance education has been studied by home and foreign scientists: O. Andreev, V. Bykov, O. Goldin, B. Holmberg, R. Garrison, V. Gritsenko,

D. Keegan, V. Kukharenko, U. Mackintosh, N. Morse, E. Patarakin, O. Peters, E. Polat, F. Saba, S. Semerikov and others. The pedagogical foundations of distance education were studied by A. Edmundson, L. Elly, K. Fee, K. Jansak, D. Li, J. Masters, M. Nehme, D. Picar, V. Oliynyk, N. Korsunska, P. Talanchuk and others. The problem of distance learning organizing in universities is considered in the works of N. Basova, B. Holmberg, E. Zhevakina, N. Sewart, B. Shunevych, G. Yatsenko and others. The candidate dissertations of V. Svyridyuk, N. Mulina are investigations on methods of foreign languages teaching. The psychological, pedagogical and methodical problems of distance education of foreign languages are generalized in their works.

Analysis of the works has shown that today technical support of the distance educational process, the introduction of distance education technologies in the educational process, separate methodological aspects of distance learning courses development are mostly studied. Despite the significant number of works, many problems remain unresolved, in particular, the problem of teachers' information and communication competence improvement, distance education technologies.

The aim of our investigation is to consider the main opportunities for the distance education introduction into the educational process of the country (the latest informational technologies, methods), as well as the advantages and disadvantages of distance education during a foreign language studying.

Presentation of the main material. Distance learning (DL) is a relatively new phenomenon in Ukraine. The first attempts of distance learning were made in 1873 in the United States. It was a distance learning school. The aim of this school was to give the education to women. Printed materials were sent by regular mail. And it was, in its essence, correspondent education, based on educational communication at a distance with the help of correspondence. Some investigators point out the fact of the first correspondent distance education in 1840, starting from the date of the first regular course of correspondence training in shorthand Isaac Pitman in England [1]. It is believed that "officially the beginning of distance education belongs to C. Toussaint – a teacher of French language at the University of Berlin and G. Langenscheidt – a member of the Berlin Society of Modern Languages. In 1856 they founded the Institute of Foreign Languages in Berlin. However, six years earlier in 1850, the Institute of Distance Learning was established in Russia. Besides Russia and Germany, in the second half of XIX – early XX centuries the similar educational institutions were opened in other countries of the world…" [2, p. 7–8].

Therefore, DL is a continuation of correspondent training. On the early stages of DL existence, due to its undeveloped conceptual apparatus, it was also understood as a kind of distance education. In recent decades the experience of this education form using has shown that it has lost the status of correspondent [3, p. 43] and it is "neither a modernization nor, moreover, an analogue of distance learning" [4]. This is a new, independent, progressive form of learning, the basis of which is interactivity – the interaction of teacher– tutor and student with the help of Internet technologies.

At the present stage, the investigators define distance education (ED) as an open learning system that provides interactive interaction between a teacher and a student through the modern telecommunication technologies, multimedia and intensive student's independent work with information network materials as an effective means of education continuity ensuring. Such form of education gives the choice of place, time and pace of learning, as well as the possibility of round-the-clock access to educational materials, teacher's constant support and consultation, online video lectures, virtual simulators, technological solutions for effective learning insurance [5–8].

According to the Regulation on distance learning of the Ministry of Education and Science of Ukraine (from 25.04.2013 № 466): "distance learning is understood as an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through indirect interaction of distant participants of the educational process in a specialized environment, which operates on the basis of modern psychological, pedagogical, information and communication technologies" [9].

Researchers propose such benefits of distance learning as [6; 8; 10; 11]:

– freedom and flexibility. Opportunity to study simultaneously in different places, on different courses not only in one, but also in several universities or even countries. Opportunity to get an education abroad with minimal financial costs with a wide choice of specialties, so as the most of universities in Europe and in the United States have introduced such a convenient form of education much earlier than Ukraine;

– global learning: it can be received by people from different continents, despite of the country in which the course was developed;

– individual learning process. Students' independent choice of the learning pace, the choice of sections that should be repeated. The students' own learning schedule creating in their usual environment and at a convenient time;

– incognito training (without disclosing one's name) due to certain circumstances (age, status, position, etc.), registration under another name;

– education of people with disabilities who are unable to attend offline classes;

– constant contact with teachers, unlimited number of consultations;

– acquisition of such qualities as independence, mobility and responsibility;

– training of more people of different age groups compared to other forms of training;

– accessibility to all layers of the population. Young people who cannot combine training with work or live in a remote area far from the regional centres, military men, housewives, managers, businessmen or students who want to get an education in parallel;

– commercial benefit for universities. Additional number of students in general and per teacher, savings of auditorium and housing fund (dormitories), utilities;

– simple virtual communities formation: teachers, students, etc. Due to the modern Internet technologies usage, with the help of which it becomes possible to discuss certain problems between teachers, solve common problems, exchange experiences or information, etc.

Despite the rather extensive list of positive qualities of distance education, as well as in any other form of training, we can identify several disadvantages [8; 10–12]:

– there is no scientifically substantiated and clearly formulated strategy of DL in Ukraine and relevant programs of national and regional levels;

– insufficient direct contact between a teacher and a student, there is no direct face-to-face communication, which is necessary during a foreign language learning. The presentation of the material hasn't emotional colouring, it is difficult to create a creative atmosphere in the group of students;

– it is necessary to have the appropriate hardware and software (the ability to access information and distance learning means usage, the user must be provided with a personal computer and Internet access);

– a significant problem is the low bandwidth of the electronic network during training teleconferences. First of all, distance students of small towns of Ukraine suffer from this. In fact, DE is the most suitable for students because of the geographical distance from scientific centres;

– high requirements as to the training tasks and to the administration process;

– the problem of user authentication at knowledge testing is the key issue. It is impossible to say exactly who is at the other end of the wire. The optimal technological solution has not been proposed so far. The most remote programs use a face-to-face examination session. One way to solve this problem is video cameras installation on the learner's side and appropriate software;

– a number of individual psychological conditions are mandatory;

– the absence of learners' constant control; there is a lack of practical work;

– large material costs for the distance learning system design and creation, organization of distance learning courses and purchase of necessary equipment;

– the development of distance learning courses is a very time consuming process; the creation of one hour of interactive multimedia material takes more than a hundred hours of work by professionals.

The result of successful distance learning depends on the conscious student's motivation, purposeful intensive independent work and strict self-discipline.

The investigators consider such temporary difficulties of the distance education system implementing as:

– insufficiency of experienced teachers who are familiar with the latest technologies of distance communication, the lack of distance learning experience, highly qualified staff and subject specialists;

– a small amount of methodological materials for distance learning preparation and conducting;

– insufficient development of information and communication infrastructure;

– insufficient interactivity of distance learning courses materials.

Nowadays lectures are the main courses content. They combine text materials and simple graphic objects (photographs, drawings, etc.).

All these factors, both positive and negative, contribute to many diverse investigations emergence on the problem: the conceptual framework is developed, the types, forms and methods of distance learning are identified and classified. Thus, scientists distinguish synchronous and asynchronous distance learning.

Synchronous distance learning is "live". It means that a student communicates directly with the teacher. This can be video-, audio- and chat communication. Such form of work allows to support students. The relationship between a teacher and a student should be bipartite to ensure interactivity and dialogue. This leads to understanding that a person is involved in joint process.

Asynchronous distance learning requires independent planning or planning with the help of a teacher and deadlines. Now we are dealing with rigid and flexible deadlines. Flexible deadlines are better: when you don't have enough time for finishing your work, you can be given extra time. Such form of learning can take place through e-mail, telephone chats, social networks, blogs, websites, platforms, etc. Asynchronous distance learning is as necessary as synchronous, because some students need more time to study independently a topic, as follows the differentiation is ensured.

Hybrid learning has the best result – when we meet students in synchrony, for example, during online conference (ZOOM, Skype, Google Meet, Cisco WebEx, Microsoft Teams, Classtime, etc.) and at the same time we use asynchronous learning.

Why so? Because students are given a support in synchrony, but it is better to do some things in asynchrony. It is also an opportunity to plan your learning independently, based on certain conditions.

Distance learning does not only mean conducting classes online. There are several components. Nowadays a lot is said about the technical component of communication, but little – about the content. But this is the main thing in distance education. It is important that students have clear methodological, didactic and instructional materials as to practical and independent work, which are necessary to fulfil, equal access to quality educational and methodological materials, despite of the participants' place of residence. It is necessary to have regular consistent connection with the teacher (feedback) – constructive, rational, formative, which will help to understand the learning material, and to get a report on the results achieved. Also, "the conditions for personalization and individualization of learning should also be created. They provide an opportunity for students to build their own learning trajectory taking into consideration individual characteristics, personal qualities, educational needs and motives, the level of their own aspirations as to learning outcomes" [13] and others. But the main factors of this process are, of course, the skills of independent learning, cognitive activity, creative attitude to the process of learning and conscious students' motivation.

Scientists understand motivation as: "the motivation for activity is associated with meeting human needs; a set of external and internal conditions that cause the activity of the subject and determine its direction" [14, p. 237]. So motivation is divided into internal and external. In the distance mode, many types of traditional motivation do not work as effectively as in face-to-face classes. The internal (cognitive) motivation is the most stable. It is the motivation of conscious action, which plays a major part in distance learning.

Thus, the components of external motivation ("meaningful motives" by A. Leontiev, 1971) are the basic needs of the individual in cognition, self-development, satisfaction from the cognition process and result achievement, enthusiasm for learning process. Internal motivation is not connected with external circumstances, but directly with the learning subject: "I want to know the language being studied to read, express my thoughts and communicate with the native speaker". Internal motivation makes a person to study, not because he or she is rewarded for their work done, but because of he or she likes to do it, because he or she enjoys the process or its result. The factors that affect a person are situated inside him or her – it's his or her thoughts and feelings. To achieve certain results, it is necessary to have both types of motivation [15; 16].

During distance learning, motivation is enhanced due to the novelty and non-traditional teaching of educational material, as well as due to the rating system. Students, who study on the same distance course, are constantly have the possibility to see the number of points they have scored and the rating of other students. Such conditions encourage activity increasing, but unfortunately, some students are not able to self-organize themselves in the process of the goal achieving, they also are not able to estimate and adjust the results, they are not focused on independent information search and its creative comprehension.

With the introduction of a credit-modular system of education and the reduction of lecture classes, it is assumed that at least fifty percent of the total training load should be allocated to students' independent work. But in the conditions of distance learning, independent cognitive activity of students is in the centre of this process and becomes one of the main methods of learning. Undoubtedly, the student's independent work should be managed, didactically provided and controlled. Therefore, the role of the teacher in this process is gradually transformed from the main source of information to the organizer, consultant, leader and expert of students' independent activities: "the teacher stops to be a provider of information" [17]. Students have an opportunity to use the whole volume of educational material, to study it independently, with the simultaneous opportunity to receive teacher's advice and control of the work results. All these require the search of new effective learning methods that will perform informational, formative, systematizing, controlling and motivating functions. The latest informational technologies (computer environment, electronic manuals, multimedia software products, training programs, etc.) meet these requirements. Learning with the use of information technologies, student is almost completely included in the subject, the motivation and interest in science increase, the figurative and logical thinking develops, the level of informational culture of both students and teachers' increases.

Today, e-learning systems such as A Tutor, e Front, Ding Talk, SMLS, Claroline, Google Classroom, ClassDojo, Kahoot, Moodle, Ukrainian projects – Classtime, Klasnaocinka and others are widely used to organize the distance learning process. Each platform has its advantages and disadvantages. The higher educational establishment or the teacher decide which one to choose for productive communication [13]. Thus, the Simon Kuznets Kharkiv National University of Economics has introduced a Personal Training System (PTS), which is an integral part of the educational process. Personal training systems at the university "are developed in the form of electronic courses of the information management system Moodle (LMS), which is organized as a site of

personal training system of KhNEU in the computer network Internet…" [13].

The information environment Moodle conveniently organizes and simplifies the distance learning process. It provides the teacher with the possibility to host a wide range of e-learning tools (web-pages, books, file links, catalogues, audio and video materials, tests, educational programs) and many different network tools in the form of interactive course elements that support the participants' communication in the learning process, using network communication.

Since the functional possibilities of the software platform Moodle is quite wide in terms of pedagogical design of training courses, three levels of PTS functionality have been proposed with the aim of gradually mastering and using the tools of the system by teachers at S. Kuznets KhNEU. The content level contains the necessary information and methodological support for the educational discipline with the usage of electronic means that provide students with access to electronic educational resources. PTS content level is enough to master the discipline in a mixed model of learning. The interactive level contains additional educational and methodological support that uses multimedia electronic tools, monitors the knowledge progress and self-assessment through electronic testing, communication (Internet seminars conducting with the usage of chats, forums, electronic individual consultations), tasks checking and adjusting tasks with the usage of electronic means and resources in off-line and on-line mode. PTS of interactive level provides feedback to students in order to monitor the progress of educational discipline mastering. The autonomous level provides a competency-based approach to teaching and methodological support, a high level of interactivity, the use of applied software to create and conduct audio and video lectures, webinars on-line in real time, additional author's developments to enhance the learning process (self- and mutual evaluation, cases, portfolios, business games, trainings/simulators, etc.), implementation of communications for the organization of joint work on projects with the usage of electronic means and resources. The PTS of autonomous level can be used as an independent educational resource.

The system Moodle provides the teacher with a variety of tools for methodological support of the educational process, for example reference and informational materials, communication, control, collection, processing and storage of information about the course of study. Students are given the opportunity to track their results. Under such conditions, it is possible to plan a flexible learning schedule, organize the distribution of task groups and their verification, coordinate the work of students by choosing certain learning strategies for each student individually. The usage of information technology in this way is mutual benefit for both participants of the learning process.

The teacher needn't to do a large amount of routine work on checking, processing and systematizing test results. On the other hand, the student has the opportunity to save time by using pre-prepared by the teacher electronic materials, to see his or her own result immediately, to analyse mistakes and, if desired, improve the mark by repeating the task.

In our opinion, one of the most important problems of the distance education implementation in our country is the low level of its quality. Because nowadays, during the unexpected, immediate and widespread transition to distance education, not all higher educational institutions and schools have necessary conditions and tools, methods and means, but the main thing is the staff, that is able to train specialists at a high professional level with the help of distance learning.

The major methodological problem of teaching foreign languages is the lack of an integrated approach to the distance learning courses methods development: programs with guidelines for teachers, syllabuses, electronic textbooks, manuals and workbooks and etc. Online teaching has to be prepared systematically, thoughtfully, painstakingly and with a clear understanding of its goals and tasks. If everything is done as all the teachers around the world are forced to do now, then the stress of fighting with the equipment, trying to make online classes no less effective than in class, answers to all students' questions, intensive search for better forms of work take much strength and energy, comparatively with the work in auditoriums.

Distance learning should not become self-study; students must have an opportunity to study the chosen specialty qualitatively. The specifics of the educational process organization play a prominent role in distance learning, no less than in traditional forms of learning. Unfortunately, distance learning is often associated mainly with the use of various computer information technologies at a distance, minimizing the importance of other components, especially – the leading role of the teacher. This is evidenced by the practice, which is extended on various distance learning courses. Signing to this courses, the student receives a link or disk with lectures, webinars, practical classes recordings in the chosen specialization, and at this point the process of communication with the student ends. The rate is only for independent material studying, and control tests are included in the provided program.

In such cases, we can't speak about distance learning – only about independent knowledge acquisition, because in the first case, the role of the teacher, although has a slightly different expression than in traditional learning, but, nevertheless, it must remain leading. A harmonious combination and effective use of all necessary educational components, and an objective assessment of the quality of pedagogical technologies in the system of distance learning can be carried out only with the teacher's participation.

In this case, the teacher who owns the method of DE or mastering it, must be motivated to conduct classes distantly. Because it requires a very large amount of time and intellectual effort. The specifics of distance education provide the highest possible "degree of accessibility" [18] of the teacher: systematic, almost daily, interaction between a teacher and a student, as well as students with each other through information computer technologies. Preparation (selection, development, creation) of high-quality, relevant, diverse and interesting materials for practical classes and independent work; conducting classes, individual and group consultations; independent work checking and commenting; preparation, implementation and evaluation of control tests require enormous labour and energy costs of teachers and must be morally and materially compensated. In the system of distance education, not only a student but also a teacher must have a very high level of motivation, a desire to improve themselves, to learn and master new methods and techniques of distance learning. This is especially relevant, taking into consideration the "new role of the teacher-tutor, who is now responsible for coordination, adjustment of the learning process, consulting, management of educational projects, etc." [19].

To our mind, online education should be combined with face-to-face seminars or individual consultations. Now we feel lack of these. Learning should be blended, at least in groups, where foreign language is studied. Distance learning should be included as an additional work. It helps to go deeper into the subject or topic. After all, "live" human communication is extremely necessary to feel the level of understanding and concentration of students. Now the personality oriented approach has become even more actual, a "live atmosphere" of thoughts and ideas exchange is also necessary, because it motivates a student to further achievements. Therefore, even the best distance learning will not replace personal communication in the process of education receiving.

Conclusions. Thus, distance education is a separate form of learning, a product of evolutionary development, which was based on early attempts to teach and learn by correspondence. At present stage, DE remains a form of education as a specific model of full-time or part-time form of education, based on the use of telecommunication technologies usage. Nowadays DE in Ukraine is on the stage of implementation. But DE may develop quickly with the usage of world experience, the combination of innovative technologies of distance education with the best technologies and methods of classical learning forms. Distance learning gives an opportunity to diversify the learning process, which also increases the interest to learning discipline and motivates. But distance learning does not replace the usual education, although it has some advantages. There is no doubt that online learning can be effective and efficient with all the above conditions, with good motivation of students, only if it is feasible for all participants of educational process.

In any case, a person who plans to study must have a choice of how to do it: full-time, part-time, external, distance or mixed. After all, it primarily depends on the psychological qualities of the individual, his or her social status and financial capabilities. The task of educational institutions is to ensure the quality of any form of education, because present environment requires to be competitive on the market of educational services. However, this requires a lot of training: organizational, methodological, technical, material and even psychological. The use of innovative and distant pedagogical technologies requires support from government programs, targeted funding, specialized information, scientific resources, and a considerable material and technical base.

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Ковальова К. Л., Герасименко Е. М., Щербина О. В. Особливості впровадження дистанційного навчання у вишах

У статті розглянуто основні можливості організації та впровадження дистанційного навчання в освітній процес країни, дидактичні принципи, педагогічні підходи, технології, методи, прийоми та засоби реалізації дистанційної освіти. Проаналізовано переваги, недоліки та тимчасові труднощі впровадження системи дистанційного навчання як однієї з форм сучасної освіти. Розглянуто основні моделі дистанційного навчання: синхронну, асинхронну, гібридну (змішану) й особливості їх використання у навчальному процесі. Обґрунтовано необхідність використання гібридної моделі як найбільш ефективної у навчанні іноземної мови. У дослідженні виділено декілька складників, що забезпечують якість та ефективність дистанційного навчання: технічне забезпечення, навчально-методичне забезпечення, професійно підготовлені кадри. Також виокремлено психолого-педагогічні та методичні проблеми дистанційного навчання іноземних мов. Особливу увагу приділено мотиваційній стороні успішного дистанційного навчання, адже в цьому процесі дуже важливою формою навчання стає самостійна робота студента, яка може бути ефективною лише за умови високої пізнавальної активності, творчого ставлення до процесу засвоєння знань і свідомої мотивації тих, хто навчається. З іншого боку, не менш важливою є мотивація викладача, адже самостійна робота студента повинна бути керована, дидактично забезпечена та систематично контрольована. Специфіка дистанційної освіти передбачає максимально високий, майже щоденний «ступінь доступності» викладача. Тільки за участю викладача може здійснюватися як гармонійне поєднання й ефективне застосування необхідних освітніх компонентів, так і об'єктивна оцінка якості педагогічних технологій у системі дистанційного навчання. У роботі зроблено висновок про те, що дистанційне навчання, безперечно, може бути ефективним і результативним, але за дотримання певних умов його організації, впровадження та функціонування, за наявності високої мотивації, якщо буде посильним для всіх учасників освітнього процесу.

Ключові слова: *дистанційна освіта, дистанційне навчання, синхронне, асинхронне, гібридне, мотивація, самостійна робота.*