

DISTANCE LEARNING AS A TOOL FOR UPDATING HIGHER EDUCATION CONTENT IN UKRAINE

The theses examine the impact of information and communication technologies on the Ukrainian educational sector, focusing on the development of distance learning as part of broader efforts to modernize and decommunize higher education. Technological advancements have reshaped teaching methods and student–teacher interactions, enabling a shift from ideologically biased content to more democratic and globally relevant approaches. Ukrainian scholars highlight the pedagogical potential and challenges of integrating distance education, particularly in updating curricula and removing Soviet-era legacies. The article outlines the key advantages of distance learning—such as accessibility, flexibility, and cost-effectiveness—while addressing concerns about educational quality, reduced communication, and student engagement. Ultimately, it underscores the role of distance learning in aligning Ukrainian higher education with international standards and democratic values.

Key words: distance learning, information technologies, decommunize higher education, educational modernization.

In the context of Ukraine's ongoing educational reform and its integration into the European Higher Education Area, the renewal of higher education content has become a critical priority. This process includes a deliberate effort to decommunize educational materials by removing outdated ideological influences inherited from the Soviet era and replacing them with content that reflects democratic values, national identity, and contemporary global standards. Instructors and curriculum developers are actively revising teaching resources, particularly those of Russian origin, to align with Ukraine's sociopolitical context and cultural sovereignty. This transformation not only modernizes the educational landscape but also plays a vital role in fostering critical thinking and civic awareness of students.

The educational sector has undergone significant changes in recent decades due to the active development of new information technologies, interactive means of communication and modern communication technologies. Their impact on the forms and methods of learning is manifested in a significant intensification of the process of knowledge transfer and allows to bring to a qualitatively new level not only the process of organizing learning, but also significantly affects the perception and assimilation of necessary information. In addition, thanks to the use of modern search systems, the process of accessing the desired knowledge has changed. Library catalogs, archives, directories have become accessible to a wide range of people, and, with the mastery of certain skills, they allow you to find almost any information about objects of knowledge. The rapid development of distance learning is due, first of all, to the emergence of fundamentally new conditions for working with information due to the opportunities provided by new information technologies. The technological nature of the educational sector allows us to obtain knowledge at a distance from an educational institution, and this is already becoming the norm. However, despite the fact that distance education has been the subject of scientific discussions for more than one decade, its possibilities still require careful consideration, especially in light of recent events in the world. The work of Ukrainian researcher O. Sobaeva was devoted to the activation of students' cognitive activity in the conditions of distance learning. She substantiated the "didactic features of using computer tools" and introduced into the educational process "pedagogical technology of distance learning aimed at activating students' cognitive activity", which, in her opinion, ensured "active cooperation between students and teachers in the virtual educational space" [2]. N. Samoluk, emphasizing "the relevance of research into the development of distance higher education in the context of its modernization, as well as the need to develop innovative distance educational models of higher education taking into account the opportunities and risks of the globalization expansion of the world educational space," notes that distance learning cannot "replace face-to-face or correspondence forms of education, but only complements them, which, in turn, is an important element in creating a modern, mobile, high-tech educational environment" [3]. Thus, distance learning still remains a discursive and underdeveloped educational technology that requires more careful consideration, especially taking into account recent events in the world. The development of the global distance education market has received a huge boost with the development of information technologies, and, first of all, computer networks, which have made it possible to reach a huge audience of listeners almost anywhere in the world. With the help of Internet technologies, any person can get an education at any higher educational institution without leaving home. Today, there are a large number of learning management systems that allow to provide a full education using Internet technologies. The leader in distance education is currently the USA,

which together with Canada occupies more than 50% of the entire e-education market. From an innovative form of education, or one that a person chooses consciously, taking into account certain circumstances (long-term business trip, illness, stay abroad, childcare, disability, etc.), it almost instantly turned into a mandatory norm for all participants in the educational process. This was stated in the relevant regulatory documents of the Ministry of Education and Science of Ukraine. These documents stipulated that the structure of the academic year and forms of organization of education, including during quarantine, are determined by the pedagogical council of the educational institution. So, supporters of distance education I. Batsurovskaya, O. Gnedkova, M. Motsar and others, highlighting its undeniable advantages, claim that distance education is necessary for domestic higher education at the current stage of its development.

The main advantages of distance learning include the opportunity to receive education in any educational institution, regardless of the place of residence of the student, which becomes very relevant for special circumstances. The number of people wishing to receive higher education remotely is also growing among working people, for whom this form may be the only acceptable option for obtaining the necessary qualification. Such a system of obtaining knowledge allows to significantly reduce the costs of education, since distance education is cheaper than traditional forms of higher education, and also allows to reduce transport costs for travel to the place of study and back. Moreover, distance education can be obtained at any pace convenient for the applicant, distributing the educational load at his own discretion, and with the correct organization of classes and control of knowledge, high efficiency of this method of obtaining professional education can be achieved through the use of new software and hardware platforms and electronic courses. On the one hand, the distance form of education is quite accessible, and in recent years it has attracted the attention of people with special educational needs, who cannot temporarily or permanently attend educational institutions, or are in difficult life circumstances that do not allow them to attend classes daily. It turned out to be quite convenient for people who are abroad and cannot attend an educational institution, even during a session (as is provided for, for example, by the correspondence form of study). However, this method of obtaining professional education requires certain material resources and is more or less accessible only to families or in cities and districts that have a sufficient material and technical base. In addition, the distance learning form has gained recognition among working people, for whom this option is the most convenient for obtaining the necessary qualifications. Such education can be obtained at any convenient rhythm for the user, distributing the educational load at your own discretion, and the use of modern information technologies and interactive teaching methods allows to achieve high efficiency. Supporters of distance learning highlight its following features and advantages: continuity, accessibility, cost-effectiveness, individualization and differentiation of learning, innovation, mobility. Among the main features of distance learning, they also emphasize "its interactive nature, individualized process of transferring and mastering knowledge, skills, abilities and methods of cognitive activity, the need for clear planning in time, the intensity of discussions, the need for student participation in adjusting the structure, content and effectiveness of the course" [1, 2].

In contrast, critics of distance education claim that its quality cannot be compared even with the correspondence form, and similar educational technologies only allow you to get a diploma with minimal investment of effort and resources without acquiring actual knowledge. The low quality of distance education, according to a number of experts, can be explained by the lack of high-quality distance teaching methods, the average quality of electronic courses, as well as the electronic educational environments themselves. In addition to the low quality of the knowledge received, opponents of distance education express doubts that students who study in distance education programs receive the same qualifications and have the same knowledge and skills as those who study in full-time education. The lack of direct communication between the teacher and the student, in their opinion, reduces the emotional coloring of knowledge transmitted remotely and indicates that such education is not suitable for everyone, linking this to the need for constant self-control and self-discipline on the part of the higher education recipient himself. All this can significantly affect the level of interest of the student in learning. It is necessary to distinguish between the possibilities of correspondence and distance education. When studying in correspondence, the student meets with the teacher for reading lectures and exams, and masters the main material independently and comes to everything on his own, so distance learning implies that both parties are in touch almost constantly and communicate using advanced technologies. That is, with this form of organizing the educational process, the teacher will spend more time on each individual student than with correspondence. And this requires, first of all, a review of the existing norms for calculating the teacher's educational workload. We draw attention to the fact that on the one hand, the teacher can also operate quite flexibly with his time and choose a convenient schedule for communicating with students, however, this communication is already individual in nature and generally requires much more time. Distance learning has its drawbacks, of which researchers most often single out the following: the occurrence of interruptions in access to remote resources; incompetence of teachers in organizing distance education using new information and communication technologies; the difficulty of controlling the independence of task completion; the difficulty of motivating and controlling the timeliness of task completion due to the allocation of most of the educational material for independent study; the difficulty of organizing joint activities for the purpose of communication and exchange of experience.

Despite the difficulties that arise during the implementation of distance learning, it is necessary to remember that in the education system, distance learning corresponds to the most important principle of humanism, according to which no one should be deprived of the opportunity to study and receive quality knowledge. If there is a certain motivation among all, without exception, participants in the educational process, the distance learning form of

obtaining professional knowledge can provide a sufficiently high level of professional training by solving organizational and material issues related to the use of new information technologies, interactive means of communication and modern communication technologies. However, in the context of reforming Ukrainian education, the issue of developing such forms of education that would meet the main goal of humanizing education, namely, fully contribute to the satisfaction of the social order focused on the formation of a free, creatively thinking carrier of professional culture who has social responsibility, is of great importance. Namely, the socio-cultural and humanistic orientation of the distance learning system corresponds to the trends taking place in the world education system. Global trends in the humanization of education in general and distance learning systems in particular prove that the prestige and demand for distance learning will steadily grow in the coming years. Educational institutions need to pay more attention to this fact, while taking into account the requirements of consumers of educational services for technology, quality and mobility of the education received. All this makes it urgent to further study the development of distance higher education in the context of its modernization and the realities of the information age, as well as the need to develop innovative distance educational models of higher education taking into consideration the opportunities and risks of the globalization of the world educational space, the potential of modern information and communication technologies and the current needs of Ukrainian universities.

Furthermore, the success of distance learning largely depends on students' self-regulation and time management skills. Without the structure of traditional classrooms, students are required to take more responsibility for their learning outcomes. This necessitates the inclusion of additional training on how to manage one's time, set academic goals, and maintain focus during independent work. The role of digital literacy is also central to the effectiveness of online education. Both students and educators must be competent in navigating digital platforms, troubleshooting technical issues, and critically evaluating information obtained online. Continuous professional development for teachers and the introduction of digital competence courses for students should become an integral part of the educational process.

Lastly, in the context of Ukraine's integration into the European educational space, the development of distance education must align with international standards. This involves not only technical modernization but also the harmonization of curricula, assessment systems, and accreditation processes. In doing so, Ukrainian higher education institutions can ensure that distance learning becomes a high-quality, sustainable, and globally recognized component of modern education.

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ДИСТАНЦІЙНА ОСВІТА ЯК ІНСТРУМЕНТ ОНОВЛЕННЯ ЗМІСТУ ВИЩОЇ ОСВІТИ В УКРАЇНІ

Тези досліджують вплив інформаційно-комунікаційних технологій на освітній сектор України, зосереджуючи увагу на розвитку дистанційного навчання як складової необхідних зусиль із модернізації та декомунізації вищої освіти. Технологічний прогрес трансформував методи викладання та взаємодію між викладачем і студентом, сприяючи переходу від ідеологічно упередженого змісту до більш демократичних і глобально релевантних підходів. Українські науковці підкреслюють як педагогічний потенціал, так і виклики інтеграції дистанційної освіти, особливо в контексті оновлення навчальних програм та усунення спадщини радянської епохи. У статті окреслено основні переваги дистанційного навчання — такі як доступність, гнучкість і економічність — водночас порушуються питання якості освіти, зниження рівня комунікації та залученості студентів. Зрештою, підкреслюється роль дистанційної освіти в узгодженні української вищої освіти з міжнародними стандартами та демократичними цінностями.

Ключові слова: дистанційне навчання, інформаційні технології, декомунікація вищої освіти, модернізація освіти.

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