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INDEPENDENT EDUCATIONAL AND COGNITIVE ACTIVITY OF FUTURE EDUCATION MANAGERS IN THE CONDITIONS OF DISTANCE LEARNING

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In the conditions of a full-scale war, when in many regions of Ukraine, eye training is impossible, distance education has gained the status of a single alternative, which ensures the continuity of the educational process. This format requires indirect interaction between all its participants, which increases the role of independent educational and cognitive activity.

The purpose of the article is to analyze the peculiarities of educational and cognitive activity of higher education applicants in the conditions of distance learning and its impact on the quality of the acquired knowledge.

To achieve this goal, the following tasks were identified: to systematize the methods, techniques and means of activating the independent educational and cognitive activity of higher education applicants in a remote format; On specific examples, to substantiate the effectiveness of independent educational and cognitive activity of higher education applicants.

On the basis of the analysis, it is established that the effective educational and cognitive activity of higher education applicants in the conditions of distance learning involves their active participation in the writing of abstracts, articles, annotations, essays and abstracts on professional topics.

Keywords: distance learning, educational and cognitive activity, essay, abstract, abstracts, article, abstract.

In recent years, have been marked by serious challenges for the higher education system in Ukraine. The coronavirus pandemic and the full-scale war significantly limited the capabilities of higher education applicants to visit educational institutions in the usual format. This forced scientific and pedagogical workers to actively look for new models of organization of the educational process. If during the pandemic the main task was to minimize direct contact between participants in the educational process in order to reduce the spread of infection, now, in the conditions of martial law, the educators have become more difficult to provide safe and at the same time quality training.

This requires a combination of different formats (remote, mixed, asynchronous and synchronous learning), the use of modern digital tools and interactive platforms. Of particular importance is the creation of quality didactic support: the development of electronic courses, test tasks, training exercises, interactive modules for monitoring the learning outcomes. It is also important to establish an effective feedback mechanism so that education applicants are able to receive timely support, and teachers – to monitor the dynamics of educational achievements and to adjust the educational process if necessary.

As stated in the Regulations on distance learning (Order of the Ministry of Education and Science No. 1115 of 08.09.2020), such training means "an individualized process of acquiring knowledge, skills, skills and ways of cognitive activity technologies. The purpose of such training is to "provide educational services through the use of modern information and communication technologies on certain educational or educational qualification levels in accordance with state standards of

education...". The task of distance learning is to "ensure citizens the opportunity to exercise a constitutional right for education and professional qualification" [4].

Distance learning has both positive and negative sides, which significantly affect the quality and effectiveness of the educational process.

The advantages of this format are usually the opportunity to educate residents of remote and inaccessible regions, obtaining educational services in comfortable conditions of their own environment, saving time and expenses for the educational institution. The significant advantage is the use of interactive learning tools (presentations, tests, video materials, online chats) that contribute to better absorption of material. Also, distance learning provides easy access to educational and methodological resources, the ability to re-review the classes, individual work with each applicant and convenient monitoring of learning outcomes.

At the same time, the remote format has disadvantages. These include technical dependence on stable Internet connection and the availability of quality devices (smartphone, tablet, laptop or computer).

There is a risk of social isolation, as education applicants lose the possibility of direct communication with peers and teachers. This limits the development of communication skills and complicates the formation of social experience. In addition, it is more difficult to carry out psychological analysis of the personality of the applicant, as well as to evaluate his real practical skills. No less important is the need for high self-discipline, because without internal motivation, the applicant can reduce the effectiveness of learning.

Therefore, distance learning, both leading modern educational technologies, has both positive and negative sides, which determine the different level of its effectiveness in the process of training of higher education applicants. For a thorough understanding of the essence of this phenomenon, it is important to generalize its strengths and weaknesses, which allows to evaluate the potential and outline the restriction of this format of training.

To this end, the advantages and disadvantages of distance learning are presented in Table 1.

Table 1**Advantages and disadvantages of distance learning**

Advantages	Disadvantages
Availability of education for residents of remote and inaccessible regions	Dependence on the quality of Internet connection and technical means
Learning in comfortable conditions of one's own environment	Social isolation, reduction of living communication
Saving time and money for the road to an educational institution	Limited opportunities for the development of communication skills
Use of interactive tools (presentations, tests, videos, chats)	Lack of personal contact with the teacher
Easy access to teaching materials at any time	Difficulty in psychological and personal analysis of the applicant of education
Ability to repeatedly review classes	Insufficient number of practical skills
Individual work with every education applicant	The need for high self-discipline and self-organization
Зручний моніторинг результатів навчання	Reduced the level of motivation in parts of education applicants

The analysis of the data presented in the table indicates that distance learning has both considerable potential for the development of modern higher education and a number of restrictions that require further processing. On the one hand, it provides accessibility of education regardless of the place of residence of the applicant, promotes individualization of training, creates conditions for saving time and use of a wide range of interactive tools. On the other hand, the remote format limits the development of communicative skills, reduces the level of social interaction, complicates the formation of practical competences and makes high requirements for self-discipline of education applicants.

Thus, the effectiveness of distance learning depends largely on the combination of its strengths with overcoming the existing shortcomings. This involves the improvement of digital infrastructure, methodological support of the educational process, the preparation of teachers to work in the conditions of digitalization and implementation of mixed learning models, which allow to balance innovative possibilities of distance education with the needs of the development of practical and

socio-communicative competences of higher education.

The problem of development of distance learning was the subject of consideration of many scientists: J. Andersen, Art. Willer, T. Edward, R. Delling, G. Ramble, M. Simpson, M. Mur, A. Clark, M. Thompson, O. Andreev, N. Andrusenko, O. Borzenko, V. Gurkin, G. Kozlakova, I. Kozubovskaya, Y. Khutorsky, L. Stefan and others.

In the context of distance learning, independent educational and cognitive activity is of particular importance. It becomes one of the main types of educational activity among available methods, forms, techniques and technologies of learning.

I. Shimkov interprets the student's independent educational and cognitive activity as an auditor or extracurricular work aimed at gaining new knowledge, formation and improvement of professional skills. Such activity is organized under the direct guidance of the teacher and is carried out under his control.

The researcher identifies a number of basic components of this activity: awareness of the purpose and educational task; systematic planning of independent work; search and selection of educational and scientific information; mastering and logical processing of the acquired knowledge; use of research methods to solve the tasks; formation of your own position on the problem; presentation, justification and protection of the results; self-examination and self-control.

In addition, the author emphasizes that educational and cognitive activity has some differences from ordinary educational work: it is searching, involves solving several cognitive tasks and aimed at finding ways to solve problematic situations. In its optimal embodiment, this activity is self-regulated, self-controlled, internally motivated and selective in nature [8].

Educational and cognitive activity in Ukrainian language classes involves the following tasks: drawing up the plan of the read, drawing up of abstracts, writing articles, works, academic essays, drawing up annotations, reviewing, reviewing, working with dictionaries, etc. Consider the main ones.

I. Prysyzhnyuk notes the role of academic essay (focused on an academic audience and requires a formal and logical presentation of the said work) in the

professional training of students. According to the author, thanks to the essay, students improve their productive speech activity; develop creative thinking and productive writing skills; Carefully process the educational material. The writing of the essay makes it possible to diagnose the creative component of the educational and cognitive activity of the higher education applicant, to analyze and evaluate information, to formulate conclusions.

The author points out that there are several types of academic essay: 1) In the essay the student makes arguments "for" and "against" of any phenomenon; 2) in the essay it is necessary not only to express your opinion, but also to consider the problem from different sides, giving convincing arguments to support your opinion; 3) the student is asked to find ways to solve a particular global problem.

The author notes that in addition to the development of linguistic skills (abstracting, paraphrasing, the formation of thought and its ability to express different linguistic means), the writing of an academic essay should increase the overall level of literacy of the student, should be aimed at the development of cognitive skills (analyze the information, make a hypothesis).

We believe that future education managers can be offered the following topics for the essay: "What should be the leader of the future in the educational field?"; "Why do I want to study in the specialty" Educational Management "?"; "Prospects and ways of development of the State-Public Administration of Education in Ukraine", "Innovative Technologies of Educational Management"; "The role of communications and information technologies in modern education management"; "Ethics and professional responsibility of education manager in modern conditions"; "Motivation and management of personnel in educational institution: modern approaches and practices"; "The impact of remote and mixed learning on management processes in the educational environment"; "Development of leadership competences in the system of training of education managers"; "Problems and prospects of inclusive education: management aspect".

This topic allows both the personal and professional-organizational dimension of the preparation of future educational managers, as well as combines the practical

and theoretical aspects of modern education management.

Educational and cognitive activity of education applicants also involves writing abstracts.

"Abstract is a brief verbal or written presentation of the basic provisions of teaching or content of printed sources, a report on a particular topic" [2].

The authors point out that there are productive and reproductive abstracts. In the productive abstract (abstract and abstract), the author creatively processes and critically comprehends the text of the primary sources (in the abstract, the author gives several thoughts that are highlighted in primary sources, it is necessary to identify the main differences or similarity of the presented theories (ideas, thoughts), confirming the other. The abstracts of the content of the primary sources are added to the critical author's assessment and analysis of the problem. The abstract-resume contains only the basic provisions of this topic) [2].

O. Semenog notes: "The purpose of the abstract is to carry out analytical and synthetic processing of a scientific source (articles, monographs), that is, to analyze the submitted document, its basic provisions, facts, results, conclusions. The abstract performs information (provides information about a specific document) and a search function (used in information search, in particular automated systems for the search for specific thematic documents and information" [6].

We believe that future education managers can be offered the following topics of abstracts: "formal and informal leadership", "Modern concept of development of management in education", "Requirements for modern manager and signs of professional conformity", "Basic requirements for management in education", "Strategy for the realization of the concept of non-interdependent education". Achievement of high quality of vocational education", "The influence of the manager on the development of corporate culture of the educational institution", "Formation of management culture of future managers in the process of professional training", "Requirements for the moral qualities of managers in the field of professional management", "Ethics of business communication in the field of professional education", "Organization of cooperation between teachers and higher education

applicants" and more.

Educational and cognitive activity of higher education applicants involves writing abstracts, articles, annotations.

Abstracts are the main provisions of the article. Each thesis highlights a separate micro-term, has an independent opinion, which is expressed in one or more sentences by a statement of the essence of an idea or position is made without given specific examples [6].

A scientific article is a logically completed study of the problem of science. Unlike theses, a variety of examples can be given in the article. The article has a title, annotation, keywords, introduction, main part and conclusion. There are different types of articles: reviews (they provide an overview of the works of scientists on topics studied by the author. The author analyzes the research conducted by other scientists and draws conclusions); scientific and theoretical (works in which the authors analyze actual problems on the chosen topics, determine their patterns and describe in detail the reasons); scientific and practical (works that describe the experiments conducted by the author) [3].

It is advisable for future education managers to make abstracts for a conference devoted to the problems of management in education or write an article on the subject.

Abstract is a special type of oral or written information in which there is a list of the main positions of the message or a brief description of the content of the book, article, manuscript, that is, the maximum reduced amount of information source. The annotation briefly presents the content of a document that makes it possible to understand its topic, lists the problems that are clarified in the primary source [1].

According to the author, "the content and purpose of the annotation are reference and recommendation. Reference (informative) annotations is a brief objective information about the subject matter of a book or article. It does not reveal the content, as in the abstract, but only recalculates the issues revealed in the source. In addition, such annotation can formulate the purpose of the work, methods of information, the structure of work, indicates the presence of illustrative material,

formulated the main conclusion made by the author. Recommendation annotations usually contain not only information about the source, but also give recommendations for its use of one or one category of readers. This takes into account the level of their preparation, age characteristics, etc. "[1].

For future education managers, it is possible to write annotations for a book or article in the specialty "Educational Management".

Therefore, the educational and cognitive activity of higher education applicants in the conditions of distance learning involves the performance of various types of independent work, which contribute to the formation of professional competences and deepening theoretical knowledge. These types include writing abstracts, scientific and popular articles, annotations, essays, abstracts and other written works on professional topics. The fulfillment of these tasks ensures the development of analytical, critical and creative thinking, the ability to structure information, to formulate their own position and to justify it. In addition, such activity stimulates independence, responsibility and ability to organize, which is especially important in the conditions of distance learning, when students acquire knowledge without direct daily control of the teacher. Thus, educational and cognitive activity in the digital environment is an effective tool for training competent professionals who can adapt to modern educational and professional requirements.

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