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DEVELOPMENT OF DISTANCE EDUCATION IN UKRAINE

Summary. Computerized distance education has been introduced in Ukraine for more than twenty years now and developed quickly due to the necessity to organize the learning process online during the COVID-19 pandemic and wartime. The use of new technologies and the efforts of the governmental and educational institutions contributed to the fast-evolving distance learning in Ukraine.

The paper emphasizes that despite a significant number of works studying remote learning in Ukraine, the history and development of distance education have not been covered in pedagogical literature. It has been attempted in this work to study the main stages of distance education history in Ukraine.

As the first type of remote teaching, we regard learning by correspondence, which developed since the end of the 19th century due to the development of regular mail and for many people was the only opportunity to get a degree. In the 20th century, every university organized a special correspondence department in an attempt to combine correspondence and face-to-face education. The official start of distance learning in Ukraine was at the beginning of the 21st century when the distance learning experiment was launched in several universities in big cities, regulated by several presidential and governmental decrees.

However, it has been noted in the paper that our country currently lacks a single coordination centre for the implementation of the state policy in distance education development and consequently caused certain mistrust in the society towards this form of studying due to some technological limitations, lack of adequate infrastructure and experienced specialists, ready-made computer programs and materials.

Nevertheless, distance learning difficulties have only stimulated students to become independent learners and facilitated a dialogue between all sides of the educational process. The work has attempted to analyze the historical experience of distance education and suggested ways for further effective improvement in the national educational system.

Key words: correspondence education, distance education, distance education requirements, history of distance education, remote teaching and learning.

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РОЗВИТОК ДИСТАНЦІЙНОЇ ОСВІТИ В УКРАЇНІ

Анотація. Комп'ютеризована дистанційна освіта впроваджується в Україні вже понад двадцять років і швидко розвивається у зв'язку з необхідністю організації навчального процесу спочатку під час пандемії COVID-19, а потім воєнного періоду. Зусилля державних і освітніх установ та впровадження нових технологій сприяли швидкому розвитку дистанційного навчання в Україні.

У статті наголошується на тому, що незважаючи на значну кількість робіт з вивчення дистанційного навчання в Україні, історія та розвиток дистанційної освіти в педагогічній літературі не висвітлені належним чином. У роботі зроблено спробу вивчити й проаналізувати основні етапи історії дистанційної освіти в Україні.

Першим видом дистанційного навчання ми вважаємо кореспондентське навчання, яке розвинулося з кінця 19 століття завдяки розвитку традиційної пошти і для багатьох було єдиною можливістю отримати диплом або кваліфікацію. У 20 столітті кожен університет вже мав спеціальне заочне відділення для поєднання дистанційного та очного навчання. Офіційний початок сучасного дистанційного навчання в Україні відбувся на початку 21 століття, коли експеримент з онлайн навчання було запущено в кількох університетах великих міст.

Однак, у роботі зазначається, що наразі в нашій державі відсутній єдиний координаційний центр з реалізації державної політики розвитку дистанційної освіти, що спричинило певну недовіру в суспільстві до цієї форми навчання через деякі технологічні обмеження, відсутність належної інфраструктури та досвідчених спеціалістів, готових комп'ютерних програм і матеріалів.

Тим не менш, труднощі дистанційного навчання лише стимулювали студентів до самоорганізації та самостійності навчання, сприяли розвитку діалогу між усіма учасниками навчального процесу. У роботі зроблено спробу проаналізувати історичний досвід дистанційної освіти та запропоновано шляхи подальшого ефективного вдосконалення вітчизняної освітньої системи у дистанційному форматі.

Ключові слова: дистанційна освіта, вимоги до дистанційної освіти, заочне навчання, історія дистанційної освіти, дистанційне викладання та навчання, кореспондентське навчання.

Introduction. Distance education is an open learning system that involves active communication between teachers and students via modern Internet technologies and multimedia. Distance education has been implemented in Ukraine for more than twenty years, although the history of its development began long before the introduction of computer technologies in the educational process. The rapid development of distance learning in recent years was triggered by the COVID-19 pandemic, and later by the war, which made it impossible to provide lessons in real classrooms. The implementation of new technologies and the efforts of the government and educational

institutions contributed to the active development of distance education in the country.

Analysis of recent publications. The issues of distance learning were studied in the works of many Ukrainian scientists and practising teachers. The development of distance education is outlined in the works of N. Andryushhenko, Yu. Bogachkov, V. Kukharenko, O. Kirilenko, V. Svyridyuk and others. Theoretical, practical and social aspects of distance learning in Ukraine are highlighted in the works of P. Dmytrenko, V. Kuharenko, N. Protasova, S. Sazonov, and O. Samoilenko. Separate aspects of remote training of future specialists were considered

by L. Voloshinova, P. Yefimenko, N. Loginova, O. Marushchak and others. V. Bondarenko, Yu. Nosenko, Yu. Zaporozhchenko explore the possibilities of modern information and communication technologies application in accessibility and development of education. The implementation of distance education as a new pedagogical technology is investigated by V. Bykov, O. Zarytska, O. Kolesnikov, V. Ljubchak, V. Gogunskyi, Yu. Opanasyuk, O. Vasyuk, T. Skumina, M. Karpenko,

Despite a significant number of works studying various questions of remote learning, the history and development of distance education in Ukraine have not been sufficiently covered in pedagogical literature yet.

The purpose of the article. The purpose of the article is to study the historical and pedagogical aspects of distance education history in Ukraine; the reasons for its slow development and sudden transition to rapid popularization; the implementation of distance learning platforms and the creation of conditions for successful online learning.

Presentation of the main material. At the end of the 19th century, the first type of remote teaching appeared, which was called *correspondence* training, when students could send their written work to a teacher, and receive the teacher's comments and new assignments by mail. These changes were possible due to the development of regular mail and were greatly appreciated by those who lived far from large cities and could not study in real institutions. For many people at that time, it was the only opportunity to get a serious education.

Later, correspondence education was developed as a special department at universities and attempted to improve the quality of distance teaching. It was an experiment in combining correspondence and face-to-face education.

In 2004 the Ministry of Education and Science of Ukraine introduced distance learning, which is considered the official start of distance learning in Ukraine. The remote form of education in Ukraine began to be implemented in 2002, when the distance learning experiment was launched in several universities in Kyiv, Kharkiv, Khmelnytskyi, Sumy, Poltava, and other big cities (Concept of distance education development in Ukraine, 2000; Organization of the Ukrainian Distance Education Centers, 2000).

The implementation of distance education in Ukraine is regulated by several documents: Concept of Development of Distance Education in Ukraine (2000), Decree of the Ministry of

Education and Science of Ukraine on approval of the regulation on distance learning (2013), National Computerization Program (2022) and others. The organizational structure of the distance education system of Ukraine at different times included the Council for Monitoring the Development of Distance Education under the Cabinet on Ministers of Ukraine, the Coordination Council of the Ministry of Education and Culture of Ukraine for Distance Education, Ukrainian Distance Education Centre based on the Kyiv Polytechnic Institute, regional centres in Kharkiv, Lviv, Odesa, Dnipro, Khmelnytskyi (Artemenko, 2012; Bogachkov, 2014; Ljubchak, 2009).

Currently, the issues of organization and implementation of distance education have been handled by the Department of Higher Education at the Ministry of Education and Culture of Ukraine, the Ukrainian Institute of Information Technologies in Education, and the structural divisions of some universities. However, our country currently lacks a single coordination centre for the implementation of the state policy in the development of distance education. This is caused by the fact that scientists and practical teachers still do not have a clear idea about distance learning, common concepts and standards. As a result, we can observe different approaches to its organization in educational institutions. Sometimes, this brings a low level of teaching and causes certain mistrust in the society towards the distance form of education (Hrynevych, 2020). There is still not even a unified approach to the terminology related to different forms of distance education and we can come across *distance learning*, which means the acquisition of knowledge via the Internet, computers, television, radio, etc.; *distance teaching* as a cooperative work of a teacher and a student without direct contacts between them; *network teaching*, which identifies teaching by the Internet and others.

In our opinion, distance education is the most exact name for the process of remote teaching and learning, which denotes a synthetic, integral form of education, based on the use of a variety of traditional and new possibilities of information technologies suitable for delivering educational material, independent study, organized as an exchange between a teacher and a student, and when the learning process is not limited in space and time and does not involve the constant, mandatory presence in a specific educational institution (Getta et al., 2017, p. 12). Distance education technologies require highly qualified and

motivated professionals, who can organize the teaching process using computer technologies.

The development of distance education in Ukraine began much later than in the countries of Western Europe. It has been slow at first for various reasons. Among them, we should mention technological limitations at the beginning as well as not all teachers and learners having access to computers, the Internet and various technical means, which became an obstacle to the widespread distance learning. The lack of adequate infrastructure for distance education is also hindered. An insufficient number of specialists, computer classes and computer programs in educational institutions made it difficult to implement distance learning (Vlasenko et al., 2019).

Cultural and psychological factors of the traditional education system, demanding the teachers and students to be present in the classroom, hindered the perception of distance learning, especially among the older generation of teachers and parents. In addition, insufficient financial support from the state and insufficient investment in the distance education infrastructure slowed down its development.

However, in recent years, Ukraine has taken significant steps towards the development of distance education, especially during the COVID-19 pandemic, and wartime, when distance learning became a necessity and often the only possible way of learning. The use of new technologies and the efforts of the government and educational institutions contributed to the active development of distance education in the country (Kukharenko, 2020).

The principles of distance education include various pedagogical approaches that contribute to effective learning and knowledge acquisition in a distance format. The main pedagogical principles of distance education include active interaction between the teacher and students. This may include electronic platforms to share information, forums for topic discussions, video conferences, etc. Teachers should structure learning materials for an online format and make them easily accessible for students. This can include the creation of online courses, video lessons, interactive tasks and tests. Distance education promotes the development of students' independence and self-regulation skills. They learn to plan their time, set priorities and acquire knowledge independently. Teachers should provide a system of evaluation and feedback for students. This may include assessments in the form of online tests, essays, projects, etc.

Adequate technological support is necessary for successful distance education. Teachers and students must have access to the necessary computer programs for learning and communication (Opanasyuk, 2016).

The effective online educational process is possible on several basic requirements: providing access to the technical infrastructure, (computers, the Internet and the necessary software for teachers and students); ensuring technical support for teachers and students who may encounter technical problems; preparing teachers and providing them with the necessary training materials for teaching in a remote format; creating interactive learning tools such as video lessons, webinars, interactive tasks and discussion forums; developing effective assessment methods, such as online tests, assignments and projects and providing regular feedback to identify the students' problems and needs; supporting social and emotional well-being and creating opportunities for online interaction, organizing online consultations and psychological support; ensuring curriculum relevance to the needs of students in a remote format; developing accessible self-study materials (Bogachkov, 2014).

On the whole, effective distance education requires the implementation of an integrated approach taking into account technical, pedagogical and social aspects. It is important to ensure proper organization, interaction and support for students and teachers in a virtual learning environment.

For the organization of successful learning in remote format, several distance platforms are used, such as Google Classroom, Moodle, Edmodo, My class (Mij klas), Classdojo, etc. which can be considered the most successful. These platforms allow educators and students to communicate effectively, provide and receive learning materials, and complete and assess assignments. They have become indispensable tools for distance learning and the organization of the educational process (Bogachkov, 2014; Getta, 2017).

Conclusions. It should be noted that the development of distance education in Ukraine began much later than in the countries of Western Europe and at first was conducted very slowly for many reasons, in particular, due to the perception of distance education only as a competitive to classical traditional education. However, pandemic restrictions related to COVID-19 and later the war made adjustments to the attitude to remote ways of learning in Ukraine. Forced

distance learning has become a challenge for all participants in the educational process. It turned out not to be easy to organize high-quality education using digital technologies, to inspire and motivate students, solve technical problems. The difficulty of distance learning was not only stimulating students to work independently but also

became the possibility of developing a dialogue that permitted to implementation of a wide variety of proposals and innovations. It is important to analyze the historical experience of distance learning technologies in our country for their further improvement and effective implementation in the educational process.

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