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INTEGRATED EDUCATIONAL SPACE: CURRENT ISSUES

У статті розглянуто актуальні проблеми сучасного освітнього процесу. Зазначається, що актуальним викликом сучасного освітнього процесу є обробка, структурування, зберігання та презентація навчального матеріалу для дистанційного навчання та віртуальної академічної мобільності. З огляду на те, що у сучасному світі інтегральна освіта відвойовує все більше місця, а старі академічні методи навчання підкреслюється, що організація навчального процесу у формі дистанційного навчання та віртуальної академічної мобільності вимагає розробки когнітивних методів навчання, ситуацій та завдань, спрямованих на розвиток розумової та професійної активності студентів, а також вимагає суттєвої перебудови вищого навчального закладу освітніх алгоритмів.

З огляду на те, що у сучасному світі інтегральна освіта займає чим далі тим більший освітній простір, в освітньому процесі суттєво змінюється роль та місце самостійної роботи студентів. Більш того, значення самостійної роботи має тенденцію до зростання, оскільки в системі вимог до фахівців вищої кваліфікації значна увага приділяється їхньому вмінню орієнтуватися в технологічному та інформаційному потоці і прагненню до постійного підвищення професійного рівня. В статті наголошується, що традиційні форми і методи самостійної роботи студентів зараз піддаються серйозній і в цілому справедливій критиці, однак сучасні методи діагностики знань, умінь і навичок в процесі самостійного навчання тільки починають розроблятися, причому Україна в цьому процесі істотно відстає від європейських країн. Перед сучасною освітою постала нагальна необхідність взаємодії з можливостями надшвидкого доступу до інформації, а акцент навчання зміщуватиметься у бік прискореної та творчої її обробки. Замість механічного заучування та запам'ятовування актуальним стає перехід до навчання когнітивним методикам: пошуку, систематизації, аналізу, зіставлення, узагальнення та синтезу нових знань. Сучасність вимагає від освіти навчання когнітивним навичкам, якими раніше володіли тільки професійні дослідники.

In the article has considerations regarding current issues of the modern educational process. It is stated that the actual challenge for the modern educational process is processing, structuring, storage, and presentation of educational material to distant learning and virtual academic mobility. It is emphasized that the organization of the educational process in the form of distance learning and virtual academic mobility requires the development of cognitive teaching methods, situations, and tasks aimed at developing mental and professional activity of students and requires the institution of higher education significant restructuring of educational algorithms.

The fact is that in today's world integrated education takes place in the greater educational space, the educational process significantly registers the role and place of independent work of students. Moreover, the importance of independent work tends to increase, because in the system of requirements for highly qualified specialists, much attention is paid to their ability to navigate in the technological and information flow and the desire to constantly improve their professional level. The article states that traditional forms and methods of independent work of students are now subject to serious and generally fair criticism, but modern methods of diagnosing knowledge, skills and abilities in the process of independent learning are just beginning to develop, and Ukraine lags far behind European countries. Modern education is faced with the urgent need to interact with the possibilities of ultra-fast access to information, and the emphasis of learning will shift towards its accelerated and creative processing. Instead of mechanical memorization and remembering, the transition to learning cognitive techniques becomes relevant: search, systematization, analysis,

comparison, generalization and synthesis of new knowledge. Modernity requires education to learn cognitive skills that were previously possessed only by professional researchers.

Ключові слова: освіта, вища освіта, когнітивний підхід, професійна компетентність.

Keywords: education, higher education, cognitive approach, professional competence.

Today, information technology in education does not surprise anyone, and most educational institutions of various levels in Ukraine and abroad to some extent use remote technologies and virtual academic mobility in the pedagogical process. Many students today consider distance learning as the main form not only for obtaining a second education, advanced training but also for obtaining a first higher education. Educational institutions understand that there is nowhere to go from modern trends, and many universities are developing in this direction. The scale of distance education in the modern world is astounding: for example, in the UK 50% of students used distance learning services, in India - 35%, Pakistan - 25%.

Recognized leaders in distance learning are:

1. Open University of Great Britain, the number of students per year was about 150,000;
2. Universitat Oberta de Catalunya in Barcelona, which has 54,022 students;
3. Indira Gandhi National Open University in New Delhi, India, with more than 4 million students.
4. Allama Iqbal Open University is the largest public research university in Pakistan, located in Islamabad. The university is the fourth largest in the world with 1,326,266 students,
5. Terbuka Open University in Indonesia, with a total of more than 460,000 students.
6. - Shanghai Open University (China), which has 75,000 students, 40% of whom are migrants, and more than 1,300 people with disabilities, has 560,000 older students and more than 1,300 inmates through the MEP system.
7. - Open University of South Africa in Pretoria (South Africa), which has 300,000 students (Data for 2016 [2]).

The modern educational space has defined arguments “for” and “against” open universities focused on distance learning [1], and the general list of these arguments is repeated in different sources [4; 5; 3]. Arguments “for”:

1. Most researchers say that the first «plus» of distance learning is the opportunity for students to receive an education without interrupting their work. This is, indeed, a very important argument in favor of choosing this form of education, especially for those who have decided to change their specialty, get an education at a mature age or move up the career ladder (for example, MBA);
2. There is no need for a student to travel to an educational institution, at least often. This is relevant for students from the periphery, as it reduces financial spending, makes it possible to obtain a diploma from leading, capital or foreign universities;
3. Online education is a «lifesaver» for those who are physically unable to be in the classroom due to disability and disabilities. Modern standards presuppose provision for an educational institution without barrier movement, but this is quite difficult and not

always possible since educational institutions are often located in old buildings that are architectural monuments;

4. In society, there have always been and are people who can «educate themselves», people engaged in self-education, but for various reasons do not have a diploma. Distance learning allows to a certain extent reduce the dependence of a person who is willing and able to acquire knowledge on his own, on educational rituals and, on an equal basis with others, to complete a course of study and receive a diploma of higher education;

5. Probably the most weighty argument for is the ability for the student to choose the time and place for work, determine the required number of repetitions, independently regulate the speed of learning the material, under the peculiarities of his thinking;

6 Students have a higher level of conscious attitude towards learning, they begin to feel responsible for the result of their learning, learn to rationally allocate time and effort;

7. For a university, distance learning allows a larger number of students to be covered, i.e. increase your target audience.

Arguments “against”:

1) The student does not have the opportunity to receive direct, momentary consultation with the teacher at the time the question arises, since it may be night, another time zone, etc.

2) There is no opportunity in the learning process to develop Soft Skills competencies - to build relationships in a team (with teachers, fellow students, administration), speak in front of the audience, discuss and defend their own opinion;

3) Not every profession can be learned remotely (doctor, veterinarian, military man, pilot, driver, musician, etc.);

4) Not every student will be able to maintain motivation for independent work. Besides, the absence of such an effective motivator for learning activity as a «whip» - constant control by the teacher, affects. Teachers working with junior courses know how important it is, especially at first, to monitor the performance of independent work, individual assignments, and check the completion of the final work. The number of students for whom such control is unnecessary is rather small;

5) The student does not have the opportunity to compare himself with others, the development of the qualities of a leader/leader turns out to be impossible, the desire for victory is lost, due to the social domination of the individual.

6) Lack of emotional connotation in the presentation of material, which is very difficult to achieve online, affects the degree and quality of memorization. From personal practice, each teacher (teacher) knows that an emotionally conducted lesson is remembered better.

7) Being in the classroom, each teacher feels how the listeners perceive the material and have the opportunity to quickly adjust the educational process: once again repeat difficult moments, give additional clarifications on some issues, change the pace of the presentation.

8) Also, the student always has the temptation and sufficient opportunity for «non-independent» learning - relatives, friends, adult children who are also students or high school students can act as volunteers, and the teacher cannot control such costs of distance learning. technologies;

9) As for the university, the introduction of distance learning requires a radical restructuring of the entire educational process, starting from pedagogical technologies

and methods that need to be taught to staff, to significant material costs - technical equipment, software, operating hours, etc.

Naturally, in the present time, the development of information technologies to a large extent neutralize the arguments «for» and «against»: it is impossible to get an in-person consultation - you can consult using Skype or Viber; there is no «live» communication - however, for today's youth communication in social networks is very comfortable and familiar. Modern students were born in the digital age and have unlimited access to information. Today we have a different type of civilization. The world has become fast, changeable: the statement «a fast world requires a quick education» is already a common thought [11]. There is even a new term «liquid world» - a fluid world, changeable, volatile. This is a world that is constantly changing, in which new entities appear with great speed, a world with great opportunities, in this world things happen that could not have been dreamed of 5 - 10 years ago: you can lie on the couch and eat candy, visit museums and theaters, libraries and galleries, watch the best movies and plays. Distance education fits organically into this world: to receive information indefinitely in time and space, without leaving the room to attend online courses, seminars, training, listen to lectures, and participate in their discussion.

Thus, distance education provides the ability to access information very quickly, changing the emphasis on accelerated and creative processing. Instead of mechanical memorization and memorization, the transition to learning cognitive techniques becomes relevant: search, systematization, analysis, comparison, generalization, and synthesis of new knowledge, work with large databases, mastery of techniques, techniques, and skills of synthesis, comparison, and analogy, learning cognitive techniques. The quality of education is assessed not by the number of subjects studied and the volume of training courses, but by the list of professional competencies that determine a person's ability to solve specific professional problems. For example, the difference between disparate knowledge of individual disciplines and specific professional competencies is presented in Table 1 [8, 58].

Table 1.

Multidisciplinary module «Professional Communication»

Discipline	Knowledge, skills and abilities declared by the work program	Professional competence
Business language	Ability to formulate their own opinions, know the rules of spelling, types of documents, features of business and professional speech	Knowing to express their own opinion orally and in writing; participate in discussions, defend their views, adhere to a sense of tact in professional communication, show flexibility in communication with the leader and subordinates (native and foreign language)
Logic	Know the methods of proof and argumentation, features of manipulation, cause-and-effect relationships.	
Rhetoric	Know the methods of interaction with the audience, analyze methods of influencing people, ask the right questions.	
Professional	Know the features of professional ethics, relationships in the team, moral attitude to the leader and subordinates.	
Ethics	Understand, read, translate and compose a text in a foreign language	

The specificity of cognitive techniques is, above all, that requires extensive erudition, high concentration of intelligence. To do this, the share of specialized education should be reduced, and the share of integrated, convergent education should be increased. Today it is necessary to develop technologies that teach to learn, teach to solve problems based on various sciences, form universal competencies - from narrowly specialized to general. This is what T. Chernihivska, Doctor of Philology, Doctor of Biological Sciences, a specialist in neurophysiology, says: "Cognitive science has absorbed everything. There is no sphere of human activity free from cognitive knowledge. If I plan to study a child, what specialty should I master? Need to know age psychology? Necessary. Do I need to know how the brain works? - I have to. Of course, I need to know linguistics and philosophy, as well as anthropology and sociology. ... many facts cannot be covered. I don't need an excellent student who remembers everything. I have such an excellent student - a computer, he does not forget anything... There is a program that calculates thousands of indicators. But what should I do about it? No computer will help to think... In today's world, it is pointless to engage in simple data collection - a new paradigm is needed "[9].

However, there are global statistics on how people learn remotely. In fact, from the beginning of the course to its completion, between 1 and 5% of students make it. It is difficult for a person to learn without high-quality feedback - how to understand that you correctly understood the knowledge that you received, correctly solved the problem? [6] There is no group work when people learn to work in teams and to defend some team projects. Therefore, the world's best practices are not only about online learning. This is blended learning, when the theory can be qualitatively unified with the help of, for example, the best teachers, and video courses can be made available to everyone.

The development of distance education will generate another systemic risk associated with intellectual property rights. Let's assume that a certain university has invested significant material and human resources, created and implemented a package of interactive programs. Study guides and test assignments have been peer-reviewed and are popular with students. A protection system has been created, and the execution of test tasks is carried out on-line. What prevents another university from introducing its employee as a student and stealing the entire expensive package of study guides and test assignments to formally modify the names of courses, the names of developers, and other entourage, and sell the package on its behalf. At the same time, the university that stole the package of programs will not bear the highest costs associated with the development of programs, and, therefore, will be able to offer the same package of textbooks and tests at a lower price.

Unfortunately, in our country, there is no system for the protection of intellectual property rights, which leads to the fact that a high-quality package of distance learning programs is turning into a public good that no one wants to develop. Consequently, a university that provides distance learning should, at least in the short term, receive from the examination commission the exclusive right to use this package.

As a result of the active use of open resources, the possibility of borrowing the results of someone else's labor, plagiarism, copyright infringement, etc. increases. As a result of constant access to Internet resources, the student loses the need and ability to independently describe and, even more so, solve educational problems, express his thoughts coherently and logically, and think freely from Internet clichés.

Distant education will create serious risks for universities soon when a student or listener himself will choose an academic discipline posted on the website of another university and not his own. And in the case of receiving a credit or exam, the university will be obliged to count it as successfully passed. In this case, universities will enter a period of fierce competition for the student, because it is he who, by his choice, will determine the status of the university, its rating and finally, the staff. And then the quality and quantity of educational services offered using distance technologies will become a criterion for the economic success of the university. Meanwhile, the requirement to take into account the achievements of students in other universities and non-formal education is mandatory.

We deliberately do not touch upon the issues of mastering information technologies by the teachers themselves. Scientific and technical progress forces the teacher to correspond to the status that can be called "modern", that is, to be a professional in his field, a good methodologist, and specialist in the field of information technology. It is believed that teachers of the older generation are often good methodologists but poorly versed in the "intricacies" of informational forms of teaching. Young teachers, on the other hand, are well versed in the latest advances in information technology, but weak methodologists and immature professionals. Mastering these competencies is essential for all teachers.

In conclusion, let us cite the situation described by Kazan teachers in the article "Opportunities and risks of distance education in higher education" [7, 297]: assignments. On the task of analyzing the text of the primary source, which the student had to do and send to the teacher's email address, one student, let's call her N., sent the following. "Hello, dear N. Your mom asked me to do a subject assignment for you. I tried to answer all the questions posed, but I'm afraid that this may not satisfy your teacher because I do not know her requirements. N., please read my answers and, if something is wrong, do not hesitate to write to me. Respectfully yours, Valentina Nikolaevna. The student, without even bothering to open and read this letter, forwarded this letter to the teacher's email address.

There are not isolated cases when a student, answering a remote test task, received a high score, and in a personal conversation with a teacher, demonstrated a lack of understanding of the material and could not formulate an answer. These are testing errors. Because tests require clear and unambiguous answers, students memorize or guess. The level of achievement, in this case, becomes a formal factor, "integrated into the work of faculty, management, and staff" [10]. This return to the past - a return to mechanical memorization, memorization, falsification of the result, denial of risk, experiment - the correct answer is one, it is at the end of the textbook in the key to the test, it must be achieved at all costs.

Conclusion. The globalization of education puts universities in front of the perceived need to organize integrated education with the use of distance technologies that meet the requirements of the consumer of educational services. This form of providing educational services will meet modern trends in society and science. But if a student or listener, getting a chance to acquire educational services remotely, has the opportunity to be successful, then universities, the teaching staff are faced not so much with opportunities as with certain risks.

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