

**YOUTH VOICE JOURNAL**

*Teener M.  
Okonil  
[Boko Haram]*

# WAYS OF MODERNIZING EDUCATION AND IMPROVING THE RESEARCH SKILLS OF YOUNG PEOPLE

## VOLUME 2

Cover picture: Cassandra Hamer sr (Unsplash)

Published & copyrights  
@ RJ4ALL Publications  
Editor-in-Chief: Dr. Theo Gavrielides  
Guest editor: Liudmyla H. Obek



ISSN: 2056-2969 | [www.rj4allpublications.com/yvj](http://www.rj4allpublications.com/yvj) | [yvj@rj4allpublications.com](mailto:yvj@rj4allpublications.com)



C O P E

Member since 2015  
JM10908

Scopus  
abstract and citation database  
of peer-reviewed literature





RJ4All Publications

[YVJ@rj4allpublications.com](mailto:YVJ@rj4allpublications.com) | [www.rj4allpublications.com](http://www.rj4allpublications.com)

Restorative Justice for All (RJ4All®) International Institute is an international Non-Governmental Organisation (NGO) with a mission to advance community and social cohesion at the local, national and international levels. Through our programmes, we redistribute power within society using education and the values and practices of restorative justice.

RJ4All Publications is an independent publisher specialising in social sciences and the publication of cutting-edge research on restorative justice, criminal justice, equality and human rights. RJ4All Publications is the publishing arm of RJ4All®, and the publisher of the international, peer reviewed Youth Voice Journal (YVJ™) and the Internet Journal of Restorative Justice (IJRJ\*).

First published in the UK in August 2023 by RJ4All Publications

© 2023 RJ4All

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of RJ4All, or as expressly permitted by law or licence or under terms agreed with the appropriate reprographics rights organisation. You must not circulate this publication in any other form and you must impose the same condition on any acquirer.

Trademark notice: “Restorative Justice for All”, “Internet Journal of Restorative Justice”, “IJRJ\*”, the Youth Voice Journal, “YVJ™”, the RJ4All® Logo, the IJRJ\* Logo and the YVJ™ logo are all trademarks of Restorative Justice for All International Institute cic. All rights reserved. Product or corporate names may be trademarks or registered trademarks, and are used only in good faith and for identification purposes.

Database right RJ4All Publications (maker)  
British Library Cataloguing in Publication Data

ISSN: 2056-2969

ISBN 978-1-911634-96-6

DOI: 10.13140/RG.2.2.18140.97925

# YOUTH VOICE JOURNAL EDITORIAL BOARD

## GUEST EDITOR

Liudmyla H. Obek  
*pr.obek@yahoo.com*

## EDITOR-IN-CHIEF

Dr Theo Gavrielides  
RJ4ALL  
International Institute, UK  
*contact@rj4allpublications.com*

## EDITORIAL ASSISTANT

Céline Moseley  
*yvj@rj4allpublications.com*

## ETHICS COMMITTEE MEMBERS

Prof. Dr John Winterdyk Department of Justice Studies, Mount Royal University, Calgary, Canada

Dr. Panagiotis Pentaris Senior Lecturer, Department of Social Work and Integrated Care, Greenwich University and Lecturer for the Social, Therapeutic and Community Studies Department at Goldsmiths, University of London, UK

Dr. Jason Schaub Lecturer in Social Work, University of Birmingham, UK

## INDEPENDENT MEMBERS

Karen Miner-Romanoff, Ph.D., J.D. Assistant Dean, Center for Academic Excellence and Support, New York University, USA

Dunja Potocnik, Ph.D, Senior Research Associate, Institute for Social Research in Zagreb Centre for Youth and Gender Studies, Croatia

Dr. Sabine Selchow, Civil Society and Human Security Research Unit, Department of International Development, LSE, UK

Andrei Salikau, Ph.D, Professor, Department of Youth Policy and Sociocultural Communication, National Institute for Higher Educations, Minsk, Belarus

Prof. Dr. Margaret Greenfields, Professor in Social Policy, Buckinghamshire New University, UK

Amanda Ariss, Executive Director, Creative Diversity Network, UK

Prof. Dr. Richard Grimes, Director of Clinical Programmes, York Law School, UK

Dr. Loretta Trickett, Senior Lecturer, Law School Nottingham Trent University, UK

Dr. Sam King, Lecturer in Criminology, University of Leicester, UK

Prof. Sharon Everhardt, Assistant Professor of Sociology, Troy University, USA

Dr Pamela Ugwuodike, Senior Lecturer in Criminology, Centre for Criminal Justice and Criminology College of Law, Swansea University, UK

Dr. Daniel Briggs, Faculty Member, European University of Madrid, Spain

Prof. Dr Howard Williamson CBE Professor of European Youth Policy, School of Humanities and Social Sciences, Faculty of Business and Society, University of South Wales, Wales, UK

Dr. Debarati Halder Advocate & Managing Director of Centre for Cyber Victim Counselling (CCVC), Tirunelveli, India

Dr. Darren Sharpe, Senior Research Fellow, Institute for Health and Human Development, University of East London, UK

Prof. Jenny Harding, Professor in Cultural Studies and Communications, London Metropolitan University, UK

Prof. Vasiliki Brouskeli, Assistant Professor in Health Psychology, Department of Education Sciences in Early Childhood, Democritus University of Thrace, Greece

Prof. Charles MacLean, Assistant Professor for the Department of Criminal Justice, Bemidji State University, USA

Prof Dr. Kartinah Ayupp, Associate Professor for the Faculty of Economics and Business UNIMAS, Universiti Malaysia Sarawak

Paul Downes, Associate Professor Department of Human Development Dublin City University (DCU) Ireland

Dr. Eduard Balashov, Associate Professor, Director of the International Relations Department (National University of Ostroh Academy) Ukraine

Aditi Paul, Assistant Professor, Communication Studies Pace University-New York

Dr. Nitin Bisht, Assistant Professor, Department of Humanities and Social Sciences DIT University, Dehradun (India)

The Youth Voice Journal is ranked and indexed by Scopus, ORCID, Kudos, Criminal Justice Abstracts, EBSCO Information Services and The European Reference Index for the Humanities and the Social Sciences (ERIH PLUS).

Full Terms & Conditions of access and use, and Publications Ethics Guidelines can be found at

<https://www.rj4allpublications.com/guidelines-and-editorial-policy/>



# THE YOUTH VOICE JOURNAL (YVJ™)



## YVJ™ AIMS TO



**CREATE KNOWLEDGE AND CONTRIBUTE TO THE LITERATURE BY PUBLISHING HIGH QUALITY RESEARCH ON ISSUES AFFECTING YOUNG PEOPLE**

**ESTABLISH AND FURTHER DEVELOP THE YOUTH-LED METHOD FOR RESEARCH AND SOCIAL POLICY**

**PROVIDE A PLATFORM FOR THE INTELLECTUAL EXCHANGE OF IDEAS AROUND THE GLOBE WITH THE AIM OF INFLUENCING POLICIES AND PRACTICES**

**ACTIVELY ENCOURAGE AND AIDE THOSE YOUNG PEOPLE WHOSE VOICE IS RARELY HEARD BY POLICY MAKERS AND ACADEMIA TO BE PUBLISHED**

The Youth Voice Journal (YVJ™) is the leading international peer-reviewed journal publishing theoretical contributions and empirical studies on issues affecting young people and youth work. YVJ™ is published by RJ4All Publications and is ranked and indexed by Scopus, ORCID, Kudos, Criminal Justice Abstracts, EBSCO and ERIH PLUS.

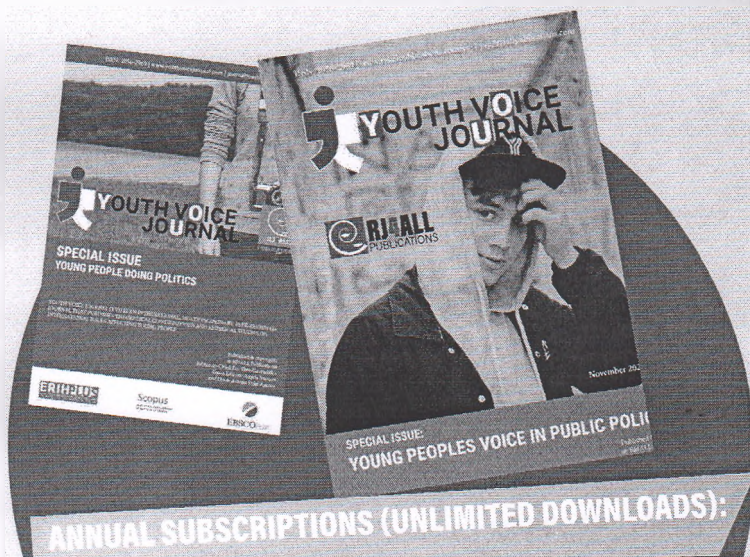
The Journal encourages submissions from young researchers, and is particularly interested in publishing papers, reviews and commentaries exploring the youth-led / user-led method of evidence gathering.

Submissions to the Youth Voice Journal (YVJ™) can be made at any given time to [YVJ@rj4allpublications.com](mailto:YVJ@rj4allpublications.com)

Once accepted, submissions are published online and indexed. Occasionally, the Journal publishes Special Issues and the deadlines relating to these publications are included in the related Calls.

All submissions will be subject to the normal process of peer review. We aim to reach a decision within 4-7 weeks of receipt.

Altogether the Journal has received and processed fifty-seven articles this year alone. The number of submitted papers show a dramatic increase compared to the previous year, which has nineteen submissions and publications, including the Special Issue Young People Doing Politics (2019).



**ANNUAL SUBSCRIPTIONS (UNLIMITED DOWNLOADS):**

**STUDENT:  
£45**

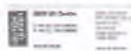
**INDIVIDUAL:  
£95**

**ORGANISATIONAL:  
£200**

**CORPORATE:  
£270**



Subscription can be purchased from  
[www.rj4allpublications.com/subscriptions](http://www.rj4allpublications.com/subscriptions)  
 or by emailing [YVJ@rj4allpublications.com](mailto:YVJ@rj4allpublications.com)



Research  
Databases



Scopus

abstract and citation database  
of peer-reviewed literature

COPE

Member since 2015  
JMI19908





# THE IMPACT OF DISTANCE LEARNING ON QUALITY EDUCATION IN HIGHER EDUCATION

Maryna Resler, Nataliia Ostapiuk, Nataliia Lalak,  
& Mariana Hrab

## ABSTRACT

The purpose of the study was formed, which was to assess distance learning as a form of educational activity in higher education institutions.

For this purpose, methodological tools were applied, namely the method of analysis and synthesis, comparison, survey, deduction. As a result, it was possible to reveal the content and importance of distance education as a structural element of the learning environment. Its characteristic features, namely advantages and disadvantages were described. To a greater extent, the study was based on the comparison of traditional and distance approach to the organization and provision of the educational process in higher education institutions. A key component of the work was a survey of students, which allowed to qualitatively assess the effectiveness and other properties of distance learning.

The study managed to describe both theoretical and practical principles related to the organization of the educational process at the university for young people, based on distance learning tools. In addition, the legal framework that regulates the principles on which distance learning is based has been studied.

The results obtained can be used by educators in the preparation of methodological materials for distance learning.

*Keywords: Higher education, students, university, pandemic, professional training*

## INTRODUCTION

Higher education plays an important role in the development of the state, as it is responsible for the training of future highly qualified specialists in various fields. That is why special attention of the public and state authorities is paid to the organization of the educational process in higher education

### Name and address of the corresponding author:

#### Maryna Resler

Faculty of Economics, Management and Engineering  
Mukachevo State University  
89600, 26 Uzhhorodska Str.,  
Mukachevo, Ukraine

#### Email:

ma\_resler@ukr.net

**Funding:** This research received no external funding.

### To cite this article:

Resler, M., Ostapiuk, N., Lalak, N., and Hrab, M. (2023). The impact of distance learning on quality education in higher education, *Ways of modernizing education and improving the research skills of young people*, Youth Voice Journal Vol. II, pp. 71-81. ISBN (ONLINE): 978-1-911634-96-6

**Maryna Resler** is a Full Doctor in Economics, Professor at the Faculty of Economics, Management and Engineering, Mukachevo State University, Mukachevo, Ukraine.

**Nataliia Ostapiuk** is a Full Doctor in Economics, Professor at the Department of Accounting and Consulting, Kyiv National Economic University named after Vadym Hetman, Kyiv, Ukraine.

**Nataliia Lalak** is a PhD in Pedagogy, Associate Professor at the Department of Theory and Methods of Primary Education, Mukachevo State University, Mukachevo, Ukraine.

**Mariana Hrab** is a researcher from the Subject (Cycle) Commission of Teachers of Mathematical Disciplines, Humanitarian and Pedagogical Vocational College of the Mukachevo State University, Mukachevo, Ukraine.



institutions. This is due to the fact that the quality of education at the university depends on a number of factors, namely the modernization of curricula, the use of modern tools, the competence of teachers. However, when considering students' attitudes towards full-time and distance learning, it is important to recognize that traditional higher education is often viewed as a pathway to obtaining a degree and securing future career prospects. However, as the job market evolves and new opportunities arise, the direct correlation between a specific degree and a career path may not always hold true.

In the context of distance learning, some students may see it as a more flexible and convenient option that allows them to balance their education with work or other commitments. The relaxed attitude towards learning, facilitated by the availability of online resources and distance education, may lead to a shift in students' perceptions of the value and necessity of attending full-time, on-campus programs. Due to the dramatic changes associated with the introduction of quarantine restrictions in Ukraine and abroad, the issue of higher education has acquired new features. To a greater extent, the innovations concerned the features of distance learning, as well as the implementation of higher education on its basis. This process was significantly modified not only in the Ukrainian educational environment, but also internationally (Elfirdoussi et al., 2020).

The problem of the study is to determine the effectiveness of the distance approach to the organization of the educational process in higher educational institutions of Ukraine. It is important to analyse both its advantages and disadvantages, which fully reveal the features of this form of education. It is worth noting that this issue is not new in the scientific doctrine, as it has been studied for twenty years. It has been studied by scholars from such fields as pedagogy and sociology, which shows its versatility. The development of social relations and the impact of digitalization on them requires constant updating of views on the organization of distance learning, taking into account the latest technologies (Torun, 2020).

S.L. Schneider and M.L. Council (2021) defined the meaning of the concept of "distance learning". She analysed the principles on which it is based and described the characteristic features. The researcher managed to find out the meaning of distance learning as an organizational form of the educational process in higher education institutions. U. Langegård et al. (2021) reveal possible approaches to the implementation of distance tools in the educational process. They classified the most effective educational tools on the basis of which distance learning takes place. The researchers proved that remote educational activities can be implemented in two forms, namely synchronous and asynchronous. They believe that this feature characterizes distance learning as a universal way of educational and professional training of students. Supporters of distance learning are also N.A. Fatonia et al. (2020), as their research is based on the advantages of this approach to the implementation of higher education. They analysed the positive aspects that are characteristic of distance education. The researchers studied this issue from the point of view of both students and teachers. Their findings are quite reasonable, as they allow to reveal the benefits of distance learning for all subjects of the educational process within the higher education institution.

According to students, one of the important disadvantages of distance learning is the lack of communication, and most students do not know each other in person. The problem of lack of communication and students not knowing each other in person during distance learning can be addressed in the future. With advancements in technology, virtual collaboration tools, online discussion boards, group projects, and social interaction opportunities can be leveraged to foster communication, build connections, and create a sense of community among students. Additionally, adopting blended learning approaches that combine online and in-person instruction can provide opportunities for face-to-face interaction and networking while maintaining the flexibility and accessibility of distance learning. By recognizing the importance of social interaction in the learning process and implementing appropriate strategies, educational institutions can work towards solving this problem and enhancing the overall student experience in distance learning.

Another problem with distance learning is the lack of motivation among students. The low motivation of students at home can be attributed to various factors, including the lack of structure and routine, the presence of distractions and comfort, limited accountability and peer pressure, reduced social interaction, and the absence of immediate feedback. Establishing a structured routine, creating a dedicated study space, minimizing distractions, setting specific goals, providing ongoing support and feedback, and fostering virtual communities can help address this issue. By implementing strategies that promote engagement, accountability, and social interaction, students' motivation in a home learning environment can be improved, leading to a more productive and fulfilling educational experience.

In order to improve approaches to the organization of distance educational activities, O. Trevisan et al. (2022) studied the experience of international universities in their work. They described the educational tools used

in higher education institutions in the USA and Italy in the course of distance education. Their recommendations can not only speed up the learning process in a remote form, but also significantly improve its quality. M.R. Utama et al. (2020) studied the feasibility of organizing distance learning in higher education institutions, within which specialists are trained in certain specialties. Their work was based on the analysis of the experience of training healthcare professionals in a distance form. They managed to reveal the main shortcomings and risks that both students and teachers may face during this form of the educational process.

Based on the above, the purpose of the study was formed, which concerned the study of the quality of distance learning within higher education institutions. The tasks were formed, namely:

- to reveal the essence of the concept of “distance learning process”;
- to determine the main stages of its development in Ukraine;
- to study the regulations governing distance education; to establish the advantages and disadvantages of the remote approach;
- to conduct a survey among students about the features of distance learning.

## MATERIALS AND METHODS

The method of analysis formed the basis for the study of the characteristics and features related to the concept of “distance education”. Its main properties, which are expressed in the implementation of higher education, were analysed. It was possible to reveal distance learning in the context of the forms of organization of the educational environment. Due to the method of synthesis, the object of research, its structural elements, in particular the educational process, higher education institution, distance approach were determined. The method of comparison was used to compare different approaches to distance learning. On its basis, the advantages and disadvantages of this form of education in comparison with the traditional one were described. The method of comparison formed the basis for studying the results obtained by the authors with the ideas of other researchers who considered this issue. Different types of educational tools that ensure the implementation of the educational process in the distance form were studied.

The survey method allowed to reveal the attitude of educational entities to the implementation of distance learning. The authors conducted a survey during March 2021, the participants of which were 1-4 year students of the Humanitarian and Pedagogical Vocational College of the Mukachevo State University, namely 422 people. The authors informed the participants (their parents) about the anonymous and voluntary participation, and the participants (their parents) provided their consent. The method of deduction was used in the work, which was responsible for the logical order of presentation of the results. Accordingly, at the beginning of the study, the general theoretical principles concerning distance learning, namely its concept and properties, were revealed. Further, the subjective assessment of students of this form of organization of educational activities was determined by conducting a survey. This made it possible to specify the results obtained and consider them in the course of practical activities.

The study was conducted in three stages. At the first stage, the basic legislative framework related to the introduction of distance learning in the educational environment of Ukraine was revealed. Theoretical analysis of the research object was carried out, namely the concept of “distance education” was considered, its primary features and characteristics were studied. Distance and traditional approaches were compared, on the basis of which the advantages and disadvantages of the first were established. At the second stage, a survey was conducted among students to assess the effectiveness of distance learning in higher education. A discussion was organized to study the opinions and positions of other scientists on the feasibility of implementing higher education in a distance form. At the third stage, the results obtained were summarized, on the basis of which conclusions were formed. Promising directions for the continuation of this scientific research in the future are also proposed.

## RESULTS

In the Ukrainian educational environment distance learning is not a completely new approach. This is because the ideas for its implementation and development were formed twenty years ago. However, before the outbreak of the COVID-19 pandemic, this form of education was not widespread in Ukrainian educational institutions, as educational entities preferred the traditional approach. Back in 2002, the Ministry of Education and



Science of Ukraine conducted an experiment, which consisted in the organization of the educational process in the distance form. This approach continued to develop, which was expressed in the Resolution of the Cabinet of Ministers of Ukraine No. 1494 "On approval of the Program for the Development of the Distance Learning System for 2004-2006" (2003). The changes introduced in the educational environment were characterized by both legislative and social innovations. This is due to the fact that students have the opportunity to implement educational activities in a remote mode. Important are the provisions enshrined in the Law of Ukraine No. 74/98-VR "On the National Informatization Program" (1998), which regulates the principles of introduction of information and communication technologies in the educational process and its organization in a remote form. Order of the Ministry of Education and Science of Ukraine No. 40 "On approval of the Regulation on distance learning" (2004) is the first regulatory act that enshrined the essential characteristics and principles of distance learning.

When computer technologies became more popular in the Ukrainian environment and in all spheres of social relations, the updated Order of the Ministry of Education and Science of Ukraine No. 466 "On approval of the Regulation on distance learning" (2013) was approved. The content of this document contains information related to the peculiarities of the organization of the educational process in the distance form, approaches to its implementation in educational institutions, tools that can be used for its implementation. As for updating the provisions of this regulatory act, they were caused by a sharp change in social relations, characterized by the introduction of quarantine restrictions and a radical reform of the mechanism of the educational process. After the spread of COVID-19 began, Order of the Ministry of Education and Science of Ukraine No. 1115 "Some issues of the organization of distance learning" (2020) was approved, which concerned the improvement of the educational environment and the selection of quality distance tools for its organization.

Having analysed the chronology of popularization of distance education in Ukraine, it is advisable to study the direct content and essence of this concept. Distance learning as a form of organization of the educational process is to provide a personalized mechanism for acquiring educational and professional knowledge and skills, methods of cognitive activity of a person. It is implemented on the basis of indirect interaction of physically remote subjects of educational activity in specially formed conditions, which are developed by modernized psychological, pedagogical and information and communication technologies (Neuwirth et al., 2021). Distance education consists in the implementation of the functions of the educational process through the quality provision of educational services to individuals. Its characteristic feature is the way of implementing the tasks of educational activities, which is the use of information and communication technologies. On the basis of this tool, there is an exchange of information between the subjects of the educational process, which accordingly allows individuals to acquire knowledge, as well as reflect them in practice (Marek et al., 2021).

Studying distance learning in the context of the educational process, it is advisable to describe its advantages and disadvantages. The first is that it is autonomous and flexible, as the student can engage in learning activities at a convenient time and place. This type of education is characterized by economy, moreover, in several vectors. In particular, both financially, since the cost of education is lower, and personally, since the amount of time that needs to be spent on traveling to the university is reduced (Firat and Bozkurt, 2020). Distance learning is also characterized by disadvantages, one of which is the lack of live contact. This is expressed in the fact that for qualitative correction of learning activities, as well as objective evaluation, it is necessary that the student and the teacher are in direct interaction. There may be technical problems associated with the lack of a stable Internet connection. Another disadvantage is the loss of contact between the subjects of educational activities, which can significantly reduce the quality of knowledge and skills acquired by the student. Distance learning involves prolonged use of the computer by the student, which certainly negatively affects the health of the latter, namely vision, musculoskeletal system and nervous system (Liu et al., 2020).

One of the most important elements of the distance learning system is the presence of self-organization skills and conscious attitude to learning. This applies to students, as they are responsible for independent study of the material and additional information, which certainly requires developed discipline and organization of plans. It should be emphasized that the basis for the effective organization of distance learning is the independent acquisition of skills and abilities, the desire for cognitive activity, self-control, directly by the student (Holzer et al., 2021). The principles of distance education are the formation of interactive contact between the student and the teacher, as well as the individual acquisition and reproduction of acquired skills in a specific training course based on computer technology (Karalis and Raikou, 2020). The analysed theoretical foundations of distance learning reveal its content and features. At the same time, they do not quite meet the traditional challenges of Ukrainian society in the field of education. The mass transition of educational institutions to distance learning is definitely



a forced step in response to the introduction of quarantine restrictions during the fight against COVID-19. This is reflected in the number of problems faced by educational institutions immediately after the implementation of distance learning (Sutiah et al., 2020). They were due to subjective factors, namely the lack of proper training of teachers to teach educational material in a distance form.

The turning point in the concept of the Ukrainian educational environment was 2020, which was characterized by a set of changes. This was expressed in proving the advantages of distance learning, as well as its prospects for the future development of Ukrainian education and interaction with international projects. The effectiveness of this approach is evidenced by the fact that after the lifting of quarantine restrictions, a significant number of educational institutions continued to organize the educational process in a distance form or integrated some aspects of it into the traditional one. New approaches to the development of education in Ukraine were formed, which consisted of an effective combination of elements of full-time and distance learning.

The sharp transition to distance learning in Ukraine during the initial months presented various difficulties for both teachers and students. Challenges included technological issues, such as limited access to reliable internet and devices, as well as a lack of training and preparedness for online instruction. Engaging and motivating students without physical presence proved challenging, and effective communication and collaboration became more complex. Assessment and feedback had to be modified to fit the online environment, while addressing students' social and emotional well-being became crucial. These challenges emphasized the need for ongoing support, training, and infrastructure development to ensure a successful integration of distance learning into the educational system.

A survey was conducted to study the quality of higher education in distance learning. It lasted during March 2021 at the Humanitarian and Pedagogical Vocational College of the Mukachevo State University. The results show that a number of students did not feel fundamental changes associated with the transition to distance education (Fig. 1). As for those respondents who indicated the presence of significant changes in training and educational activities in the distance format, they made up 36.5% of all respondents, namely 154 people. They noted that the innovations were characterized by both positive and negative features. One of the main drawbacks among students was that this form of training in some specialties is ineffective. In particular, out of 36.5% of students 66 people are studying in the field of Musical Art. They claim that the quality and level of training has deteriorated, as it is difficult to study the material provided independently. In addition, there is an urgent need to hone practical skills, which is impossible in the form of online classes.

Perception of significant changes by education seekers regarding the quality of the educational process with the introduction of distance learning (in individuals)

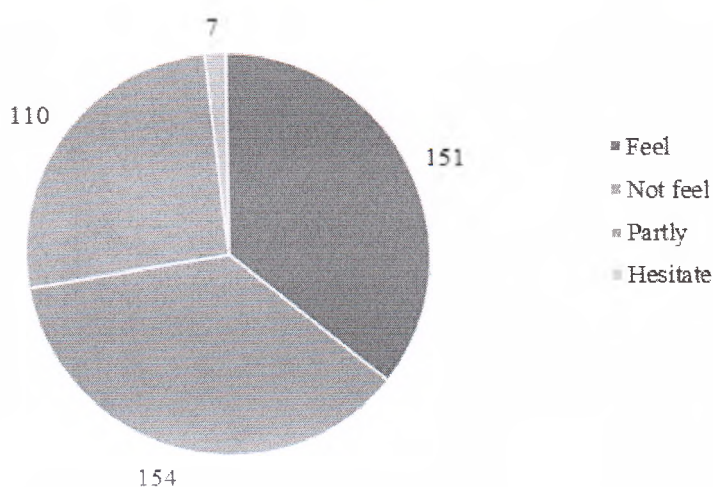


Fig. 1. Have you felt significant changes in the quality of the educational process after the introduction of distance learning?

110 people (26.1%) indicated a feeling of insignificant changes caused by the organization of distance learning. The ambiguity of the results is due to the peculiarities of the respondents, as the survey participants were students from the 1st to the 4th year. Some of them were able to objectively compare distance and face-to-face education, as they studied on the basis of both approaches, and some exclusively remotely (Fig. 2).



Training course for applicants who took part in the survey (in person)

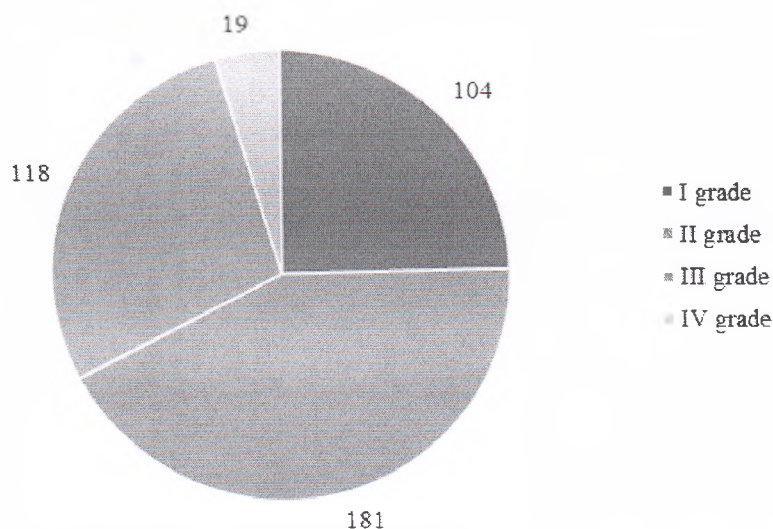


Fig. 2. What course are you studying?

MOODLE is an educational tool designed to implement the educational process in remote mode. The latter is a distance educational web platform, the essence of which is to unite the subjects of educational activities, as well as the formation of a quality distance learning environment. According to the results obtained during a survey of higher education applicants of the Humanitarian and Pedagogical Vocational College of the Mukachevo State University during March 2021, the MOODLE platform is less popular than other applications and services. Only 8 people (1.9%) among 422 respondents indicated that they actively use the above resource. It is advisable to analyse other programs that can be used for distance learning. Since their number is quite large, students were able to choose several platforms in different directions, namely for organizing video and audio meetings, surveys, sending information and materials, documents. The most common applications for distance education are: Google Classroom (for data exchange); ZOOM and Skype (for video conferencing); Gmail, Telegram (for messaging); Facebook and Instagram (for communication). The results of the discussion show that the most relevant educational platforms for teachers and students are ZOOM, Viber, e-mail, Skype (Fig. 3).

Popular information resources among participants of the educational process during distance learning (in person)

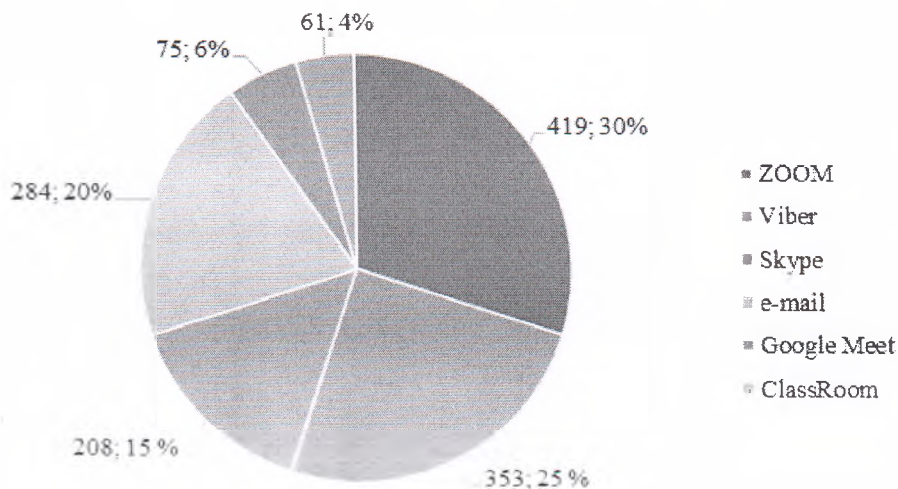


Fig. 3. What information resources are the most popular among applicants?



During the survey of students of Humanitarian and Pedagogical Vocational College of the Mukachevo State University, the level of attendance of distance primary classes was established (Fig. 4). Only 11% respondents indicated that the number of students has increased. 33% people indicated a decrease in the dynamics of attendance. On this basis, 235 people (almost 56%) claimed that the number of students has not changed, despite the benefits of distance learning. This confirms the position presented above that this form of educational activity is effective only if students have developed skills of self-organization and self-control.

Attendance of educational classes by applicants during online education (in persons)

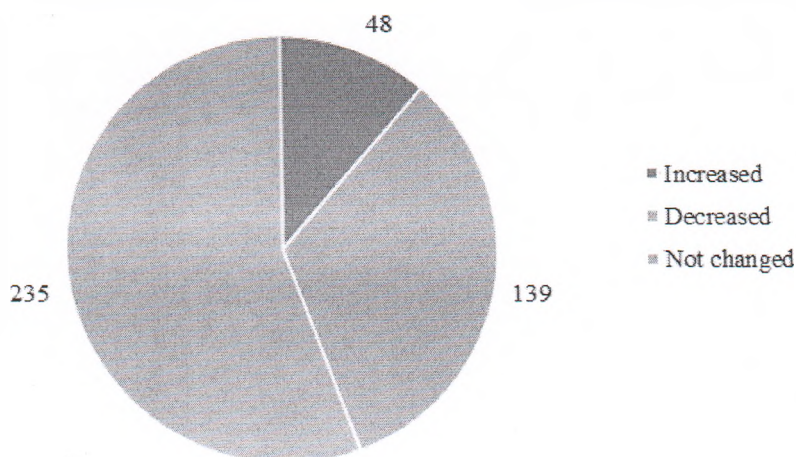


Fig. 4. What are the dynamics of attendance of students in distance learning?

During the survey, students were asked to independently reveal the benefits of distance learning. They included: more time for independent work; no need to get to the place of study; more time at home; the ability to freely plan the day through a flexible schedule; the ability to study anytime and anywhere, etc. In the course of the gradual easing and lifting of quarantine restrictions in 2021, the question arose as to whether it was advisable to maintain elements of distance learning. That is why it was a survey among students was conducted, according to which it was found that 47.9% (202 people) answered “yes”, and 23.7% (100 people) – “no”, the remaining 28.4% (120 people) “partially” want the principles of distance learning to be used in the future. It should be established that further use of distance tools in traditional full-time education is not only possible, but also a priority. This is due to the fact that this approach will accelerate and improve the quality of the educational environment in Ukraine. It is expected to modernize higher education by reforming the educational environment in universities, namely its digitalization. Training specialists using distance learning tools will have a positive impact on their future professional activities, as they will be able to systematically apply the acquired knowledge in various fields.

## DISCUSSION

This issue was investigated by D.R. Petretto et al. (2021), namely, they studied the relationship between distance learning and educational information and communication technologies. The organization of the educational process in distance form is a leading approach in the context of the introduction of computer and digital tools into the educational environment. In their opinion, the transition to distance learning provokes an urgent need for the use of information and communication technologies by the subjects of educational activities. This is expressed in the fact that it is possible to exchange educational materials on their basis. Only through digital devices is it possible to communicate between the teacher and students during distance learning. This indicates that without web-based information tools the implementation of distance learning is impossible. The obligation for both teachers and students is formed. All participants in the distance learning process are obliged to develop skills in using information and communication technologies and increase digital competence, as the effectiveness of all learning activities depends on these elements. The authors agree with this position, since distance learning is characterized by a number of advantages only if the conditions for its implementation are properly formed. In this



process, both personal and technical principles play an important role. The first are the skills and abilities of the subjects of educational activity, the second are the availability of special resources and devices.

M. Ayu (2020) focused on the benefits of implementing distance learning in higher education institutions. This approach fully meets the challenges of our time, including the professional qualities of specialists. At the moment, a specialist in each field should be characterized by developed personal abilities, such as self-control, discipline and self-organization. More and more employers pay attention to such traits as flexibility, determination, adaptability of a person. The student develops all this during the educational and professional training at the university in a distance form. It is on the basis of this approach that he can independently organize his own learning activities, as well as be responsible for it. The responsibility for the processing and assimilation of material during distance learning lies with the student. He should be able to plan his schedule qualitatively, as well as to engage in self-development in order to increase the level of acquired knowledge. The researcher studied the benefits of distance education in the context of training universal specialists who will be able to respond quickly to changes in society, as well as perform their duties in different conditions. The authors are a supporter of this position, as he believes that the distance learning process allows for better preparation of students for future professional activities. The student is able to individualize learning activities, contacting only with the teacher and developing both professional and personal skills.

The opposite are the findings of V. Lamanuskas and R. Makarskaite-Petkeviciene (2021), which they obtained when analysing the shortcomings of distance education, in particular within higher education institutions. The introduction of distance elements in the educational process deforms it, which provokes the loss of the essence and meaning of educational activities for students. They believe that the distance process consists in the independence of its subjects, which provokes a number of problems, and also negatively affects the quality of knowledge gained by students. Students should acquire skills and hone their skills in practical classes in order to effectively implement their future professional activities. In their opinion, the above-mentioned process is possible only in case of live contact between the teacher and the student, as the former can timely identify shortcomings in the work of the applicant and immediately help to correct them. In the course of distance education, such a feature of the educational process as objectivity is lost, since the teacher is not able to monitor the student's activities, as well as his integrity in the course of control works. Researchers argue that the above factors contribute to the deterioration of the quality of education, as well as the degradation of the learning environment. The authors disagree with this opinion, as he believes that distance education is promising for the future development of the educational sphere. This is expressed in increasing the functions of the educational process, as well as the opportunities that students can use during educational and professional training. It can be argued about the modernization of educational activities and its development.

It is worth paying attention to the work of A. Sangrà and M.F. Cleveland-Innes (2020), in which the authors revealed the most effective approaches related to the organization of distance learning. In modern social conditions, it is appropriate to combine elements of both traditional and distance education. This is due to the fact that through the use of both methods it will be possible to improve the quality of higher education. On the basis of distance tools, teachers can present theoretical materials, and students can work independently. In this case, a wide range of cognitive tools is involved, which allows the student to acquire both professional knowledge and personal skills. As for the principles of traditional teaching, they should be applied to practical classes. This is a necessary aspect, as it allows the teacher to analyse the level of knowledge acquired by the student, as well as the quality of their implementation in practical activities. As a result, the advantages of both approaches to the organization of the educational process are involved. According to the authors, the proposed recommendations are a priority, as they allow to avoid the formation of shortcomings that are characteristic of distance and traditional forms of education. The direct process of students' training acquires new properties, which affects the level of their involvement in educational activities, as well as the future profession.

S. Haryati et al. (2021) described the prospects of distance learning in higher education institutions. In their study, they focused on the vectors according to which the future development of distance education is possible. This approach will increase the number of foreign students. This is reflected in the fact that the educational process will not be implemented in a specific place, respectively, the student will be able to obtain knowledge from any country in the world. It will be possible to increase the number of international projects that involve the interaction of different universities. This will positively affect the scope of opportunities that Ukrainian students will have during their educational and professional training. The researchers also emphasize that distance education will have a positive impact on the level of digitalization of the population, as there will be an increase in the number of



users of computer technologies, as well as other resources.

A. Tyrrestrup and E.R. Penthien (2021) argue that with the popularization of information and communication technologies in the educational environment, the development of new professions that are not typical for Ukrainian society is taking place. This has a positive impact on the future development of the state and citizens who seek self-development in professional activities. The above position of the researcher needs to be improved, as it contains recommendations that are not coordinated with each other. However, they are all promising, as they relate to increasing the role of distance learning tools in the educational environment of Ukraine. The discussion reveals various properties of distance learning. It shows that there is still no unanimous opinion and position regarding its effectiveness and expediency. The analysis of advantages, disadvantages and other features of distance learning demonstrates the possible ways and methods of its implementation in Ukraine. Already at the moment it occupies a leading place in the educational system, which allows to assert its prospects in the future. Therefore, it is important to continue to improve the quality of the educational process in the distance form so that it provides students with quality knowledge and professional skills.

## CONCLUSIONS

After the study it was proved that distance learning is one of the most important components of the educational process in Ukraine. The priority of its implementation in modern social conditions was revealed. It was found out that distance learning began its development in the Ukrainian educational environment in 2002. This is evidenced by the normative legal acts that enshrine the properties and forms of organization of the educational process in the distance form. Distance education became especially popular in 2020, due to the spread of the COVID-19 pandemic.

The paper describes distance education as a form of organization of the educational process. It was possible to reveal its meaning and essence, as well as the principles on which it is implemented. Thus, distance education involves the implementation of educational activities and curriculum through information and communication technologies. The subjects of such educational activities are geographically distant from each other and may be located in different cities or even countries. During the analysis of the structure of distance learning, attention was paid to its advantages and disadvantages. This provided an opportunity to describe the peculiarities of the educational process within higher education institutions caused by the use of distance tools. Particular attention was focused on such principles as self-organization and self-control, as they play one of the most important roles in distance learning activities. It was found that the quality of the educational process in a remote form depends on both the teacher and the student, who has a number of educational responsibilities. An important place is occupied by the personal development of the subjects of the educational process, namely the consolidation of self-control and self-organization. In the study, a survey was conducted, the respondents of which were students. This approach allowed students to express their attitude and assessment of higher education in distance learning.

The content of the questions that formed the basis of the survey concerned the training course of applicants, their personal attitude to distance learning, educational information resources, the quality of the educational process. As a result, it was possible to identify the characteristic features inherent in the organization of the educational environment in a remote form at the Mukachevo Humanitarian and Pedagogical College. To continue the study of the topic of this scientific work, it is advisable to explore ways to improve the professional skills of teachers through distance learning tools and resources.



## REFERENCES

- Ayu, M. (2020), Online learning: Leading e-learning at higher education, *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, Vol 7 No 1, pp. 47-54.
- Elfirdoussi, S., Lachgar, M., Kabaili, H., Rochdi, A., Goujdami, D. and El Firdoussi, L. (2020), Assessing distance learning in higher education during the COVID-19 pandemic, *Education Research International*, No 1, article number: 13.
- Fatonja, N. A., Nurkhayatic, E., Nurdiawatid, E., Fidziahe, G. P., Adhag, S., Irawanh, A. P. and Azizik, E. (2020), University students online learning system during Covid-19 pandemic: Advantages, constraints, and solutions, *Systematic Reviews in Pharmacy*, Vol 11 No 7, pp. 570-576.
- Firat, M. and Bozkurt, A. (2020), Variables affecting online learning readiness in an open and distance learning university, *Educational Media International*, Vol 57 No 2, pp. 112-127.
- Haryati, S., Sukarno, S. and Purwanto, S. (2021), Implementation of online education during the global Covid-19 pandemic: Prospects and challenges, *Cakrawala Pendidikan*, Vol 40 No 3, pp. 604-612.
- Holzer, J., Lüftenegger, M., Korlat, S., Pelikan, E., Salmela-Aro, K., Spiel, C. and Schober, B. (2021), Higher education in times of COVID-19: University students' basic need satisfaction, self-regulated learning, and well-being, *Aera Open*, Vol 7, pp. 1-13.
- Karalis, T. and Raikou, N. (2020), Teaching at the times of COVID-19: Inferences and implications for higher education pedagogy, *International Journal of Academic Research in Business and Social Sciences*, Vol 10 No 5, pp. 479-493.
- Lamanauskas, V. and Makarskaite-Petkeviciene, R. (2021), Distance Lectures in University Studies: Advantages, Disadvantages, Improvement, *Contemporary Educational Technology*, Vol 13 No 3, pp. 1-16.
- Langegård, U., Kiani, K., Nielsen, S. J. and Svensson, P. A. (2021), Nursing students' experiences of a pedagogical transition from campus learning to distance learning using digital tools, *BMC Nursing*, Vol 20 No 1, pp. 1-10.
- Law of Ukraine No. 74/98-VR "On the National Informatization Program". (1998). <https://zakon.rada.gov.ua/laws/show/74/98-BP>.
- Liu, Z.Y., Lomovtseva, N. and Korobeynikova, E. (2020), Online learning platforms: Reconstructing modern higher education, *International Journal of Emerging Technologies in Learning*, Vol 15 No 13, pp. 4-21.
- Marek, M. W., Chew, C. S. and Wu, W. C. V. (2021), Teacher experiences in converting classes to distance learning in the COVID-19 pandemic, *International Journal of Distance Education Technologies*, Vol 19 No 1, pp. 89-109.
- Neuwirth, L. S., Jović, S. and Mukherji, B. R. (2021), Reimagining higher education during and post-COVID-19: Challenges and opportunities, *Journal of Adult and Continuing Education*, Vol 27 No 2, pp. 141-156.
- Order of the Ministry of Education and Science of Ukraine No. 1115 "Some issues of the organization of distance learning". (2020). <https://zakon.rada.gov.ua/laws/show/z0941-20#Text>.
- Order of the Ministry of Education and Science of Ukraine No. 40 "On approval of the Regulation on distance learning". (2004). <https://zakon.rada.gov.ua/laws/show/z0464-04#Text>.
- Order of the Ministry of Education and Science of Ukraine No. 466 "On approval of the Regulation on distance learning". (2013). <https://zakon.rada.gov.ua/laws/show/z0703-13#Text>.
- Petretto, D. R., Carta, S. M., Cataudella, S., Masala, I., Mascia, M. L., Penna, M. P. and Masala, C.



(2021), The use of distance learning and e-learning in students with learning disabilities: A review on the effects and some hint of analysis on the use during Covid-19 outbreak, *Clinical Practice and Epidemiology in Mental Health*, Vol 17, article number: 92.

Resolution of the Cabinet of Ministers of Ukraine No. 1494 "On approval of the Program for the Development of the Distance Learning System for 2004-2006". (2003). <https://zakon.rada.gov.ua/laws/show/1494-2003-п#Text>.

Sangrà, A. and Cleveland-Innes, M. F. (2020), Leadership in a new era of higher distance education, In: M. F. Cleveland-Innes, D. R. Garrison (Eds.), *In an Introduction to Distance Education* (pp. 149-167), Routledge, New York.

Schneider, S. L. and Council, M. L. (2021), Distance learning in the era of COVID-19, *Archives of Dermatological Research*, Vol 313 No 5, pp. 389-390.

Sutiah, S., Slamet, S., Shafqat, A. and Supriyono, S. (2020), Implementation of distance learning during the covid-19 pandemic in faculty of education and teacher training, *Cypriot Journal of Educational Science*, Vol 15 No 1, pp. 1204-1214.

Torun, E. D. (2020), Online distance learning in higher education: E-learning readiness as a predictor of academic achievement, *Open Praxis*, Vol 12 No 2, pp. 191-208.

Trevisan, O., De Rossi, M., Christensen, R. and Knezek, G. (2022), Towards a new normalcy: Faculty responses to distance education in Italy and the USA, *In Edmedia+Innovate Learning*, Vol 1, pp. 872-878.

Tyrrestrup, A. and Penthien, E. R. (2021), Digital Technologies and Gendered Positioning: Tensions and attention in relation to bridging gender norms, education systems and pedagogical professions, *Bridging Communities to Foster Innovation*, Vol 8, pp. 27-32.

Utama, M. R., Levani, Y. and Paramita, A. L. (2020), Medical students' perspectives about distance learning during early COVID-19 pandemic: a qualitative study, *Qanun Medika-Medical Journal Faculty of Medicine Muhammadiyah Surabaya*, Vol 4 No 2, pp. 255-264.



# МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26

тел./факс +380-3131-21109

Веб-сайт університету: [www.msu.edu.ua](http://www.msu.edu.ua)

E-mail: [info@msu.edu.ua](mailto:info@msu.edu.ua), [pr@mail.msu.edu.ua](mailto:pr@mail.msu.edu.ua)

Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: <http://dspace.msu.edu.ua:8080>

Веб-сайт Наукової бібліотеки МДУ: <http://msu.edu.ua/library/>