FEATURES OF E-LEARNING INSTITUTIONALIZATION IN UKRAINIAN HEIs IN THE CONTEXT OF A PANDEMIC: A SOCIOLOGICAL RESEARCH[1]

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Abstract

The article is devoted to the consideration of the key features of e-learning formation and development in the Higher Education Institutions of Ukraine in the context of the coronavirus pandemic. Based on the study of legal documents (Law of Ukraine "On Education", Law of Ukraine "On Higher Education") operating in Ukraine in the education field, the authors defined key forms of education. It was found that there is a terminological confusion in the definition and differentiation of the two concepts – distant and e-learning. Today in Ukraine, there is a hybridization of educational models and forms that leads to the dominance of a mixed form of education, which involves a combination of traditional (classroom) forms of organizing the educational process and a gradual transfer of educational activities to the virtual educational environment through the use of e-learning technologies. The article presents the sociological research results devoted to the study of the state and development of distance educational technologies in Ukraine. The research was conducted from June 2020 to April 2021 supported by the Council of Young Scientists at the Ministry of Education and Science of Ukraine and NGO "Innovative University". The interpretation of the research results allowed the possibility to identify opportunities, advantages and disadvantages of e-learning. Analysis of the survey results

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showed that educational process participants have differently assessed the changes that have overtaken them due to the spread of information and communication technologies. It was found that education applicants in contrast to the teaching staff provide more support to the idea of e-learning active introduction and its technologies in the educational process. But most of them still believe that e-learning will only be an addition to traditional educational models. Thus, it was concluded that the process of developing e-learning and its technologies is long-term and requires solving many issues, but Ukrainian Higher Education Institutions are actively working on building a digital educational infrastructure and are ready to develop in the direction of digitalization and internationalization of education.

Keywords: e-Learning, Digitalization, Web environment, e-Learning technologies.

PANDEMİ BAĞLAMINDA UKRAYNA YÜKSEK ÖĞRETİM KURUMLARINDA E-ÖĞRENMENİN KURUMSALLAŞMASININ ÖZELLİKLERİ: SOSYOLOJİK BİR ARAŞTIRMA

Öz

Makale, koronavirüs salgını bağlamında Ukrayna'daki yüksek öğretim kurumlarında e-öğrenme oluşumu ve gelişiminin temel özelliklerinin değerlendirilmesini konu edinmiştir. Yazarlar, eğitim alanında Ukrayna'da geçerli olan yasal belgelerin ("Ukrayna Eğitim Yasası", "Ukrayna Yüksek Öğretim Yasası") incelenmesi sonucunda eğitimin temel biçimlerini tanımlamışlardır. Uzaktan ve e-öğrenme olmak üzere iki kavramın tanımlanması ve farklılaşmasında terminolojik bir karışıklık olduğu bulgulanmıştır. Bugün Ukrayna'da, eğitim sürecini organize etmenin geleneksel (sınıf) biçimleriyle e-öğrenme teknolojilerinin kullanımı yoluyla eğitim faaliyetlerinin sanal eğitim ortamına kademeli olarak aktarılmasının kombinasyonunu içeren karma bir eğitim biçiminin hakimiyetine yol açan eğitim modellerinin ve formlarının bir melezlenmesi vardır. Makale, Ukrayna'daki uzaktan eğitim teknolojilerinin durumu ve gelişimine dair bir sosyolojik araştırmanın sonuçlarını sunmaktadır. Araştırma, Haziran 2020 - Nisan 2021 tarihleri arasında Ukrayna Eğitim ve Bilim Bakanlığı Genç Bilim İnsanları Konseyi ve "İnovasyon Üniversitesi" adlı STK tarafından desteklenerek gerçekleştirilmiştir. Araştırma sonuçlarının yorumlanması, e-öğrenmenin fırsatlarını, avantajlarını ve dezavantajlarını belirlemeye imkân sağlamıştır. Anket sonuçlarının analizi, eğitim sürecine katılanların, bilgi ve iletişim teknolojilerinin yaygınlaşması sebebiyle deneyimledikleri değişiklikleri farklı şekilde değerlendirdiklerini göstermiştir. Öğretim kadrosunun aksine eğitime başvuranların eğitim sürecinde e-öğrenmeye aktif giriş fikrine ve e-öğrenme teknolojilerine daha fazla destek verdiği görülmüştür. Yine de bu kişilerin çoğu halen, e-öğrenmenin yalnızca geleneksel eğitim modellerine bir destek olacağına inanmaktadır. Nitekim e-öğrenmeyi ve teknolojilerini geliştirme sürecinin uzun vadeli olduğu ve birçok sorunun çözülmesi gerektiği sonucuna varılmıştır. Ancak Ukrayna Yüksek Öğretim Kurumları, dijital bir eğitim altyapısı oluşturmak için aktif olarak çalışmakta, dijitalleşme ve uluslararasılaşması yönünde gelişmeye hazır görünmektedir.

Anahtar Kelimeler: e-Öğrenme, Dijitalleşme, Web ortamı, e-Öğrenme teknolojileri.

Introduction

Due to global trends in digitalization and technologization, the Institute of Higher Education has long been undergoing transformational changes and modifications, which leads to its adaptation to the changing requirements and conditions of our time. The coronavirus pandemic has forced the Institute of Education to develop operational strategic solutions and respond quickly to transnational challenges. COVID-19 spreading has actualized issues that, on the one hand, disturbed Higher Education Institutions, and on the other, were understood as those that can be postponed until a more appropriate time and do not require a quick solution due to the lack of urgency. But the onset of the pandemic forced Higher Education Institutions not only to think about education digitalization issues but also to develop practical steps and tools to transfer the educational process to the web environment to achieve the effective functioning of the higher education system as a whole. It can be said that since 2020, there has been an intensification of the processes that implemented education technologies into Higher Education Institutions of Ukraine and the development of institutionalized forms of providing educational services remotely. It should be noted that legitimization processes and institutionalization of e-learning in Ukraine compared to the many Western States are much slower and require not only improvement of regulation, but also quite in-depth work on competence and technical readiness issues, recognition of e-learning by the labour market, information security, academic integrity, quality of educational content, etc.

1. Conceptual and Institutional Foundations For The Development of E-learning.

The processes of any social institution formation and consolidation are quite long and consist of several stages, namely:

1) social need existence;
2) specific goal settings;
3) regulation formation of social interactions;
4) assimilation of these rules and regulations;
5) sanctions system formation;
6) formation and consolidation of statuses and roles system.

Today, Ukraine recognizes the following education forms: formal, non- informal and informal. In the Law of Ukraine "On Education" in article 8 mentioned:

Formal education is an education that is acquired through the syllabus according to the education levels, branches of knowledge, subjects (professions) defined by law. It also includes achieving identified by the standards of education training results of a certain education level and obtaining state-recognized qualifications...

Non-formal education is an education that is usually acquired through the syllabus and does not include the award of state-recognized educational qualifications by the education level but may end with the assignment of professional and/or partial educational qualifications...

Information education (self - education) is an education that includes the self-organized acquisition of certain competencies by a person, in particular during daily activities related to professional, social or other activities, family or leisure. (Law of Ukraine "On Education", 2017: pp.9-10)

In Ukraine, education applicants have the right to receive education in various forms, the key to which are mentioned in the article 9 of mentioned Law below:

1) Institutional (full-time (daily, evening), correspondence, remote, network);
2) Individual (external, family (home), pedagogical patronage, at the workplace (at work);
3) Dual (Law of Ukraine "On Education", 2017: p.10).

The same article explains that the full-time education in Ukrainian legislation is understood as a form of educational process organization, during which education applicants directly participate in educational activities and physically undergo training in educational institutions. The correspondence form of education involves a combination of full-time (contact) classes during sessions and independent assimilation of the educational program in the interval. Remote form – an individualized form of obtaining educational services, which includes indirect interaction of participants in educational activities separated in the physical space in a specialized space based on the use of information and communication technologies. (Law of Ukraine "On Education", 2017: p.10)

The scientific literature often identifies the concepts of distance learning with e-learning. Of course, these two concepts are connected, but each of them has its meaningful load. The Law of Ukraine "On Higher Education" offers the following understanding of distance education:

Distance form of education is an individualized process of education, which occurs mainly through the indirect interaction of distant participants in the educational process in a specialized environment that operates on the basis of modern psychological, pedagogical,

information and communication technologies. (Law of Ukraine "On Higher Education", 2014: p.69)

An important element of distance education is the spatial division of the teacher and education applicants. "In distance learning, the teacher's activity is aimed at organizing the productive activities of students, at stimulating the intellectual and moral development of the individual, the formation of critical and creative thinking, the ability to work with information." (Zhulkevska, 2004: p.86) The regulation on distance learning, approved by the Order of the Ministry of Education and Science of Ukraine No. 466 dated 25.04.2013, states that the term of studying cannot be less than receiving full-time education in certain levels, subjects and areas of training. Regarding the term of e-learning its acquiring should not be limited for exact period, therefor the key task is to master the educational content and pass the control of the learned material.

The main types of distance learning practices are lectures, seminars, laboratory classes, consultations, and so on. E-learning regards to online lectures, webinars, online courses, the use of electronic libraries, and so on. E-learning still gives more freedom to applicants for education in choosing the place, time and form of receiving educational services.

Besides, the Law of Ukraine "On education" in article 9 mentions such forms of education as network, external, family (home).

> The network form of education is a way of organizing training for education applicants due to which the syllabus is being acquired with the participation of various educational activity subjects which are interacting with each other on a contractual basis. (Law of Ukraine "On Education", 2017: p.10)

> The external form of education (External) is a way of organizing the training of education applicants, according to which the syllabus is fully assimilated by the applicant independently, and the assessment of learning outcomes and the award of educational qualifications are carried out under the legislation. (Law of Ukraine "On Education", 2017: p.10)

> A dual form of education is a method of obtaining an education that involves combining training of individuals in educational institutions (other educational activity subjects) with training at workplaces in enterprises, institutions and organizations to acquire certain qualifications, usually based on a contract. (Law of Ukraine "On Education", 2017: p.11)

> A family (home) form of education is a way of organizing the educational process of children independently by their parents for formal (preschool, full general secondary) and/or non - formal education. Parents are responsible for children's education at a level not lower than education standards. Evaluation of learning outcomes and awarding of educational qualifications are carried out under the legislation. (Law of Ukraine "On Education", 2017: p.10)

The analysis of the above-mentioned forms of education allows us to say that today distance education takes on the features of e-learning, and the term e-learning is increasingly common in academic discourse. But this concept has a large number of definitions and interpretations, which creates some confusion and a sense of terminological uncertainty. In Ukraine, several documents define this concept. Thus, the strategy for the development of the information society in Ukraine (Information Society Development Strategy, 2013) suggests understanding e-learning as one that is acquired exclusively through the use of information and communication technologies. Ivanyuk proposes to understand e-learning as "the inclusion, expansion and strengthening of learning through the use of technology, including but not limited to the Internet." (Ivanyuk, 2012: p.6) In a global sense, it is worth understanding that e-learning orients students to use intelligence and knowledge, and not to guide the learning process with the help of knowledge and intelligence. "The idea is to help students: 1) learn to learn; 2) set cognitive goals; 3) facilitate understanding of the problem; 4) develop skills for self-monitoring and organization of knowledge." (Krasnova, 2015: p.1369)

The issue of normative and legal regulation of the electronic education introduction in Ukraine is gradually improving. Thus, in 2013, a draft conceptual framework for the development of e-learning in Ukraine was published. The Concept states that "the main principles of e-learning are: transparency and openness; confidentiality and information security; uniform technical standards and mutual compatibility; focus on the interests and needs of e-learning participants; compliance with international standards" (Conceptual principles of e-learning development in Ukraine: project, 2013).

In Ukraine, the institutionalization of e-learning takes place in various forms. It can be argued that modern Higher Education Institutions are subjected to the hybridization of the education forms. Distance education today is acquiring the features and characteristics of e-learning. Taking into account that rapid challenges set out a system of higher education as a whole, rather limited terms of technologies implementation of electronic education in the educational process and the transfer of educational activities into virtual space, Ukrainian Higher Education Institutions began active work in this direction.

2. Results of Sociological Research.

In Ukraine, in the period from June 2020 to April 2021, all-Ukrainian sociological research was conducted, which was devoted to the study of the state and development of distance educational technologies in Ukraine. The research was conducted with the support of the Council of Young Scientists at the Ministry of Education and Science of Ukraine and the NGO "Innovative University". A multi-stage, regionalized (for each region of Ukraine except Crimea and occupied territories in Donbass) sample was used, with a non-repeat selection of respondents using an online questionnaire with the self-filling method. Final results were weighed according to region and gender for each group. As part of the research, the key participants of the educational process were interviewed, namely the teaching staff and education applicants, as well as experts (heads of Higher Education Institutions and structural subdivisions). 3369 students (1-6 year students and postgraduate students) were interviewed, 844 representatives of the teaching staff and 64 experts. The sample was designed and implemented according to age and gender statistics for each category which differs for+/-3% for each category, namely:
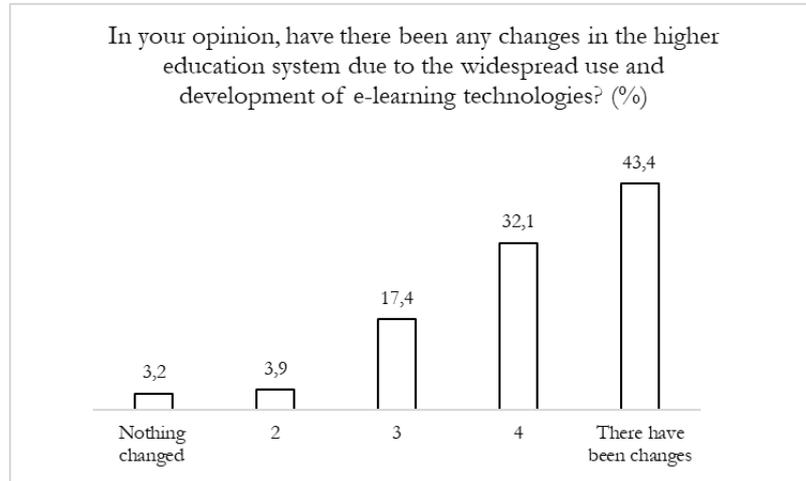
1) students (BA and MA levels): 1) gender (male – 66,4%, female – 33,6%); 2) year of study (1st year – 32,4%, 2nd year – 25%, 3rd year – 21,7%, 4th year – 12,1%, 5th year - 6,8%, 6th year (for students in medcine and some other specialities – 2,1%);

2) the teaching staff: 1) gender (female – 64,3%, male – 35,7%); 2) age (18-29 years – 9%, 30-39 years – 35,3%, 40 yers and older – 55,7%);
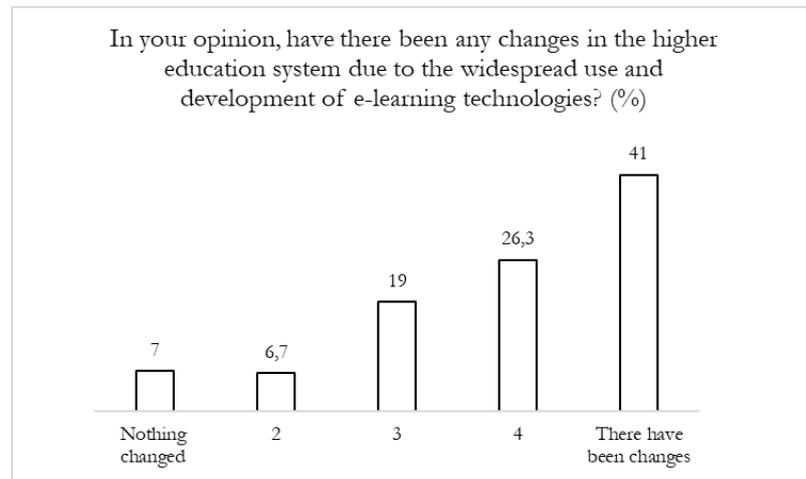
3) experts (leaders of HEIs and structural subdivisions, experts and consultants in HEI reformtion): 1) gender (female – 66,2%, male - 40%); 2) age (18-29 years – 19,7%, 30-49 years – 52,1%, 50 years and older – 26,8%).

Of course, the key participants in the educational process feel the changes that have taken place in the higher education system due to the ubiquity and development of e-learning technologies. Thus, Graph 1 and Graph 2 indicate that key subjects of educational activity observe and feel changes caused by the rapid spread and development of e-learning technologies.

Graph 1. Answers of the teaching staff to the question "Do you think that changes in the system of higher education happened in connection with the widespread distribution and development of electronic education technologies?"(in %).

Graph 2. Answers of the education applicants to the question "Do you think that changes in the system of higher education happened in connection with the widespread distribution and development of electronic education technologies?"(in %).
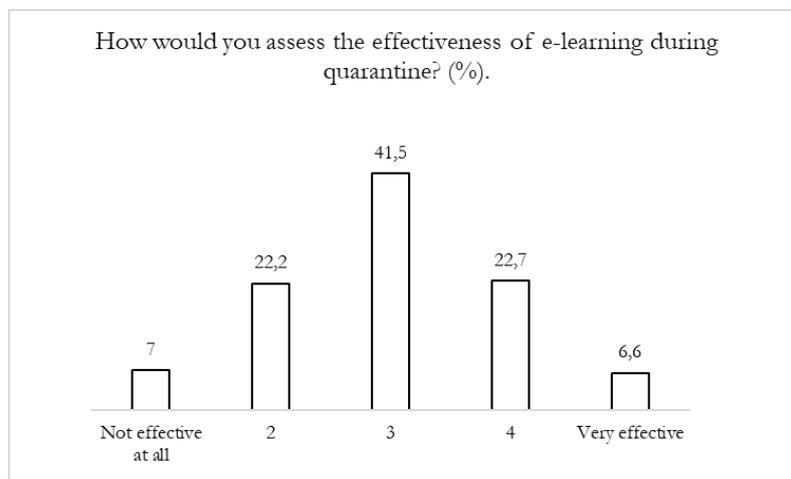

More attention is drawn to the analysis of specific changes that participants in the educational process point out. It is worth noting that the assessment and attitude to these changes differ. Interestingly, the teaching staff is more focused on the negative changes that have taken place in connection with the spread of e-learning technologies. Thus, among the main changes, they allocate the following: the deterioration of education, the difficulties of education adaptation for new educational forms, the problems of socialization, the lack of direct

communication, weakening of feedback, the difficulties of knowledge control and evaluation of educational applicants, etc.

It should be noted that the effectiveness of e-learning during quarantine restrictions is evaluated ambiguously by teachers. Only 29.3% of respondents talk about the effectiveness of e-learning, but the majority still does not have a specific position or is generally inclined to its complete inefficiency.
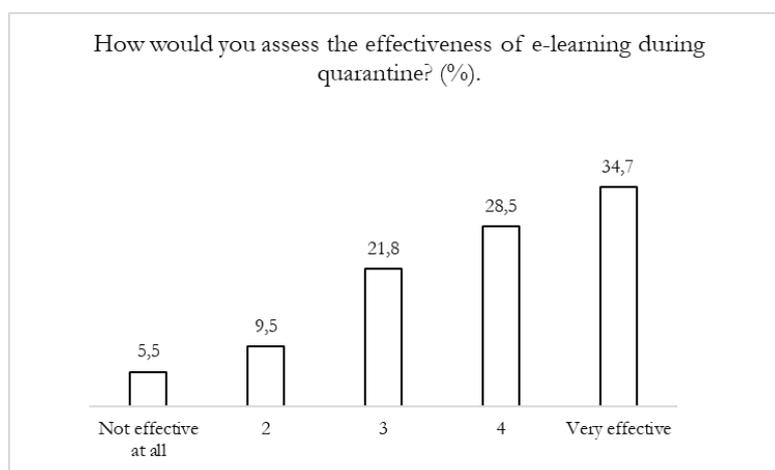
Graph 3. Distribution of teaching staff responses to the question "How would you assess the effectiveness of e-learning during quarantine? (in %).

Education applicants, on the contrary, give more positive assessments of the changes that have taken place in the educational system. They focus on such changes as increasing free time, the flexibility of the learning process, saving money, introducing new forms of communication, the ability to combine training with work, the availability of educational materials, providing more opportunities for self-development and self-education, and so on.

These observations are also proved by the analysis of education applicants 'assessment of the effectiveness of e-learning during quarantine. The majority of respondents (63.2 %) still believe that e-learning is quite effective.

Graph 4. Distribution of education applicants' responses to the question "How would you assess the effectiveness of e-learning during quarantine? (in %).

Higher Education Institutions in Ukraine are actively beginning to introduce various forms of e-learning. The analysis of the results of the study, which was conducted among the teaching staff, shows that the most popular forms of e-learning are various e-learning platforms (88.9 %), presentations (70%), real-time video lectures (66.6%), communication via an electronic mailbox (48.5%), online courses (46.1 %), the use of social networks (45.5%).

In connection with the coronavirus pandemic, various information applications and programs that accompany the educational process and become indispensable tools that contribute to the organization of educational activities, in general, are being popularized in the market of educational services. The results of the study showed that the most popular applications are Moodle, Zoom, Viber, Google Meet, YouTube and Google Classroom.

Based on global trends, it it already become clear that the processes of widespread informatization and technologization will only deepen, affecting almost all spheres of public activity. Now higher education institutions are increasingly engaged in strategic development and planning, development of distance learning programs, improvement of regulation of e-learning, and so on. "The implementation of e-learning makes the student, with his needs and motives, subjective experience and individual psychological characteristics, a central figure in the educational process, and directs the educational activity to mastering the methods of independent cognitive activity for interacting with the modern dynamic world." (Kameneva, 2013: p.611) Most researchers today suggest that soon we are waiting for hybridization of the educational

process, it is obvious that these tasks are long-term and require a certain time to achieve the efficiency of e-learning functioning. "E-learning determines the use of conceptually new approaches to planning educational activities and the maximum possible interactivity between students and teachers, and also involves a dialogue of any agents with each other using the means and methods available to them." (Gavrilova, 2015: p.44) Participants in the educational process have different attitudes to the idea of introducing e-learning and its technologies in the educational process.

Table 1. Distribution of answers of educational applicants to the question "Do you support the idea of active introduction of e-learning and its technologies in the educational process?"(in %)

Yes	75.6
No	24.4

The education applicants to a greater extent support the introduction of e-learning technologies (75.6% of respondents) in an educational process unlike teachers (38%). In the conditions of the pandemic, the usual educational and communicative practices, traditional forms of interaction of participants in the educational process are underway. Thus, the respondents noted that in the context of the pandemic, such significant educational practices as: "live" communication, practical classes, "live" lectures, conferences offline, the ability to work with equipment in laboratories, field practice, paperwork, informal educational events, "live" debates, etc. disappeared or ceased to operate.

Table 2. Distribution of teaching staff answers to the question "Do you support the idea of active introduction of e-learning and its technologies in the educational process?"(in %)

Yes	38
No	31.8
It is hard to answer	30.2

The teaching staff faces new challenges, which cause them to be somewhat outraged by the "new" conditions that require rapid consolidation, adaptation and assimilation. Teachers are gradually, but generally effectively, becoming included in the virtual educational space, mastering various forms of organizing educational activities. New educational practices are becoming something "every day" and familiar. Teachers note the emergence of such new educational practices as webinars, video lectures, online internships, using interactive platforms, online courses, online training, working with electronic platforms, online discussion clubs, online testing, online consultations and others.

Like any other social phenomenon, e-learning has its advantages and disadvantages. On the one hand, new opportunities and horizons for the implementation of educational and scientific goals have been opened for the participants of the educational process. On the other hand, there are certain restrictions, risks and problematic issues that are increasingly being updated and concern teachers.

Table 3. Opportunities provided by e-learning (according to education applicants) (in %).

E-learning opportunities	% of respondents
Flexible training schedule	76
Saving time	61.7
Opportunity to study at an individual plan according to one's own needs and opportunities	56.2
Opportunity to combine work and study	54.5
Saving money	47
Training and mastering of modern information and computer educational technologies	38.7
Educational process automation	32
Providing access to educational services for the population's various segments	31.9
Creating a qualitatively new virtual educational space	31
Objective and teacher-independent methodology for assessing knowledge	28.9

Thus, education applicants focus on the emergence of such educational opportunities as training flexibility, saving money and time, the opportunity to combine educational and labour

activities, individualization of the educational process, which allows building individual learning trajectories following one's interests, goals, needs and opportunities. In addition to the opportunities listed in Table 3, an analysis of "open" responses shows that this list is not exhaustive. The opportunities allocated by education applicants also include increased time for self-development and learning foreign languages, the possibility of obtaining higher education simultaneously in different subjects, increased time for sports, intensification of independent work, access to an unlimited number of information sources, more opportunities for creative solutions in training.

Despite the more skeptical view of the teaching staff on the effectiveness of e-learning, teachers still note the emergence of new opportunities, namely: the possibility of advanced training online, expanding communication with the scientific community, increasing opportunities for scientific activities, the possibility of participating in international events online, reviving the process of education digitalization, improving skills in working with information technologies, intensifying international cooperation in the educational field, increasing the level of digital literacy, increasing time for methodological work, etc.

It should be noted that the participants of the educational process faced several fundamental restrictions that, in their opinion, hinder the educational process. Thus, teachers and education applicants note that during quarantine they most of all lack "live" communication with colleagues (73.6%), time (38%), cancelled events, meetings and business trips (37.1%), access to the necessary equipment, laboratories for research (31.6%), financial resources (21.1%), motivation to work (12.4%), additional financial income (11%), etc.

The educational system as a whole is faced with the need to introduce e-learning due not only to quarantine restrictions but also to the rapid development of information and communication technologies. Taking into account that electronic education is now a dominant form of educational process organization, higher education institutions develop different steps targeting its improvement.

It should be understood that this form of education has its advantages and disadvantages. The main advantages of e-learning compared to traditional educational forms of education are the following:

1) Saving time (61.4 %). First of all, education applicants focus on the fact that due to the flexibility of e-learning, they have more free time because of the absence of commuting and mandatory physical stay in the higher educational institutions.

2) Opportunity to combine work and study (60%) For Higher Education Institutions, it is no longer a new practice when education applicants, even if they study full-time, draw up an individual training schedule in connection with employment. But e-learning has facilitated these processes and given applicants more freedom to form their educational trajectories.

3) Lifelong learning opportunities (37.5 %). Today, the concept of life-long learning is gaining more and more popularity, which proceeds from the fact that a person should learn and develop throughout life, not limited to age and institutional limits.

4) Formation and improvement of information culture, mastering modern information and computer technologies (37.6 %). E-learning allows key participants in the educational process to be included in the virtual educational space, master key educational platforms, improve their skills in content management systems, and so on.

5) Independent work intensification of participants in the educational process (32.9 %). Within the framework of e-learning, status-role relations are changing. A former lecturer who owned a monopoly for broadcasting knowledge and skills today turns into a tutor, whose function is to provide an education applicant with an independent work accompaniment and if necessary, to adjust it and refer. The provision of access to an unlimited number of information sources forces higher education institutions to transform pedagogical approaches and training models, focusing on the formation of such competencies as analytical and critical thinking, media selection and digital literacy, ability to search and handle digital sources, creativity, etc.

6) The interactivity of the educational process (29.2 %). Electronic education opportunities allow you to diversify social communications and interact with various interactive methods, thereby expanding the forms of constructing an effective dialogue. E-learning allows you to transform an education applicant from a passive listener to an active participant in educational activities, involving him in the process of constructing his/her knowledge and forming applied skills.

7) Providing access to educational services for the population's various segment (27,7%) E-learning overcomes space-time restrictions by providing access to educational resources for various social groups, regardless of their territorial location. Today, to get an education, it is enough to have access to the global Internet, a gadget and a desire.

Despite a large number of advantages of e-learning, it also has certain disadvantages. For students and postgraduates of Ukrainian Higher Education Institutions, such disadvantages are:

1) Technical interference (65.5%). Effective implementation of electronic education involves the existence of proper material and technical base and equipping of educational institutions. Although Higher Education Institutions try to meet these requirements by purchasing the necessary equipment, some Ukrainian high education institutions do not have such an opportunity, which slows down the processes of their inclusion in the virtual environment. Besides, electronic education requires its users of technical and technological competencies, which makes it difficult to include individual categories of the population (first and foremost, elderly people) in the electronic educational space.

2) Difficulties of self-discipline and self-motivation (36.4 %). Providing greater flexibility and freedom to participants in the educational process, as well as the lack of disciplinary power of educational institutions, can lead to problems of self-organization and motivation.

3) Minimization of direct communication between teachers and students, which can lead to problems of socialization and social isolation during the educational process (35.3 %). The Institute of Education is a key agent of socialization, performing not only a function of transferring professional knowledge and skills but such important features as education, formation of value orientations, joining cultural and moral values, identity formation, the establishment of social ties and relations, etc. Mediation of social interaction with information and communicative technologies can lead to the loss of key stages of personality's socialization

4) E-learning has certain limitations depending on the syllabus (30.9 %). In this case, it is that not all subjects have the opportunity to organize an educational process in a distance format. This applies to various technical and natural science subjects that include laboratory experiments, practical classes in classrooms, and so on.

5) Difficulties in adapting to e-learning and mastering electronic technologies on the part of participants in the educational process (competence-based unpreparedness) (25.3 %).

6) The threat of spreading academic dishonesty (22.4%). Access to a large number of information sources and databases can lead to the spread of academic fraud in the educational environment.

7) Information Security problem (17.3 %). It should be noted that the global internet has certain difficulties related to regulation. The emergence of an unlimited number of unverified subjects in

the market of educational services, broadcasting doubtful messages that serve the interests of individual groups, manipulate information and provide unreliable content.

8) The imperfection of legal support and recognition of e-learning (16.9 %).

Taking into account all the advantages and disadvantages of e-learning, it is worth saying that today there is an intensification of the processes of its active implementation in Ukrainian Higher Education Institutions. Analysis of the research results showed that 41.8% of education applicants believe that e-learning will only be an addition to traditional classroom education (a combination of traditional education and e-learning technologies), 25.3% of applicants emphasize that e-learning in the future will be able to completely replace traditional classroom education in higher education, 20.1% of respondents believe that e-learning will be an alternative to traditional classroom education and 12.8% insist that e-learning will not find further development in the field of higher education in Ukraine and will provide educational services only to individual educational and professional groups.

The results of the teaching staff survey suggest no fewer interesting conclusions. The majority of teachers surveyed (68.4 %) still believe that e-learning will only complement traditional classroom education (a combination of traditional education and e-learning technologies), and only 5.5% of respondents are inclined to believe that e-learning in the future will be able to completely replace traditional classroom education in a high school.

It is considarate that the key participants in the educational process are not ready to perceive e-learning as a full-fledged alternative to traditional forms of organizing educational activities but emphasize that e-learning technologies will be actively introduced into the higher education system in the future.

Conclusions

Summing up, it is worth saying that in comparison to the leading Western countries, the processes of institutionalization of e-learning are much slower, but the coronavirus pandemic has made its adjustments and forced Higher Education Institutions to change trajectories and vectors of development, moving towards active inclusion in the virtual educational environment. It should be noted that the introduction of e-learning in higher education in Ukraine is fragmented,

and the dominant form of obtaining educational services is mixed learning, that is, a combination of e-learning technologies and traditional classroom forms of organizing educational activities. According to a sociological research conducted in 2017, it was found that only 13 % of Ukrainian higher education institutions are classified as having a self-sufficient format of e-learning, systematically and comprehensively use electronic and distance learning technologies, these educational practices have institutionalized and regulated nature (Zhovnir, 2017: p.85). But quarantine restrictions in Ukraine are getting tougher and there is every reason to predict the active introduction and use of e-learning technologies in the educational process. Key participants in the educational process are now in a difficult situation, when they have almost no time to gradually adapt to new conditions but are forced to master new technologies and tools in a short time, rebuild the organization of the educational process and their usual rhythm and pace of life, pay attention to such issues as self-discipline and self-motivation while remaining included in social life. Achieving an effective and most painless transition to an electronic educational environment is a complex and systematic issue that requires fulfilling the accompanying conditions and solving problems on the part of different subjects at different levels. Now on the agenda, such issues are popularized as improvement of regulation of electronic education, settlement of the electronic education recognition issue, improvement of the material and technical base of Higher Education Institutions, development of adaptation programs to a qualitatively new educational environment, etc. A. Solovov noted an important trend today, the essence of which is as follows:

> If 10–20 years ago e-learning systems were considered as a means of supporting the traditional educational process that did not change the essence of its methods and forms, today, assessing the current state and prospects for the information technologies development, it can be stated that they radically change not only methods and forms of the educational process, but also the education system as a social phenomenon. (Solovov, 2006: p.112)

It should be noted that these issues are gradually being resolved. So, for example, in Ukraine, normative documents on the introduction of e-learning are gradually being adopted, scientific and methodological works are being published, which are aimed at providing participants in the educational process with practical recommendations on mastering e-learning technologies, higher education institutions are improving material and technical equipment, and so on. Therefore, despite all the difficulties and obstacles that the higher education system faces, positive trends could be observed, namely, the intensification of digitalization and technologization processes that contribute to the internationalization and globalization of the

educational system as a whole, the achievement of inclusive and innovative education, the implementation of "lifelong learning" concept.

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