

VOYAGE TO UKRANE'S DISTANCE EDUCATION: Distance Learning For Sustainable Development of All By 2030

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ABSTRACT

Ukraine is a post-Soviet country and got its independence in August 1991, in 1996 Constitution of Ukraine was adopted (Конституція України, 1996). Since that time all areas of Ukrainian economy have constantly been changing. Education has undergone rapid transformations as well. In 2016, a new Law "On Higher Education" was adopted. Among other principles of this law there is a principle of lifelong learning which enables Ukrainians to obtain higher education at all ages (earlier citizens were allowed to obtain higher education until they were 35 years old) ([Закон](#) України «Про вищу освіту», 2016). This principle challenges higher educational establishments to introduce new techniques to the academic process, to bring novelty into the classroom. Two issues are being brought out into the open to enhance the process of learning. They are the promotion of distance learning in order to enable all learners irrespective of their age, sex, religion and beliefs to get higher education and the second issue is how to cultivate creativity in those who learn distantly. Currently the concept of distance education is based on the following legislative documents:

- ✓ Constitution of Ukraine (www.zakon.rada.gov.ua);
- ✓ Law of Ukraine "On Education" (www.zakon.rada.gov.ua);
- ✓ Law of Ukraine "On National Programme of Informatization" (www.zakon.rada.gov.ua);
- ✓ Resolution of Verhovna Rada (Parliament) 06.07.2000, № 1851-III "On approving tasks of National Programme of Informatization for the period 2000-2002" (www.zakon.rada.gov.ua);
- ✓ Decree of President of Ukraine 31.07.2000, № 928/2000 " On measures to develop the national component of global information network (Internet) and to provide a wide access to this network in Ukraine" (www.zakon.rada.gov.ua);
- ✓ Decree of Ministry of science and education of Ukraine 07.07.2000, №293 "On the establishment of Ukrainian centre of distance education" (www.osvita.org.ua).

Keywords: Distance education, distance learning, Ukraine.

INTRODUCTION

The goal of this study grew out of difficulties caused by attempts to incorporate distance learning in Ukraine's education system.

We are living in a globalized world, better to say in the era of instant messaging, email, Facebook, Skype, or Twitter communicating and video conferences etc. Having become an integral part of people's life information and communication technologies transformed systems of education and consequently educational establishments.

Nowadays traditional that is face-to-face education in Ukraine is widely utilizing information and communication technologies in order to suggest new ways of obtaining education, to enhance its academic process, to motivate learners. Skills in information and communication technologies enable a future specialist to improve their professional qualification or to have a dramatic change in their career sitting in a comfortable armchair at home, or in a public place or even after a hard working day at night. Thus the issue of distance education is being brought to open.

The key factor that distance education is coming out on top is its high quality comfortability. Why is it then that over the last decades Ukraine's education has been tussling with integrating distance learning into the higher education curriculum? Declaring the advantages of distance education in contemporary Ukraine, universities are reluctant to suggest distance courses to learners.

What is interesting is that currently traditional academic process has its twin online sibling that is almost all universities use e-learn platforms. Lecturers have developed online versions of their syllabus with the intention of providing students with appropriate material. The problem is that sitting in the classroom full-time students study the material online. It is claimed to be easy to master and more significantly to be more fascinating and motivating to get involved in the process of learning. However, advocates of this technique equate it with distance education.

Taking into account that a society, globalisation and informatization are developing speedily especially in the western side of the world, the awareness that obtained knowledge, skills and abilities are getting old arouses a new reality of contemporary life. Professional knowledge, skills and abilities need retraining, developing and enhancing. Many people lose their job and sometimes their life focuses just because they are not able to change themselves for better in order to become competitive.

People are the value of a society, a driving force of its development and thus the more competent people are the more developed the society become. Here, a concept of adult, vocational education lifelong learning-LLL, through distance or online education offers new tools for tackling this burning, deeply seated problem. Thus, this study aims to examine the problem of lifelong learning and distance education within the diachronous framework offering some possible suggestions.

DISTANCE EDUCATION AND HISTORY OF DISTANCE EDUCATION IN UKRAINE

Distance Education

With distance learning increasing in popularity across the country and the world, a review of the extant literature as it relates to distance learning and face-to-face learning is warranted. In particular, this paper examined distance learning, including a historical overview, prevailing themes in past research, and studies relating the importance of the community concept in distance education. (Carmen, Tejada-Delgado, Brett, & John, 2011). Loosely defined, distance education can be seen as any formal approach to teaching in which the majority of the learning process occurs while the teacher and the students are at a distance from each other (Verduin, Jr., & Clark, 1991).

Writing about distance learning in higher education, Phipps et al. (1998) defined distance learning by suggesting that all forms of distance education possess four characteristics:

- ✓ the teaching/learning process involves activities where the teacher and learner are separated by a distance;
- ✓ a combination of media and technology, including print materials, television, video, CD, audio, and electronic communication mobile, IPTV may be used;
- ✓ knowledge and content is available through more sources than just the teacher; and
- ✓ delivery of the course material can be done anytime and at anyplace, with teacher/learner, learner/learner, and learner/group based interaction all able to take place.

This definition of distance education allows for more flexibility as technological innovations, from the nineteenth century to the present, have allowed this form of education to evolve.

However, most studies regarding distance education today focus on online education. Online courses, then, are defined as those where a minimum of 80% of the course content is delivered through the Internet (Allen & Seaman, 2010).

We know that in theory of economics of education, employment of free market forces is an extreme method of manpower planning as opposed to central planning, and educational demand can boil down to its economical based only if and after the social demand ingredient is met. Also we must not forget that the additional need for public current and investment expenditures is estimated on the assumption that the existing qualitative and quantitative standards are satisfactory. If we compare the current pupil/teacher ratios, pupil/meter square schooling ratios, teachers' compensations and the other indicators with western standards, we can easily observe that a proper attainment of above mentioned target is even more unrealistic than it appears to be at the first glance. Moreover this analysis does not take into account the private and alternative cost of education, which in reality plays a very important role in a developing country like Turkey (Ozgü, 1998).

Cost analysis is impossible without specifying the particular institutional and pedagogical environment and clearly identifying the stakeholders referred to. Copying and pasting and the comfort of actual platforms ease considerably the production of content. For detailed assessment of costs, online cost calculators are available today. The entire way of producing content and organizing communication has changed today; it is therefore not comparable to prior ways of doing so. Learning effects are another important issue to be considered here. However, all in all, the different perspectives and expertise of the authors who come from different cultural contexts enriched the reader's perception of the problems involved to determine the costs and benefits of educational offerings today (Laaser, 2011). First of all, as literature about costing of distance learning and of online learning is relatively seldom treated and quite limited.

However, at first sight I expected to learn more about the economics of distance learning in the sense of modeling economic decisions of stakeholders rather than about the historical development and organizational changes of distance learning. From the various some statements are emphases that while online education might be more expensive than conventional education and probably also more expensive than the so-called "Fordist Model" of distance education, cooperation and modular production may reduce the potential gaps. Under the light of these senses the rapid diffusion of e-learning technologies lacks explanation. Or is it that educational institutions wrongly believed in the promises of the software vendors?

Today, although nearly every educational institution in industrialized countries uses learning platforms, in such varied contexts it is difficult to provide common definitions of the terms distance learning or online learning. Costing and estimating of financial aspect approach is very important for all organizations when mentioned globalization and historical development process of distance educations which are have faced in our new century.

This information and communication technologies based structural transformation process requires the developing new perspectives for restructuring the knowledge society. The knowledge society is being formed on communication networks. Therefore, the knowledge society is also being called the network society. From a general point of view, the network society is based on Networks. If worse comes to worse, when we think cost and economics of distance education related and parallel via technology-based researchers says that distance education getting as expensive as the system or applications are how much using technology.

The cost effective subject or component was one of the most powerful side of the distance education at the beginning years. Researches were saying that distance education systems are cheaper 1/8 portion cheaper when compared via traditional application for the same subject (i.e. business administration or sociology programmes). On the other hand, another major changing of the distance education systems' are has to changing their title belonging which technology they using at the moment such as computer-aided DE, Internet-based DE, elearning, mLearning tlearning or ulearning etc. They have to identify themselves according to the most used technology.

Another technology based costing is effects individuals and institutions. When institutions inserted any developed a new technology to their body, it gets more cost to the system and application too. Of course this situation reflects to the learners' budget too.

History of Distance Education in Ukraine

In 1998 the board of National Academy of Sciences of Ukraine and collegium of Ministry of education of Ukraine joined founded Association of users of telecommunication net of scientific and educational establishments of Ukraine. The coordinator of this Association became Centre of European integration in Kyiv; it was later renamed into Ukrainian Research and Academic Network "УРАH" (<http://www.uran.net.ua>).

In February 1998 the Supreme Council adopted Law of Ukraine "On National Program of Informatization". This Law outlined the focus of this new area and formulated the process of informatization of Ukraine's education system. Since that time Ukraine has been hosting National conference "Internet technologies in the society" (Закон України «Про Національну програму інформатизації», 1998). In 1998 in Odessa a memorandum on cooperation was signed by representatives of 27 higher educational establishments in Ukraine.

In 2000 Ministry of science and education in Ukraine approved the Concept of the development of distance education in Ukraine. Since that time the concept of distance learning has been the issue of consideration at every higher educational establishment in Ukraine National Education Program-UNEP.

Ukraine of the 21st century" outlines the development of education on the basis of new concepts, implementation of new pedagogical technologies, the establishment of a new system of information support, introduction of Ukraine into a transcontinental system of computer information. Thus, new education system in Ukraine aimed to reconsider the existing concepts of learning and techniques of teaching different subjects, to expand the access to all degrees of education, to enable all population strata to obtain education irrespective their financial or physical abilities, work time, their place of living, etc, thus realizing the strategy of continuing study and life long learning. To achieve the set goals it was necessary to introduce distance learning, and this was asserted by National program of informatization (Постанова Верховної Ради України «Про затвердження завдань Національної програми інформатизації», 2005).

The document defined distance education as the form of education, the same as full-time, part-time and external studies and which uses technologies of distance education. Technologies of distance education include pedagogical and distance education technologies. Pedagogical technologies of distance education are the ones that enable educators to communicate with learners using telecommunication means and the technique of self-study utilizing electronic academic material. According to Ukrainian scholars information technologies are technologies which help educators to create, transfer and store academic materials as well to organize and to support distance learning academic process by means of telecommunication. This law also defined advantages of distance learning in Ukraine. They are as follows:

- ✓ **Flexibility**, that is learners studying distantly mainly do not attend classes but they can manage their time and study at any place.
- ✓ **Module system**, distance learning curriculum consists of modules which meet individual or group needs.
- ✓ **Parallelism**, that is distance learning does not interrupt professional engagement of a learner or other study.
- ✓ **Simultaneous**, a large audience means that a great number of students and learners can study simultaneously.
- ✓ **Economy-efficient (Cost effective)** utilizing classrooms and technical equipment, unified presentation of the material, computer modeling reduce the expenses in order to train specialists.
- ✓ **Affordable** a person who studies distantly is able to use new vistas in information technologies which enhance the chances of a person to enter the information world.
- ✓ **Social equality**, all classes are able to obtain education irrespective of their health and social status.
- ✓ **Internationality**, as nationally as learners are able to obtain education in educational establishments of other or over seas countries without leaving their home country and at the same time educational establishments are able to provide education to learners from other countries.

In these terms there appear new perspectives. First of all there is a new responsibility for a teacher. A teacher becomes an instructor who consults and coordinates an academic process, improves the courses they teach, fosters creativity in their learners (Указ Президента України «Про заходи щодо розвитку національної складової глобальної інформаційної мережі Інтернет та забезпечення широкого доступу до цієї мережі в Україні», 2000).

Then, distance learning has a positive impact on a learner such as they enhance their creative and intellectual potential by means of self-study, the use of information and telecommunication technologies, ability to make important decisions by themselves. Still there is downside of the development of distance learning in Ukraine. Distance education in Ukraine does not to meet enough, the needs and demands to be an information society by putting together changing values which keeping their main own values, besides adopting them to the western way of life values, the society having the potential to integrate into European and world community.

Firstly, Ukraine lags well-developed countries behind in using techniques of distance education when training, retraining, and improving specialists of different spheres of economy day by day.

Secondly, we can speak confidently about the low quality of telecommunication, low connection reliability.

Thirdly, legal framework in Ukraine is poor to regulate and support the activity of educational establishments to incorporate distance learning together with full-time, part-time and external learning.

Fourth, nowadays centers of distance education function in 32 educational establishments(<http://mon.gov.ua/activity/education/distancziyna/distantciyna.html>) The total amount of higher educational establishments is 3,862 (<http://mon.gov.ua/ebo/vidkriti-dani>).

And the last but not the least is the number of users that access the Internet is very small. According to The World FactBook (2015) it is totally 21.886 people that is 49,3% of all population.

In comparison, top ten countries that access the Internet (in millions) are here.

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China	6877.9
India	325.4
United States	239.6
Brazil	120.7
Japan	118.5
Russia	104.6
Nigeria	86.1
Germany	70.8
Mexico	69.9
United Kingdom	59.0

Source: <https://www.cia.gov/library/publications/resources/the-world-factbook/fields/2153.html#126>

Some Characteristics and Contents of the Distance Education or Online Programs and Courses in Ukraine

Nevertheless, the number of students and learners who are eager to study distance education is increasing. Thus we can speak about possible positive changes in Ukraine after distance education fully functions in the country. They are as follows:

- ✓ As eastern part of Ukraine is now at war conflict with Russia, the population living now on the occupied territory has neither financial support nor opportunity to travel to Ukrainian territory to study. Distance education enables these learners to get high quality education.
- ✓ A larger number of military men after retirement seek for new jobs. Many of them while being in the army pursue ways of obtaining first or second higher education, or improving their civil professional skills. Distance education with its flexibility and comfort ability is of use here for them.

- ✓ Adults who have already had higher education but under different conditions can't apply their knowledge and experience are able to improve their professional skills and moreover change their profession using distance learning courses
- ✓ Lifelong learning is the "ongoing, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. Non-native English language teachers, for example, are in crucial need to study through all their lives to be competent to create highly professional learning environment for their learners.
- ✓ Women who do not have a possibility to study full time at a university because they have to take care of their family are able to get a higher education via distance courses. They strongly believe that distance education will increase their confidence and maturity.
- ✓ Self-study being the main principle of distance education, a learner may become aware of the limits of their knowledge, thus seeking new distance courses for self-development
- ✓ Low cost does not mean low quality. This postulate cannot be applied to distance education. Traditionally higher educational establishments charge much for educational services. It is economically confirmed in terms of all expenses universities meet to provide high quality educational services. Distance education in its turn demands less expenses as the main principle of distance learning should self-study.

Therefore, it does not only enhance social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability. (https://en.wikipedia.org/wiki/Lifelong_learning)

Used Technology in Ukrainian Distance and Online Education

Tradition learning in most cases bases its process on printed materials. Printed materials include printed books, textbooks, workbooks, posters, charts these things have some advantages such as simplicity and their use by people of all ages, should their independence from unfixed technical equipment. Most people even claim the smell of newly printed book among other advantages of printed materials.

Among disadvantages the most significant is the weight of these as learners having from five to eight classes a day should carry them to school every day. The use of tape- and video players with audio- and video cassettes brought some novelty to the classroom. Learners began excitedly to wait for the lesson to start as they could get new information which could be presented in a new way.

After the Law "On Informatization in Ukraine" had been adopted schools were computerized though this process was slow and thorny. In many cases computers just served as decoration of the classroom as teacher were incompetent how to switch them not speaking about utilizing them in order to intensify the academic process though the most courageous and creative educators started to use new techniques such as radio- and video conferences (though it was costly), emailing to learners and first computer programs for learning English for example.

Currently in Ukraine (http://www.nbu.gov.ua/webnavigator/Dystantsiyna_osvita) there function the following online institutions to meet the demands of those who want to obtain education using distance education:

- ✓ Arzamas (<http://arzamas.academy>)-so called an online university which consists of "humanitarian series" covering specific issues. Video lectures are conducted by either scientists or experts.
- ✓ Coursera (<https://www.coursera.org>)-an educational platform offering free online courses provided by leading universities and organizations of the world.
- ✓ Duolingo (<https://uk.duolingo.com>) -an online platform to help learners to study Spanish, French, German, Portuguese, Italian, English and other languages.
- ✓ eDX-(<https://www.edx.org>) the web-site offers access to free online courses conducted by leading universities of the world, particularly Massachusetts Technological University, Harvard, Berkli and others. The courses cover the issues of business, information technologies, finance, history, literature, mathematics, science, etc.
- ✓ General Assembly-(<https://generalassemb.ly>) an educational company which helps to study the basics of projecting, business and technologies.
- ✓ Khan Academy-(<https://www.khanacademy.org>)-the website of non-commercial organization which enables to study algebra, geometry, banking, biology, physics, chemistry, astronomy, economics, finance, statistics online.
- ✓ Learn typing online (<https://www.alfatyping.com>)-learners learn to type. After completing the course participants get a certificate of completion.
- ✓ Learning (<http://elearning.if.ua>) specializes in business and management, offers online courses for professional development.
- ✓ Mentor.zp.ua (<http://mentor.zp.ua>)-suggests materials for planning classes in carpentry.
- ✓ Open-study (<https://www.open2study.com>)-Australian website suggesting academic online courses in Fine Arts, business, medicine, management, science and technologies, etc.
- ✓ Prometheus (<https://prometheus.org.ua>)-the website of a non-commercial project enabling Ukrainians to access free online courses which are offered by universities.
- ✓ TED (<http://www.ted.com>)-lectures are given in 100 languages.
- ✓ Udacity (<https://www.udacity.com>)-the website offers online courses for top-instructors in the sphere of web-design, mobile development etc.
- ✓ Udemy (<https://www.udemy.com>)-more than 40, 000 online academic courses are presented on this website.
- ✓ Бизнес школа для старшекласников (<http://edma.com.ua>)-the website gives an opportunity to high school students to sales agents, regional managers.
- ✓ Вища математика. Дистанційна освіта (<http://matem.com.ua>)-the website is interesting for those who are keen on mathematics.
- ✓ Віртуальний університет (<http://vu.net.ua/uk>)-"Віртуальний університет" -deals with finding possible solutions to problems in distance education in Ukraine.

- ✓ Дистанционное обучение (<http://www.distance-learning.ru>) -the website which focuses on implementation and use of distance education, electronic courses, virtual classes and other contemporary educational technologies.
- ✓ Дистанционное обучение (все о дистанционном обучении в России и Украине) (<http://distancionnoeobuchenie.com>) -the website presents information about problems of distance education in educational establishment.
- ✓ Дистанційне навчання в СумДУ (<http://dl.sumdu.edu.ua/ua>) -the website gives access to academic material, consults teachers, conducts online video lectures etc.
- ✓ Інтуїт (<http://www.intuit.ru>) -the website presents courses in different subjects.
- ✓ Інститут дистанційного навчання МАУП (<http://maup.com.ua>) -the teachers conducts online lectures and university events.
- ✓ Інтерактивні технології громадянської освіти (<http://westukr.itgo.com>) -the website specialises in humanities.
- ✓ Компьютерное обучение. Школа архитектурного дизайна. (<http://www.uspehdist.net.ua/>) -the website gives a possibility to download online courses.
- ✓ Обучение в интернет (<http://www.lessons-tva.info>) -the website enables learners to study economic information technology, computer networks and telecommunications, foundations of e-business, etc.
- ✓ Основы информатики и вычислительной техники (<http://inform-school.narod.ru>) -the website deal with foundations of programming.
- ✓ Портал знань (<http://www.znannya.org>) -presents free online courses in information technologies.
- ✓ Региональный Центр Новых Информационных Технологий (<http://rcnit.com.ua>) -the website presents more than 20 computer courses.
- ✓ Центр Дистанционного Обучения НАДУ (<http://bizztobizz.net>) -the website of an affiliate of National academy Сайт Центру дистанційного нав of state management.

TRADITIONAL AND NEW DISTANCE EDUCATION PRACTICES

Traditional Distance Education Practices

Now telecommunication based distance education including real time interaction is a part of distance teaching and training at all levels, from primary school to university, for formal as well as non-formal education around the world. The history of international development is more than 50 years old. The origin of its prehistory may be located hundreds of years earlier, when the efforts of navigators and new conceptualizations by scientists started changing our idea of the world and of our place within it. Initial ideas about development focused on technology transfer.

The world was seen as polarized between developed and underdeveloped nations (terms that were later replaced by industrialized and developing nations).

Distance education and technology are contributing to this general fact. Interactions between people and society make education institutionalized and develop technology. The most important factor in new knowledge society is to use new technologies in education. It speeds up the process of social mobility, and condenses socialization. In conclusion, researches in the field of distance education should cover all social units in which socialization is in question. Distance education is based on technology, so the two main concepts that must be examined are education and technology. Therefore, the first perspective is the relationship between education and technology. In this frame, new problems arise that depend on them. They must be evaluated while we practice them, and the analysis to be done concerning distance education in this paper must be critical. The second perspective is an interaction between individual and society. Furthermore, separated discussions must be done from the angle of individual and society. It must be questioned how distance education is effected from these factors, and what the reasons are for them, and what the direction of change is. Looking for answer for those questions is to frame a perspective.

Distance learning is a crucial channel offering the opportunity to use mass media devices and its new technologies for education. The first contemporary distance-learning models have been used for various educational problems are tackled through use of DE in many parts of the world in which helping those wishing to have a vocation and those others hoping to improve their educational backgrounds (Demiray, 2010). Rapid advances in information and communications technology in the digital age have brought about significant changes in the practice of distance education (DE) worldwide. DE practitioners refer to the new forms of DE, which is characterized by the convergence of an open learning philosophy, DE pedagogies, and e-learning technologies.

Of course, early distance education applications were running in correspondence education form. Infact, the first correspondence style is started by appearing in newspapers, aiming to educate people. While the term 'distance Education' is more than hundred years old, recently the field is reborn parallel to the new developments and innovations at technology.

Substantially, rapid progress in technology changed the nature of distance education. In this context, history of distance education can be discussed generally in five clear periods. Historical milestones of the distance education can be summarized as fallows:

- ✓ A period of before correspondence education. Some educational activities which are try to aiding for lack of education process before constructing and establishing correspondence education systems.
- ✓ Heavily applied correspondence education systems period. Correspondence education systems widely used printed materials by using postal system for delivery such books, newspapers, guide books or other printed medium for realizing their aim.
- ✓ Instructional radio and television which is called one-way communicational period by broadcasting. In this period broadcasting radio and television used functionally beside of printed material for being audio and visualizing of course materials.

- ✓ Than started two- way communicational audio and interactive period. With two-way audio and video between teachers and students these emerging technologies, educators are able to include more interaction in educating at a distance.
- ✓ In delivery of distance education, the fifth period can be described using satellite and future technologies which are integrating via computer and computer combining systems. Telecommunication technologies such as radio, television, video cassette, computer, satellite, and fiber-optics are aiding educators by development in communication and electronic industry.

In 1833, an advertisement in a Swedish Newspaper opened to study "Composition Through The Medium of Post". In 1971 an advertisement was found in Boston Gazette of March 20, 1728, Quoting the offer self instructional materials in shorthand (and possible correspondence education). 90 In 1977 it was quoted the following advertisement of 1833 (in Lunds Weckebland, Lund Sweden), which explicitly refers to postal teaching:

*"A card.
The undersigned respectfully inimates to those Ladies and
gentlemens, in the adjanet Towns,who study Composition
Through The Medium of Post that the address or the month of
August, will be little Grey Friars Street, Lund"*

The main goal of correspondence education was to provide equal educational opportunities for everyone in the country. It helped colleges, universities, and state departments of education to solve problems of equal education. Distance education began from its origins in correspondence education. Correspondence education programs were developed in Canada, New Zealand, Australia, China, and USA in places where people lived far away from each other. Other variants of distance education began in Britain, in 1836 when the University of London added external examination application in its system. Main aim was to offer a credible examination service to people studying in small colleges. However, the porportion of candidates preparing themselves for the exams by private study grew steadily.

New Distance Education Practices

Today, distance education systems are very flexible for to meet a learner's demands rather than masses. The individualistic needs are getting more important and emergency to meet learner demands by using the latest and the best available technological developed component and items in their applications. This is another reason which distance education perceiving are more expensive and cost effective when we compare former costing of around the world in private or state application sector.

New technologies, globalisation and new ideas about student learning challenged the traditional approaches to the practice of distance education. Advances in technology have promoted key changes in distance education and changed the learners' needs. As a result of these changes, there has been a shift from mass to 'boutique' education, which takes the characteristics of diverse learners into account.

This new environment requires a flexible structure in which ideas are readily tried and shared. It is claimed that in distance education, post-Fordist systems would be able to rapidly respond to the needs of the learners. Post-Fordism is directly related to constructivism. The constructivist approach to learning in which individuals give meaning to the world through experience underlies the post-Fordist position. The post-Fordist approach to distance education focuses on the consumer rather than the product. Administration can be characterized as decentralized, democratic and participatory and the division of labour is informal and flexible.

In the context of constructivist ideas and post-Fordism, in higher distance education, programmes have been developing that focus on individual needs of learners. Learner-centered, interactive and collaborative practices are being experienced in addition to the traditional distance education practices. In these new learning environments, learners are given the opportunity for having the control of their own learning process.

In addition to these, by the integration of Internet to educational settings, traditional forms of distance education have been transforming and the Internet has become the new medium for distance education. (Gunawardena, & McIsaac, 2004) are state that the explosion of information technologies has brought learners together by erasing the boundaries of time and place for both site-based and distance learners. For instance, synchronous and asynchronous technologies allow learners to interact with various agents and study in challenging collaborative environments. Today's usage of the technologies are given an opportunity on prepare their study materials for presenting overseas education services mass or individually, wherever possible, at any time and level on any kind of content.

VALUE CHANGING EFFECTS OF EDUCATION and DISTANCE EDUCATION

The cognitive component of readiness implies that primary school teachers have professional expertise, which combines psychological, pedagogical and methodical knowledge and the knowledge of the DL problem. Psychological and pedagogical knowledge includes the knowledge of the DL technologies use in professional pedagogical activity. Methodical knowledge is the knowledge about the general methods and techniques of the organization of the teaching-learning process using DL technologies. Knowledge of the DL technology is the knowledge of software and hardware of DL technologies (Mukoviz, 2016).

Literature review shows that there are several approaches in value education (Sunal and Haas, 2002; Superka et.al, 1976). Value approaches above can be applied by associating them with relevant units and topics in several courses within distance education (Deveci, 2015).

Inculcation, clarification, moral development, analysis and character training are general guidelines as to how these approaches can be employed within distance learning. Small details of these approaches are here;

Inculcation

In this approach aims to instill and internalize certain values in students and to change the values of students so that they can more nearly reflect certain desired values (Cengelci, 2010).

Activities targeting value education can be conducted across several courses within distance learning. For instance, some short stories can be placed in course books in order to guide the students, and animations of these stories can be incorporated within TV programs.

This approach facilitates value education through participation into various activities within the scope of Community Service Course included in the curriculum of distance learning.

Clarification

This approach makes the individual aware of his/her emotions, beliefs, values, strengths and weaknesses, helps him/her own the honor of life. This one investigates the ways how students state their value choices, how they evaluate them, and how they use the values in their daily lives (Akbas, 2008).

Within this approach, it may be possible to enclose several problem-solving activities into the course books or courses conducted through video-conference method so as to make students think about their own solutions. Related dramas can be broadcasted via TV or radio programs in order to help students with their decision making skills.

Moral and Value Development

Moral and value dilemmas can be questioned through group discussions to be held in e-learning courses with the aim of supporting moral development of students within distance learning system.

Anchored by a teacher, these moral discussions offer students the chance to verbalize what they think about the dilemma and to defend their standpoint.

Analysis

The aim of this approach is to help students employ scientific research and thinking process to be able to solve problems they face concerning the values (Doganay, 2009). Problem cases about values can be derived based on the life of an important person, and these can be provided to the students via books, television, and other e-learning opportunities within distance learning. Since this approach depends on the questions posed by the teacher about the case study, it is perfectly appropriate for educating adults.

Character Training

Character Training is defined as the process to help students understand basic ethical concepts, bond with these concepts, and change their behaviors in accordance with these values (Cengelci, 2010). Within this approach, it may be possible to conduct e-meetings, make use of cooperative learning activities, design tasks to improve consciousness, and teach conflict management via utilizing the learning tools of distance education.

The stages have no strict limits as it is impossible to fragment the integral process, define its links: where education begins and where beliefs continue, and where the latter pass into active and volitional sphere. However, each stage requires appropriate organizational and pedagogical content.

Clearly, primary school teachers' readiness to DL in the system of lifelong education is formed during their professional training and covers the stages of forming motivational and target areas, knowledge about the nature of DL and the possibility of its application in modern lifelong education while teaching academic subjects, developing skills in using the mentioned technology in lifelong education.

The stages have no strict limits as it is impossible to fragment the integral process, define its links: where education begins and where beliefs continue, and where the latter pass into active and volitional sphere. However, each stage requires appropriate organizational and pedagogical content. (Mukovic, 2016).

Paradigm changes in science, technology, society, economics, and politics and learning theories impacted the status of distance education around the world. Behaviorism constituted the basic principles of Fordist approach to distance education. Post-modernism and post-Fordism had been the new concepts in this age.

The reflection of this age on learning theories was the emergence of constructivism, which assumed that knowledge and truth were constructed by the learner and did not exist outside of his mind.

The Fordist strategy for distance education Learning Theories and Distance Education Practices are fully centralized, single-mode, national distance education system using economies of scale by offering courses to a mass market. Constructivism and post-Fordist approach suggested creating programs that focus on individual needs of learners.

Post-Fordism is directly linked to constructivism, which suggests learner-centred interactive and collaborative learning environments. In addition to these, online environments have been an appropriate medium for the application of constructivist principles to learning in higher distance education practices (Kocdar & Keskin, 2010).

Although it is not among the 'higher' education practices, it can be regarded as a pioneering example of post-Fordist design for the future higher distance education practices

The changing of values of education in the transformation between industrial society and post-industrial society is an important issue that today world generates a rethinking process about education's ability to respond to the contemporary needs of knowledge management and for reflecting about "relevance/obsolescence" of new contents and methods, that are necessary for renewing all over the world training programs in a way that they can be useful for the socio economic development in the Knowledge Society age.

One of the most important changes is a consequence of the possibility to transform "Distance Education to Distributed on line Learning" to organize a "Sharing Knowledge Methodology" in the World Wide Web.

It is important to remember that "Distance education" is normally working as an extension of the traditional education based on the "transfer of knowledge" in a less distance environment, while the "Distributed learning" is based on a WEB-Editorial approach to publicize new advanced educational resources on line and this can be possible within the co-operation of Virtual Communities organized for improving the "knowledge sharing in the WWW", and for overcoming skill shortage especially in relation to new approaches of knowledge management for renewing socio-economic development through rethinking education values and strategies in an international multidisciplinary dimension.

It is easy to understand that today the improvement technology of the WEB-based education, favor the changing on the division of international working society. In fact the work world is living in a fast-changing of the future knowledge society age where educational demands of intellectual workers need to be continually self-correct and adapt to new directions of trans-national socio-economic development.

Therefore the needs of vocational training of individual learners go far beyond traditional "start-up" curricula organized within specific disciplines. Therefore the use of the World Wide Web Portals for improving "Learning WEB-domains" in various advanced fields of education is growing rapidly. Web resources are often included in web-reading seminars and being extended by the use of electronic discussion of collaborative net-learning groups.

In other side integrated methods of knowledge building (Demiray, 2008) covering by in changing traditional values of education and developing "Novel Learning Approaches" using the World-Wide Web (Demiray, Taskiran, & Yilmaz, 2011).

These correspond respectively to education innovation activities especially for developing "Lifelong Learning" resource-supports as well as to create web-powerful engines and web-educational experts tutoring, for helping the mastery of multidisciplinary subject material and finally to enhance evaluation criteria for assessing interaction between functional, application and contextual learning domains correlated with the requirement of developing an interactive and effective "Mutual Learning" achievement.

In addition "Virtual WEB-communities" in research educational innovation , will provide the implementation of such learning WEB-environments, by means supporting the financing of international projects in favour of developing international co-organization of Institutions and groups of authors for sharing the production and the dissemination of "Net-Learning" best practices based on the common principle of "WEB-Learning Domains Collaborative Construction".

In reality the demands of the contemporary "Knowledge Society Age" are having a profound impact (Demiray, Taskiran, & Yilmaz, 2011) on fundamental patterns and modulation of learning (net. learning or mutual learning), throughout improving the transformation between Distance Education to Distributed Learning.

Therefore in this context new values of world wide education are emerging towards holding up co-operation though developing mutual learning methodology based on sharing of knowledge among different types of cultural environments; this new methods and innovative contents of Distributed Learning, gradually develops into a world wide dimension a better critical understanding how global socio-economic reality can be changed in the near future.

The WEB-editorial environments are building upon the "principle of interactive learning domains" where the individual's learning criteria has been broken down into the procedure of web-based experience" that enable people to share and use innovative integrated knowledge in contents and methods into new settings of Networking e.Learning (i.e. NET-Learning) strategies.

As a matter of fact "Net-Learning" need to be considered more adequate for permanent adult education in relation with the changes in "networking knowledge management innovation" based on growing up Digital or Virtual enterprises into an extended learning enterprises acting in the WWW without cultural barriers for improving Knowledge Developmental Society.

In this case the integration among sociological and economic research has increased the understanding of the nature of competent performances (skills and abilities) reinforcing the principles of knowledge management reorganization that underlies the contemporary growing of the economic value of Intangible Assets (i.e. human resource and social capital) in relation to "Tangible Assets"(goods, machinery); this change of the relative proportion in economic value is extremely necessary to solve and or to save problems in a world wide variety of business areas, in a way that can fit the Knowledge Economy world wide development.

In this way "Education Innovation by Web-Integrated Resources" development is becoming an progressive world wide necessitate that changes the concept of National Education and therefore transforms the traditional values of learning goals built up during the Industrial Society into a more scientific one concept of learning acquisition. In fact in this context of changing educational and economic values it is important to consider that Science from an historical point of view is a "Universal knowledge", while the construction of social knowledge especially for the duration of the past industrial society epoch, was mainly focused to the "National Identity".

In spite of this nowadays the separation between social knowledge linked to the National Identity and the Universality of Science understanding go forward a deep modification.

In fact Web-centric experiments in the Digital Communication oriented to build up new Knowledge Integrated System-KIS, demonstrate that it will be no possible an homogenization of cultural identity and instead of it can be possible to develop and improve the cultural differences also in science understanding by means a sharing methodology for implementing the same goal of the construction of the contemporary Knowledge World Wide Society.

The above consideration is not so extraordinary. In fact the neurological scientific advances can be useful to understand possibility of modifying the contents and methods of the multidisciplinary WEB-Learning Integration principles and criteria, following the fundamental need to change the old industrial knowledge based education, in a way that that can advance the Intangible Assets economical values.

The main function of the brain is to develop an adaptive flexible system to the environmental and social changes to be naturally creative. Therefore the most potent feature of the brain is its capacity to function on many levels and in many ways simultaneously.

As a matter of facts the brain is based on a parallel processor that generate different possibility of goal oriented meaning We get at least two ways of organizing memory, although there are many models of memory. In spite of this neurological potential of human learning processes the traditional method of instruction of the Industrial society, followed a criterion useful for building up a particular social division of labour and for this objective has utilized an arbitrary disciplinary taxonomy of unrelated contents for the transfer of knowledge. In this way the educational disciplinary methodology restricts only a fragment the brain natural potentialities based on multiple understanding.

Therefore to fully understand the contemporary fundamental change of economic values of education we need to remember and underline that in the past following an industrial criteria of industrial work efficiency all over the industrialized world see the education subdivided in an historical disciplinary taxonomy.

In this manner the learning acquisition during the Industrial society occurred not for improving the potential creativity of the human brain, but for conditioning the society through disciplinary "patterning" and schematic maps and arbitrary categories of subdivision of knowledge, to control the nature of the historical relationship of the social division of labour that was a condition for improving the industrial society.

In spite of this in the current post industrial society new strategy of education must become to develop the requisites of the complex multifaceted nature of the human brain potential for bringing up a new social construction of the world wide knowledge Society. Hence looking to the future we can see the learning innovation into an evolutionary growth where the successive development can occurs in several creative ways throughout the contemporary times of ICT development.

So that "Distributed Web-Learning" innovative approaches can be useful to facilitate the fundamental plasticity of the human brain; in fact neurons continue to be capable of making new connections throughout life so that the search for new meaning remain innate and permits to introduce a more natural approach for improving human potential creativity.

Starting from those fundamental considerations the LRE-EGO-CreaNET of the University of Florence , proceed in developing new projects on "Novel Learning Approaches" using the WWW" by focusing on the following principles and criteria for changing values of education:

- ✓ The disciplinary method of knowledge acquisition is obsolete because cannot generate new model of knowledge processing to support new crucial skills for the Construction of the World Wide Knowledge Society.
- ✓ For this goal the new acquisition of knowledge need to improve a conscious world wide reflexivity upon the changes on knowledge economy for understanding what kinds of integrated contents people need to learn in the next future for developing useful work and for better life.
- ✓ The acquisition of knowledge need to follow shared and differentiated tasks convergent to the same goal of the Knowledge Society Construction,
- ✓ The existing knowledge cannot moreover be a constrain to the innovative educational research developing of new integrated knowledge; this because only the process of integrating the new knowledge with the old one, may identify and generate additional opportunities for overcoming the contemporary skill shortage and realizing the human resources needed for modifying knowledge-based systems (KBSs).

Education, and, especially distance and open learning systems are getting more expensive (for the using any new technology inserting to the system) and need extra increased budgets for the education institutes and to the learners. Every inserted technology item is increasing the cost of the produced study materials for both sides.

Besides this chancing there is another new trend again for the education and especially distance and open learning systems which is call "Individual Education System-IES" or with a term "individualism" or "individuation".

Since every used new technology has specialty for to meet the need of demands individual's. Versus these developments, we have to say to quality of education especially for the distance education and its applications increasing nearly in every field.

In this meaning the countries which are separated from soviet block in late 1970 and early 1980s like Czech, Poland, Yugoslavia etc. and 1990s such as Ukraine or some Turkic countries, by deciding and choosing new way of life sociality, western type.

Here we should heavily mention Ukraine which they separated in 1991. Which are especially Ukraine and its educational decider should be locomotive of the system on what world authorities and developed countries are doing for the future their society with their own today's technology authorities and developed countries are now trying to change their younger generations' values with the parallel administrative ideology to carry on their hegemony as they own.

They are focusing on for expanding their tradition and distance education system to vocational education degree programs much more than before they have for to support their intellectuals and qualified work and man power in any field. Another approach is they motivate especially distance learning and online applications are focusing on adult education for to close the gap between older and younger generation for the future life for not falling live conflict. Ukrainian education system gives an opportunity to get education to all population strata. At the same time if to look at those who study at vocational or higher educational establishment we in most cases see young learners that is those who just left high school.

In scarce occasions we can notice those who want to retrain, or to improve their professional skills. In most cases adults who crucially need new knowledge, improved skills to adapt to complicated life in an information society, developed abilities to set life goals and achieve them seek other ways of satisfying these needs. At the same time this process though being slow is effectively pushing the necessity and significance of adult learning and thus LLL into minds of Ukrainians.

Online courses which are being introduced by universities enable Ukraine's citizens to get involved in their own professional growth using high information and communication technologies, for example, free Google applications and gadgets, a mobile phone being the most popular one, using interaction IPTV for global communication. Ukrainian society is changing its values, and for the period of 2030 the main principle of Ukraine's education system will become lifelong learning. In addition, education and especially distance and open learning systems should be chance their curriculums and using technologies mostly for the Lifelong Learning-LLL to integrate their any kind people and any level worker and any type to social group for to keep society together or the speedily westernization.

CONCLUSION AND SOME SUGGESTIONS

Conclusion

The findings confirm that Ukraine has chosen the right way to progress in order to establish new Ukrainian values.

These values reflect the concept of integrating adult, vocation and especially LLL through distance and online learning in order to make an ordinary person competitive on the labor market, open to novelties, flexible and being able to adapt to different situations as well as being able to effectively use its own potential for self-improvement at all ages, irrespective time and place, nationality, gender, health, social troubles.

The results of the study are applicable when analyzing the mistakes Ukraine is making on the way to introducing Western values in the society. More and more Ukrainian citizens do not stop learning. They develop themselves professionally and even study to get new professions. It is caused by the loss of interest in a profession, low salary, the popularity of a profession.

Suggestions

Possible suggestions are making the process of Ukraine's entering an information society and might be as follows:

- ✓ to constantly develop legal framework in terms of distance education and lifelong learning;
- ✓ to establish centers of distance education (**Наказ Міністерства України «Про створення Українського центру дистанційної освіти», 2000**) and to provide their functioning;
- ✓ to provide the adjustability of the content of academic material (that is to constantly bring the academic material to date) to meet the needs and demands of distance education deal adult, vocation and especially LLL;
- ✓ to coordinate academic process at different levels of education;
- ✓ to stimulate learners for self-study utilizing technology applications and gadgets;
- ✓ to integrate academic curriculums and programs;
- ✓ to develop new online courses for adults when new professions appear on the labour market;

Only Ukrainians' constant obtaining new knowledge, cultivating new professional and personal skills and abilities will provide a sustainable development of Ukraine in the era of an information society.

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