

## **TECHNOLOGICAL AND PEDAGOGICAL ASPECTS OF THE FORCED TRANSITION TO DISTANCE EDUCATION**

**Shevchenko A.S., Shtefan L.V.**

*Ukrainian Engineering Pedagogical Academy, Kharkiv*

In March 2020, a pandemic of COVID-19 [1], a dangerous infectious disease with airborne and contact transmissions, was declared in the world. To prevent the spread of the disease, anti-epidemic measures were taken, which included the transition to distance education for a period of one to several months in a row in different countries of the world [2]. The transition of higher education institutions to distance learning had a number of negative and positive consequences. Both for the organization of the educational process and for the final pedagogical result.

The positive moments of the forced transition to distance education can be considered the accelerated filling of the distance education sites of universities with educational materials, the increase in the computer literacy of teachers and students through the active practice of teaching using the Internet, their mastering of new computer programs and cloud technologies. These services include video conferencing software (Skype, Zoom, Google Meet, Google Hangouts, Microsoft Teams), cloud storage (Google Disk, OneDrive, Dropbox), email services (gmail.com, ukr.net), network and local versions office software (Microsoft Office, Google Docs, Apple iWork), antivirus software (Avira, Panda, AVG, Bitdefender, Avast, 360, DrWeb, McAfee, ESET), browsers (Chrome, Opera, Tor, Firefox), course management systems (Modular Object-Oriented Dynamic Learning Environment, Moodle), anti-plagiarism systems (StrikePlagiarism, EduBirdie, UNICHECK). When working remotely, students and teachers spend less time traveling to and from the university, moving within the university.

The negative aspects are the reduction in hours of full-fledged work with students, the difficulty of acquiring practical skills by students. Distance education is more dependent on the technical support of the educational process: on the instability of devices that provide access to the Internet, on the availability of equipment with sufficient technical characteristics for all teachers and students. Posting teaching materials on university distance education websites by teachers requires a significant amount of time, especially in the first year. A decrease in the learning outcome due to a change in its form is unacceptable [3].

### **References:**

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3. Distance learning: challenges, results and prospects... / Compilers: Vorotnikova I.P., Tchaikovsky N.V. – Kyiv: B. Hrinchenko University of Kyiv, 2020. – 456 p. [In Ukrainian].