Postmodern Openings

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Features of the Use of Distance Education in Quarantine Conditions in the Postmodern World

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Abstract: Under the conditions of quarantine, distance learning turned out to be the only acceptable form of education, which corresponds to the current world norms of today's postmodern world space, because this type of organization of the educational process is included in the list of institutional forms along with full-time, part-time, network, and the like. Each institution of higher education, within the granted autonomy, has developed and implemented a system of measures for the technological and technical aspects of the implementation of the educational process under quarantine conditions. Along with the variety of forms of production of distance education, there are common problems and challenges for higher education institutions: the workload of both teachers and students has significantly increased; revealed the need for intensive training in the use of distance forms in the educational process; work intensified and it turned out to be obvious that specialized distance learning centers were functioning on the basis of higher educational institutions; Students with special educational needs require significant attention, both in terms of socio-psychological support and support in distance learning. The recommendations of the world community on the course of the educational process in the conditions of quarantine are considered. Most international organizations have implemented the statements and issued a set of recommendations for education systems that countries can use in making policy decisions and implementing specific action plans.

Keywords: *pedagogy, distance learning, educational process, socio-psychological support, COVID-19, post-pandemic consequence.*

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Introduction

Today's education is now significantly influenced by changes in postmodern society. In particular, in recent years in many countries of the world the modern paradigm has changed - from technocratic to industrial, from industrial to informational. The development of education was influenced by social integration processes, such directions of the development of society as globalization, democratization, the transformation of states at the end of the twentieth century, the creation of a single economic space (Lasagabaster, 2008).

These changes occurred at a rapid pace and made it necessary to immediately review and reform education at all levels, since the existing systems did not fully meet modern needs and required a reorientation. Among the priority areas for the development of education in the light, taking into account international trends, the following are identified: improving the quality of educational services, ensuring equal access to quality education at all levels, increasing the competitiveness of the national education system and its integration into a single European educational space, participation in the Bologna process, is one of the the most important factors in the implementation of higher education reforms. In particular, the system of higher medical education also requires new approaches to the training of highly qualified workers and understanding the pedagogical process in a higher educational institution (Guziy, 2014).

The focus of the higher education system on the primary assimilation of the knowledge system, which was traditional and justified a few years ago, no longer corresponds to the modern social order, which requires the upbringing of independent, proactive and responsible members of society who are able to effectively interact in solving social, industrial and economic problems. The solution of these tasks requires a significant strengthening of the independent and productive activity of students, the development of their personal qualities and creative abilities, the ability to independently acquire new knowledge and solve problems, and orient themselves in the life of society (Jandri et al., 2018).

In the conditions of quarantine, in most of the traditional scientific, methodological and pedagogical activities for students take place remotely. The distance form of obtaining higher education corresponds to the current legislation, because it is included in the list of institutional forms along with full-time, part-time, network, and the like. The distance form of education is an individualized process of obtaining education, which occurs mainly due to the indirect interaction of participants in the educational process distant

from each other in a specialized environment operating on the basis of modern psychological, pedagogical and information and communication technologies.

The demand for distance education turned out to be obvious in conditions of quarantine, and in the end it was the only effective condition for the implementation of the educational process. For each institution of higher education, this became a kind of "exam", a test and a starting point in the new realities, when the possibilities of physical visits to educational institutions by applicants are limited or absent, traditional teaching tools cannot be applied due to force majeure reasons (natural disasters, quarantine measures, etc. other force majeure circumstances). At the same time, at the end of the academic year, each higher educational institution has accumulated practical experience in the production of distance learning, which requires study with the simultaneous identification of shortcomings and generalization of best practices (Cydis, 2014).

2. Features of the formation of the distance education system and its main advantages

Distance education as a whole is already a fairly approved form of training organization. The use of distance learning has significantly increased in the context of the current Coronavirus pandemic. Practically in all types of education and types of educational institutions in the educational process, means are used that were rarely used before, namely: video information; slides; sound interaction between learners and educators; test information, highlighted on split screens like that. Distance learning as a whole is adequate to the new educational paradigm. The specified training is carried out in various forms: full-time, part-time, part-time (Creese & Blackledge, 2015).

The main advantages of distance learning can be called: visual presentation of information; ensuring individualization and differentiation of the learning process through the implementation of the possibilities of interactive dialogue; a high level of independence of students' work in the global information space is an important factor in the significant activation of the learning process. In the conditions of distance education, the educational process is based on the independent work of students with electronic teaching aids. After all, new information technologies provide an opportunity for students to (Moskalyuk, 2016):

- write down the content of the lecture, without interrupting the teacher's language lecture;

- if necessary, repeatedly return to the educational material, while observing the principle of "walking in circles in difficult places";
- independently expand the time frame for the study of academic disciplines;
- to carry out work at a "genetically set pace", without time limits for independent study of educational material.

Remote learning technologies play an important role primarily in teaching adults, opening up new opportunities for them to organize the educational process and realize the goals of education. Also, distance learning allows students to carry out independent experimental and search activities and directly contributes to interactive interaction between all participants in the educational process at a convenient time and place. These technologies of distance education motivate the educational activities of students, individualizing the educational process. All this gives them the opportunity to learn with less wasted time and less resources; assists each student in determining his own educational trajectory and adjusting, if necessary, an individual training plan (Nazarova, 2020).

The positive aspects of distance learning include the opportunity for workers to get a second higher education on the job, to improve their professional or qualification level, that is, to implement the principle of "education throughout working life." Distance learning contributes to the observance of this principle and people with disabilities, with limited mobility. It is thanks to the development of distance learning that this category of the population can get the desired profession, improve their educational level and thereby contribute to improving the provision of the sphere of economic activity with labor in accordance with the demands of the labor market (Muñoz et al., 2017).

Employers and representatives of domestic business are also interested in the development of distance learning, dissatisfaction with the quality of knowledge of graduates of institutions of the Ukrainian system of higher education, its full-time form of education.

As already noted, a positive aspect of distance learning is the presence of feedback, the implementation of which is facilitated by (Murovana, 2017):

1) the use of various forms of organizing educational activities, in particular: independent research and search and practical and professional activities; individual - one-on-one (student with a teacher, student with a teacher or instructor); group - communication and business; practical and playful things like that;

2) the availability and effective use of the resource base, primarily electronic educational resources. Thus, according to the research results, more than 80% of respondents use the Internet and means of distance communication for educational purposes, allows a student, independently or with the help of a teacher, to master a new academic discipline.

An important place among educational resources is occupied by an electronic textbook, the main advantages of which are (Ana et al., 2020):

- accessibility of treatment;
- preservation and placement of a sufficient amount of information;
- the use of multimedia technologies, provides visualization of the material;
- the ability to carry out various types of educational and cognitive activities (training, testing);
- using the mechanism of hyperlinks allows you to organize the relationship between different concepts, as a result of which ordinary text is converted into hypertext;
- interactivity (presence of feedback), which is achieved by including tests for self-control;
- ease of updating the content of information and its correction;
- availability to a wide range of readers through integration into the global Internet.

3. The use of distance education under quarantine conditions in today's postmodern society

Curricula are an important resource for providing distance learning. According to experts, the development of educational software is one of the most difficult problems. After all, firstly, students need not just good programs, but those that would provide the training of a competitive specialist, and secondly, the curriculum for distance learning is a complex technological product that cannot be simply installed and operated without additional service. as, for example, the office program Word (Makeshina, 2015).

Each distance learning program is prepared for a specific customer, taking into account the developed corresponding structure of classes. And this requires the expenditure of significant material and intellectual resources. So, according to experts, for the preparation of a student even in one specialty, methodological support is needed in 50 disciplines, and this, accordingly, provides for the need for 50 teaching aids, 50 basic methodological manuals, 50 computer programs for conducting exams and tests, 100 computer tests, etc. According to existing calculations, the

development of one such program, which would cover the indicated, costs an average of \$ 50 thousand USA. (Golovan, 2019).

Now, according to experts, individual programs are in great demand, providing for a combination of distance learning via the Internet and practical training with the fundamental nature of full-time education. And this is possible if there is such a resource as a personal computer and the Internet, which make it possible to effectively carry out modular training.

The latter may include (Zyazyun, 2020):

- viewing training using a working textbook, video and audio lectures on interactive television;
- algorithmic mastering of skills, for which a working textbook, educational computer programs are used;
- developmental training, which provides for homework and coursework, active participation in seminars, implementation of educational computer programs;
- knowledge control using standard tests and the like. To provide distance learning, it is extremely important to have an intellectual resource, namely students and teachers.

As practice shows, students have different attitudes towards distance learning and the perception of lectures. In this context, experts divide the student population into four groups (Vazin, 2020):

- students who in the classroom aloud comment on the lecture (both positively and negatively assessing the latter), while preventing others from listening and perceiving the material;
- students with strong motivation and a great desire to acquire knowledge; therefore, they not only listen carefully to the video lecture, but also make the necessary notes;
- students who do not perceive anything from the screen, do not want to know anything and express their attitude to the lesson like this: I don't want to, I won't, I'm tired;
- students who, according to their level of training, are not able to perceive the lecture material primarily through the general noise in the classroom. This group of students is determined that they will re-work with the material of the lecture on an individual basis (Malenkova, 2020).

With distance learning, the work of the teacher is characterized by a large load, it remains an extremely significant factor in the learning process. Without the help of a teacher, landmarks that form the basis of students' work are often lost (Mahalakshmi & Radha, 2020).

Teachers program the actions of students, so their responsibilities include (Lozova, 2020):

- to direct the educational process in the right direction, working on the improvement of self-study technologies in the context of a new educational process;

- support students' motivational attempts as sources of their information culture formation;

- to contribute to the rapid adaptation of students to the conditions of distance learning, taking into account personal psychological characteristics, thereby reducing the level of student dropouts for academic failure;

- control the independent educational activities of students, including their attendance at video lectures, slide lectures, collective trainings, students' compliance with test delivery schedules, modular control, and the like. To ensure the success of distance learning, teachers use methods and techniques of educational activities based on systemic interaction (Taylor, 2021):

- students with teaching materials;

- students with an educational and professional environment (working with electronic sources, creating presentations, conducting presentations, conducting virtual discussions, preparing reviews of the work of other students, monitoring, etc.);

- students and teachers;

- students both with teachers and with other participants in the educational process.

Teachers should give particular attention to modular learning, which generally includes (Koletvinova & Bichurina, 2019):

- viewing training using a working textbook, video and audio lectures, lectures on interactive television;

- algorithmic mastering of skills (work with a textbook, educational computer programs)

- developmental training (homework and coursework, active seminars, educational computer programs).

Given this, it will be important to highlight the main universal points / tips that classical education can take into account in order to never completely stop the educational process in quarantine (Kruszewska et al., 2020):

1. Flexibility. You do not need to be hostage to the situation, you should look for innovative ways to provide educational services and online education can be regarded in particular as one of such ways. In addition to technical flexibility, it is also important to take into account the ability of teachers and teachers to flexibly adapt to new transformational transformations, master new information and communication technologies,

dynamically master new techniques, and quickly create training courses in free access; acquire practical skills through blended learning, simulation games.

2. Continuous learning. In the context of the suspension of classroom training, conferences, workshops, these benefits can be at least partially compensated for by online courses, online lessons, access to online library resources, and the like. Teachers must also independently improve their professional competence through self-education, self-improvement, and self-development.

3. Technical support, increasing the low and uneven level of digitalization of education, in particular, expanding the scope of the Internet. In the current situation, investments are needed that will ensure the most efficient functionality of institutions. It is also worth noting that the ability to control the independence of tasks by students is still limited, the absence of an identification-authentication system for the applicant for educational knowledge, while it is worth attributing to the problematic moments of distance education and in the future to look for ways to solve them.

4. The methodological and methodological component of the distance education process today also refers to problematic aspects, since in the future there is still a lot of work to be done both on the first and on the second component, for example, by creating training courses not "at the call of the heart" and imagination, but using special pedagogical methods and techniques for organizing distance learning and methodological foundations of the process.

4. Conclusions

Thus, distance education in today's postmodern society is a broader category compared to distance education that existed before the onset of quarantine. Accordingly, distance education cannot be implemented without traditional education as an integral form of acquiring knowledge using electronic networks; it should be introduced into the traditional educational process as an independent element. Today, the development of distance learning in the world is a priority direction of state policy, a tool for the global interpenetration of knowledge, technology and capital, in particular, it helps in the struggle for the market, in solving geopolitical challenges, and the like. Obviously, we need mass high-quality higher education, which is able to meet general expectations, to fulfill the social order of society, therefore, the emergence of distance education today is not accidental, and as a natural stage in the development and adaptation of education to modern conditions and taking into account the quarantine circumstances of the

present. Therefore, distance learning is very promising for the development of the entire modern system of national education.

Therefore, in the future, distance education, distance learning forms should be further developed and improved. The latter, in accordance with the requirements of the present, should be guided not by the transfer of static knowledge, but by the formation of students' technological skills in working with information, on the basis of which students will be able to receive their own knowledge and skills that are adequate to the modern dynamic requirements of world development. The acquired knowledge should help future specialists to achieve success in a rapidly changing, technology-oriented society. After all, educational technologies of the 21st century are associated with the rapid development of technology and technology, the use of which is radically changing the traditional educational landscapes, which have the following components: the rapid spread of online lectures and consultations, as well as blogs, video conferencing, digital film making, and the like. Accordingly, the introduction of the latest technological means determines the future of education as a public institution. At the same time, the use of distance learning contributes to the formation of subject-subject, dialogue relations between the teacher and the student, determines the change in the nature of teaching from authoritarian to personality-oriented. It is this approach that will allow the educational sphere of our country to enter the future, becoming a full member of the single European educational space, as well as to ensure overcoming the socio-economic problems caused by the coronavirus pandemic (COVID-19) and contribute to improving living standards.

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