

## 4. Електронна освіта

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### ***DISTANCE E-LEARNING: MYTHS AND REALITIES***

The demand for distance e-learning in the Ukrainian market of educational services in the higher education system is confirmed by the annual increase of freshmen enrollment on distance learning [1].

The reasons for that are the following [3]:

- possibility to receive a second higher education by studying full-time abroad or at another university in Ukraine;
- possibility to get higher education, working without interruption from production;
- possibility to receive higher education for students with disabilities.

It is worth mentioning that students can also save financial resources (the cost of distance learning is lower than the cost of full-time education) and time (students can plan their educational and cognitive activity themselves according to the calendar of events in the learning management system).

Alongside with the development of e-learning a lot of stereotypical thoughts have arisen (widespread ideas, myths) regarding this type of education which are not true. Therefore, those willing to choose distance learning should carefully learn all its features and deal with the wrong statements (Pic. 1).

Distance e-learning is becoming more and more popular due to a number of benefits [2], the main of which is that modern ICT tools allow students from any country to combine work and study productively, improve their skills and become high-quality professionals.

## COMMON IDEAS

**E-learning provides insufficient level of specialist training**

**E-learning requires more time to study the course material**

**Absence of motivational incentives for students to study**

**The uniformity of the learning process**

**Online distance learning does not involve student communication with the teacher**

**Students do not have full access to higher education institutions' educational resources**

**There is almost no communication between students**

**Distance learning certificates are not**

## REALITY OF DISTANCE E-LEARNING

Informative fulfillment of distance education courses is fully made according to the programs of the subjects of full-time students. At the same time, teachers have the opportunity to quickly update the course materials of the distance courses taking into account skill level and abilities of their students.

Since e-distance learning involves a shift in students' focus to the independent cognitive activity, the time to study educational material largely depends on the student's self-organization and self-discipline. They can study practically in any convenient place and on a flexible schedule.

During the development of distance courses major attention is paid to the creative component which is the use of tasks of professional orientation; description of learning situations that contain applied interdisciplinary tasks etc. Students are often offered different ways of presenting material which lets them choose the most convenient one.

Distance learning involves structuring in a modular system: theoretical materials (lecture demonstrations, video lectures, interactive books and tutorials, etc.) for each lesson remotely alternate with practical tasks (essay writing, problem solving, training tasks, etc.) and various control elements (self-control tasks, tests, etc.).

Distance e-learning provides a possibility for systematic communication between the student and the teacher both in asynchronous and synchronous mode. Teachers can be reached virtually anytime, regardless of geographical location.

Students that study via distance learning in any major higher education institution receive full access not only to the course materials of their own distance courses, but also to all electronic resources of the library.

Discussions and chats with teachers encourage communication between the students and help to remove psychological barriers. The trend of distance learning is the gamification of the learning process - the use of game technologies for non-gaming purposes (students being grouped up into competing teams to fulfill the task)

Today while determining the level of specialist' skill, employers have shifted their focus towards students'

Picture 1. The ratio of common e-learning perceptions and realities

## References

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## **ЦИФРОВА ЕКОНОМІКА: НОВІ ВИКЛИКИ ПІДГОТОВКИ ФАХІВЦІВ**

Терміну «цифрова економіка» більше двадцяти років, проте й досі не має загальноприйнятого єдиного його визначення. Проаналізувавши існуючі визначення різних науковців та фахівців, з якими можна ознайомитися, зокрема в [1], можна дійти висновку, що цифрову економіку насамперед характеризують такі поняття як «цифрові технології», «інформаційно-комунікаційні технології», «електронні товари та послуги», «зв'язок», «Інтернет». На законодавчому рівні в Україні існує наступне визначення: *цифрова економіка* – це «діяльність, в якій основними засобами (факторами) виробництва є цифрові (електронні, віртуальні) дані як числові, так і текстові»[2]. Основою цифрової економіки є інформаційно-комунікаційні та цифрові технології,