

a demonstration of the individual qualities of the athlete, not a rivalry of the modern achievements in medicine and pharmacology. This struggle demonstrated the fundamental position of the IOC towards athletes, teams and national teams, who, for the sake of high sport achievements, used prohibited pharmacological drugs, manipulated of doping tests, etc. in the preparation for official competitions. The result of this struggle is the removal of specified subjects from participation in 2021 Games.

Conclusions. The authors of the article tried to explore the dialectic of the transgender phenomenon in modern Olympic sports and to identify aspects of the IOC policy regarding the admission of transgender athletes to the 2021 Summer Olympics.

Key words: International Olympic Committee, Olympic Games, Olympic sports, gender, transgender athlete, intersex.

UDC 37.018.43:378.147

Mykhailo Marchenko

National University of Pharmacy

ORCID 0000-0002-1101-3662

Ilona Konovalenko

National University of Pharmacy

ORCID 0000-0002-9783-8007

Anna Kriukova

National University of Pharmacy

ORCID 0000-0002-9866-0976

DOI 10.24139/2312-5993/2020.05-06/202-214

TRENDS IN THE DISTANCE LEARNING: METHODS AND TECHNOLOGIES

The article reveals the peculiarities of the use of different types of distance learning. The advent of new technologies has led to the beginning of fundamental changes, including those in the field of education. The authors of the article have analyzed several of the most relevant areas. The use of web technologies to improve communication efficiency is one of the main trends in the field of distance learning. This article provides recommendations on the development and maintenance of distance learning systems. The authors pay special attention to modern international standards developed by international organizations, which should be used in the formation of distance learning systems. The advantages and disadvantages of distance learning for consumers, developers, suppliers, educational process organizers and other interested parties are given.

Key words: educational process, distance learning, methods of organization.

Introduction. The advent of radio and television has also led to the emergence of new methods of distance education. Due to the availability of personal computers, there was hope for the possibility of simplification and full automation of training. However, more difficulties arose than solutions to existing problems were found. The main problem was the lack of personal computer skills. At the same time, new technologies have dramatically affected

distance learning systems. The computer has an invaluable quality – it gives students the opportunity to get feedback, which means that for the first time you can truly automate learning and bring it closer to classes with the teacher in the classroom. On the first computers, various training programs in the form of games were installed. Very complex training complexes are being created, right down to simulators of reality. At the same time, most experts note that such technologies still need serious revision.

The emergence of new web services and online collaboration tools can meet the ever-growing needs of an organization. Modern companies are interested not only in innovative technologies, but also in qualitatively new interaction formats that increase the effectiveness of communications. With the help of advanced technologies, business problems are solved in new, more convenient ways. The remote interaction of people goes beyond the scope of template solutions and requires suppliers of universal, flexible, easily adaptable and integrable tools. Equally important for the full interaction of people are such features as real-time video transmission, sound and file transfer, recording events and access from mobile devices (Abrami & Surkes, 2018, pp. 31-47).

In the world there are no identical organizations with identical tasks. Unique specialized solutions provide key competitive advantages and maintain a leading position in the market. Technology goes to the point where systems can adapt to people. Remote communication based on web technologies is becoming an urgent need and should be available to everyone and always: within any business process, using various electronic devices and in any format. The expanded capabilities of such communication for solving certain problems (presentations, consultations, sales, meetings, training, etc.) make it effective in many cases.

Aim of the study is to develop and theoretically substantiate the scheme of the process of learning using distance learning technologies.

Research methods. The method of systematic analysis of trends in the development of vocational education and the comparative method were used as research methods.

Results. E-learning and distance learning are increasingly becoming part of staff training practice. There are new requirements for the quality of training specialists and managers. Today, such professional skills include:

- the ability to quickly adapt to changing market conditions;
- the ability to navigate the business processes taking place in the organization;

- the ability to collaborate with other people, sometimes geographically fragmented, including using the latest telecommunications facilities;
- the ability to think critically and make independent decisions.

Continuous staff training is an important requirement of the modern world. Knowledge management technologies are directly related to the corporate culture of the organization, which is largely determined by the leadership style at the highest levels of leadership. The leaders of many organizations support modern approaches to staff training and are ready to invest in the development of their own electronic and distance learning system. Today, distance learning is the most promising form of continuing education of specialists. The emergence of a corporate system of electronic and distance learning is determined by the presence of several resources (Benson, 2013, pp. 145-159):

- workers employed during the day, but actively seeking self-education (human resource);
- accumulated "array" of knowledge (information resource);
- telecommunication technologies (hardware and software resource);
- special techniques for organizing distance learning (methodological resource).

Using a corporate system of electronic and distance learning, offering the latest methods and means of professional development, opens up new prospects for training and retraining of personnel for modern business. Electronic and distance courses make it possible at the corporate level:

- focus on the individual educational needs of the specialists working in the organization;
- the ability to continuously improve one's professional level without interruption from your main job;
- the ability to quickly obtain the necessary knowledge at the right time and in the right place;
- reducing the cost of educational content due to the joint participation of organizations in replenishing a centralized database of electronic educational materials;
- development of specialized employee development programs in accordance with the goals and business needs of the organization as a whole or unit;
- creating an innovative technological educational environment that encourages employees to create their own training courses;
- reduction of the organization's expenses for training employees.

From the point of view of the head of the organization or unit, it is important to achieve and maintain a certain level of effectiveness of each business process. The introduction of a training and education system in the workplace helps to solve management issues such as:

- automation of employee competency assessment;
- rational use of time, timely updating of employee knowledge;
- a centralized system for monitoring the educational process in the organization;
- the emergence of intangible ways of motivating staff.

Today, a decision-making style in the management of a modern organization is changing – the employee is responsible not only for the performance of individual business functions, but also for the business process as a whole. Thus, issues of personal professionalism and competence become the most serious and significant. Among the advantages of using a corporate system of electronic and distance learning for employees are:

- convenient access to the library of electronic training courses;
 - the ability to use new knowledge and skills in their practical activities
- (Chickering & Gamson, 2015, pp. 75-81).

Effective Communications: Web Applications. The electronic and distance learning system allows the organization to provide systematic and continuous mass training of employees. When developing our own system of electronic and distance learning, we analyzed the domestic market for educational products in the segment of distance learning courses and programs, selected the suppliers of educational content, assessed the need for training and development of managers, and selected and mastered the learning platform. Employees visited domestic companies that have successfully introduced new forms of personnel training for practical familiarization with the features of using distance learning.

The development of a corporate system of electronic and distance learning is becoming part of the general strategies of organizations in the field of employee training. Using the corporate system of electronic and distance learning, the staff independently in an interactive mode masters educational and methodological material, undergoes testing, performs practical tasks, and defends theses (in case of training according to professional retraining programs).

The structure of electronic courses allows a specialist to easily plan training in accordance with his/her work schedule. Employees study the material individually, repeating complex topics as many times as they need, optimally building their own educational path. Courses are created for a wide

variety of organizations. Among them may be companies engaged in retail trade, oil producing corporations, banks, etc. In fact, an interactive course can be used in any area of life. If there is a problem that can be solved through training and this training can be carried out in a remote format, then an interactive course will be very useful.

An interactive training course is a set of various elements that allow learners (students) to obtain the necessary knowledge and achieve their educational goals. The course includes workshops, simulators, – everything that helps the listener (student) to actively participate in what is happening, captivates him and, accordingly, makes the learning process more effective. Each course that is created is unique. Everything is analyzed – from the corporate culture of the organization to the performance indicators of employees, which allows you to accurately fit the course into the daily life of the company.

The appearance of the course is not so important here, but how the educational material is presented, how it is divided into parts, what language is written, what is the sequence of its presentation to the listener (student). Many organizations have gone through the first stages of introducing a distance learning system and now they understand that it is necessary to find out what benefits it brought. The effectiveness of the interactive courses that are created depends on a number of factors:

- the quality of processing and presentation of the material, – how well the material is worked out, the sequence is chosen correctly;
- a method of presenting knowledge – how information is presented to listeners (students) (Retrieved from: www.chea.org, 2019).

You can evaluate the result with the help of tests, statistics within the distance learning system, the number of questions that are asked after the training. Distance learning allows to train employees effectively, transfer practical skills and knowledge gained, quickly prepare people for new, dynamically changing conditions. If we talk about training a large number of employees, then using distance learning this can be done much faster and cheaper, because a course or program created once can be used any number of times until they are in demand. Another significant advantage is the practical component. A properly designed and prepared electronic course necessarily includes interactive practical components that allow the listener (student) to immediately develop the acquired skills. There is an opportunity to imitate real processes, when a listener (student) has to play a certain role or several roles, and a person plunges into a real environment, does something, makes mistakes, corrects mistakes, makes conclusions. It is very useful. And the last

advantage that has become apparent in recent years is brevity. We live in such a world overloaded with information that it is very difficult for us to remember and use everything. When a distance learning course is created, the information is divided into parts, it appears to be logically completed blocks with practice and knowledge testing. Small modules are faster and easier to digest, and therefore more efficient (Garrison & Anderson, 2019, pp. 48-63).

The difficulties that can be encountered with distance learning are the lack of personal contact. And although it is possible to make such contact using communication tools in E-learning systems, it is much more difficult to do, and they still do not perceive communication via the Internet as real. Also, the high complexity of organizing all processes. Distance learning requires a serious attitude and constant attention, the involvement of many employees, internal marketing and motivation of each employee of the organization. Distance learning, as a separate initiative, does not work, and everything in the complex is a long and complex process. Whether we like it or not, we are moving into the era of the knowledge economy, and the importance of intellectual potential is becoming increasingly serious. All organizations today need to monitor carefully the level of employee training, timely develop them, quickly prepare for work in a changing environment. When it comes to the understanding that the right work with knowledge is the key to the success of an organization, the awareness that distance learning is one of the few tools that allows you to do this quickly and efficiently will appear.

The formats of open, flexible and distance learning are united by the fact that they offer a significant amount of independent work of listeners (students), not directly related to the ability to study online or use the Internet as an information resource. This is a different system, another method of obtaining knowledge, which is suitable for adult learning, as adults use the existing skills, knowledge, and experience gained in the learning process (Peters, 2020, pp. 95-113)

Open learning is a way of organizing educational work, which is characterized by an unstable composition of groups. They include listeners (students) not from one course or stream, but united by one subject, project or educational material. In our educational system, this method is a new and innovative phenomenon, since the traditional education system was built on the systematic management of listeners (students) by the teacher, specific homework and direct supervision of their work. The open learning method is used to train IT specialists in foreign language courses, in preparing for exams at corporate universities and in continuing education courses and professional

retraining. The method is designed as a developing personality-centered form of vocational training. It looks like this: people involved in different training programs gather in one class or on the same information space, the teacher does not give a lecture, but sets the occupation vector, the main part of which is answers to questions from listeners (students) based on previously studied material. In the process of dialogue, the teacher – the student, the students will learn a lot of new things that they would not have thought of asking, and also have the opportunity to debate and get to the heart of the problem in the question. People of different ages, different specialties and levels of training are going to classes to discuss the issues that have arisen for each of them. However, most often the questions asked by someone and the tasks solved by the teacher excite almost everyone, in addition, it becomes possible to compare their level with the level of others.

Open learning does not pretend to replace traditional pedagogical technologies, but due to its positive features it complements and enriches them, since this method optimally combines the interests of the individual and society, and training in a competitive environment is very dynamic (Peters, 2008, pp. 107-127). Listeners (students) themselves quickly understand how their level differs from the average, and not the teacher's assessment, but their own motivation drives them with further assimilation of knowledge. Open learning requires a high degree of independence of students, which, on the one hand, creates conditions for the disclosure of their individual abilities and initiatives, but, on the other, requires personal responsibility and discipline on the part of the student (listener) for the course of the educational process. At the same time, the process of open learning is personified, the teacher works with individual requests, albeit in a group, and the result is not only the acquired knowledge on the part of the trainees, but also the work on forming an individual based on an individual approach, developing skills in the process of self-acquisition of knowledge, their replenishment and application.

Distance learning is perhaps the most familiar of the formats of modern learning, it is interesting that it is a combination of face-to-face and online sessions. Recently, the distance learning format has become an almost integral part of the educational process. The listeners (students) can learn at their own pace at any time of the day, independently plan the time, place and duration of classes. This format is mobile and technological, it gives great opportunities for the learners to express themselves creatively. The indisputable advantage of distance learning is the financial component: the cost is many times lower than full-time, in addition, it allows you to study without falling out of the workflow. Teachers from

all over the world can participate in the program, lectures are conducted from different parts of the world, which increases the opportunity for teachers with various professional experience from different countries to participate. No need to leave your city to attend classes, leave work, break away from family. There are obvious disadvantages, such as the impossibility of complete immersion in the educational process. One of the important points in the process of adult learning is their exchange of working experience, and in the framework of distance learning, the exchange of information is significantly reduced compared to full-time sessions (Phipps & Merisotis, 2017, pp. 201-204).

Building and managing your network of contacts is a significant part of face-to-face communication. After all, knowledge is far from everything that listeners (students) acquire on the selected continuing education and professional retraining programs. In addition to receiving new information in the process of communication, such skills as teamwork, independent adoption of joint decisions, and development of leadership qualities appear. Gaining new connections and acquaintances is a serious help in the world of modern business. Many friendships acquired during the training period, help to continue to work and build a business after completion of training.

In all the forms of training discussed, an important plus is access to the electronic libraries of the educational organization. Many teachers with open, flexible, distance learning use cases and scientific papers from well-known sources of information. For listeners (students) both in the learning process and after it, the understanding of where to get additional information on a topic of interest is not the least important, because, as it has been already noted, the share of self-education in these cases is very high. Even having received education, many do not rest on their laurels, and continue to independently read and delve into the areas of study that interest them.

In order to participate in a webinar, the topic of which is of interest, you first need to register. After registration, you will receive a web link to a page through which you can go to the webinar. You as a participant will not need any special software. All interactions are carried out through a web browser, in order to hear sound, you must connect headphones or speakers to the computer. When working with a mobile application for viewing a webinar, a mobile phone (smartphone) and broadband Internet access are enough. If you want the presenter and other participants to be able to see you and hear your comments, you will need a webcam and microphone when working through a personal computer, these devices are already available in a mobile phone (smartphone).

Table 1

Analysis of opportunities for E-learning

Capabilities	Threats
<ul style="list-style-type: none"> – reduction of direct training costs (cost of time); – reduction of organizational costs for training; – increasing the uniformity of the professional level; – increasing the geographical involvement of employees in the training process and business of the company; – additional certification of employees; – accumulation and transfer of company experience and knowledge; – development and strengthening of corporate culture 	<ul style="list-style-type: none"> – formalization of the training system; – significance of the cost of technical equipment; – high starting barriers and long-term prospects; – staff resistance to the implementation of the system
Strengths	Weaknesses
<ul style="list-style-type: none"> – economies of scale; – the ability to combine various forms of training; – the opportunity to study “24 hours 7 days a week”; – maximum adaptability to the student’s schedule; – openness; – modularity; – pre- and post-testing 	<ul style="list-style-type: none"> – lack of face-to-face communication between a student and a teacher; – software flaws; – substantial limitations; – language restrictions

The opportunities provided by the webinar to its participants are as follows:

- view slide presentations;
- the ability to see the presenter in real time;
- audio communication through a computer (mobile phone) in real time;
- record of an online seminar and its subsequent viewing;
- an electronic board on which the presenter and listeners can leave their comments;
 - text chat for the exchange of information between the host and the participants and for communication between the participants;
 - voting and polls, when the presenter presents a choice of several answers and each participant notes the option that he considers the most suitable. The survey results are displayed on the monitor.

Table 2 presents a brief comparative analysis of decisions regarding distance education of manufacturers, which clearly shows their potential.

Along with the systems of individual commercially oriented suppliers (suppliers of software for electronic distance learning systems), one cannot but mention the actively developing open source environments, open access environments (which include, for example, Moodle, Zoom).

Table 2

Comparative analysis of the functionality of modern distance learning systems

System functions	Mirapolis	Prometheus	Moodle	Zoom
The ability to conduct wiki projects	+	–	+	+
Ability to blog internal experts	+	–	+	+
Ability to download and familiarize yourself with video and audio podcasts	+	+	+	+
The ability to create communities that allow the exchange of experience and knowledge within individual professional or problem-focused groups	+	–	+	+
Web technology	+	+	+	+
Competence management, assessment, development and staff selection	+	+	+	+
Testing	+	+	+	+
Webinar module	+	–	+	+
Connection to payment systems	+	–	+	+
Content Development Editor	–	+	+	+

Today, the international community unequivocally gives priority to blended learning, which allows you to use the strengths of both full-time forms of training (certification) and various offline and online tools (webinars, video conferences, etc.), and therefore, a designed or rented system Learning management should be able to integrate full-time and distance learning, linking them to key competences for the organization.

Today's solutions in the field of supporting learning management processes and training content are perfect enough to implement any strategy in the field of training and staff development and using the capabilities of the Internet. At the moment, there is a number of distance learning systems in the market that are developed by both domestic and foreign companies.

Conclusions. The emergence of new technologies led to the beginning of fundamental changes, including those in the sphere of education. The usual ways of communication have undergone tremendous changes with the advent of the Internet as a channel of communication and at the same time an

information resource. The authors of the article have analyzed several of the most relevant areas. The use of web technologies to improve communication efficiency is one of the main trends in distance learning. The development of the corporate system of electronic and distance learning is becoming part of the overall strategies of organizations in the field of staff training. This article provides recommendations for the development and maintenance of distance learning systems. They consider what qualities and competencies the developers of the system should have, and what exactly it should include. Authors paid special attention to modern international standards, developed by international organizations, which should be used in the formation of distance learning systems. The advantages and disadvantages of the distance learning form for consumers, developers, suppliers, training process organizers and other interested persons are presented. To date, distance learning systems are very complicated sets that integrate a multitude of participants (organizers, developers, teachers, trainees, interested persons), products (courses, systems of their development and management of training) and processes (organizational, technical, learning processes).

References

- Abrami, P. C. & Surkes, M. (2018). The development of a questionnaire for predicting online learning achievement. *Distance Education, 25* (1), 31-47.
- Benson, A. (2013). Dimensions of quality in online degree programs. *The American Journal of Distance Education, 17* (3), 145-159.
- Chickering, A. W. & Gamson, Z. F. (2015). Development and adaptations of the seven principles for good practice in undergraduate education. *New Directions for Teaching and Learning, 4*, 75-81.
- Council for Higher Education Accreditation Fact Sheet* (2019). The role of accreditation and assuring quality in electronically delivered distance learning. Retrieved from: www.chea.org.
- Garrison, R. D. & Anderson, T. D. (2019). Avoiding the industrialization of research universities: Big and little distance education. *The American Journal of Distance Education, 13* (2), 48-63.
- Peters, O. (2020). Distance teaching and industrial production: A comparative interpretation in online. In D. Sewart, D. Keegan, & B. Holmberg (Eds.), *Distance education: International perspectives*, pp. 95-113.
- Peters, O. (2008). Distance education and industrial production: A comparative interpretation in outline. In D. Keegan (Ed.), *The industrialization of teaching and learning*, pp. 107-127.
- Phipps, R. & Merisotis, J. (2017). *What's the difference: A review of contemporary research on the effectiveness of distance learning in higher education*, pp. 201-204.

РЕЗЮМЕ

Марченко Михайло, Коноваленко Ілона, Крюкова Анна. Тенденції дистанційного навчання: методи та технології.

Поява нових технологій викликала фундаментальні зміни, у тому числі і в сфері освіти. Звичайні методи комунікації зазнали величезні зміни з появою Інтернету як каналу комунікації і в той самий час інформаційного ресурсу. Автори наукової статті проаналізували декілька найбільш актуальних напрямів. Використання веб-технологій для підвищення ефективності спілкування – одна з основних тенденцій у галузі дистанційного навчання. Розвиток корпоративної системи електронного та дистанційного навчання стає частиною загальної стратегії організацій в області навчання співробітників. У цій статті представлені рекомендації щодо розробки і обслуговування систем дистанційного навчання. Розглядається, якими саме якостями і компетентностями повинні володіти розробники системи, а також що саме в неї має входити. Особливу увагу автори приділяють сучасним міжнародним стандартам, розробленим міжнародними організаціями, які слід використовувати під час формування систем дистанційного навчання. Наведено переваги й недоліки дистанційного навчання для споживачів, розробників, постачальників, організаторів освітнього процесу та інших зацікавлених сторін. Протягом тривалого часу люди намагалися зробити навчання автоматизованим, незалежно від того, чи знаходиться поблизу вчитель. У кінці ХХ ст., з появою регулярної та надійної поштової системи, виникло «заочне навчання». Кореспондентські дослідження давали можливість вивчати іноземні мови, психологію, економіку і навіть танці за підручниками, які розсилає поштою. Багато університетів, що діють на території колишнього СРСР, надавали таке навчання (і продовжують розробляти такі програми через листування або Інтернет-комунікації сьогодні). Комп'ютер має неоціненну якість – він дає учням можливість отримувати зворотний зв'язок, а це означає, що вперше ви можете по-справжньому автоматизувати навчання й наблизити його до занять з учителем у класі.

Ключові слова: навчальний процес, дистанційне навчання, методи організації.

РЕЗЮМЕ

Марченко Михаил, Коноваленко Илона, Крюкова Анна. Тенденции дистанционного обучения: методы и технологии.

Статья освещает особенности организации разных форм дистанционного обучения. Появление новых технологий привело к началу фундаментальных изменений, в том числе и в сфере образования. Обычные методы коммуникации претерпели огромные изменения с появлением Интернета как канала коммуникации и в то же время информационного ресурса. Авторы научной статьи проанализировали несколько наиболее актуальных направлений. Использование веб-технологий для повышения эффективности общения – одна из основных тенденций в области дистанционного обучения. Развитие корпоративной системы электронного и дистанционного обучения становится частью общей стратегии организаций в области обучения сотрудников. Особое внимание авторы уделяют современным международным стандартам, разработанным международными организациями, которые следует использовать при формировании систем

дистанционного обучения. Приведены преимущества и недостатки дистанционного обучения для потребителей, разработчиков, поставщиков, организаторов образовательного процесса и других заинтересованных сторон.

Ключевые слова: учебный процесс, дистанционное обучение, методы организации.

УДК 159.9:37.013

Лариса Мафтин

Чернівецький національний університет імені Юрія Федьковича
ORCID ID 0000-0003-1458-9277

Аліна Предик

Чернівецький національний університет імені Юрія Федьковича
ORCID ID 0000-0001-7356-8690

Світлана Романюк

Чернівецький національний університет імені Юрія Федьковича
ORCID ID 0000-0002-9905-8880

DOI 10.24139/2312-5993/2020.05-06/214-224

ФОРМУВАННЯ ПОЗИТИВНОГО ПСИХОЛОГІЧНОГО КЛІМАТУ В ПЕДАГОГІЧНОМУ КОЛЕКТИВІ СУЧАСНОГО ЗАГАЛЬНООСВІТНЬОГО НАВЧАЛЬНОГО ЗАКЛАДУ В УМОВАХ ОСВІТНІХ ЗМІН

Стаття присвячена дослідженню проблеми формуванню позитивного психологічного клімату в педагогічному колективі сучасного закладу освіти в умовах освітніх реформ. На основі аналізу основних теоретичних підходів до змісту поняття «психологічний клімат» узагальнено сутнісну характеристику поняття психологічний клімат педагогічного колективу; розглянуто структуру та чинники сприятливого психологічного клімату в педагогічному колективі сучасного закладу загальної середньої освіти; окреслено шляхи підвищення процесу формування сприятливого психологічного клімату педагогічного колективу в умовах освітніх нововведень.

Ключові слова: педагогічний колектив, психологічний клімат, заклад загальної середньої освіти, нововведення, взаєморозуміння, співпраця, толерантність

Постановка проблеми. Успішна реалізація вимог нової освітньої реформи, оптимізація діяльності закладів загальної середньої освіти можливі лише за умови злагодженої роботи педагогічного колективу. Вагомим чинником його оптимального функціонування є здоровий психологічний клімат. Саме сприятливий психологічний клімат значною мірою впливає на здоров'я, відповідний психологічний стан як окремої особистості, так і всіх членів педагогічної спільноти, забезпечує стабільність, згуртованість колективу, взаємоповагу та взаємопідтримку, що є одним із провідних