

EVOLUTION OF THE FORMATION OF DISTANCE LEARNING IN UKRAINE AND THE MODERN WORLD

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INTRODUCTION

The current stage of development of Ukraine is focused on the accelerated advancement of the state into the community of the 50 most competitive countries in the world. Due to this, the policy in the field of education is aimed at the formation of a national model of education, integrated into the global educational space and providing training for specialists who are competitive in the world labor market.

The policy for the development of education in Ukraine is intended to set new values and

guidelines for the subsequent development of education as the foundation of the reproduction of society. Ukraine has very specific reasons to make education the first strategically important branch of the economy in terms of economic development due to the natural climate, geographic and demographic position of the country. That is why the goal of education development policy is to create a higher education system, reproducing an information society with an innovative knowledge economy.

Education that is really accessible to everyone is not only the most important humanistic requirement and an absolutely necessary element of a welfare state, but also a condition for Ukraine's achievement in the knowledge society. Higher education institutions must empower professional development of the population, when the creative potential and human qualities of members of society become the main resource for effective development, success in competition in world markets, security of the country and high quality of life of citizens.

The relevance of distance learning lies in the fact that in the conditions of a technogenic civilization, traditional models of organizing the educational process are not able to meet the educational needs of a significant part of the population. In these conditions, the distance learning system, which ensures the use of the latest technological means for the delivery of information and educational materials directly to the consumer, regardless of his location, becomes integral, a competitive part of the educational space.

The distance learning system should be flexible and in moderation complicated. Too complex distance learning system harms itself, as control over the actions of the system itself can be lost. The experience that already exists in the Ukrainian practice of higher education in the field of distance learning requires further development and improvement.

In its activities, the distance learning system should strive for efficiency. This requires a systematic analysis of the distance learning system. Analysis of the results makes it possible to assess the effectiveness of the distance learning system and determine the existing reserves of efficiency in it (IASECHKO, IASECHKO, SMYRNOVA, 2021). The purpose of the article is a comprehensive analysis of the theory and practice of domestic and foreign experience of remote training and development of scientific and methodological recommendations for the organization and improvement of the distance learning system at the university.

THE INITIAL PRESUPPOSITIONS

In the article, the following research methods were used to solve the set tasks: theoretical (study and analysis of scientific and pedagogical, psychological and pedagogical, reference, specialized literature, regulatory documentation on the topic of research, additional professional advanced training programs; analysis, comparison, classification of the information received and generalization); empirical (pedagogical experiment, observation, questionnaire survey, survey, conversation, testing); mathematical (statistical data processing).

METHODS

The rapid pace of scientific and technological progress and a kind of information revolution now taking place in the world are real prerequisites for the transformation and improvement of the education system. The emergence of powerful computers that can not only process information quickly, but also provide it in various forms (text, graphics, sound, video), made it possible to transform in teaching technologies and use computers as didactic means.

The emergence and spread of transnational global satellite and computer networks made it possible to use these didactic tools at a distance, which contributes to the creation of a single world educational space without borders and the reduction of spatial and socio-economic barriers to those who wish. Get a quality education. The global information space brings closer the solution of the most important social issues including the development of education and science, solving the problem of employment, employment, population mobility and others.

Due to the intensive development of information technologies in the world, the educational market itself and the educational environment within which the learning process is being implemented is changing. The 21st century is marked by a change in role education in the development of the individual and society as a whole.

Education is becoming one of the main and necessary conditions in solving the problems of modern society. It enables a person to explore and understand himself, his environment and contribute to the fulfillment of his role in the life of society. The need to move towards "society education ". This brings to the first-place certain requirements for education - diversity, flexibility, accessibility in time and space, and also makes us rethink and expand the concept of lifelong education - lifelong learning. Continuing education is no longer one of the aspects of education and retraining, it becomes the main principle of the educational system and human participation in it throughout the entire continuous process his educational activities.

In the educational chain "learner - educator", the "learner" person begins to occupy a central place, and teaching structures are called upon to teach how to acquire knowledge. They act in the educational process as a coordinator of actions and a controller of a person's knowledge. The essence a new paradigm of education is becoming the concept of "lifelong learning". (POLAT, 2021). In a recent speech by the head of the remote education, UNESCO identified important points for development of distance education for the first decade of the 21st century. This is the implementation of the transition from the limited concept of physical movement of students from one country to another to the concept of mobile knowledge in order to spread knowledge through the exchange of educational resources between different countries. UNESCO experts define the long-term goal of distance learning: to make the program of any university accessible to anyone anywhere. Thus, distance learning should ensure the rights of every person to equal access to information and education.

However, disagreements and disputes about distance learning lead to completely opposite positions: from its recognition as a new universal form of education, to reducing the essence of this form to a set of means and methods of transferring educational information. For this type of training to be finally established, it is necessary to justify it in terms of various researchers, educators, philosophers. An analysis of the world experience in organizing a distance learning system shows that distance learning has absorbed a lot that has been accumulated over decades of human civilization.

For orientation in such a variety of sources on the problem of the development of distance learning in world and domestic practice, an analysis of the sources was carried out, which revealed extensive material, on the basis of which, it can be stated that the need to organize learning at a distance has existed among people since the time when it became necessary to transfer knowledge.

The opportunity to receive higher education at a distance began in 1836, when the University of London was founded in Great Britain. Students enrolled in accredited educational

institutions were allowed to take exams administered by the university. Such exams have become open to candidates from all over the world, regardless of where and how they were educated. This led to the emergence of a number of colleges offering mail-order courses in accordance with the university curriculum. In 1840, by means of postage, he began teach stenography to students in the UK, thus pioneering the first distance learning course. In the 50s of the XIX century. In Germany, "Learning Letters" have been published as a language learning self-study guide for adults.

In the 70s of the XIX century. the United States has also taken a number of steps to organization of distance learning. Thus, in 1873, a mail-based education system for women was created under the name Ticknor Society, based on the English program Home Education Support Society. In 1874, the University of Illinois offered a mail-order program. (HARRIS, SUTTON, 1986).

In Pennsylvania, USA, the Colliery Engineer daily newspaper began publishing educational materials aimed at improving mining techniques and preventing mine accidents. These publications were such a huge success that in 1891 a separate course was developed that served as a model for the programs. Learning by mail in various subjects. In the USA, in 1892, he established the first university distance learning department at the University of Chicago. In 1906, teaching by mail was introduced at the University of Wisconsin.

Then distance learning appeared in Australia. In 1911, university-level courses began at the University of Queensland. In 1914, training by mail was organized according to the primary school program for children, living far from regular schools. Teachers at the Melbourne Teachers' College taught their lessons using mail. A similar practice soon spread to secondary schools and technical schools. Similar systems for schoolchildren have begun to be used in Canada and New Zealand. In 1938, the first convention was held in Victoria, British Columbia, Canada. International Council for Education by mail.

In the Soviet Union, a special, consulting model of distance education (distance learning) was developed. By the 60s of the XX century. in the USSR there were 11 correspondence universities and many correspondence faculties in traditional higher education institutions. After World War II, some countries of Central and Eastern Europe followed the example of the USSR. In 1939 in France for the education of children by mail, deprived of opportunities to attend school, the National Center for Distance Learning CNED was established. This center has now become the largest distance education institution in Europe.

The creation in 1969 of the Open University of Great Britain (UKOU) had a huge impact on the distance education system. Today, the scope of the activities of this higher educational institution is truly impressive: 200 thousand students from different countries study business, art, humanities and engineering, information technology. Distance learning institutions have appeared in a number of countries, mainly in Europe and Asia. Among them are universities in Spain (opened in 1972), Pakistan (1974), Thailand (1978), Korea (1982), Indonesia (1984), India (1985), the Netherlands (1985).

In China, the National Network of Radio and Television Universities was established in 1979 to replace traditional higher educational institutions that were closed during the Cultural Revolution. The training here is organized using satellite broadcasting and television universities in the province. The history of mail-order and distance education clearly demonstrates the existence of a number of stable characteristics of this form of education.

Distance learning provides a full range of training levels from elementary to tertiary education. It is aimed at people of different ages: from small children to elderly people. The range of disciplines taught is unusually wide: from stenography or mining to general education. The methods used are no less varied and includes correspondence, use of printed matter, radio

and television, workshops and open exams. Distance education systems are organized in both developed and developing countries, both large and small states.

In recent years, the education system in developed countries has undergone significant structural changes, which are due to the overall impact of scientific and technological progress on the development of society. A colossal transformation of the system is currently taking place abroad. Education in connection with the introduction of new technologies and the informatization of society. This is due to the fact that common traditional training programs can be implemented using distance learning technologies.

The widespread use of distance learning can be presented either as a natural requirement of consumers, or as a dictate of the time itself. Distance education turns out to be not just a successful find of providers who used modern information technologies to meet consumer demand, but a national priority - a reliable instrument of educational expansion policy used as a political resource.

American and British development of distance learning characterized by known differences. Americans in the definition of "distance education" put emphasis on the first word (overcoming the distance through telecommunication technologies), and the British pay attention not to the technological, but to the educational moment. The Virtual University is the American brainchild, a public television broadcasting system made up of a consortium of 1,500 colleges and broadcasters. The Open University is a British proposal created with an emphasis on strengthening the educational process with constant but brief meetings with teachers.

In Austria, Canada, Spain, Pakistan, India, Israel, Turkey and the Netherlands, many open universities have been set up along the lines of the Open University in Great Britain, but the attempt to use the experience of Great Britain on American soil has failed. The end of 2000 was marked by the closure of the US Open University, as the university did not have accreditation and was unable to receive financial aid for students from the state treasury (BOGOMOLOV, 2007).

The success of the UK's Open University being in currently the largest university in the country, it shows a very interesting feature in the historical development of distance learning - the introduction and use of distance learning programs is preceded not by a private initiative, but by a social order. Changes in the nature of the workforce also have a certain impact on the development of distance education: in order to improve career opportunities, people seek to get a second education or improve their qualifications.

The state becomes involved in active planning of the development of higher education. Until the middle of the 20th century, all efforts were focused on universal coverage of the population with secondary education. This problem was largely resolved in most countries by the mid-60s. Since that time, the goal has been to increase the accessibility of higher education for the general public, expand continuing education programs, improve professional skills and train highly qualified specialists. Such significant tasks required innovative solutions and served as an impetus for the search for new, non-traditional forms of organization of higher educational institutions.

Great Britain in the early 1960s began to experience a shortage of highly qualified personnel. 87% of the higher and middle management personnel of large enterprises and organizations did not have higher education in 1961 year. The universities, where the training of specialists with higher education was concentrated, as a result of their usual academicism, were unable to respond to the situation. In the UK at the time only 23 universities functioned with a total number of students of 103 thousand people.

In 1963, a direct link was revealed between the lagging behind in socio - economic development and the inadequacy of the higher education system by the Parliamentary Commission. In the early 1960s, only 6% of young people under 21 were enrolled in

universities. As a consequence which set the goal of expanding the university education sector to the ministry. That is, it was a restructuring of the elite education system into a mass system.

Therefore, the attention of the responsible persons was directed to the search for opportunities to make education more democratic and professional. Distance education has been a means of providing educational services to a wide range of people seeking to study, but not having the ability or desire to devote their time to learning in a traditional way. The didactic foundations of higher education could be significantly expanded by including alternative options for familiarizing with knowledge, in which students would study independently under the supervision and supervision of higher educational institutions (IASECHKO, IASECHKO, SMYRNOVA, 2021).

RESULTS AND DISCUSSION

As a result, we can say that at that moment it was precisely the beginning of the policy of involving a large number of people in the orbit of obtaining higher education through the intensified development of distance education. As a result, the Open University of Great Britain was created.

Distance education has coped with the social order very successfully. But despite this, educational inequality is not eliminated, which is associated with a major economic barrier. The inequality in education is becoming less noticeable, although it does not completely disappear. The involvement of a large number of citizens of any country in the educational process is only one component of the social order for distance educational technologies. Other components will be noticeable in the analysis of internationalization processes.

We can say that distance learning lives up to its name, the greater the distance covered by it. Therefore, distance education makes up a large share in the export of educational services in foreign countries. Distance learning is perfect for the role of the exported product according to its general characteristics. An example of the Open University in Great Britain was the creation of the Israeli Open University. This university was counting not so much on the domestic market as on work in the Jewish diaspora of the world.

The opening of the university speaks of a political step and the knowledge that the spread of Israeli education in the diaspora is a national and important priority. Outside Israel, there is a large student population, which greatly exceeds the number of students in the country itself. Modern university textbooks have also been translated into various languages. We believe that such a rapid spread of Israeli education is associated not only with commercial interests, but also with requests for population.

The attitude towards education in society has also undergone changes. It has come to be seen as the most important factor in economic growth and social development, contributing to the solution of national and world problems. Both developed and developing countries have come to see education as a guarantee of their future prosperity. While developed countries tried to maintain and strengthen their positions in the world market, developing countries were faced with the task of bridging the gap that separates them from developed countries in economic and social terms. The processes of globalization and economic competition between countries have led to rivalry in the technological and scientific fields and have created a need for skilled labor. The field of education ranks high on the list of investment priorities, attracting both public and private investments.

Thus, having studied the history of formation and development of distance learning for many years it is important to indicate that the main prerequisite for the beginning of the development of the distance learning system is its ability to integrate. At present, it is simply impossible to concentrate all the world's information resources that were accumulated by society in the scientific and educational space in each higher institution. The goal of the development of distance learning in the future is that from anywhere in the world where the process of learning

using distance educational technologies is organized, provide access to information resources located anywhere in the world. Distance learning makes all information resources distributed across different territories active. All of the above clearly testifies to its adequacy to the new society's educational needs and relevance around the world (IASECHKO, KHARLAMOV, SKRYPCHUK, FADYEYeva, GONTARENKO, SVIATNAIA, 2021).

The current state of distance learning in the world characterized by a significant accumulation of experience in the implementation of distance learning systems (LMS). The increase in the number of universities providing training in new, modern information technologies proves that the world educational community is moving to non-traditional forms of education.

Since the mid-60s, the development of distance learning began in the countries of North and Latin America. At that time, only a few American colleges in the field of engineering were beginning to use television to provide training programs for employees of several corporations. Thus, educational television, which has a public network of TV channels, is most widely used for distance learning in an educational environment.

The use of modern innovative technologies, dictated by the need for the social, economic and industrial level of development of society, served as the formation of the National Technological University in 1984. Later the university turned into a consortium of 40 universities. The National University of Technology produces graduate engineers and administrators, awards degrees and issues master's degrees.

Phoenix Open University's goal is to provide educational programs for both basic and additional working specialists. There are branches in the states of Pepperdine, Redlands, Maryland this university. Athabasca University was established with the aim of satisfying educational needs of the population of various regions, including remote and sparsely populated areas.

A California Virtual University that trains a workforce that contributes to the state's economy, provides a global export of California education and training, and provides the needs of society in education. A virtual Western Governor's University that operates by telecommunications to deliver educational material and assignments.

The purpose of creating the University of Athabasca is to meet the educational needs of the population of various regions, including remote and sparsely populated areas. The Open Learning Agency (Open University) provides leadership in the design and implementation of open education in British Columbia. Is an educational institution created for providing lifelong learning opportunities. Anadolu University (Turkey) offers courses in economics and administrative law, architecture, medicine, pharmacology, communication and public relations. To meet increasing demands in need qualified labor resources and for the education of the adult population of the country, which are not satisfied with the traditional education system, a national network of radio and television universities in China.

The purpose of the Taiwan Open University is providing the same educational opportunities for the entire population. The University is actively developing new teaching models using modern information technologies.

Indira Gandhi National Open University - whose main task is to improve the quality of teaching by means of communication technologies, including print publications. The university aims to provide educational opportunities to a wide range of people, including women, people with disabilities and people with low income.

In Sweden, the Baltic University, which unites the efforts of more than 50 universities in the Baltic region, provides an opportunity for researchers and students from more than 10 countries to implement scientific and educational contacts on issues of general interest using satellite television (IASECHKO, SHELUKHIN, MARANOV, 2021).

The Open University of Great Britain, founded as an independent educational institution to provide additional opportunities for working adults to receive or continue their education, has established itself as a world leader in non-traditional education. The distance learning system is designed to carry out the following socially significant functions:

- to raise the level of education of the population and the quality of education;
- to meet the country's needs for high-quality trained specialists;
- to develop a unified educational space that will meet the needs of the population in educational services regardless of their place of residence, health status, elitism, material security, etc.
- to increase the social and professional mobility of the population, its entrepreneurial and social activity, outlook and level of self-awareness.

The main advantages of the distance learning system are manifested under the influence of the following processes:

- improvement of economic reforms, which put forward new requirements for education;
- the formation of new needs of society in modern learning technologies;
- political changes that contribute to an increase in international educational relations;
- the appearance on the education market of new technical means of information exchange;
- increasing international integration in education;
- realization of the constitutional right of every citizen of his country to receive education.

Improvement of the distance learning system, based on modern and advanced information technology achievements with a large degree of coverage and long-range action, is currently relevant and timely for many countries. Creation of a single educational space is a promising political challenge for distance learning. These actions will help to strengthen the international positions of all countries. Education becomes a tool the interpenetration of knowledge, technologies, capital under the influence of scientific and technological progress and is an instrument of the struggle for sales markets and solving geopolitical problems. Despite the economic difficulties around the world, interest in higher education remains high.

CONCLUSION

The development of distance learning in Ukraine is associated with certain difficulties:

- 1) Computer literacy leaves much to be desired in the country. This applies to both teachers and potential students.
- 2) There are still quite a few applicants who have free have a computer connected to the Internet, and also have no idea how to work with this computer.
- 3) The teaching staff is still accustomed to traditional forms of education and many do not want to spend their time developing methodological material for a new form of education.
- 4) Partial lack of computer training and testing systems of the appropriate scale and quality, since the development of these systems is costly.
- 5) Distance learning requires a different organization of the educational process, different teaching methods than the traditional teaching system.
- 6) It takes time to train the teaching staff
- 7) the use of new information technologies.

8) Very low theoretical study of the problem of distance learning.

This is manifested in the absence of clearly defined learning goals, the necessary initial requirements for the student to work in this system and the weak level of the knowledge control system. Thus, having considered certain development problems distance learning in Ukraine:

- it is necessary to more clearly define the features, principles and features that characterize the distance learning form;
- to characterize the didactic principles and methods of such learning;
- it is necessary to determine the requirements for the content, forms, for educational and methodological support of distance learning;
- to substantiate the copyright protection of developers of educational electronic developments;
- to outline the principles of organization and management of the educational process;
- to develop requirements for material and technical support;
- it is required to determine the economic mechanisms of distance learning;
- improve the regulatory framework;
- to develop requirements for training technology in the Internet environment, requirements for the telecommunications environment;
- certification of the institutions (universities) of distance education, virtual universities;
- it should be taken into account - the fact that not all specialties can be trained entirely on remote technologies.

The system of open distance learning can also help to mitigate some of the social problems that have exacerbated in Ukraine in the last decade:

- overcome the limited access to quality education and, as a result, reduce the gap between elite and mass education by including residents of remote regions in the composition of students, disabled people, as well as increasing the capacity of Ukrainian higher education institutions;
- create conditions for the adaptation of the labor market to the structure of employment in the economy through the creation of conditions for obtaining additional education (advanced training and retraining, which is especially important for the labor resources of enterprises of the military-industrial complex, retired servicemen, etc.);
- weaken the severity of the information inequality by providing an opportunity to increase the general level of information culture to all participants in the distance learning process;
- to contribute to overcoming the shortcomings of the existing education system by creating an educational environment, a characteristic feature of which will be the integration of individual disciplines and scientific areas for the formation of a single, holistic picture of the world among students;
- to improve the quality of education by taking into account the needs of the individual and social order and increasing the competitiveness of the graduate in the labor market;
- to optimize financial flows in the educational sphere;
- to promote the development of international cooperation, exchange of experience and the latest achievements in the field of educational technologies.

Summarizing all of the above, it can be noted that distance learning is in demand today and, therefore, will rapidly develop as a modern, affordable and effective way to gain knowledge.

Ukraine, using the world experience of the formation of distance learning, can provide quality education for the population and get the opportunity win your place in the global educational market.

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 Evolution of the formation of distance learning in Ukraine and the modern world

Evolução da formação do ensino à distância na Ucrânia e no mundo moderno

Evolución de la formación de la educación a distancia en Ucrania y el mundo moderno

Resumo

O objeto da pesquisa é a história do desenvolvimento e os fundamentos didáticos da educação a distância. Para a implementação da pesquisa, foi utilizado um complexo de métodos teóricos e empíricos: análise teórica da literatura pedagógica, psicológica, metodológica e especializada (temática) sobre o problema em estudo. No decorrer da pesquisa, foram obtidos os seguintes resultados: estudou-se a experiência de mundo no desenvolvimento da educação a distância; clarificou e concretizou o conteúdo dos conceitos de "ensino à distância" e "ensino a distância"; é dada a interpretação do autor do conceito de "ensino à distância"; com base na análise da experiência nacional e estrangeira, foram identificados e complementados os princípios da organização da educação a distância; a experiência de utilização do ensino à distância em instituições de ensino superior da Ucrânia foi estudada e sistematizada.

Palavras-chave: Ensino inovador. Ensino superior. Tecnologia de ensino.

Abstract

The object of the research is the history of development and the didactic foundations of distance education. To implement the research, a complex of theoretical and empirical methods was used: theoretical analysis of pedagogical, psychological, methodological and specialized (subject) literature on the problem under study. In the course of the research, the following results were obtained: the world experience in the development of distance learning was studied; clarified and concretized the content of the concepts of "distance learning" and "distance learning"; the author's interpretation of the concept of "distance learning" is given; based on the analysis of domestic and foreign experience, the principles of organizing distance learning were identified and supplemented; the experience of using distance learning in higher educational institutions of Ukraine has been studied and systematized.

Keywords: : Innovative teaching. Higher education. Teaching technology.

Resumen

El objeto de la investigación es la historia del desarrollo y los fundamentos didácticos de la educación a distancia. Para implementar la investigación se utilizó un complejo de métodos teóricos y empíricos: análisis teórico de la literatura pedagógica, psicológica, metodológica y especializada (temática) sobre el problema en estudio. En el curso de la investigación se obtuvieron los siguientes resultados: se estudió la experiencia mundial en el desarrollo de la educación a distancia; clarificó y concretó el contenido de los conceptos de "aprendizaje a distancia" y "aprendizaje a distancia"; se da la interpretación del autor del concepto de "educación a distancia"; sobre la base del análisis de la experiencia nacional y extranjera, se identificaron y complementaron los principios de organización de la educación a distancia; Se ha estudiado y sistematizado la experiencia del uso de la educación a distancia en las instituciones de educación superior de Ucrania.

Palabras-clave: Enseñanza innovadora. Educación superior. Enseñanza de la tecnología.