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SOME PROBLEMS OF THE DEVELOPMENT OF EDUCATION IN UKRAINE IN THE ASPECT DIGITIZATION

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Digitization is an integral phenomenon of today's realities, therefore the problem of identifying risks and positive factors regarding its impact on the development of the educational process in Ukraine is considered important and relevant. The modern education system in Ukraine, which since the time of quarantine restrictions began to actively implement distance learning technologies, has significantly expanded access to quality educational services for various segments of the population, but, at the same time, has created a number of technical, organizational-methodical, didactic-psychological problems for participants of the educational process

For the objective discussion of the specified problem, it is necessary to determine the meaning of the concept of "distance learning". It is necessary to clearly understand the difference between two similar terms: "distance form of education" and "use of distance technologies" in various forms of the educational process.

Distance education provides an opportunity for any citizen who has a secondary, professional or higher education, and is also able to perform the necessary tasks remotely with the help of appropriate educational technologies, at a time convenient for him to study and obtain the necessary knowledge remotely from an educational institution. Such a learning process is based on the use of various means of communication and ends with the student receiving an appropriate certificate and diploma. If we are talking about "distance technologies in education", it means the use of specific platforms and tools (in particular, Moodle, Google Classroom, Zoom, Skype, etc.) that allow participants in the educational process to communicate, perform and check tasks, monitor attendance, organize current and semester control, etc. Such technologies can be integrated at any stage of mastering the relevant educational course. In this form of organization of the educational process, the teacher's initiative to introduce such technologies and the readiness of students to use them, as well as the technical ability of both parties to use these technologies, are important.

Before the introduction of quarantine measures, only a few dozen domestic universities had certified rights and formalized opportunities for distance learning as a form of providing educational services. Until recently, the majority of domestic universities were limited only to the use of various distance technologies in the educational process.

Under the conditions of modern financial instability, the formation of the necessary information environment, which involves the purchase and adjustment of special technical equipment and the deployment of appropriate software, has become a serious challenge for most universities. And if with certain efforts, primarily of a material and

financial nature, over time this issue is generally resolved by institutions of higher education, then the problem of asynchronicity of the pace of development of distance technologies and the dynamics of changes in the consciousness and level of training of participants in the educational process remains very acute. In addition, the direct dependence of distance learning on available technical means and the Internet can seriously limit the opportunities for equal access of all students to educational services.

Online learning using distance technologies has convincingly demonstrated that traditional approaches to organizing the educational process no longer work. If certain administrative measures can somehow ensure the virtual presence of students at online lectures, then the teacher is no longer able to control their activity, interest and ability to effectively perceive new information. Moreover, remote communication also largely limits the possibilities of non-verbal communication, which is indispensable in an informal setting and can become a powerful impulse for inventions and innovations.

In modern conditions, the quality of education is largely determined by the degree of effectiveness of the use of distance technology tools and the quality of the informational content of online education. This requires an increase in the level of pedagogical skills of teachers, their digital education and culture, which in today's realities cannot be achieved instantly. Therefore, it seems appropriate to draw the attention of the management of higher education institutions to the issue of organizing relevant training courses for employees, the program of which should be oriented to the problems of using information technologies in the management of the educational process, the development and implementation of the e-learning system, the creation of attractive and high-quality online content, implementation of current and semester control in the mode of electronic journals and electronic information; consideration of the problems of the methodology of conducting educational classes in online mode; psychological and pedagogical aspects of communication with students; formation of internal digital discipline and culture.

Competition between educational institutions in the field of organization and implementation of distance learning, as well as between education and other spheres of life, is extremely important in order to maintain the appropriate level of education quality. Under the conditions of the digital transformation of the modern world, remote work methods are becoming widespread in many spheres of social life, and therefore classical education without a remote component in the life of the younger generation may even act as a foreign body.

Self-motivation and self-control on the part of students is a serious problem in ensuring a high level of education quality in the distance learning system. As it turned out, the form of learning distanced from the teacher is far from suitable for everyone, since not all students have the level of self-organization necessary for learning in this format. It is the appropriate motive that should ensure students' motivation for distance learning. Therefore, when developing online courses, it is not enough to present only clearly developed educational material, it is also necessary to form students' motivation that would facilitate their independent learning.

Among the methods of increasing student motivation, the following can be distinguished: attractive and interesting technical design of the course using drawings,

diagrams, schemes, graphs; division of the course into separate modules with clear tasks for each of them; development of various variants of educational tasks; establishing timely and constructive feedback with the teacher; provoking and maintaining the spirit of competition among students; a visual demonstration to the student that he himself controls the situation, that his success directly depends on the efforts he made. Under such conditions, it is possible to support the student's faith in his own abilities, help him enjoy learning, and not perceive it as a heavy burden

Therefore, the implementation of remote forms of organization of the educational process requires special attention of the management of universities and the relevant ministry in solving a number of problems of a financial-economic, didactic, behavioral-methodological and motivational-psychological nature.

The rapid transition of domestic universities to distance learning has become a big and complex challenge, which brings considerable difficulties and problems to the educational environment, but, at the same time, it is a great chance to make Ukrainian education more competitive, flexible, attractive and high-quality.

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