

процесу. По-друге, важливим є розвиток програм з підвищення цифрової грамотності як для викладачів, так і для студентів.

Інноваційні технології, такі як штучний інтелект, доповнена реальність (AR) та блокчейн, відкривають нові горизонти для освіти. Наприклад, використання штучного інтелекту дозволяє створювати персоналізовані траєкторії навчання, а блокчейн-технології – забезпечувати прозорість і достовірність сертифікатів про здобуття освіти.

Цифровізація освітнього процесу є невід'ємним етапом розвитку сучасної освіти. Вона не лише сприяє підвищенню ефективності дистанційного навчання, але й відкриває нові можливості для індивідуалізації та інтерактивності навчального процесу. Однак для повноцінної реалізації її потенціалу необхідно подолати низку викликів, пов'язаних із технічним забезпеченням, цифровою грамотністю та психологічними аспектами.

Таким чином, цифровізація є не просто інструментом адаптації до сучасних умов, а й важливим чинником трансформації освітньої системи в цілому. Її впровадження потребує спільних зусиль держави, освітніх установ та суспільства задля створення якісного та доступного освітнього середовища для всіх.

ONLINE EDUCATION: STRATEGIES FOR IMPROVING

Вертегел В.Л., кандидат педагогічних наук, доцент,
Запорізький національний університет; Таврійський державний
агротехнологічний університет імені Дмитра Моторного,
Україна

ORCID: <https://orcid.org/0000-0002-5100-3784>

E-mail: victoriavertegel@gmail.com

Online teaching and learning have become an integral part of our educational process in recent years. Not only the global pandemic, the war situation in our country specifically, but also the growing demand for flexible learning options for students are the reason for it.

With the increasing demand for virtual learning, educators must adapt and employ effective strategies to enhance the online teaching experience. Now we are living in the era of digitalization and must settle here and move on to create a new effective learning environment.

However, effective online teaching is not simply a matter of transferring traditional classroom methods to the Internet; it requires a specific set of strategies and approaches to engage and educate students effectively [1].

Working online requires more skills and more efforts from us as teachers. We need to develop and combine different effective approaches and methods.

When teaching in an online classroom we need to change activities more often, because it is more difficult to stay focused for a long time in front of a laptop than in a real classroom.

What should we do to keep our students engaged?

We should provide students with online community and create a welcoming online environment, promote their engagement in the learning process, which enhances their motivation and progress as well. A good and authentic interface of the educational platform is one of the options. The results of a study that was conducted to gain insights into learners' perceptions of online learning showed that most students agreed that "course design and comfortableness with online technologies" are among those factors that impact the success of an online learning experience [2].

Timely feedback is extra important. We need to consolidate all available resources: a Learning Management System (Moodle), email, social media chats, etc. to provide our students with support and feedback; it is especially important to provide our students with timely feedback so they feel our interest and support, monitor their progress and do not lose their enthusiasm, zeal and motivation.

To make our teaching more interesting and creative, we can encourage discussions where students can share their ideas; we can also use tests, quizzes, questionnaires and other interactive content.

We can provide our students with tasks and assignments, completing which they not only have to read and reproduce the learning material, but also sometimes conduct research, think critically, analyze and create something new.

Students may work on projects together in a team with their classmates; this may contribute to their motivation and enhance their engagement. Any interaction is valuable when we are limited in a digital environment and deprived of live communication.

Zoom classes are certainly a flagship tool of our online education. They can really give us a sense of presence and, of course, live communication.

However, we need to keep balance between online zoom classes and completening other tasks asynchronously in order to avoid “Zoom fatigue”. Stanford scholar John Mitchell advises teachers to try to break down their class into some parts that students can do anytime they want, and a lesser number of times that they have to be there at the time the course meets. It should work well and we can use the interaction time wisely and it also gives our students some flexibility [3].

Online learning and teaching is an ongoing process that forces us to constantly evolve, learn, and develop new approaches. We constantly need to change and diversify the methods we use to avoid getting “bored” and achieve our academic goals.

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