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 ВИКЛАДАЧА МУЗИЧНОГО МИСТЕЦТВА

# CHARACTERISTICS OF ASYNCHRONOUS LEARNING IN THE CONDITIONS OF TODAY'S CHALLENGES FOR EDUCATION IN UKRAINE

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**Abstract.** The article deals with the modern challenges of education in Ukraine, which is experiencing difficult times of martial law, which causes certain difficulties for the organization of the educational process. The asynchronous learning format is a kind of answer to the modern challenge for teachers and students on how to ensure continuous and high-quality provision of educational services for students.

**Keywords:** asynchronous learning, educational process, online platform, learning strategies, student-oriented.

While the whole world considers asynchronous learning as an opportunity to combine a student's work/employment/independence with the educational process, in Ukraine asynchronous learning is one of the opportunities to provide/receive quality education/future profession or simply study in unpredictable or difficult to plan conditions. While methodologists and teachers around the world argue about what is better, asynchronous learning does not seem to be the only option for some students to simply satisfy the basic need for learning. Therefore, let's put aside the debate about which format, synchronous or asynchronous, is more appropriate and better, and the possibility of mixing both formats at the same time and let the teacher choose in each individual case, but consider in this article asynchronous learning as the (only) opportunity to acquire knowledge and implement educational activities.

Modern challenges are universal for Ukrainian society in general, and for Ukrainian education in particular: martial law / air raids, blackouts, unstable Internet

during the implementation of the educational process, which are objective factors that the teacher cannot influence. However, along with that, the figure of the (new) student of the Alpha generation [1] appears in the context of student-centered learning and (new) trends in higher education (Rome Ministerial Communique), among which, in addition to the rest, digitalization and ensuring the quality of education, which must be subjectively considered during the implementation of the educational process by teachers.

In this dimension, asynchronous learning appears to be a reasonable alternative for continuity in the provision of educational services by teachers. Therefore, within the scope of this work, we will consider the specifics of asynchronous learning for modern Ukrainian education in the conditions of the challenges of wartime.

Asynchronous learning has the great advantage of offering a wide range of tools for teaching and learning, as well as a variety of ways for students to demonstrate participation and competence. This means it can serve a wider range of learning styles for students [2].

Research by Karen Swan [3] reflects student satisfaction and perception of asynchronous learning. She believes that clarity of design, interaction with instructors, and active discussions among course participants are key factors in student satisfaction and learning acceptance. Asynchronous learning/teaching mode has been the most common form of online learning because of its flexible *modus operandi* [4]. Asynchronous environments provide students with accessible material in the form of audio/video lectures, handouts, articles, and different types of presentations. This material is available anytime, anywhere through the Learning Management System (LMS) in various forms. LMS is a set of tools that contains course and provides a framework for classroom-like communication between students and instructors. Other terms sometimes used instead of LMS are course management system (CMS) and virtual learning environment (VLE). CMS is a relatively older term and is less commonly used today as it refers to the basic management of course content, while LMS refers to a system that supports the learning process. The term VLE also implies supporting the learning process, but it is

more commonly used to describe systems that support a blended learning environment [5]. Some institutions develop their own LMS; others either use open source or purchase LMS [6, p. 22]. A practical example in this context can be the free platform Google Classroom, or Moodle, which is offered for corporate use by an educational institution, which is most often used by higher education institutions of Ukraine.

Asynchronous e-learning is the most accepted method of online education because it has many advantages. First of all, students are not limited in time and can work / study at their convenient time, which is acceptable for students in modern conditions, they don't depend on the electricity or their Internet connection. In addition, the delayed response option allows them to use their new learning strategies because they can continue to think about a problem for a long period of time and can develop divergent thinking. The spontaneity of the statement is replaced by a constructed answer. Thus, asynchronous space leads to self-directed, independent, student-oriented learning [7]. Thus, asynchronous e-learning enables students to master new learning strategies. Less dependence on memory and notes and more opportunities to discuss with peer groups help develop critical thinking and deep learning [8]. Shyness is reduced thanks to the remote mode, which removes the fear of the teacher. Because the pressure is less than in a real-time meeting, the affective filter remains low and students can respond more innovatively and creatively.

Asynchronous e-learning also has its drawbacks. This learning format can be challenging because only a carefully designed set of strategies can sustain students' interest in such a learning environment to promote motivation, confidence, participation, problem solving and analytical thinking skills. Moreover, it is a self-contained system in which students have to be self-disciplined to stay active as well as interactive to track their learning activity in an electronic format. While discussions on forums and blogs can keep them engaged, going off topic can also distract them. Delayed feedback can be another factor in frustration [8]. In addition, there are not enough opportunities for live communication. However, in this context, we are dealing with the exceptionally complex contingencies of today's challenges,



where such asynchronous learning cannot be replaced or combined with synchronous learning.

So, having certain disadvantages, asynchronous training is an effective way of organizing educational activities in wartime conditions, when planning educational activities is quite difficult. At the same time, a correctly and methodically organized educational environment in an asynchronous format has a certain positive effect on the development of the student's personality. Today, there are many alternatives and implementation options for asynchronous learning with free access and for corporate use, such as Google Classroom or Moodle.

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