

**THE PROBLEM OF USING ONLINE SYSTEMS  
UNDER SARS-COV-2 QUARANTINE CONDITIONS  
FOR BLENDED LEARNING PROCESS IN UKRAINE**

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The education system of Ukraine, like the rest of the world, has come face to face with new challenges caused by the global pandemic SARS-CoV-2, which has affected all countries in 2020. According to the United Nations, by mid-April 2020, the epidemic had affected 94 percent of students, or 1.58 billion children and young people (from preschoolers to university students) in 200 countries. [1]

Since the information infrastructures of different countries were not ready for the need to introduce distance education and maintain the quality of the materials provided using the Internet resources, many problems were discovered that at the moment need to be dealt with.

Focusing on the specifics of the Ukrainian education system, we can say with confidence that it turned out to be absolutely unprepared for new challenges. Only 0.9% of our educational institutions provided distance education services and posted educational materials on their websites. [2] This article will explore the opportunities that we can use to overcome the crisis in the long and short term, using information technology.

To begin with, let's take a look at existing systems for presenting knowledge in a remote form. In recent years, *SaaS* systems (software as a service) for self-education [3], such as *Udemy* or *Coursera*, have become very popular. Forbes [4] called these resources one of the best means for online education. In addition to the fact that these resources can be used to create courses by independent specialists in

various fields of knowledge, we are more interested in the fact that they allow receiving distance education in various universities around the globe. For example, you can study at the University of London (UK) [5], the University of Colorado (USA) [6] and many others.

How do these systems work? After creating an account for a teacher or an educational institution, they are given the opportunity to flexibly customize the educational process. The teacher/institution has the ability to set semester dates, upload videos of lectures, add tests to check the knowledge acquired, and even give grades based on the results of the course. This type of education has just begun to gain popularity in recent years, and has not yet reached its peak. Nevertheless, it is one of the most effective tools for gaining knowledge online today.

By transferring all capacities to cloud services, online platforms allow you to use them at any time of the day, without timing students from different countries to the same period. All personal data of students are additionally encrypted, and according to modern *European General Data Protection Regulation* (GDPR) and *American California Consumer Privacy Act* (CCPA) legislation, they are stored on dedicated cloud servers in the countries.

Unfortunately, these resources do not cover the needs of Ukrainian education. The Ministry of Education and Science of Ukraine at the moment is not even considering the possibility of transferring the educational process to generally recognized online systems (for example, *Udemy*, *Coursera*, etc.), while no unified teaching methodology has been adopted during the period of blended learning.

We can only assert with confidence that online education in Ukraine should almost completely correspond to the real training protocols in educational institutions. There should be alternatives to the attendance register, student progress, tracking student presence in class with the ability to report or speak at the blackboard. And these are just some of the must-have tools that must be applied in order for the online workflow to mimic the face-to-face workflow in educational institutions.

There are currently higher education institutions in Ukraine where e-journals have already entered the educational process together with innovative technologies.

One of them is Vinnytsia National Technical University, which already has a JetIQ system. [7]

Consider the features of the use of electronic journals in the learning management system JetIQ [1]. The electronic system "JetIQ" is the only integrated client-server training system, which implements the functions of distance learning and university management. The only database of students, disciplines and teachers is a global information resource of the university. On its basis there is a management of educational process of university and functioning of subsystems of JetIQ.

The main purpose of such a module of the information system of educational process management is the formation of primary data of student performance accounting. In addition, such a journal will structure the tasks that will be assessed by teachers and create an effective export-import of data for further use. In the electronic journal, the teacher forms the structure of the discipline according to the amount of credits and the types of classes that will be evaluated. Students have access to the e-journal; see the structure of the grading system and their own grades for each of the identified tasks. At the request of teachers, the journal allows you to identify mandatory and additional tasks and make notes on their implementation. The principle of the mirror works in accordance with the defined structure and the marks received by students for each task.

The account of the absent students is conducted by the head of group, data of this account get to system "Electronic dean's office"; the teacher, if desired, may also keep such records and take into account the points for attending classes. Thus, the electronic journal allows you to form your own structure for assessing student tasks, quickly and efficiently perform calculations of student performance, determine the student's rating in the group, provide data for further processing and analysis in the "Electronic Dean's Office".

Information and communication technologies (ICTs) are simply a means to an end, but decisions about their use are not often based on educational analysis of problems or teaching and learning needs. Some media technologies are primarily designed for one-way communication; they enhance the ability to provide pre-

prepared teaching materials to chairpersons. Others are essentially two-way and offer the potential for intelligent interaction between people. [8]

**Conclusion.** Authors came to a conclusion that it is necessary to introduce a system based on web technologies in Ukraine, which includes all the necessary tools and protocols for education. However, the experience of online learning systems that have already proven themselves in the marketplace may open up new opportunities that can significantly improve established processes. For example, the ability to record lectures can lead to the elimination of gaps in student knowledge, as it will provide the opportunity to review the video with the lesson several times both for the students who attended the class and for the students who were absent for certain reasons.

Distance learning provides higher education students with access to non-traditional sources of information, increases the efficiency of independent work, provides completely new opportunities for creative self-expression, finding and consolidating various professional skills, and teachers in turn have a possibility to implement completely new forms and methods of conceptual and mathematical learning, modeling of phenomena and processes. The development of distance learning will continue and improve with the development of Internet technologies and the improvement of distance learning methods.

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