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MANAGEMENT AND CONTROL OF LEARNING IN THE DISTANCE EDUCATION FORMAT

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Abstract: The article examines the theoretical and practical foundations of organizing management and control of learning in the distance education format in Ukraine. The author emphasizes the relevance of distance education as an open learning system that ensures flexibility, mobility, and the free choice of pace and place of study. Special attention is paid to the analysis of distance learning platforms, in particular the LMS-class Moodle learning management system, which possesses built-in tools for learning trajectories, testing, and performance monitoring. The role of modern web information technologies (forums, webinars, blogs, podcasts) and massive open online courses (MOOCs) in regulating educational activity is also considered. The conclusions state that the effectiveness of distance and blended learning depends on software and hardware support, prompt feedback, and active interaction of all participants in the educational process.

Keywords: Distance education, management and control, Learning Management System (LMS), Moodle, web technologies, webinars, blended learning, massive open online courses (MOOCs).

Problem statement. Distance education is extremely relevant in Ukraine. First of all, distance education is an open learning system that involves active

communication between the teacher and the student using modern technologies and multimedia. This form of education provides the freedom to choose the location, time, and pace of study thanks to the Internet, which reaches broad strata of society and becomes an important factor in its development. It should be noted that distance learning is not antagonistic to full-time and part-time forms of education. It naturally integrates into these systems, complementing and developing them, which contributes to the creation of a mobile learning environment.

A more advanced form of distance learning is education based on the use of global and local computer networks (Internet). It utilizes the advantages inherent in traditional forms of education while freeing them from their shortcomings. Distance learning via the Internet ensures constant contact and intensive information exchange between the student and the teacher, even though they may be physically separated by thousands of kilometers.

Another advantage of this form of education is flexibility, which allows students to independently plan their studies with the possibility of not leaving their workplace and not abandoning their place of residence.

Analysis of recent research and publications. The modern scientific space demonstrates an unflagging interest of both domestic and foreign researchers in the theoretical and practical foundations of distance education. Today, the global educational community has accumulated colossal experience in designing, launching, and large-scale implementation of innovative distance learning platforms. Significant contributions to the thorough analysis of this issue were made by prominent Ukrainian and foreign scientists, among whom a prominent place is held by V. Yu. Bykov, Yu. M. Bohachkov, L. M. Vasylieva, Børge Holmberg, V. M. Kukhareenko, Tuan Nguyen, O. V. Rybalko, N. H. Syrotenko, and other specialists.

Unresolved aspects and relevance of the topic. Despite a significant number of thorough scientific studies dedicated to the essence, specificity, and digital tools of distance learning in Ukraine, a number of key issues remain open.

In particular, the problem of justified selection of the most optimal, effective,

and adaptive distance education platform has not yet found a final solution in practice. The dynamics of the market are influenced by the fact that the constant updating of educational technologies requires continuous monitoring. Regarding practical value, educational institutions need clear criteria for implementing the best IT solutions.

It is this acute practical need and the presence of unresolved methodological aspects that determine the high relevance of the topic and form an urgent necessity for an in-depth study of this issue.

The main purpose of the article is the systematization, generalization, and critical re-thinking of advanced experience in operating the latest distance education platforms. In addition, the set task involves a comprehensive analysis of key software products and technological solutions that are actively used to organize effective distance learning directly in Ukraine.

Presentation of the main material. The most common forms of learning and knowledge control in traditional education include lectures, seminars, laboratory classes, written assignments, exams, and others. However, the classical educational paradigm today requires constant rethinking and the integration of digital tools in order to adapt to the challenges of the information society and the demands of the modern generation of learners. While preserving the basic fundamental principles of knowledge transfer, the academic community strives to make these traditional forms more interactive, flexible, and accessible through advanced technological solutions.

Today, distance learning in the world can develop fully only in the presence of its main components: a regulatory and legal framework; educational institutions (centers, departments, faculties, institutes, or universities of distance learning); a student body; qualified teachers; educational programs and courses; appropriate material and technical support (hardware and software, high-speed communication lines); financial support; and the development of quality criteria, etc [1, p. 109]. Forming a sustainable ecosystem for online education is impossible without the synergistic interaction of the public sector, university administrations, and investors, because comprehensive maintenance of high standards requires both the continuous

updating of server equipment and licensing support, as well as the targeted training of a new format of personnel capable of working effectively in a virtual environment.

In distance learning, management and control are carried out in modern developed forms and are ensured by the use of appropriate electronic software tools embedded in the distance learning (DL) platform [2, p. 313]. The application of such integrated digital mechanisms makes it possible to fully automate routine knowledge assessment procedures, minimize the influence of subjective factors during grading, and ensure continuous and transparent monitoring of students' academic performance regardless of their actual geographical location. This transforms the management system from a rigid administrative tool into a flexible space of pedagogical support and partnership.

To control and manage learning using various materials, the Moodle distance learning system, which belongs to the LMS (Learning Management System) class, is very widespread.

Moodle has built-in features for learning management and control, such as: organization of the learning trajectory through the course, a testing system for monitoring the completion of educational tasks, personal and live teacher control over learning in the course (grading, comments, feedback, reviews — including online, a system of statistical control over learning progress, and others) [4].

Due to its flexible architecture, the platform allows the creation of multi-level modules containing lecture materials, glossaries, databases, and interactive tasks. This makes it possible to implement the concept of an individualized approach, where each learner can move at a personalized pace, relying on automated system recommendations or individual instructions from the teacher.

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a free learning management system focused primarily on organizing interaction between teachers and students for organizing traditional distance courses, as well as for supporting face-to-face learning. Being open-source software, it provides educational institutions with unique freedom in interface customization, the integration of third-party plugins, and the adaptation of functionality to the specific needs of

particular academic disciplines. The use of this platform significantly optimizes routine administrative processes, freeing up the teacher's time for creative and scientific-methodological activities, and also ensures the transparency and reliability of monitoring students' academic achievements at all stages of the educational process.

At the same time, the latest information web technologies — forums, blogs, Twitter, webinars, web quests, video and audio podcasts — wherever flexibility and creative freedom are needed to engage learners in communication, open up other opportunities for learning management and control at a new information level of regulating educational activity, distinct from the capabilities of the DL web platform [5, p. 310].

Thus, the main function of an educational forum is the development of discussion skills in the target language being studied. The management and control over the development of the discussion on the forum are carried out by the teacher using information technologies (synchronously and asynchronously) with their active participation.

Another form of implementing information web technologies widely used in education today is the webinar. Webinar technology is one of the most convenient and cost-effective learning solutions, which allows overcoming spatial barriers and uniting audiences from different parts of the world into a single virtual space. Thanks to interactive tools such as chats, real-time polls, and screen sharing, webinars provide a sense of presence and a high degree of participant engagement in the process of mastering new material.

A webinar allows organizing a full course learning cycle online. At the same time, there is no need to use a distance learning platform for managing and controlling the learning process, although in some electronic platforms (for example, Moodle), a webinar is included in the learning tool system as an additional module. This provides teachers with additional freedom in choosing methodological tools, allowing them to combine live discussions and lectures in real-time with subsequent independent work by students on materials at a time convenient for them.

The didactic qualities and linguodidactic features of these and other latest information web technologies (blog technologies, wiki technologies, podcasts, Twitter service) are described in the scientific literature. Their features include:

- multilingualism and multiculturalism, which allows involving authentic materials from various sources and forming intercultural communication skills in learners within a globalized environment;
- multi-levelness, which ensures the differentiation of complex tasks in accordance with the individual preparation level and the pace of knowledge acquisition by each individual student;
- multi-genre-ness, which contributes to acquainting students with a wide range of styles and formats of information presentation, from academic to informal media genres;
- multimedia content, which combines text, audio, visual, and video elements to activate all perception channels and ensure better memorization of educational content;
- hypertext structure of documents, which provides non-linear data search, free navigation through links, and deep immersion into related course topics;
- the possibility of creating a personal user zone, which turns the virtual environment into a personalized space for creativity, portfolios, and the accumulation of one's own educational achievements;
- the possibility of organizing synchronous and asynchronous communication, which stimulates both instant exchange of thoughts in real-time and weighted, deep discussions on forums or in comments;
- the possibility of automating the processes of informational and methodological support and organizing the management of students' educational activities and its control [1, p. 241], which significantly eases the administrative burden on the teacher and makes assessment more objective, transparent, and systematic.

All these internet usage technologies, whose linguodidactic application has recently been widely represented in the scientific literature, allow direct pedagogical

management of learning by the teacher, which is not determined by electronic means and digital information technologies, but is merely supported and provided by them.

Information personalization of infocommunication technologies has recently been carried out most often under conditions of increasingly mass use of the aforementioned technologies in distance, or more precisely, network learning, with a turn towards the use of social networks in education. This situation arises against the backdrop of the global community's efforts to organize wide availability of educational resource provision and the implementation of open education.

The scientific literature emphasizes that the creation of MOOCs (massive open online courses) is gaining momentum in Ukraine as well. MOOC projects are implemented on MOODLE (the MOODLE MOOC project), Google Course Builder, Coursera, and other platforms — their codes are open, free, and available for use, including in Ukraine. There is also an understanding that there is a need to transition to the use of these new learning forms today.

If we consider the prospects of integrating the latest web tools into network learning, it should be noted that expanding the arsenal of infocommunication technologies opens up new horizons for organizing the educational process, ensuring a high level of flexibility and interactivity. The use of social networks and specialized web platforms makes it possible to create an adaptive environment where each student can acquire knowledge at a convenient pace and format that meets their individual needs.

The popularization of MOOCs in Ukraine and the world contributes to the democratization of the educational space, destroying geographical and time barriers. The openness of codes and free access to platforms such as Coursera or Moodle-based projects allow domestic educational institutions to actively implement advanced global practices without significant financial costs.

Despite the high level of automation and the presence of intelligent management systems, the teacher remains a key link in the educational process. Digital tools do not replace pedagogical guidance, but only support it by providing convenient mechanisms for monitoring, providing feedback, and managing students'

cognitive activity.

The further development of distance and open education in Ukraine requires a comprehensive approach combining regulatory and legal support, the improvement of material and technical base, and the enhancement of teachers' digital literacy. The transition to new forms of organization of learning using massive open online courses and interactive web technologies is a natural step on the path of integrating Ukrainian education into the European educational space.

Conclusions. The conducted research demonstrates that distance education is able to ensure high efficiency and an appropriate level of professional training under the condition of full implementation of software and technical tasks and the provision of prompt feedback between the teacher and the learner.

Achieving successful learning results directly relies on the coordinated, systematic, and detailed interaction of all participants in the educational process, including students, the teaching staff, curators, technical personnel, and the management of educational institutions. In view of current trends in the development of the educational sector, the transformation of organizational forms in higher education should be carried out through a gradual transition to blended learning models with the involvement of modern support systems for the distance format.

Such an approach provides for the harmonious combination of classical educational methods, such as lectures, seminars, practical classes, consultations, and independent work, with innovative technologies such as interactive video lectures or virtual laboratories. At the same time, priority methods in higher education institutions should become those capable of effectively stimulating students' cognitive initiative and guaranteeing their active involvement in regular independent work.

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