

**THE USE OF ONLINE LEARNING RESOURCES IN THE PROCESS  
OF LEARNING AND TEACHING (EXPERIENCE  
OF THE FACULTY OF HISTORY, TERNOPIL VOLODYMYR  
HNATIUK NATIONAL PEDAGOGICAL UNIVERSITY)**

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**INTRODUCTION**

The use of modern innovative learning technologies in higher education institutions of Ukraine is primarily determined by the ongoing European integration and social and economic processes. Current legislation and educational policy regarding innovative activities are being improved. Despite the widespread use of traditional teaching methods, we are increasingly observing the introduction of various innovative technologies and the modernization of the educational process. Different educational technologies have acquired new incarnations, especially in connection with distance learning, which is associated with COVID-19 and the full-scale invasion of russia into the territory of Ukraine on February 24, 2021. The dynamic development of modern higher education is directly related to the introduction of innovative technologies. They also are a powerful tool to improve the quality of education and increase the level of assimilation of new knowledge and competitiveness in the market for the provision of educational services. It certainly poses new challenges and personnel requirements for teachers and lecturers. Students receive higher requirements as they must master professional competencies and self-realize themselves after graduating from the university.

Nowadays, higher education institutions in Ukraine offer their students author's distance courses. Educational platforms provide constant interaction between the teacher and students in the conditions of a distance format. The platforms have effective feedback and allow the organization of high-quality and effective training, despite the distance from the place of stay. They also allow to conduct seminars, webinars, testing, have unique didactic capabilities, provide intensification and interactivity of the educational process, and qualitative and quantitative control of student knowledge, etc. The list of online resources is quite large and can satisfy the needs of the most demanding consumer of educational services. Among the most popular services are Coursera, Future Learn, Moodle, Google Classroom, ISpring Online, Learningsapp, Kahoot, Mentimeter, Canva, PowerPoint, Padlet, Wordwall, Linoit, Jamboard, etc.

Today, the problem of popularity, diversity and effectiveness of using innovative technologies, in particular, online learning resources (OLRs) in the higher education institutions of Ukraine, remains unresolved. Their use frequently occurs spontaneously, sometimes in a disorderly manner. We believe that it is useful to analyze the experience of students and lecturers of the Faculty of History of the Ternopil Volodymyr Hnatiuk National Pedagogical University in the use of OLRs during the educational process.

### **1. The problem's prerequisites emergence and the problem's formulation**

The publications of specialist scientists confirm that in the realities of modern higher education in Ukraine, there are still two systems of education – traditional and innovative. Researchers have repeatedly analyzed the advantages and disadvantages of both of them. The relationship between the use of new models, approaches and learning technologies and its effectiveness is substantiated in the scientific publications of M. Volikova and O. Bratanych<sup>1</sup>, I. Dychkivska<sup>2</sup>, O. Pometun<sup>3</sup>, S. Stebliuk<sup>4</sup>, V. Palamarchuk<sup>5</sup>, O. Ostapchuk<sup>6</sup>, O. Bereziuk and O. Vlasenko<sup>7</sup>, T. Zakharchuk<sup>8</sup>, and others.

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<sup>1</sup> Волікова М., Баранич О. Традиційне та інноваційне навчання у вищих навчальних закладах України: переваги та недоліки. *Наукові записки [Центральноукраїнського державного педагогічного університету імені Володимира Винниченка]*. Серія: Педагогічні науки. 2021. № 194. С. 78–84. URL: [http://nbuv.gov.ua/UJRN/Nz\\_p\\_2021\\_194\\_18](http://nbuv.gov.ua/UJRN/Nz_p_2021_194_18); Волікова М. Педагогічна майстерність фахівця в контексті запровадження інноваційно-спрямованої освіти (із творчого доробку А. С. Макаренка). *Вісник Національного університету «Чернігівський колегіум» імені Т. Г. Шевченка*. Серія: Педагогічні науки. 2021. № 14-15. С. 165-169. URL: [http://nbuv.gov.ua/UJRN/vnuchkpn\\_2021\\_14-15\\_31](http://nbuv.gov.ua/UJRN/vnuchkpn_2021_14-15_31)

<sup>2</sup> Дичківська І. *Інноваційні педагогічні технології*. Київ : Академвидав, 2004. 352 с.

<sup>3</sup> Інноваційні технології навчання: Навч. посібн. для студ. вищих технічних навчальних закладів / [Кол. авторів; відп. ред. Бахтіярова Х.Ш.]; наук. ред. Арістова А.В.; упорядн. словника Волобуєва С.В.]. К.: НТУ, 2017. 172 с.;

<sup>4</sup> Стеблюк С. Інноваційні технології навчання у вищій школі. *Науковий вісник Ужгородського національного університету*. Серія: Педагогіка. Соціальна робота. 2011. № 20. С. 141-142. URL: [http://nbuv.gov.ua/UJRN/Nvuuped\\_2011\\_20\\_55](http://nbuv.gov.ua/UJRN/Nvuuped_2011_20_55)

<sup>5</sup> Паламарчук В. Педагогічна експертиза в інноваційній освіті. Післядипломна освіта в Україні. 2004. № 2 (т.1). С. 88-90.

<sup>6</sup> Остапчук О. Методологія інноваційних процесів – крок до розуміння сутності. *Рідна школа*. Листопад, 2004. С. 3–6.

<sup>7</sup> Березюк О., Власенко О. Інноваційні технології у підготовці майбутнього вчителя. *Інновації в освіті: інтеграція науки і практики: збірник науково-методичних праць / за заг. ред. О.А. Дубасенюк*. Житомир: Вид-во ЖДУ ім. І. Франка, 2014. С. 97-106.

<sup>8</sup> Захарчук Т. Інноваційні технології навчання в сучасній школі. *Освіта регіону: політологія, психологія, комунікації: Український науковий журнал*. 2011. №3. URL: <https://social-science.uu.edu.ua/article/263>

The authors also analyzed the theoretical aspects of innovative educational processes and technologies in higher education, consideration of new approaches to conducting educational classes, analysis of the concept of «innovation», etc. The analysis of innovations in the modern educational space as an effective mechanism for personality development is reflected in the collective monograph edited by G. Yefremova<sup>9</sup>. A comparative analysis of theory, practice and the main directions of innovative activity in educational institutions of Ukraine is covered in the PhD thesis of O. Marushchenko<sup>10</sup>. An attempt to systematize and classify at the legislative level the experience of organizing training in educational institutions of Ukraine was carried out in the publications of N. Ignatenko<sup>11</sup>. An analysis of the problems and prospects of distance learning in higher education was carried out H. Shevchuk<sup>12</sup>, H. Marynchenko<sup>13</sup>, V. Prybylova<sup>14</sup> and others.

Analysis of the relevant legal framework, namely, the Laws of Ukraine: «On innovative activity» (2002)<sup>15</sup>, «On higher education» (2014)<sup>16</sup>, «On

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<sup>9</sup> *Інноваційні технології в сучасному освітньому просторі: колективна монографія* / За заг. редакцією Г. Єфремової. Суми: Вид-во СумДПУ імені А. С. Макаренка, 2020. 444 с. URL: <http://repositsc.nuczu.edu.ua/bitstream/123456789/14608/1/MonPaluch.pdf>

<sup>10</sup> Марущенко О. Становлення інноваційної освіти в Україні: Автореф. дис... канд. соціол. наук: 22.00.04, Х., 2004. 20 с.

<sup>11</sup> Савенко В., Ігнатенко Н. Генеза державної політики в галузі освіти в Україні періоду незалежності. *Актуальні проблеми правознавства*. 2022. № 3. С. 43-48.; Ігнатенко Н. Москалюк М. Костюк Л. Історико-ретроспективний аналіз державної освітньої політики в Україні (1991–2020 рр.). *Український історичний журнал*. 2022. № 2. С.203-215. DOI: <https://doi.org/10.15407/uhj2022.02.203> ; Ігнатенко Н. Державна політика України в галузі освіти: концептуальні підходи до визначення змісту та генези поняття. *Вісник Черкаського національного університету імені Богдана Хмельницького. Серія: Педагогічні науки*. 2021. № 4. С. 5–11. DOI: <https://doi.org/10.31651/2524-2660-2021-4-5-11>

<sup>12</sup> Шевчук Г. Дистанційне навчання у вищій школі: переваги, недоліки, перспективи. *Науковий часопис Національного педагогічного університету імені М.П. Драгоманова. Серія 05. Педагогічні науки: реалії та перспективи*. 2021. № 79 (т.2) URL: <http://enpuir.npu.edu.ua/handle/123456789/34659>

<sup>13</sup> Маринченко Г. Дистанційна освіта в Україні: історія та сучасний стан. *Інноваційна педагогіка*. 2020. № 22. Т. 3. URL: [http://www.innovpedagogy.od.ua/archives/2020/22/part\\_3/43.pdf](http://www.innovpedagogy.od.ua/archives/2020/22/part_3/43.pdf)

<sup>14</sup> Прибилова В. Проблеми та переваги дистанційного навчання у вищих навчальних закладах України. *Проблеми сучасної освіти*. 2017. №. 4. С. 27–36. URL: <https://periodicals.karazin.ua/issuesedu/article/view/8791/8312>

<sup>15</sup> Закон України «Про інноваційну діяльність» від 4 липня 2002р. № 40-IV. Відомості Верховної Ради України (ВВР), 2002, № 36, ст.266. URL: <https://zakon.rada.gov.ua/laws/show/40-15#Text>

<sup>16</sup> Закон України «Про вищу освіту» від 1 липня 2014 р. № 1556– VII. Відомості Верховної Ради України (ВВР). 2014. № 37–38. Ст. 2004 (зі змінами та доповненнями). URL: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>

scientific and scientific and technical activity» (2016)<sup>17</sup>, «On Education» (2017)<sup>18</sup>, «On Amendments to Some Laws of Ukraine Regarding the Improvement of Educational Activities in the Field of Higher Education» (2019)<sup>19</sup>, Decree of the President of Ukraine «On the National Strategy for the Development of Education in Ukraine for the Period Until 2021»(2013)<sup>20</sup>, etc indicates relevance and importance of modernizing the content and forms of education, which is a necessary condition for building a high-tech society with qualified specialists who are competitive on the labor market. The above-mentioned documents emphasize that the development of the national education system in modern conditions should take into account radical changes in various spheres of social life, difficult historical challenges (russian-Ukrainian war), and this requires, first of all, a critical understanding of what has been achieved and focusing efforts on solving acute problems that hold back development and do not provide an opportunity to obtain a new quality of education adequate for the current era.

The purpose of the article is to analyze the use of OLRs in the process of learning and teaching on the example of students and teachers of the Faculty of History of Ternopil Volodymyr Hnatiuk National Pedagogical University. As such, this study investigates: to find out the variety, popularity and frequency of use of OLRs during 2021 and 2023 among students and lecturers of the faculty; determine the most effective methods for better learning, teaching and transfer of educational material.

## **2. The analysis of existing methods for solving the problem and formulating a task for the optimal technique development**

### **2.1. Study Design**

The research group consisted of 73 students of the 4th year and masters of the first and second years. The survey was conducted in two stages. The first stage took place from May 3 to 28, 2021, the second – from February 1 to

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<sup>17</sup> Закон України «Про наукову і науково-технічну діяльність» від 26 листопада 2016 р. № 848-VII. Відомості Верховної Ради (ВВР), 2016, № 3, ст.25. URL: <https://zakon.rada.gov.ua/laws/show/848-19>

<sup>18</sup> Закон України «Про освіту» від 5 вересня 2017 р. № 2145-VIII. Відомості Верховної Ради (ВВР), 2017, № 38-39, ст.380. URL: <https://zakon.rada.gov.ua/laws/show/2145-19#Text>

<sup>19</sup> Закон України «Про внесення змін до деяких законів України щодо вдосконалення освітньої діяльності у сфері вищої освіти» від 18 грудня 2019 р. № 392-IX. Відомості Верховної Ради України (ВВР), 2020, № 24, ст.170. URL: <https://zakon.rada.gov.ua/laws/show/392-20#Text>

<sup>20</sup> Указ Президента України «Про Національну стратегію розвитку освіти в Україні на період до 2021 року» від 25 червня 2013 р. № 344/2013. URL: <https://zakon.rada.gov.ua/laws/show/344/2013#Text>

March 12, 2023. Those dates are of significance as it was the period when the 4th year was completing studies and students of both courses were after pedagogical practice. The survey was distributed using questionnaires in a Google form using popular mobile messengers (Viber, Messenger, Telegram) and other social network channels. The tool measured five dimensions for students: Sex, Programme Subject Area, Education, Academic success, Geographic data; and three dimensions for lecturers: Sex, Age of the participants, Work experience in educational institutions.

## **2.2. Data Collection Procedures**

Data collection was carried out online and took place in two stages. The first stage – May 3–28, 2021; the second – February 1 – March 12, 2023. The developed instrument used different scales depending on the questions. To collect the data, we created our own part of the survey. The questionnaire consisted of several parts. The first part concerned the student's self-assessment in the use of OLRs during study and pedagogical practice in the General Secondary Educational Institutions (4 questions); the second part concerned the use of OLRs by lecturers during the educational process (3 questions); the third part related to the list of the most effective methods for better learning, teaching and transfer of educational material (1 question). To provide examples of OLRs in the questionnaire, we used the work program of the discipline «Modern Information Technologies», which is taught among students. We used a 5-point Likert scale to assess the variety and popularity of OLRs used by history faculty students during their studies and pedagogical practice. To analyze the frequency of use of OLRs by students, we used the 100-point ECTS rating scale. We used the same methods to analyze the variety, popularity, and frequency of use of OLRs by faculty lecturers. To determine the most effective methods for better learning, teaching and transfer of educational material, a question with answers was used, where the student could choose two options for answers. The survey was anonymous, conducted electronically and did not require the provision of personal data.

## **2.3. Results**

The study group consisted of 73 respondents, but three respondents could not complete the survey due to serve in the Armed forces of Ukraine, yielding the final study population of 70 (N=70). The study of students of different categories is presented in Table 1. Of the 70 subjects surveyed, 38,6 % were men and 61,4 % were women. The largest group of respondents is 59 students (84.3%) is Secondary Education in History, than History and archeology 5 (7.2%) and Religious Studies 6 (8.5 %). The majority of the study group completed a

secondary level of education (57 %) or have Master’s degree (43 %). 57 of the respondents living in the viillage (81,4 % ) and 13 (18,6% ) in the town.

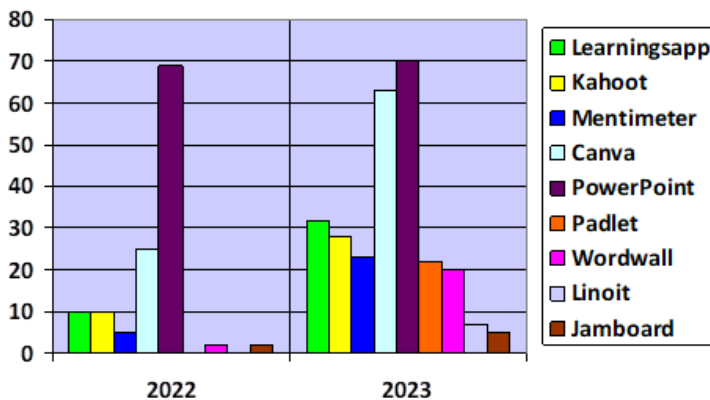
Table 1

<b>Study group</b>	
<b>Characteristic</b>	<b>N (%)</b>
<i>Sex</i>	
Female	43 (61,4%)
Male	24 (38,6%)
<i>Programme Subject Area</i>	
History and archeology	5 (7.2%)
Secondary Education in History	59 (84.3%)
Religious Studies	6 (8.5 %)
<i>Education</i>	
Bachelor of Science	40 (57 %)
Master’s degree	30 (43 %)
<i>Academic success</i>	
60-64	7(10 %)
65-74	7 (10 %)
75-84	12 (17.2%)
85-89	6 (8,6%)
90-100	38 (54.2%)
<i>Geographic data</i>	
Village	57 (81,4%)
Town	13 (18,6%)

With regards to the use of OLRs, then 56.7% use OLRs in the learning process and 80% used them during pedagogical practice in schools. We should note that we did not limit students in choosing the number of OLRs they use (max=9). That is, each student chose nine services that he uses, but with the possibility of ranking them. The instrument used in this part of the survey was a 5-point Likert scale where 1 – to a very great extent; 2 – to a great extent; 3 – 50/50, 4 – to some extent, 5 – not at all/negligible. The final result is presented in Table 2 and Diagram 1. The most popular OLRs, which were used by students during pedagogical practice, became: Learningapps (32 студенти з 70), Kahoot (28 з 70), Padlet (22 з 70), Wordwall (20 з 70). Students used Canva and PowerPoint to create presentations during pedagogical practice. Eight out of ten students indicated that they use Canva while studying, nine out of ten students – PowerPoint.

Table 2

<b>Most popular online services among students</b>		
	<b>2019</b>	<b>2021</b>
Learningsapp	10	32
Kahoot	10	28
Mentimeter	5	23
Canva	25	63
PowerPoint	69	70
Padlet	0	22
Wordwall	2	20
Linoit	0	7
Jamboard	2	5



**Diagram 1. Most popular online services among students**

To determine the frequency of use of OLRs by students during pedagogical practice at General Secondary Educational Institutions, we used the 100-point ECTS rating scale: 90-100 points – excellent (A); 85-89 – very good (B), 75-84 – good (C), 65-74 – satisfactory (D), 60-64 – satisfactory (E). We also took into account the weekly workload of a student, who must conduct 4 lessons a week.

- 90–100 points – excellent (A) – OLRs are used by the student in every lesson.

- 85–89 – very good (B) – OLRs are used three times a week.
- 75–84 – good (C) – OLRs are used twice a week.
- 65–74 – satisfactory (D) – OLRs are used once a week.
- 60–64 – satisfactory (E) – OLRs are not used.

Our analysis showed a slight difference between the two stages of the survey in the frequency of use of OLRs by students during pedagogical practice. Therefore, the second stage of the survey, which took place from February 1 to March 12, 2023, showed: 23 students estimated their frequency of using OLRs in the range of 75–84 – good (C); 16 students – in the range of 85–89 – very good (B); 13 students – in the range of 65–74 – satisfactory (D). 9 students equally assessed the frequency of their use of OLRs in the range of 60–64 – satisfactory (E) and 90–100 points – excellent (A) (13.4%). The results are presented in Table 3 and Diagram 1.

Table 3

**Frequency of use of online services among students**

	2021 (%)	amount of students	2023 (%)	amount of students
90–100 балів – відмінно	14	9	14	9
85–89 – дуже добре	22	15	23	16
75–84 – добре	32	22	33	23
65–74 – задовільно	18	15	16	13
60–64 – задовільно	14	9	14	9

Another question that interested us concerned the lecturers of the faculty. We were also interested in investigating which OLRs and how often lecturers use them during professional activities. We also conducted this survey among students of the Faculty of History in two stages – May 3–28, 2021 and during February 1 – March 12, 2023. Students evaluated 28 teachers out of 39, yielding the final study population of 28 (N=28). Of the 28 subjects surveyed, 60.7% were men and 39.3% were women. We also divided the lecturers by age and experience at the university. The study lectures is presented in Table 4.



Table 4

**Study group of lectures**

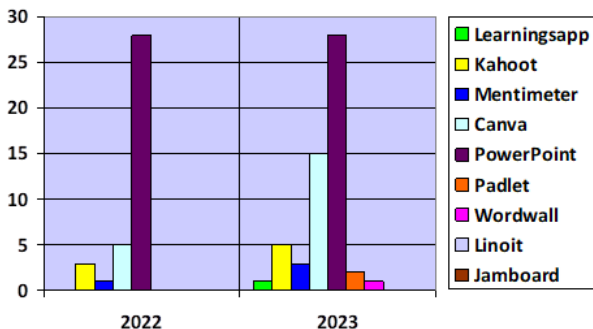
<b>Characteristic</b>	<b>N (%)</b>	<b>Female</b>	<b>Male</b>
<i>Sex</i>	28	11 (39.3%)	17 (60.7%)
<i>Age of the participants</i>			
28–39	3 (10.7%)	1	2
40–54	16 (57.1%)	7	9
55–64	7 (25%)	3	4
65–80	2 (7.2%)	-	2
<i>Work experience in educational institutions</i>			
1–10	4 (14.3%)	1	3
11–20	14 (50%)	7	7
21–40	9 (32.2)	7	2
41 and higher	1 (3.5%)	-	1

To determine the most popular OLRs that lecturers use in their activities, we have offered the same list of online services as for students. (Table 5).

Table 5

**Most popular online services among lectures**

<b>Examples</b>	<b>2021</b>	<b>2023</b>
Learningsapp	0	1
Kahoot	3	5
Mentimeter	1	3
Canva	5	15
PowerPoint	28	28
Padlet	0	2
Wordwall	0	1
Linoit	0	0
Jamboard	0	0



**Diagram 2. Most popular online services among lectures**

To analyze the frequency of use of OLRs, we used the 100-point ECTS rating scale. We also took into account the average number of classes (lectures and seminar classes) held by the lecturers during one week (max=8).

90–100 points – the lecturer uses in every lecture or practical work (20%);

85–89 points – the lecturer uses OLRs quite often (6 out of 8) (40%);

75–84 points – the lecturer does not use OLRs very often (4 out of 8) 25%);

65–74 points – the lecturer hardly uses OLRs (2 out of 8) (15%);

60–64 points – the lecturer does not use OLRs during educational process (0%) (Table 6).

Table 6

**Frequency of use of online services among lectures**

	2021 (%)	amount of lectures	2023 (%)	amount of lectures
90–100 points	15	4	20	6
85–89 points	30	8	40	11
75–84 points	20	6	25	7
65–74 points	20	6	15	4
60–64 points	15	4	0	0

Our research results showed that lecturers aged 28-54 more often use OLRs in the process of teaching and learning, compared to the teachers older than 54.

The next stage of our research concerned the list of the most effective methods for better learning, teaching and transfer of educational material. For this purpose, we asked the students to choose from the list two methods that, in their opinion, would be effective for better assimilation and transfer of

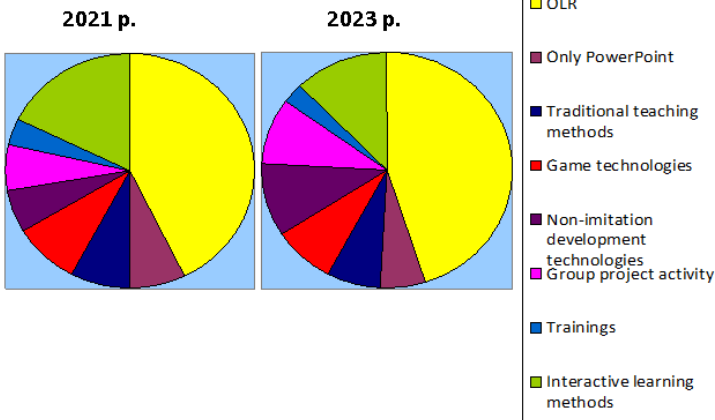
educational material. In total, we received 140 responses. More than 60 students preferred OLRs and platforms, 31 voted for the use of interactive learning methods and non-imitation development technologies, and 8 students voted for using only PowerPoint. Quite a significant proportion of students believe that traditional teaching methods are also effective. The survey results are presented in Table 7 and Diagram 2.

Table 7

**Effective methods for better learning and transfer of educational material**

Examples	2021	2023
OLRs	60	63
Only PowerPoint	10	8
Traditional teaching methods	11	10
Game technologies	12	11
Non-imitation development technologies	8	14
Group project activity	9	13
Trainings	5	4
Interactive learning methods	25	17

**Diagram 3. Effective methods for better learning and transfer of educational material.**



**Diagram 3. Effective methods for better learning and transfer of educational material**

## 2.4. Discussion

The idea of involving students in measuring their educational achievements is not new, however, practice shows that self-monitoring and self-assessment are almost not used in higher educational institutions in Ukraine. A good reason for this is insufficient theoretical and practical development of the problem of forming students' skills to conduct adequate self-diagnosis of the results of their activities. Self-diagnosis, self-control and self-evaluation are components of one chain that exist in a dialectical unity and complement each other. To confirm this statement, we note that diagnostics performs a control function, while the control accomplishes a diagnostic role, and the logical conclusion of these procedures is evaluation. Our study is built according to this scheme and this article addresses two questions: 1) to find out the variety, popularity and frequency of the use of OLRs during 2021 and 2023 among students and lecturers of the faculty; 2) to determine the most effective methods for better learning, teaching and transfer of educational material.

Our study of the first problem made it possible to understand the presence of innovative technologies in the educational process of a higher school. The study states that with the beginning of distance education as a result of COVID-19 and the full-scale invasion of russia on the territory of Ukraine, students and lecturers diversified their activities. Studies have shown that the most popular OLRs among students during their studies and pedagogical practice at the schools were Learningapps, Kahoot, Padlet, and Wordwall. These OLRs made it possible to create interactive educational games and tasks (tests, surveys, quizzes). These resources also visualized educational material and activated the learning activities of both pupils and students during online education. Students mostly used PowerPoint and Canva as presentation platforms during their studies and pedagogical practice. It has been proven that students more often used innovative technologies during pedagogical practice rather than in the learning process.

It has also been established that lecturers do not often use OLRs in their activities. We do not deny that the analysis of lecturers' experience in using OLRs during teaching students is subjective and may, but not necessarily, have a personal character.

Considering the active use of digital technologies, which marks the era of the Internet of Things and forms Society 5.0 (Society 5.0), we have analyzed the most effective methods for better learning, teaching and transfer of educational material chosen by students. However, we did not take into account the psychophysiological characteristics of students. Because some students can remember the material better using interactive methods while others with the help of traditional methods. However, the vast majority of

respondents in the two stages of the survey voted for the use of OLRs in the educational process. The question of the existence of a relationship between the use of OLRs by teachers as a way of transmitting educational material (return), the effectiveness of assimilation of information (perception) and the increase in the quality of success (result) remains open.

## **CONCLUSIONS**

The format of modern education is in active motion. It creates opportunities for the introduction of various forms of education and the use of effective educational technologies. Moreover, the lecturer's strategy for using educational technologies is to create a model of successful education for each student. Traditional teaching methods no longer meet the interests and demands of modern students, who master innovative computer technologies extremely quickly. At the same time, students should express high motivation, self-organization, self-discipline, a responsible attitude and other necessary skills for independent work. The effectiveness of using OLRs depends on the competence, professionalism and creativity of the lecturer, the skills of working with electronic means of the lecturer and the student, the degree of digitalization of education at the university, and the desire to learn and master new things and experiment. As we can see, innovative technologies like OLRs are widely included in various spheres of society today. Considering the requirement of technological efficiency in education, the combination of theory and practice is an integral component of the modernization of the modern educational process, which is already difficult to imagine without the introduction of innovations.

## **SUMMARY**

The article analyzes the experience of using Online Learning Resources (OLRs) in the process of learning and teaching. The research group consisted of 70 fourth-year students and first and second-year master's students of the Faculty of History of Ternopil Volodymyr Hnatiuk National Pedagogical University. We surveyed in two stages: the first was from May 3 to 28, 2021, the second – from February 1 to March 12, 2023. Based on the results of the surveys, the variety, popularity, and frequency of use of OLRs among students and teachers of the faculty has been determined. Studies have shown that the most popular OLRs among students during their studies and pedagogical practice were Learningapps, Kahoot, Padlet, and Wordwall. Separately the most effective methods for better learning, teaching and transfer of educational material are analyzed.

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