

Yaroslava OSADCHUK
the 4-th year student (bachelor program) of
specialty 072 “Finance, Banking and Taxation”,
Higher Educational Institution “Podillia State University”,
Kamianets-Podilskyi
Scientific supervisor: Angelina ROLIAK
Candidate of Pedagogical Sciences, Associate Professor,
Foreign Languages Department,
Higher Educational Institution “Podillia State University”,
Kamianets-Podilskyi

POST-PANDEMIC HIGHER EDUCATION: ADVANTAGES AND DISADVANTAGES

Whether and how the epidemic will continue to affect education in the post-COVID-19 future is a crucial topic for educators. The pandemic was the first catastrophe that forced educational institutions to indefinitely halt in-person instruction, ushering in an abrupt transformation for which the majority of students and teachers were unprepared [2]. It is heartbreaking that over 1,500,000,000 pupils from all educational levels were prevented from attending school because of required school closings to stop the virus’s spread [6].

The switch from traditional in-person instruction to online learning formats in higher education was prompted by the unprecedented closure of schools [6]. Ukraine is a typical illustration of a nation that had to undergo such a rapid change. All citizens of Ukraine have the right to free education at all educational levels, as stated in the Ukrainian Constitution. In Ukrainian universities, classroom instruction was the basic teaching method. In-person instruction was discontinued in March 2020 after the first verified instances of COVID-19 were found in the nation, and both students and professors had to overnight switch to online instruction.

It is significant to highlight that undergraduate students had to get a rich experience and take part in the transition of higher education into an "e-learning

workshop" both in Ukraine and other countries where online learning was implemented as a result of the pandemic [8].

Until that point, little effort had been made to support students' functioning in virtual learning settings, and even less had been put into instructing students on how to maintain appropriate online learning practices and etiquette [2]. Student reluctance to utilize their computer webcams, for instance, was noted without any awareness that this hesitation reduced their psychological engagement with the virtual classroom and the effectiveness of interactive learning [4]. Hence, students were ignorant of actions that defeat the aims of both the design and pedagogy of online courses [5].

Nonetheless, it is important to remember that online degree programs and distance learning were already very popular well before the epidemic [6].

Our analysis shows that along with this interest, there was discussion about the educational merits of distance learning, and it appears that the two primary schools of thought described today arose.

On the one hand, online learning could be influenced and modified by integrating pedagogical principles, much like traditional methods of information delivery and assessment [7].

Online learning could develop into a pedagogical innovation that interests students as much as in-person instruction if these ideas are appropriately included.

Some undeniable advantages include the availability of knowledge and the noteworthy adaptability with which students are able to complete the work while having control over when and what to learn [8].

Online learning may lead to significant learning because it presupposes a self-paced and student-centered approach [9]. In this sense, learners can succeed in online education if they possess fundamental technical abilities in addition to self-discipline, commitment, determination, and the capacity to manage their time [8]. It's important to note the beneficial effects of online learning on psychology during medical emergencies [10]. Virtual academic courses serve as

undergraduate students' anchor to normalcy and a chance to interact with people other than family members because social distancing practices weaken both their academic and social lives [2].

On the other hand, the epidemic and the accompanying shift to virtual classrooms have highlighted several difficult-to-ignore downsides of online learning. Most crucially, because it makes inequality problems worse, online education may be a sad experience. Students who don't have access to computers, dependable wireless internet, or far areas are an illustration of these disparities [2].

Online learning environments have furthermore come under fire for enabling the redefinition, simplicity, and reduction of learning in order to forward the narrative of the education technology revolution [10]. To put it another way, online learning may not be in line with fundamental pedagogical principles, industry standards, and academic research [6]. Of course, the lack of in-person interactions between students and between students and instructors is the key factor in this low compliance [3; 7]. Its absence fosters feelings of loneliness, disconnection, and lack of belonging, all of which reduce learners' involvement in online courses [4].

In an explicitly technologically mediated online learning environment, instructors frequently find it challenging to transition from the role of direct controller of the teaching process to the one of facilitator [1]. Moreover, empirical research has shown that face-to-face instruction provides significantly superior learning opportunities to all forms of online learning [2].

To summarize, we must press the point that it appears inevitable that online learning methods will be included into higher education. Most likely, changes in traditional educational practices and a wider embrace of online learning in the post-COVID-19 era will result from the pandemic's large adoption of online learning in higher education. In other words, it is reasonable to assume that

following the epidemic, and despite some disadvantages, online learning will become a crucial component of education [8].

References:

1. Blessinger P. *Democratizing Higher Education: International Comparative Perspective*. WACO: Baylor University, 2015. 379 p.
2. Berban S., Gallagher T., Munck R., Hilligje van't Land. *Higher education's response to the Covid-19 pandemic: Building a more sustainable and democratic future*. Council of Europe, 2021. 330 p.
3. Cisco. *Creating the 21st Century Unbounded University: Innovation in Higher Education Through Collaborative Solutions*. San Jose, CA: Americas Headquarters Cisco Systems, Inc., 2014. 100 p.
4. Humeniuk I., Humeniuk O., Matiienko O., Manghos E., Malyshev K. Challenges and innovation of management in higher education: Ukrainian dimension. *International Journal of Management and Production/* 2022. V. 13. Issue 3. pp. 329–360. URL: <https://doi.org/10.14807/ijmp.v13i3.1984>
5. McKeown J.S., Bista K., Chan R.Y. *Global Higher Education During COVID-19: Policy, Society, and Technology*. USA: STAR Scholars, 2022.210p.
6. OECD. *Education at a Glance 2021: OECD indicators*. OECD Publishing, 2021. 474 p.
7. Роляк А.О. Логіка реформування університетської освіти в європейському просторі: епоха знань. *Гуманітарний вісник ДВНЗ “Переяслав-Хмельницький державний педагогічний університет імені Григорія Сковороди”*: тематичний випуск “Міжнародні Челпанівські психолого-педагогічні читання”. 2015. Т. 14. № 2. pp. 91–98.
8. Роляк А.О. Мобільність студентів в контексті глобалізаційних змін: досвід Скандинавських країн. *Сучасні тенденції забезпечення якості підготовки фахівців: проблеми та шляхи їх вирішення в умовах глобалізації*

та євроекономічної інтеграції : кол. монографія. Херсон : Олді+, 2022. pp. 50–60.

9. Roliak A. Construction of Contemporary Continuous Professional Education: Comparative Discourse. *SW-Us conference proceedings: Promising scientific researches of Eurasian scholars '2022*. 2022. V.13. pp. 50–57. URL: <https://doi.org/10.30888/2709-2267.2022-13-01-006>

10. Strawser M. G. (Ed.). Higher Education Implications for Teaching and Learning During COVID-19. Florida: Rowman & Littlefield, 2022. 228 p.

Mykola RACK

*the 4-th year student (master program) of
specialty “ICT”,
Technical University,
Berlin*

*Scientific supervisors: Susann HENNING,
PhD, lecturer,
Technical University
Berlin*

Angelina ROLIAK

*Candidate of Pedagogical Sciences, Associate Professor,
Foreign Languages Department,
Higher Educational Institution “Podillia State University”,
Kamianets-Podilskyi*

TECHNICAL TERTIARY EDUCATION IN GERMANY

Higher education in Germany still occupies a leading position in terms of attractiveness on a global scale. Every year the number of new students in German universities increases exponentially [1]. The peculiarity of the introductory company in Germany is that universities and higher schools do not require passing exams, but are selected according to the average score of the certificate. This is great news for students who worked hard for all grades of high school and not so good for those who expected to catch up with the missing score with well-passed exams [2].