THE EXPERIENCE OF DISTANCE AND VIRTUAL TEACHING IN THE PANDEMIC PERIOD

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The pandemic has destroyed all the usual methods of teaching in higher education. Already on March 12, 2020, a decision was made in Ukraine to transfer students and schoolchildren to distance education (DE) or distance learning (DL).

Some universities issued orders to organize distance education and left teachers and students to solve the problem on their own. Quarantine has revealed a problem in the educational process that is more difficult to solve than technical deficiencies.

The DE system in developed foreign countries has a long history and widely uses innovative technologies. The creation of the Open University of Great Britain (OUGB) in 1969 had a huge impact on the development of the distance education system.

In the 70s of the XIX century, the United States also took several steps to organize distance learning. So, in 1874, the University of Illinois offered a -order training program.

In the 70s and 80s of the last century, educational institutions conducting distance learning appeared in some other countries of Europe and Asia. Among them are universities in Spain (1972), Pakistan (1974), Thailand (1978), Korea (1982), Indonesia (1984), India (1985), the Netherlands (1985) [1].

Today, the leading universities in Germany, Italy, England, Holland, working in the field of ODL (open distance learning), have both common goals and objectives of training, and unique teaching methods inherent in individual states.

During the quarantine, the news and social networks have already discussed all the details and peculiarities of distance education at school: from the analysis of the quality of TV lessons by the President's Office to advice from psychologists on how to organize the education and children's life in a confined space. On the other hand, much less was said about distance education in universities. Immediately after the announcement of the quarantine, the Ministry of Education announced that it trusts universities to organize distance learning.

When we talk about "distance learning technologies", we mean specific platforms and tools (for example, Moodle, Google Classroom, Zoom, Skype, Google Suite /

Docs, etc.) that allow the student and teacher to communicate, perform and check assignments, control attendance, organize semester control, certification, etc.

However, there are problems in university distance education that are less inherent in the school: some disciplines are not transferred to the distance format, since they require laboratory or other work, and it will be necessary to make up for gaps in knowledge later. But so far, most disciplines are taught online.

As the Deputy Minister of Education and Science Yegor Stadny noted, the use of e-learning during the quarantine period revealed the readiness for this of more than two dozen universities, moreover, such type of teaching was typical for them. There are universities where the distance education system has been operating for several years. Among them, Borys Grinchenko Kyiv University uses a platform for distance learning, where online meetings of departments are held, and the administration monitors and coordinates the work of departments [2].

The university has created this platform based on Moodle. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free e-learning system [3]. It is an open-source web application that can be used to create a specialized platform for student development. Moodle is one of the most popular e-learning platforms today. It has been translated into over 100 languages and is used by major universities around the world.
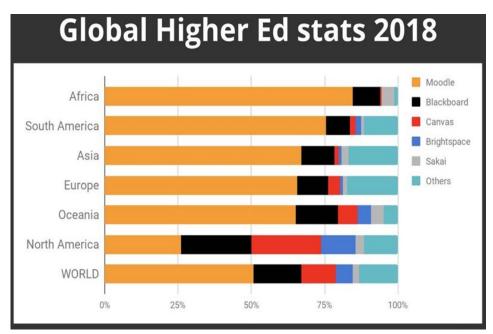

Figure 1. Moodle Platform Use in the world [4]

What are the advantages of using the platform during quarantine?

The organization of the educational process is as follows:

• students register on the university platform;

• in their account, they get access to courses under the curriculum, as well as additional information that they can usually get at the university: schedule, textbooks, links to sites, manuals;

• each course provides lectures, seminars, workshops, tests of knowledge, skills, abilities.

The distance learning system is an effective use of e-learning and online conferences in the Zoom and Google Meet system. Students from the Institute of Arts can use the Moodle system to upload a video file with a performed piece of music or choreography.

It is vital to exchange teaching experiences online.

Italy is adjusting to distance education with varying degrees of success. In the Apennines, most of the educational institutions use a resource called WeSchool, but only a few managed to find common ground with this far from the perfect online platform.

Experts note that the universal education system did not work well in America with its social contrasts, and the transition to distance learning only exacerbated the inequality because everyone has different technical and financial capabilities [5].

But there are problems which are significantly affected the quality of education during quarantine, and it should be discussed. These are mistakes that need to be corrected.

A well-known proverb says that we learn from our mistakes, and the quarantine situation will be a lesson for many of us, but only if we want to draw a conclusion from this lesson and use it in the future.

At least one of the conclusions should be that now it is necessary to improve the training programs for teachers and trainers and teach them to conduct high-quality distance learning. We know nothing that will be when quarantine ends. But we know that education in Ukraine, as well as in the whole world, will no longer be the same as before the quarantine. And we need to be ready to keep up with the times, so as not to repeat the mistakes from which we should have learned. Distance learning makes education more accessible, but in choosing it, we should not have to choose between accessibility and quality.

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