«Молодці! Впоралися…» може сприяти підвищенню впевненості школярів [9].

9. Надання чіткіх та покрокових інструкцій. Сучасні реалії, що випали на долю України (епідемія COVID та повномасштабна війна з Росією, переселення українців за кордон на тимчасове проживання), довели ефективність упровадження дистанційного навчання у систему шкільної освіти, зокрема НУШ, оскільки за таких критичних умов не всі здобувачі освіти могли вчасно відвідати уроки, проте мали можливість це робити у зручний для себе час, користуючись технічними засобами з’їзку. Тому доцільно продовжувати формувати у Web-середовищах систематизований вітчизняний освітній простір як інформаційну основу впровадження повномасштабної системи дистанційної освіти [1].

Отже, дистанційне навчання школярів в рамках концепції НУШ виносить на перший план низку важливих питань і принципів, які впливають на якість освіти та розвиток української шкільної системи. Це збільшення доступності освіти, впровадження інноваційних технологій, персоналізація та індивідуалізація освітньої траєкторії кожного школяра, підтримка вчителя, комунікація тощо. Матеріали забезпечення освітньої траєкторії, навчальні матеріали, інформація про можливість освітян створити компетентність з використанням електронних засобів зв’язку, породжують ентузіазм здобувачів освіти до уроків та підтримки в навчальному процесі.

Загалом, дистанційне навчання здобувачів освіти в контексті НУШ відкриває нові можливості для української освіти, вимагає комплексного підходу та системних рішень для забезпечення якості та доступності освіти для всіх здобувачів освіти.

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**ORGANIZATION OF DISTANCE EDUCATION IN THE CONTEXT OF THE IMPLEMENTATION OF A NEW UKRAINIAN SCHOOL**

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**Keywords:** distance learning, independent work, cognitive activity, learning platforms.

The changes that took place in the world and in Ukraine led to the global informatization of the educational process in educational institutions. One of today’s priorities is the creation of a unified educational environment and platformized learning. The article outlines the features of distance learning organization. Distance learning forms a fundamentally new educational space, which provides for multi-accessibility to information and the ability to communicate using the latest advances in information and telecommunication technologies, to provide opportunities for the development of independent activities of education seekers and equal opportunities in obtaining education. Interest in the effective implementation of distance learning in the system of the New Ukrainian School and the adaptation of schoolchildren to the conditions of a mobile educational environment and dynamic changes in a transformational society is well-founded. Distance learning at the New Ukrainian School is an important criterion for the effective assimilation of educational material by students, it contributes to the formation of key and subject competencies of schoolchildren, which, in particular, include lifelong learning, fluency in the state language, compliance with communicative norms, innovativeness. Organizational, technical, programmatic, methodical measures that contribute to the effective organization of distance learning are outlined. The potential of the Moodle, Google Classroom, Zoom, ClassDojo, Classtime platforms is characterized. Based on the analysis of theoretical and methodological literature and personal experience, recommendations for the organization of distance learning are formulated: clear instructions for students to tasks and free access to educational materials; placing information on one platform; application of the «inverted class» technology; taking into account that online activities require more time than learning in an offline format; planning additional time for lesson preparation in remote mode; modification of work with textbooks in online mode; approval of the rules of online communication, a combination of general and personal praise; providing clear and step-by-step instructions.

**Keywords:** distance learning, independent work, cognitive activity, learning platforms.
In modern conditions, the peculiarities of organizing distance learning for students of basic secondary education are in the field of research by both foreign (E. Waterman, D. Keegan, M. Moore, V. Hasson) and domestic (A. Bakhtirova, I. Kobernyk, Z. Zvyniatetskivska, O. Korbut, V. Kremen) scholars.

The introduction of distance learning is one of the key criteria for the organization of modern education, as it expands the freedom to choose the place, time, and pace of learning through the Internet. Distance learning forms a fundamentally new educational space that provides multi-access to information and the ability to communicate using the latest advances in information and telecommunications technologies, providing a starting point for independent activity of students and equal opportunities for education. The interest in the effective implementation of distance learning in the New Ukrainian School system and the adaptation of students to the conditions of a mobile educational environment and dynamic changes in a transformational society is well founded. Distance learning in the New Ukrainian School (NUS) is an important criterion for the effective learning of educational material by students, as it supports their desire for self-development. Distance learning contributes to the formation of key and subject-specific competencies of students, which include, in particular, lifelong learning, which involves independent activity of students and is a component of their cognitive activity; fluency in the state language, compliance with communication norms, innovation, etc.

The first attempts to teach at a distance were recorded in Jan Kamensky’s “Great Didactics” when he introduced illustrated textbooks into widespread educational practice. And in the nineteenth century, when regular postal service became available, students could send written work to their teachers. This “correspondence” education made it possible to get a thorough education even for those who were far away from large cities.

The concept of “distance learning” was first formulated by foreign scientists M. Thomson, M. Moore, A. Clark and D. Keegan and provided for the exchange of information between teacher and students at a distance by means of the latest computer and telecommunication technologies [2].

O. Corbut defines distance learning as “...a set of technologies that ensure the delivery of the main volume of educational material to students, interactive interaction between students and teachers in the learning process, providing students with the opportunity to work independently with educational materials, as well as in the learning process” [3].

Distance learning is one of the forms of organizing the educational process in which all or part of the classes are conducted using information technology with the teacher and students being geographically remote. The teacher must implement the educational program to ensure that students achieve the intended learning outcomes, i.e. provide them with all the necessary information about the scope and content of the educational material, tasks to consolidate this material, and must check, evaluate and provide feedback on the completed tasks. The teacher should understand the purpose, plan of tasks, select methodological support, determine the scope of work and assessment methodology [4].

According to the Concept of the New Ukrainian School [1], the main task for educators is to create a school that would focus on the needs of the student, allow him or her to gain quality knowledge and form life competencies. Therefore, modern educational realities and school education reforms contribute to the gradual integration of distance learning into general secondary education institutions. The Concept of the New Ukrainian School refers to the creation of an environment conducive to knowledge acquisition in the current environment (the COVID pandemic and Russia’s full-scale military invasion).

In Ukraine, distance learning was not widespread in general secondary education institutions (GSEIs) until 2019. Until then, this training was implemented in higher education institutions. However, the COVID-19 pandemic has made adjustments to the education of general secondary schools: quarantine measures were introduced that included distance learning. Such orders were issued in order to prevent the spread of acute respiratory disease COVID-19 in accordance with the resolutions of the Cabinet of Ministers of Ukraine dated 17.02.2021 No. 104, dated 15.12.2021 No. 1336 and in accordance with the letter of the Ministry of Education and Science of Ukraine dated 25.01.2022 No. 1/1266-22 “On the organization of the educational process in educational institutions during epidemic security”.

The peculiarity of distance learning lies in the fact that it is based on telecommunication technologies, Internet resources, affects the means of selecting and structuring content, the means of implementing certain methods and organizational forms of learning, which affects the functioning of the entire system. The student independently selects and works with information, puts forward hypotheses, makes decisions based on his or her own vision of the problem and his or her own reflections [5].

The center of cognition is a problem that requires thinking. The cognitive, thinking activity of a student allows them to go beyond the information they have received and form new knowledge. The role of the teacher is to help students, to encourage them to think for themselves, to make discoveries, to have new views on the phenomenon or subject under study.

The methods of teaching many subjects in a remote environment remain the same, you just need to adapt them based on modern online tools. For example, the
Moodle platform, Google Classroom, Zoom, ClassDojo, Classesttime, etc. [6].

The Moodle platform (https://moodle.org/) provides an opportunity to present educational material in various formats and to conduct tests and surveys [6]. The Google Classroom platform (https://classroom.google.com) is a service that connects Google Docs, Google Drive and Gmail, allows you to organize online learning using video, text and graphic information [6]. Zoom (zoom.us/download) is a service for video conferencing and online meetings. ClassDojo (https://www.classdojo.com/uk-ua/signup/) is a simple tool for evaluating classroom performance in real time [6].

The analysis of theoretical and methodological literature and our own experience allowed us to formulate recommendations for the organization of distance learning:

1. It is important that students have clear instructions for tasks and free access to learning materials [7].
2. It is easier for students and parents to take distance learning when materials for all disciplines are posted on one platform. The pedagogical council may decide to use one resource [7].
3. For students of primary and secondary school age, it is advisable to use an “inverted classroom” (when students work on the educational material independently, and practically consolidate it in class), “rotation by stations” (students periodically move from one station to another: group work, independent work on the computer, communication with the teacher, etc.).
4. When planning online lessons, keep in mind that each online activity is likely to require more time than usual in the classroom.
5. At the beginning of the class, there may be problems with connection, sound, camera, online tools, etc. Therefore, it is advisable to plan time for preliminary preparation. It is also better to plan time for unforeseen situations, such as unstable Internet, program freezes, etc.
6. Since students are accustomed to working with textbooks, it is advisable to offer online work with them. However, it is not advisable to simply read the textbook material or listen to large texts during a videoconference. It is more appropriate to read or listen to the text before the lesson, and discuss and complete the assignments during the lesson (flipped classroom technology).
7. It is necessary to agree on the rules of online communication.
8. A combination of general and personal praise is mandatory; even a short message like “Well done! You did well...” can help boost students’ confidence [9].

Ukraine’s current realities (the COVID epidemic and the full-scale war with Russia, the resettlement of Ukrainians abroad for temporary residence) have provoked the effectiveness of introducing distance learning into the school system, including the NUS, since under such critical conditions not all students could attend classes on time, but they could do so at a convenient time using technical means of communication. Therefore, it is advisable to continue to form a systematized domestic educational space in the Web environment as an information basis for the implementation of a full-scale distance education system [1].

Thus, distance learning of schoolchildren within the framework of the NUS concept brings to the forefront a number of important issues and principles that affect the quality of education and the development of the Ukrainian school system. These include increasing accessibility of education, introduction of innovative technologies, personalization and individualization of the educational trajectory of each student, teacher support, communication, etc.

In general, distance learning for students in the context of the NUS opens up new opportunities for Ukrainian education, requires an integrated approach and systemic solutions to ensure the quality and accessibility of education for all students.

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