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STUDENTS STANDING BEFORE THE DISTANCE LEARNING IN INSTITUTION OF HIGHER EDUCATION

Abstract. The priority direction of updating the education system is the introduction of modern information and communication technologies, which provide further improvement of the educational process, accessibility and efficiency of education, preparation of the young generation for life in the information society. The analysis of the problem of using information and communication technologies in the educational process confirms that the transition to computer-oriented learning technologies, creation of conditions for their development, testing and implementation, a rational combination of the newest means of teaching with the traditional ones - a complex educational task that needs to be solved A whole complex of psychological and pedagogical, organizational, educational, methodological, logistical and other issues. And among them - the development of appropriate educational and methodological support for the use of information retrieval systems, hypermedia, multimedia, telecommunication and network technologies; The formation of information culture of teachers and students, their preparation for the practical use of information and communication technologies in their professional activities. The use of information and communication technologies and the possibilities of Internet resources in the educational process of higher educational institutions has an innovative, progressive character and a tendency to develop and spread to all educational institutions in Ukraine. The use of electronic learning systems provides an opportunity for flexible learning of students in the interactive educational environment, the formation of skills for independent work, conscious attitude to learning. The article is devoted to the consideration of ways to increase the efficiency of the process of teaching students in higher educational institutions through the introduction of modern information and communication technologies. The urgency and necessity of application of information and communication technologies in the educational process as requirements of the present are considered. The main advantages and disadvantages of using information and communication technologies in the process of learning are determined. The authors disclose the main difficulties faced by students in the educational process of a higher educational institution.

Keywords: adaptation process; institution of higher education; distance learning; information and communication technologies of learning; the distance learning

Relevance and expediency of research. The introduction of information and communication technologies in various spheres of human activity does not overlook the branch of education. The use of information and communication technologies provides a wide opportunity to significantly improve the quality of the learning process, increases both the level of knowledge acquisition and the interest in learning in general. The current level of information and technical development provides citizens with the opportunity to acquire new knowledge and acquire professional education through Internet technologies. This form of

training is especially relevant in the context of the proclamation of the principles of equality and accessibility, since now access to the acquisition of professional knowledge is available to citizens who, for some reason, can not afford to study under the traditional form of education. An educational institution that can create the best conditions and resources for learning by means of information technologies goes to a qualitatively new level of the modern world university.

The rapid pace of development of information technologies characterizes the system of interaction of strategic resources of a higher educational institution and the readiness of students to use these resources as a dynamic system. The development of information technologies and the globalization of education create a new educational competitive environment, the feature of which is information and communication technologies and student mobility.

Analysis of recent publications. Today, the attention of researchers attracts various aspects of the implementation of information and communication technologies in the educational process. In particular, didactic problems and perspectives of the use of information technologies in the study were investigated by N.Apatov, V. Bykov, R. Gurevich, T. Ilyin, V. Krasnopolsky, I. Robert, T. Sergeyev, V. Sholokhovich.

Thus, the problems of the use of ICT in order to increase the efficiency of independent work of students is devoted to the study of N. Boyko and A. Bayrakovsky. The work of I. Gavrish, I. Dichkivska, I. Bogdanova, T. Demidenko is devoted to the analysis of innovative processes in modern education and the preparation of future teachers for the use of innovative pedagogical technologies.

The problem of implementing information and communication technologies into the educational process was studied in the works of V. Drovosyuk, M. Zhaldak, Y. Zhuk, V. Klochka, A. Kuznetsova, V. Monakhova, T. Oliynyk, Y. Ramsky, V. Shavalova. The psychological aspects of the use of ICTs were reflected in the scientific works of V. Bezpalka, V. Zinchenko, O. Leontiev, V. Rubtsov, N. Talizina. Definition of the functions of information technologies in the educational process was considered by G. Ball, T. Gergy, V. Monakhov, I. Podlasy, S. Smirnov.

M. Dyachenko, Z. Yesariev, L. Kandybovich, O. Moroz, L. Romanyshyn, V. Yakunin highlighted the problem of vocational training and organization of studies in higher educational institutions.

Formulating the goals of the article. The analysis of scientific literature carried out by us showed that the problem of the attitude of students to the use of information and communication technologies in the conditions of a higher educational institution is almost not investigated. The purpose of our scientific and pedagogical research is to determine the attitude of students towards distance learning in a higher education institution.

Presentation of the main research material. Modern education is intended to provide a high level of intellectual and professional development of future specialists. Taking into account the proclamation of the idea of the availability and development of information technologies, nowadays more and more higher educational establishments open the way for such entrants as distance learning.

According to statistics, most distance-learning students are people over the age of 25 who are already working and want to deepen their professional knowledge without disregarding their work. However, the distance learning form is suitable for almost everyone. The number of people studying remotely in the world increased from 1.6 million (in 2002) to 30 million (2012); Percentage of distance attendance audiences in the regions according to the providers' reports for the last 5 years: Asia (17.3%), Eastern Europe (16.9%), Africa (15.2%), Latin America (14.6%), Western Europe (5.5%), North America (4.5%), Middle East (8.1%) (Mansko, Synytsa, 2014, pp. 546-577).

Today, the education market shows: 1 out of 3 educational institutions has their own distance learning systems for students; Every day, 2,700 students are joining interactive learning; Training efficiency is increased by 62%; 84% more time for self-learning (Mansko, Synytsa, 2014, pp. 546-577).

In our time of Internet technologies, everybody transfer many aspects of our lives to the network, thereby accelerating the pace of development of the information society and overcoming geographical barriers. Education is not an exception. Now it is not necessary to be near a teacher. The Internet enables you to expand your learning opportunities, make it truly complete and comprehensive. In the modern world, distance learning is carried out using technologies such as the Internet in voice and text modes, e-mail, telephone and fax communications, videoconferences and, of course, the traditional sending of educational materials by regular mail (print, audio, video and electronic Educational materials). These technologies form a connecting link between a student and a teacher, which can be divided thousands of kilometers, and provide the opportunity of daily communication.

Distance education is one of the forms of education found in Ukraine. The intensive development of distance education in Europe and America began in the 70's. In Ukraine, the distance learning form is introduced since 2000. The acquisition of higher education through distance learning forms is enshrined in the Ukrainian legislation, namely, the Law of Ukraine "On Higher Education" and the Provision on Distance Education approved by the order of the Ministry of Education and Science of Ukraine (Polozhennya pro dystantsiyne navchannya, 2013).

According to the provision, distance learning refers to an individualized process of acquiring knowledge, skills, and methods of cognitive activity of a person, which occurs mainly through the indirect interaction of distant participants in the educational process in a specialized environment, which functions on the basis of modern psycho-pedagogical and informational -communication technologies.

At the present stage, the informatization of society is becoming more widespread in various spheres of life of ICT, they serve as one of the tools of knowledge. Information and Communication Technologies (ICT) - a set of methods, processes and software, integrated into the technological chain, which ensures the implementation of information processes in order to increase their reliability and efficiency and reduce the complexity of the use of information Resource (Pometun, 2004, pp. 19-20). Therefore, one of the tasks of higher education is the training of a specialist who is freely oriented in the world of information space, which has knowledge and skills in the search, processing and storage of information, using modern computer technology. This direction is considered perspective, because in general education is characterized by a large system, the quality functioning of which is impossible without the use of modern telecommunication and computer storage, processing, transmission, presentation of information.

The development of ICT not only qualitatively changes the life of society, but also influences culture, attracts mankind to the accumulation of cultural wealth. Informatization of society stimulates qualitative changes in socio-political and economic processes. New information technologies focus on self-development and self-education.

Nowadays in the information society, the traditional teaching method, which focuses on the use of ICT and introduces radical changes in the steady dynamic system "teacher-student," changes, transforming it into "teacher-computer-information technology-student". The new scheme provides wider opportunities. ICTs play a new role in teaching and learning. Teachers cease to be a source of information. They act as an intermediary, so the teachers must go to the student with the fundamental knowledge of modern ICT. Thus, the present requires a teacher to apply modern ICT to study, which will increase the effectiveness of the educational process as a whole. Note that the increase in the number of computer technology and further

improvement improves the possibilities for students to use it not only during the study of computer science, but also during the study of other disciplines.

A modern specialist in the social sphere must be aware of the trends of a rapidly changing world, develop their skills and abilities throughout life and develop information culture and creative personality.

Among today's entrants, there is already a noticeable tendency to choose exactly the distance learning form, because in the opinion of many, it is convenient and practical.

Today, one of the most important criteria of the competitiveness of a specialist in the labor market is his ability to study, independently acquire knowledge, apply acquired knowledge in new conditions and professional situations, think creatively and make non-standard decisions. Accordingly, there is a need to introduce a new paradigm of education.

As noted by Hitendra Pillaya, Kym Irvinga and Megan Tonesa, a large number of educational institutions use online education systems, but at the same time they devote little attention to the creation of the conditions necessary for educational achievements within this educational environment (Pillaya, Irvinga, Tonesa, 2007).

In turn, Joseph Lee, Ng Lai Hong and Ng Lai Ling point out that the success of any virtual learning environment depends on the students' skills and their attitude to the technologies used (Lee, Hong, Ling, 2001, pp. 231-242).

David McCann, Jenny Christmass, Nicholson, Peter and Jeremy Stuparich point out that information and communication technologies can be used to meet the changing needs of the educational sector: for more flexible learning; The expansion of university services to national and international markets; Greater economic effect of the development of higher education in an extremely competitive environment (McCann, Christmass, Nicholson, Stuparich, 1998).

Maryam Alavi, Youngjin Yoo and Douglas R. Vogel describe the training of students at two universities through advanced information technology that used for joint study, teaching with transcontinental student teams and many faculty members, and integrating external expertise. The authors note that this partnership enriched student learning and accelerated their development (McCann, Christmass, Nicholson, Stuparich, 1998).

Ukrainian scholars O. Spivakovsky and L. Petukhova emphasize the need to create an informational and communication pedagogical environment. In their opinion it helps to learn and study, to make education more accessible, especially for those who lack the educational materials. It develops a culture of learning, creation, exchange and cooperation in a fast-changing society of knowledge. Thus forming a positive attitude towards learning, a desire to study, gain knowledge, and consequently -provides the formation of positive motivation for studying in the new educational space (Petukhova, Spivakovs 405).

N. More points out the following features of online learning, such as: the possibility of interactive interaction between a teacher and a student in a dialog that gives the opportunity to get advice, to solve problem situations of educational, methodological and organizational nature; Fast delivery of student materials to educational materials in electronic form; Operational access to knowledge bases located on the Internet; Ability to test knowledge in remote mode; The possibility of passing a virtual laboratory workshop; Creation of "virtual groups" for performing group training projects, etc. (Morze, Hlazunova, 2010, pp. 56-67).

Implementation of information and communication technologies in the educational process can be traced on the example of Boris Grinchenko University of Kyiv. At the Kiev University Boris Grinchenko, the distance learning form has been successfully operating for several years. The base of distance learning is the Moodle platform. Such an educational environment provides a transition to another level of providing affordable and high-quality educational services based on the information and communication association of students and teachers of the system and facilitates their entry into the information and technical space of

modern times. Distance learning gives students the opportunity to access teaching materials around the clock, ongoing teacher support and counseling, virtual simulators and other technological solutions to ensure an effective learning process. In the context of e-education, the attitude of the student to learning is more responsive. This is due to the fact that classes and assignments that involve an individual student's performance are programmed for certain dates and are open for a limited time. The purpose of our research is to analyze the attitude of freshmen to the role of information and communication technologies in mastering the future specialty. According to the results of a scientific study conducted at the Institute Human Science of the Borys Grinchenko Kyiv University during the 2016-2017 academic year, it was found that only 8% of respondents consider knowledge of this discipline unnecessary in their further professional activities. This confirms that the overwhelming majority of freshmen will be positive about the use of ICT in the educational process of a higher educational establishment. In this case, the content of training must meet the following requirements:

- students should have a sense of dissatisfaction with the knowledge, skills and abilities they possess;
- students should clearly see the content of new concepts;
- students must be prepared to establish a connection between the new and the previous concepts;
- new concepts for students should be more useful and promising than the old ones.

It is indisputable that students are more interested in those classes in which the educational process is well organized, during which they are involved in active cognitive activities that bring success, confidence in the reality and the availability of educational achievements.

In the course of the survey, we conducted a questionnaire for students of full-time and part-time study "social pedagogy", "social work" and "practical psychology", a total of 120 people. The questionnaire was selected as the main method. The questionnaire developed by us includes 11 questions that meet certain criteria.

Thus, the first criterion is the students' awareness of their choice of study at a higher educational institution and the expectations associated with them. This is a question like "What did you guys choose when choosing a higher education institution?", "What factors influenced your professional level?", "Your first impressions from the beginning of student life? ".

The second criterion reveals difficulties encountered in the process of student learning and the general level of adaptation. Students have been offered the following questions: "Specify the difficulties that arose in your student life," "Assess your level of adaptation to the conditions of studying at higher educational institutions on a 5-point scale", "What was the most difficult thing for you in the process of adapting to the educational process?".

The following criterion characterizes the peculiarities of students' educational activity, independent work and group relationships. Among the questions raised were: "What is lacking in the learning process?", "What do you think prevents you from learning", "Is there mutual assistance in the group?" "Is ICT technologies worth the use of the learning process?"

As to the first criterion - students awareness of their choice of study at a higher educational institution and the expectations associated with it, then 31% of students pointed out the convenience of the territorial location of a higher educational establishment, with a question: "What did they do when choosing a higher educational institution?". In addition, 33% called prestige higher as a factor in joining, 36% said they were eligible for tuition. As to the question "What factors influenced your professional level?". Most students chose this direction because they are attracted by the content of education. Here we can say that the work of popularizing previously unprincipled professions, which considered such because of outdated stereotypes, is effective and gives tangible results.

According to our research, more and more students consider such specialties as "social pedagogue", "social worker", "practical psychologist" perspective, socially necessary and prestigious.

In addition, a significant part of them noted the social importance of work in the direction of "social pedagogy" and the desire to obtain higher education. 13% decided to pursue higher education in Borys Grinchenko Kyiv University on the recommendation of friends.

As for the question "Your first impressions from the beginning of student life?". Most first-year students have a good impression of communicating with teachers and the learning process, however, almost a quarter of them feel confused and unprepared to learn in connection with the introduction of electronic Forms of training.

We believe that the state of student confusion is due to a certain lack of readiness to acquire knowledge through computer-based computers, since this form is innovative and requires time to understand and master the information and communication technology of learning. In such a situation, we consider it appropriate to conduct explanatory lectures, consultations or review of educational videos with systematic instructions for using the e-learning system, in this case, the Moodle system.

As for the second criterion - the difficulties encountered in the process of student learning and the general level of adaptation, then the question "Identify the difficulties that arose in your student life" most students answered that they need help in preparing for classes from group members, teachers, curators. This is due to the introduction of e-learning and the study of more complex, compared with school, educational material. A significant proportion of the respondents indicated insufficient availability of educational literature - sometimes, students do not know where to find the necessary information for homework and preparation for seminars and practical classes. Learning through electronic systems requires self-discipline and responsible attitude towards students, which differs from the school system.

The greatest difficulties for first-year students were due to the lack of time to complete the homework and the development of electronic information courses in the Moodle system; Lack of own knowledge. A quarter of respondents noted that difficulties arise due to changes in the usual routine of the day: a lot of time requires preparation for classes. However, the majority of respondents are engaged in labor activities. As for the third criterion, that characterizes the peculiarities of students' educational activity, independent work and group relations, almost all students indicated that they always help each other in the group, and only one respondent indicated that they only helped in the group when asked about it. The analysis of questionnaires has shown that the use of ICT in the educational process helps to rebuild the motivational basis of educational activity, which manifests itself in the formation of real-life, personal cognitive motifs for each student. At the same time, students' development of the individual creative style of educational activity, self-control skills and self-correction is noted.

Analyzing answers, we concluded that most students lack the time to complete their homework and classroom time to study disciplines. This suggests that the freshmen still in the process of developing the tactics of efficient allocation of free time and the skills of working with the electronic form of training are not fully formed, poorly developed ability to independently and quickly find the necessary information, scientific literature. A significant number of students lack their own knowledge for performing tasks from different disciplines and less than a quarter of respondents lack information support.

Thus, having analyzed the results of the survey of the first year students of the Institute of Human Science of the Kyiv Borys Grinchenko University at the first semester. It can be noted that despite some difficulties of some students to study with the help of the electronic system Moodle - students positively evaluate the introduction of ICT in the educational process. The problems associated with the adaptation of the first-year students to the

conditions of study on the distance form, reflect the peculiarities of this process on the formal, socio-psychological and didactic levels. Thus, at the formal level in informational adaptation of students to the environment, the structure of the higher school, the content of training in it, it is expedient to conduct training on communicative activities, measures to attract students to the social life of the university.

At the didactic level, freshmen in need of profound help from teachers and proper information and resource support. According to the results of the survey, we found that the greatest difficulties faced by students of the first year of part-time study is the lack of time for homework, the inability to quickly find the necessary information and the difficulty of mastering the e-learning system. They cannot always successfully solve such difficulties. Here you need the help and support of teachers and specialists of the training department.

Therefore, one of our proposals to overcome these difficulties is the creation of a separate information resource web-page on the official website of the University for students of correspondence. Filling this page will help the student to orientate more quickly in an array of scientific sources, to understand the principle of the work of the e-learning system Moodle; Users will also find useful links and tips for effective learning, which in turn will help adapt students to the conditions of study at a higher education institution.

It is advisable to attach to the group an additional methodologist-coordinator, who can provide the necessary methodological, organizational or other assistance, in order to facilitate a better mastering of educational material. In today's conditions, these functions performed by a teacher who interacts with students through such accessible forms of online communication:
- individual correspondence with students via e-mail or via the e-mail form of the Moodle system;
- mailing or bulk mailing using shared group mail on the Gmail portal or Moodle chat;
- real-time counseling using the Skype service.

For distance learning, students' independent work demonstrates the best result if accompanied by a constant interaction with the teacher. The ability to clarify certain information or to ask questions at any time and to receive an answer is an important condition for the successful adaptation of the freshmen to the conditions of study. Such an optimal way of communication achieved using electronic mass communication.

A prerequisite for timely fulfillment by students of homework is to put the deadlines for the delivery of work in the Moodle system. This is convenient as for teachers - the deadline can be put earlier, than in the information, and students - the work of giving away is not unexpected, because the deadline is set forth in advance.

Summarizing the results of the analysis of research, we concluded that the success of the first-year students' adaptation directly depends on the level of formation of the skills of the educational activity: the higher it is, the more successful the students will be able to overcome adaptation difficulties, achieve positive results in the learning process. The successful adaptation of the first-year students facilitated by the organization of the educational process, when certain social and pedagogical conditions are realized. At first, the basis of the educational process is the unity of all components of the educational process. Second, for each component of the educational process, an optimal structure, content, methods and forms are determined. In the educational process, the processes of learning, development and self-development, education and self-education, pedagogical leadership and cooperation are interrelated. The correspondence of the student's purpose and the purpose of the teacher is achieved, provided that the activity of the teacher corresponds to the method of assimilating the content of the subject being studied. The inclusion of the student in educational and cognitive activity was at the optimal level for each individual in the difficulty.

We believe that it is expedient to create an informational web page on the official website of the University, the filling of which would facilitate the optimization of the educational activities of students of correspondence. This is exactly the portal where students can get answers in an accessible form to questions about the work of the e-learning system; Learn about the extensive network of scientific information resources. Get useful tips on how to effectively plan your time in distance learning. It is also appropriate to introduce measures that would facilitate the involvement of students in the educational, informational, interactive environment of the university.

Based on our socio-pedagogical research, we found that the main factor in the difficulties of adapting students to the educational process is the inability to use their time rationally, and we believe that the placement of recommendations for effective planning of time on a separate web site of the official website of the University is appropriate and useful. For students of distance learning and distance learning.

Planning time means preparing for the implementation of tasks and time management. Planning is necessary for students to effectively use the time spent on independent work and timely delivery of homework, which in turn will improve the student's learning outcomes and will bring successful adaptation. For the rational use of their time, students must at first clearly identify the main goals, tasks and time resources when performing tasks.

Student web pages should include the following recommendations for effective time distribution: start from more important issues, and not from the principle of ease; when performing complicated and time-consuming tasks, break them up into several points and consistently execute them; Try not to be distracted by the unnecessary and superfluous things, and other useful tips. In order to improve the student's learning process, we recommend including links to the resources of the Internet network to fill the web pages, the filling of which will help students in preparing their own work.

Thus, the filling of this page will help the student to orientate more rapidly in an array of scientific sources, to understand the principle of the work of the e-learning system Moodle. In addition, users will find useful links and tips for effective learning, which in turn will help successful adaptation of students to the conditions of study at a higher educational institution.

In the course of the study, we also found that students are having difficulty learning with the help of the e-learning system Moodle. Therefore, the inclusion of methodological recommendations on the effective use of this training system to fill the web page is useful and necessary. E-Learning System Moodle is a free web-based service that provides the ability to create effective online learning sites. With the help of this training system, students can remotely use the global Internet-based network to view educational material from different disciplines, which can be presented in the form of various types of information resources (text, video, animation, presentation, e-manual), to send completed tasks for teachers test, take the test, take part in discussing questions at the forums or individually consult with the instructor.

Such technologies allow obtaining knowledge of a new level and facilitate the training of professionals whose professional qualities meet the requirements of modern society. This process takes place through the transition from book to interactive content, developing a new concept of managing academic and corporate knowledge, changing the competence of teachers and students. The purpose of such technologies is to ensure optimization of the training process and the training of future specialists.

Despite the fact that in general the e-learning system positively affects the self-development and professional development of students and faculty, a large part of the students due to factors such as age, inadequate level of competence in the field of information and communication technologies, can not quickly master such a form of training. They prefer

to receive information from the teacher's mouth directly at lecture classes. Often, such students experience difficulties in mastering the electronic learning system.

According to the results of our survey, the students of the first year of the Institute of Human Rights face such difficulties of distance learning as the unwillingness to process a large amount of information on their own, a complicated process of adaptation to the acquisition of knowledge through the system of e-learning, lack of personal communication with teachers, lack of time to perform tasks.

That is why, when introducing a distance learning form, scientists face new problems that need to be studied. One of these problems is the process of adaptation of students of the first year of higher education in the conditions of distance learning. Students get acquainted with the content of the discipline at the review lecture, and the main layer of tasks mastered and performed on their own.

In our opinion, to facilitate the conditions of the adaptation process, an important role is played by the quality organization of the educational process, provision of students of the first year with information and methodological materials, and conducting individual consultations.

Conclusions and perspectives of further research. Consequently, we can conclude that the use of the possibilities of Internet resources and information and communication technologies in the process of studying at a higher educational institution is dictated by the requirements of modern technological development of society and is a prerequisite for the training of specialists of a qualitatively new level.

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