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## PECULIARITIES OF THE EDUCATIONAL PROCESS ORGANIZATION UNDER THE CONDITIONS OF DISTANCE LEARNING

*The article is devoted to the consideration of the peculiarities of the organization of the educational process by teachers under the conditions of distance learning. It is noted that modern higher education is aimed at its intensification: it is necessary to provide maximum information in the minimum time. However, within the existing curricula, this is possible only implementing independent work of students based on the use of information technology, and for distant students – taking into account distance learning.*

*Modern information and distance technologies provide new didactic opportunities (interactive communication between students and teachers via computer networks) because modern students are ready for this, it is necessary to train the teachers. Therefore, a necessary condition for the effective use of info-communication and distance technologies is the presence of teachers who are able and ready (professionally, technically, psychologically) to carry out activities in the distance learning system.*

*It is established that the training of higher school teachers to organize the educational process in the distance education system should be based on the main aspects of distance learning: technical, psychological, pedagogical, social, economic, taking into account the design of training programs for teachers and students, personal orientation and achievements in higher school, as well as taking into account their individually directed diagnosis. The main results of the article are the substantiation of the peculiarities of the organization of the educational process by tutors/teachers in the conditions of distance learning; structuring the activities of the teacher in the system of distance education and analysis of its components (presentation of the course, organization of self-help groups, conducting tutorials, checking homework, consultations, exam preparation). It is stated that there are changes in teaching in general in the field of higher education, place and role of teachers in the educational process, its main functions, which helps to increase the effectiveness of professional activities of teachers and the competitiveness of educational organizations.*

**Key words:** distance learning system, organization of educational process, teachers, teaching activity, structure.

**Problem statement.** The digital transformation of higher education, caused by the emergence of a digital society and the development of the digital economy, on the one hand, contributes to the development of science and modern education; increases the efficiency of the educational process [1]; provides access to education; the formation of the individual educational trajectory of students; expands the boundaries of free self-determination of teachers and students, etc. Undoubtedly, this is evidence of the long-term perspective of using the potential of innovative technologies in educational activities. On the other hand, the use of digital technologies reveals many problems, including the availability of teachers, capable and ready (professionally, technically, psychologically) to carry out activities in the distance education system.

It should be noted that changes in the field of education are influenced by several factors, in

particular, technological innovations, changes in the socio-economic system, the transformation of political institutions. The development of the education system in its digital form is designed to meet the needs of the new technological system economy. Digital learning tools allow to increase the efficiency of the educational process, diversify its content, optimize the routine operations of teachers and administrators of educational institutions.

It should be noted that digitalization, digital transformation – are the trends, recognized by representatives of world business. The possibilities of these trends are unlimited. Specialists in the labour market must be properly trained to function successfully in the conditions of digital transformation, [2, p. 53].

It is logical to assume that their training/retraining should be carried out in the context of digitalization

of learning, using distance and communication technologies [3]. According to the Strategy for the Development of Higher Education in Ukraine for 2021-2031 [4], which was developed on the basis of the Decree of the President of Ukraine "On Improving Higher Education in Ukraine" (2020) [5], further development of education is associated with developing distance education (DE), which has become relevant in the situation of the spread of the coronavirus (COVID-19) and the gradual transition of educational institutions to DE. The difficulty of such a transition lies in the need to train and/or improve the skills of teachers to work in the distance education system.

#### **Analysis of recent research and publications.**

The system of distance education, as well as any other pedagogical system, comprises the following components – purpose, content, means, forms and methods of teaching, as well as subjects of study (students and teachers) [6, p. 104]. In this system (as well as within traditional education) the teacher is a key component that guarantees the effectiveness of the educational process. Thus, O. Voronkin, stating the need to rethink the role of teachers in distance education, draws attention to a number of problems, especially the conservatism of academia, unwillingness to change something in teaching and life, lack of trained staff, distrust of DE (fear of being replaced online -courses), etc. [7]. Instead, Steven Rowland sees the teacher of DE as a person with a set of professional qualities (ability to design the educational process, combine different approaches in the educational process, apply innovative learning systems) and be able to solve creative, problematic problems of professional and pedagogical activities. At the same time, the researcher emphasizes the importance of the personal and intellectual values of university teachers and the need for their joint broad discussion with colleagues with further reflection [8, p. 77]. In foreign and increasingly Ukrainian scientific literature, a teacher in the DE system is called a "tutor" (from the English. «tutor» – mentor, guardian). According to T. Garbuza, the tutor's tasks are to motivate and intensify the educational process of students, maintain interest in learning throughout the course, provide maximum assistance to students, joint evaluation of completed training modules, group discussion of results [9].

Y. Limani, E. Hajrizi, L. Stapleton and M. Retkoceri emphasize the need to form digital competency in teachers, who consider it as a vital set of skills of teachers in distance education to solve problems and find solutions in teaching [2, p. 55]. M. Á. Fernández-Jiménez, E.M. Rodríguez and E.M. Ligia Isabel L.I. Estrada Vidal, conducted a very thorough study analyzing the functions of tutors, established typologies of tutors according to their roles, functions and resources, and features that characterize students in distance education [10, p. 199].

However, despite the significant amount of research on distance education and professional activities of teachers in the distance education system, the specifics of teaching activities in the distance education system, structure and organization of the educational process are given unjustifiably insufficient attention by teachers in the distance education system. Given the peculiarities of today's changing society, as well as the desire to ensure the advanced nature of teacher training in relation to the training of future professionals, our article should, to some extent, help to eliminate differences between the ideal model of DE teacher and the real DE teacher.

**Purpose of the article** – the substantiation of the specifics of teaching in the system of distance education; structuring and analysis of teachers' activities in terms of distance education.

**Presenting main material.** Solving the problem of widespread use of DE in practice largely depends on solving the problem of readiness of teachers to work in the DE system [11, p. 761]. The problem is complex and multifaceted, as it covers a range of tasks, including the identification of psychological, pedagogical, theoretical and methodological foundations of the system of preparation for DE; determination of the specifics of the activity and development of a multifaceted characteristic of the DE teacher as a subject of the educational process; identification of criteria for the readiness of DE teachers, conducting its experimental testing. Training/retraining of teachers should be carried out in the context of digital learning using distance and information and communication technologies [11, p. 770].

The use of the outlined technologies in the higher education system, firstly, allows to ensure equal access to educational resources (electronic libraries, cases, educational platforms) regardless of the student's place of residence, health, etc. [12], secondly, to form the ability of students to build individual educational strategies, in particular, promotes the development of skills for independent work with information.

In the system of distance education, the tutor is an important and necessary mediator between the educational material (presented in print, on CD or via the Internet) and the student [13, p. 78]. In a broader sense, a "tutor" is a mentor, curator of students, who helps them in organizing their education in any form of education (full-time, part-time, distance, external) [14, p. 111].

Teachers, working in the DE system, are often asked if they need to create their teaching support or they can use available materials developed by the authors of the courses, provided they can assess their quality and build a proper support system. Both approaches have a right to exist. When a DE teacher is an author-developer of an educational

and methodological complex (which is desirable, but not necessary), he/she is so disciplined that he/she can independently assess the quality of students' assignments and is an expert in this field.

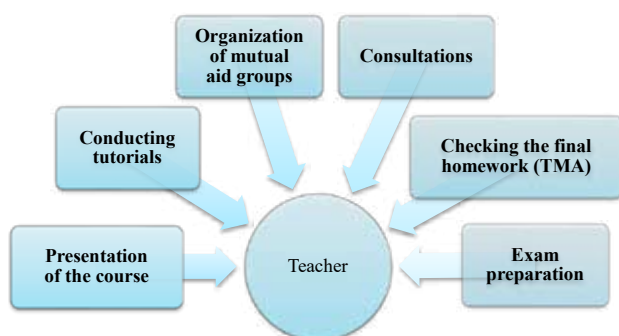
Another approach involves the separation of the functions of a DE teacher and an expert in the discipline. In this case, the teacher must be able to assess the quality of the developed educational and methodological complex, work with the author of the course in a particular discipline, apply the methods and tools of DE in teaching. Because of this, it is worth noting significant differences in the activities of teachers of traditional and distance learning systems. In particular, the DE teacher provides much more academic, psychological and organizational support to students, adjusting their independent activities. Despite the significant share of independent work, student learning is a well-thought-out system of teacher support for students in the educational process. Such support can take place in several stages:

1) planning and training, during which the diagnosis of students' needs is carried out, the initial level of knowledge and skills is determined, educational and methodical materials are prepared;

2) actual support, which involves strengthening knowledge, skills and abilities; consultancy; organization of communication between students, etc;

3) application of learning outcomes and final analysis. This stage involves the consolidation of acquired knowledge, skills and abilities; assessment of student success and change; final assessment of the effectiveness of the support process.

Teacher support in DE is provided based on the following elements of their activities: presentation of the course, organization of self-help groups, conducting tutorials, checking homework, consultations, exam preparation (pic. 1).



Pic. 1. The structure of the teacher's activity in the distance education system

Let's consider the characteristics of the main components of teachers in the DE system. Thus, the presentation of the course is considered as a collective lesson of the DE teacher with students, which is aimed at "introduction" to educational

activities, forming a general idea of the course, self-determination and creating the necessary mood while studying the course. The second important task of the presentation is to acquaint students and teachers with each other. At the initiative of teachers, mutual aid groups can also be organized [15, p. 91]. Students hold meetings at a time convenient for them, in the intervals between tutorials, and dedicate them to the joint study of the content of the course, discussing the problems of mastering the material.

Conducting tutorials is one of the central tasks of a DE teacher. Tutorial (a term used to describe face-to-face classes with students in DE) is a group activity of a teacher with the students using active teaching methods, aimed at gaining experience of behaviour in standard, non-standard, simulated situations; improving the mental and communicative abilities of students. Of course, tutorials are possible only if they involve learning technology (for example, case technology). However, given the large territorial disparities of students, it is possible to use online learning technology to conduct tutorials via the Internet, in the form of computer conferences, and in a case of material support – video conferencing.

According to A. Gubanova, the main tasks of the tutorial are:

- review / integration of course materials;
- discussion of problematic topics;
- establishing a connection between theory and practice;
- removal of possible fears of students;
- organization of active participation of all students;
- organization of exchange of professional experience of students among themselves;
- the practice of certain professional skills [16, p. 103].

Features of the tutorial, as a rule, are the complexity of methodological techniques, used by the DE teacher to achieve the objectives: these include mini-lectures, role and business games, discussions, work in small groups, case studies, tests, pieces of training, tasks. This range of techniques places higher demands on the competency of DE teachers and provides a focus on the needs of students, the ability to intensify the rapid pace of work. Another possible difference is in the activity of the students themselves. The task of the tutorial is not to control the "learning" of theoretical material, but to update knowledge and skills, exchange views, participate in activities. The fact that the tutorial is held about once a month is also important (seminars in the traditional system of education are held more often), and this involves a significant "concentration" of material, focusing on really problematic issues and specific situations, effective and fruitful communication. Feedback, analysis and reflection play a key role in the student's learning process [17 p. 19]. They can be

implemented orally – in tutorials, during consultations, as well as in writing – when checking students' written homework with a teacher's comment (TMA – Tutor Marked Assignment).

The final homework test (TMA) is a personalized form of feedback and is very important because the DE teacher monitors the individual progress of the student in the educational process, comments on the tasks, guides the student on the success of the next tasks. Homework (final, in particular) is usually of a project nature, thus controlling the understanding and assimilation of educational material by students.

Such tasks, as a rule, make it possible to take into account the personal professional experience of students, to reflect their vision of the problem. In the process of checking the written homework DE teacher has the opportunity to use a variety of techniques (error analysis, detailed written comments indicating the strengths and weaknesses of the work, assessment, compiling a general review, recommendations).

Preparation for the exam is also an important element of the DE teacher's work and provides independent but mandatory support for students' work with teaching materials. Throughout the study period, students receive advice from the DE teacher on any issues related to the content and process of learning (full-time and distance). Final control usually takes the form of a written exam (if the educational process requires the personal presence of students) or in the form of project defence. In our opinion, the final control, in addition to the task of assessing the student's mastery of the course material in general, has another aspect: the results of control should provide the teacher with assessment and reflection on their activities, which is important to ensure effectiveness and quality.

The content of the teacher's activities using DE network technology can be presented as follows:

- virtual acquaintance with students;
- formation of a virtual study group;
- diagnostics (analysis of the initial level of knowledge of the group); motivation to continue studying;
- conducting classes, counselling.

It is worth noting that, even though the DE teacher does not give lectures in front of a large audience, does not develop educational documentation, does not communicate with students continuously, his work is not easy. In their teaching activities, DE teachers face certain problems and difficulties that are related to various aspects: the organization of student interaction, lack of time, technical problems.

**Conclusions and suggestions.** Summarizing the results of the study, it should be noted that digital transformation has significantly affected many aspects of social, business, academic and other aspects of reality. Changes in the economic nature

also affected the concept of education. According to the systemic (study of any object as a complex integrated socio-economic system) and innovative (the ability to respond quickly to changes dictated by new conditions and the environment), approaches to higher education have changed and continue to change. First of all, it is the transition of higher education institutions to learning with extensive use of distance and info-communication technologies, as the acquisition of the future profession in the digital transformation is greatly facilitated by the appropriate nature and method of learning, namely in the DE system.

The following aspects are seen as the directions of further research: development of educational and methodological support of DE, the definition of criteria and indicators of quality of DE courses, protection of copyrights on them. The findings of the study can be used in the training/retraining of teachers of higher education institutions to work in the DE system.

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**Савіцька В.В., Кричківська О.І. Особливості організації викладачами освітнього процесу в умовах дистанційного навчання**

Статтю присвячено розгляду особливостей організації викладачами освітнього процесу в умовах дистанційного навчання. Зазначено, що сучасна вища освіта спрямовується на її інтенсифікацію: за мінімальний час необхідно надати максимум інформації. Однак у межах навчальних планів це можливо, лише спираючись на самостійну роботу студентів на основі використання інформаційних технологій, а для віддалених студентів – з урахуванням дистанційних форм навчання. Сучасні інформаційні та дистанційні технології надають нові дидактичні можливості (інтерактивне спілкування студентів та викладачів за допомогою комп'ютерних мереж), адже сучасні студенти до цього готові, необхідно готувати викладачів. Тому умовою ефективного використання інфокомунікаційних та дистанційних технологій є наявність викладачів, здатних та готових (професійно, технічно, психологічно) до здійснення діяльності в системі дистанційного навчання.

Встановлено, що підготовку викладачів вищої школи до організації освітнього процесу в системі дистанційної освіти необхідно проводити з урахуванням основних аспектів дистанційного навчання: технічного, психолого-педагогічного, соціального, економічного, з урахуванням особливостей проектування тренінгових програм для викладачів та студентів, особистісної орієнтації та досягнень викладачів вищої школи, а також з урахуванням їхньої індивідуально спрямованої діагностики. Основними результатами статті є обґрунтування особливостей організації освітнього процесу тьюторами/викладачами в умовах дистанційного навчання; структурування діяльності викладача в системі дистанційної освіти та аналіз її складників (презентація курсу, організація груп взаємодопомоги, проведення тьюторіалів, перевірка домашніх завдань, консультації, підготовка до іспиту). Констатовано, що у сфері вищої освіти відбуваються зміни у викладацькій діяльності, місці та ролі викладача в освітньому процесі, його основних функціях, що сприяє підвищенню ефективності професійної діяльності викладачів та конкурентоздатності освітньої організації загалом.

**Ключові слова:** система дистанційного навчання, організація освітнього процесу, викладачі, викладацька діяльність, структура.