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QUALITY OF DISTANCE LEARNING IN KIROVOHRAD REGION, UKRAINE, DURING QUARANTINE RESTRICTIONS

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Olga VOLOSHYNA



Ph.D Pedagogy, Methodist, Department of Pedagogy, Psychology and Correctional Education, Vasyl Sukhomlynsky Kirovohrad Regional Institute of Postgraduate Pedagogical Education, 39/63 Velyka Perspektyvna St., Kropyvnytskyi, Ukraine.

✉ **E-Mail:** mikka071986@gmail.com

🆔 <https://orcid.org/0000-0001-8226-8681>

ABSTRACT

*The issue of distance learning became relevant in early spring 2020 due to quarantine measures caused by the pandemic. The issue of transition to distance learning for all levels of education has become acute and lightning fast. In the conditions of globalization of the modern world, when information and timeliness of its receipt play a decisive role in competitive advantage, the content of education changes dramatically. The competitiveness of human capital is directly correlated with the requirements of the new information society, in which the knowledge aging is significantly reduced, and new opportunities for their acquisition will appear. A promising and extremely relevant area of modern higher education development under quarantine, as well as integration into European and world education is the active introduction of distance learning technologies in the educational process. The article analyzes the monitoring study of the general secondary educational institutions of Kirovograd region students' parents attitude to distance learning. The **purpose** of the study is to determine the level of distance learning quality during quarantine restrictions.*

*Research **methods** include general scientific methodology of research and principles of a systematic approach; case study methods.*

*The **results** of the study are considered and the current state of quality assurance of general secondary education has been analyzed. The data obtained during the monitoring should be considered as an information basis for effective management of the educational process, to improve its content, methodological and*

organizational aspects.

Conclusions. *The most important elements of distance learning should be: the creation of practical situations during the educational process, the opportunity for students to express themselves constantly, self-realization, educational process clarity, its individualization, technical and technological support of distance education. Successful solution of the problem of effective implementation and harmonious development of distance education in Ukraine will increase the quality level, higher education accessibility, integration of the national education system into scientific, research and production, social and cultural information infrastructure of the European / world community.*

KEY WORDS: *Distance Education; Distance Education Monitoring System; Intellectual System of Distance Education.*

INTRODUCTION

Over the past two decades, there has been a process of transition from traditional to computer-based learning. With the development of the Internet it has become possible to send the required number of melons from one end of the world to another, communicate freely with other users online and post information on Internet sites, making it available to anyone.

Modern information technologies make it possible to increase and improve the efficiency of the educational process. During the reform of general secondary education, the concept of distance learning is developing progressively which provides the development of various technologies, including blended learning technologies.

The transition to distance learning due to the pandemic has become an unexpected and quite serious challenge for all participants in the educational process - teachers, students and their parents. After a temporary confusion, everyone had to accept this challenge and adapt quickly to new realities, but the issue of distance education has become very relevant.

And although distance learning can not substitute full-time education and was never planned for the long term, it can be an effective tool not only during quarantine.

And since there are no answers to the question: "How will the epidemiological situation in Ukraine change in the near future?", Educators must be ready to organize such training.

The purpose of the study is to determine the level of quality of distance learning during quarantine restrictions.

The tasks are: to study the level of distance learning quality during quarantine restrictions; to perform a statistical analysis of the distance learning quality level during quarantine restrictions (based on the results of the received information); to monitor the distance learning quality during quarantine restrictions is a continuous scientifically sound, diagnostic and prognostic process checking the level of distance learning quality; to provide the necessary material, technical, scientific and methodological personnel, psychological and pedagogical conditions for the development of distance learning during quarantine restrictions.

The tasks are as well: to identify the causes of distance learning quality problems during quarantine restrictions, which contributes to their rapid and painless elimination; to organise scientific and methodological support to improve the quality of distance learning during quarantine restrictions on the basis of diagnosis and differentiation as it contributes to improving the quality of

educational services.

THEORETICAL FUNDAMENTALS

Theoretical and practical aspects of distance learning have been thoroughly analyzed in the works of both foreign and Ukrainian scientists, among them: J.E. Adams, H. Dichanz, F. Bodendorf, G. Hoppe, B. Eckert, N. Lobin, J. Kettunen. Nowadays, there is no unanimous decision among scientists to define the concept of "distance learning". You can also find such a definition as "distance education".

Also, some foreign scientists assign a special role to telecommunications in the distance learning organization and define it as "telelearning". Nevertheless, the term "distance learning" is often used in the scientific community.

Distance learning, according to P. Stefanenko, is a form of existence of the didactic system and can be implemented within almost all its types.

At the same time, all existing traditional didactic principles are implemented within distance learning and new ones appear (the principle of pedagogical expediency of using new information technologies; the ensuring principle of information circulating security in distance learning; the conformity principle of learning technologies; the learning mobility principle) using modern information technologies.

N. Zhevakina understands distance learning as a purposeful interactive process of interaction between teacher and student, based on the use of modern information and telecommunication technologies that allow distance learning.

The Concept of Distance Education Development in Ukraine, adopted on December 20, 2000, outlines distance learning as a system of technologies that guarantees prompt delivery of material to students at a sufficient scale; interactive cooperation between teachers and students in the educational process, providing

individuals with independent work reserve on the development of the proposed material.

Distance learning is a technology based on the open learning principles, widely uses computer training programs for various purposes and creates with the help of modern telecommunications educational environment for the supply of educational material and communication.

Distance learning has a number of advantages over other forms of learning. Yes, you can maintain regular contact with the teacher through telecommunications technology, including video, and receive structured learning material in electronic form, virtually without leaving home or leaving your workplace.

However, the distance learning system also has drawbacks. First, for successful training correction and adequate assessment, it is important to have direct contact with the applicant. In addition, it is impossible to check exactly whether that person is working, performing a task, or it has been done by someone else.

Therefore, the final quality control of knowledge is still carried out in the presence of the student. In addition, not all settlements have access to the Internet. And most importantly, in distance learning, direct contact between teacher and student is lost.

However, this form of education requires a conscious and motivated approach to education. The opportunity to learn at a convenient time may not become a systematic learning, but a constant procrastination of this activity.

That is why the remote form requires special self-organization and the ability to manage your time. In the case of distance learning, teacher's active role is not reduced, as he must determine the level of the applicant's knowledge, and decide to adjust the curriculum in order to achieve the best material mastery.

METHODOLOGY

The study is aimed at identifying the state of logistics, personnel, psychological, pedagogical, organizational and methodological conditions for the distance learning quality during quarantine restrictions; checking the quality of educational services provided to students; identification of promising pedagogical experience on this problem.

The content of monitoring tasks was formed taking into account the requirements of the main state acts (Resolution of the Cabinet of Ministers of Ukraine of 11.03. 2020 № 211 "Prevention of the spread of coronavirus COVID-19" in Ukraine, letters of the Ministry of Education and Science of Ukraine of 12.10.2020 №1/-576 "Temporary transition to distance learning", from 02.11.2020 №1/-609 "Organization of distance learning", "Ukrainian Law of Education", "General Secondary Education Law") and regulations on implementation monitoring studies.

RESULTS

The quality of distance learning during quarantine restrictions was monitored on the basis of general secondary education institutions of 49 united territorial communities. The total number of respondents who participated in the study is – 3230 people, including – 865 students' parents of secondary schools, 1324 teachers of secondary schools. The monitoring study used Google-form questionnaires (in the form of consecutive questions), which were offered to respondents considering the opinion of students' parents who study during quarantine restrictions. Under quarantine, educational institutions use different modes of distance learning, programs and digital services.

According to 69.3% of surveyed parents and teachers more often use Viber messenger for distance learning, 29.3% – e-mail, 42% – the Internet platform Google Classroom, 33.8% – Zoom platform. The latter platform is most

often used by teachers of urban schools. The majority of parents (63.8%) confirmed that the schools where their children study have developed distance learning schedules for students, and teachers follow them (70.9%).

During the survey, some parents (42.3%) have also indicated a significant overload of students with educational material during distance learning, and 27.5%, a partial increase. In addition, the problem of students' lack of awareness of Internet safety rules has been highlighted.

More than 48% directors of general secondary education institutions in the region have taken part in the survey. Most heads of educational institutions (63.95%) work in rural areas. Among the surveyed parents, 68.0% have indicated that their children study in urban schools, and 32.0%, located in urban-type settlements. 73.1% of surveyed students and 57.9% of teachers also study or work in cities.

The most active in the survey were parents whose children study in primary schools (46.1% and 43.5%, respectively). At the same time, among the respondents there were only 10.4% of students' parents in grades 10-11. Among the surveyed students 53.4% were 9th-graders, 25.1% were 10th-graders, 19.5% were 11th-graders.

The majority of surveyed parents (85%) and students (82.6%) of grades 9-11 confirmed that for the period of quarantine in general secondary education institutions distance learning was carried out in all subjects of the invariant component.

Almost 19.8% of schoolchildren and 16.2% of parents testified about the distance learning organization in only certain subjects. However, 6.7% of parents said that distance learning for children was not organized at all. Similar indicators of the lack of distance learning organized by schools were evidenced by students.

At the same time, most of them study in city schools (59.8%). The results of the survey of principals also confirmed that in almost

98.2% of general secondary education institutions during the quarantine period, students were taught using distance learning technologies. The majority of leaders (75.9%) noted that the entire teaching staff was involved.

However, in almost 23.9% of institutions, distance learning was conducted only by teachers who were provided with computer equipment and access to the Internet.

At the same time, 7.14% of the surveyed heads of general secondary education institutions stated that their school did not switch to remote work mode for the following reasons: students and teachers do not have computer equipment and access to the Internet (0.98% of surveyed principals); most teachers do not have the skills to work remotely (3.28%); the speed of Internet connection does not allow to conduct a lesson (2.83%).

According to the principals, general secondary education institutions that do not have distance learning in quarantine conditions use different distance learning modes, programs and digital services. Heads of general secondary education institutions noted that distance learning is mainly used for distance learning.

The most effective are services with the ability to assess the level of assimilation of material – they have been used by 49.68%, without the possibility of evaluation – 28.34%. Asynchronous learning with the possibility of assessing the level of mastering the material has been carried out by 26.32% of general secondary education institutions. Instead, according to 79.5% of surveyed parents, teachers most often use Viber messenger for distance learning, 36.3% – e-mail, 46% – the Internet platform Google Classroom, 34.8% – Zoom platform.

The latter platform is most often used by teachers of urban schools (93% of 36.8% of parents who indicated the use of Zoom platform by teachers). Teachers who took part in the survey noted that to interact with

students most often use: Viber – 92.4%; Google tools – 53.6%; e-mail – 57%; Zoom – 28.4%.

At the same time, in their questionnaires, almost a third of teachers (36%) indicated that they use Facebook for distance learning. However, only 7% of parents surveyed said that teachers use this network. A similar discrepancy was also found in the responses of teachers and parents regarding the use of Skype for distance learning (19.2% of teachers and only 6% of parents indicated its use).

At the same time, 18% of parents believe that it would be more convenient for their children to study using Skype. Television lessons are actively used to organize distance learning, including the All-Ukrainian online school project.

Thus, 31.4% of teachers and 19.8% of parents in their questionnaires indicated the use of TV channels for teaching. However, according to the heads of only 26.7% of general secondary education institutions, the schedule of distance learning is consistent with the schedule of television lessons.

According to the results of the survey, other organizational problems were highlighted. The majority of parents (61.3%) confirmed that in the schools where their children study, distance learning schedules have been developed and teachers have followed them (73.6%).

However, only 52.4% of the surveyed managers stated that their institutions have a schedule of distance learning during quarantine. 6.1% of parents and 12% of students also indicated the lack of a schedule of such classes. In addition, 3.8% of students surveyed said that there were cases of teachers not following the schedule of classes.

At the same time, teachers of urban general secondary education institutions have violated the schedule of classes approximately six times more than rural

schools teachers. The results of the survey also revealed a problem with the insufficient use of websites of general secondary education institutions to communicate with parents of students.

Thus, only 9.75% of principals in their questionnaires have mentioned the effective use of educational institutions' websites to communicate with parents.

The majority of school principals (67.45%) have used social networks and group chats (14.3%), and 6.21% said that communication with parents has taken place through class teachers, including sending parents e-mails with a schedule. lessons (3.26%). At the same time, 57% of the surveyed teachers indicated that they communicate with their parents personally.

This method of communication is mainly chosen by teachers working in rural schools and educational institutions located in urban-type settlements (47.43%).

Instead, 61.2% of teachers in urban secondary schools have regularly published messages and news on their blogs, 72.7% communicated in group chat, and 11.9% have indicated that class teachers send parents e-mails with lesson schedules and test dates. 64.2% of teachers have had feedback from parents on the organization of distance learning, and 29% indicated that in addition to feedback, they have also had help from parents.

At the same time, 15.3% of teachers have indicated that parents were indifferent to their children's education during quarantine. 9.4% of surveyed teachers have faced opposition from parents, which has affected their children's education.

According to students' opinion teachers often communicate with them by: sending a list of textbook paragraphs and exercises for self-study (47.8%); conducting training sessions online (43.2%); sending video materials on educational topics (38.4%); conducting independent work, testing (14.7%); sending only homework (6.7%).

At the same time, 4.7% indicated a lack of communication between teachers and them. Most parents reported that their children received homework from teachers via Viber, 7.9% via Google Drive, and 8.93% via email.

At the same time, the results of the survey of 9th-11th grade students showed that only 34% of students do their homework on their own, 66% of students do it with outside help, namely: 19.5% use the Internet; (10.6%) parents help; (12%) perform together with friends; (9%) work together with tutors.

The same number of students, 7.45%, use textbooks with ready-made homework solutions or do not do homework at all. According to students, 9th graders (53%) need the most help from parents to complete homework.

The answers of high school students showed that 11th graders need almost twice as much parental help (43%) as 10th graders (17%). The majority of surveyed students (54.6%) indicated in their questionnaires that they like to study remotely. A similar answer was found among most parents (52.3%).

However, 45.4% of students said they did not like distance learning. 46.3% of surveyed parents indicated a similar attitude of their children to distance learning.

During the survey, some parents (36.3%) also indicated a significant overload of students with educational material during distance learning, and 31.5% - a partial increase. In addition, the problem of students' lack of awareness of Internet safety rules was sharply highlighted, in particular, 39.4% of surveyed students in their questionnaires indicated that teachers did not tell them about cyber security.

For most schools (58.53%) the introduction of distance learning was a challenge, as they had no experience of such training before, so they were not ready to implement the educational process in quarantine. Only 9% of school principals and 15.2% of teachers said that they had previously used distance-learning technologies.

According to principals, only 27.65% of schools used distance-learning elements previously during previous quarantines, and 19.16% of general secondary schools used them to work with students who did not attend school for good reasons.

In their questionnaires, 57.5% of teachers indicated that they had not previously used distance-learning technologies in their teaching activities, and 35.3% of teachers indicated partial use. 47.2% of the surveyed teachers indicated their desire to use distance-learning technologies after the end of quarantine, and 49% will use it partially.

At the same time, 3.8% of the surveyed teachers stated that they would not use distance-learning technologies in their further work. According to the respondents, the most difficult aspects in the process of implementing distance learning are the following:

Establishing effective interaction with participants in the educational process. 85.9% of heads of general secondary education institutions indicated that not all students get in touch, do not do homework, do not participate in online lessons. In addition, there is a lack of support from parents, who say 46.8% interviewed managers.

Technical support. 87.46% of principals of general secondary education institutions indicated the lack of necessary equipment at home for a large number of teachers and / or students, and 54.9% indicated a low speed of Internet connection. 53.3% of parents surveyed also point to the low quality of Internet communication. In addition, 12.8% of parents said that their families did not have a computer. 63.9% of the surveyed teachers also testified about technical problems.

Methodical training. 52.9% of principals point to a lack of previous experience in distance learning, and 43.8% confirm that some teachers do not have the necessary work skills. 39.8% of pedagogical workers

also noted the lack of experience in the organization of distance learning and the use of elements of distance learning in their pedagogical activities. Only 3.7% of teachers said that they had no difficulties on this issue.

Organizational issues. According to the information, 27.54% of surveyed school principals did not receive adequate assistance from local education authorities and methodological services for distance learning, and 39.7% of respondents received such assistance only in part.

Also among the problems that arise during distance learning, 42.9% of parents said that it is difficult for children to learn a new topic. At the same time, 38.9% of teachers complain that it is impossible to explain the teaching material effectively during distance learning.

In their questionnaires, 83.1% of heads of general secondary education institutions indicated that in order to improve the quality of distance learning, they had to organize teacher training in quarantine. In 34.12% of general secondary education institutions, training was provided for all teachers, and in 48.98% - only teachers who needed help.

However, 14.9% of managers indicated that each teacher should master distance learning technologies on their own, and in 2% of ZSSO teachers were offered to undergo training, but they did not show a desire to learn more.

At the same time, 58.3% of surveyed teachers believe that they need to improve practical skills in mastering the methods of teaching subjects using distance learning technologies, 47.6% of teachers said that they need to learn new progressive teaching methods, and 37.0% need to improve the level possession of information and communication technologies.

DISCUSSION

Problems that arise in the institution of general secondary education during the

organization of distance learning during the quarantine period:

- Technical support of participants in the educational process: low speed or no internet connection.
- Lack of educational resources that can fully ensure the students' knowledge formation of subjects.
- Many teachers and students do not have modern mobile devices, computers and other gadgets (especially in rural areas).
- Limited access of individual students to computer equipment (there may be two or three students and parents working remotely in the family).
- Psychological, pedagogical and methodological support of distance learning of students:
- Lack of experience in such training, both teachers and students (some teachers do not have enough ICT; irregular working day of teachers, constant communication with parents, checking students' work, preparation for classes and tasks with detailed instructions take a long time).
- Insufficient control over the state of students' knowledge acquisition.
- Impossibility to control students' observance of academic integrity while doing homework.
- Primary school students have not yet developed the ability to learn independently, to study educational material.
- Lack of parental control over their children's distance learning.

CONCLUSIONS

The experience of distance learning in general secondary education in quarantine has convinced all participants in the educational process that in today's world, traditional learning without a distance component is impossible. Traditional and distance learning have much in common:

goals, educational programs, teaching methods and assessment system.

The combination of traditional and distance learning allows to expand the educational opportunities of students through flexibility, taking into account individual characteristics and educational needs, pace and rhythm of learning, increasing motivation and self-organization of students of secondary education, interaction between participants in the educational process through synchronous or asynchronous communication.

However, the use of distance technology during quarantine in educational institutions of Kirovograd region revealed many problems: the lack of a single common system of online learning, insufficient psychological readiness of teachers, students and parents for distance learning, the digital divide between teachers and students, increasing the workload on teachers.

The problems are professional development of teachers, identification of online students, control over students' compliance with academic integrity in performing creative and individual tasks, insufficient level of students' self-organization which directly affected the problem of assessing student performance and control.

Distance learning is a challenge for both teachers and students. Prolonged exposure to gadget screens increases fatigue and distracts attention, because such activities are not typical of childhood.

Therefore, loss of attention during the lesson may be the norm. According to the monitoring study, the Ukrainian school needs new approaches to learning. The teacher must not only know his subject perfectly, have methodological knowledge, know the psychological characteristics of the child's development, be characterized by general erudition, high moral culture, but also be sociable and mobile person, be able to adapt to new learning conditions.

When distance learning a child's parents first

need to understand that the child may not have any problems with attention, but simply get tired of online lessons, self-study and constant work with gadgets.

Therefore, this problem should be solved with the help of organizational solutions. The experience gained during distance learning should be used to create a system of mixed (full-time-distance) education of students of general secondary education during adaptive quarantine.

We can further use virtual environments to prepare primary and secondary school graduates for the state final certification and external independent assessment, to provide education to students receiving education on an individual (in particular, home) form; continue to create their own e-learning content, including the use of educational servers; to continue registration on educational platforms and training on one-day thematic courses to increase the professional competence of teachers in the use of distance technologies; use Zoom, Google Meet-Classroom, etc. for

extracurricular educational activities, intellectual competitions, readers' conferences, etc. during the period of adaptive quarantine.

In general secondary education institutions, which before the quarantine had experience in the use of distance learning technologies, the organization of current assessment and semester control did not cause difficulties for either students or teachers.

But there are many questions left. Should the performance appraisal system be changed in blended or distance learning settings? How to restructure the assessment system to increase the effectiveness of current and semester quality control of students' knowledge?

Other questions are left too. How to save time for teachers and students in assessing and monitoring academic achievement in distance learning? These and other aspects of the problem of assessing the success of students in the context of distance learning need further study.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ/ ABSTRACT [in Ukrainian]:

**ЯКІСТЬ ДИСТАНЦІЙНОГО НАВЧАННЯ В КІРОВОГРАДСЬКІЙ ОБЛАСТІ УКРАЇНИ
ПРИ КАРАНТИННИХ ОБМЕЖЕННЯХ**

Проблематика дистанційного навчання стала актуальною на початку весни 2020 року у зв'язку із карантинними заходами, викликаними пандемією. Гостро та блискавично постало питання переходу на

дистанційне навчання для всіх рівнів освіти.

В умовах інформатизації та глобалізації сучасного світу, коли інформація та своєчасність її отримання грають вирішальну роль у конкурентній перевазі, кардинально змінюється зміст освіти. Конкурентоспроможність людського капіталу безпосередньо корелюється з вимогами нового інформаційного суспільства, в якому значно скорочуються терміни старіння знань, та з'являються нові можливості для їх отримання.

Перспективним та надзвичайно актуальним напрямком розбудови сучасної вищої освіти за умов карантину, а також інтегрування до європейської, світової освіти виступає активне запровадження технологій дистанційного навчання до освітнього процесу.

У статті проведеного аналіз моніторингового дослідження ставлення батьків учнів закладів загальної середньої освіти Кіровоградської області до дистанційного навчання. **Мета дослідження** – з'ясувати рівень якості дистанційного навчання під час карантинних обмежень.

Методи дослідження містять загальнонаукову методологію проведення досліджень та принципи системного підходу; методи тематичного дослідження.

Результати дослідження – розглянуто і проаналізовано сучасний стан забезпечення якості загальної середньої освіти. Дані, отримані в ході моніторингу, слід розглядати в якості інформаційної основи для ефективного управління освітнім процесом, для вдосконалення його змістовних, методичних, організаційних сторін.

Висновки. Найважливішими елементами дистанційного навчання повинні виступати: створення практичних ситуацій під час освітнього процесу, можливість для учнів постійно проявляти себе, самореалізуватися, чіткість організації освітнього процесу, його індивідуалізування, технічне та технологічне забезпечення дистанційної освіти області. Успішне вирішення проблеми ефективного впровадження та гармонійного розвитку дистанційної освіти Україною сприятиме підвищенню рівня якості, рівня доступності вищої освіти, інтегрування національної системи освіти в наукову, науково-виробничу, соціальну, суспільну, культурну інформаційну інфраструктуру європейського/світового співтовариства.

КЛЮЧОВІ СЛОВА: дистанційна освіта; система моніторингу дистанційної освіти; інтелектуальна система дистанційної освіти.

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