

THE OUTCOMES OF INTENSIFIED ONLINE TEACHING ON THE OVERALL QUALITY OF HIGHER EDUCATION IN UKRAINE

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The modern system of higher education in Ukraine operates under conditions of profound, multi-level, and multi-vector transformations caused by the simultaneous impact of globalization processes, the digital revolution, the COVID-19 pandemic, and full-scale war. The combination of these factors has not only changed the external environment in which higher education institutions function but has also significantly transformed the internal logic of organizing the educational process, the structure of academic interaction, university governance mechanisms, and approaches to quality assurance. In this context, the intensification of online teaching has ceased to be a situational adaptation strategy and has acquired the characteristics of a long-term development trend for the national higher education system. It encompasses not only an increase in the number of distance classes but also a comprehensive digital transformation of the learning environment, a change in pedagogical roles, the modernization of assessment tools, educational data management, and the expansion of academic opportunities.

Global trends in the development of the information society are leading to a rethinking of the university's mission as a center for knowledge generation, innovation, and social development. The digitalization of the economy and the implementation of the Industry 4.0 concept are shaping new requirements for the professional training of specialists, which, in turn, necessitates the modernization of educational programs, the integration of digital technologies, and the formation of flexible competencies. Under such conditions, online teaching is becoming not an alternative to traditional education but its organic component, capable of ensuring the adaptability and resilience of the higher education system to crisis challenges.

In contemporary scientific discourse, the quality of higher education is viewed as an integrated and multidimensional indicator that combines academic performance, the compliance of educational programs with international standards, the effectiveness of internal quality assurance systems, the level of research activity, the competitiveness of graduates in the national and global labor markets, and the university's institutional capacity for sustainable development. In the context of its European integration progress, Ukraine is guided by the principles of the European Higher Education Area, which include student-centeredness, transparency of educational processes, academic mobility, the integration of research and teaching, and the active use of digital technologies. The intensification of online teaching directly impacts the implementation of these principles, as it changes the architecture of the educational process, increases its flexibility, and simultaneously strengthens requirements for academic integrity, pedagogical ethics, and institutional responsibility.

The essence of online teaching lies in the use of digital information and communication technologies to organize the learning process in synchronous and asynchronous modes [1]. However, the current stage of its development is characterized by a transition from the mechanical reproduction of traditional lectures in a video conference format to the creation of a comprehensive interactive digital educational environment. The use of Learning Management Systems (LMS), adaptive testing platforms, big data analytics tools, digital simulators, virtual laboratories, cloud services, electronic gradebooks, and automated assessment systems forms a new pedagogical ecosystem. Within this ecosystem, the student emerges as an active subject of learning, responsible for their own educational trajectory, while the teacher transforms from a knowledge holder into a facilitator, tutor, moderator of educational interaction, and designer of educational content.

The intensification of online teaching in Ukraine took place under conditions of limited resources, tight timeframes, and a high level of uncertainty, which led to uneven implementation. Some universities had prior experience with distance programs, while others underwent digital transformation in an emergency mode. De-

spite this, the crisis circumstances acted as a catalyst for large-scale modernization of the educational infrastructure: hundreds of new e-courses were developed, internal digital support centers for faculty were created, access to international scientific databases and e-libraries was expanded, and cooperation with foreign universities within the framework of academic mobility programs and joint educational initiatives was intensified. The role of Open Educational Resources (OER) and Massive Open Online Courses (MOOCs) has grown; they are being integrated into national educational programs and contribute to the internationalization of the learning process.

The positive impact of the intensification of online teaching is primarily evident in the expansion of accessibility and inclusivity of higher education. The online format provided an opportunity for students located in different regions of Ukraine or abroad to continue their studies, which is particularly relevant under martial law and forced migration. Schedule flexibility, the possibility of asynchronous study of materials, and the use of multimedia resources facilitate the combination of study with professional work, expanding opportunities for those seeking a second degree and for individuals with special educational needs [2]. Furthermore, the digital environment allows for the implementation of the principle of individualized learning, adapting educational content to the student's level of preparation and educational needs.

An important result of the intensification of online teaching is the formation of digital competence as a key component of the professional training of a modern specialist. Students acquire skills in working with digital tools, critical analysis of information, online communication, and self-organization, which meets the demands of the digital economy. Teachers, for their part, develop digital pedagogical competence, master blended and project-based learning methodologies, and use analytics tools to monitor educational outcomes and adjust learning strategies. Thus, the intensification of online teaching contributes to the formation of a new educational culture focused on innovation, openness, and continuous professional growth [4].

At the same time, this process is accompanied by a number of risks and challenges. One of the key problems remains ensuring academic integrity in the context of remote assessment. The online format expands opportunities for dishonest practices, which requires the implementation of modern knowledge monitoring systems, the improvement of assessment methods focused on analytical and creative activities, and the fostering of a culture of academic responsibility. Equally important is the problem of reduced student socialization and limited informal academic interaction, which can negatively affect the development of communication and teamwork competencies.

Ensuring the practical component of training requires special attention. For specialties involving laboratory research, clinical practice, or internships, the online format cannot completely replace physical presence. Although digital simulators, augmented and virtual reality partially compensate for the lack of physical infrastructure, they cannot replicate the full range of professional situations. This necessitates the implementation of hybrid learning models that combine the advantages of the digital environment with practical experience in real-world settings.

The psychological dimension of the intensification of online teaching is also becoming particularly relevant. Prolonged time spent in the digital environment can cause cognitive overload, decreased motivation, emotional burnout, and social isolation. Under martial law, these risks are exacerbated by the general level of stress and uncertainty. Therefore, the higher education quality assurance system must include mechanisms for psychological support, creating a favorable academic climate, and implementing practices for a healthy digital balance.

In the long term, the intensification of online teaching will contribute to the further internationalization of Ukrainian higher education. Digital technologies expand the possibilities for academic mobility, joint double-degree programs, international research projects, and global collaboration [3]. However, integration into the international educational space requires adherence to high-quality standards, which entails systematic monitoring of learning outcomes, improvement of accreditation procedures, development of internal quality assurance systems, and continuous professional development of academic and research staff.

Consequently, the intensification of online teaching is a complex, multidimensional, and dynamic phenomenon that possesses both significant modernization potential and a number of structural risks. Its impact on the overall quality of higher education in Ukraine is determined not only by technological factors but primarily by the level of pedagogical implementation, strategic management, and institutional capacity for innovation. Provided a comprehensive approach is taken, focused on integrating digital technologies with traditional academic values, online teaching can become a powerful tool for increasing the competitiveness of Ukrainian higher education, strengthening its position in the global educational space, and forming highly qualified specialists capable of acting effectively in the conditions of the digital economy and contemporary global challenges.

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