

REMOTE EDUCATION USING EXPEDIENCE, ADVANTAGES, DISADVANTAGES, COMPARISON TO THE NON-REMOTE LEARNING IN UKRAINIAN HIGHER EDUCATIONAL ESTABLISHMENTS UNDER WAR CONDITIONS

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Summary

The publication was delt to the importance of using the remote learning technologies in the process of the future doctors preparing in wartime conditions in Ukraine. The place and role of distance learning technologies in the system of higher education was determined. It was noted that the means of the teacher's educational activity get changed while developing the technical capabilities of the teaching methods and technology. The emphasis was placed on the need for a medical university teacher to master the modern information, communication and educational technologies.

Accordingly to the survey results, the most serious challenge for students (53%) was the lack of direct contact with their classmates and fellow students. For those who lived in the hostel, this problem was not a priority. Instead, for them, the impossibility of staying alone to "attend" the educational classes became a more serious challenge. The large number of people present in the room and their noise prevented a high-quality understanding of the educational material. 37% of surveyed students indicated an increase in workload during distance learning. Some self-critical respondents noted their lack of self-organization and self-discipline, which prevented them from studying well.

Key words: higher medical education, digital education, distance/remote learning, traditional education, mixed learning.

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1. Introduction

1.1. Necessity in learning technologies combining

The experience of organizing and implementing the pedagogical process in the system of higher medical education in wartime conditions in Ukraine has not yet been summarized and analyzed. However, it can already be stated that in addition to the shock impact on the higher education system as a whole, the extreme conditions of this time gave a significant impulse to the promotion and development of various forms and technologies of distance education. Such powerful challenges significantly affect the educational environment, directions and methods of scientific research. In order to adapt and be successful, and in general to survive, we desperately need changes in learning technologies that would combine the promising results of cognitive

activity research with the possibilities of immediate access to the global network of information and knowledge.

1.2. Differences between remote and non-remote learning

Traditional teaching methods are an outdated model of higher education and no longer meet the requirements of modern times. The difference between distance learning and the traditional one is clear if we consider them from the point of view of the interaction forms between the teacher and the student. The traditional model of education is based on lectures, performing the practical and laboratory classes, organizing the independent work of students, etc.

1.3. Backgrounding for distance learning usage in modern conditions

The basis of learning is a book and a teacher as an interpreter of knowledge. Distance learning, on the other hand, is focused on the introduction of the fundamentally different learning models, which involve completely different types of activities that are related to computer and non-traditional technologies into the educational process.

The students' limited access to the universities due to wartime conditions in Ukraine caused uncertainty and disagreements about how to organize the educational process. After all, there are differences in expectations for the quality of such learning due to limited planning, technological aspects such as accessibility, security and copyright as well as learning outcomes. Teachers are forced to actively work on adapting their planned educational activities to the conditions of distance education. The teachers working in the higher educational establishments study actively and put into practice the experience of Ukrainian and foreign colleagues on the implementation of distance and mixed learning technologies for future doctors using the capabilities of various digital platforms such as Zoom, Microsoft Teams, Google Classroom, etc. as a new forms of the students' professional training. They determine the distance learning technologies' application peculiarities in the system of higher medical education, create modern content that will be used in the process of the future doctors' training in the higher educational establishments.

During the rapid development of technologies, the key personal competencies of future doctors are the ability to operate and manage information, so it is necessary to focus on modern technologies in the educational process. The use and development of distance learning technologies takes place alongside with the traditional ones. However, distance learning allows you to teach and learn in an individual mode, regardless of place and time, which is of great importance in the difficult conditions of wartime on the territory of Ukraine.

Changes taking place in higher education affect not only students, but also teachers and educational programs. In the modern realities of the education and science development, unforeseen conditions have arisen for its formation and reformation. The conditions of the pandemic and then of wartime forced teachers and students to look at education in a new way and pay more attention to distance education.

Remote learning has already become an everyday phenomenon all over the world. This was facilitated by the transfer of educational institutions to such a training format during the total coronavirus infection of COVID-19 and the threatening epidemiological situation (*Brammer, S., Clark, T., 2020*). In addition, the role and importance of distance education have been significantly updated, taking into account the state of war in Ukraine. Most universities have switched to online work, while using various the digital platforms: Zoom, Microsoft Teams, Google Classroom, etc. As practice has shown, the most prepared for learning in this difficult situation were those educational institutions and departments that were already active in creating and promoting the online courses and programs under the conditions of the coronavirus pandemic.

1.4. Distance learning goal, advantages and disadvantages

As a rule, distance learning is understood as a specially organized, purposeful process of remote interaction between teachers and students, aimed to the assimilation of knowledge, development of skills and abilities. Distance learning is a form of educational process organization and pedagogical technology, the basis of which is the controlled independent work of students and the wide use of modern information and communication technologies in education. Distance education involves the interaction not only of the participants of the educational process, that is, not only teachers and students, but also direct interpersonal interaction between the students themselves. The main goal of the students' distance learning is to educate a personality who has the desire and ability to communicate, study and self-educating. The introduction of remote technologies into the educational process is aimed to a deeper understanding of the educational material; formation of such competences as: communicative (direct communication using network tools), informational (search for information from various sources and the possibility of its critical understanding), self-education (ability to study independently) (*Gurevych, R., Sira, L., Kanyuk, O. et al., 2022; Vykrushch, A., 2020*), intercultural (for foreign students in a context of adaptation to new culture by means of managing the language another country speaks or the education language in their new country that can be realized by means of remote learning as well) (*Kalashnik, N., 2015*). As practice shows, if a student does not learn to make decisions on his own, determine the content of his educational activity and find means of its implementation, he will not be able to master this or that discipline. In addition, distance learning also performs an educational function - it contributes to the formation of leading personality qualities: activity, independence, self-improvement, creativity.

Distance learning in the higher educational establishments allows organizing the high-quality educational process "at a distance" while using the newest information and communication tools and open access to educational resources. It is this form of education that can quickly adapt to the requirements of the information society and prepare a future specialist. In a combination with traditional forms, distance education in a higher educational institution can provide a wide range of educational services both for students to acquire the necessary skills and abilities for future professional activities, and for teachers to improve their qualifications. Distance learning has become an affordable opportunity for young people to obtain qualified higher education.

Thus, distance education can be considered as a type of education, in the process of which the providing of the educational material significant part and most of the interactions with the teacher are carried out while using the modern information technologies: computer telecommunications, multimedia, educational systems.

Distance learning technologies consist of pedagogical and informational technologies. Pedagogical technologies of distance learning are the ones of mediated active communication between teachers and students while using the telecommunications as well as the methodology of individual work of students with structured educational material presented in electronic form. Informational technologies of distance learning are the ones for creating, transferring and saving the educational materials, organizing and supporting the educational process of distance learning with the help of telecommunications. Distance learning technologies include an individualized process of transfer and assimilation of knowledge, abilities, skills and methods of the future specialists' cognitive activity. Such technologies make it possible to conduct distance learning while using the Internet; diversify the means of communication between students and teachers (e-mail, chat, forum, file sharing, etc.); activate the role of the teacher and perform full

control over the learning process; apply a multi-level testing system; replenish the database, accumulate multi-facetated statistics.

The use of remote technologies in the learning process provides an opportunity for students to choose a convenient time for studying and mastering the academic disciplines, which is very important in the modern conditions of war in Ukraine, when society is faced with such problems as the lack of lighting, the Internet, etc. This is also allows students to independently carry out distance-module control and analysis of their educational activities, and teachers - to systematically manage the educational work of students, monitor and analyze their activities in each module of the educational discipline, which stimulates the student to master the content of higher education (*Horspool, A., 2012*). Distance learning technologies also include work with an electronic textbook, an electronic study guide, e-mail, and thematic forums, courses (*Dobbs, R.R., 2009*). Electronic textbooks and study guides are used for independent processing of theoretical material in the discipline. The use of remote technologies has a number of advantages over traditional forms, namely, electronic presentation of material and the tasks' solving in electronic form, regular assessment of the quality of work performance with the teacher's comments, and the possibility of monitoring success while using an electronic journal.

Due to the fact that at the modern stage, maximum attention and study are focused on distance education, therefore it is increasingly improving and becoming more interesting for users. To date, many platforms have already been registered that offer new educational opportunities in the form of courses and educational programs. Under modern conditions, distance education has become an important alternative for self-development and self-improvement.

Considering the advantages of virtual education, it can be noted that online education allows students accessing the educational materials easily and conveniently. However, the disadvantages of this system include the isolation caused by the transition from the medical school to the home environment, a decrease in the number of discussions with other students, an increased dependence on e-mail, and problems with uninterrupted access to the Internet. Also, for successful correction of training and adequate evaluation, it is important to have direct contact with the student. In addition, it is impossible to verify exactly whether it is the person who is working, performing the task, or whether someone else is doing it. Therefore, it is still desirable to conduct the final control of the quality of knowledge offline. In addition, not all settlements have the possibility of free and permanent access to the Internet. And most importantly, with distance learning, direct contact between the teacher and the student is lost.

2. The research novelty

these research were not performed in our educational establishment.

3. The research aim

to identify and compare the distance education challenges between the students who lived in the hostels and in apartments.

4. The research tasks

1) to identify the distance education challenges in the students who lived in the hostels and in apartments.

2) to compare the distance education challenges between the students who lived in the hostels and in apartments.

5. The research methods

We used survey as the only research method.

6. The research results

Accordingly to the survey results, the most serious challenge for students (53%) was the lack of direct contact with their classmates and fellow students. For those who lived in the hostel, this problem was not a priority. Instead, for them, the impossibility of staying alone to "attend" the educational classes became a more serious challenge. The large number of people present in the room and their noise prevented a high-quality understanding of the educational material. 37% of surveyed students indicated an increase in workload during distance learning. Some self-critical respondents noted their lack of self-organization and self-discipline, which prevented them from studying well.

7. Conclusions

Considering the above, it can be concluded that although virtual learning provides easy access to learning materials, the ability to attend classes virtually from home, safety and reduction of possible risks in addition to ease of communication, it can be considered as a temporary method of urgent response to the unfavorable conditions prevailing in the country.

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