## ABSTRACT

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## Didactic Materials for Creating Online Courses for Distance Education

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### Background:

As of today, Ukraine is in the process of reforming all segments of activity due to its intention to integration into the unified European area, including in the sphere of higher education. Herewith, within the Bologna process and in order to meet the Bologna declaration, it is required for creating conditions to enhance European principles of national system of higher education, mergering with systems of other countries of Bologna process and increasing liability of main members of the educational process for the result. These factors, as well as fast innovation growth, their broad implementation into all spheres of activity form new requirements to the educational outcomes. This will cause changes in professional training and necessity for developing congruent means of education through their transformation into information and communication forms. One of such processes in up-to-date pedagogics is the creation of online courses and current problems of their implementation.

### Methods:

Models of analyzing defects of traditional educational forms, comparison of their psychological and pedagogical conditions, induction and summarization in conclusion have been used in the process of study.

### Results:

To implement the above current tasks, the government has adopted the National Program "Education. Ukraine in the XXI century" that provides for educational development based on new progressive concepts, implementation of modern pedagogical technologies and scientific and methodological achievements into education and upbringing, creation of new system of informational support, integration of Ukraine into transcontinental system of computer information. To do this, distance system of education has been implemented and "Concept of distance education in Ukraine".

As is well known, the global problems of distance education are isolated location of students away of educational institution and lecturer, hours for introduction sessions, monetary expenses for transportation and accommodation. Moreover, several crucial discrepancies of such form of education may be stated: possibility of direct communication with a lecturer limited by sessions; lack, in some cases, of specific reference or sufficient number of reference; focus on large number of hours of independent work of students; lack of skills and experience of independent work between sessions.

It is possible to decrease such problems through distance education that allows to contact with a lecturer during the semester, arrange for efficient independent work of students, arrange for equal academic load, not to limit with reference available in the library.

Herewith, online courses face with the problem of activity the settlement of which will allow to enhance self-development and self-education of students through intensification of their independent work. We agree with national and foreign researches that it is possible by means of actual education methods, i.e. education through homework activities.

However, concerning traditional educational systems a few students can regularly do independent work. Thus, for successful self-development of students, it requires for the relevant pedagogical conditions. Here we can figure out distance education that is one of the means of intensification of education, as its interactivity allows to develop activities of educational forms when independent work is the most efficient. Herewith, distance education requires from students for developing skills of self-arrangement and self-education. At the same time, use of untypical form of education will cause a range of typical psychological and pedagogical problems: difficulties of establishing interpersonal contacts; updating and support of motivation; adequate behavior of a lecturer elected for distance education with the methodology and pedagogical technology.

### Conclusions:

Thus, based on the problems determined, students mainly require for support and engagement of a lecturer. Solving this problem should be in the focus while creating online courses. In our opinion, arrangement for efficient communication, implementation of innovative motivation means and reflection will be reasonable steps. Moreover, the creation of online courses will also require for reviewing the educational methodology, model of activity and interaction of the members of educational process, professional training of lecturers, sharing with methodological innovations. These matters will be in focus of further studies.

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