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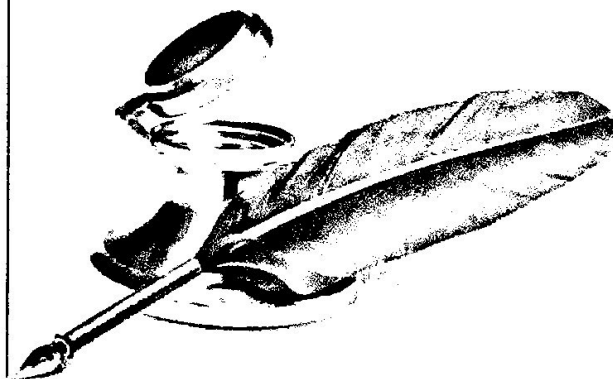
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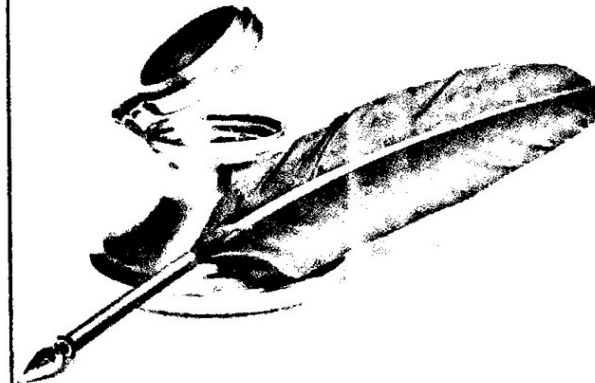
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DISTANCE LEARNING IN INSTITUTIONS OUTDOOR EDUCATION

The author examines the challenges faced by out-of-school teachers in connection with the COVID-19 pandemic and the quarantine announcement in Ukraine. Characteristics of the main forms of distance learning are considered and outlined in the article. It is pointed out that distance learning in Ukraine is regulated by a number of normative documents: «National Doctrine of Development of Education», «Concept of Development of Distance Education in Ukraine», «National Program of Informatization», Laws of Ukraine «On Education», «On Extracurricular Education», Order Ministry of Education and Science of Ukraine «On approval of the Regulation on distance learning».

Being in a state of constant creative search to ensure continuity and quality of extracurricular education, educators of extracurricular institutions are bringing to use new forms and methods of distance learning. Among current and effective forms of distance learning, the author identifies holding group and individual online classes, workshops, consultations, minutes of communication, video presentations, online exhibitions, photos, communication with pupils and their parents. Mail, Phone, Facebook, Messenger, Viber, Skype Instagram, Blogs.

The emphasis is not on the importance of the chosen teacher for use in the work of the resource, but on the importance that the chosen Internet resource is the basis of continuous education and aims at mastering the pupils' skills of independent educational work, the formation in them of key competencies, development of creativity, skills and abilities. Along with distance learning, it is alleged that out-of-school teachers carry out proper educational work on-line – constantly organize extramural competitions, flash mobs and challenges. Confirmation of the remote work of pedagogical employees of out-of-school educational institutions are posts on social networks, coverage of work on the site of the institution. The most popular demonstration of distance learning by out-of-school teachers is conducting workshops, as a feedback of videos and photo materials of the students about the completed task, as well as holding a class in the form of video conferencing through a zoom platform.

Based on the analysis, the factors that influence the quality of distance learning are identified: individual characteristics of the head of the institution; technical support; the level of digital literacy of pedagogical staff and pupils of institutions.

Key words: extracurricular education, out-of-school educational establishments, distance education, pupils of out-of-school educational establishments.

Formulation of the problem. The situation that has arisen in Ukraine in connection with the COVID-19 pandemic has become the biggest and most difficult challenge for the state as a whole and for the entire educational community and education system of Ukraine in particular during the years of independence. For the first time, teachers, educators, pedagogical staff were forced to dramatically change the forms and methods of teaching in a short time and to move to the non-adapted distance learning in the existing educational process. Quarantine has forced us, educators, including out-of-school teachers to work remotely with their circles. Although silence has settled for a while, in the study rooms, laboratories, quarantine workshops, it encourages educators of out-of-school educational establishments to search creatively for active forms of communication with circles through the Internet (other types of communication), the development of their creative abilities, and vital competences. In the period of forced protracted quarantine, the Ministry of Education and Science of Ukraine recommends that the elements and forms of distance learning be used to effectively organize the training of applicants for general secondary education institutions in the conditions of limiting the educational process. For most educators in the country, this form of organization of the educational process is new and causes many difficulties and inconveniences. Nevertheless, the education community has boldly mastered and used computer and telecommunications technology as a means of interacting

with students in organizing distance learning. Teachers are constantly on the lookout for new forms and methods of working with children.

For the extracurricular, conducting distance learning is an absolute innovation that breaks all stereotypes of the educational process in such institutions. The heads of out-of-school educational institutions have a special mission. Kids loaded with online lessons and homework require unloading, creative and creative work. Therefore, the heads of extracurricular groups organizing distance learning aim to unload children physically and emotionally, to be interested in a new format of work, to be able to show creativity, creativity, fantasy. Distance learning has its disadvantages and advantages, and most importantly, children are not ignored.

Analysis of recent research and publications. Scientists V. Bykov, Y. Zhuk, I. Podlasiy, S. Mygovych, V. Oliynyk, O. Ovcharuk and others have put considerable achievements in the organization and formation of distance learning. The introduction of distance learning into the educational process of educational institutions is seen as an innovation that is a tool and a means of ensuring equal access to quality educational services for all educational recipients at all levels.

The purpose of the article. To analyze distance learning as a form of educational activity used during quarantine in the out-of-school education system of Ukraine, the main advantages and disadvantages of developing and implementing the elements of distance learning in the work of out-of-school education institutions.

The main results of the research. Distance learning in Ukraine is regulated by a number of normative documents: «National Doctrine of Educational Development» [6], «Concept of Development of Distance Education in Ukraine» [4], «National Program of Informatization» [7], laws of Ukraine «On Education» [9], «On Extracurricular Education» [10], by order of the Ministry of Education and Science of Ukraine «On approval of the Regulations on Distance Learning» [6].

Article 18 of the Law of Ukraine «On Extracurricular Education» states that extracurricular education is carried out differentially according to the individual capabilities, interests, inclinations, abilities of pupils, students and trainees taking into account their age, psychophysical characteristics, health status in various organizational forms, among which there is distance learning [10].

In spite of the forms and methods of teaching, one of the main tasks of extracurricular education, defined by the Law of Ukraine «On Extracurricular Education», is the creation of conditions for the creative, intellectual, spiritual and physical development of pupils, students and students; search, development and support of capable, gifted and talented pupils, students, students [8].

Topical issues of organization of educational process in out-of-school educational institutions are:

- ensuring free choice for each child of the direction and type of activity taking into account her abilities, inclinations and needs, creative, intellectual, spiritual and physical development;
- application of personally-oriented technologies in the educational process;
- implementation of competence and activity approaches in the educational activity of the institution;
- creation of conditions for socially-pedagogical, psychological-pedagogical support of students of «vulnerable» categories;
- organization of vocational training of pupils;
- updating the content of curricula, forms and methods of education and upbringing;
- cooperation of extracurricular education institutions with public organizations, local self-government bodies, secondary general education institutions and educational institutions of all levels;
- development of information and communication technologies, organization of distance learning in out-of-school educational institutions, including for children with special needs [2].

Distance learning – a form of organization and implementation of the educational process by which its participants (the object and the subject of study) carry out educational interaction in principle and mainly extraterritorially (a distance that does not allow and does not involve direct educational interaction of participants face-to-face-Vec, otherwise, when the participants are territorially outside the boundaries of possible direct educational interaction and when in the course of training their personal presence in certain educational premises of the educational institution is not obligatory) [1].

Despite the peculiarities and specifics of distance learning, the activities of out-of-school educational establishments should be aimed at:

- activities of out-of-school educational establishments of ecological-naturalistic direction are directed on development

of educational forms of educational-educational work on complex study of nature and agriculture (flower growing, forestry, gardening, beekeeping), expanding knowledge about environmental preservation, solving ecological problems, forming ecological problems, consciousness;

- activities of tourist-local extracurricular educational activities will be aimed at studying the history of their native land and environment, forming in children and young people feelings of patriotism, mastering practical skills in tourism and local lore, promoting a healthy lifestyle;

- activity of out-of-school educational establishments of scientific and technical for development of interest of children and young people in scientific and technical creativity, expansion of scientific outlook, creation of conditions for acquiring by students of technical and technological skills, activation of rationalization-inventive, designing and search activity;

- activities of extracurricular educational establishments of artistic and aesthetic direction for the development of creative abilities, formation of personal and value attitude to art, development of aesthetic consciousness, ability for self-realization and self-improvement, the main tasks remain the expansion and enrichment of artistic and aesthetic experience, skills and experience activity, formation of artistic competence;

- activities of out-of-school educational institutions of the system of the Small Academy of Sciences of Ukraine are aimed at realization of the main task – search, support and development of gifted, capable to scientific activity of children and youth [2].

In the current situation in the country, most educational institutions, including extracurricular education institutions, were unprepared for such challenges because they do not have the experience and experience of distance learning. Teachers for whom distance learning is an innovation are forced to seek out and master various forms and means of working with children during quarantine. The challenge for educators was the availability of a large number of tools and opportunities for information communication.

In the case of distance learning, which is carried out with the help of information and digital technologies, it is most often advised to use:

E-mail is a standard Internet service that provides messaging, both in plain text and in other forms (graphs, tables, videos, presentations, drawings, photos). In the education system, e-mail is used to organize communication between the teacher and the student, as well as the students among themselves [5].

Forum – classes – an online resource, a popular form of communication on the Internet, the most common form of communication between the teacher and students in distance learning. The forum creates topics for communication. Anyone interested in certain information can easily and quickly browse it in the forum [3].

Chat sessions – real-time communication of network users, a means of online communication of people via the Internet [3].

Videoconferencing is a real – time conference on – line. The video conference is held on the appointed day and at the appointed time. Discussion and decision-making, discussions, project protection take place in real time. The teacher and students can see each other, the teacher has the opportunity to accompany the lecture with visual material. Videoconferencing is one of the most modern means of communication

that allows classes in «remote classes» when students and educators are at a distance [5].

A blog is a personal resource where the right to publish belongs to one person or group of people. A blog educator can set up tasks for students, and children on their blogs highlight the results of their work (photos, videos, presentations). Being able to comment on a message can provoke discussion and discussion [5].

The Classroom environment allows you to organize online learning using video, text and image information, and various Google applications. The teacher has the ability to control, systematize, evaluate activities, review the results of the tasks, apply different forms of assessment [5].

Zoom platform is a service for video conferencing and online meetings. Anyone who created the account can organize the meeting. Anyone, the link user, or the conference ID can connect to the video conference. Currently, this Internet resource has become the most popular for distance learning [5].

Social networks and Viber allow you to create closed groups, chats, discuss topics, tasks, problems, information [5].

It does not matter which of the proposed resources the teacher will use in his work, it is important that online learning as a basis of continuous education is aimed at mastering the students' skills of independent educational work, the formation of key competences for students.

Specificity of Internet-based education based on telecommunication technologies, Internet resources and services influences the ways of content selection and structuring, ways of implementation of certain methods and organizational forms of learning, which significantly influences the functioning of the whole educational system. The student selects and processes information, hypotheses, makes decisions based on his own reflections, his own vision of the problem. In the center of knowledge is a problem that requires thought to solve it. Cognitive, thinking activity of the student allows him to go beyond the information received, to build new knowledge. The role of a network teacher is to help students, stimulate them to think independently, discoveries, new views on the phenomenon under study, the subject. At the same time, the teacher and student remain involved in this process in active dialogue. Confirmation of the remote work of pedagogical employees of out-of-school educational institutions are posts on social networks, coverage of work on the site of the institution. The most popular demonstration of distance learning by out-of-school teachers is conducting workshops, as a feedback of videos and photo materials of the students about the completed task, as well as holding a class in the form of video conferencing through a zoom platform.

Out-of-school teachers carry out proper educational work, constantly organize and conduct correspondence competitions, flash mobs and Challenges. One of the priorities of the modern state policy in the field of extra-curricular education is to improve the quality of educational services, which depends first of all on the professional competence of the teaching staff. The Law of Ukraine «On Extracurricular Education» emphasizes the special role of institutions of this link in the education system as one of the determining factors of social and professional self-determination of children and young people [10]. Out-of-school educational institution is a special space of professional activity of pedagogical workers, combination of their pedagogical professionalism with possession of other specialties, which enhances the educational influence on the child and is characterized by

creative use of pedagogical specificity of the profession in teaching, upbringing and development of children.

Therefore, it should not be forgotten that distance learning is an opportunity for professional development for out-of-school teachers. Extracurricular educators can upgrade their professional qualifications with minimal separation from the educational process – to obtain the necessary knowledge of the theory and methodology of extracurricular education and upbringing; to increase the level of professional competence and general culture; to present their work on education and upbringing of pupils; develop training programs, guidelines and guides.

Confirmation of self-education for pedagogical staff is publications, participation in conferences with obtaining a certificate, publication of methodological developments, abstracts of articles, coverage of posts on social networks. Methodological departments of out-of-school educational establishments should actively work on the development of perspective plans of work, generalize materials of experience of work of teachers, become acquainted with innovations in activity of establishments of out-of-school education of Ukraine, monitor the work of pedagogical staff of the institution.

Conclusions and suggestions. The general level of enrollment in distance education of out-of-school students in quarantine in Poltava region was different. This conclusion can be drawn by looking at the sites and FB pages of regional out-of-school institutions and the social networks of their teaching staff. Let us determine the factors that influenced the quality of distance learning: individual characteristics of the head of the institution; technical support; the level of digital literacy of pedagogical staff and pupils of institutions.

The organization of quality distance education requires the development of appropriate managerial and pedagogical competencies that do not come down to the possession of basic online tools. At present there are no methods, recommendations, technical possibilities for qualitative introduction of the elements of distance learning, there are no clear instructions regarding distance learning in out-of-school educational establishments.

During the suspension of the in-service educational process, out-of-school teachers use different forms of distance learning and communication: Veiber, e-mail, social networks, etc. It is crucial for the effectiveness of the educational process to keep in touch with your pupils, to continue preparing for competitions, to set tasks and to check their performance, to support and hope for a faster meeting. Distance learning brought together all participants in the educational process – educators, pupils and their parents to ensure the continuity of the educational process of children.

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ДИСТАНЦІЙНЕ НАВЧАННЯ В ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ

У статті автор розглядає виклики, що виникли перед педагогами у галузі позашкільної освіти в зв'язку з пандемією COVID-19 та оголошенням карантину в Україні. У статті розглянуто та окреслено характеристики основних форм дистанційного навчання. Вказано на те, що дистанційне навчання в Україні регулюється рядом нормативних документів: «Національною доктриною розвитку освіти», «Концепцією розвитку дистанційної освіти в Україні», «Національною програмою інформатизації», законами України «Про освіту», «Про позашкільну освіту», наказом Міністерства освіти і науки України «Про затвердження Положення про дистанційне навчання».

Перебуваючи у стані постійного творчого пошуку для забезпечення безперервності та якості освіти позашкільля, педагоги закладів позашкільної освіти залучають до використання нові форми і методи навчання дистанційної форми. Серед актуальних та дієвих форм дистанційного навчання автор виділяє проведення групових та індивідуальних он – лайн занять, майстер – класів, консультацій, хвилинок спілкування, відео презентацій, он – лайн виставок, фотозвітів, зв'язок з вихованцями та їх батьками керівники гуртків тримають через електронну пошту, телефонний зв'язок, Facebook, Messenger, Viber, Skype Instagram, блоги.

Акцентується увага не на важливості обраного педагога для використання в роботі ресурсу, а на важливості того щоб обраний інтернет – ресурс був основою безперервної освіти і націлений на оволодіння вихованцями навичок самостійної освітньої роботи, на формування в них ключових компетентностей, розвитку креативності, вміння та зібності. Стверджується, що поряд з дистанційним навчанням педагоги-позашкільники проводять належну виховну роботу в он – лайн режимі – постійно організують заочні конкурси, флешмоби та челенджі. Підтвердження дистанційної роботи педагогічних працівників позашкільних навчальних закладів є дописи в соціальних мережах, висвітлення роботи на сайті закладу. Найпопулярнішою демонстрацією дистанційного навчання у педагогів-позашкільників є проведення майстер-класів, як зворотній зв'язок відео та фото матеріали гуртківців про виконане завдання, також проведення заняття гуртка у вигляді відеоконференції через zoom – платформу.

На основі зробленого аналізу визначено фактори, які впливають на якість дистанційного навчання: індивідуальні особливості керівника закладу; технічне забезпечення; рівень цифрової грамотності педагогічних працівників та вихованців закладів.

Ключові слова: позашкільна освіта, заклади позашкільної освіти, дистанційне навчання, вихованці закладів позашкільної освіти.