UKRAINE'S EXPERIENCE IN DIGITAL TECHNOLOGIES USAGE IN EDUCATIONAL MANAGEMENT UNDER CORONAVIRUS DISEASE (COVID-19) CONDITIONS

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ABSTRACT

The article considers the experience of Ukraine in the use of digital technologies in education management in the context of the coronavirus desease (COVID-19) spread. It is determined that the positive experience is the introduction of electronic registration (queue) of children in preschool education, digitization of available literature, organization of an interactive environment for interaction of subjects of the educational process, use of artificial intelligence in education, organization of video lessons for schoolchildren by Ukrainian TV, etc. during the quarantine. The urgent needs in the modern national education system are also identified, namely: the need to implement the educational policy of digital transformation of education; availability of a single national educational platform; improvement of regulatory and legal support for distance learning; focus on STEM-education; availability of quality Internet access; availability of necessary technical means; the need to increase the level of digital literacy of all participants in the educational process; access to educational content on the Internet, etc.

Keywords: coronavirus disease, education management, digital technologies.

АННОТАЦИЯ

В статье рассматривается опыт Украины в использовании цифровых технологий в управлении образованием в условиях распространения коронавирусной болезни (COVID-19). Среди достижений можно назвать: введение электронной регистрации (очереди) детей в учреждения дошкольного образования; оцифровка имеющейся литературы; организация интерактивной среды для взаимодействия субъектов образовательного процесса; использование искусственного интеллекта в образовании; организация во время карантина трансляции украинскими телеканалами видеозанятий для учеников школ и др. Определены неотложные задачи, которые необходимо решить для развития системы образования. В частности: необходимо внедрение политики цифровой трансформации образования; наличие единой национальной образовательной платформы; усовершенствование нормативно-правового обеспечения дистанционного обучения; фокуса на STEM-образование; наличие уровня цифровой грамотности всех участников образовательного процесса; доступ к образовательному контенту в Интернете и др.

Ключевые слова: коронавирусная болезнь, управление образованием, цифровые технологии.

INTRODUCTION. ВВЕДЕНИЕ

While information and communication and digital technologies are rapidly developing, the digitization of economic, social and social spheres, saturation of the physical world with electronic and digital systems, the acquisition of digital competencies by the population occur. One of the effective mechanisms of cooperation between the state and citizens is e-government, a government that has its own electronic portal; which actively interacts with the citizens of the country via the Internet; public authorities provide services to various categories of citizens and inform them about their work on the basis of electronic means of processing, transmission and dissemination of information.

BASIC THEORETICAL AND PRACTICAL PROVISION. ОСНОВНЫЕ ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ПОЛОЖЕНИЯ

Ukraine already has positive examples in the use of digital technologies in public administration. In particular, public authorities have switched to full electronic document management, namely: open access to citizens (by digital signature) to all public registers and government agencies through personal electronic offices (simplifies the submission of documents in electronic form, allows to submit them in time and track their passage; officials have the opportunity to review these documents in timer and respond promptly); simplification of interaction of the citizen with the state - decision-making by artificial intelligence (the process does not require human participation, which leads to the elimination of corruption and provides the population with equal access to services); unified electronic registers, cadasters have been formed at the state level (for example, the Electronic Demographic Register of Citizens of Ukraine (digital citizenship of Ukraine has been introduced), the Electronic Register of Property Rights, etc.) [2]. At the beginning of 2020, the Ministry of Digital Transformation of Ukraine presented a mobile application "Action. Digital Literacy", which stores documents of citizens in an electronic form. Thus, the creation of e-government is an adaptation of public administration to the new requirements of society and an opportunity to dramatically improve the quality of public services provided to citizens, including in education, which is the main provider of highly skilled workers for modern high-tech economy. However, despite significant advances in e-government, there are a number of problems in the country, including low levels of automation and digitization of public services due to weak motivation of government agencies, lack of understanding of the potential benefits of the digitization process. All this only creates barriers to the development of digital trends in Ukraine.

With regard to education, the positive experience of using digital technologies in the system of preschool education in Ukraine can be considered the introduction of "Electronic system of registration", i.e. electronic registration (queue) of children in preschool education, which greatly simplifies reception of this service by parents. Digitalization in education provides an opportunity to get rid of inequalities in access to educational services, which are deepening as a result of unequal access to information and communication technologies; to digitize the available scientific, educational, teaching and special literature that facilitates access to it; to create an interactive environment for interaction of management subjects, employees and students by creating e-classrooms, conducting webinars, discussion forums, keeping educational documentation, including electronic journals, diaries, as well as organizing assessment of students' knowledge, in particular by testing; use of artificial intelligence in the educational process, etc.

The issue of the use of digital technologies in the field of education became especially acute in March 2020, when the country was quarantined for all educational institutions, regardless of form, in connection with the outbreak of COVID-19 caused by the coronavirus SARS-CoV-2. property and management. Then all educational institutions were transferred to the distance mode of study, meetings, inspections, examinations, etc. were limited. In the summer, pre-school institutions resumed their activities, and on September 1, they were joined by general secondary, vocational, professional higher and higher education institutions (some educational institutions resumed their activities only at a distance mode). However, a month and a half later, on October 15, the Ministry of Education and Science of Ukraine recommended that secondary schools started the autumn holidays ahead of schedule due to an increase in the incidence of COVID-19, and lasted till November 15. It was also recommended that institutions of higher, professional before higher and professional education move to temporary distance learning, which has continued so far. Some educational institutions have switched to a mixed form of learning - learning using different formats - a combination of full-time learning with different e-learning formats: asynchronous and / or synchronous. Only preschools continue to operate as usual.

Note that the transition of educational institutions to distance learning has become a challenge for society: the pressure on educational institutions has increased; there have been problems with ensuring the objectivity of the intermediate and final control of knowledge of students; unwillingness of most parents to support distance and home learning; high economic losses in labor productivity due to a combination of child care and teleworking; stressful

manifestations among students, teachers and parents; problems of care and upbringing of children from disadvantaged families; increasing the probability of risks of using psychotropic drugs and antisocial behavior of adolescents; increasing the outflow of children and youth from schools; increasing exploitation of child labor, the spread of violence among girls and young women, the surge of pregnancy in adolescence [1].

One of the achievements of the state during the forced quarantine was the organization and implementation of the All-Ukrainian School Online project, as a result of which school students had the opportunity to gain knowledge in 11 subjects broadcast on Ukrainian TV channels and on YouTube on a clear schedule. From April 2020, within the framework of this project, there are broadcasts for primary school students in the main subjects – the Ukrainian language, mathematics, science and art. Ukrainian stars took part in the video lessons: presenters, musicians, actors, athletes, etc.

During quarantine, teachers and educators interact with each other through modern digital technology and networking. Experience shows that about 20% of students, educators (teachers, lecturers, managers) do not have necessary skills to work with digital tools, are not provided with computers and Internet access, the Internet is not working fast enough, there are no skills to use educational platforms (educational sites, repositories, cloud services, etc.). Thus, it takes time for Ukraine to address the issue of technological support of the educational process at the state level: the availability of quality Internet access for all participants in the educational process; availability of the necessary technical means (appropriate gadgets and software for online events) for both teaching staff and students; sufficient level of digital literacy of all participants in the educational process; access to educational content on the Internet, etc.

Today, teachers and lecturers, in addition to conducting classes and preparing educational, scientific and methodological literature, are forced to communicate with students and their parents, with the leadership of educational institutions through messengers, groups on social networks, spending their own money. Therefore, another, no less important issue for the state bodies of Ukraine is the solution of financial support for educators. There is also a need to review both curricula for students and in-service training programs for teaching and research staff, in which digital competencies and distance learning skills must be a mandatory element.

CONCLUSIONS. ВЫВОДЫ

In general, it should be noted that the first experience of introducing distance and blended learning in the period of forced quarantine in Ukraine has exacerbated the existing problems in education, which primarily affect the quality of knowledge acquisition by students. Lack of educational policy of digital transformation of education, a single national educational platform, legal support for distance learning, outdated education system, teaching methods, lack of focus on STEM-education are the main problems that can be solved only at the state level.

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