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English Teaching in Distant Education Policy Development: Ukrainian Aspect

Nataliia V. Paziura

National Aviation University, Kyiv, Ukraine

Oksana B. Kodalashvili

National Pedagogical Dragomanov University, Kyiv, Ukraine

Oleksandra S. Bozhok

National Aviation University, Kyiv, Ukraine

Viktoriia L. Romaniuk

National Pedagogical Dragomanov University, Kyiv, Ukraine

Valentyn H. Zlatnikov

Taras Shevchenko National University of Kyiv, Kyiv, Ukraine

Abstract---The problem of distance learning in practice arose in Ukraine over the last period, when quarantine measures were introduced due to the spread of COVID-19. After the announcement by the government and the relevant state institutions of compulsory distance learning, teachers faced real problems in the implementation of this form of education, which require urgent consideration and resolution. And although distance learning has become an integral part of the daily life of most students during quarantine, it does not meet the requirements of the modern information society. These facts explain the relevance of this study. The purpose of this paper is to analyse and generalise the present state of distance learning in Ukraine in general and in terms of language study, including English. The present state of distance learning in Ukraine and the prospects for its development are determined using theoretical analysis, synthesis, comparison, individualisation and generalisation. Distance learning can be a powerful tool for everyone who wants to learn foreign languages and an effective means of expanding the creative potential of students. It can be organised in Ukraine as a system of practice in phonetic and video laboratories and the use of various Internet resources, specialised computer software and training courses, e-books, electronic encyclopaedias and dictionaries. However,

declaring the advantages of distance learning in modern Ukraine, universities are reluctant to offer students online courses. For the distance learning to take its rightful place in the education system of Ukraine, it is necessary to solve certain problems. The results obtained can enrich and expand the academic experience, raise the awareness of faculty and staff of both Ukrainian and foreign educational institutions and contribute to their understanding of the modern process of distance learning.

Keywords---distance learning, English language, foreign language, Ukraine.

Introduction

The study of a foreign language in Ukraine is considered as a prerequisite for admission to higher educational institutions in high-paying professions and as an important part of globalisation and international communication. The emphasis on studying a foreign language has led to the introduction of a wide range of measures for effective language acquisition. They include traditional English courses taught in university classrooms and the use of distance learning tools that provide a large number of functions, organisation and conduct of creative pedagogical activities. Distance learning is one of the forms of education in Ukraine which has been introduced for more than twenty years. Distance learning technologies are used in most Ukrainian universities, but the necessity and feasibility of introducing and developing such technologies raises doubts among both teachers and students.

Distance learning is a process when educational information is taught to students who are physically remote from the source of this information (Vlasenko & Bozhok, 2014). Distance learning makes it possible to study at a convenient time, at a convenient pace for the learner (within the established timeframes for completing courses), and in a convenient place. This form allows to conduct individual training anywhere and at any time, which is convenient for both students and teachers. The teacher can adjust the curriculum to the learning needs of each student, which allows further exploration of individual interests. Distance learning ensures the availability of information that is usually more relevant and verified by the instructor. This form of training also allows for interactive modelling, since the study of the proposed content is highly interactive and may include modelling. Distance learning allows for appropriate feedback for all actions, develops self-discipline, ensures efficient use of time. The possibilities of distance learning are enormous, and information about specific educational programmes is becoming increasingly important. The work with various groups of consumers of electronic educational services involves the development of appropriate educational programmes by each specific university.

Distance learning as an object of study is at the centre of scientific discourse in Ukraine. Researchers study the world experience related to distance learning; develop (mainly at the Institute of Information Technologies and Learning Tools of the NAES of Ukraine) its general methodological and theoretical foundations

(patterns, principles, and directions of its use in education); determine the necessary conditions for the correct operation of distance learning centres; organisation of this process in multidisciplinary higher educational institutions, as well as accumulate relevant practical experience.

Distance learning is actively studied and implemented in such scientific and educational institutions as the Taras Shevchenko National University of Kyiv, Institute of Information Technologies and Learning Tools of the NAES of Ukraine, National Aviation University, National Technical University, National Pedagogical Drahomanov University, Sumy State University, Ternopil Ivan Pului National Technical University, Khmelnytskyi National University, etc. These and other Ukrainian higher educational institutions develop theoretical and methodological foundations of distance learning. They study effective ways of its implementation, provide logistics for the distance education network and solve other issues, related to the introduction of the distance education system (Mukoviz et al., 2020). However, the recent psychological, pedagogical, and scientific studies and papers have not sufficiently addressed the introduction of distance English learning.

The implementation of distance learning requires a significant modernisation of the national education system. The policy of educational systems modernisation in developed countries is increasingly focused on the development of distance learning. Over the past decade, the Ukrainian education system pays great attention to the need to integrate information and communication technologies (ICT) into all educational processes: appropriate strategies are announced, educational institutions are computerised, teachers and students get acquainted with new equipment and digital technologies, distance learning methods, etc (Markova et al., 2017; Putrayasa, 2017).

Literature Review

The problem of distance learning is given great attention in the scientific literature. Distance learning is currently at the centre of attention of the scientific community, and current trends indicate further intensification of studies in this area. Vlasenko & Bozhok (2014), define the main advantages and disadvantages of distance learning; Mukoviz et al. (2020), and others investigate distance learning in the system of lifelong learning for primary school teachers; O. Soloviova investigates the issue of continuous and distance education (Soloviova, 2017).

Nenko et al. (2020) assess the effectiveness of the modern distance learning in Ukrainian higher educational institutions; indicate the types of distance learning provided; highlight the negative and positive aspects of the introduction of distance learning; outline the prospects and approaches to solving the problems of distance education in universities. Sedov et al. (2011), consider the application of modern approaches of e-learning in the educational process of the university. Semenova et al., (2019), reveals the potential of e-university education in Ukraine. Shelomovska et al. (2016), define barriers to the introduction of an electronic educational environment in Ukrainian universities. Andreev & Hutzler (2018), describe the experience of Ukraine in the field of open online courses cMOOC.

Voloshinov et al. (2020), consider the fundamentals and prospects of distance learning in higher educational institutions of Ukraine. Buryachenko (2019), considers the use of a synchronous 3D virtual environment for the possibility of distance learning a foreign language as one of the conditions for the high-quality training of future specialists for professional activity; Kachmarchyk et al. (2019) describe the structure of an e-learning course in a foreign language based on the MOODLE 3 platform (Ginaya et al., 2018).

The development of distance learning in Ukraine began in 2000. Acquisition of higher education through distance learning is enshrined in Ukrainian legislation, namely, in the Law of Ukraine "On Higher Education" (2014), the Law of Ukraine "On the National Informatization Program" (1998), the Regulation on Distance Education, approved by Order of the Ministry of Education and Science of Ukraine (2013), Order of the Ministry of Science and Education of Ukraine dated 07.07.2000 No.293 "On the establishment of the Ukrainian Centre for Distance Education" (2000) and others (Passerini & Granger, 2000; Tuckman, 2007). The Law of Ukraine "On Higher Education" among the main principles of state policy in the field of higher education determines the integration of the higher education system of Ukraine into the European area of higher education (world experience in the development of distance education in the domestic context) (Law of Ukraine No. 1556-VII, 2014). Currently, the introduction of distance learning is becoming a factor in the competitiveness of the university (Semenova et al., 2019). According to the provision, distance learning is an individualised process of acquiring knowledge and skills, which occurs mainly through the mediated interaction of remote participants in the educational process in a specialised environment operating on the basis of modern psychological and pedagogical, information and communication technologies.

In Ukraine, the development of distance learning began to accelerate with the adoption of the Law of Ukraine "On the National Informatization Program" (Law of Ukraine No. 74/98-VR, 1998), the approval of the Resolution of the Cabinet of Ministers of Ukraine dated September 23, 2003 No. 1494 "On programs for the development of the distance learning system for 2004 – 2006" (Resolution of the Cabinet of Ministers of Ukraine, 2003), the approval of the order of the Ministry of Education and Science of Ukraine of the Regulation "On distance learning" No. 40 dated January 21, 2004. For the first time, the new law "On Education" introduces various forms of education at the legislative level. The bill provides options for distance, online, and combined forms of education in institutions, boarding schools and home schooling, as well as pedagogical support with appropriate recognition of the results of such education (Motiwalla & Tello, 2000; Hayakawa et al., 2016).

Materials and Methods

The paper presents an analysis of the present state of distance learning in Ukraine and outlines the prospects for its development in higher educational institutions. The analysis of official documents and scientific literature was carried out with subsequent information processing and interpretation of results. Currently, the concept of distance learning in Ukraine is based on the following legislative documents: Law of Ukraine "On Education"; Law of Ukraine "On the

National Informatization Program"; Law "On informatization in Ukraine"; Resolution of the Verkhovna Rada "On approval of the tasks of the National Informatization Program for the period 2000-2002"; Decree of the President of Ukraine "On measures to develop the national component of the global information network (Internet) and ensure wide access to this network in Ukraine"; Order of the Ministry of Science and Education of Ukraine "On the establishment of the Ukrainian Center for Distance Education". The literature review included the analysis of scientific and pedagogical publications (books, thesis works, monographs, papers) of Ukrainian scientists, available on the platforms of scientific publications, as well as on the websites of scientific journals and libraries (Takeuchi, 2003; Er, 2013).

The study material was also composed of electronic educational resources and technologies used in Ukrainian distance learning. They include delivery platforms, educational portals, virtual learning environments, knowledge web, online courses, online versions of curricula, etc. Technologies such as the use of Internet resources, radio and videoconferences, special computer software and online courses, e-books, electronic encyclopaedias, dictionaries, etc. are used to learn a foreign language. The objects of analysis were the Internet resources most often used for individual foreign language study: electronic libraries, educational portals, thematic sites, bibliographic databases, sites with e-books and journals, etc (Paradis et al., 2010; Hashemi, 2011).

Foreign languages can be learned both in person and through distance learning. Distance learning provides students with the opportunity to independently choose a suitable training schedule, regardless of where they live. Specialised sites offer webinars, Skype training, correspondent training, and training on the company's website. There are centres for the study of foreign languages by Skype, schools of foreign languages, offering, among other things, intensive programmes of classes every day for 30 minutes. Online foreign language programmes include both a general language course for different groups of students and preparation for international exams for children from 12 years old and adults, as well as for schoolchildren, students and masters. It is possible to select a teacher according to the wishes of the student, an individual training schedule, an individual training programme, for example, for a business or a specific profession. For learning English, different types of courses are offered: basic, conversational, with a native speaker, business English, exam preparation, crash courses, English for children, etc.

The study was conducted in accordance with general scientific approaches, in particular: novelty and relevance, practical utility, implementability of these recommendations and conclusions, the presence of previous experience and the competence of the researcher in conducting scientific research. The paper used theoretical analysis (analysis and synthesis, clarification and generalisation), factor analysis, comparative, and correlation analysis.

Results

After the adoption of the law "On informatization in Ukraine" schools were computerised and teachers began to use new methods, such as radio and video

conferencing, e-mail for students and the first computer programmes for learning English (Soloviova, 2017). The reform of school education in Ukraine provides for the establishment of a national electronic platform for electronic resources and textbooks. This includes the creation of electronic textbooks, the development of distance learning courses in accordance with secondary school curriculum, the development of a distance learning system to improve the qualifications of teachers. In Ukraine, important steps have been taken to popularise open educational resources. Thus, the Charter of Universities of Ukraine, signed in 2009 in Yalta, stipulates open access to information in the list of the most important academic freedoms. It includes access to scientific information through the development of open electronic archives (university, institutional repositories), open electronic journals of Ukrainian universities and the ability to support relationships with colleagues in any part of the world. Almost all universities use e-learning platforms (Soloviova, 2017). Analysis of existing educational portals and virtual learning environment, also known as learning management systems, showed that in some universities, educational portals and learning management systems are integrated, while in others they operate separately (Sedov et al., 2011).

The most promising environment for distance learning is virtual learning environment (VLE); a personalised student-driven learning environment built on a Web 2.0 service; the "cloud computing" service or simply "cloud" environment (Sedov et al., 2011). All three environments are used for distance learning at the university. The analysis of statistical data on the use of distance learning platforms in Ukrainian universities shows that 42 universities use the Moodle platform, 18 universities use the Prometheus platform. Several other platforms are used by 2-3 universities.

Currently, higher educational institutions of Ukraine independently organise distance learning with the involvement of state and sponsorship funds, grants, student fees, which negatively affects the pace of implementation of distance learning. The Edmodo educational website is used for the purpose of conducting online training courses for teachers, as well as organising conferences. So, in April 2012, a student conference was held in Ukraine. And in the period from 6th to 20th June 2012 at the Department of Business Foreign Language of the Khmelnytsky National University held a summer school "Using of Internet Resources in the Educational Process" on Edmodo platform to improve the qualifications of teachers. The main group was created (Andreev et al., 2013).

Ukraine has experience in organising and conducting massive open online courses (cMOOC), which have become widespread over the past ten years. These courses consider the world experience in the field of distance learning, on the basis of which the participants formulated recommendations for choosing a strategy for an educational institution in the field of distance learning. This involves developing a regulatory framework for the implementation of distance learning, organising training for educational designers and tutors, and also study of the role of psychological and pedagogical technologies in distance learning. As a result of these courses, a network of educators has emerged who actively use ICT in the educational process, explore the on-line learning phenomenon, and participate in joint activities on e-learning (Andreev et al., 2013).

Currently, Ukraine has such online platforms for distance learning as, for example, Arzamas, Corsera, eDX, General Assembly, Khan Academy, etc. (Soloviova, 2017). Online platforms such as Duolingo, Lingohut, Hosgeldi.com, Babbel, LearningApps.org, Moodle, Second Life, etc. are focused on learning foreign languages. For example, the Second Life platform has many virtual classrooms, language schools, and learning opportunities at almost every step. Communication takes place mainly through voice chat, text chat, and instant messaging. All chats can be saved for future use. Online chat is not necessarily a component of a foreign language class, but it can be if necessary. It develops speaking skills and gives an idea of how to use language in an informal setting. This platform has the ability to offer students a large number of tools for group work. Learning in Second Life often includes quests, treasure hunts, role play, and virtual tours.

Typical in-person language courses can also be replicated using virtual classrooms. The classes in Second Life are similar to face-to-face training and include a bulletin board, text reading, grammar, vocabulary, pronunciation, and then the platform can be used as an environment for the implementation of virtual excursions and field trips to meet with students of other nationalities, which makes the virtual environment a full-fledged platform for language learning (Buryachenko, 2019). Teachers, as a rule, have the opportunity to integrate a number of different resources into the virtual environment: electronic textbooks, video, audio, YouTube channels, electronic teaching materials, podcasts, multimedia software for language learning (Buryachenko, 2019). Thus, the Second Life virtual environment is a place to practice the language contains 125 lessons to help learn vocabulary without prior knowledge. It is suggested to learn short sentences and words that are used daily. The screenshot shows a fragment of the lesson "Seasons and Weather" (Figure 1).

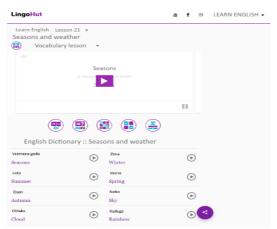


Figure 1. Lesson "seasons and weather" on LingoHut

Training system for different languages. The site is aimed directly at replenishing vocabulary, which is what all its sections are devoted to: "Guess the word", "Listen and remember", "Compose the word", "Compose the phrase", "Learn today", "Books", "Lessons", "Teachers". LearningApps.org – an application for

creating interactive tasks of different difficulty: quizzes, crosswords, puzzles and games, easy to learn. It is possible to work independently, creating assignments, or follow the instructions of the teacher, completing teacher's assignments. The results are reflected in the teacher's account (Figure 2).



Figure 2. An example of an exercise for learning the present tense of the verb on LearningApps.org

Ukrainian universities develop and conduct online courses in foreign language, for example, "Military Translation" (Military Institute of Taras Shevchenko National University of Kyiv), "Business foreign language", "Modern children's literature in English-speaking countries" (Borys Hrinchenko Kyiv University) (Pavliuk, 2014; Biletska et al., 2021); online learning course "English for International Relations", certified on the Moodle 3 platform (National University of Life and Environmental Sciences of Ukraine) (Kachmarchyk et al., 2019; Sudarmo, 2021). For many language courses, groups are usually created in Viber, WhatsApp, Instagram, Telegram, or Facebook, which is essential for individual language activities. The latest information technologies provide an opportunity to develop not only reading, perception and understanding of oral speech, but also speaking and writing. The Internet world network made it possible to communicate in real time, which led to the strengthening of the communication and cultural orientation in the study of a foreign language (Yarmolchuk, 2018).

Language practice in phonetic and video laboratories, the use of Internet resources, special software, online courses, e-books, electronic encyclopaedias and dictionaries are effective means of organising the individual work of students in the process of learning a language. So, work in phonetic laboratories is aimed at mastering phonetic skills. These laboratories make it possible not only to listen to samples of foreign sounds, words, proverbs, dialogues, but also to repeat them after the speaker. Work on pronunciation in particular has benefited from the use of multimedia. Most pronunciation programmes now include some sort of voice recording and playback so learners can compare their recording to the model. Individual work of students in video laboratories is aimed at watching educational and documentary films corresponding to the educational topic.

Online dictionaries can be monolingual, bilingual, and multilingual. In addition, they contain information about word forms, their combination and pronunciation, often dubbed by professional speakers. They can also include vocabularies in specific areas of science (applied mathematics, physics, biology, medicine,

religion, engineering, etc.), idioms, slang, etc. Many publishers of traditional print dictionaries, such as Langenscheidt, Collins-Reverso, Oxford English Dictionary, Duden, American Heritage, and Hachette, offer their resources for use on desktop and laptop computers. These programmes can be downloaded or purchased on CD and installed. Other dictionary software is available in specialised electronic dictionary editions such as iFinger, Abbyy Lingvo, Collins-Ultralingua, Mobile Systems, and Paragon Software. Some electronic dictionaries provide an online discussion forum moderated by software developers and lexicographers (Lysak & Martynyuk, 2017; Ritonga et al., 2021).

Information technologies, which are the basis of distance learning, make it possible to create an artificial language environment that allows to learn foreign languages at student's own pace. Students can also use the Internet resources when writing essays, reports, or looking for some additional information on the subject. In this way, they acquire new skills necessary for working with teaching materials, electronic databases, and educational software. Studies show that the Internet resources most often used to facilitate individual work in the learning of foreign languages include: electronic libraries, educational portals, thematic sites, bibliographic databases, sites with e-books and journals, which are free (Lysak & Martynyuk, 2017).

However, the analysis of distance learning also shows some of its disadvantages. In particular, teaching students of the language faculties is impossible without real preparation using appropriate tools and communication with teachers and peers. During distance learning, it is difficult to teach students to engage in tolerant debate, learn to think critically, and express ideas through words. Many problems remain, since some online tools are effective until a certain point, but none of them meets the needs of a comprehensive language study.

Teachers have developed online versions of their curricula to provide students with relevant material. The problem, however, is that internal students in the classroom study material online. It is claimed to be easy to learn and, more importantly, more fun and motivating to immerse yourself in the learning process. However, the proponents of this technique equate it with distance learning (Soloviova, 2017). The majority of Ukrainian students prepare for classes with online tools used before quarantine, for example, Internet resources (95.1%) and electronic textbooks (75.3%) (Nenko et al., 2020). However, most of them prefer blended learning. Students are partially uncomfortable working remotely with theoretical materials and practical assignments, but they prefer automated remote testing. The most preferred aspects of distance learning technology for students are reading theoretical material and watching video lectures remotely, as well as sending completed assignments via the Internet. According to most students, the great advantage of distance learning is the ability to combine work and study, as well as self-determination of the time and place of study. As the most significant disadvantage of distance learning, students indicated that it requires self-motivation (Voloshinov et al., 2020).

The main obstacles to distance learning are limited access to the Internet, lack of motivation for students, vague instructions from teachers, as well as network congestion, low Internet speed, lack of modern technical equipment, etc. (Nenko

et al., 2020). According to Nenko et al. (2020), teachers are not sufficiently aware of the variety of modern online learning tools, most of them choose only one or two options, which indicates the need to familiarise teachers with tools that provide a variety of educational needs and perform different tasks. To improve the quality of distance learning, teachers should develop and implement information technologies that will improve the effectiveness of distance education (Nenko et al., 2020).

The analysis made it possible to identify pressing issues that directly affect the implementation of distance learning in Ukraine: insufficient qualifications of some teachers (conservatism, psychological barrier and lack of readiness for online learning; passivity towards innovations; low level of motivation to master online courses and work with distance learning technologies); excessive bureaucracy; low funding for the development of distance learning technologies, modernisation of computer technology and equipment, access of teachers to the Internet; low public awareness of distance learning; lack of adequate technical equipment and access to the Internet for students living in rural areas.

At the same time, the main problem is that at the moment most Ukrainian universities (unlike European ones) do not have established requirements for the structure of distance learning courses and incentives (financial and moral) for teachers to develop and implement them in the educational environment. An equally painful barrier to the introduction of distance learning into pedagogical activity is the quality of technical equipment, especially in regions where communication channels are often of poor quality, which significantly complicates the learning process. Also, very important is the problem of the quality of distance learning (how and who can evaluate online courses); legal issues related to the protection of intellectual property; financial issues related to the costs of developing online courses and their updating; management of professional development of personnel able and willing to develop and constantly update such courses. The above problems are typical for all of Ukraine.

The above issue is also closely related to the problems of the underdevelopment of the electronic educational environment of the university and the lack of regulations on the use of electronic means. In addition, a fairly common problem is also an insufficient training of personnel in the field of ICT, the labour intensity and complexity of efforts to develop electronic educational resources. Along with this, it should be noted that teachers are not motivated to use ICT in teaching. Most teachers want to use the latest technology and see the promise of it, but many need encouragement to invest a lot of their time, which they may have to spend on further changes. They understand that the opportunities offered by technology make the task more difficult and time consuming (Shelomovska et al., 2016).

Ukraine currently does not have a single coordination centre for the development and implementation of state policy in the field of distance education development. For many years there has been no clear idea of distance learning in Ukraine. The reasons for this are different approaches to its organisation by educational institutions, the lack of a single concept and standards. Sometimes this led to poor-quality implementation and caused a certain distrust of distance education

in society (Voloshinov et al., 2020). Currently in Ukraine the need for social technologies to overcome the risks of distance education is growing. The new reality of Ukrainian higher education institutions is the functioning of higher education in a mixed model of higher education: conventional education and elearning. Researchers record an increase in the distance between the two main educational communities – students and teachers (Semenova et al., 2019).

Indicators of software and hardware support for distance learning in Ukrainian universities indicate the availability of a technical basis for the implementation of distance learning. All higher education institutions implementing distance learning have access to the Internet. However, modern digital technologies require updating software, hardware, and material resources for the implementation of technologies such as virtual and augmented reality, artificial intelligence systems, Internet of things, next generation control systems, natural user interfaces.

All higher educational institutions of Ukraine have an Internet connection, but not all are provided with high-quality broadband access to the global network, due to the fact that the level of broadband access penetration remains rather low. This indicator significantly worsens for small towns that are remote from big cities. A significant number of Ukrainian cities (especially small ones) still do not have fibre-optic cables, which makes it extremely difficult to develop broadband access, so an important step in the development of distance learning in higher educational institutions of Ukraine is to provide them with broadband access to the Internet. Higher educational institutions pay due attention to supporting distance learning: separate specialised divisions of distance learning have been created, there are persons responsible for information support of distance learning, online courses have been organised for teachers and students. However, the rate of staffing for distance learning remains extremely low: the total number of specialists who directly support and implement the educational process using distance learning technologies is based on a ratio of 2.3 people per 1000 students (Voloshinov et al, 2020).

Discussion

The results obtained in the study by Nenko et al. (2020) and others indicate the positive impact of online education. In addition, comparing the results of the time students spend in distance learning, the authors come to the conclusion that the amount of time for self-study of students has increased in comparison with the conventional educational process (Nenko et al., 2020). Although it is widely believed that the introduction of ICT and the use of digital media in Ukrainian higher education is not very effective, Y. Nenko and others argue that 59.9% of students were completely satisfied with their distance learning in quarantine. According to the authors, 50.6% believe that Ukrainian students are fully prepared for high-quality distance learning; 39.3% have the opposite opinion; 6.8% believe that not all students can effectively study remotely; and 3.3% believe that distance learning can be effective only under certain conditions (special training, technical equipment, etc.) (Nenko et al., 2020). About a third of the students also reported that they needed to improve their knowledge of English (Fidalgo et al, 2020).

The main target audience of distance learning are three groups, namely: persons wishing to combine education with production activities (67%); persons geographically separated from educational resources (58%); persons with physical, physiological or emotional problems (55%). Researchers expect a slight increase in demand for those who want to change their profession or improve their skills (43%), as well as for those who already have substantial knowledge and want to complete an educational programme within a short period of time (39%) or wish to master special educational programmes consisting of courses provided by various educational institutions (37%) (Semenova et al., 2019) (Figure 3).

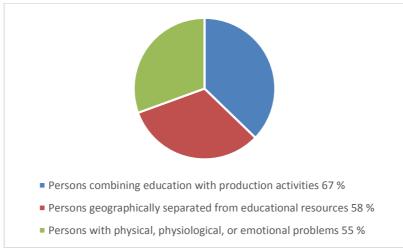


Figure 3. Target audience of distance learning in Ukraine at the moment

Experts' opinions on the commercial success of distance learning in Ukraine are divided. 46% of respondents believe that it is possible, about 19% do not agree with this, and 35% could not choose a side (Semenova et al., 2019). The potential target audience for distance learning in Ukraine is rather heterogeneous. Scientists identify the corporate and educational sectors and consumers of individual distance learning. Foreign students can also be a potential target audience for distance learning in Ukrainian universities. According to experts, the lowest demand for distance learning should be expected from those who are engaged in arts, sports and do not want to interrupt their education (9%), as well as from those who did not complete university education earlier (8%). This situation is due to the fact that the prestige of university education in modern Ukraine is low, therefore middle-aged people and older without degree are not motivated to continue their education (Semenova et al., 2019) (Figure 4).

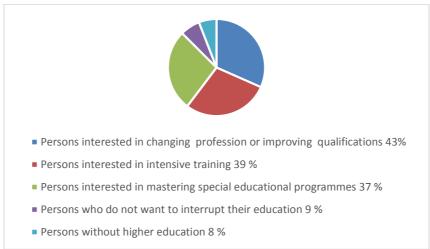


Figure 4. Expected target audience of distance learning in Ukraine

A promising direction for the development of distance learning in higher educational institutions of Ukraine is the close cooperation between software developers, instructional designers, and teaching staff to develop a strategy for the use of new information technologies in distance learning. Cooperation of higher educational institutions with commercial structures in the field of corporate training is another promising direction for the development of distance learning in Ukraine. Such cooperation will allow higher education institutions to obtain additional sources of funding, including for the organisation of effective training. Promising directions for the improvement of distance learning in Ukraine are also the training of specialists in the field of distance education and development of informational materials.

Conclusion

The reality of distance learning in Ukraine lies in providing students with access to distance education in most higher institutions. It is the electronic educational service that can meet the educational needs of a particular student and correspond to his lifestyle. The individualisation of education through the provision of electronic educational services does not require unity of place, time and actions. This creates a special comfort when receiving an education. The popularity of cMOOC has allowed the network to form sustainable communities of experts in many areas of activity. A large number of cMOOCs will also create (and actually creates) conditions for advanced training in the field of distance education. In addition, many participants in such courses approach the organisation of activities from a critical point of view. Therefore, it is reasonable to expect a large amount of fundamental and applied scientific research on this issue in its various aspects: pedagogical, technical, philosophical, social.

Information technologies can become a powerful tool for everyone who wants to learn foreign languages through individual work within the framework of distance learning and an effective means of expanding the creative potential of students. Remote learning of English language in Ukraine can be organised as a system of

practice in phonetic and video laboratories with the use of various methods. They include the Internet resources, specialised computer software and training courses, e-books, electronic encyclopaedias and dictionaries. However, declaring the advantages of distance learning in modern Ukraine, universities are reluctant to offer students online courses. Summing up the analysis of the data obtained, the authors can conclude that modern distance learning in Ukraine does not meet the requirements of the modern information society. In order for the distance learning system to take its rightful place in the education system of Ukraine, it is necessary to solve certain problems. The main problem in the introduction of distance learning is the lack of regulation of the use of information technologies and the corresponding material incentives for teachers. Such incentives can include differential payment depending on the use of ICT by teachers and an increase in wages, etc.

Language study has great potential for introduction into the distance learning programmes. Certain prospects for the development of distance learning in Ukraine are updating the software, hardware and material base of higher educational institutions, provision of broadband access to the Internet. Ensuring the process of obtaining a diploma (bachelor's, master's) in higher educational institutions of Ukraine is possible through the completion of massive open online courses. Based on the above, it can be assumed that the distance learning in the near future will remain the main system of conducting education courses.

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