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ONLINE PLATFORMS AS AN INSTRUMENT OF IMPLEMENTING THE EDUCATIONAL PROCESS DURING THE WAR TIME

Abstract. The article is devoted to the problems of online platforms as tools for implementing the educational process in wartime. It is proved that distance learning as a modern educational technology is an insufficiently researched phenomenon. Therefore, the widespread practice of distance learning in higher education institutions, its methodological, didactic, socio-psychological aspects and social consequences in different time perspectives require scientific rethinking. It is indicated that distance learning is a system of educational services implemented using synchronous and asynchronous data transmission, the use of various information resources, algorithms for interaction between teachers and students, hardware, software and organizational and methodological support designed to fully meet the educational needs of users. It is concluded that the task of distance learning operators, namely educational institutions and teachers, is to organize the educational process in such a way that the latest forms of learning give the same qualitative result as traditional forms of pedagogical work. The use of information and telecommunication technologies allows distance learning participants to interact regardless of their location, using e-mail and dialogical forms of interaction (chats, forums, webinars, video conferences). The methodological feature of distance learning is that the acquisition of knowledge, skills and abilities provided for by curricula is carried out not in traditional forms of learning (lectures, seminars, etc.), but through independent work of students using various technical means and information carriers. The information and educational environment of distance learning is a systematically organized set of data transmission means, information resources, interaction protocols, hardware, software and organizational

and methodological support, focused on meeting the educational needs of users. At the same time, the characteristic features of distance learning are flexibility; modularity; cost-effectiveness; specific role of the teacher as a mentor; specialized quality control of education.

Keywords: information technology, online platforms, digital educational environment, distance learning, higher education.

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ОНЛАЙН-ПЛАТФОРМИ ЯК ІНСТРУМЕНТ РЕАЛІЗАЦІЇ ОСВІТНЬОГО ПРОЦЕСУ У ВІЙСЬКОВИЙ ЧАС

Анотація. Стаття присвячена проблемам онлайн-платформ як інструментам реалізації освітнього процесу у військовий час. Доведено, що дистанційне навчання як сучасна освітня технологія є недостатньо дослідженим явищем. Тому широке поширення практики дистанційного навчання у вищих навчальних закладах, його методологічні, дидактичні, соціально-психологічні аспекти та соціальні наслідки в різних часових перспективах потребують наукового переосмислення. Вказано, що дистанційне навчання – це система освітніх послуг, що реалізуються з використанням синхронної та асинхронної передачі даних, використання різноманітних інформаційних ресурсів, алгоритмів взаємодії між викладачами та студентами, апаратного, програмного та організаційно-методичного забезпечення, призначених для повного задоволення освітніх потреб користувачів. Зроблено висновок, що завдання операторів дистанційного навчання, а саме навчальних закладів та викладачів, полягає в організації освітнього процесу таким чином, щоб новітні форми навчання давали такий самий якісний результат, як і традиційні форми педагогічної роботи. Використання інформаційно-телекомунікаційних технологій дозволяє учасникам дистанційного навчання взаємодіяти незалежно від їхнього місцезнаходження, використовуючи електронну пошту та діалогічні



форми взаємодії (чати, форуми, вебінари, відеоконференції). Методологічною особливістю дистанційного навчання є те, що набуття знань, умінь та навичок, передбачених навчальними планами, здійснюється не в традиційних формах навчання (лекції, семінари тощо), а шляхом самостійної роботи студентів з використанням різних технічних засобів та носіїв інформації. Інформаційно-освітнє середовище дистанційного навчання – це системно організована сукупність засобів передачі даних, інформаційних ресурсів, протоколів взаємодії, апаратного, програмного та організаційно-методичного забезпечення, орієнтованих на задоволення освітніх потреб користувачів. Водночас характерними рисами дистанційного навчання є гнучкість; модульність; економічна ефективність; специфічна роль викладача як наставника; спеціалізований контроль якості освіти.

Ключові слова: інформаційні технології, онлайн-платформи, цифрове освітнє середовище, дистанційне навчання, вища освіта.

Introduction. Online education is called a “disruptive technology” that has the potential to significantly change the institution of higher education, its functions and importance at the global level. This study aims to comprehensively examine various online education formats, especially the format of massive open online courses, in cooperation with the institution of higher education, and to formulate criteria for the success of a university in online education and possible ways of further using data on the contribution of universities to online education.

The modern system of higher education is characterized by the active implementation of distance learning technologies. The polarity of points of view in the perspective of the issues under study determined the relevance of the chosen topic. Despite all the positive features of distance learning, today there is a very wide range of problems and nuances, without solving and taking into account them it is practically impossible to design a holistic educational process that meets high standards of quality of education in higher education. Modern education is going through a stage of large-scale transformation, caused by the rapid development of digital technologies and the widespread use of the Internet. The use of Internet technologies in the educational sphere is becoming an indispensable condition for increasing accessibility, interactivity and personalization of learning. Electronic educational platforms, online courses, distance learning systems, cloud services and other digital tools open up new opportunities for both teachers and students, contributing to the creation of a flexible and adaptive information and educational environment. In the case of digitalization of education, the need for theoretical understanding of the processes taking place in pedagogical practice is increasing. There is a need to develop scientifically based approaches to the implementation of Internet technologies in the educational process, analyze their impact on the structure and content of learning, as well as identify factors that contribute to the effective use of digital tools.



Until recently, distance education was perceived as an additional fragment of traditional education at school. The use of information and communication technologies has always required differentiated and moderate use, skillful management of students' performance of distance tasks. The realities of modern education put distance education on a par with traditional education; it is no longer an auxiliary element. New learning tools have such qualities as interactivity, remote work with the entire team, but at the same time they must ensure the quality and effectiveness of the entire educational process: provide new knowledge, develop practical skills in applying knowledge, and monitor educational achievements. In the context of the full-scale invasion of the Russian Federation into Ukraine, it is distance learning that has become the basis for continuing education for children who, due to the lack of bomb shelters in educational institutions, their families being abroad or having the status of internally displaced persons, are deprived of the opportunity to attend educational institutions. This form of education has its own characteristics and consequences for both the quality of the education received and the psychological state of students, which will have significant consequences in the future, and therefore these aspects of this topic require further scientific rethinking.

Analysis of recent research and publications. A number of modern studies are devoted to the problem of the online platform as a new means of implementing the educational process. Leading scientists note that universities are actively developing distance education programs. With the progress of technology and the expansion of access to the Internet, distance learning is becoming increasingly popular. The use of artificial intelligence and machine learning methods opens up opportunities for developing individual educational trajectories that take into account the characteristics of each student. For example, intelligent systems will be able to track students' progress and offer additional materials or exercises to increase their level of knowledge [1], [2], [3].

The fact that state structures are actively promoting the development of online education is also noted. As part of this project, new educational platforms are being developed and implemented, as well as training programs for teachers and students are being conducted so that they can effectively use these tools. Experts suggest that in the coming years, the popularity of distance learning in Ukraine will only increase. This is due to the growth in the number of online courses and educational programs, as well as the improvement of technologies that make the learning process more convenient and effective. Today, many universities offer mixed formats that combine traditional and distance teaching methods. Distance learning in Ukraine has significant potential. Thanks to progress in technology and support from the state, it is becoming more accessible and effective [4], [5].

Although scientists note that there are certain disadvantages, such as the lack of live communication and possible technical difficulties, the advantages of distance education attract many students. In the future, we can predict further expansion and



improvement of this area, which will open up opportunities for people from different regions to receive quality education. In addition, the development of distance learning contributes to a general increase in the level of education, as it makes it accessible to representatives of all social groups. This direction plays an important role in ensuring equal opportunities for obtaining knowledge, regardless of place of residence [3], [2], [5].

Main findings. The purpose of the study is to analyze current trends, problems and prospects of the modern model of distance learning at the level of higher education. The object of study is the distance educational technologies. The subject of study is the characteristic features, problems and prospects of development of distance learning in the higher education system.

The modern generation of students is being formed in the conditions of digital reality, and experts from all over the world are actively introducing educational methods into this environment, increasing their accessibility and effectiveness. Many specialists also emphasize that for successful assimilation of knowledge, family support, awareness of the emotional state, as well as the physical and psychological health of the student are necessary.

Fundamental disciplines and scientific areas are increasingly moving to the online format. In addition, there is an increase in the popularity of microlearning among adults, which is associated with a constant lack of time, high employment at work and other limiting circumstances.

In the new educational paradigm, the one who studies becomes the subject of cognitive activity, and not the object of pedagogical interaction. The dialogue between the teacher and the student determines the main forms of organizing the educational process, aimed at developing the active, creative activity of the student, far from simple reproduction. A modern person must not only have a certain amount of knowledge, but also be able to learn: to search for and find the necessary information, to use various sources of information to solve emerging problems, to constantly expand their competencies, to continuously develop in a dynamically changing world.

One of the leading global trends aimed at resolving the contradictions between a developing culture and the traditional way of educating a person is the transition to continuous, open education, which forms the basis of the information society. In the 21st century the illiterate person is not someone who cannot write or read, but someone who is not ready to constantly learn new things or relearn, if circumstances require it [2].

A serious assistant in this process is electronic learning (electronic learning, e-learning), which allows universities to meet the growing global demand for educational services. In recent years, electronic learning has become an integral part of the educational process in universities and is used in all forms of education. The use of e-learning allows to improve the quality of education by using rapidly growing educational resources and due to the fact that when using elements of e-learning and distance education technologies, the share of independent work of students in



mastering the material increases. E-learning becomes especially relevant in the context of the introduction of new generation educational standards and the associated reduction in the volume of classroom work, the increase and expansion of forms of independent work of students, for the organization of which e-learning opens up new opportunities. At the beginning of the 21st century e-learning started to be actively introduced into traditional education in a variety of organizational forms: as support for traditional full-time and part-time education or as a new level of development of distance learning under vocational education programs, advanced training of university teachers, pre-university training, first and second higher education, master's degree. In all developed countries, e-learning already occupies its own niche in the educational sphere. The public's interest in e-learning has increased so much that traditional educational institutions have begun to consider including online courses in their programs as a mandatory component.

The assessment of e-learning results is usually based on testing and exams, but horizontal assessment tools can also be used, when some students themselves are included in the assessment process through critical feedback on the work of other students and the analysis of these reviews, and the teacher analyzes these assessments. Horizontal assessment allows you to go beyond the usual forms and gives students the opportunity to discuss the content of educational courses in more detail. In recent years, the attitude towards e-learning in Ukrainian universities has become more positive, but this has not led to its widespread use. This is due, first of all, to the fact that the process of introducing e-learning (distance learning) into the educational activities of universities faces a number of problems.

Distance education technologies in the modern system of higher education are the following: challenges of the new reality and prospects for the development of even basic foundations allow the teacher to fully realize his creative potential in the spaces of digital learning.

Viber is the most common messenger. Its distinctive features are simplicity and efficiency. In addition to transmitting text and voice messages, it is possible to make audio and video calls, transfer and view text and graphic files. There is a function for creating groups, which is very effective when performing certain types of educational work. Also, creating a general group of teachers allows you to quickly solve emerging problems, schedule meetings (for example, department meetings). It is extremely convenient to use the messenger when organizing the work of a curator.

Telegram in many ways is similar to the previous messenger. Recently, the so-called Telegram channels have gained popularity among a wide audience, to which anyone who has the appropriate software application installed can subscribe. This tool is widely used not only as a messenger for notifying students, but is also in many ways already positioned by higher education institutions as a means of notifying the target audience about career guidance events of universities.



Facebook is a social network that allows you to exchange voice and text messages, files, and create groups. The advantages of its use also include the ability to create joint conversations, which is also very convenient for the work of curators. A negative feature is in some cases the reluctance of students to exchange information with teachers and curators through this network, since their personal data - photo and video materials, opinions, etc. - can be posted on students' personal pages on the social network.

Zoom is the most frequently used organizer of online meetings in the educational process. The simple format of conducting a video conference allows not only to create a link to a lecture or webinar, but also to organize departmental meetings. The main drawback of the program is that participants can have free access for no more than 45 minutes. During this period, the session is interrupted, and all participants must re-enter using the previously generated link.

The above list could be continued with both domestic and foreign developments, but most of them have a significant number of similar characteristics. On the other hand, the issue of educational process software itself deserves a comprehensive, comprehensive and, importantly, separate study. We have considered this aspect from the perspective of a teacher's everyday life and do not claim to be a perfect analysis due to its scale, which is also associated with constant innovations in this area.

Distance educational technologies are of great importance in the perspective of training for professional activity of people with special needs. In addition, as we noted earlier, the indicated technologies are becoming one of the key tools in retraining/supporting the educational process for working specialties - this moment is especially relevant in the perspective of the development of the real sector of the economy. However, it is worth remembering that excessive virtualization of the educational process can have a significant negative consequence with a delayed effect. It is also necessary to note the high degree of significance of distance educational technologies in the context of the transmission of cultural and spiritual values. First of all, I would like to highlight the high level of content development, provision of educational and methodological materials and the educational process. In this case, we can state a high level of social responsibility of the educational institution, which is reflected in professionally developed courses of the disciplines taught. In the analyzed example, in addition to professionally designed elements of the distance learning environment, students are in constant dialogue with the teaching staff, which is extremely important, for example, when implementing subjects of the humanitarian cycle.

With the help of a high-quality and popular online course, a university can solve one or several problems. Which of these problems is a priority can be decisive for the choice of the platform on which the online course or series of courses will be hosted.

For global marketing - promoting the university brand, attracting the best academic staff and students - the optimal choice will be one of the largest global platforms with a multi-million audience.

If the main goal of this form of education is to optimize the educational process by replacing traditional lectures with an online format - then the best choice will be a platform optimized for courses in a specific subject area. If the university is not interested in attracting a mass audience, then the optimal choice will be a small or local platform with more favorable terms of cooperation than the world leaders.

If the goal is to create a commercially successful product, then the choice of platform is determined by the costs of producing the course and its content, the terms of cooperation with the platform and the expected profit from its audience. Depending on the subject area, target audience and many other factors, it may be advantageous for a university to host a course on a large multidisciplinary platform, or on a local or highly specialized one.

The choice of a highly specialized platform may also be justified if the goal of the university is to establish contact with a niche audience or to establish cooperation with employers in the relevant industry. This applies, for example, to specialized platforms for teaching programming and information technology.

Finally, creating your own platform seems to be the least effective way to solve the problems that online courses face today. It is difficult for a university, no matter how large and advanced it is, to compete on an equal basis with platforms on which courses are hosted by dozens or hundreds of universities.

The costs of developing and maintaining the infrastructure of your own platform, if it claims to be of world-class quality, are incomparable with the fees that leading providers charge for hosting courses

In addition to the above mentioned information, a special attention in the light of the development and active spread of distance learning should be paid to the issue of organizing virtual practices. Of course, universities should selectively approach this problem. However, the very fact of having the opportunity to work out a certain set of manipulations aimed at mastering individual competencies enshrined in the curriculum undoubtedly opens up new horizons for universities. The development of distance learning platforms today allows expanding the horizons of the educational process, which is extremely important in the context of international cooperation and, as a result, contributes to increasing the pace of commercialization of domestic developments of universities. However, it is necessary to remember that profit in this case should not be the only goal, since otherwise all attempts to avoid the term “educational service” will be doomed to failure. It is necessary to realize that profit should be the result of a high assessment of the content both in the domestic and foreign markets. Otherwise, the path of rapid commercialization will not only not be able to justify itself, but will also cause significant reputational damage to domestic higher



education. In this regard, there is a risk that even the leading universities of the country will slide to the level of education, where the main goal will not be the quality of the educational process, but the issuance of a diploma.

To summarize, we will highlight the positive and negative aspects of distance learning. Among the positive ones, we can highlight:

- Flexible schedule for obtaining education (regardless of time factors and location).
- Modularity (convenient accumulation of courses in separate blocks, allowing to independently adjust the program to the successes or needs of an individual student).
- Financial efficiency (less expensive in material terms).
- Individualization of training (the student is able to independently build his own training plan and complete assignments).
- Practice in developing adaptation skills (distance education is able to provide practice in the student's abilities for independence and self-study, search for information and adaptation to unusual conditions of training).
- High degree of actualization of the material (due to the significant degree of use of the Internet, software, computer equipment - all this allows us to regulate and adapt both the educational programs and the process of obtaining knowledge itself in the fastest way, following changes in the external environment).
- Availability (distance learning can meet the educational needs of many students not only in a particular country, but also around the world, moreover, distance learning allows both older people and people suffering from certain diseases that do not allow them to receive education in a full-time format to receive quality education).
- Openness (a feature of working with the Internet and computer technology is that it allows you to create an accessible database that includes all training materials that can be viewed for an unlimited period of time, and this applies not only to dry text or images, but also to recordings of lectures themselves and other materials necessary for training).

If we consider the world experience of developing distance learning, we can assume that the advantages that this form of education provides can, subsequently, make it even more widespread than the classical form of education, due to its comparatively lower cost and objectively greater degree of accessibility for consumers.

Despite the highlighted positive aspects of distance education, there are also negative aspects that must also be taken into account, we will highlight them:

- Not suitable for areas of training, an essential aspect of which is communication with people and teamwork (voice communication alone is not able to fully compensate for the necessary skills that are developed exclusively through live cooperation).
- Problems with monitoring academic performance (it is impossible to guarantee that the work completed by the student is completed independently, since it is impossible to ensure a sufficient level of control, then the quality of the education received depends largely on the student himself).

- The need for computer literacy skills.
- Significant theorization of training.

From all of the above, we can conclude about an absolutely real prospect for the full-fledged universal development of distance learning, but we should also understand that this is only one of the forms of obtaining education, which at the current moment of development of both society and scientific and technological progress is not a panacea for any problems. But let us also note that this form of education has both its own demand among the consumer and its own niche, in which certain areas of study can show, if not increased, then identical indicators in comparison with the classical form of obtaining education. Distance learning will gain popularity, primarily due to its convenience for working people, those who live in remote corners of the country, those who do not want to leave their hometown to study at the chosen university.

Despite many organizational shortcomings of the distance learning format, students are more optimistic about the prospects for its further development than teachers. The authors proposed the following recommendations: training teachers to develop and use distance learning resources in the educational process, think over new methods of using distance learning forms together with traditional forms that would include closer contacts between students and teachers. Without a doubt, distance learning will not be able to become a full-fledged replacement for traditional education. It is not able to create a student atmosphere and replace live communication with a teacher, but it can really become the most promising form of evening, correspondence education, for advanced training courses or retraining courses, for students with health restrictions, etc.

Conclusion. Distance learning as a modern educational technology is a sufficiently researched phenomenon, however, scientific studies are dominated by research in higher education institutions, and research on school education itself is lacking.

Therefore, the widespread practice of distance learning in general education institutions, its methodological, didactic, socio-psychological aspects and social consequences in different time perspectives, require scientific rethinking. Thus, distance learning is a system of educational services that are implemented using synchronous and asynchronous data transmission, the use of various information resources, algorithms for interaction between teachers and students, hardware, software, and organizational and methodological support designed to fully satisfy the educational needs of users. The task of distance learning operators, namely educational institutions and teachers, is to organize the educational process in such a way that the latest forms of learning give the same quality result as traditional forms of pedagogical work. The use of information and telecommunication technologies allows distance learning participants to interact regardless of their location using e-mail and dialogic forms of interaction (chats, forums, webinars, video conferences). The methodological feature of distance learning is that the acquisition of knowledge, skills and abilities



provided for by curricula is carried out not in traditional forms of learning (lectures, seminars, etc.), but through independent work of students using various technical means and information carriers. The information and educational environment of distance learning is a systematically organized set of data transmission means, information resources, interaction protocols, hardware, software and organizational and methodological support, focused on meeting the educational needs of users. At the same time, the characteristic features of distance learning are flexibility; modularity; economic efficiency; the specific role of the teacher as a mentor; specialized quality control of education.

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