ONLINE LEARNING UNDER THE CONDITIONS
OF GLOBAL CHALLENGES

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INTRODUCTION

With the active development of technologies in the modern world, the issue of modernization of education is becoming more relevant. The traditional form of education is gradually being supplemented by new distance learning technologies. The distance education system is becoming increasingly popular, and various distance learning technologies are widely used in the European Union and many other countries.

Distance education based on Internet technologies is becoming increasingly popular, especially in the higher education system, as students can communicate with their teachers and exchange materials online, even if they are in different parts of the world. The distance education system has a number of advantages and significantly expands the range of potential users. Distance learning is suitable for almost everyone, as it makes it possible to harmoniously combine study and everyday life.

It is worth noting that distance education is a fairly affordable opportunity to get an education with minimal financial costs and a wide range of specialties. Higher education students do not need to be close to a teacher, who ceases to be the main source of information. This allows the teacher to be the coordinator and manager of the educational process and pay equal attention to each student.

Distance learning was introduced in Ukraine more than ten years ago. The current challenges facing the Ukrainian education system require the creation of an education system that will ensure the transition to "lifelong learning"[1].

The popularity of distance education based on Internet technologies, especially in the higher education system, is growing every year due to the advantages offered by this form of education. These include the opportunity to receive education on the job, saving resources and time, expanding the scope of additional education, etc. Given the global trends in the growing role of distance education, it can be argued that it will have an increasingly important impact on the national interests of Ukrainians.

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[1] Власенко Л. В. Переваги та недоліки дистанційного навчання. *Професійна підготовка педагога : історичний досвід і виклики сучасності* : збірник наукових праць. Дрогобич: Редакційно-видавничий відділ Дрогобицького державного педагогічно університету ім. І. Франка, 2013. С. 224–228.

In the last decade, massive open distance learning courses have become widespread in Ukraine. In 2014, the Prometheus platform was launched with a large number of free online courses prepared by leading Ukrainian and international experts.

We would like to note in the study that the issue of distance learning in Ukraine has been studied in the works of S. Holovko, N. Bondarenko, O. Topuzov, M. Burda, D. Vasyliev, T. Polonska, T. Remekh, T. Lukina, I. Vorotnikova[2].

When creating the Ukrainian Center for Distance Education, Ukrainian experts considered distance learning to be a form of education that uses global computer communications (such as the Internet) and is based on individual student work with well-chosen educational material, as well as active communication with teachers and other students.

Thus, the most relevant for our study is the definition of D. Keegan, who interprets distance education as one that frees the student from the need to travel to "a fixed place, at a fixed time, to meet with a fixed person for learning. The teacher and the student may be separated by space and not necessarily tied to a specific time"[3].

Foreign experience in the use of distance learning to provide quality education to representatives of all social strata is presented in the work of American and Australian researchers. Foreign universities organized video conferences for remote areas of the country and those who lived outside the country. Similar examples could be found in the use of distance learning at universities in the UK, USA and Norway, both in the public and private sectors.

1. Organization of distance learning in higher education institutions

Problem statement. Today, the educational process is taking place in unusual conditions. This is, of course, a challenge for students and their parents, as well as for teachers. All participants in the educational process are experiencing stress and anxiety. Constant fear, panic attacks, nervous tension, lack of communication, uncertainty about the future, mood swings, health problems, inability to influence the situation, apathy – all of this leads to trauma for each individual. It is important to realize that nowadays no one feels safe and cannot control the situation, which naturally affects their mental activity, activity and emotional state. Therefore, the educational process needs to be modeled in a completely different way.

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[2] Акімова Н. Становлення психології інтернету в Україні і світі. Ніжин: Ранок, 2019. 90 с.

[3] Заріцька С.І., Литвиненко Н.І., Савченко М.І., Сліпченко О.Ю. Методичні аспекти впровадження дистанційного навчання в закладах загальної середньої освіти: методичний посібник. Київ, 2019. 88 с..

If we look back at the 2019 pandemic, we see that it also became a civilizational challenge for all of humanity, which affected the education sector. In most countries, educational institutions of various types were forced to switch to distance learning.

Some higher education institutions that still had some experience in this area were able to adapt relatively quickly to the new requirements of the times, but the practical aspects of this transition revealed many new problems that had remained unaddressed by researchers until now.

Analysis of research. Let us consider the theoretical aspects of the problem. For the first time the concept of "distance learning" was formulated by such scientists as M. Thompson, M. Moore, A. Clark, D. Keegan. Noteworthy is the study of V. Prybylova, who considers the essential aspect of the development of the concept, identifies the principles, problems and advantages of distance learning in higher education institutions of Ukraine[4].

Often, "distance learning" means the organization of the educational process in which the teacher develops a curriculum that is mainly based on independent study of the subject. However, in our opinion, the current requirements for the organization of the Educational process do not meet these requirements. The technical capabilities of today can ensure high-quality interaction between the subjects of Internet interaction, which are teachers and students.

N. Akimova notes that "...distance learning can be a sequential, parallel or independent fragment in the overall system of education. In the first case, the content of training is partially divided between full-time and distance forms, which are consistently applied in a single linear system of organization of the educational process. In the context of parallel use, distance learning does not carry an independent load in the process of acquiring new knowledge, forming the motivational, behavioral and personal spheres of the student, but performs illustrative, training and control functions. In the third variant, distance learning can be used for the complete study of a separate subject of the educational program or the entire course"[5].

One of the practical problems of distance education is the creation of teaching methods and technologies that meet the requirements for electronic educational resources. On 29.05.2019, the Regulation on Electronic Educational Resources was approved, which defines the concept of electronic educational resources, their main types, requirements for them, the

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[4] Дистанційна освіта в Україні: інноваційні, нормативно-правові, педагогічні аспекти: *зб. наук. праць матеріалів I Всеукраїнської науково-практичної конференції (*16 червня 2020 р.). Київ : НАУ, 2020. 154 с.

[5] Власенко Л. В. Переваги та недоліки дистанційного навчання. *Професійна підготовка педагога : історичний досвід і виклики сучасності* : збірник наукових праць. Дрогобич: Редакційно-видавничий відділ Дрогобицького державного педагогічно університету ім. І. Франка, 2013. С. 224– 228.

procedure for development and implementation. Electronic educational resources are understood as teaching aids on digital media of any type or placed in information and telecommunication systems that are reproduced by electronic means and used in the educational process[6].

This document is supplemented by the Regulation on Electronic Textbooks and the Regulation on Distance Learning. The document states that "...the purpose of creating electronic educational resources is to ensure the modernization of the educational process, the content of the educational space, providing equal access to participants in the educational process, regardless of their place of residence and form of education in accordance with the quality of educational and methodological materials created on the basis of information and communication technologies"[7].

Electronic educational resources include: 1) electronic educational publications, electronic reference publications, electronic practical publications; 2) in the presence of a printed version of electronic educational resources, electronic versions (copies, analogues) of printed publications; independent electronic publications or materials that do not have printed analogues; 3) organizational and auxiliary electronic educational resources that can be part of the main electronic educational resources or published independently: audiovisual work; electronic reference book; electronic dictionary; electronic methodological recommendations; electronic tests; electronic didactic demonstration materials, etc.

The Regulation also contains general requirements for e-learning resources, such as: functionality; security; reliability of operation; user-friendliness; cross-platform, i.e. easy adaptation to any Internet platform; compliance with the principles of the state policy of digital development; compliance with the legislation of Ukraine on copyright protection; compliance with international standards (ARI Experience, etc.)[8].

The purpose of the chapter is to analyze the general provisions on the peculiarities and difficulties of practical implementation of distance learning, to empirically study the advantages, disadvantages and students assessment of the level of organization of distance learning in teaching subjects in higher education institutions.

Presentation of the main material. The analysis of the literature shows that most scientific articles on this topic are theoretical in nature and do not

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[6] Заріцька С.І., Литвиненко Н.І., Савченко М.І., Сліпченко О.Ю. Методичні аспекти впровадження дистанційного навчання в закладах загальної середньої освіти: методичний посібник. Київ, 2019. 88 с.

[7] Дубасенюк О.А. Інноваційні основні технології та методики в системі професійно-педагогічної підготовки. Професійна педагогічна освіта: інноваційні технології та методики: монографія. Житомир: Вид-во ЖДУ ім. І.Франка, 2019. С.14-47.

[8] Дубасенюк О.А. Інноваційні основні технології та методики в системі професійно-педагогічної підготовки. Професійна педагогічна освіта: інноваційні технології та методики: монографія. Житомир: Вид-во ЖДУ ім. І.Франка, 2019. С.14-47.

answer the question: how to make the process of distance learning effective and meaningful.

After the first major transition of the Ukrainian education system to distance learning in the spring of 2019, scholars conducted a comparative analysis of this process in different countries and individual universities, focusing on the main advantages and disadvantages of distance learning, and highlighted innovative technologies for studying certain subjects in the process of training students in higher education institutions.

The analysis of scientific literature on this topic allows us to summarize and highlight the positive and negative aspects of distance learning. Scientists S. Vykhor and O. Radchenko presented the results of their research in table 1[9].

Table 1

Positive aspects	Negative aspects
Shaping a new global educational space	Technical complications
Ability to access many sources of educational information	Limited access to printed sources
Ability to work in a convenient place and at your own pace	Insufficient knowledge and skills of working with Internet platforms
Additional time for self-education	Unregulated working hours
Individual approach of the teacher to the student	Lack of direct contact between teacher and student
Flexibility and adaptability of courses	The need for continuous training in the latest technologies
The breadth of audience coverage	Limitation of the content of Internet platforms to free services
Combining education with professional activities	The problem of user authentication and identification
Reduced training costs	Significant energy and time consumption
Equal opportunities for education	Negative impact on health
Using the latest technologies in the educational process	Lack of skills in scientific organization of work during prolonged work with a computer

In our opinion, one of the reasons for the negative impact of distance learning on the individual is psychological problems that have resulted from large-scale social changes. First of all, it is a change in values: the value of human life and health comes to the fore, and the attitude towards material values as dominant is gradually changing.

Secondly, the scale of the problem, the uncertainty of the outcome, and the military events in Ukraine.

Thirdly, the need for rapid adaptation to changed living conditions requires new skills and rapid psychological adjustment. Against the

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[9]. Дистанційна освіта в Україні: інноваційні, нормативно-правові, педагогічні аспекти: *зб. наук. праць матеріалів I Всеукраїнської науково-практичної конференції (*16 червня 2020 р.). Київ : НАУ, 2020. 154 с.

background of these general problems, the psychological burden on each participant in the distance learning process is increasing due to the peculiar influence of online resources.

Subject-to-subject communication between the teacher and students, as well as between students in an interactive educational environment, is mandatory, regardless of the form of the lesson. Ensuring the emotional interaction and psychological comfort of participants in the distance education process depends on teachers, who need to quickly adjust and get used to the electronic educational environment, so the workload on them increases, energy consumption and the amount of time spent on learning increase[10].

Distance learning imposes new requirements on teachers: to have a sufficient level of knowledge of working with computer technologies and various platforms, to be able to choose them, taking into account the peculiarities of the subject matter and technical capabilities; to coordinate, plan and develop special tasks and recommendations in online courses; to increase creativity and qualifications in accordance with innovations and innovations. The long hours spent in front of a computer, sedentary lifestyle, additional stress on eyesight, lack of a clearly regulated working day, and the difficulty of combining research and teaching activities have a negative impact on the psychological, physical, and emotional health of teachers.

To date, an insufficient number of electronic textbooks have been developed; a significant part of the printed scientific literature does not have electronic versions; the content of the educational space has been narrowed down to Internet resources and materials offered on platforms; some electronic resources can be free of charge only for a small number of functions or participants.

The separation of the student from the teacher in space, sometimes in time, the emphasis on independent work, the need for significant additional efforts to create electronic educational resources in accordance with new learning technologies create a new understanding of distance learning. The above-mentioned difficulties and peculiarities of distance learning largely concerned the teaching staff and the creation of special e-learning resources for effective learning.

The purpose of our study was to empirically examine the advantages, disadvantages, and attitudes of students toward distance learning in teaching subjects in higher education.

The main operating platform in many universities was and still is the Mobile, Teams system. For a long time, it acted as a sequential or parallel

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[10]. Дистанційна освіта в Україні: інноваційні, нормативно-правові, педагогічні аспекти: *зб. наук. праць матеріалів I Всеукраїнської науково-практичної конференції (*16 червня 2020 р.). Київ : НАУ, 2020. 154 с.

fragment of distance learning, i.e., it worked as a supplement to the course, was used for knowledge control, additional tasks, to familiarize students with new literature, etc.

With the transition to exclusively distance education, Mobile, Teams have become an independent component of the overall learning system.

One of the most important problems of distance learning is assessing the quality of the process. In most cases, it is determined by the level of formation of key competencies and mastery of skills. The teacher can present the material in the form of online lectures using the Moodle, Zoom, Google Meet, Big Blue Button platforms.

Google services help a lot: Google docs, Google presentations, Google spreadsheets, Google questionnaires, Google class. Often, if there are technical difficulties (streams of more than 100 students), teachers use videos created on YouTube. Mentimeter is used for a deeper understanding of the material, consolidation and testing of knowledge, feedback, and an interactive whiteboard for interactive exercises. When dividing students into groups, it is convenient to use the Wordwall platform.

In our study, we were interested in students' opinions on the introduction of distance learning in higher education institutions in the study of disciplines. We analyzed the experience of using Internet platforms in the process of teaching disciplines in other higher education institutions of Ukraine[11].

Among the answers to the questionnaire, it can be noted that almost a fifth of the surveyed students had difficulties working in Moodle and Teams. This suggests that, despite the commonly held belief that young people are better than the older generation at using online platforms, this is not true.

In open-ended questions, students emphasized the overload of the system, which indicates the limited technical capabilities of the Moodle, Teams platform.

The main advantage of distance learning was that students believed they could study at a time and place convenient for them (61.8%) and at a convenient location (80%), and had additional time for self-education (44.5%). Some students mentioned the possibility of combining study and work, having extra time for family and sleep, and saving time on the way to the educational institution as advantages.

Most of the suggestions made by students to improve the teaching of disciplines in the distance mode concerned technical capabilities: free Internet; providing teachers with microphones and better equipment;

[11] Власенко Л. В. Переваги та недоліки дистанційного навчання. *Професійна підготовка педагога : історичний досвід і виклики сучасності* : збірник наукових праць. Дрогобич: Редакційно-видавничий відділ Дрогобицького державного педагогічно університету ім. І. Франка, 2013. С. 224–228.

eliminating technical problems with Moodle, Teams platforms; recording classes for viewing at another time if there are problems with the Internet or for other reasons; improving the material base; more communication in Zoom, it is not convenient to re-enter Zoom every 40 minutes.

Conclusions. We believe that the peculiarities of the practical implementation of distance learning are: reliance on Teams, Moodle and Zoom systems; the need for conditional division of courses according to the content and features of teaching the subject and the corresponding capabilities of Internet platforms; insufficient practical training of teaching staff for simultaneous effective work on the basis of several Internet platforms.

Students, realizing the advantages and disadvantages of distance learning, prefer it. The general position of students, despite their positive attitude, is characterized by uncertainty and confusion.

2. Using an integrated approach to learning in online classes in higher education institutions

Integrated learning is a modern requirement based on an integrated approach, because the boundaries between disciplines are blurred, and the educational process becomes part of the overall picture of the world. An integrated approach in education creates favorable conditions for the formation of a holistic image of the personality world, the manifestation of creativity of the higher education student and teacher; gives freedom to choose the topic, content, laws used in the organization of training for the higher education student. The implementation of integrated learning in the distance mode requires the development of an appropriate system and the introduction of methodological tasks for higher education students in educational institutions.

Analysis of recent research and publications. Analyzing the problem under study in the professional literature, we note that the issue of integrated learning in the distance format is given due attention (G. Ivanitsa, V. Lozova, I. Sokolyansky), in particular, future teachers in higher education institutions (V. Hryneva, S. Skvortsova, etc.). In the historical aspect, integrated learning was embodied in the works of O. Decrolli, R. Steiner, S. Frenet, and J. Cepiga[12]. The famous Czech educator J. A. Comenius advocated the interconnected study of grammar and philosophy, as well as philosophy and literature, and J. Locke – history and geography[13].

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[12] Сільвейстр А. М. Реалізація міжпредметних зв'язків під час навчання фізики, хімії і біології у школі. *Вісник Чернігівського національного педагогічного університету. Серія:* Педагогічні науки. 2018. Вип. 109. С. 110-113.

[13] Дубасенюк О.А. Інноваційні основні технології та методики в системі професійно-педагогічної підготовки. Професійна педагогічна освіта: інноваційні технології та методики: монографія. Житомир: Вид-во ЖДУ ім. І.Франка, 2019. С.14-47.

At the same time, we present modern practical directions for improving the educational process in higher education institutions for higher education students in the context of education reform in terms of using an integrative approach. Instead, we believe that the problem of using an integrated approach in the educational process, through the introduction of interactive web-quest technology, mini-cases, interactive learning technologies in the educational space of higher education institutions to create an integrated educational environment, is not sufficiently covered in scientific sources.

The purpose of the study is to present the experience of organizing integrated distance learning using the interactive technology of web-quests, mini-cases (interactive methods) for higher education students in higher education institutions.

We used the integrative interactive technology of the web quest in our practical classes. The project was offered to higher education students during the study of the topic "Computer Presentations and Publications" (discipline "Modern Innovative Technologies in the Methods of Teaching English and Foreign Literature" in combination with the discipline "Pedagogy of Specialized and Higher Education" (topic "Distance Learning", module "Didactics of Specialized and Higher Education"). Since most higher education students were quite familiar with the technical side of creating computer presentations, it was decided to deepen and broaden their knowledge of the topic by completing the project through the web quest "Super Speaker!".

During the web-quest, higher education students deepened their knowledge of the history of pedagogy, and presented the works of J. A. Comenius, J. J. Rousseau, and V. Sukhomlynskyi.

The purpose of the practical lesson was not only to deepen students' knowledge of didactics and the history of pedagogy, but also to familiarize them with the basic requirements for the content and design of slide presentations, the basic rules of public speaking, and the most common mistakes made by speakers during their speeches.

While working on the quest, students performed search work, systematized information, organized it in the form of a computer presentation, and defended their projects.

Based on the results of the project activities of higher education applicants, we can conclude that a creative approach to organizing project activities in online classes through the development of their own web quests was achieved:

– increasing the motivation of higher education students to self-education;

– consolidation of skills and abilities to work with software;
– formation of key competencies;
– improving the ability to find, filter, process, design and present information;
– mastering certain techniques of public speaking;
– effective realization of creative potential;
– growth of personal self-esteem of higher education students.

Also, the technology of using web-quests provided many opportunities for the realization of interdisciplinary connections through the development of interactive tasks that required knowledge of different disciplines.

Interdisciplinary integrated connections during online classes should be considered as a reflection of interdisciplinary connections in the process, which are one of the characteristic features of modern scientific knowledge.

Scientist I. Zverev noted that interdisciplinary integrated connections perform a number of functions in online learning:

1. The methodological function is expressed in the fact that only on its basis it is possible to form scientific knowledge and theoretical understanding of views on the nature of science, modern ideas about its integrity and development in higher education students, since interdisciplinary connections contribute to the reflection of the methodology of modern science in teaching.

2. The educational function is that with its help the teacher forms such qualities of a person's knowledge as systematic, deep, conscious, and flexible. The teacher should be inventive, creative, erudite and flexible in his/her behavior. Interdisciplinary integrated connections act as a means of developing concepts, promote the assimilation of connections between them and general concepts.

3. The developmental function is to develop systematic and creative thinking of higher education students; to form their cognitive activity, flexibility and independence of mind, as well as interest in learning.

4. The educational function is expressed in the promotion of all areas of education of higher education students in the process of online learning. The teacher, relying on connections with other subjects, implements an integrated approach to education.

5. The constructive function is that the teacher improves the content of the educational material, methods and forms of organization of education. The implementation of interdisciplinary connections requires joint planning by teachers of complex forms of academic and extracurricular work, which

involve their knowledge of textbooks, manuals and programs in related subjects[14].

Researcher V.Maksymova characterized that in order to realize interdisciplinary integrated connections, it is necessary to:

1. To know the basic principles of organizing educational work on the implementation of interdisciplinary integrated links in the educational process.

2. To know the pedagogical problems of implementing interdisciplinary integrated connections in the educational process.

3. To know the main functions of interdisciplinary integrated connections for their implementation in the educational process.

4. Understand the role of interdisciplinary integrated connections in the system of modern education and see the ways of their development.

5. Understand the psychological and pedagogical aspects of online learning with the use of interdisciplinary integrated connections during classes.

6. To have an idea of the structure, classification and features of the implementation of interdisciplinary integrated links in the educational process; the most important worldview problems of our time, which are realized through various subjects and sciences.

7. To be able to process and coordinate educational material with teachers of other disciplines for the effective implementation of interdisciplinary integrated communication in the classroom[15].

In our study, we note that teachers should have: an understanding of the importance of interdisciplinary integrated connections in shaping the worldview of higher education students; a conceptual style of thinking. The teacher should have:

1) Knowledge of software tools, methods and techniques that contribute to the implementation of interdisciplinary integrated connections.

2) The ability to apply this knowledge in practice, i.e. to have the appropriate teaching technology.

3) Skills of conducting pedagogical research.

To develop the innovation process, it is necessary to create a creative atmosphere in the educational institution and create conditions for the adoption of various innovations. Teachers have sufficient creative potential, are able to make changes in the content of education, introduce new methods and technologies of teaching and upbringing. The implementation of

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[14] Заріцька С.І., Литвиненко Н.І., Савченко М.І., Сліпченко О.Ю. Методичні аспекти впровадження дистанційного навчання в закладах загальної середньої освіти: методичний посібник. Київ, 2019. 88 с.

[15] Дубасенюк О.А. Інноваційні основні технології та методики в системі професійно-педагогічної підготовки. Професійна педагогічна освіта: інноваційні технології та методики: монографія. Житомир: Вид-во ЖДУ ім. І.Франка, 2019. С.14-47.

interdisciplinary integrated links contributes to improving the quality of education, the depth and strength of knowledge of higher education students, and helps the teacher to form a holistic picture of the world in the individual.

We are convinced that it is necessary to create a creative educational environment for online learning. The concept of "creativity", which is based on the word "creative" – creative, innovative activity – is a new term that defines "the creative abilities of an individual, characterized by the ability to produce fundamentally new ideas that are part of the structure of giftedness as an independent factor"[16]. The American psychologist A. Maslow argued that "creativity is a creative orientation that is inherent in everyone from birth, but it is lost by the majority under the influence of the existing system of upbringing, education and social practice"[17].

Creative learning is a process of ongoing collaboration between a teacher and a student. The learning process is organized as a live contact between partners interested in each other and in the work they do together. The goal of creative online learning is to form a personality with a flexible mind; developed needs for further knowledge and independent action; certain skills and creative abilities.

Creative learning is the basis for the formation of a creative personality that has internal prerequisites that ensure its creative activity, i.e., not stimulated by external factors.

Conclusions. Creative thinking and creativity are undoubtedly very useful skills for a modern person. After all, the more unconventional life is, the more interesting it is to live. The ability to think outside the box makes us witty, resourceful, successful, and happy. We also provided methodological recommendations to teachers on how to conduct integrated online classes during wartime. The situation is unlikely to improve now, during a full-scale war, when classes are interrupted by air raids or power outages.

According to the educational community, it is the war, not distance learning, that has made students less concentrated, forgetting material quickly, and requiring constant repetition. Given the educational losses caused by the war and the difficult learning environment, some educators suggest reconsidering approaches to online learning, which is the focus of our further research.

Thus, one of the ways to increase the learning motivation of higher education students is to make rational use of interdisciplinary integrative

[16] Сільвейстр А.М. Реалізація міжпредметних зв'язків під час навчання фізики, хімії і біології у школі. *Вісник Чернігівського національного педагогічного університету. Серія:* Педагогічні науки. 2018. Вип. 109. С. 110-113.

[17] Заріцька С.І., Литвиненко Н.І., Савченко М.І., Сліпченко О.Ю. Методичні аспекти впровадження дистанційного навчання в закладах загальної середньої освіти: методичний посібник. Київ, 2019. 88 с.

connections in online learning. In the study of any discipline, interdisciplinary integrative connections play a significant role, in particular, in increasing students' cognitive interest in new knowledge. Firstly, interdisciplinary integrative connections represent a reliable support, i.e. the foundation for the full perception, understanding and assimilation of new knowledge, the formation of skills and the development of abilities; secondly, they allow generalizing and systematizing the existing conditional experience and, thirdly, using a scientific approach, as well as comprehensively studying the topic, online classes provide completeness of knowledge.

CONCLUSIONS

In comparing distance learning with traditional learning, we have identified both advantages and disadvantages. Thus, traditional learning is characterized by controlled attendance, direct teaching, a high proportion of time presence, the availability and necessity of a schedule, and staying at the training base. Unlike traditional learning, distance learning allows free access to learning materials, provides the opportunity to use additional resources, is less strictly scheduled, and is based on information rather than structured teaching. If distance learning takes place at an educational base, attendance is also controlled, there is a focus on learning and teaching, and there is a need to control attendance. If distance learning takes place outside the classroom, learning is delivered through technological means.

First of all, the issue of physical and mental health of higher education students who are forced to spend long hours at the computer every day is relevant. Systematic violation of the specified norms of time spent at the computer gradually leads to problems associated with the emergence of the following syndromes: computer visual, respiratory, vascular, carpal tunnel, and spinal. In addition, there is a risk of epileptic seizures, and there is a negative impact of electromagnetic radiation. Fatigue and headaches can become constant companions of a person.

Physical health problems are associated with negative changes in mental health. Constant work with information computer technologies causes a behavioral syndrome. Higher education students may experience difficulties in concentrating, decreased memory performance, and perception of educational material. With a heavy workload and monotony of work, there is a risk of depression.

Thus, scientists (A. Artyushenko, V. Bykova, G. Kedrova, A. Korotkova) have identified the following as positive characteristics of distance learning

– advantages in flexibility of time spending, savings on transportation costs;

– interest of modern youth in using modern information tools in everyday life;

– simplicity and accessibility of such training;

– gaining experience and additional information by the student using Internet resources;

– convenience for companies and organizations to train their employees on the job;

– lower fees for distance learning compared to traditional education;

– individual pace of learning;

– the possibility of individual and group learning for students;

– solving the problem of loss of concentration, avoiding restrictions in the schedule;

– updating the learning material as needed[18].

Scientists (A. Artyushenko, V. Bykova) consider the following to be negative characteristics of distance learning

– the possibility of a language barrier or translation problem;

– time barriers due to time zones;

– problems with copyright in the use of educational materials;

– high cost of equipment for distance learning[19].

Among the disadvantages of distance learning, Ukrainian researchers point to the ned to create special requirements for the organization of the learning process, the need for a personal computer and access to the Internet, and the organization of student motivation.

In addition to the already identified disadvantages of distance learning, it is worth considering the comments of foreign researchers who believe that for the development of a modern specialist, communication skills are necessary in his or her qualifications, which, unfortunately, are not developed in distance learning to the same extent as in traditional learning.

The purpose of distance learning in Ukraine is to "provide citizens with the opportunity to exercise their constitutional right to education and professional qualifications, advanced training, regardless of race, nationality, social and property status, occupation, type and nature of occupation,

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[18] Федорченко С.В. Психологічні особливості взаємодії учасників дистанційного навчання в освітньому процесі закладу вищої освіти. *Дистанційна освіта в Україні: інноваційні, нормативно-правові, педагогічні аспекти*: зб. наук. праць матеріалів 1 Всеукраїнської науково-практичної конференції (16 червня 2020 р.). Київ. Національний авіац. ун-т, 2020. С.45–46.

[19] Власенко Л. В. Переваги та недоліки дистанційного навчання. *Професійна підготовка педагога : історичний досвід і виклики сучасності* : збірник наукових праць. Дрогобич: Редакційно-видавничий відділ Дрогобицького державного педагогічно університету ім. І. Франка, 2013. С. 224– 228.

ideological beliefs, party affiliation, attitude to religion, creed, health status, place of residence in accordance with their abilities"[20].

Thus, given the directives for the development of education in Ukraine, a flexible and effective system of distance learning needs to be developed. To do this, it is necessary to provide an information and methodological educational base and train highly qualified specialists to implement the distance learning process.

SUMMARY

The study describes the advantages and disadvantages of distance learning, possible obstacles in the organization of such an educational process in Ukraine. It has been determined that distance learning imposes new requirements on teachers. These include the teacher's possession of a sufficient level of knowledge of working with computer technologies and various platforms; the ability to choose them, taking into account the peculiarities of the subject matter, technical capabilities; the ability to coordinate, plan, develop special tasks and recommendations in an online format; increase creativity and qualifications in accordance with innovations and innovations. The study emphasizes that distance learning is a very specific and complex process that requires preparation and great effort. Despite the fact that online learning is a type of education that was introduced due to the spread of diseases, followed by the outbreak of war and the inability to provide educational institutions with bomb shelters, it should be noted that this form of learning is currently ideal. It is proved that thanks to online learning, higher education students have the opportunity to continue the educational process in safety, as well as attend classes while outside the country. The study outlines that distance learning is now widespread in absolutely every civilized country, so this process is very organized and interesting. New interesting applications with a lot of features and capabilities are being created. Different program creators are constantly trying to create something new and different from the past. Noteworthy are the studies of many Ukrainian scholars who examine the historical aspect of the concept, identify the principles, problems and advantages of distance learning in Ukrainian educational institutions.

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