

The information space of the Internet, which has already become the main infrastructure of social communication at the local and global levels, is a relatively new cultural phenomenon. It is obvious that a clear and effective system of moral regulation in this area has not yet developed. This space provides a person with unprecedented opportunities in terms of personal freedom, challenging traditional moral attitudes. Of course, this raises many ethical issues, both general and applied, related to the spread of coercive and aggressive Internet advertising, pornography, violence, intrusion, privacy, and many other aspects.

Computer technologies are not neutral. They are filled with human, cultural and social values. These values can be predicted and taken into account, they can appear and evolve after many trials and errors. In our multicultural world conflicting value system can often arise. Future research needs to do as much as possible to create a broader and more promising concept of what it means to be human in the stream of transformations that exist today.

Thus, since in the modern information society there is a direct relationship between the intensity of technological development and the growth of crises in the field of moral values and spiritual culture, information ethics already makes a serious claim to the moral regulation of human behavior.

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UNIVERSITY EDUCATION IN THE TIME OF COVID-19: ETHICAL AND SOCIOLOGICAL IMPLICATIONS

People in masks, severe restrictions in the work of public transport, restaurants, hotels, closed borders – just a year ago it was impossible even to image such situation, which remind contemporary

anti-utopia of unknown author. Invisible virus dramatically changed the life of human civilization and showed how vulnerable we are in front of natural forces and powerful challenges, provided by them. This is also alarming message regarding necessity of re-evaluation of values – especially, regarding our attitudes to nature and other people.

Perhaps, the system of education in general and higher education in particular were among the main institutional victims of current pandemic situation. As UNESCO reported due to closing of different educational institutions, pandemic situation influenced 1198530172 persons, who studied at all educational levels in 153 countries (COVID-19 Impact on Education 2020). Salah-Eddine Kandri Rodi, head of educational unit of International Finance Corporation (IFC), claimed that current pandemic situation became a catalyst for expected for a long period revolution in higher education and its effects could be as crucial as the effects of industrial revolution (Kandri 2020).

Even the leading world-class universities currently face material losses. According to Professor François Furstenberg in the nearest 15 months his Johns Hopkins University losses 350 million American dollars. The University of Michigan expects the losses of 400 million American dollars during current academic year. According to analytical report of George Washington University, losses of hundreds million American dollars are expected (François Furstenberg 2020). According to research of QS Analytical Agency, pandemic situation leads to the increasing of investments in distance forms of education and substantially influence the willingness of students to study abroad (How COVID-19 is impacting prospective international students across the globe 2020).

Distance forms of education in current pandemic situation supported already existing tendency for their active implementation and becoming the dominant in the system of higher education. According to Analytical Agency HolonIQ in 2019 the budget of distance forms at global market of higher education was 36 billion American dollars from 2,2 trillion American dollars of general budget. They expected that in 2025 this amount will be increased up to 74 billion American dollars, although general budget of global higher education will be increased up to 2,5 trillion American dollars (\$74B Online Degree Market in 2025, Up from \$36B in 2019 2020). The announce of Cambridge University that all the lectures up to the summer of 2021 will be only in online form is the evidence that this

situation will last for a long period of time (Cambridge University: All lectures to be online-only until summer of 2021 2020).

Orientation of higher educational institutions on distance forms of teaching and learning needs radical changes of internal structure, system of material support and maintaining of the key functions of contemporary university. So, the evaluation of their resources and possibilities for active implementation of different forms of distance learning as far as their professional and material support are crucial for Ukrainian higher educational institutions.

We could identify two types of challenges, which Ukrainian higher educational institutions currently face with. These types of challenges could be called institutional and personal ones. Institutional challenges are connected with necessity of modernization of material, technical and technological possibilities of higher educational institutions for preparation and conducting effective distance forms of learning as far as ability to mobilize the faculty and staff to serve the demands of distance forms of education. As the recent history shows universities need some time for understanding the challenges of pandemic situation and for total restructuring of their work toward implementation of distance forms of education and evaluation of its results. This experience during the first weeks of quarantine became extremely useful for organization of educational processes at the end of semester and for organization of summer session. As a result, during fall 2020-2021 majority of universities were ready for distance education and different forms of blended learning.

Personal challenges could be divided into three groups. The first group is connected with the ability of faculty members to study new forms of organization of teaching processes at Skype, Zoom, Google Meet, Google Classroom, Moodle, etc, as far as the ability to organize effective collective work in the framework of distance education. One of the most complicated issues here is the lecture with students, whose cameras and microphones are turned off. Regarding microphones is it a type of necessity in order to avoid the noises, but the cameras provoked real problems. Numerous teachers mentioned that it is difficult to work without observing the audience, their reactions and feelings of emotional connections. Black screen with the camera and microphones, which are turned off, demotivate students for active participation in discussions during lecture and asking questions – these typical forms of interaction

during offline lectures. And here we could approach to the next group of challenges.

The second group of challenges is connected with the ability of students to maintain the new forms of work, where ability for self-organization and mobilization for study at home become crucial. The statistics show that during distance forms of education that the number of students, who did not attend the classes, did not do home tasks and individual tasks in time due to bad self-organization increased substantially.

The third group of challenges is connected with technical obstacles for teaching and learning. Bad Internet connection and its low speed are typical, unfortunately, for many regions of our country, except the capital and large cities. In some rural areas bad weather in spring leads not only to break of Internet connection, but also electricity for few days. Students often informed that they could not do their homework in time due to the absence of Internet connection.

The processes of online education need certain specific conditions, first of all quiet places for teaching and learning, where the teacher and students could effectively achieve their tasks. Before COVID-19 pandemic situation we could not expect that such elementary condition became a kind of luxury for a great number of people. Living conditions of numerous people, who involved in online education, are not satisfactory for effective teaching and learning, Internet connection outside the capital and large cities is not good enough for effective teaching and learning at the open air, and all these factors create substantial obstacles for both students and teachers.

We could underline here the problem of justice in pandemic situation, when it is impossible to provide equal access to quality education just at the beginning of educational process. It was unpredictable that participants of educational process will need to have their working places at their apartment, sharing this space with parents, younger sisters and brothers, neighbors and other people, who do not involve in online education and are distractive factor for its effectiveness. In private conversations students often mentioned that could not turn on their cameras because they were not alone. Also due to his reason they try to avoid participation in group discussions. We could recall numerous cases when students participated in online classes driving a car or doing something else. Is it possible to have quality education in such situations? This is an extremely actual question for us. Specially painful here is possibility

of students to buy personal quality gadget for effective distance learning – due to high level of financial inequality it is impossible for many of them. Unfortunately, all these questions are only the top of «iceberg of challenges» for Ukrainian higher education in COVID-19 pandemic situation.

Even the best Ukrainian universities have relatively low level of technical and technological support of distance education. According to popular international university ranking Webometrics (Ranking Web of Universities) (Ranking Web of Universities 2021), which evaluates the model of virtual presence of university (Kurbatov, 2013), the performance of Ukrainian universities is very modest. The last version of this ranking, which appeared in January, 2021 shows 316 Ukrainian higher educational institutions the best among which, National Taras Shevchenko University of Kyiv, has only 1164 place in the world (Ranking Web of Universities. Ukraine 2021). So, the virtual presence of Ukrainian universities at elite global level is almost invisible. It is obvious that society was not ready for quarantine restrictions, which in case of higher education were represented by different forms of distance education.

Although up to autumn 2020 the material and technical forms of support of distance education were improved and Ministry of Education and Science of Ukraine elaborated the system of methodical support of distance education, numerous ethical problems, which we identified, could not be solved so quickly. They demonstrate personal and socially determined challenges, which need to be a subject of deep understanding, willingness to improve the situation and ability to work effectively in such unusual context. Ethical and sociological problems of communication of teacher and students during and beyond the classes, ability of self-compulsion to study and adequate motivation for self-organization, providing support for social justice in relation to distance education in Ukraine – these and other issues need to be solved by educators, governmental and local authorities, representatives of civil society.

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MORAL FOUNDATIONS OF EDUCATION: NON-ECONOMIC GOALS OF THE UNIVERSITY

Current educational and scientific activity is one of the most important institutionalized branches of spiritual production that creates the common good. The common good finds its material embodiment in «educational services». They are a set of pedagogical, scientific, educational, organizational and administrative activities carried, which are out to meet the educational needs of individuals and society as a whole. Although each individual is educated individually, and the formation of a conscious educated personality is the primary effect of entering the educational process, there is a secondary social effect. It is the intellectual and cultural development of society as a whole. In this