The unity and interrelation of the educational, upbringing, and developmental functions of the learning process in the context of the COVID-19 pandemic

La unidad e interrelación de las funciones de educación, crianza y desarrollo del proceso de aprendizaje en el contexto de la pandemia del COVID-19

A unidade e interrelação das funções educativas, de educação e de desenvolvimento do processo de aprendizagem no contexto da pandemia COVID-19

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ABSTRACT
The article deals with the problem of unity and interrelation of educational, educative, and developmental functions of the educational process in the conditions of the COVID-19 pandemic. The authors substantiated the productivity of the attempt to study the unity and interrelation of educational, upbringing, and developmental functions of the educational process under the conditions of the COVID-19 pandemic. The authors used a survey of 189 respondents, scientific and pedagogical workers of higher education, as an experimental method of research: National University of Culture and Arts (Kyiv, Ukraine); Vinnytsia Institute of Trade and Economics of Kyiv

National University of Trade and Economics, (Vinnytsia, Ukraine); Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Vinnytsia, Ukraine); Zaporizhia National University (Zaporizhia, Ukraine); Alexander Dovzhenko Hlukiv (National Pedagogical University) (Hlukiv, Ukraine). The problem of the unity of educational, upbringing, and developmental function of the learning process in the conditions of the COVID-19 pandemic was considered based on the elaborated sources of foreign and domestic scientists. An empirical study was carried out, which helped to determine the situation in 2021 in retrospect of the considered problem. It is concluded that the unity and interrelation of educational, pedagogical, and developing functions of the learning process in the conditions of the COVID-19 pandemic are the key factors of identity formation because its formation is possible only in the context of dialogical and man-centered models of education, where it is fully possible to take into account the anthropological characteristics of man, in particular his need for dialogue as communication. The authors point out that in the article scientific and pedagogical employees prefer the distance form of education because they believe that it is possible to use more various platforms and services for training and education of higher education applicants. The data of the empirical study showed that the majority of educators believe that the educational function of the learning process under the COVID-19 pandemic has changed for the better because the applicants have become more self-organized and disciplined, tired and eager to learn new material through various Internet resources. It has been observed that academic educators show indicators of improvement in their competencies during practice in the COVID-19 pandemic. The study found that educators use a variety of online tools to work with applicants, such as: Zoom, Classtime, Google Meet, and others.
Keywords: COVID-19 pandemic. Educational function of the learning process. The function of the learning process.

RESUMO

O artigo aborda o problema da unidade e inter-relação das funções educativas, educativas e de desenvolvimento do processo educativo nas condições da pandemia da COVID-19. Os autores fundamentaram a produtividade da tentativa de estudar a unidade e inter-relação das funções educacionais, de educação e de desenvolvimento do processo educacional nas condições da pandemia da COVID-19. Os autores utilizaram um inquérito a 189 inquiridos, trabalhadores científicos e pedagógicos do ensino superior, como um método experimental de investigação: Universidade Nacional de Cultura e Artes (Kyiv, Ucrânia); Vinnytsia Instituto de Comércio e Economia de Kyiv Universidade Nacional de Comércio e Economia, (Vinnytsia, Ucrânia); Vinnytsia Mykhailo Kotsiubynskyi Universidade Pedagógica Estatal (Vinnytsia, Ucrânia); Zaporizhia Universidade Nacional (Zaporizhia, Ucrânia); Alexander Dovzhenko Hlukiv (Universidade Nacional Pedagógica) (Hlukiv, Ucrânia). O problema da unidade da função educativa, educação e desenvolvimento do processo de aprendizagem nas condições da pandemia da COVID-19 foi considerado com base nas fontes elaboradas de cientistas estrangeiros e nacionais. Foi realizado um estudo empírico, que ajudou a determinar a situação em 2021, em retrospectiva do problema considerado. Conclui-se que a unidade e inter-relação das funções educativas, pedagógicas e de desenvolvimento do processo de aprendizagem nas condições da pandemia da COVID-19 são os factores-chave da formação da identidade, porque a sua formação só é possível no contexto de modelos de educação dialógica e centrados no homem, onde é plenamente possível ter em conta as características antropológicas do homem, em particular a sua necessidade de diálogo como comunicação. Os autores salientam que no artigo os funcionários científicos e pedagógicos preferem a forma de educação à distância porque acreditam que é possível utilizar mais diversas plataformas e serviços para a formação e educação dos candidatos ao ensino superior. Os dados do estudo empírico mostraram que a maioria dos educadores acredita que a função educacional do processo de aprendizagem sob a pandemia COVID-19 mudou para melhor porque os candidatos se

tornaram mais auto-organizados e disciplinados, cansados e ansiosos por aprender novo material através de vários recursos da Internet. Foi observado que os educadores académicos mostram indicadores de melhoria das suas competências durante a prática da pandemia COVID-19. O estudo descobriu que os educadores utilizam uma variedade de ferramentas em linha para trabalhar com os candidatos, como por exemplo: Zoom, Classtime, Google Meet, e outros.

Palavras-chave: Função do processo de aprendizagem. Função educacional do processo de aprendizagem. Pandemia de COVID-19.

RESUMEN

El artículo aborda el problema de la unidad e interrelación de las funciones educativa, educadora y de desarrollo del proceso educativo en las condiciones de la pandemia de COVID-19. Los autores fundamentaron la productividad del intento de estudiar la unidad e interrelación de las funciones educativas, de crianza y de desarrollo del proceso educativo en las condiciones de la pandemia del COVID-19. Los autores utilizaron una encuesta de 189 encuestados, trabajadores científicos y pedagógicos de la enseñanza superior, como método experimental de investigación: Universidad Nacional de Cultura y Artes (Kiev, Ucrania); Instituto de Comercio y Economía de la Universidad Nacional de Comercio y Economía de Kiev, (Vinnytsia, Ucrania); Universidad Pedagógica Estatal Vinnytsia Mykhailo Kotsiubynskyi (Vinnytsia, Ucrania); Universidad Nacional de Zaporizhia (Zaporizhia, Ucrania); Universidad Pedagógica Nacional Alexander Dovzhenko Hlukiv (Hlukiv, Ucrania). El problema de la unidad de la función educativa, de crianza y de desarrollo del proceso de aprendizaje en las condiciones de la pandemia de COVID-19 se consideró sobre la base de las fuentes elaboradas de los científicos extranjeros y nacionales. Se llevó a cabo un estudio empírico que ayudó a determinar la situación en 2021 en retrospectiva del problema considerado. Se concluye que la unidad y la interrelación de las funciones educativa, pedagógica y de desarrollo del proceso de aprendizaje en las condiciones de la pandemia del COVID-19 son los factores clave de la formación de la identidad, porque su formación sólo es posible en el contexto de los modelos de educación dialógicos y centrados en el hombre, en los que es plenamente posible tener en cuenta las características antropológicas del hombre, en particular su necesidad de diálogo como comunicación. Los autores señalan que en el artículo los empleados científicos y pedagógicos prefieren la forma de educación a distancia porque creen que es posible utilizar más plataformas y servicios diversos para la formación y educación de los aspirantes a la educación superior. Los datos del estudio empírico mostraron que la mayoría de los educadores creen que la función educativa del proceso de aprendizaje bajo la pandemia del COVID-19 ha cambiado para mejor porque los aspirantes se han vuelto más auto-organizados y disciplinados, cansados y deseosos de aprender nuevo material a través de diversos recursos de Internet. Se ha observado que los educadores académicos muestran indicadores de mejora en sus competencias durante la práctica en la pandemia COVID-19. El estudio ha revelado que los educadores utilizan diversas herramientas en línea para trabajar con los aspirantes, como: Zoom, Classtime, Google Meet, y otras.

Palabras clave: Función del proceso de aprendizaje. Función educativa del proceso de aprendizaje. Pandemia COVID-19.

INTRODUCTION

The issue of solving the dilemma of organizing the learning process in the context of the COVID-19 pandemic is currently gaining popularity everywhere. Due to the rapid spread of the COVID-19 virus, all spheres of human activity have undergone changes and educational exclusion. New working conditions and adaptation to them caused the relevance of choosing the topic of our study devoted to the analysis of unity and interrelation of educational, educative, and developmental functions of the learning process in the conditions of the COVID-19 pandemic. The

relevance of the research topic is that in spite of a significant number of works the topic of the article has not been fully studied and remains relevant today, because the COVID-19 pandemic continues.

The article aims to study the unity and interrelation of educational, educational, and developmental functions of the learning process thoroughly and comprehensively in the conditions of the COVID-19 pandemic.

The objectives of this work are to: to carry out a comprehensive analysis of the unity and interrelation of the educational, upbringing, and developmental functions of the learning process in the context of the COVID-19 pandemic.

LITERATURE REVIEW

Fundamental to the study of our topic are the works of the following foreign scholars: Tai, et. al. (2019); the use of online media to facilitate online facilitation of interprofessional health education is detailed by Evans, et. al. (2019); Gouëdard, et. al. (2020) analyze measures to contain the impact of the COVID-19 pandemic on education in general; one cannot disagree with the claims of Juanda, et. al. (2021) that the uncertainty of when the pandemic will end makes the likes of our study important for evaluating and potentially improving online learning systems in general.

For example, Huang (2020), in a remarkably detailed guide, describes China's experience in ensuring full and uninterrupted training during the COVID-19 outbreak.

Mutton (2020) analyzes a number of dilemmas in the quality of professional training of scientific and pedagogical staff caused by the pandemic, namely the rapid transition to alternative methods of teaching disciplines, to the need for different approaches to the organization of practical training at educational institutions. Tan, et. al. (2021) outline the perception of online learning by Malaysian high school students. The attitudes of preschool teachers and parents and their practices in using digital technologies during COVID-19 studies by Gjelaj, et al. (2021).

Also, the study of our problem was engaged by domestic scientists, such as: Zaichko (2021); Dovbnia & Dovbnia (2020), and others.

In their own work, Johnson et al. (2021) note that COVID-19 is a natural phenomenon that has rapidly changed much of the cultural infrastructure of societies around the world. At the same time, the pandemic has affected education, which in recent years has become increasingly associated with notions of global culture and markets. Scholars point out that only with a sufficiently fundamental level of analysis can societies reorganize their systems of teaching and research by this rapidly changing environment.

As a consequence, with the rapid spread of COVID-19 most educational institutions have switched to distance learning. Distance learning as a type of educational activity in Ukraine appeared recently, but it has already become popular and in demand. In the Law "On Education" (2017) we find different forms of education, among which there is distance learning. In his study, Moawad (2020) states that the transition to the distance form of education caused stress among educators and education applicants. After all, no one fully understood how to properly organize the educational process so as not to lose achievements and not to reduce the level of educational services.

In her paper, researcher Bryson (2020) notes that the COVID-19 pandemic has caused a number of changes in the educational process at all levels. In particular, educational institutions were forced to switch to online learning in March and May of 2020. This process has been facilitated by reflective practice to maintain the improvisation process as a buffer response to the pandemic.

The scholar notes that the role of the teacher is changing, as he or she becomes a curator of online and offline research of education applicants (Wahab & Iskandar, 2020).

This includes facilitating and combining broad and intensive online learning. The researcher also dwells on the distinction between extensive and intensive learning. Extensively involves selecting and curating online learning support packages. It involves creating learning roadmaps to

make it easier for education applicants to learn. Intensive is the interaction between academics and students online and has two forms: shallow, as it involves limited dialogue with students, and deep, involving a process of co-creation between students and instructors. Online learning allows for an adaptable, real-time learning experience (Lukas & Yunus, 2021).

We agree with scholars Carrillo & Assunção Flores (2020), who argue that the COVID-19 pandemic has affected education at all levels in different ways. Institutions and teachers had to respond quickly to the unexpected and forced transition from face-to-face to distance learning. They also had to create a learning environment for student teachers who are trained to meet the requirements of teacher education programs and the conditions in which universities and schools had to operate. Based on empirical research, scholars have been able to uncover the problem of the need for an integrated view of online education pedagogy that integrates technology to support teaching and learning

From this, we understand that the pandemic has changed the traditional approach to the educational process and accelerated the development of innovative methods of teaching and education of applicants at all levels of education. In turn, these changes have modified the educational process and motivated both educators and education applicants to work more closely together to achieve the desired outcome.

METHODOLOGY

General background

To identify the level of competence of teachers in their understanding of the unity of the relationship of educational, educational, and developmental functions of the learning process in a pandemic, a special anonymous semi-structured survey was conducted on December 20, 2021.

Participants

A total of 189 respondents of scientific and pedagogical workers in higher education took part in the survey: National University of Culture and Arts (Kyiv, Ukraine);   Vinnytsia Institute of Trade and Economics of Kyiv National University of Trade and Economics, (Vinnytsia, Ukraine); Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (Vinnytsia, Ukraine); Zaporizhzhia National University (Zaporizhzhia, Ukraine); Olexander Dovzhenko Hlukhiv National Pedagogical University (Hlukhiv, Ukraine).

Instrument and procedures

The survey was conducted using the Google Forms tool. The survey is the original purpose of the tool Google Forms, which was created to get feedback from users of online resources in the form of questionnaires. In pedagogical research and practice, these surveys are conducted by classroom teachers, teachers, school administrators, and other stakeholders.

Data analysis

The advantages of the method of surveys created using the Google Forms tool include the following:

- there is no need to "physically" replicate the questionnaire (survey materials) for potential respondents to your study;

- there is no need to personally administer the questionnaire to respondents, which is especially important in a pandemic;

- obtained survey results are securely stored and permanently available on Google Forms platform; you can share them with other members of your research team;

- Google algorithms automatically process survey results and can be easily visualized and exported to other digital environments.

Our survey consisted of the following questions:

1. What is the specificity of the educational function of the learning process in the COVID-19 pandemic?

2. How has the educational function of the learning process changed in the COVID-19 pandemic?

3. What are the specific features of the developmental function of the learning process under COVID-19 pandemic conditions?

4. How has your practice changed under the COVID-19 pandemic?

5. What online tools do you most often use to work?

To the first question "What is the peculiarity of the educational function of the learning process under COVID-19 pandemic?" the highest rate got the option "distance learning" 34.5% of teachers. 29.5% of teachers chose the option "mixed learning", 28.3% believe that "no features", 7.7% chose the option "other option".

Answers to the question "What are the peculiarities of the educational function of the learning process under COVID-19 pandemic?" are presented in (Table 1).

Table 1. Answers to the question, "What is the specific educational function of the COVID-19 pandemic learning process?"(%).

The response options	Percentage
Distance Learning	34.5%
Mixed learning	29.5%
No special features	28.3%
Another option	7.7%

To the second question "How has the educational function of the learning process changed under the COVID-19 pandemic?" the highest score was given to the option "the presence of greater self-organization of education applicants" 35.5% of teachers. 28.3% of the teachers chose the option "the presence of greater motivation in education applicants", 26.5% believe that "nothing has changed", 9.7% chose the option "other option".

The answer to the question "How did the educational function of the teaching process change under the COVID-19 pandemic?" is presented in (Table 2).

Table 2. Answers to the question, "How has the educational function of the learning process changed in the COVID-19 pandemic?"(%).

The response options	Percentage
The presence of greater self-organization of applicants for education	35.5%
More motivation among applicants for education	28.3%
Nothing has changed	26.5%
Other option	9.7%

For the third question, "What are the specific features of the developmental function of the learning process in the COVID-19 pandemic?" the option "the possibility of using more learning resources" received the highest rate of 36.7% of teachers. 27.3% of teachers chose the option "opportunity to explain the material better", 25.5% considered "the available barrier between the educator and the applicant of education", 10.5% chose the option "other option".

Answers to the question "What are the specific features of the developmental function of the learning process under the COVID-19 pandemic?" are presented in (Table 3).

Table 3. Answers to the question "What are the specific features of the developmental function of the learning process under the COVID-19 pandemic?"(%).

The response options	Percentage
Ability to use more training resources	36.7%
Opportunity to better explain the material	27.3%
The existing barrier between educator and applicant	25.5%
Another option	10.5%

To the fourth question "How has your practice changed under the COVID-19 pandemic?" the highest score was given to the option "improved working conditions" 37.3% of teachers. 27.3% of teachers chose the option "opportunity to create online platforms for education applicants," while 25.7% believed "nothing has changed," and 9.7% chose the option "other option."

Answers to the question "How did your practice change under the COVID-19 pandemic?" are presented in (Table 4).

Table 4. Answers to the question "How did your practice change under the COVID-19 pandemic?"(%).

The response options	Percentage
Improved working conditions	37.3%
Ability to create online platforms for education applicants	27.3%
Nothing has changed	25.7%
Another option	9.7%

For the fifth question "What online tools do you most often use for work?" the highest score was the option "Work in the distance platform Zoom" 39.2% of teachers. 25.2% of teachers chose the "Classtime Remote Work Platform" option, 23.2% used Google Meet, and 12.4% chose the "other option" option.

Answers to the question "What online tools do you use most often for work?" are presented in (Table 5).

Table 5. Answers to the question "What online tools do you use most often for work?"(%).

The response options	Percentage
Working in the remote platform Zoom	39.2%
The Classtime telecommuting platform	25.2%
Google Meet	23.2%
Another option	12.4%

RESULTS

Our study is aimed at a comprehensive study of the problem of unity and interrelation of educational, educational, and developmental functions of the educational process in the conditions of the COVID-19 pandemic. So, analyzing each of the posed questions, we can make the following conclusions about each of them.

The results of the survey on the first question "What is the peculiarity of the educational function of the learning process in the COVID-19 pandemic?" showed that most teachers prefer distance learning, which in turn demonstrates a positive picture of the educational process because in this way there is an exit to the modern level of educational services. After all, innovative methods of education can more develop the personality of applicants for education by today's challenges. Modern society needs a creative, creative, ready-for-change personality, capable of self-education and self-development at any stage of his life. That is why distance learning contributes to the all-

around development of an individual. After all, by applying different approaches and methods in the classes, the teacher reveals in applicants for education their abilities and talents.

Also, a large proportion of educators preferred a blended learning approach. This also shows that face-to-face and distance meetings of educators and education applicants are also necessary and contribute to the all-around development of the education applicants' personalities. After all, for some, face-to-face may be more productive than distance learning.

A significant percentage of educators, 28.3%, said "no specifics." 7.7% of teachers put "other option", thus they showed a neutral position, proving that among teachers there are ambiguous individuals who either have a formal attitude to their work or easily switch to any form of education.

The results of the survey on the second question "How has the educational function of the learning process changed under the COVID-19 pandemic?" showed that most educators tended to believe that their education applicants have become more independent and organized. Also, a significant portion of educators indicated that their education applicants had become more motivated to work and learn, this is because education applicants are interested in learning through various online platforms. There were also scientific and pedagogical workers, according to whom there were no special changes.

The results of the survey on the third question "What are the specific features of the developmental function of the learning process in the COVID-19 pandemic?" showed that most teachers take an active position in the transition to distance learning. Indeed, they join in the creation of various innovative forms and methods of learning. Also, the teaching staff positively note the possibility of explaining the material better, using various illustrative materials and video materials. At the same time, a large proportion of teachers-25.5% believes that during their classes there is a barrier between the teacher and the applicant, which suggests that the process of adaptation to distance learning is ongoing and there is still a lot of work to be done by both teachers and applicants. After all, the educator and the applicant must be partners to achieve the necessary learning and educational outcomes.

The results of the survey on the fourth question "How has your practice changed under the COVID-19 pandemic?" showed that the vast majority of teachers associate the change in practice with the new conditions of working with education applicants, 27.3% of teachers when changing consider the possibility of creating online platforms for education applicants. For 25.7% of educators, nothing changed, and 9.7% chose the "other option" option.

The results of the survey of the fifth question "What online tools do you most often use for work?" showed that educators use the distance learning platform Zoom to work with education applicants. With 25.2% of educators using the Classtime distance work platform, and 23.2% using Google Meet, with 12.4% choosing the "other option" option.

The following conclusions can be drawn from the results:

- it is noted that educators prefer the distance form of education because they believe that through it is possible to use more various platforms and services for training and education of education applicants;

- the vast majority of educators believe that the educational function of the learning process under the COVID-19 pandemic has changed for the better, as applicants have become more self-organized and disciplined, show motivation and desire to learn new material through various Internet resources;

- it was found that a significant number of teachers show indicators of improvement in their competencies during their practice in the COVID-19 pandemic. Also, most teachers are satisfied with their working conditions;

- the study found that educators use a variety of online tools to work with education applicants, such as: Zoom, Classtime, Google Meet, and others.

DISCUSSION

In Sen Zhao Lu's work, we find his constructed model of school+family learning, which is based on data technology and online teaching in the COVID-19 epidemic. In this model, the cooperation between education seekers, parents, and teachers is the main and key factor, because it aims to improve the effect of teachers' online teaching and the quality of education seekers' online learning. The proposed model includes four stages: the connection stage, the adaptation stage, the mastery stage, and the integration stage. In addition, the model has been applied to physical education instruction in conjunction with cooperative learning. Meanwhile, the main evaluation indices of the first level of the model were developed, including the teaching and resource platform, infrastructure, environment and layout, a separate application, intelligent recording and playback, learning schema, intelligent control, and perception. The effect of teaching was verified using a questionnaire method, and the result demonstrates that the teaching model improves both the online teaching capabilities of instructors and the quality of online learning for students (Senzhao, 2020).

So, online learning is also effective when all participants in the learning process are interested in working for the result, not just "serving" classes. Accordingly, we see that distance learning has both a number of advantages and a number of dilemmas to solve.

After all, both educators and co-educators found themselves in new circumstances and realities that changed the educational process. With the onset of the pandemic came the acceleration of the introduction of innovative teaching methods. Most educators have stumbled because they have not been able to master the new methods of teaching related to online platforms and various services for conducting classes quickly enough. That is, the competence of educators was not sufficient to move immediately to distance learning. At the same time, education applicants did not all show the ability to self-discipline either. Also, the productivity of the educational process became directly dependent on the parents of education applicants, who had to provide their children with the means for distance education. Thus, there was a change in the educational landscape of Terepyshchyi(2017).

In the Ukrainian situation, it is known, as Bondarenko (2017) notes, "the flexibility of distance learning lies in the possibility of teaching distance course material taking into account the training and abilities of students. This is achieved by creating alternative sites for more detailed or additional information on complex topics or a number of issues – hints" (p.16).

It follows that distance education is designed to simplify education by optimizing the sources of information and debugging the annual location for the applicant and the teacher, which improves the efficiency of educational services to the latter.

That is, now is the information age, which has created the need for distance learning, which is the applicant of education more educated through a number of convincing arguments given above. However, there are also disadvantages of this form of learning them cited in their study Butska & Timoshenko (2017): "it is difficult to identify distance students because it is quite difficult to check who is taking the exam; low bandwidth electronic network during training or exam teleconferences. This affects distance students in small localities of Ukraine; insufficient direct contact between the teacher and the distance student" (p. 20).

From this, we can see that the situation in our country is quite ambiguous. After all, the transition to distance learning has shown many problems that exist in education. Among the most common: the lack of computer literacy in a large number of teachers, the inequality of all applicants for education (not all have the means for distance learning), a significant proportion of education applicantswho showed low motivation for learning (turning off video and audio communication during online classes), for some the lack of real contact was really a problem, it manifested itself in the inability of applicants to absorb new information by using electronic resources, some However, everything has adjusted according to the introduction of various legislative documents.

Turning to the legislation, we note that paragraph 4 of Article 9 of the Law of Ukraine "On Education" states that "distance learning is an individualized process of education, which occurs mainly through mediated interaction between remote participants of the educational process in a specialized environment that functions based on modern psychological and pedagogical and information and communication technologies" (Law of Ukraine "On Education", 2017).

However, the pandemic era accelerated the process of the large-scale introduction of distance learning. Thus, the Ministry of Education and Science of Ukraine by the decision of the Cabinet of Ministers, on the implementation of the Nationwide Quarantine, issued a letter, which stated the transition to distance learning, so that the heads of all educational institutions take care of the proper conditions for this form of education (MES Letter, 2020).

The work "Organization of educational process in Ukrainian schools under quarantine – 2020" written by the team of authors, including ex-Minister of Education L. Hrynevych, says that all participants of the educational process, including applicants for education, applicants, teachers, and educational managers can use 46 absolutely different Internet services during their activities, which will be useful for everyone who gets education directly, as well as those who seek to self-educate (Organization of the educational process in Ukrainian schools under quarantine, 2020).

Some of these services will be useful for working with education applicants. Among them are those that contain such data as: an online appeal to the Educational Ombudsman, a resource on changes in education through quarantine, and tools for teachers and principals. The following services will be useful for school leavers and applicants: those that contain information resources for participants of UPE and applicants, open data on educational institutions, the number of applicants for education, licensed professions, and professions(Hrynevych, 2020).

So, in Ukraine, distance education as a form of education was prescribed in the Law "On Education" only in 2017, that is, relatively recently. This form of education did not have widespread application to the pandemic, but despite the many challenges, the educational process takes place. Yes, there are quite a few gaps that need to be improved. These include: proper training of the teaching staff before online classes are to be taught; preparation of parents for the role they play in their child's education; proper funding for educational institutions, to provide interactive whiteboards, textbooks, and other didactic materials and of course, to ensure that every applicant can have free access to the Internet from anywhere in the country.

Therefore, distance education for each of the education applicants carried a different character. Some of the teachers used the various educational platforms that were immediately created after the introduction of quarantine. And some did assignments at home from a paper textbook, which the teacher wrote to him on a sheet of paper.

We are convinced that distance learning is not just a substitute for the traditional form of education. Distance learning is designed to develop as much as possible the creative component of the educational process. Distance learning will help to develop an individual approach to each applicant of education, who will be able to choose an individual form of training, according to the requirements, which will set itself. Distance learning also opens up more opportunities for drawing new information, because it is about access to various informational educational materials, which are located in the Internet resources (Nur Morat et. al., 2017). Geolocation is also an important positive factor because an applicant for education, without leaving home, can learn from different specialists, not only from his country but also from abroad. It is also possible to organize certain online competitions between education applicants from different parts of the world. Even a foreign language can be learned much easier if there is an opportunity to communicate not only with native speakers but also with the inhabitants of the country whose language the student is studying.

An important factor according to Ukrainian scientist Lavrynenko (2020) is the self-education of the individual, because it plays the role of a relevant way of forming the life strategy of the applicant of education, creates the conditions for the organization of his life process, carried out

under the influence of the individual's ideas about the main results or events that should occur in life, integrating all private events and rehabilitating human existence. According to the scientist, self-education contributes to effective personal growth, readiness for the future and the present, through the setting of their own goals is implemented in life events, life tasks are formed and the involvement of the individual in the processes of their implementation. Thus, distance education helps students better understand what they like and what subjects they would like to study more deeply, and which ones are tentative, because distance education assumes high self-organization of education applicants.

We agree with the findings of Ukrainian researcher Syniavska (2020), who in her work highlights the following advantages of distance learning:

- the opportunity to thoroughly study the material of a particular subject, because there is no time limit and focus on the class-lesson system of education;

- equal access to the acquisition of new knowledge, skills, and abilities of applicants living in hard-to-reach remote regions;

- ability to centralize the educational process of different regions;

- combination, if necessary, of the distance form of education with the traditional one;

- educational services are provided in convenient conditions for scientific and pedagogical workers and applicants.

Among the disadvantages, the researcher singles out the following:

- lack of hundred-percent control over the quality of education applicants have learned the necessary material;

- the distance form makes it impossible to understand the formation of a complete picture of the content of the academic subject;

- there are fears of hacker intrusion into the electronic database, i.e., insufficient security of the data.

Consequently, distance learning, like any other form of education, has its positives and negatives sides, but note that the positive sides are more, and as for the negatives, we need to work on them to eliminate them. After all, in a pandemic, the possibility of distance education allows you not to stop the educational process as such.

The modern teacher is already called upon to fulfill new functions as required by the demands of the times. Therefore, a teacher educator no longer serves only as a teacher and mentor, but also acts as a kind of tutor who combines elements from different fields: "teaching", "consulting", "training", "coaching", and "mentoring".

First of all, we can confidently assert that the main unifying factor influencing the unity and interrelation of educational, educational, and developmental functions of the learning process in the COVID-19 pandemic is the presence of teaching and learning experience of academic teachers and co-teachers. This, in turn, facilitates the process of information interchange through distance learning (Table 6).

Table 6. Experience in teaching and learning.

Teacher presence	Social presence	Cognitive presence
Pedagogical approach	Affiliation	Concrete Experience
Type of material demonstration	Cohesion	Conceptualization
Facilitating	Optimal presence of teachers and education applicants	Conceptualization
	Interactive Participation	Development of action

The key factors included three types of presence in the classroom: teaching, social, and cognitive. The role of the teacher in this aspect is illuminated by such behaviors as: implementation of a well-functioning pedagogical approach to the applicants, selection of modern methods to demonstrate the material using various online platforms, positively contribute to the education applicants' interest in learning new material, because it is surprisingly common that due to the limited time allocated to communication and visualization applicants do not get the necessary knowledge.

Distance learning has become a modern format of general secondary education. At the beginning of the pandemic, it was a weighty challenge for all participants in the educational process, but thanks to a variety of pieces of training, courses, online classes the educational process has not stopped, but continues. Academic and pedagogical staff apply various teaching methods in the distance lesson to improve the abilities, knowledge, and skills of education applicants, but parents need to be proper partners with both teachers and children during the educational process to achieve the maximum result in children's learning.

So, in Ukraine, distance education as a form of education was prescribed in the Law "On Education" only in 2017, that is, relatively recently. This form of education did not have such a scale to the pandemic, but despite the many challenges, the educational process takes place. Yes, there are quite a few gaps that need to be improved, which is proper training of the teaching staff before online classes should be held. Also,the key is the moral awareness of parents to the role they play in their child's education. Adequate funding of general secondary education institutions by the state is an important factor for successful learning, but today most general secondary education institutions depend on local funding from territorial communities. It is necessary to provide institutions with interactive boards, textbooks, and other didactic materials and, of course, that every applicant can have free access to the Internet from any corner of the country.

CONCLUSION

Our analysis made above in the work allows us to note the fundamental role of mutual influence and unity, the interrelation of educational, educational, and developmental functions of the learning process in the conditions of the COVID-19 pandemic. To effectively smooth the lesson in the online format it is necessary to take into account the social factor, which embodies the social belonging of the participants in the learning process, that is, not everyone can have equal access to online resources, it should be taken into account by scientific and pedagogical workers in the preparation for the lesson. At the same time, both education applicants and their parents should be responsible when online classes for some education applicants cannot take place at all. It is also important that everyone involved in the educational process show cohesion and responsibility - this, in turn, will make the teacher's job easier and help to work together cohesively. All applicants should be involved during distance learning, show interest, and develop. The teacher should create different learning platforms to interest education applicants to learn the material.

Equally important is a cognitive presence, or cognitive inclusion. During which the psychological factor of learning is included. Here we are talking about the acquired experience and its use during training. This helps and facilitates the work of the participants in the learning and educational process. Contextualization and conceptualization of the class are important. According to this, there is a different development of actions in the learning process. Therefore, it is important that the co-teachers clearly understand the setting of the lesson, are aware of the actions performed by the teacher, and make suggestions so that contacts between the teacher and co-teachers of education are formed. This can be achieved when both the teacher and the educational aspirants are as motivated as possible for a well-established collaboration.

Earlier we already touched upon the theme of equality, considering it in the vertical dimension "teacher-applicant of education", the theme of dialogism associated with it is quite

relevant in this approach, but, at the same time, the concept of man-centeredness allows to highlight another aspect of equality, which is placed in the horizontal plane, concerning equality among the applicants for education themselves.

Each individual has his own individual abilities in mastering this or that set of knowledge, revealing superiority among others in one area, and in another not distinguished by original educational achievements. In an authoritarian system of education, where the indicator of achievement is a clearly established system of parameters, which they must meet, and the category of children who cannot fit into the established standards, inevitably culled into a separate group of "unsuccessful", thereby indicating their second-rate importance not only in class but also in general, the model of which is the school in the minds of children.

Continuous reminder to the applicant of this status entails a number of personal dilemmas, the perception of the social role he is offered, leveling the potential even in those areas of study where he has demonstrated success. The rejection becomes a factor in the gradual destruction of the potential personality, contributing to its self-consciousness as an outsider, fundamentally unable to realize their own goals in life, finding themselves on the margins of social processes as an object of others' manipulation.

Thus, we have tried to investigate the unity and interrelation of educational, upbringing, and developmental functions of the learning process under the COVID-19 pandemic. We found that in this aspect, the importance of education, upbringing, and development in the formation of personal identity and its formation is possible only in the context of dialogic and man-centered models of education, where it is possible to fully take into account the essential anthropological characteristics of man, in particular, his need for dialogue as communication. At the same time, the modern orientation to the innovative model of education contributes to the development of critical thinking of education applicants. This, in its turn, precedes the fact that education applicants will not only acquire the ability for autonomous activity but also become actual bearers of values, whose independent awareness will turn them into a part of the inner world of personality, allowing them to go beyond the determining adaptive attitude to them. Such a formed personality of education applicants begins to live national values, which is its key essential characteristic. Only a nationally conscious personality prevents the aging of the nation and the state, being a fundamental condition for their development.

In Ukraine, distance education as a form of education was prescribed in the Law "On Education" only in 2017, that is, relatively recently. Yes, it has many gaps that need to be improved. These include: proper training of the teaching staff before online classes should be implemented; preparation of parents for the role they play in the education of their child; proper funding of educational institutions, to provide interactive whiteboards, textbooks, and other didactic materials and of course, so that every applicant can have free access to the Internet from anywhere in the country.

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