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LONG-DISTANCE LEARNING IN THE GLOBALIZED WORLD: CONTEMPORARY TENDENCIES AND EXPERIENCE OF THEIR IMPLEMENTATION

The article is dedicated to the challenges of implementation of long-distance learning in the contemporary globalized education space. The article analyzes the theoretical grounds and contemporary tendencies of long-distance learning, represents practical experience of its implementation during the COVID-19 pandemic in the Ukrainian and international educational practice. The efficient asynchronous instruments for online learning have been revealed and the positive features of long-distance education for realization of competence and customized student-oriented education have been defined. We see the prospect of further research in theoretical and technological development of the issue of forming information and communication competence as well as implementation of long-distance learning in the system of education of Ukraine.

Keywords: long-distance learning; information and communication competence; contemporary education technologies; asynchronous instruments.

Problem statement. The global pandemic caused by the COVID-19 virus has forced the mankind to reconsider the value orientation for building up united society for preserving the safe sustainable and well-developed future generation. The coronavirus pandemic has aggravated other challenges of the global crisis and threats of a planetary scale such as the climate change, ruining the ecosystem and reducing biodiversity, nuclear weapons, diminishing resources, including the water supply, the increase of food insecurity and deterioration of nutrition quality, vulnerability related to new technologies, overpopulation of the planet, chemical pollution, pandemics of new diseases, inability to understand risks, their denial and misinformation, etc.

These are the challenges which all countries of the world are currently facing as the difficulties associated with them have had an impact on all spheres of life activity of the society, in particular, on the system of education. Nowadays, the global pandemic has forced the educational institutions of the entire world to quickly switch to teaching and studying in the long-distance mode with a wide use of information, computer, electronic and digital technologies.

Despite numerous scientific research and methodological developments in the domain of innovative technologies (including the digital spectrum) for organization of long-distance learning the application of which has grown over the latest decades, the vast majority of education systems of various countries around the globe ended up in a crisis condition and turned out unprepared for their implementation.

It turned out that in the situation of the altered reality, even contemporary approaches to studies, in particular, the competence- and personality-oriented, well-grounded and tested for traditional forms of teaching are not always implemented in practice. Thus, nowadays one of priority tasks of a contemporary system of education, including Ukraine, is formation and development of information and communication competency. This is one of the key competencies of mastering any studied subject because it concerns all spheres of knowledge and has to help in general personal development of both students and teachers. As for implementation of long-distance learning in Ukraine, as early as 2013 this system was developed and approved by the decree of MoES of Ukraine «Provisions of Long-Distance Learning» determining the aim, content and ways of its implementation. Besides, strategic provisions and tasks of contemporary education, in particular, developing the information and communication competency are included into content of current normative and legislative documents of the education sphere – Conceptual Grounds of Reforming Secondary Schools «The New Ukrainian School» (2016), the Law of Ukraine «On Education», p.1 article 12 (2017; with amendments of 2018-2020), State Standard of Primary Education (2018), Project of State Standard of Basic Secondary Education (2020).

However, implementation of these tasks and provisions turned out to be challenging being preconditioned by a range of reasons:

- Unhomogenous social and economic conditions of the citizens, their material and technical provision and often the absence of Internet-coverage, especially in the rural area,
- Weak level of literacy in online technologies and overall skills of using contemporary computers and technical equipment by teachers for creating and ensuring long-distance education process,
- Low level of motivation among the applicants of education (students),
- The lack of curriculum development as well as insufficient academic and methodological provision regarding the opportunities of long-distance forms of studying,
- Insufficient awareness of educators concerning availability of various methodologies with the use of IT and digital education resources and platforms,
- Unpreparedness of many educators to high-quality online teaching and unreadiness of applicants of education to online studying,
- Psychological factors, etc.

Thus there has occurred a need in conducting research preconditioned firstly by social significance of the challenges of long-distance learning implementation, secondly, by importance and necessity of studying and analysis of theoretical grounds, contemporary tendencies and practical experience of developing the information and communication competency regarding the expert knowledge and personality-oriented approaches to studying.

The turbulent development of society and transition from the industrial to the information era became a challenge for development of fundamental ideas, creation and implementation of new information technologies.

Analysis of recent research and publications. Analysis of the latest research and publications in methodology problems and implementation of long-distance learning has testified that in the late 20th – early 21st century there started to appear well-grounded scientific research regarding informatization of the population and application of IT technologies in the sphere of education.

Thus, as early as in the late 90-s the international scholars started research concerning the place of information technologies in the system of education (Jerry Wellington, 1989) [1], the ideas of «computerized academic environment» on which nowadays the majority of computer programmes is based (Seymour Papert, 1989) [2], defining priorities in the sphere of reforming education of the 21st century (Philip Shlikhta, 1990) [3] etc. Soon the scholars started studying didactic problems and

prospects of using information technologies in education (I. V. Robert, 1994) [4], the issues of information technologies application in teachers training (UNESCO, 1994) [5], online education opportunities (Paul E. Hoffman, 1995) [6], computer and IT equipment in education (Charles Fisher, David K. Dwyer, Keith Yokam, 1996) [7]. Research of the challenges of the use of IT technologies and the Internet has become a topical issue in application of long-distance learning (John Eddie, Donald Spalding, 1996) [8] as well as the models of application of TEA (technical education assistance) and digital and the Internet-based technologies (John Eddie, John Burnette, Donald Spalding, Stan Murphy, 1997) [9].

Analysis of the changes and contemporary tendencies in development of long-distance learning were generalized, systematized and highlighted in the resource guide on research of educational communications and technologies as a result of implementation of the project by Association of Educational Communications and Technologies headed by David Jonassen and Marcy Driscoll (2004, 2013) [10].

An important contribution into development of theory and practice of long-distance learning, pedagogical technologies of personality-oriented approach, the use of the Internet-technologies and resources in the system of education, as well as the method of projects and research in studying foreign languages was made by E.S.Polat's research (1998, 1999, 2000, 2005) [11] – [15].

Fundamental and applied psychological and pedagogical research was also conducted by renowned Ukrainian scholars.

Thus, the system of training teachers to use information technologies in the academic process was offered and validated (M. I. Zhaldak, 1989, 2006, 2012) [16], [17, p.1-96], [21] the psychological basics of computer literacy were determined (Yu. I. Mashbitz, 1988, 1997, 2011) [18] – [20], and soon after that the well-grounded scientific monography «Long-distance Learning: the Psychological Backgrounds» was published (M. L. Smulson, Yu.I. Mashbitz, M.I. Zhaldak, 2012) [21].

Conceptual problems of information in education as well as scientific and methodological background of creating informative academic environment and development of education content were highlighted in scientific works by A. M. Gurzhiy (2013, 2018) [22, p. 30-37], [23, p. 8-13], O. M. Pekhota (2003) [24], L. M. Kalinina (2017) [25, p.3-8], V. V. Lapinski (2013, 2017, 2018) [22, p. 30-37], [23, p. 8-13], [25, p.3-8], [26, p. 40-46] etc.

During the quarantine period (since March 2020) there have appeared numerous publications and particular recommendations based on the experience of long-distance learning in the Ukrainian and international systems of education in the period of pandemic, in particular, at the internet-resources of the Ministry of Education of Ukraine (<https://mon.gov.ua/>), The Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine (<http://undip.org.ua/>), «The New Ukrainian School» (NUS) (<https://nus.org.ua/>), «Osvitoria» (<https://osvitoria.media/>) etc.

The mentioned scientific, didactic and methodological sources have become a significant basis for performing the independent research dedicated to analysis of contemporary tendencies and the experience of implementation of long-distance learning in the international and Ukrainian practice of education.

Formulating the goals of the article. The aim of our research has been in exploring the psychological and pedagogical grounds and practical experience of applying innovative information technologies of long-distance learning in the international and Ukrainian academic space. Achieving this goal presumed solving the following tasks:

- studying the condition of implementation of long-distance mode of learning in pedagogical practice of particular countries of the world and comprehensive educational institutions of Ukraine with Jewish ethnic and cultural component;
- analysing the level of the teachers' awareness concerning the use of contemporary tools of long-distance learning in education practice, in particular, the use of modern digital, telecommunication and multimedia technologies of studying and integration of education content of Jewish Studies subjects with teaching other curriculum courses;

- defining the efficient asynchronic tools of online learning;
- determining the education needs, priorities and efficient pedagogical technologies of long-distance learning of Jewish studies subjects taking into account the acquired experience in substantiation of contemporary scientific and methodological grounds and developing methodological guidelines for organization of long-distance learning and/ or mixed mode of studies in education practice.

For achieving the set goal and solving the tasks we have used the following theoretical and empirical methods of scientific research:

- analysis and theoretical generalization of sources and pedagogical experience for determination of the condition of the problem in methodology and practice of education;
- online interviewing and questioning educators, expert evaluation of practical activity of teachers throughout the various stages of performing long-distance learning during the quarantine period with the aim of revealing education needs and priorities as well as defining efficient tools and pedagogical technologies of long-distance mode of learning the Jewish studies disciplines (Hebrew, history, tradition, Jewish literature as well as integrated courses).

Presentation of the main material. For studying the condition of implementing long-distance learning and international pedagogical practices we have analyzed the experience of systems of education of Australia, Israel and Germany and received advice from Austrian, American, Japanese and Finnish experts.

Australia

Before the period of quarantine measures implementation in Australia, long-distance learning was hardly ever used. Within 48 hours since the quarantine announcement, the Australian system of education managed to switch from the traditional offline system to long-distance studying online. Here the entire educational process occurs via the Google Classroom platforms (<https://classroom.google.com/>) and Google Slides presentation programme (<https://www.google.com/intl/en-GB/slides/about/>) included into free web software package offered by the Google company in terms of Google Drive service also comprising Google documents and Google charts, text processor and the corresponding electronic charts. Free, convenient and comprehensible for users – teachers, parents and children, starting with primary schools, these products are available for everybody.

Pupils register at the platform, get a login and a password for entering their online class for studying various subjects presumed by school curriculum according to a certain stage of studying. There may be several such classes because particular classes may be open for nonformal education as well, e.g. study-groups, master-classes and other extra-curricular activities. Once a week the teachers post the corresponding material of one or the other lesson on their class pages. Here the children also upload their completed tasks made in various formats, e.g. slides, photos, screen-shots, videos etc.

During the explanation of new material the teacher uses a video, recorded either by him or her personally or selected from other resources according to the topic. After that the pupils fulfill certain tasks. To help students to complete the tasks the teacher posts a series of slides accompanied by necessary instructions. Pupils have to send the completed work for the teacher to check. Then the educator checks every work and either writes comments, or if needed returns the work for revision and points out what to pay attention to and what is necessary to be done. Individual assessment of schoolchildren occurs on this platform as well.

The class timetable is submitted in Google doc and uploaded in Google Classroom. Another convenient point is that this document can simultaneously be used by several teachers who can share the information if needed.

The academic timetable is designed on a weekly basis. It contains the detailed and clear description of weekly assignments of morning and afternoon activities and classes, including the intervals, a lunch-break, home tasks and even, calling for YouTube videos for doing physical activities – P.T. breaks and sporting exercises during the academic process and rest at home: push-ups, squatting, yoga, dancing moves to a song or music offered by the teacher.

Music, singing, choreography, rhythmic and gymnastics activities are conducted via the Zoom platform (<https://zoom.us/>). According to the timetable all the pupils log in to the platform and simultaneously train / work online, see and hear the teachers and one another via a web-camera. For conducting individual classes teachers are using Skype. Also certain schools in Australia are using the Seesaw education platform (<https://web.seesaw.me/>), developed for long-distance learning to help schools, educators and families. It also allows pupils and parents to communicate / correspond with the teacher and upload photos and screenshots of their completed works. Apart from this, in the quarantine period many children and parents use their time to master a new language, using the online resource Preply.com (<https://preply.com/>).

Israel

Despite the wide use of information technologies in traditional studying, during the quarantine period the Ministry of Education of Israel has implemented long-distance learning. For ensuring this process on its website The Ministry posted educational resources for students, parents, teachers and educational institutions: tasks for studying and upgrading the knowledge and enhancing the level of competence in one or the other academic course, various forms of organizing group meetings and video communications promoting the arrangement of teamwork and development of group dynamics in class, the lessons timetable for every day according to age and sector / studied subject (<https://edu.gov.il/>; <https://edu.gov.il/owlheb/Pages/default.aspx>). For example, the following timetable was offered during one of the weeks (Chart 1):

Chart 1

Class\Time	1	2	3	4	5	6	7	8	9	10	11	12
8.00 – 8.45	Science	English	Geography									
9.00 – 9.45	Art		Cinema and media	Maths	Education	Maths	Maths	History	Maths			
9.45 – 10.00	The president of Israel, Reuven Rivlin. Fairy tales and stories for children	Announcement about opening of the state online championships for 4-6 grades	Announcement about opening of the state online championships for 7-9 grades							Interval		
10.00 – 10.45	Hebrew			Maths	History	Lesson of education	Traffic Rules	Citizenship	Maths	Elective lesson Geology-Environment: interrelation		
11.00 – 11.45	Life habits. A wise internet discussion			Educa-tion	Maths		Sport	Hebrew	Citizenship	Elective lesson. Agricultural science: animal farming		
12.00 – 12.45	Maths			English	Maths	Sport	Hebrew	English		Elective lesson Geography: changes in weather		

13.00 – 13.45	Science: What surprise is hidden in an egg?	Computer science	Science	English	Society: mutual help and interaction	Hebrew	Sport
							Elective lesson. The language of culture
14.00 – 14.45	Meeting with the author Galya Oz	Science: Good at heart	History	Science	Tanah	Tanah	Sport
							Elective lesson. Dance: are there Middle-Ages?
15.00 – 15.45	Performance «The Princess and the Pea»	Performance «The Treasure island»	Film «Follow Me»				
16.00 – 16.45							

The video lessons are recorded in academic studios of The Ministry of Education of Israel and broadcasted on the selected Internet and TV channels. Apart from classes presumed by the curriculum, the pupils may enjoy various enlightening programmes: films, performances for children, meetings with authors, sportsmen, celebrities in the sphere of science and culture, etc. In this way, long-distance learning helps pupils to maintain the schedule of the day. All the information and video lessons are posted on the website of The Ministry of Education of Israel and at the National Portal of Emergency Situations (<https://covid19-edu.azurewebsites.net/>; <https://www.youtube.com/watch?v=8IpeJcFWCC4&feature=youtu.be>; <http://info.oref.org.il/>).

Also every school and teacher works out their own schedule for every week of the quarantine and if necessary - an individual trajectory of studying for students.

In order to control attendance and check the psychological and emotional condition of the students, every day the parents fill in a brief questionnaire, in which they write a date, name and surname of a child and the class in which he/she studies, the mood characteristics («happy, fed up, enjoying every minute, scared, sad, bored, missing classmates, other than that»).

For the students of 1-4 grades the teachers mostly apply format assessment, whereas starting from grade 5 they put marks according to the evaluation criteria in every studied subject.

During the period of quarantine measures every teacher maintains the group and individual communication with parents and pupils in Whatsapp and Viber sending the tasks for the week, giving consultations and comments to completed exercises and tasks, inspiring students for good deeds, mutual help in their families, sympathetic attitude to nearest and dearest, especially to elderly people, positive mood and tolerant attitude and behaviour, etc.

Apart from of this, the resources for long-distance learning organization both in Israel and diaspora may be found on the website of the Lukshstein Center for Jewish Education in Diaspora (<https://www.lookstein.org/programs/pd/tips-for-transitioning-to-teaching-online/>).

Particular explanations were given to us in an exclusive online interview of the Center's director, Hannah Herman: «We are using Zoom for asynchronous sessions. There are free users (pupils) and professional users (teachers). Free users may take classes during 40 minutes. We send pupils the invitations to their emails / exchange messages, so they can join session from their smartphones / laptops / computers. For pupils and students this is free of charge. When we are at the platforms we give our pupils certain tasks, for example, in the beginning we create a page of greetings made in Powerpoint or Word, so that the pupils could understand the basics of using the platforms or realize what is going to happen in class. It will also be possible to choose various

forms of communication and to focus the students' attention. After we conduct a quiet and efficient class, we either have a conversation or use particular virtual rooms for dividing students into small groups or pairs, or select activities in order to help the pupils work actively in large groups. Between studying sessions we give home assignments or tasks, which pupils have to do at their computer: «Call your aunt/ uncle and question them», «Learn particular material with your partner over the telephone», «Ask your parents what they think about...», etc. We also give video-advice for efficient use of educational platforms».

Germany

Overall, before the enforced quarantine caused by COVID-19 pandemic, in the establishments of comprehensive secondary education of the Federative Republic of Germany long-distance learning was forbidden. Therefore, the German system of education was not ready for long-distance learning implementation. Moreover, apart from strategic issues in the sphere of education, at the national level the state usually has hardly any impact on the process of education. In particular, on their level federal states have more authority in development and regulation of education, so each of the sixteen states not only has their specificities, differences and peculiarities in this domain but also their own Laws and normative documents. Apart from this, the academic process can be influenced by state and federal parent-teacher associations.

Thus, for example, a parent-teacher association of Dresden has expressed a concern about the absence of mandatory requirements for organization of academic process and made remarks regarding the impossibility of providing equal conditions and technical facilities for efficient studying for everyone, the overload affecting students, inability of providing them with qualified assistance. Realizing the current challenges, the experts of the Ministry of Education recommended teachers to provide balanced academic material without strict requirements and pressure for their completion and also to avoid assessment of students of primary and secondary schools, as well as the children with special needs (<https://www.tag24.de/dresden/dresden-das-plant-das-kultusministerium-1474137>).

In Brandenburg State of the Federal Republic of Germany since the quarantine announcement when schoolchildren switched to homeschooling, every educational institution chose their own format of academic process, communication between the teacher, parents and pupils as well as feedback and communication between them (<https://mbjs.brandenburg.de/bildung.html>).

Thus, the director and faculty of Max Dortu primary schools of Potsdam maintains weekly communication with parents and pupils via email, sending official letters, the schedule of lessons and tasks with corresponding comments for every subject according to a class. So, at the inception stage of the quarantine implementation the parents had to independently form the daily schedule and work out the daily amount of home assignment depending on individual specificities of their children. Once a week teachers would send various kinds of exercises and tasks of both reproductive and creative types as well as the topics for completion of students' individual projects by email. Students had to complete this number of tasks and save the completed work, photos and video-reports for further check after the quarantine measures finish. However, due to the fact that not every family has necessary technical facilities and not all the parents are able to help their children in education, lately the teachers themselves have been preparing the comments to this or that topic, printing out academic materials and delivering them home to the students. During the lockdown period direct assessment process hardly ever occurs as it has been suspended until the situation improves.

Meanwhile, despite the period of the coronavirus crisis, since April 20, 2020, school-leaving exams are to be held in Brandenburg. It was announced by the Ministry of Education of this federal state and the information was published in mass-media.

Thus, in Potsdam the Abitur written exams are to be held in Brandenburg «irrespective of the fact whether the schools are open or closed». According to The Ministry of Education, 85% of schools would consider it a better option to keep the main dates between April 20 and May 5, the rest of schools will switch to the appointed dates of retaking the exams in May 13 - 27. According to the Ministry, schools may choose between the two periods. Also in the given time The Ministry of Education suggests two possible scenarios:

if educational institutions may launch conventional academic processes at schools by the corresponding date, final exams may take place according to the plan of previous years. However, because of COVID-19 schools have to comply with strict hygienic requirements during the exams. According to requirements of the Ministry, physical contacts between all people must be reduced to «absolute minimum».

Testing/written or oral exams must take place in gyms, canteens, big classes or auditoriums. For this the secondary school graduates must enter their schools in chessboard order, in order to avoid forming groups. Pupils with disease symptoms are not allowed to pass exams and they have to undergo the medical checkup.

Exams must take place in rooms, in which no more than 4-5 students and a teacher may stay at a time. They can take a space within 60 square meters and the minimal distance between the participants must be no less than 1,50m. The Ministry refers to the use of gyms, cafeteria and auditoria. «Rooms outside the school building» may be used as well. The teachers must «wear gloves, if it is possible» while checking and submitting examination documents. Pupils must leave the school territory «immediately after submitting examination papers», the exchange of information about the exams in group «is impermissible».

The students unable to take the Abitur exam because of the disease or possible psychological stress caused by the coronavirus crisis ought to «bring an apology concerning impossibility of take a test/exam in a written form». The apology must be given to the head of the examination board before the start of exams. In this case there must be determined dates of retaking the examination (<https://www.pnn.de/brandenburg/brandenburg-haelt-an-pruefungen-fest-abiturpruefungen-unter-corona-bedingungen/25709722.html>).

Analysing the German experience, it is worth paying attention to incredibly respectful and sensitive attitude to students and parents on the part of school administrations and educators. We would like to show an example of such a letter (translated from German).

«Potsdam, April 16, 2020.

Dear parents,

We hope that you and your families are fine and that you are healthy.

As you have probably heard from mass-media, the schools in the Brandenburg state remain closed according to the resolution of the Federal Government and the Prime-Minister. It is not ultimately clear how gradual opening will have to take place. As soon as the official reports are due, we will immediately inform you about further measures. Every hour we are waiting for information from school authorities and The Ministry of Education, Youth and Sport (MBSJ), which we will certainly forward to you immediately. For all of us to be safe, we have already taken certain organization measures. We sincerely ask for your understanding in case if something changes because of the new requirements.

We, the team of teachers of Max Dortu primary school, have decided to continue classes and activities in the analogue format. We have compiled sets of tasks for your children, written plans (for example, weekly plans in particular subjects) and tomorrow we will send all the tasks to your mailboxes.

I would like to briefly explain our reasons concerning the situation because so far we have received your requests concerning online-lessons.

1. We consider that there must be equal opportunities for everyone. Not all of you have reliable connection to the Internet and necessary technical facilities.

2. For conducting video-conferences you will have to constantly support your child and do it in the indicated time. This may be a substantial load for the parents with several children of school age.

3. We also do not think that every family has a printer at home.

For this reason we have copied all the materials and your children will have them delivered home in a paper form in order to follow the rules of social distancing and make sure that everybody receives educational materials. Your children may and mostly have to fulfil their tasks independently but they may also contact their classmates or class master in case certain difficulties occur. Encourage your children to communicate with their classmates. If you are still willing to initiate video-conferences for your class, we will be grateful, if you help us with their organization. Please, take into account equal

opportunities for all the students and pay attention to requirements concerning data protection. All of us must remember: we are a primary school. Our "usual" lessons seldom take place via personal computers (as our technical and media-equipment is not very advanced).

This transition would be highly important for both your children and you, dear parents, and it would take a lot of time. We are aware that the majority of you go to work or have to continue working in the home office. We also know that nowadays you have to do incredible work and do our best to support you. There should not be too much pressure on your children, so we will make the introduction of new topics convenient for your kids and comprehensible for you. We focus on revision and consolidation of the content we have studied already. Please, do not worry that your child will not be able to master this or that topic. We have adjusted our internal school curriculum to contemporary situation and will catch up on everything as soon as the school reopens.

We can do it as well. Please, keep in mind that ALL the students in our country are doing the same at this moment and that this will also be taken into account when children go to the next grade.

On behalf of the entire faculty I would like to thank you for your understanding, commitment and support. Together we will continue to adapt to this exceptional situation. Health is the main priority at the moment.

I wish you all the best as well as strong health and as soon as the news appears you will be informed.

With respect,

Katya Broksterman and the faculty of the Max Dortu primary school».

Also teachers periodically send schoolchildren letters about assessment of their interim results or completion of tasks or projects. For example, here is a sample of one of such letters (translated from German).

«Dear Albert,

Thank you for your reply, I was really happy to receive it. I hope that everything is going on well and you will cope with all the set tasks. Please contact me if you happen to have any questions. You have done the test really well. Excellent! I am proud of you. Also I am sending you my feedback.

With cordial regards, Frau Krause».

In Germany, for example, among the published resources one may find various advice and guidelines concerning organization of homeschooling based on experience of various countries, in particular, Austria and the USA (<https://www.welt.de/wirtschaft/karriere/bildung/article206608363/Homeschooling-wegen-Corona-So-unterrichten-Sie-Ihr-Kind-erfolgreich-zu-Hause.html>).

Due to the fact that legally in the Federal Republic of Germany homeschooling still remains forbidden this kind of advice is highly topical. We believe that Ukrainian families and educators will also find them useful.

1. Arrange a «classroom».

Hardly any child will focus on school tasks while lying on a carpet between Lego blocks and toys with a smartphone blaring with messages and notifications. All this distracts them and does not let them concentrate. Thus first of all the educators advise to create proper atmosphere for work. If school closes for several weeks no one has to create a small-scale university at home. However, the room has to be tidy and everything there must have its place – a desk with a space for books and notebooks, pens and materials for «weekly research tasks». If possible, this should be in a quiet place where TV does not blare in the background and other technical gadgets and users do not interfere.

2. Set a goal.

It concerns both parents and children who have to fill the time of several weeks, which are not a holiday season. Here actually you have to put forward certain commitments. «The younger the children are, the more important the parents' participation is», - says Auke Jose Buursma, the founder of the Austrian Association Homeschoolers.at. He advises to formulate the goals of studying together with children. Depending on the children's age this may be quite complicated because unlike certain high school students, the pupils of secondary schools are often unable to assess their level of studying or they do it not in the best

way. What exactly is not clear? What was complicated? Which parts of this or that idea or activity were hard to grasp? How to express oneself in this or that case? Ideally, these weeks at home may also be beneficial for bridging certain gaps, revision and consolidation of knowledge, application of the acquired skills in practice, etc.

3. Write agenda for the day.

Experienced parents in multi-member families with children studying in the homeschooling mode recommend dividing the day into half-hours / hours. Then, every stage of certain activity will be subordinated to the daily schedule – ranging from routine family chores to reading, studying academic materials, working with computer. Meanwhile, alternation of various physical, intellectual and creative activities would only improve the focus of attention on the process of work without causing fatigue and promoting development and formation of cognitive interests, enhancing motivation to studies.

Also the planned intervals should not only benefit in switching from one activity to another. They also help to form a habit to control and manage time and planning the time-limits, diversify work and leisure. In this way, immediate studying will take 4-5 hours, while the rest of time may be used for communication in the family, reading books, watching films and performances, games, hobbies, etc.

According to observations of the parents involved in homeschooling, their children create their own projects faster, with higher quality and even better than at school. Thus, while studying at home sticking to clear schedule will promote the development of more focused attention and concentration on the process of studies, which in its turn will activate intellectual and creative abilities of the children as well as improve the results of academic achievements.

4. Fulfil your own projects.

While staying at home children continue to be active and enthusiastic. Thus, their energy is worth being directed at revealing creative capabilities and making personal projects – ranging from decorating the rooms children live in, mastering various things together with other family members, cooking delicious dishes to implementing new and important scientific and social ideas and volunteering, programming, painting, playing musical instruments, composing poems and essays, sculpting and modelling, dancing, sport training and games, creating personal blogs, online interviewing friends and family, etc.

5. Use technologies in a clever way.

For a child staying in front of a TV or PC should be wisely measured and conscious. On one hand it is necessary to remember about simple hygienic and health-protecting factors, as lengthy sitting in front if a screen of any gadget has a negative impact on eyesight and the locomotor system of the child's immature body. On the other hand, contemporary technical gadgets and online resources nowadays have become useful resources for personal development.

For instance, in the USA about 2,2 million children study at home. For homeschooling the corresponding education associations recommend a multitude of extracurricular digital materials ranging from documentaries about nature and history to uncommercial academic platforms the Khan Academy the content of which is available in several languages. In Germany there are also a lot of resources for multimedia studying, in particular, the websites Sofatutor.com and simpleclub.com offering educational videos and online-manuals adjusted to academic plans of the corresponding federal lands, while resources in history and natural sciences can be found in mediateques of the public TV channels.

6. Plan individually.

In homeschooling as basically in any education process it is necessary to take into account children's individual specificities, their abilities, the level of formation of certain habit-patterns and skills, cognitive interests, pace and volume of studying etc. Somebody may read and write for a long time, while somebody else perceives information visually and audially in a better way. Somebody would need clear rules for understanding cause-effect relations and processes, whereas somebody else uses empirical way to come to personal conclusions and gain better understanding and memorizing information.

7. Enjoy the family time.

The situation when due to the quarantine we have to spend more time at home may be used for the benefit and reinforcement of the family hearth, knowing each other better, helping each other,

revealing personal talents hidden in each of us and failed to be released because of the lack of time. Nowadays it may be the best way to reconsider and reinvent the most important values of life and restore harmony in the family.

We also had a brief online interview with an educator from Japan. She informed that in Japan schoolchildren do not study long-distance. In general, the Japanese system of education does not use this kind of studying, even in the situation, related to the pandemic, first of all in state establishments of education. Pupils received the tasks on the last day of studying at school on the eve of quarantine announcement and fulfilled them at home. If in May the quarantine does not stop, the students will get a new portion of tasks and will do them domiciliary.

In Finland educators use Wilma digital platform, a resource of The Ministry of Education, which has long been implemented into academic practice.

We have also managed to conduct online questioning of the educators of the Autonomous republic of Crimea who informed that during the academic process in conditions of quarantine they are using the portal «Uchi.ru» (study.ru) and online lessons on local TV channels according to the established schedule. It goes without saying that in this case the pupils' parents play the roles of assistants and educators helping their children to master the studying content and sometimes they study together. If needed, they may address the teacher and get a consultation in the telephone mode. The educators look through the home assignments but assess only test-papers, putting the marks into an electronic register.

Several issues of organization and content of long-distance learning of Hebrew and the Jewish Studies subjects were published by us long before the turbulent events of nowadays. (2009, 2019) [27], [28, p. 40-42]. However, the events of contemporary reality prompted us to new research.

Studying and analysing national and international experience, we have also revealed ten asynchronous instruments, the use of which will promote the teachers' level of expert competence and result in successful education activity of the students. They are successfully used in contemporary global academic space and numerous educators in various countries of the world apply them in the process of long-distance learning organization, which confirms their efficiency [29, p. 53-55].

Thus, with the aim of studying the condition of solving the problem in the Ukrainian pedagogical practice we conducted the interviews and questioning of educators as well as expert assessment of practical activity of the teachers throughout different stages of long-distance learning in Jewish Studies subjects during the quarantine.

As indicated by the results of the online questioning of the teachers working at experimental establishments of general secondary education from various regions of Ukraine, for long-distance learning organization the majority of educators are using such online platforms as Zoom, Google Classroom, ClassDojo, Microsoft Teams, «My class», «At the lesson», as well as creating their own YouTube-channels and Facebook pages, applying various communicative means, in particular, Skype, Viber, WhatsApp [30].

The expert assessment and analysis of individual projects, i.e. methodological manuals created by teachers in terms of the second stage of the 'Jewish Kaleidoscope' Project of the teachers' advanced training initiated by the World ORT (March-May 2020) revealed a relatively high level of the educators' awareness concerning the use of contemporary tools of long-distance learning in education practice, in particular the use of modern digital, telecommunication and multimedia technologies of learning and integration of the content of education of the Jewish Studies disciplines along with teaching other school courses and highlighted the practical experience of the following educational institutions: ORT №141 in Kyiv, school №144 in Dnipro, ORT №41 Chernivtsi, Jewish gymnasium «ORT-Alef» Zaporizhya, ORT №94 Odessa [31, p. 159-172].

At the end of the academic year 2019/2020 we conducted online questioning and published its results with the aim of revealing the educational needs, priorities and efficient pedagogical technologies of long-distance learning of the Jewish Studies disciplines (Hebrew, history, tradition, Jewish literature as well as integrated courses) for taking into account the acquired experience

in justifying the contemporary scientific and methodological grounds as well as development of methodological guidelines for organizing long-distance learning and / or mixed education mode in academic practice [32, p. 86-102].

The completed research allowed revealing actual psychological and pedagogical, linguistic-didactic and methodological challenges of organization and implementation of long-distance learning of both Jewish Studies subjects and the content of comprehensive system of education.

The acquired results may become the basis for:

- development of the content, methods and techniques of forming the information and communicative competence of educators and students of advanced training;
- selection of the technologies related to learning, control and evaluation of academic achievements of the students in the process of formation of the core and subject competencies;
- creation of methodological guidelines concerning the long-distance and / or mixed education,
- the change of approaches and organization of enhancing the professional level of educators.

Conclusions and prospects for further research. In contemporary quickly changing global living space, long-distance learning has acquired topicality and has promptly become one of the most efficient forms of national and international education. Being a special form of academic process organization with the use of unconventional information technologies a little while ago, nowadays it has become an inseparable integral component of comprehensive education. This is preconditioned by its main characteristics, due to which, beside traditional forms of studying, there occurs a change of educational paradigm, in particular:

- forming a principally new, constantly working and upgraded systematized educational space with application of contemporary informative, computer, technological, electronic, digital technologies and the Internet;
- availability for various social groups and categories of population allowing to bridge the gap between elite and mass education and promotes expansion of the market of educational services;
- an opportunity to create realistic preconditions for continuous education throughout life and satisfying cognitive interests and needs of a personality irrespective of people's age, place of residence, kind of activity, level of education;
- freedom of the choice of content and methods of education, methodologies and technologies, pace, duration and volumes of academic assignments according to individual capabilities and the trajectory of studying;
- forming new universal subject competencies, activation of the acquired knowledge in practical activity;
- an opportunity to broaden the circle of subjects of academic process and the change of their roles and activities: the teacher gains the role of an expert, tutor, moderator, consultant organizing creative and active long-distance learning with the help of interactive methods of studying, applying individual, pair and group methods of work as well as directing the process of self-studying, various forms of evaluation and self-evaluation of students, at that constantly improving their expertise and creative level;
- an impact on forming intercultural realization of the education process participants, in the course of upbringing from the point of view of the noospheric and culturally corresponding paradigm of education.

In this way, the analysis undertaken by us regarding the theoretical grounds, contemporary tendencies, technologies of studying and practical experience of long-distance learning application in Ukraine and around the world allows to make conclusions about the fact that for successful implementation of long-distance learning in the Ukrainian system of education its content has to be structured and developed with consideration of contemporary scientific tendencies and approaches to studying, psychological and pedagogical grounds and the correspondence to age specificities of the students as well as critical interpretation of the results of long-distance application in education practice in Ukraine and around the world. Under these conditions a contemporary efficient

methodology of developing the information and communication competency expertise, realistically implemented expertise and personality-oriented approaches to studying may be created.

We see the prospects of further research in theoretically and technologically developed challenges on the basis of scientifically balanced and properly tested psychological and pedagogical principles, approaches and methodologies forming information and communication competency, implementation of long-distance and / or mixed mode of learning in the Ukrainian system of education.

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ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В ГЛОБАЛИЗОВАННОМ МИРЕ: СОВРЕМЕННЫЕ ТЕНДЕНЦИИ И ОПЫТ ВНЕДРЕНИЯ

Статья посвящена проблеме внедрения дистанционного обучения в современном глобализованном образовательном пространстве. В статье проанализированы теоретические основы и современные тенденции дистанционного обучения, представлен практический опыт его внедрения во время пандемии COVID-19 в украинской и зарубежной образовательной практике, выявлены эффективные асинхронные инструменты для обучения он-лайн и определены положительные черты дистанционного образования для реализации компетентностного и личностно ориентированного обучения. Перспективу дальнейших исследований видим в теоретической и технологической разработке проблемы формирования информационно-коммуникационной компетентности и имплементации дистанционного обучения в системе образования Украины.

Ключевые слова: дистанционное обучение; информационно-коммуникационная компетентность; современные образовательные технологии; асинхронные инструменты.

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ДИСТАНЦІЙНЕ НАВЧАННЯ В ГЛОБАЛІЗОВАНОМУ СВІТІ: СУЧАСНІ ТЕНДЕНЦІ ТА ДОСВІД ВПРОВАДЖЕННЯ

Статтю присвячено проблемі запровадження дистанційного навчання в сучасному глобалізованому освітньому просторі. Проаналізовано теоретичні засади та сучасні тенденції дистанційного навчання, представлено практичний досвід його впровадження під час пандемії COVID-19 в українській і зарубіжній освітній практиці, виявлено ефективні асинхронні інструменти для навчання он-лайн і визначено позитивні риси дистанційної освіти для реалізації компетентнісного й особистісно орієнтованого навчання. Для розкриття мети та завдань нами було використано теоретичні та емпіричні методи дослідження. Для вивчення теоретичних засад і сучасних тенденцій впровадження дистанційного навчання й визначення ефективних інструментів формування інформаційно-комунікаційної компетентності було здійснено аналіз вітчизняних і зарубіжних психолого-педагогічних наукових джерел, навчально-методичної літератури, електронних освітніх ресурсів і педагогічного досвіду. Для висвітлення практичного досвіду було також використано такі емпіричні методи дослідження, як опитування й інтерв'ю освітян. Перспективу подальшого дослідження вбачаємо в теоретичному та технологічному розробленні проблеми на засадах науково виважених і належно апробованих психолого-педагогічних принципів, підходів і методик формування інформаційно-комунікаційної компетентності та запровадження дистанційного навчання в системі освіти України.

Ключові слова: дистанційне навчання; інформаційно-комунікаційна компетентність; сучасні освітні технології; асинхронні інструменти.