

DISTANCE EDUCATION AS A PART OF THE EDUCATIONAL PROCESS DURING THE QUARANTINE AT UNIVERSITIES

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satisfaction of society needs, the labour market and the state in qualified specialists" as the main priority of the state.

Among the basic principles of state policy in the field of higher education, the Law defines:

- promoting sustainable development of society by preparing competitive human capital and creating conditions for lifelong learning;
- accessibility of higher education;
- international integration and integration of higher education system of Ukraine into the European higher education area.

Basic provisions of Distance education in Kyrgyzstan are laid down in the Procedure developed in accordance with the Law of the Kyrgyz Republic "About education", which also describes the main forms of distance education technologies, such as:

- case Technology, based on the provision of information and educational resources to learners in the form of specialized sets of educational and methodological sets designed for self-study (case studies) using different types of media.
- internet technology, based on the use of global and local computer networks, to provide learners with access to educational information resources and create a pool of methodological resources, Organizational, technical and software means of implementing and managing the educational process, regardless of the location of the participants;
- Telecommunications technology, based primarily on space and satellite means of data transmission and television broadcasting, as well as global and local networks to ensure that learners interact with and among themselves and

INTRODUCTION

One of the consequences of the society informatization and the constant reduction in the cost of using the global Internet has been the significant introduction of information technologies in educational processes. As a result, a new form of the learning process has emerged. It is very promising and focused on individual distance learning.

According to Hasson Waterman, e-learning per student is about three times cheaper than traditional education in the country. It can reduce the burden on the state budget, on the one hand, and makes it easier to educate vulnerable social groups and the people with disabilities, on the other. In the context of the global financial crisis, reducing costs and improving the efficiency of education is becoming one of the most important tasks of educational institutions. Therefore, the issue of introducing distance education into the system of higher education is becoming especially important nowadays.

The Law of Ukraine "About Higher Education" defines "competitive human capital for high-tech and innovative development of the country, self-realization of the person,

that learners have access to educational information resources in the form of digital libraries, videos and other learning tools.

Implementation of the above-mentioned priorities requires a substantial modernization of the national education system. The policy of developed countries education systems modernization is increasingly focused on the development of distance education (RESOLUTION OF THE CABINET OF MINISTERS OF UKRAINE "On Prevention of Coronavirus COVID-19 Dissemination in the Territory of Ukraine" № 211 (2020, March 11), 2020).

In the last decade, the Ukrainian education system has paid great attention to the necessity of integrating information and communication technologies into all educational processes:

- appropriate strategies are announced;
- educational institutions are becoming computerized, lecturers and students are getting acquainted with new equipment and digital technologies;
- new methods of distance learning are being introduced, etc.

The issue of distance learning has received considerable attention in the scientific literature. Distance learning is the focus of the scientific community now, and current trends show that research in this area is further intensified. Many researchers are investing in promoting the benefits of distance learning, as such a mode of obtaining education since it:

- is available;
- provides the opportunity to learn from an individual program;
- flexible scheduled;
- is comfortable;
- saves a lot of money.

Despite the positive aspects inherent in distance learning, the given mode of education has many disadvantages, such as:

- isolation;
- limited social interaction;
- high chances of being distracted from studies and lagging behind the curriculum;
- no sense of community;
- no instant feedback;
- confirming the identity of the user when checking knowledge (UKHOV et al., 2020);
- need for reliable access to the Internet.

Also, the issue of self-discipline and motivation of students became acute during distance learning. Most researchers identify spatial-objective, social, and psychodidactic components of the structure of the educational environment (IVANOVA, SOROKINA, 2020). In regular classes, the role of the teacher is great: he helps the children plan their work and organize themselves. In distance learning, teacher control is reduced, and a student can skip class because of poor communication, or by disabling video during an online conference, doing their thing. It is also difficult to control and verify the material passed. It is impossible to trace which tasks children perform independently and which with the help of parents. (KASYMOVA, 2020).

It should be noted that teachers are not prepared to move to telecommuting. For example, in Kyrgyzstan, teachers with an average age of 50-60 years (KASYMOVA, 2016) were unable to fully travel on-line because of lack of information technology.

A second major problem, especially for low-income families in Kyrgyzstan, was the lack of appropriate equipment for every schoolchild. For example, the schedule of television lessons did not take into account the simultaneous education of several pupils from the same family, and the vast majority of families had to use one smartphone for all children.

Although more than 250,000 computers were distributed in Kazakhstan for temporary use as soon as the epidemic broke out, about 700,000 (23%) of the 3 million students in the distance learning program were not equipped with computers. The purchase of equipment is often not

affordable for vulnerable families. There was also a shortage of children with special needs and primary school students.

In addition, minister of Kazakhstan noted that one of the main problems in the education system in the country is the lack of domestic IT platforms. Lack of streaming connections, low digital literacy, and lack of full-fledged software for online learning were also obstacles, he said. So far, distance learning is not available for children from poor and remote villages. Clearly, this leads to inequality in education, which in turn leads to inequality in marriage. (ZHUSUPOVA, 2020)

The lack of positive socialization and education can also be attributed to the shortcomings of distance education. The classroom teaching system proposed by the Czech teacher Jan Amos Komensky as early as the 17th century does not only have educational functions. The most important task is to inculcate social and cultural norms in the younger generation and to develop communication skills. Psychologists and educators have long observed the paradox of virtual communication: the rising generation has learned to communicate perfectly in a virtual environment, but cannot apply these skills in real communication. Distance education makes it extremely difficult to acquire skills in personal communication, public speaking and teamwork. (KASYMOVA, 2020)

Any way, students and lecturers can benefit from distance learning. However, it must be understood that distance education is not suitable for every student. Understanding its advantages and disadvantages can help educational institutions to improve the process of distance learning, as there is no other way to obtain education during quarantine. In Ukraine, the development of distance learning began to accelerate with the adoption of a number of normative acts. Namely:

- Law of Ukraine "About the National Informatization Program".
- CMU Resolution № 1494 from September 23, 2003, "Programs for Development of Distance Learning System for 2004-2006 years".
- Order of the Minister of Education and Science of Ukraine № 802 from December 4, 2003 "About approving measures for the implementation of the Program for the distance education system development, 2004-2006 years".
- Order of the Ministry of Education and Science of Ukraine Regulations "About Distance Learning" from April 25, 2013 № 466.

The Kyrgyz Republic:

- Resolution № 354 from June 26, 2014 "On the approval of normative legal acts regulating the use of distance education technologies".
- Law of Kyrgyz Republic "About the Informatization" from July 22, 2016

However, in fact, the real problem of distance learning has arisen in both Ukraine and the Kyrgyz Republic, only in the last period when quarantine measures were introduced due to the spread of COVID-19 (RESOLUTION OF THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE "On organizational measures to prevent the spread of coronavirus COVID-19" № 406 (March 16, 2020)., 2020). After the announcement of the compulsory distance learning introduction by the Government and relevant public authorities, lecturers faced real problems in the educational process that required immediate solution. The above-mentioned fact explains the relevance of the survey and questionnaires.

According to UNICEF, at the end of March 2020, more than 1.2 billion schoolchildren in 161 countries of the world did not attend educational institutions, including 1 million 100 thousand schoolchildren in Kyrgyzstan (almost 20% of the population). Since 16 March 2020, by a decision of the Security Council of the Kyrgyz Republic of 14 March 2020, all educational institutions in Kyrgyzstan, including schools, kindergartens and universities, have been closed. (UNICEF, 2020) Also 129 universities and 7.5 thousand schools were transferred to online education in Kazakhstan. In a more advantageous position were universities that managed to introduce distance education (there are just over half of them - 71 universities), as well as

private agencies, schools, academies that have been teaching popular skills online for a long time. (KONDUKAZAKOVA, KAMALADIN, 2020)

By the Decree of the Cabinet of Ministers of Ukraine № 215 from March 11, 2020, quarantine was also introduced throughout Ukraine. Moreover, the Ministry of Education and Science of Ukraine issued Order № 406, which obliges heads of educational institutions to develop a plan of distance learning, which has become a real challenge for lecturers and students. To assess the effectiveness of the distance learning process, the university management can use as a basis the following criteria:

- degree of knowledge acquisition;
- ability to apply the accumulated knowledge in practice;
- time spent to master the individual educational process;
- accessibility (students living in a big city, settlement or village have the opportunity to study remotely);
- communication between lecturer and student;
- application of leading educational technologies, etc.

In the recently published UNICEF Global Fact Sheet on Education during COVID-19, Kyrgyzstan is one of the countries that have made significant "progress in accessing distance learning". (UNICEF, 2020) Schoolchildren from Kyrgyzstan were given access to distance education through "online platforms, three national TV channels and two mobile applications for free." (KASYMOVA, 2020) However, the National Statistical Committee of Kyrgyzstan, as part of the study of the influence of the coronavirus on the population, conducted an independent survey «Influence of COVID-19 on households». According to research, over 32% of those surveyed were dissatisfied with online learning. The study covered about 83% of households with children from 7 to 17 years old and 76% of them were dissatisfied with the online learning process. (NSC OF KYRGYZ REPUBLIC, 2021)

During the pandemic, surveys were conducted to reflect concerns about the distance-learning technologies usage and to develop options to resolve emerging issues. Besides, such methodology makes it possible to identify the main trends in the processes of using distance learning technologies development (DECREE OF THE PRESIDENT OF UKRAINE "On the Decision of the National Security and Defense Council of 13 March 2020 "On Urgent Measures to Ensure National Security in the Context of an Outbreak of Acute Respiratory Illness COVID-19 Caused by the Coronavirus, 2020). It is very important to get feedback from students to understand what is currently happening in education, to learn about the problems that arise during distance learning.

RESEARCH METHOD

The purpose of the online survey is to collect data on student attitudes and emerging issues during distance learning (COUNCIL OF EUROPE. STATEMENT BY MARIA FASSARI, 2020). The analytical questionnaire will help to understand better how distance learning methods are being implemented, what needs to be changed or improved, and what the priority for institutional development is. An online survey of students was conducted due to the need to respond quickly to the situation in Ukraine and the Kyrgyz Republic related to quarantine caused by the spread of COVID-19.

The survey was conducted in accordance with nationwide scientific approaches, in particular: novelty and relevance; practical utility, feasibility of the given recommendations and conclusions implementation; availability of previous experience and researchers' experience in conducting scientific research. Factor analysis, comparative and correlation analysis and graphical comparison of the obtained empirical data were performed. The questionnaire was distributed through the following channels:

- Google Classroom;
- Google Forms;
- by e-mail to respondents.

The survey was conducted online and was based on the principles of anonymity and confidentiality. It should be noted that respondents were already aware of digital distance learning technologies and responded to the questionnaire according to their own experience.

Out of the survey were the students who:

- did not have access to the Internet;
- were not provided with digital means of communication;
- were unable or unwilling to be a participant in the event for various reasons.

The survey was attended by students from several higher education institutions in Ukraine and the Kyrgyz Republic, studying for mathematics and economics. The survey was anonymous. There was no special students selection for the questionnaire.

RESULTS AND ANALYSIS

General information about participants

The number of respondents is 540. Distribution of respondents by gender:

- men - 45%;
- women - 55%.

Distribution of respondents by place of residence:

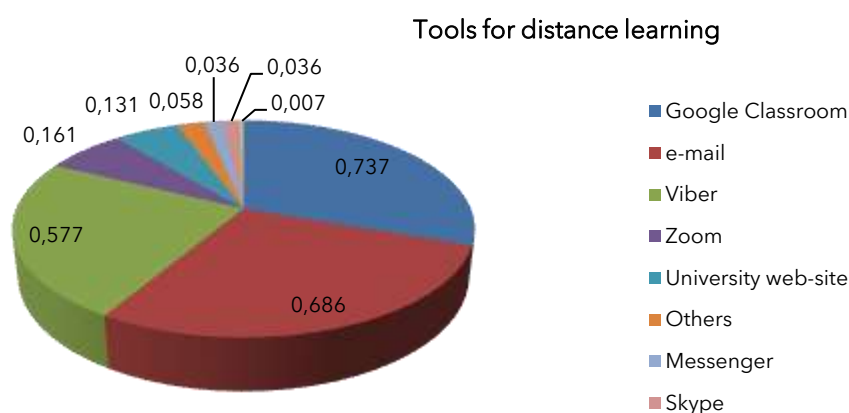
- large city - 44%;
- small town - 20%;
- village - 36% .

Although there is a widespread belief that the introduction of information and communication technologies and the digital media usage in Ukrainian higher education is not very effective, 59.9% of students are completely satisfied with their distance education during quarantine. During the survey, it was important to determine:

- how lecturers organize distance learning;
- what tools are used for the given purpose;
- how much time respondents use to prepare for the learning process and how much time they spend on actual distance learning.

Respondents were asked a question: "What distance learning tools does your institution use to provide distance learning during quarantine?". One or more answers were suggested. The answers were distributed as it is shown in the Figure 1.

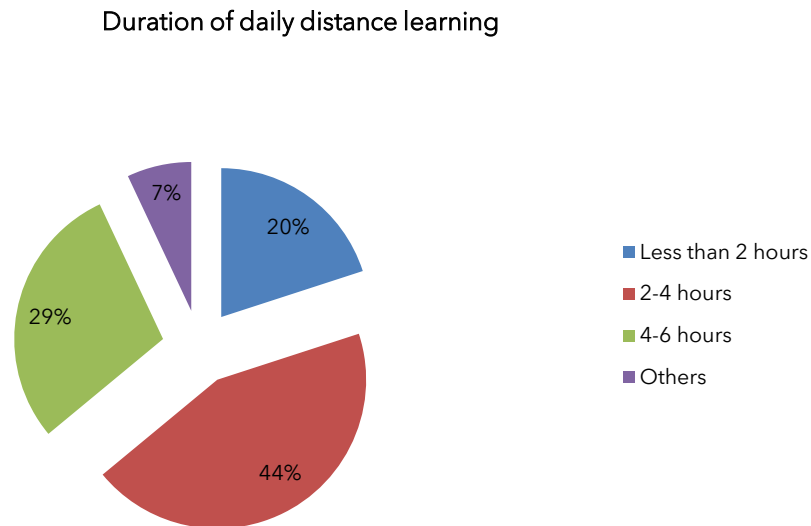
Figure 1. The answers of responders on the question "What distance learning tools does your institution use to provide distance learning during quarantine?"



Source: Search data.

First of all, the answers showed that lecturers are not sufficiently aware of the variety of modern online learning tools. Most of lecturers choose only one or two options. It indicates a necessity for lecturers to be familiar with tools that meet a variety of educational needs and perform different tasks. In order to improve the quality of distance learning, lecturers must develop and implement information technologies that promote the effectiveness of distance learning (COUNCIL OF EUROPE. COVID-19, 2020). Respondents' answers regarding the duration of daily distance learning are shown in the figure 2 below.

Figure 2. The answers of responders on the question "How much time do you spend daily on distance learning?"



Source: Search data.

The survey showed that most respondents first of all used those online tools to prepare for classes that they confidently used before quarantine, for example, online resources (95.1%) and electronic textbooks (75.3%). Distance learning allows student to study at a convenient time, at a pace of his choice (within the prescribed time for completing the course) and in the place where he is located. It was observed that students pay great attention to educational and self-educational activities during quarantine, namely 99% of respondents conducted educational activities during quarantine. It indicates the students' responsible attitude towards their education.

The positive trend is that:

- 54.7% of students are engaged in active self-education;
- 42.3% do it from time to time;
- only 2.9% do not devote time to self-education and self-development.

However, the essence and program of the given activities should be based on clear instructions from education departments, educational institutions and with the support of all stakeholders. Integration of common goals, values and the creation of opportunities for students and lecturers is a main task nowadays. Distance education needs to be provided with reliable means of communication between students and lecturers. Thus, effective distance learning is possible only when a reliable method of communication is established (UNESCO INSTITUTE FOR INFORMATION TECHNOLOGIES IN EDUCATION, 2020).

Respondents indicated the following main barriers for distance learning in quarantine period:

- limited access to the Internet network - 44,5%;
- lack of motivation - 37.2%;
- vague tasks from lecturers - 29.2%.

Respondents also point to the influence of other factors that are independent of the education system:

- network overload;
- low Internet speed;
- lack of appropriate equipment for education.

When respondents were asked about the quality of distance learning at the university, they answered in the following way:

- 0% - terrible;
- 10% - unsatisfactory;
- 42% - mediocre;
- 48% - ideal.

The obtained data indicates a positive impact of online education. In addition, when comparing the results of the time that students spend on distance learning, the authors conclude that the duration of students' self-education has been increased in comparison with the traditional learning process. Internet access provides prompt access to information resources of educational institutions and the possibility of effective interaction between "lecturer-student" both online and offline. It provides 24-hour access to educational materials, permanent assistance from lecturers, online lectures, virtual trainings and alternative technological solutions to ensure an active learning process (SCHWAB, 2017). Therefore, it is important that all participants of the educational process have access to high-speed Internet.

To the question "What do you do during quarantine other than distance learning for education?", respondents answered in the following way:

- 50.6% of respondents believe that Ukrainian students are totally ready for permanent distance learning;
- 39.3% of respondents have the opposite opinion;
- 6.8% believe that not all students can effectively study by correspondence;
- 3.3% believe that distance learning can be effective only under certain conditions (special training, technical equipment, etc.).

At the same time, respondents expressed their opinion on the lecturers' readiness for effective distance learning. Based on the results of the data processing, it can be noted that male and female students assess and experience the current pandemic situation differently. Men are more concerned with the practical impact of distance learning, which affects their lives. Women are more likely to note the emotional impact on moods, fear of the pandemic, etc. At the same time, quarantine for men is an opportunity to rest, and for women it is a time of self-development. 80% of respondents assess the current situation negatively and too emotionally, that is reflected on their mental state. In general, the word "uncertainty" was mentioned by the largest number of respondents, which indicates a perplexity and misunderstanding of how to act today and what to do in the future.

CONCLUSION

Prospects for future studies

The obtained results lead to the conclusion that the education is the sphere that is most difficult to digitalize, primarily because of the importance of personal interaction between a student and a teacher. Lecturers are the main drivers and participants of distance pedagogical activities during the quarantine period:

- they teach online, advise parents, students, and improve their professional skills;
- the given activities should be based on clear instructions from state educational authorities and educational institutions, and supported by stakeholders;
- the integration of common goals, values, objectives and the creation of opportunities for students and teachers are the main goals of international education today.

One of the ways to solve the problem of an effective digital learning system building is to study and adapt the experience of other countries with the deepening of integration processes (ROSSIKHINA, ROSSIKHIN, KAGANOVSKY, 2019). It becomes urgent for countries to implement a unified educational policy, as well as to adapt national education systems to radically changing conditions of the world market, which exist in the most dynamic structure segments of the labor force professional qualification (DECREE OF THE CABINET OF MINISTERS OF UKRAINE No. 211, 2020).

In addition, scientists and representatives of international organizations and leading transnational corporations (Cisco, Intel, Microsoft, Google) pay great attention to the development of recommendations and tools for the digital education system transformation. In the EU countries, the situation in the field of digital education is a little better, due to a significantly higher level of digitalization. In Sweden, for example, the state provides laptops for all pupils starting from the 5th grade.

All subjects (courses) have been digitized and are available in electronic form. However, the traditions of the school (timetable, grading system, transfer to the next year, etc.) remain the same. In the same way, but with fewer laptops and other gadgets, there is digitalization of education in other European countries. In Ukraine, obviously, this process is still far behind the best international educational practices. However, what is more important, not only in Ukraine, but almost everywhere you can see a number of circumstances that indicate a narrow approach for understanding the prospects and opportunities for digitalization of education. Moreover, one should take into account the serious problems of universities, which the traditional system of many countries of the world does not solve nowadays. In particular:

- inhibiting and averaging the intellectual development of the most gifted children;
- a powerful bureaucratic wall that prevents them from "skipping" classes, finishing their studies much earlier and entering universities at the age of 12-14 years, which is possible, for example, in the USA and China.

It has a direct impact on human competitiveness in intellectual labour markets. Conclusions and generalization of foreign and Ukrainian experience, the analysis of ways and tools of digital transformation in education allows us to conclude that the modern system of education demands digital transformation which can provide quality of the educational process. Currently, a transition to a higher level of digital technology usage in education is required. Therefore, higher education institutions in Ukraine are being significantly reformed nowadays. For such purpose, it is necessary to introduce developed forms and methods of education that contribute to the formation of the future specialist personality (VAISKOPPEL, 2018).

Thanks to the rapid development of digital technologies and modern technological trends, a systemic approach to the transformation of the education system provides for comprehensive interaction of all participants in the educational process and the development of digital education policy (KENDIUKHOV, 2019).

International practice

In recent weeks, in response to the quarantine in various countries affected by the COVID-19 pandemic, most international organizations have issued statements and a number of recommendations on education systems which countries can use to make policy decisions and implement concrete action plans. Fassari M., Chairman of the Steering Committee on Educational Policy and Practice of the European Council, stated that education is one of the sectors most affected by the crisis related to the COVID-19 pandemic. Education authorities in the 50-member states of the European Cultural Convention of European Council have faced the challenge of ensuring continuity in the learning process, including the final and intermediate examinations, and minimizing the impact on students and teachers.

The Education Department of the Organization for Economic Cooperation and Development (hereafter OECD) has published a response to the situation of education systems in countries where institutions face problems in organizing distance learning. OECD has presented a number of measures that can be taken to solve such problems. Above all, it is a response to the current crisis, as well as the best practices of OECD member countries, the educational

standards of the European Council, new and existing educational resources to solve current problems, which can be used by teachers, other specialists and the general public (ROSSIKHIN, BURDIN, MYKHALSKYI, 2018).

The Organisation for Economic Co-operation and Development has published framework guidelines for education responses to the COVID-19 2020 pandemic, based on data collected in the latest PISA research. The purpose of the report is to support educational decision-making in the sphere of education for the development and an effective program respond implementation to the COVID-19 pandemik.(IVANUK, OVCHARUK , 2020)

The leaders of educational systems and organizations are proposed to develop plans for continuing education using alternative methods for the period of necessary social isolation. Based on a rapid assessment of educational needs and existing responses in ninety-eight countries, the report identifies the most important needs to be considered in this field, as well as areas that may be more problematic when implementing plans (ROSSIKHINA, BONDARENKO, & KOBYLNIK, 2020).

The UNESCO Institute for Information Technologies in Education has published the statement "COVID-19 Fight: Keep Learning. Together we're on the move!" (ROSSIKHINA, ROSSIKHIN, BARABASH, SCHERBA, SYDORENKO, 2019). In response to the surge in school and university closures to prevent the spread of COVID-10, on 10 March 2020 UNESCO held a global videoconference for higher education officials to strengthen the response to emergencies and share strategies to minimize learning disruption all over the world (HALL, 2020). As Ms. Giannini S., UNESCO Assistant Director-General for Education, emphasized: "We must come together not only to solve the immediate effects of unprecedented education crisis, but also to build longer-term sustainability of education systems" (HROMADSKE INTERNATIONAL, 2020). UNESCO has offered a number of online teacher training courses in different languages on the International Institute of Online Education's platform, which allows teachers to acquire the most demanded complex skills, access the most up-to-date courses and web tools (UNESCO, 2020).

Ways teachers can adapt to distance learning during a pandemic

The most effective forms of teachers' professional development are webinars, online courses and seminars, online conferences, online seminars. It should be taken into account in educational institutions aimed at professional development (CHKHARTISHVILI, GUBANOV, NOVIKOV, 2019). The positive thing is that lecturers have started to learn new online tools and are looking for learning platforms that are convenient for them and their students during group distance learning (ZBRITSKA, TABANOVA, 2018). Problems related to the teachers' needs for distance learning and raising their awareness of using online tools demonstrated the following gaps and obstacles:

- lack of clear instructions for using online tools (it is especially relevant for practicing economists, mathematicians);
- low teachers' and educational institutions' readiness for online communication during quarantine;
- low ability to share experience with colleagues;
- limited access to the Internet;
- lack of experience;
- insufficient information about online tools;
- vague instructions from the university administration;
- lack of motivation (BATYCHKO, VELIYEVA, 2012; IVANOVA et al., 2017).

Based on the presented results, an attempt was made to identify the current problems that directly affect the implementation of full-fledged distance learning in Ukraine and the Kyrgyz Republic, namely:

- lack of some teachers' qualifications (conservatism, psychological barrier and unpreparedness for online education);
- inertia to innovation, low level of motivation to develop distance courses and work on modern technologies);
- bureaucracy in the sphere of distance learning;
- low level of funding for the development of distance learning technologies, modernization of computer equipment and facilities, teachers' access to the Internet;
- poor public awareness of distance learning;
- lack of adequate technical equipment and Internet access for students living in rural areas.

Summarising the results of data analysis, the study concludes that modern distance learning in Ukraine and the Kyrgyz Republic does not meet the requirements of modern information society. In order for the distance learning system to take a decent place in the education system, the above problems must be solved. Within the framework of the study, it is possible to highlight some approaches to solve the problems of introducing distance education in higher education institutions, such as:

- development of the distance education concept;
- development and adaptation of the universities corporate network, increasing the capacity of the telecommunication channel (Internet access);
- creation of electronic textbooks and teaching materials adapted for distance education;
- acquisition and implementation of available network tools;
- consolidation of organisers and developers' efforts;
- search, purchase and implementation of existing electronic textbooks and training materials;
- organization of training and retraining of lecturers and staff in methodology and information technologies of distance education;
- creation of a digital library in educational institutions, its integration into the corporate network of libraries in the region;
- joining the International Association of Open Digital Libraries and other relevant organizations;
- establishment of distance-learning centres at the universities;
- creation of a "Unified Inter-University System of Distance Education Control", which should develop common norms and standards, provide methodological support aimed at improving the educational process, as well as carry out selective control of educational institutions.

The results obtained can enrich and expand academic experience, raise lecturers' and staff awareness both in Ukrainian and foreign educational institutions and contribute to their understanding of the distance learning current process. They can be used by the following parties:

- state authorities, the Ministry of Education and Science of Ukraine and other countries, departments of education at various levels (to develop action plans, programs, activities aimed at supporting students and teachers in quarantine);
- higher education institutions to create communication channels, online support and to inform students about work plans, available equipment and software, to respond quickly to the teachers' and students' needs, to support educational innovation;

- postgraduate education institutions and other teacher training institutions (for the implementation and methodological support of online training for teachers, in particular on the information, communication technologies and distance education usage;
- informing about new online opportunities for lecturers, advising them about the implementation of distance learning;
- other stakeholders, including community-based organizations (to support online quarantine training, monitoring and evaluation of educational services access).
- the state has to provide assistance to disadvantaged children and teachers to provide them with the necessary equipment for distance learning.

A positive tendency is that 61% of the lecturers are active in self-education to provide and organize distance learning. At the same time, the main demand is for lessons on YouTube and other information platforms.

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Distance education as a part of the educational process during the quarantine at universities

Educação a distância como parte do processo educacional durante a quarentena nas universidades

La educación a distancia como parte del proceso educativo durante la cuarentena en las universidades

Resumo

O estudo tem como objetivo avaliar a eficácia do atual processo de ensino a distância nas instituições de ensino superior, identificar os tipos de ensino a distância, aspectos negativos e positivos de sua implementação, para descrever as perspectivas e abordagens para a resolução dos problemas da educação a distância nas universidades. O estudo baseou-se na análise do questionário de professores de toda a Ucrânia e da República Quirguiz, que foram recebidos no período de março a abril de 2020. A novidade da pesquisa realizada no artigo foi encontrar soluções para as dificuldades emergentes na equipe pedagógica da Ucrânia e da República Quirguiz durante os primeiros períodos do surto pandêmico. Os métodos propostos podem ser utilizados para alcançar resultados práticos de longo prazo no apoio às instituições de ensino superior, seus líderes, professores e alunos na organização do ensino a distância, bem como para superar barreiras ao acesso dos docentes à informação sobre o uso de ferramentas digitais para o ensino a distância.

Palavras-chave: Professores. Educação a distância. Quarentena. Ferramentas de aprendizagem digital. COVID-19.

Abstract

The study aims to assess the effectiveness of the current distance learning process in the higher education institutions, to identify the types of distance learning, negative and positive aspects of its implementation, to describe the prospects and approaches to solving the problems of distance education at universities. The study was based on the analysis of the questionnaire survey of lecturers throughout Ukraine and the Kyrgyz Republic results, which were received in the period from March to April 2020. The novelty of the research conducted in the article was to find solutions to the emerging difficulties in the pedagogical staff of Ukraine and the Kyrgyz Republic during the first periods of the pandemic outbreak. The proposed methods can be used to achieve long-term practical results in providing support to higher education institutions, their leaders, lecturers and students in organizing distance learning, as well as to overcome barriers to lecturers' access to information on the usage of digital tools for distance learning.

Keywords: Lecturers. Distance learning. Quarantine. Digital learning tools. COVID-19.

Resumen

El estudio tiene como objetivo evaluar la efectividad del actual proceso de aprendizaje a distancia en las instituciones de educación superior, identificar los tipos de aprendizaje a distancia, los aspectos negativos y positivos de su implementación, describir las perspectivas y los enfoques para resolver los problemas de la educación a distancia en las universidades. El estudio se basó en el análisis de la encuesta del cuestionario de profesores de toda Ucrania y la República Kirguisa, que se recibieron en el período de marzo a abril de 2020. La novedad de la investigación realizada en el artículo fue encontrar soluciones a las dificultades emergentes en el personal pedagógico de Ucrania y la República Kirguisa durante los primeros períodos del brote de pandemia. Los métodos propuestos pueden utilizarse para lograr resultados prácticos a largo plazo en la prestación de apoyo a las instituciones de educación superior, sus líderes, profesores y estudiantes en la organización del aprendizaje a distancia, así como para superar las barreras al acceso de los profesores a la información sobre el uso de herramientas digitales para el aprendizaje a distancia.

Palabras-clave: Profesores. Enseñanza a distancia. Cuarentena. Herramientas de aprendizaje digital. COVID-19.