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On-Line Education: Obstacles and Prospects in Modern Conditions of International Studying Process

The research shows that global higher education systems faced the transformations in different conditions due to various technical facilities, governmental and institutional support, financial investment, digitally competent academic staff, students familiar with educational technology. The "better prepared" higher education systems are likely to cope with such impact easier and transit to digitally-based distance teaching-learning smoothly. Some national higher educational institutions have managed to re-organize the educational process smoothly and effectively due to the academic staff's enthusiasm and colossal effort. In this regard, positive and negative trends are revealed in the national higher education emergency transition to digitally-based distance learning. The findings contribute to the investigation of higher education transformation in crisis and confirm that the global changes have accelerated higher education digitalization worldwide.

In today's global and interconnected world, universities play a vital role in equipping students for their future as global citizens. The criteria for an international education offered by the *International Baccalaureate (IB)* might be summarized as a "...comprehensive approach to education that intentionally prepares students to be active and engaged participants in an interconnected world." This approach to teaching and learning incorporates a global perspective by providing several different views of the same topic or learning experience [4].

Studying abroad or in an international university accelerates fluency in speaking, reading, and writing a foreign language by providing students with the opportunity to hone their language skills in the on-line classroom and through interaction with their multilingual peers. International schools may offer a bilingual program or a wide variety of languages taught through their curriculum. Students can not only become fluent in more than one language but will also be academically prepared for future study in another language [2].

An international experience allows students to expand their worldview and develop cross-cultural awareness and international-mindedness by enhancing their understanding of different cultures, perspectives, and views.

The global changes brought lockdowns, distancing, remote learning, and work worldwide. It affected higher education systems launching fundamental transformation in teaching approaches and methods, classes and exam formats. The international transformations accelerated the higher education transition from traditional with a physical presence in class to online. However, the world education systems entered the on-line education in different conditions. The changes divided the world higher education map into more prepared and experienced and unprepared, inexperienced educational systems in digitally-based distance learning [3].

Before the COVID-19, the World Economic Forum COVID Action Platform noticed "high growth and adoption in education technology, with global Ed Tech investments reaching US\$18.66 billion in 2019" in countries with developed economies.

Since then, “language apps, virtual tutoring, video conferencing tools, or online learning software” have had “a significant surge in usage” [1, p.1].

Thus, on the one hand, the EU higher education systems with distance learning universities and developed online courses (MOOCs) were more ready for the transition to digitally-based education. For example, the benefits of MOOCs in enhancing teachers’ professional digital competence are explored in Norway on the pandemic eve [2].

However, there is no data about Ukrainian higher education response to the modern changes. Though there is an attempt to study emergency distance learning [3], its benefits and challenges in students’ perception [4]. It is worth mentioning that Ukrainian higher education felt a colossal shock from modern transformations, as it provided educational services primarily in a traditional face-to-face format. For the challenging 2020, national higher education has experienced an emergency transition from conventional to remote, hybrid and, finally, distance learning. This transformation is accompanied by adopting university authorities, academic staff and students to new digital realities and gaining unknown experience (knowledge and skills) in re-organizing the educational process online. The experience of national higher education transformation can contribute to studying university participation in the pandemic era [2; 4].

The purpose of the article is to analyze the features of on-line learning in system of higher education and determine the advantages and disadvantages of its functioning.

Among *the significant advantages* of distance education, the following can be noted:

Ability to study at any time. A distance learning student can independently decide when and how much time during the semester to devote to studying the material. He builds an individual study schedule for himself.

Ability to study anywhere. Students can study without leaving their home or office, anywhere in the world. To start learning, students only need a computer with internet access. The absence of the need to visit an educational institution every day is an undoubted plus for people with limited health opportunities, for those living in hard-to-reach areas, and parents with small children.

Study without breaking away from the main activity. To study, it is not at all necessary to take a vacation at the main place of work, to go on a business trip. It is also possible to study remotely at several courses or at several educational institutions at the same time [3].

Ability to learn at your own pace. It is not necessary to study at the same pace as other students. A student can always return to studying more complex issues, watch video lectures several times, re-read correspondence with the teacher and can skip topics already known to him. The main thing is to successfully pass intermediate and final certifications.

Availability of educational materials. Access to all the necessary literature is opened to the student after registration in the distance learning system or he receives educational materials by e-mail. The problem of lack or absence of textbooks, training manuals or methods disappears [5].

Mobility. Communication with teachers and tutors is carried out in various ways: both online and offline. Consulting with a teacher via e-mail is sometimes more efficient and faster than making an appointment in person for face-to-face or part-time studies.

Learning in a calm environment. Intermediate attestation of distance course students takes place in the form of online tests. Therefore, students have less reason to worry. The possibility of subjective evaluation is excluded: the system that checks the

correctness of the answers to the test questions will not be affected by the student's success in other subjects, his social status and other factors [4].

Individual approach. With traditional teaching, it is quite difficult for the teacher to pay the necessary amount of attention to all students of the group, to adapt to the pace of work of each. The use of remote technologies is suitable for organizing an individual approach. In addition to the fact that the student chooses his own learning pace, he can quickly get answers to the questions that arise from the teacher [2].

Distance education is cheaper. If you compare the cost of education in correspondence and distance education, distance education will most likely be cheaper. The student does not have to pay for travel and accommodation and in the case of foreign universities, there is no need to spend on a visa and passport.

Convenience for the teacher. Teachers, tutors, lecturers engaged in teaching activities remotely can pay attention to a larger number of students and work even while on a business trip or at a conference abroad [3].

At the same time, distance learning is not without a number of *disadvantages*:

Strong motivation is required. A distance learning student learns practically all the educational material on his own. This requires sufficient willpower, responsibility and self-control. Most likely, no one will push him or encourage him to study. Not everyone is able to maintain the desired learning pace without external control [1].

Lack of practical skills and abilities. It is rather problematic to qualitatively organize distance learning in areas of training and specialties that include a large number of practical classes. Even the most modern computer simulators cannot replace "live" practice for future managers [1].

Distance education is not suitable for the development of communication skills. With distance learning, personal contact of students with each other and with teachers is minimal, if not completely absent. Therefore, this form of training is not suitable for the development of communication skills, confidence, teamwork skills [3].

The problem of student identification. So far, the most effective way to monitor whether a student passed exams or assessments on his own is video surveillance, which is not always possible. Therefore, students have to personally come to the university or its branch for the final certification [2].

Conclusions and Prospects for Further Research

The research makes it possible to reveal universal consequences caused by the global changes in higher education systems worldwide. They are emergency transition to distance education; lack of academic staff readiness and digital literacy skills; the colossal effort of academics to re-organize educational process online; their workload increase; students' positive perception of distance learning; the effective influence of distance learning on students' outcomes. Moreover, this research showed that international higher education systems faced the transformations in different conditions, i.e., technical facilities, governmental and institutional support, financial investment, digitally competent academic staff, students familiar with Ed Tech.

In this paper, we have presented an extended interpretation of the distance learning, that is based on modern information and communication technologies of education and professional development. Remote learning technologies can be considered as a natural stage of the evolution of traditional education systems from chalkboard to electronic board

and computer educational systems, from a book library to an electronic one, from a conventional one audience to a virtual audience.

In the frame of research, we have shown that the effectiveness of on-line learning is based on the fact that those who are taught, they themselves feel the need for further training, and do not succumb pressure from the side. Also, distance education has become a real innovation of the 21-st century. The virtual course of lectures allows students to shorten or extend their study time at their own pace discretion.

It was outlined that the effectiveness of on-line learning lies in the fact that the possibility of studying remotely does not limit the possibility of studying and to improve in professional activities while working at the enterprise.

Among the advantages of such training is the opportunity to study anywhere where there is a computer, the material meets all the requirements are presented to students of any university, in addition, the student has the ability to perform tasks at a time convenient for him. Among the disadvantages – the process of completing tasks remains behind the scenes.

All in all, through co-curricular activities, academic travel programs, and community service initiatives, international universities offer a vast array of opportunities for students to develop leadership skills and contribute to society, locally and globally. Students are encouraged to use their knowledge and talents to make an impact and lead change.

So, studying abroad provides many advantages students can gain, such as: broadening world views and ways of thinking by experiencing different cultures firsthand; benefiting students with future career opportunities by providing more life experiences and personal connections; complementing and accelerating fluency in speaking, reading, and writing foreign languages; providing an alternative academic experience by taking courses not offered elsewhere while earning credits towards graduation; providing opportunities for leadership development through interactions with different cultures; providing opportunities for personal growth and development by gaining self-confidence and life experience.

There are several prospects for future work. The first one is the formalization of the application model for implementing instances that can be achieved via the Moodle environment. An alternative view of this prospect is an approach to creating an instance of a pedagogical pattern in a Moodle-independent e-environment. After that, via a plug-in, this module can be integrated into Moodle. The third prospect is related to developing native software solutions. We have already planned the creation of such a plug-in module for integrating digital content into Moodle. Furthermore, we plan to conduct several experiments into the university courses Web design for gathering additional empirical data.

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