

Alina Zhukovska

Ph.D., Associate Professor

Ternopil National Economic University, Ternopil, Ukraine

ORCID: 0000-0003-0891-1952

zhuk.alina81@gmail.com

DIGITAL LEARNING TECHNOLOGIES IN THE CONTEXT OF THE INCLUSIVE POTENTIAL USE OF THE LEARNING PROCESS PARTICIPANTS

Abstract. The genesis of the concept of inclusive economic development is studied, the main provisions of the inclusive economic development are analyzed, among which the recognition of a person as an important, unique and valuable for a society is dominant. It is substantiated that one of the needs that people seek to satisfy in the first place is the need for education. But not all who have such a wish realize it in practice. This is due to: the lack of time to receive education through the classical forms of education, the limited financial and physical capacity, and the territorial remoteness from the place of study. This situation highlights the need of everyone interested to find the new forms of educational process that would allow to study, develop and improve qualifications. Distance learning is a unique possibility for those people. In Ukraine, a number of legislative acts, regulating the process of distance learning have been developed. But there is a number of disadvantages: limited interpretation of the concept "inclusiveness" and inconsistency among themselves. Ternopil National Economic University is one of the Ukrainian universities, which actively uses the distance learning in its educational process.

Keywords: inclusive development, digital economy, digital technologies, distance learning.

INTRODUCTION

Statement of the problem. The concept of the inclusive economic development is a new approach to ensure the effective functioning of the state, which arose in the XXI century. The main provisions of this concept were developed in 2008, by the members of the Commission on Growth and Development led by the Nobel laureate Machael Spence and published in the book «The growth report. Strategies for the Sustained Growth and Inclusive Development» [1].

The concept of the inclusive growth provides that every person is important, unique and valuable for society and deserves to meet his or her needs. It is based on the priority of the human resources, achieving of the full employment, improving the skills, social security and sustainable development.

One of the needs that people seek to satisfy in the first place is the need for education. But, unfortunately, not everyone who wants to study implements it in practice. This is due mainly to the lack of time to acquire education using the classical forms of training, limited financial and physical abilities, territorial remoteness of the place of study. The named obstacles actualize the need to find the new forms of educational process, which would allow all who wish to learn, develop and improve their qualification. One of these forms is the distance learning by means of the modern digital technologies use.

Analysis of the latest research and publications.

As of today, the vast majority of the research on the inclusive economic development is concentrated abroad. It should be noted that the foreign scientists who are actively exploring the various aspects of the inclusive development are: Daron Acemoglu and James Robinson [2], Erik Reinert [3], Saskia Hollander and Rojan Bolling [4], John Podesta [5], Zeni Minton Bedos [6], Ester Duflo [7], Ricardo Hausmann [8], Elena Ianchovichina and Susanna Lundstrom [9]. Despite a significant number of the researchers, the problem of introducing the digital technologies into the educational process to improve the implementation of the inclusive potential of its participants will require a more detailed study.

The objective of the named scientific paper is to study the normative and legal basis of the inclusive education in Ukraine and to analyze the experience of using the distance education in Ukrainian universities (for example, Ternopil National Economic University).

RESULTS AND DISCUSSION

In 2010, in Ukraine, by the Decree of the Ministry of Education and Science of Ukraine No. 912 of October 1, the Concept of the Development of Inclusive Education was approved, the main objective of which is aimed at the resolving of the important issues towards the provision of the right for the high-quality education for the children with the special educational needs. A detailed analysis of the noted concept showed that its objective and the main tasks are focused on the organization of the access to education for the individuals with the special educational needs. Taking into consideration the current trends in the development of the economic science and the popularity of the concept of the inclusive development, we need to talk about the creating of opportunities for the education for all those who for one reason or another cannot acquire the education using the classical forms of it: lectures, seminars, practical classes and trainings.

In Ukraine, a significant number of the potential participants in the educational process cannot be "included" into the learning process due to the fact that they are limited: in time (the process of attending an institution according to a curriculum does not allow the participants of the educational process to be masters of their time); in the financial capacity (training by means of the classical forms, requires the significant financial expenses and not all the participants of the educational process are ready to pay them); physical capacity (not everyone has the opportunity to be taught by means of the classical forms because of the medical restrictions for such education); the territorial placement (some of the potential participants of the educational process live in the remote regions of the country or abroad).

One of the forms of education that allows involving anyone who wants to study in the educational process is the distance learning. In Ukraine in 2013, by the Order of the Ministry of Education and Science of Ukraine No. 466 of April 25, 2013 the Provision on the Distance Learning was approved. Distance learning is understood as the individualized process of acquiring of knowledge, skills and methods of the cognitive activity of a person, which occurs mainly due to the indirect interaction of the participants of the educational process remote from each other in a specialized environment that functions based on the modern psychological, pedagogical technologies and ICT.

Ternopil National Economic University (TNEU) is one of the institutions of higher education in Ukraine, which actively uses the distance learning in its educational process. For the organization of the distance learning at TNEU, the platform Moodle (Modular Object Oriented Distance Learning Environment) is used - the system of the software products CLMS (Content Learning Management System), the distribution of which is freely expended under the principles of the Open Source license. By means of this system, the student has the opportunity to familiarize himself with the educational material, which can be presented in the form of the various information resources (text, video, animation, presentation, e-manual), complete the task and send it to test or undergo testing, etc. The lecturer has the opportunity to create the electronic courses independently and conduct training, send messages to the students, distribute and verify tasks, conduct electronic journals for the assessment of the ratings, adjust the resources of the course, etc.

The access to resources of the TNEU distance learning system is personalized. Login and password to join the TNEU system the students and lecturers get after the registration in the system. Each student and lecturer has the access to only those electronic training courses for which he is registered for participation in the educational process. The users are personally responsible for the confidentiality of their logins and passwords.

The introduction of the distance learning at TNEU allows using the inclusive potential of all participants (students and the University) of the educational process to the maximum. The advantages of this form of training are the following: free curriculum; study in a convenient time for the student; the opportunity to continue education being abroad, the maximum provision of teaching materials, the consultations of the qualified lecturers, the possibility of obtaining a high-quality higher education for those who cannot study in the higher educational establishments under the traditional forms of study because of the lack of physical ability or professional activity, the opportunity to get one more (or in parallel) higher education.

CONCLUSIONS AND PERSPECTIVES OF FURTHER RESEARCH

Under the conditions of globalization, the popularity of the distance learning through the use of the digital technologies, especially in the system of higher education, is constantly increasing. Although the system of the distance learning in Ukraine is under the stage of formation, the use of the better foreign experience and a combination of the classical forms of learning with the digital technologies can increase its development.

REFERENCES

- [1] Commission on Growth and Development. 2008. The Growth Report : Strategies for Sustained Growth and Inclusive Development. Washington, DC : WorldBank. WorldBank. <https://openknowledge.worldbank.org/handle/10986/6507> License: CC BY 3.0 IGO.
- [2] Acemoglu, Daron. Why nations fail: the origins of power, prosperity, and poverty / Daron Acemoglu, James A. Robinson. 1-st ed. Acemoglu, Daron and James Robinson (2012): Why Nations Fail, Crown Business.
- [3] Erik Reinert. How the rich countries became rich and why the poor countries remain poor / E.S. Reinert; translated from Eng by N. Avtonomova; under the edition of V. Avtonomov; State University – Higher school of Economics, M.: Publishing house: State University – Higher school of Economics, 2011. – P. 153.
- [4] Saskia Hollander, Rojan Bolling. Practice, don't preach: getting serious about inclusive development. URL: <http://www.thebrokeronline.eu>
- [5] Podesta J. Inclusive Economic Growth: Increasing Connectivity, Expanding Opportunity, and Reducing Vulnerability. URL: <https://www.americanprogress.org/issues/economy/report/2013/02/07>
- [6] Zeni Minton Bedos. For richer and poorer. Increase of equity is one of the biggest social and economic problems of the modern world. URL: <http://tyzhden.ua/World/62625>.
- [7] Banerjee, Abhijit V., Ester Duflo (2011). Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. New York: Public Affairs.
- [8] Ricardo Hausmann: Economy is in need of inclusive growth. URL: <http://www.vestifinance.ru/articles/49179>
- [9] Ianchovichina, Elena; Lundstrom, Susanna. 2009. Inclusive growth analytics : framework and application (English). Policy Research working paper URL: <http://documents.worldbank.org/curated/en/771771468180864543/Inclusive-growth-analytics-framework-and-application>