

ABSTRACT

Yakovenko A. O. Institutionalization of e-learning in higher education in Ukraine: advantages and risks. – Qualification scholarly paper: a manuscript.

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Thesis is devoted to the sociological conceptualization of the phenomenon of e-learning, as well as to the elucidation of the state and features of its institutionalization in higher education in Ukraine. The urgency of the topic is due to new social needs and demands that are formed and caused by the processes of modernization and informatization of modern Ukrainian society, as well as global transformations caused by the coronavirus infection pandemic since 2019. Higher education institutions of Ukraine have faced new challenges that have forced them to consolidate their efforts to find the most effective ways to function and develop in the new environment - in the face of changing changes and constraints.

The scientific novelty of the research results is as follows:

first:

- the author's definition of e-learning as a consistent and systematic activity aimed at acquiring knowledge, skills, abilities of higher education seekers and focused on the consumption of educational services and indirect mastering of accredited higher education programs and components through the use of electronic educational resources, information technology and Internet. The proposed definition distinguishes this concept from: 1) the most interrelated concept of "distance education", focusing on the technological support and indirectness of the educational process, rather than on physical separation; 2) indirect educational activities that do not involve systematic monitoring, support,

feedback; 3) a wide range of educational services (refresher courses, various mass open online courses, etc.) provided by various institutions and organizations that do not have the appropriate license to conduct educational activities at certain levels of higher education. This understanding of "e-learning" stems from the peculiarities of the functioning of "virtual universities";

- substantiated the provisions on the transformation and evolution of approaches to understanding e-learning on the basis of historical and sociological analysis of theoretical and conceptual achievements, which can be traced in the existence of such views: 1) e-learning as an improved form of distance education; 2) e-learning as a means of obtaining additional education (in the field of non-formal education); 3) e-learning as an accompaniment to traditional educational activities through the use and implementation of information and communication technologies; 4) e-learning as an alternative to traditional forms of education (in the field of non-formal education); 5) e-learning as a direction of receiving educational services provided by accredited institutions through the use of information technology;

- based on the synthesis of ideas and theoretical and methodological approaches to the study of social institutions, the key functions of e-learning are identified, namely: storage of large amounts of educational content; monitoring the educational process; personification of educational activities; providing unlimited access to various educational information sources and resources; formation of a qualitatively new educational and communicative environment; stimulating the creation of new social communities and groups; individualization of the educational process; intensification of the introduction of interactive teaching methods; automation of the educational process;

- developed a system of indicators for empirical measurement of catalysts and barriers to e-learning institutionalization in higher education in Ukraine through the systematization of indicators at the micro, meso and macro levels. It was found that the key catalyst that contributes to the introduction of e-learning

and its technologies in higher education in Ukraine is the emergence of new opportunities and conditions for combining work and education, saving time while studying in e-learning and seeking integration into the global educational space. It was found that the main barriers to the e-learning institutionalization are the following factors: the unwillingness of participants in the educational process and the preference of Ukrainian society to obtain education in the traditional way.

improved:

- theoretical interpretation of the concept of "e-learning" through the analysis and selection of its forms according to various criteria: the degree of inclusion of the educational process in the web environment (e-learning, hybrid education, traditional education using information and communication technologies); the criterion of time can be divided into synchronous e-learning (educational process takes place in real time) and asynchronous e-learning (interaction of participants in the educational process is delayed); according to the criterion of regulation, e-learning can be classified into formal (regulated by certain educational programs in accordance with state-approved levels of education, specialties and provides students with learning outcomes in accordance with state standards in education), non formal (provide of educational services in accordance with educational programs, which does not provide for the award of state educational qualifications in accordance with recognized levels of education) and informal (self-organized search and analytical activities in order to acquire certain knowledge, skills, competencies through the use of various multimedia information sources);

- improved analysis of internal and external factors using the SWOT matrix, which can be a tool for comprehensive assessment of prospects and threats of e-learning institutionalization in higher education in Ukraine, which aims to improve strategic planning, identify targeted areas of development and management decisions.

received further development:

- analysis of the attitude and readiness of key target groups (students, teaching staff, experts) to the active introduction of e-learning and its technologies in the educational process. It was found that students are more supportive and ready to implement e-learning technologies in the educational process in contrast to the teaching staff and administration of higher education institutions;

- interpretation of digital competencies as a set of knowledge and practical skills that become important and necessary for the individual to effectively and safely exist, operate and develop in a digital society rich in information and communication technologies, and are a key component of its cultural capital. In this aspect, digital competencies were divided into "hardskills" and "softskills". The first group includes such competencies as: general technical and technological competence, skills in working with online courses, skills in working with e-learning platforms. The second group included: skills of independent work, a sense of personal responsibility for learning outcomes, self-discipline, communication skills.

The first chapter "Theoretical and methodological principles of e-learning sociological research" is devoted to the analysis of sociological approaches to the study of e-learning, as well as conceptual and institutional prerequisites for its development. The main sociological concepts are considered: integrative (synthetic) theories (J. Habermas, E. Giddens) in terms of understanding that the existence of social structures can not be imagined without social action and vice versa, which indicates that specific and targeted social actions and initiatives, which take place at the micro level are the principles of institutional formation and self-reproduction of the e-learning system; institutional theories (D. North, T. Parsons, J. Rawls, N. Smelzer, G. Osipova, M. Komarova, etc.) in the field of the existence of various theoretical and methodological approaches to the study of social institutions that provide a comprehensive understanding of this phenomenon, and also consider various directions of institutionalism; social

constructivism (P. Berger, T. Luckmann) in the aspect of research of construction of social reality and phenomena that acquire institutional features, formation of social institutions and institutional structures, as well as understanding and interpretation of processes of habituation, typification, objectification, legitimation; structural and functional paradigms (T. Parsons, R. Merton) in terms of the study of social systems, their balance and self-reproduction, functions, mechanisms for maintaining social order, values and norms; concepts of "network" society (M. Castells, N. Christakis), which are devoted to the study of key prerequisites, structure and functions of social networks, communication processes, principles of formation of social ties and relationships; theories of information society (D. Bell, E. Toffler, M. Castells, A. Touraine and others) in the field of studying the role of knowledge and information and communication technologies in the modern world, the formation of global communication networks; concepts of "advanced" education, the theory of connectivism (J. Siemens and St. Downes), the theory of life-long learning, the theory of transactional distances (M. Moore).

E-learning as a pedagogical, psychological, technical technology is considered and it is determined that the issue of e-learning, having the status of interdisciplinary, is in the research field of many sciences.

It is proposed to define the concept of e-learning as a consistent and systematic activity aimed at acquiring knowledge, skills, abilities of higher education seekers and focused on the consumption of educational services and indirect learning of accredited higher education programs and components through electronic educational resources, information technology and Internet. The proposed definition distinguishes this concept from: 1) the most interrelated concept of "distance education", focusing on the technological support and indirectness of the educational process, rather than on physical separation; 2) indirect educational activities that do not involve systematic monitoring, support, feedback; 3) a wide range of educational services (refresher courses, various mass

open online courses, etc.) provided by various institutions and organizations that do not have the appropriate license to conduct educational activities at certain levels of higher education. This understanding of "e-learning" stems from the peculiarities of the functioning of "virtual universities".

The consideration of e-learning as a virtual communicative space was proposed, various forms and functions of e-learning were identified, and a list of key advantages and disadvantages of this educational model was provided. Selected forms of e-learning according to different criteria: the degree of inclusion of the educational process in the web environment (full-cycle e-learning, hybrid education, traditional education with the use of information and communication technologies); the criterion of time can be divided into synchronous e-learning (educational process takes place in real time) and asynchronous e-learning (interaction of participants in the educational process is delayed); according to the criterion of regulation, e-learning can be classified into formal (regulated by certain educational programs in accordance with state-approved levels of education, specialties and provides students with learning outcomes in accordance with state standards in education), non formal (provide of educational services in accordance with educational programs, which does not provide for the award of state educational qualifications in accordance with recognized levels of education) and informal (self-organized search and analytical activities in order to acquire certain knowledge, skills, competencies through the use of various multimedia information sources).

The key functions of e-learning are formulated, namely: storage of large volumes of educational content; monitoring the educational process; personification of educational activities; providing unlimited access to various educational information sources and resources; formation of a qualitatively new educational and communicative environment; stimulating the creation of new social communities and groups; individualization of the educational process;

intensification of the introduction of interactive teaching methods; automation of the educational process.

The second chapter "Institutional dimension of e-learning: local and global contexts" identified theoretical approaches to the study of social institutions and the institutionalization process, theoretical and conceptual prerequisites for e-learning, as well as summarizes domestic and global experience in e-learning implementing.

The key traditional institutional theories are considered, namely: socio-psychological institutionalism (T. Veblen), socio-legal institutionalism (J. Commons) and empirical (W. Mitchell). Based on the analysis, it was concluded that for traditional institutionalism technology is the cause of the social system in general and the economic sector in particular, which in turn catalyzed the formation of a post-industrial society - a society in which information and knowledge have become key resources for achieving successful functioning, self-reproduction and development of the social system. The achievements of the structural-functional paradigm (T. Parsons), the concept of social constructivism (P. Berger and T. Lukman), classical sociological thought (E. Durkheim, M. Weber) and others are generalized. It was proposed to define the concept of "social institution" as an established form of organization of public life, aimed at maintaining a stable social order and meeting the needs of society through the use of mechanisms for managing social processes.

Theoretical and conceptual preconditions of e-learning formation are revealed, among which the following can be distinguished: concepts of internetization and individualization of education, information society theory (D. Bell, E. Toffler, M. Castells), postmodern theories (J. Baudrillard, Z. Bauman), the concept of continuing and advanced education, the theory of humanization of education, the concept of student-oriented learning, the theory of massification and internationalization of education, as well as the global value and priority of inclusive education.

The third chapter "Formation of e-learning in higher education in Ukraine" presented the results of sociological research on the state and development of e-learning in higher education in Ukraine. Catalysts and barriers, advantages and disadvantages, prospects and risks of institutionalization of e-learning in higher education in Ukraine have been identified. It is established that, despite two years of forced quarantine restrictions and efforts to develop electronic educational technologies, in Ukraine e-learning dominates as an accompaniment to traditional educational activities through the use and implementation of information and communication technologies. Students do not have access to all the functions performed by higher education institutions in the digital space and we can say that the Ukrainian educational space is dominated by a hybrid model of e-learning, which only complements traditional university education.

Thus, considering the life cycle and features of any social institution, it should be said that today e-learning acquires the features of a social institution. This is evidenced by the presence of key components of the social institution, namely: the system of statuses and roles, functions, norms and rules, discursive practices, value-semantic space, organizations and more. But it should be noted that e-learning lacks several components that are mandatory for the functioning of any social institution. First of all, we are talking about the legal regulation of e-learning, the process of its formalization, as well as the existence of a resource base for the effective functioning of the institute.

According to the results of the study, the main advantages of e-learning compared to traditional forms of education are: saving time, the ability to combine work and study, lifelong learning, formation and improvement of information culture, intensification of independent work of participants in the educational process, interactivity of the educational process, providing access to educational resources to various segments of the population. The main disadvantages of e-learning respondents include: technical obstacles, difficulties of self-discipline and self-motivation, minimizing direct communication between

teachers and students, which can lead to social isolation during the educational process, e-learning has certain limitations depending on the educational program, difficulties in adapting to e-learning and mastering e-technologies by participants in the educational process (competence unpreparedness), the threat of academic dishonesty, the problem of information security, imperfections in the legal framework and recognition of e-learning.

Regarding the assessment of e-learning prospects in higher education in Ukraine, it was found that the majority of respondents (students, teaching staff, experts) believe that in the near future e-learning will be only a supplement to traditional classroom education. At the same time, the catalysts for the institutionalization of e-learning in higher education in Ukraine were identified, namely: the desire to integrate into the world educational space, the need to combine work and education, implementation of credit-module system and the concept of student-oriented learning, saving money on the provision of educational services, popularization of the inclusive education concept and others. Despite the existence of a large number of factors that catalyze the formation and development of e-learning, attention has been paid to barriers that hinder these processes. It has been proven that such obstacles are the public's commitment to higher education in the traditional way; difficulties in ensuring the full transfer of the educational process to the web environment, high financial investment in the e-learning development, lack of methodological materials for the development and use of e-learning technologies, language barrier; difficulties of self-discipline and self-motivation to self-education; imperfection of regulatory and legal support, competence unpreparedness, difficulties in recognizing e-learning as a labor market.

The conclusions of the thesis present the main results of the research, identify prospects for further research on the selected problem, the theoretical basis of which may be the achievements of this qualification work.

It is noted that the practical significance of the obtained results consists in the possibility of using them for further empirical research on the state and development of the digital educational environment in Ukraine, as well as educational integration and transformation processes in the Ukrainian educational space. The main provisions and conclusions of the study can be used by public authorities in determining the directions and methods of implementing state policy in the field of education, which can contribute to the development and dissemination of digital technologies and improve regulation of e-learning in Ukraine. The obtained results can be used in the teaching of such disciplines as "Digitalization of Education", "Sociology of Education", "Sociology of Mass Communications", "Sociology of Internet Communications" and more. The obtained results can be used in the development of measures and projects that will focus on further study, formation or optimization of conditions for the introduction of e-learning in higher education in Ukraine and compiling managers' strategy for higher education in general.

Keywords: e-learning, institutionalization, e-learning technologies, e-learning space, information and communication technologies.