

## **DISTANCE LEARNING AS A MODERN FORMAT OF HIGHER EDUCATION**

**Khristovoy R.Y.**, *khristovoy02@gmail.com*  
*Dmytro Motorny Tavria State Agrotechnological University*

The Internet became an important participant in the educational process in the higher education at the beginning of the XXI century. Today, every teacher and student actively uses information technology in teaching [1]. According to the eLearning Industry, in the period from 2001 to 2017, the market for e-learning solutions grew by 900%. The opportunity to study remotely attracts a lot of people, and in the near future the number of youth who receive education remotely will only increase, because the tools for this process are growing constantly [2].

The introduction of distance learning in a pandemic crisis has been a challenge and a serious problem for higher education institutions. After a short period of confusion, all participants in the educational process accepted this challenge and carried out a rapid process of adaptation to the new situation. Distance learning, as a modern format of higher education, is very relevant in today's changing conditions [3].

Thanks to the highly professional coordinated work of Dmytro Motorny Tavria State Agrotechnological University staff in the 2019-2020 academic year, teachers and students of our higher education university quickly switched to the distance learning. Recently, the Faculty of Economics and Business has already used elements of online learning, as well as introduced modern information technologies.

At the first online lectures at the Department of Marketing, organizational issues regarding the methods, forms of implementation of lectures, practical and seminar classes and consulting cooperation were discussed. Forms and methods of collaboration of participants in the educational process were chosen depending on the goals and objectives of educational components, as well as the characteristics of competencies that are formed in a particular discipline. The Department of Marketing conducted the educational process in three formats (synchronous, dual and asynchronous).

Provided that the synchronous format of knowledge acquisition was used, teachers and students communicated with the help of such current online services as Skype, Zoom, Viber, Google Meet. This teaching process focuses on demonstrating the teacher's screen and collaborating in a text chat. Due to this type of education, a creative learning environment is created and current control over the activities of students is carried out.

The dual focus of training included the placement of educational materials (lectures, practical tasks, independent work, tests) on the distance learning portal. Interaction of participants of educational process is carried out in Viber, Telegram or by e-mail.

In the asynchronous format of communication the teacher provided materials and determined the forms and methods of control. This information was previously posted on the distance learning site. The interaction of higher education students with the teacher took place at a convenient time on the basis of different platforms.

The application of these tricks in the educational process allows students to be highly active in learning new ways for obtaining the necessary information, its processing and the formation of soft-skills for further professional growth. Such mutually coordinated work creates an opportunity for the most comfortable, flexible and high-quality educational process that will meet all personal and professional needs of each student. But it should be noted that the process of pedagogical communication can not replace any of the outlined formats, because the phenomenon of emotional and sensory nature of professional interaction leaves "live communication" as a priority element of educational technology in mastering economic specialties.

The positive components of distance learning are: the ability to work with each student individually, automation of routine processes, a chance to learn new technologies, game tasks, a calmer pace of work, the ability to work in comfortable conditions, relevance of knowledge, availability of educational materials.

The negative elements of distance learning include the following: the need to navigate in digital technology, limited personal communication, the need to constantly work with students' motivation, the lack of boundaries between work and leisure.

Today, the need for distance learning is constantly growing. This is due to the fact that it is quite flexible, convenient and accessible, provides a wide variability and differentiation of the choice of content and forms of knowledge.

Distance learning at the university under certain conditions, including the availability of high-quality interactive means of communication (computers, high-speed Internet, etc.), responsibility and self-motivation of students, controlling content by the teacher, are means of providing quality education.

Thus, we can conclude that the demand for distance education, including in higher education, will increase in the near future. Every year more and more interactive methods of communication appear and, accordingly, there is progress of this form of learning, which allows to minimize its shortcomings and develop positive content.

## **References**

1. Грушина І.В. Теоретичні та методологічні основи використання дистанційних технологій в контексті змішаного навчання. *Наукові записки. Серія: Проблеми методики фізико-математичної і технологічної освіти*. 2016. Вип. 10 (1). С. 28–34.
2. Долинський Є.В. Дистанційне навчання – одна з прогресивних форм підготовки фахівців. *Теоретичні питання культури, освіти та виховання: збірник наук. праць*. 2010. Вип.42. С. 202-207.
3. Ляшенко І.В. Перспективи розвитку дистанційного навчання у вищій школі. *Народна освіта. Електронне наукове фахове видання*. 2019. № 3(39). URL: [https://www.narodnaosvita.kiev.ua/?page\\_id=2682](https://www.narodnaosvita.kiev.ua/?page_id=2682) (дата звернення:3.03.2021)

**Scientific adviser:** *Kravets O.O., Foreign Languages Department, Dmytro Motornyi Tavria State Agrotechnological University.*