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РОЗВИТОК ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИЩІЙ ОСВІТІ ЗА КОРДОНОМ В ІСТОРІОГРАФІЇ УКРАЇНСЬКОЇ ПЕДАГОГІЧНОЇ НАУКИ

Анотація. Проблема розвитку дистанційного навчання у вищій освіті в Україні стала актуальною на межі 1990-х і 2000-х років. Під час його реалізації активно вивчався закордонний досвід у цій сфері. Таким чином, історіографія української педагогічної науки накопичила значний масив різноманітних досліджень, які потребують систематизації та всебічного аналізу.

Метою статті є аналіз історіографії української педагогічної науки щодо розвитку дистанційного навчання в системі вищої освіти за кордоном з метою виявлення здобутків, вузьких місць та перспектив подальших досліджень цієї проблеми.

Визначено, що в динаміці досліджуваного історіографічного процесу виокремлюють три основні етапи: 1) пострадянський (1991 – 2000/2001 рр.); 2) проєвропейський (2002 – 2009/2010); 3) «глобалістський» (з 2011 – 2012 рр.).

Науковий аналіз репрезентативних і спеціальних тематичних бібліографічних показників уможливив визначити динаміку розвитку досліджень зарубіжного досвіду організації дистанційної вищої освіти, їх тематичну перспективу та погляди науковців на роль цієї проблеми в структурі вищої освіти, науково-педагогічних знань.

Окрім наукових статей, які становили переважну більшість (85–90%) цього масиву історіографічних джерел, у ньому щорічно з'являлося від двох до п'яти-семи підручників і приблизно стільки ж матеріалів наукових конференцій. Здійснено змістовний аналіз репрезентативних монографій і тез, що відображає основні тенденції та характер розвитку історіографії української педагогічної науки щодо організації дистанційного навчання в системі вищої освіти за кордоном.

Висновки свідчать, що з появою в 1996/97 рр. перших досліджень з проблеми, що розглядається, їх зростання протягом другого і третього історіографічних періодів фактично не зменшилося, але змінилися їхні тематичні ракурси. Незважаючи на вузькокраєзнавчу спрямованість таких досліджень, їх автори намагалися всебічно висвітлити всі аспекти розвитку дистанційного навчання у ЗВО зарубіжних країн.

Ключові слова: історіографія української педагогічної науки, дистанційне навчання, вища освіта, вищий навчальний заклад, зарубіжні країни.

DEVELOPMENT OF DISTANCE LEARNING IN HIGHER EDUCATION ABROAD IN THE HISTORIOGRAPHY OF UKRAINIAN PEDAGOGICAL SCIENCE

Abstract. The problem of developing distance learning in higher education in Ukraine became relevant at the intersection of the 1990s and 2000s. During its implementation, foreign experience in this area was actively studied. Thus, the historiography of Ukrainian pedagogical science has accumulated a significant array of various studies that require systematisation and comprehensive analysis.

The purpose of the article is to analyse the historiography of Ukrainian pedagogical science on the development of distance learning in the higher education system abroad in order to identify the achievements, bottlenecks and prospects for further research on this issue.

It has been determined that the dynamics of the historiographical process under study were marked by three main stages: 1) post-Soviet (1991 - 2000/2001); 2) pro-European (2002 - 2009/2010); 3) 'globalist' (since 2011-2012).

The scientometric analysis of representative and special thematic bibliographic indexes allowed us to determine the dynamics of the development of research on the foreign experience in organising distance higher education, their thematic perspectives, and the views of scientists on the role of this problem in the structure of scientific and pedagogical knowledge.

In addition to scientific articles, which constituted the vast majority (85-90%) of this array of historiographical sources, two to five or seven textbooks and approximately the same number of materials from scientific conferences appeared annually in it. A substantive analysis of representative monographs and theses has been carried out, which reflect the main trends and nature of the development of the historiography of Ukrainian pedagogical science on the organisation of distance learning in the system of higher education abroad.

The conclusions indicate that with the appearance of the first studies on the problem under consideration in 1996/7, their growth during the second and third historiographical periods did not actually decrease, but their thematic perspectives changed. Despite the narrow regional studies orientation of such studies, their authors tried to comprehensively cover all the aspects of the development of distance learning in HEIs of foreign countries.

Keywords: historiography of Ukrainian pedagogical science, distance learning, higher education, higher education institution, foreign countries.



INTRODUCTION

The problem formulation. The problem of the development of distance learning in higher education in Ukraine became relevant at the intersection of the 1990s and 2000s. During its implementation, foreign experience in this area was actively studied. Thus, the historiography of Ukrainian pedagogical science has accumulated a significant array of various types of research (monographs, theses, scientific articles, textbooks, conference materials, etc.) that need to be systematised and comprehensively analysed to identify achievements, gaps and prospects for further study of this problem.

The dynamics of the historiographical process under study were marked by three stages, conditional in chronological terms, but distinct in methodological and substantive terms: 1) post-Soviet (1991 - 2000/2001); 2) pro-European (2002 - 2009/2010); 3) «globalist» (since 2011-2012).

Analysis of recent research and publications. Since this article involves a direct study of the historiography of the problem under consideration, it should be noted that certain attempts to analyse the scientific literature in this area have been made by the authors of monographs and theses in the context of the subject of their research (A. Aheicheva, O. Berezenko, O. Maliarchuk, N. Khmil, B. Shunevych, etc.) However, its historiography has not been the subject of a special holistic study.

THE AIM AND RESEARCH TASKS

The purpose of the article is to analyse the historiography of Ukrainian pedagogical science on the development of distance learning in the system of higher education abroad in order to identify the achievements, bottlenecks and prospects for further research on this issue.

RESEARCH METHODS

In the preparation of the study, methods of historiographical and terminological analysis, discourse analysis, historical-comparative analysis, and actualization were used.

RESULTS OF THE RESEARCH

Scientometric analysis of representative and special thematic bibliographic guides provides guidelines for determining the dynamics of research on foreign experience in the development of distance higher education, their thematic perspectives, and the views of scientists on the role of this problem in the structure of scientific and pedagogical knowledge. The materials of the index «Higher Education of Ukraine in Conditions of Transformation of Society: State, Problems, Development Trends» show that after the publication of the first papers devoted to it in 1996/7, their exponential growth took place over the next decade. In its first section, the subsection 'Distance Education and its Information and Software Support', which is part of the section «Problems of Modernisation of Higher Education in Ukraine in the Context of Development of the European Education Area», 247 such publications were recorded as of 2006 (Higher education of Ukraine..., 2008, pp. 247-273).

G. Kozlakova's monograph (2002) can be considered one of the first 'breakthrough' studies in this area, which presented a holistic and descriptive overview of the process of introducing distance learning into higher education systems in developed countries, in particular, with an emphasis on the peculiarities of its development in the USA and Central and Eastern Europe. A comparative analysis of Internet resources in leading foreign and Ukrainian higher education institutions is also of interest (Kozlakova, 2002).

During the first five years of the twenty-first century, there also appeared a number of special studies analysing the regulatory and organisational foundations of distance learning in higher education in the context of Ukraine's accession to the Bologna Process (V. Moshynskiy, S. Honcharov, 2004); the peculiarities of the development of distance learning in the USA, where, given that each state has its own laws on its development, individual HEIs have accumulated unique experience in training bachelors and masters through distance learning (V. Sheiko 2000); various aspects of the development of distance learning abroad in the projection of using this experience in Ukraine (V. Oliynyk 2001); the experience of distance learning in European countries and the USA on the basis of innovative technologies has been revisited (O. Ovcharuk 2004), etc.

The materials of the 2nd and 4th sections of the bibliographic index reflect the dynamics of the accumulation of scientific knowledge as well as the thematic and content priorities of the research on the problem under consideration in 2007-2013. The total number of publications and their role in the system of educational and pedagogical knowledge is evidenced by 202 items in the subsections on the development of information, computer and multimedia technologies in higher education (Higher education of Ukraine..., 2014, pp. 228-249; 253-258; Higher education of Ukraine..., 2015, pp. 70-76, 78-80) and 192 items in subsections that contain materials on the development trends and methodological, information and software support of distance learning in certain specialities and disciplines. They are part of the section on the modernisation of higher education in Ukraine in the context of the European Higher Education Area (Higher education of Ukraine..., 2014, pp. 581-611; Higher education of Ukraine..., 2015, pp. 165-170).

The materials of the thematic bibliographic indexes 'Distance Learning: Experience, Formation and Development' (2018), 'Development of Distance Learning (2021)', "Distance Learning: Essence, Features and Technologies (2020)", etc. show that the number of such scientific materials has not decreased over the following decade, but their content and thematic perspectives have changed.



In addition to scientific articles, which constituted the vast majority (85-90%) of this array of historiographical sources, we note that two to five or seven textbooks and approximately the same number of materials from various levels of scientific conferences appear annually. At the intersection of the 1990s and early 2000s, the main content of such studies was concerned with the didactic aspects of distance learning.

Over the next decade, this perspective expanded: scientists began to actively develop organisational and methodological aspects of its implementation in the training of specialists not only in the fields of computer science and information technology, but also in foreign language teaching, other academic disciplines and the development of competence in information and communication technologies (ICT). The development of theoretical and methodological aspects of distance and digital learning has intensified. From this perspective, foreign experience, on the one hand, was studied fragmentarily in the context of highlighting problems related to distance learning technologies, training of students and teachers for its implementation, ensuring interaction between them, etc.

On the other hand, since the mid-2010s, there has been recorded an increase in the number of scientific articles and theses in which the development of distance learning and ICTs abroad has been the main subject of research. Among them, B. Shunevych's doctoral thesis «Development of Distance Learning in Higher Education in Europe and North America» (2008) became a landmark in the historiography of the problem under study. Having carried out a comprehensive analysis of theories and stages of development as well as the terminology of distance learning in foreign countries, the author characterised its models, organisational forms, methods and techniques, types of assessment, etc. (Shunevych, 2008).

A research conducted on the basis of authentic, mainly English-language sources, is a real «encyclopaedia of knowledge» about the development of distance learning abroad in terms of the level of saturation with substantial theoretical and factual material and the breadth of territorial and geographical coverage of different regions and countries. According to seven indicators (regulatory framework; curricula; funding and costs; assessment mechanisms; ways of teacher training; virtual learning environment), B. Shunevych has illustrated general and specific trends in the development of distance education in HEIs in about two dozen countries in Europe and North America. In this context, they are classified as virtual, open, and hybrid, and the philosophy of their functioning is presented on the examples of several dozen universities and national centres of virtual learning in different regions and countries (Greece, India, Turkey, USA, Canada, Norway, Spain, Indonesia, France, etc.) (Shunevych, 2008).

The selected theses reflect a rather narrow regional studies and thematic range of the problem under consideration: focusing on the training of future teachers in the USA, the UK, Poland, Canada, etc. in different conceptual contexts. Given this historiographical situation, we consider them from regional studies and comparative perspective.

A. Aheicheva approached the study of trends in reforming distance learning in the Swedish higher education system from two chronological dimensions. Having identified the stages of development of the higher education system in the country since 1400, the author described the prerequisites and developed a detailed periodisation of the above-mentioned process consisting of 10 stages: the establishment of open universities (1975-1990), the introduction of ICT (1990-1997), the country's accession to the Bologna Process (1998-2000), and a number of subsequent «waves» marked by the introduction of new organisational and technical means. A positive aspect of this study is the attempt to combine the analysis of the introduction of distance learning at the «micro-level» (in 14 private and 20 public colleges) with the identification of trends in its reform in the higher education system at the country level (humanisation and openness; general computer literacy; improvement of methodological support; academic mobility, etc.) and its main models (consortium; franchising; validation, etc.) (Aheicheva, 2014).

Such a holistic approach to the study of distance learning in the higher education system of Sweden is deepened by the research of I. Kapustian, who, on the basis of changes of organisational, methodological and content nature, also proposed a rather «segmental» periodisation of eight stages (since 1974) of the development of a computer-oriented environment in the continuing teacher education of this country. The value approach described by the author looks original, as it harmoniously balanced the spiritual, material and financial components of the government's educational policy on regulating distance learning and ensured one of the highest levels of its use in all forms of educational and pedagogical activities among European countries (Kapustian, 2012).

Theses on the problem of training future teachers of various specialities by means of distance learning in Polish HEIs are distinguished by their focus on its didactic component. At the same time, scholars have different approaches to its clarification. In particular, A. Sztepura has shown the creation of a virtual learning environment for future English teachers through the use of high-quality software and the functioning of structural units to support and regulate it in accordance with the needs of the labour market. Based on the analysis of the types, forms, and methods of activity in this area, the model of its organisational and pedagogical support is determined (Sztepura, 2021).

In her turn, V. Belan focused on a scientific description of the experience of using distance learning technologies for future teachers of vocational technical subjects at Polish universities in accordance with the requirements of the European Strategy for the Development of a Digital Society. This perspective reveals the peculiarities of their curricula and the content of educational speciality programmes and analyses the popular practice of «blended» learning, which combines ICT and multimedia tools. The researcher joined the tendency of conducting sociological research within the scope of comparative studies, in particular, in the form of a survey of future specialists in Polish and Ukrainian



universities to find out their attitudes towards the use of distance learning technologies. The results revealed many similar and different views on its organisation (Belan, 2021).

Among the studies on the development of distance learning in the UK, the thesis of V. Harapko is distinguished by a chronological approach to the coverage of its national policy on the introduction of ICTs in vocational education. The researcher identified four stages of its development: 1965-1979 - the emergence of network university systems and national institutions of the corresponding direction, the development of specialised educational programmes, the use of microprocessors in the created e-learning environment; 1980-1989 - the introduction of computer-assisted curricula, the use of personal computers and special software; 1990-1999 - the spread of the Internet, graphic browsers, communication networks, etc.; since 2000 - the implementation of national ICT projects and e-learning strategies, etc. (Harapko, 2014). The reconstruction of such retrospectives is highly useful for the historiography of pedagogical comparative studies, as it allows us to identify and compare the dynamics, nature, features, and other aspects of the implementation and development of distance learning in higher education systems of different countries.

The study by O. Borzenko, based on a retrospective analysis of the peculiarities of distance learning for students in Canada, can be cited as another example of fulfilling this task. Linking its origins to the emergence of correspondence and distance learning and relevant legislative acts and institutions in the mid-nineteenth century, the author explains two main stages of their development through the prism of technological processes and the goals, content, and methods of higher education. They include: 1950s-70s, which were marked by the introduction and definition of regulatory, legal, target, content, organisational and methodological parameters of distance learning; 1980s-90s, when it was transformed due to the emergence of technical means of the «third» and «fourth» generations and the development of a separate system of management of this process (Borzenko, 2014).

Despite the differences in content, theses which are devoted to the use of ICTs in the professional training of future specialists, in particular, teachers in the USA and Canada in the context of the information society (I. Hushlevska, 2006), primary school teachers to use multimedia technologies in Poland (V. Chychuk, 2013), philologists in the UK universities by means of distance learning (V. Chorna, 2013), masters of information technology in the US distance education system (R. Sharan, 2010), formation of future teachers' information competence in Polish HEIs (L. Shevchuk, 2011), ICT training of engineering students in the USA (N. Kiyanovska, 2014) etc., reflect, in methodological and structural terms, the logical scheme of the preparation of such studies developed in Ukrainian pedagogical comparative studies.

The authors of most of these works move from considering the subject of research through the prism of the tasks actualised in Ukrainian and international legislative and regulatory documents to clarifying the prerequisites and tendencies of the national policies of the studied countries on the development of distance education. Taking the common thematic orientation into consideration, they are relayed in a rather similar format: strengthening the technologicalisation of the educational process in HEIs; developing coordinated strategies at the level of the university, private sector, NGOs, local and central authorities, regional structures in the case of EU countries; developing pedagogical models that meet the changing requirements of the educational services market and the labour market; providing students with flexible access to an individualised learning process; developing their ability to integrate ICTs into the e-support system of the university and other social spheres.

The authors of the reviewed studies pay considerable attention to the organisational and pedagogical foundations of distance learning in national higher education systems, in particular, to the identification of their ideological and philosophical paradigms, typical models (virtual-university, corporate-provider, segmental, binary, etc.), standards, scientific and methodological support, etc., conditions of functioning (technological support, availability of virtual resources, professional and psychological readiness for teaching and learning, established two-way communication between teacher and student, quality monitoring, etc.). A distinctive feature of these studies is the focus on the experience of individual HEIs, so these characteristics are often viewed through their prism.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The scientometric analysis of representative bibliographic indexes has shown that since 1996/7 a significant number of different types of studies on the issue under consideration have appeared. The dynamics of their growth during the second and third historiographical periods did not actually decrease, but the thematic perspectives changed. The study of foreign experience as the main subject of research was actualised in 2004-2006/7. Despite the narrow regional studies vector of such studies, their authors tried to comprehensively cover all the aspects of the development of distance learning in HEIs and the digitalisation of higher education. This manifested itself in theses and monographs and most clearly in scientific publications, where the issues of 'benefits' and 'risks' associated with them were actively discussed. It was article publications that became the main driver of increasing scientific knowledge of the problem under consideration, and this became an important feature of its historiography.

The study of foreign experience in the digitalisation of education, which became the mainstream of higher education development in Ukraine in early 2020, should become the subject of further research.

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