

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
H. S. Skovoroda Kharkiv National Pedagogical University
SSI "Institute of Education Content Modernization"
University of Lorraine and Catholic Institute of Paris (France)
Mid-West State University – UNICENTRO (Brazil)
University of Manchester (the United Kingdom)
University of Vlore "Ismail Qemali" (Albania)
Northeastern University of Boston (the USA)
Østfold University College (Norway)
Sinop University (Turkey)

CONFERENCE PROCEEDINGS

III International Scientific and
Practical Conference

LEARNING & TEACHING: in the World after the War

Kharkiv,
Ukraine
November 8,
2024



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On the Occasion of the University's 220th Anniversary

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DISTANCE LEARNING AFTER THE WAR

The **aim**. This research is aimed to study the prospective development of distance learning in the Ukrainian society after the war.

The **results**. Distance learning has possessed a significant role in the educational process since the Covid-19 pandemic. The significance of the ability to study and to teach from any place one can get an Internet access has become beyond any doubt. With the war, distance learning has gained even more credit. Many countries of the world have military experience in their history: Israel, Croatia, Bosnia and Herzegovina, Georgia and others. Ukraine has now become one of them, and it is worth thinking about the restoration of the educational sector today [1]. And other countries' experience will be significantly useful.

A lot of students and teachers were forced to move because of the Russian military aggression: some became internally displaced persons, some emigrated to other European countries. And it is distance learning that makes it possible for them to continue their education, their work, their studies, gaining knowledge for the future restoring of Ukraine. Most of the children who emigrated abroad continue studying at Ukrainian schools using the distance learning tools. The buildings of many Ukrainian schools and universities were physically destroyed by the Russian missiles, yet the teachers continue the educational process using the means of distance learning: various platforms such as Zoom, Google Classroom, Microsoft Teams or even messengers. Not only this allows teachers to keep their workplaces during the war, but it also provides the students with the possibility to study in their native language, not being left behind. Military actions became another impetus for changing the principles of the teaching process. Teachers realized that now their strength is not in the ability to tell something what students can listen to on YouTube or read on the Internet [2]. Now their strength lies in the ability to support, motivate, help students find their talent. It is obvious that students and teachers are in different places and conditions, and it is hard to come up with conditions that will equalize them [3]. As to the form of education, we often have to choose between safety and quality.

The **conclusion**. Distance learning, which has become one of the main means of education during the war period, is predicted to be of much importance for the educational process in Ukraine during the period of post-war restoration of our country.

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