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The role of distance education in the modern educational space

Роль дистанційної освіти у сучасному освітньому просторі

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Abstract


The article reveals the role of distance education in the modern educational space. The purpose of the article is to clarify the role of distance education in the modern educational space. The research is based on methodological, theoretical and practical levels. The development of distance education is considered from the following directions: online courses, the results of analytical reviews are shown, the possibility of using distance learning in institutions of higher education as a separate approach to learning or together with traditional forms of the educational process; distance universities. The possibilities of distance education, which are now offered by institutions of higher education, are proven, the forms of distance classes are considered, and their diversity is shown, examples of obtaining such education in different countries of the world are given. Features of distance universities are listed: simplified admission to the university; the availability of education is limited only by knowledge of the relevant language, technical capabilities, and funds; exams at leading distance universities are mostly conducted face-to-face,


Анотація


У статті розкрито роль дистанційної освіти у сучасному освітньому просторі. Метою статті є з'ясувати роль дистанційної освіти в сучасному освітньому просторі. Дослідження базується на методологічному, теоретичному та практичному рівнях. Розвиток дистанційної освіти розглянуто з таких напрямів: онлайн-курси, показано результати аналітичних оглядів, можливість застосування дистанційної форми навчання в закладах вищої освіти як окремого підходу до навчання або разом з традиційними формами освітнього процесу; дистанційні університети. Доведено можливості дистанційної освіти, яку зараз пропонують заклади вищої освіти, розглянуто форми дистанційних занять, та показано їх різноманітність, наведено приклади отримання такої освіти в різних країнах світу. Прописано особливості дистанційних університетів: спрощений вступ до університету; доступність освіти обмежується тільки знанням відповідної мови, технічними можливостями, коштами; іспити в провідних дистанційних університетах, в основному проводяться очно,

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which prevents fraud, although there are additional costs for students. The most common types of distance education, which are the most essential in the educational space of society, are considered.

Keywords: distance education, modern educational space, online courses, distance universities, forms of distance education.

Introduction

In the 21st century, the information space, modern educational technologies, distance, and electronic learning are becoming more and more important. Therefore, educational content that takes into account global trends aimed at the availability of educational space and flexibility of education comes first. Distance education is one of the main directions of the development of society, which is included in the program of reform and complete modernization of the entire system of higher education. In modern world conditions, there is a need for distance learning of higher education, which provides training without separation from production, facilitates higher education, and makes it accessible to people with disabilities. Distance education technologies improve and increase the effectiveness of education, which significantly depends on the level of education of teachers who implement distance education, and on the interest of the students themselves to study in the conditions of distance education. And it does not matter which specialists are trained – whether it is a pedagogical profile, a technical direction, cyber security specialists, or other specialties (Tkachenko & Khmelnytska, 2021). The pandemic brought significant changes to the educational sphere of the entire planet. In the spring of 2020, quarantine began under the conditions of COVID-19 and all educational institutions switched to distance education in an emergency mode (Kuzminskyi et al., 2021).

Distance education is the newest form of education and during the implementation of modern educational reforms, it is necessary for implementation in the educational sector, because it guarantees the effective implementation of fundamental educational programs, and meets the needs and requests related to innovative education. The development of distance education is ensured by the introduction of technological innovations, modern multimedia equipment, and traditional national education based on the application of Internet technologies. Modern distance

що дозволяє протидіяти шахрайству, хоч і є додатковими витрати для здобувачів освіти. Розглянуто найбільш поширені види дистанційної освіти, що є найсуттєвішими в освітньому просторі суспільства.

Ключові слова: дистанційна освіта, сучасний освітній простір, онлайн-курси, дистанційні університети, форми дистанційних занять.

education meets the demands of the modern educational space and society and is aimed at methodological best practices of world institutions (Mala, 2022).

The article covers the following main issues:

1. Directions of distance education development in the modern educational space;
2. New distance education courses at universities;
3. Use of various payment options at universities;
4. Possibilities of distance education offered by institutions of higher education;
5. Educational services for acquiring knowledge in the form of distance learning;
6. Examples of obtaining such education in different countries of the world;
7. Features of distance universities;
8. Ensuring the process of distance education of specialists;
9. Prospective areas of work regarding the development of distance education.

Literature Review

T. Yaroshenko (2019) singled out the reasons and showed the advantages of the increase in the number of such universities in the world space, which, due to the rapid development and popularization of educational innovations and information technologies, fully carry out the education of students in a distance form. These are MOOCs (Massive Open Online Courses), as well as other electronic systems for managing the educational process. The author presented the main stages, the birth of distance education, considered the current state and prospects for the development of distance education, indicated the main regulatory provisions of the organization and introduction of distance education, disclosed the principles of distance education, substantiated the conditions for the introduction of distance education in the educational process,

highlighted the advantages and disadvantages, proposed the author's project implementation of distance (mixed) education (DistEdu platform) and revealed ways to attract teachers and students of education to work with this online platform.

O. Romanovsky, et al., (2019) proved the effectiveness of the results of the analysis of open online courses and the review of the content of the regulatory support for the functioning of distance education and proposed the author's classification of the main advantages and disadvantages of the implementation of the distance form of education according to the following main types: information-technological, organizational-pedagogical, psychological.

L. Tkachenko, & O. Khmelnytska (2021) proved that modern digital technologies are an important prerequisite for the success of the educational process and distance learning, showed the peculiarities of the implementation of distance education in the educational process of a higher education institution, analyzed the concepts of "distance education", "mixed learning", "distance learning". Emphasis is placed on the importance and necessity nowadays of the process of interaction of education subjects, which combines traditional and distance forms of education, which is based on the widespread use of ICT and can take place in synchronous and asynchronous modes. The authors present a comparative analysis of the asynchronous format and synchronous in the context of blended learning, clarifying the features of each format. Distance learning platforms Zoom, Microsoft Teams, Google Classroom, and Google Meet were considered. The advantages and disadvantages for distance learning education seekers were identified and substantiated.

E. Ivanov, & V. Gosh (2022) showed the essence and highlighted the varieties of distance education, the problems that exist at the modern stage, which this form of education is experiencing; the characteristics of the main varieties of distance education used in the educational space in the conditions of the pandemic are presented (video conferencing, hybrid learning, asynchronous learning, synchronous learning, online courses with a fixed schedule, online courses with an open schedule, computer-based distance learning). The Moodle platform is characterized, and its advantages are highlighted (transparency of learning results, communicativeness, reliability, clear interface, and adaptability). The contradictions that exist between the strict requirements of reality for the

distance organization of education and the readiness of higher education institutions to implement education in digital form are analyzed; the difficulties associated with the development of an electronic educational environment are shown.

I. Mala (2022) showed the features and revealed the essence of distance education as a necessary tool of management education. Methods, forms, and modes of distance education are considered; the main elements of distance education in education management are analyzed. The essence of distance education is considered, the main periods of its evolution are distinguished, the essential positions of distance education and its components are substantiated, the main advantages are clarified, the principles are revealed, the problems of distance education are shown, promising directions are proposed for the development of distance education in the modern educational space. Modern approaches are aimed at understanding the need to introduce distance education into the educational space (increasing the effectiveness of student education, better organization of the educational process, and the use of information technologies in the organization of the educational process). The role and meaning of the term "tutor" in the process of distance education are determined.

A. Kuzminskyi, O. Kuchai, O. Bida, A. Chichuk, I. Sighetii, & T. Kuchai (2021) proposed measures to support distance education, found out the conditions that contribute to the effectiveness of pedagogical support during distance education: the availability of computer literacy, the teacher's ability to dialogue with students using information technologies, effective interaction of the components of the distance education system, individual approach to students, promotion of self-control of students, psychological patterns of perception, memory, attention, personal, age, individual characteristics of students of education, systematic teacher control over the generalization of the knowledge of the students of education, creation of psychological comfort, mastery of the students of education with the skills of independent work. The ways of transitioning from face-to-face to distance learning and the need to provide the educational process with mixed learning models for more individualized approaches to teaching and learning during future pandemics and natural disasters are shown. It is emphasized the need to improve the training of educators for the ability to manage a wide range of IT devices and the need to direct education reform following the standards of the European space.

Purpose of the article. To find out the role of distance education in the modern educational space.

Methodology

To achieve the goal, the following methods were used during the research: theoretical (analysis of philosophical, psychological, and pedagogical sources), which allows for a qualitative justification of the starting points of our research; interpretative-analytical method, with the help of which the sources were analyzed using analysis, synthesis, generalization, systematization.

The conceptual foundations of the research are perspective provisions characterizing the substantive and vector nature of educational reforms:

- the democratization of society (innovative renewal of the educational space through the introduction of distance education as a potential renewal of the socialization of the individual);
- personality development (focusing on the cognitive activity of the individual, preparation for lifelong distance education, self-development, and self-improvement of a person);
- change of values and norms in society (updating the principles of distance education and personal life in general);
- humanization of the educational space (trends of modernization of the educational field, application of distance education, education of a dynamic flexible personality);
- formation of key personal competencies in the conditions of distance education (practical use of distance education technologies aimed at creativity and self-development);
- the dependence of the process of forming the foundations of distance education on the understanding of elementary relationships in education (human interaction with information technologies, the relationship between people, and the relationship between people and distance education);
- the dependence of an individual's success on the implementation of distance education (integrated approach to distance education, identification of meaningful and operational connections).

The research is based on methodological, theoretical, and practical levels. The methodological level reflects the unity and interdependence of the fundamental scientific

approaches to the study of distance education, which are the basis of the research, namely:

- the humanistic approach involves treating the individual as the highest value, providing conditions for distance education for its development and upbringing, and introducing distance education by the needs of the individual's internal forces, from the standpoint of education, interests, value, and dignity;
- the axiological approach leads to the determination of the individual's orientation to the justified choice of distance education, taking into account humanistic, universal qualities and values and their orientation to the personal level of human beings;
- a person-oriented approach accompanies the priority development of the personality during distance education in the continuous improvement of the subject, taking into account the individual characteristics of a person, forecasting and designing individual programs for his development during distance education;
- the competence approach involves motivational, axiological, cognitive, reflective, operational, and technological components of distance education, which focus the individual on the value attitude to distance education;
- the systematic approach reveals the innovative process of distance education and implements it in training as a complete pedagogical system;
- the activity approach offers a shift in the emphasis of distance education to the formation of a vitally active personality, which, during distance education, independently and motivates educational actions aimed at self-development and self-improvement throughout life;
- the subject-subject approach is based on subject-partner interaction during distance education of students, teachers, and parents;
- the environmental approach makes it possible to effectively use distance education for the social formation of an individual, his social activity, and the transformation of an individual through distance education into a subject of social development.

The theoretical level is manifested in the analysis of the initial categories, concepts, definitions of distance education, theoretical and methodological foundations of distance education, development of conditions for the quality application of distance education;

development of educational software for distance education opportunities; clarifying the characteristics of the key concept of distance education, substantiating the diagnostic tools of the distance education procedure.

The practical level of research involves the introduction of certain conditions of quality learning in distance education into the educational process of distance education; the analysis of the dynamics of the structure of distance education for the educational sector.

Results and Discussion

1. Directions of distance education development in the modern educational space

The development of distance education in the modern educational space is considered from the following directions:

- 1) online courses that are open and massive (Massive Open Online Course – MOOC);
- 2) the possibility of using distance learning in institutions of higher education as a separate approach to learning or together with traditional forms of the educational process;
- 3) distance universities (Kuchai et al., 2021).

According to the results of research in recent years, the most popular providers of online education in the world are Coursera (37 million learners), edX (18 million learners), XuetangX (14 million learners), Udacity (10 million learners), FutureLearn (8, 7 million education seekers).

We will show the results of analytical reviews, and modern trends in the use of MOOCs.

Cooperation of the world's leading universities with providers: Massachusetts Institute of Technology (198 developed courses distributed through providers), Stanford University (178 courses distributed through providers), University of Michigan (167 courses distributed through providers), Harvard University (153 courses that are distributed through providers), etc., in total, more than 900 universities in the world (Oseredchuk et al., 2022).

2. New distance education courses at universities

In 2018 alone, universities offered about 2,000 new distance education courses:

- a gradual decrease in the number of new education seekers, during the growth of the number of new distance education courses leads to a decrease in their users. In 2018, 20 million new entrants signed up for a single course, up from 23 million in 2017;
- improving the flexibility and convenience of online courses. Recently, there is a tendency to divide 12-, 10-week courses into several (4 weeks each), since it is easier for students to plan distance education for a shorter period. An important trend in distance education is the increase in the number of self-paced courses that do not have clear start and end dates, which allows students to learn through distance education at their own pace;
- increasing the possibilities of distance education for obtaining bachelor's and master's degrees. So, for example, the number of degrees in 2018 (the experiment involved institutions of higher education in England, Australia, the USA, and one of the Ivy League universities – the University of Pennsylvania) that can be obtained through online education providers increased to 47 compared to 15 in 2017;
- the orientation of distance education towards profit-making, and monetization is one of the main trends of the Ministry of Education and Culture. According to Forbes, Coursera's estimated 2018 revenue is \$140 million, and according to Udacity research, their top line grew 25% in 2018 to approximately \$90 million, compared to \$70 million in 2017. FutureLearn by the 2018 year (end of July) had a profit of 8.2 million pounds. We can see the focus on earning income: the first MOOCs were free, and now there are paid courses along with free ones. When the total number of new education seekers decreases, the number of those who order paid services increases, and providers, thus, expand their opportunities to receive funds (Shunkov et al., 2022).

3. Usage of various payment options at universities

During this approach, providers use different payment options:

- for obtaining a certificate confirming the study of one course by the students of education;
- for successful completion of several courses;
- for obtaining a specialization;

- for corporate training, provided that organizations pay for the training of their employees;
 - for education seekers to receive real university credits that can be applied to the traditional system of degrees;
 - for an online bachelor's degree;
 - for an online master's degree (Kravchenko et al., 2022).
4. Possibilities of distance education offered by institutions of higher education;

One of the innovative opportunities for distance education and quite widespread is MOES.

Distance education currently offered by institutions of higher education also includes the following opportunities:

- completion of a separate course or a set of courses to obtain a professional certificate;
- corporate training;
- programs for obtaining an associate's degree, a bachelor's degree, and a master's degree;
- additional information provided for the traditional form of education seekers in classrooms (listen to the lecture online, and discuss it in practical sessions, have available information for the proposed video recording to repeat the material, etc.);
- students receiving a certain number of credits by studying courses remotely, the possibility of mutual credit (the possibility of enrolling in a university to obtain an educational degree with credits obtained in another educational institution) (Kuchai, 2017).

5. Educational services for acquiring knowledge in the form of distance learning;

When acquiring knowledge, the forms of distance learning can be diverse. The Harvard Extension School provides the following educational services:

- online training (independent viewing of the lecture at any time);
- live broadcast of classroom lectures online (obligatory presence at a certain time on the Internet and according to the schedule);
- web conferences (obligatory presence at a certain time on the Internet and according to the schedule). Using the last two forms, students have the opportunity to participate

- in the discussion, ask questions to the lecturer during the class, etc.);
 - blended learning, including classroom classes and online (obtaining a bachelor's or master's degree at Harvard Extension School necessarily involves studying one or more courses not through online learning, but directly in Harvard's classrooms)
 - Research by the US National Center for Statistics (NCES) indicates an increase in the number of distance learners (in 2016, a third of US students studied in this way, and as of 2020, in the context of COVID-19, almost all educational institutions have switched to a distance teaching mode).
6. Examples of obtaining such education in different countries of the world;

Today, the development of distance universities is a significant opportunity to receive an education. Let's consider examples of obtaining such an education in different countries of the world.

- Great Britain – Open University (an institution where more than 2 million people from 157 countries of the world received a university diploma).
- Germany – Fern University (73.59 thousand students receive their education).
- Spain – Universidad a Distancia de Madrid (7.5 thousand students study).
- USA – University of the People (18,500 students from 200 countries of the world study).

7. Features of distance universities;

Let's describe the features of distance universities:

- simplified admission to the university (you can become a student of education without entrance exams, sometimes they are even accepted with professional qualifications, but without a diploma of secondary education);
- the availability of education is limited only by knowledge of the relevant language, technical capabilities, and funds (in connection with the ability of every person to use information technologies, this is not an obstacle);
- exams at leading distance universities are mostly held face-to-face (at universities, in special examination centers, and other official institutions that are partners of the university: the British Council, consulates,

etc.) and this allows for prevent of fraud, although it is an additional expense for applicants education (Romanovsky et al., 2019).

V. Kukhareno (2002) considers distance education to be a type of educational space where distance learning technologies are introduced; one of the "forms of obtaining education, according to which the acquisition of one or another level of knowledge in one or another specialty is carried out in the process of distance learning" (Kuharenko & Bykov, 2008). Provision of distance education is possible during distance learning. V. Kukhareno defines distance learning as "receiving educational services without visiting an educational institution with the help of modern information technologies." Provision of distance education is possible during distance learning. V. Kukhareno defines distance learning as "receiving educational services without visiting an educational institution with the help of modern information technologies".

O. Samoilenko (2011) considers distance education to be a universal form of education, "which is based on the use of traditional and new information technologies of education, as well as on technical means that create conditions for the student of higher education to freely choose educational disciplines and dialogue exchange with the teacher; at the same time, the learning process does not depend on the location of its participants in space and time". Blended learning, which combines traditional and distance learning, is important and a priority today (Tkachenko & Khmelnytska, 2021).

Let's consider the most common types of distance education, which is the most important in the educational space of society.

Video conferencing is a convenient way of direct real-time communication between teachers and learners (sessions, face-to-face classroom training with video communication between several learners and a teacher) (Kotiash et al., 2022).

During synchronous e-learning, all learners study together in one room, and the teacher is in another place. With such training, it is advisable to use video or teleconferencing, so that students and teachers can interact in a digital format. Such synchronous e-learning can manifest itself in various forms: multicast mailing, real-time interactive conferences using MOO (Multi Object-Oriented) systems designed for many

users in an object-oriented world) or IRC (Internet Relay Chat) – a tool, which is applied in real-time mode for negotiations over the Internet) (Kuchai, 2014).

Asynchronous learning is a format in which real-time communication is less often used and there are fewer restrictions. Instead of online learning, students are offered tasks with fixed deadlines. In further work, students of education independently perform tasks when studying topics.

Online courses, which are flexible because they exist with an open schedule, and differ in that they do not have set deadlines, are of great importance. This format takes place in free time and is ideal for students with special needs.

Computer distance education is characterized by synchronous classes held in computer classrooms on computers, the time of which is fixed. This process exists in universities where access to all necessary devices is possible (Kuchai et al., 2022).

Hybrid learning is a type of mixed learning that is special and is used when students study the same topic in real-time (similar to synchronous distance learning). During such training, some students are physically present in the class, while others study remotely (Shchyrbul et al., 2022).

The introduction of distance learning not only in institutions of higher education but also in all educational organizations made it possible to determine the means that contribute to its implementation with the help of an experimental way. These means include:

- programs Zoom, Skype, TrueConf, etc., necessary for video conferencing;
- platforms for modern education, Google Classroom, Moodle, Edmodo, Whatsapp messengers, Viber, etc.

In all categories of educational institutions, the Moodle platform is required for application (Kuchai, 2017).

The Moodle electronic educational environment is reliable, free, has a simple and clear interface, is translated into more than 100 languages, is adapted to innovative devices with various operating systems, it is used by the most prestigious universities in the world (Ivanov & Gosh, 2022).

The effectiveness of pedagogical support in the process of distance learning is achieved by the following conditions: the availability of memory, attention, age characteristics of the students of education, their computer literacy, personal and individual characteristics of the students, accounting for psychological patterns of perception, the implementation of organized self-control of students and systematic the teacher's control over the generalization of knowledge, the creation of psychological comfort, the ability to dialogue using information technologies, ensuring the interaction of all components of the distance learning system, an individual approach to students of education provided for in the development of relevant educational programs, students' possession of independent work skills (Kuzminskyi et al., 2021).

Modern education requires the active development of distance learning, which depends on constant improvement, the progress of computer technology, quality of education, increasing the level of public education, competitiveness; implementation of educational services at the request of humanity; satisfaction of society's need for competitive specialists, quality training of mobile, professional, active specialists (Kuzminskyi et al., 2018).

8. Ensuring the process of distance education of specialists.

The process of distance education of specialists (pedagogical profile, technical direction, cyber security specialists, other specialties) is provided by:

- 1) flexibility (students of distance education are mostly absent from scheduled classroom classes and choose the time and place of study themselves);
- 2) modularity (the module principle is the programmed basis of the distance education field);
- 3) the importance of the quantitative audience (simultaneous work, telecommunication communication of a large number of education seekers with teachers using educational information sources);
- 4) cost-effectiveness (work with the use of equipment on the territory of the educational institution, modeling with the help of information technologies, optimization of the costs of training students, effective use of information material);
- 5) technology (application of innovative information technologies);

- 6) social equality (ensuring the possibility of obtaining an education without interfering with the social status of the individual, the state of health of the person obtaining the education, and the place of geographical stay);
- 7) renewal of the teaching position (distance education actualizes, increases the influence of the teacher of the institution of higher education, changes the status of the teacher, the teacher is both a consultant and a mentor, has the opportunity to improve the cognitive process and, at the same time, increasing the creative component of the personality, professionalism by innovations on distances, improve information presentation systematically);
- 8) a positive impact on the audience (the student of distance education increases his creative and intellectual resources by self-organization, develops the ability and responsibility for personal decision-making, the student's desire for knowledge, constant use of modern information technologies);
- 9) quality level of education (recruitment of experienced teachers in the field of education, use of modern teaching and methodical materials to ensure a high level of personal development and quality education at a distance, if not worse, but better than face-to-face education);
- 10) efficiency (distance education ensures the effectiveness of the educational process at the level of classroom training under the condition of student interaction, compliance with technologies and teaching methods, and constant feedback "teacher-learner") (Mala, 2022).

The main principles of the distance education system for all specialties are openness, flexibility, dynamism, modularity, adaptability, continuity, and creativity.

The following applications are most often used to create, transfer and save educational and methodological materials, organize and support the process of distance and mixed learning using telecommunications: Learning Management System (LMS), Student Information Systems (SIS), Learning Content Management Systems (LCMS), Virtual Classrooms (VC), Virtual Learning Environments (VLE), Assessment Management Systems (AMS), Training Management Systems (TMS), Social Learning Systems, eBooks Management Systems, Learning Analytics, Massive Open Online Courses (MOOCs), etc. The most common are learning management systems (LMS – Learning

Management System) – a computer software complex used for the development, management, and distribution of online educational materials with the provision of shared access to them. Such complexes are easy to use, even if teachers do not have deep knowledge of programming. Such materials are created in a visual learning environment with an indication of the sequence of their study. The materials include individual tasks, projects for work in small groups, and other educational elements for all students, based on the content and communicative component (Yaroshenko, 2019).

As noted by scientists Semenikhina O.V., Yurchenko A.O., Sbruyeva A.A., Kuzminskyi A.I., Kuchai O.V., Bida O.A. (2020) the number and quality of open educational resources, which innovatively support university repositories and project sites, have grown too much.

9. Prospective areas of work regarding the development of distance education.

Let's outline and justify promising areas of work for the development of distance education:

- by ensuring the high-quality functioning of distance education, the content component of institutional norms is updated and improved due to the implementation and formation of a state order for the training of specialists with higher education in the distance education system; mandatory establishment of specific volumes for all institutions of higher education that train specialists using a modern form of education – distance form;
- the creation of favorable conditions in educational institutions to ensure the individual's state of readiness for the use of distance learning information technologies, as a result of which, due to the use of distance learning technologies in the secondary education system, quality acquisition of knowledge in the higher education system takes place;
- popularization of the experience and professionalism of individuals who received higher education using distance education information technologies
- introduction by the state of temporary or long-term benefits for such employers, which will provide jobs for specialists whose training took place in a distance form of education, and with the help of this form of education, the professional knowledge and

skills of specialists were formed (Romanovsky et al., 2019).

Conclusions

Pedagogical interaction and human live communication cannot be replaced by technological possibilities, but the Internet, distance education in the modern educational space, platforms, and services provide great opportunities for organizing communication between students of education (pedagogical profile, technical direction, cyber security specialists, other specialties) and the teacher, promote feedback and communication in education, provide automation of the knowledge monitoring process, and promote practical testing of new online teaching methods.

The role of distance education in the modern educational space is clarified. The development of distance education is considered from the following directions: online courses that are open and massive (Massive Open Online Course - MOOS), the results of analytical reviews, modern trends in the use of MOOS are shown; the possibility of using distance learning in institutions of higher education as a separate approach to learning or together with traditional forms of the educational process; distance universities. The possibilities of distance education, which are now offered by institutions of higher education, are proven, the forms of distance classes are considered, and their diversity is shown, examples of obtaining such education in different countries of the world are given. Features of distance universities are listed: simplified admission to the university; the availability of education is limited only by knowledge of the relevant language, technical capabilities, and funds; exams at leading distance universities are mostly conducted face-to-face, which prevents fraud, although there are additional costs for students. The most common types of distance education, which are the most essential in the educational space of society, are considered. The conditions under which the effectiveness of pedagogical support in the distance learning process is achieved have been clarified. The main principles of the distance education system are openness, flexibility, dynamism, modularity, adaptability, continuity, and creativity. Prospective areas of work regarding the development of distance education are outlined and substantiated.

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