

Difficulties in developing students' makings in art, shaping their creative thinking as well as developing their sensual sphere are identified. Optimal conditions for using the reserves of a child's creative potential during the aesthetic-educational process are described. The significance of shifting from verbal-conceptual to artistic thinking and perception is substantiated. Ways to improve the system of aesthetic upbringing and artistic education as well as development of arts and crafts in high school are defined.

The necessity of an integrated approach to the formation of the artistic picture of the world combining theoretical, scientific, pedagogical, experimental, psychological and sociological aspects is grounded.

**Key words:** visual perception, identity, fine arts, suggestion, creativity, art pedagogy, artistic-figurative thinking.

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## SOME EDUCATIONAL RISKS OF THE VIRTUAL EDUCATION

One of the most popular tendencies in the modern education is connected with using different media technologies in learning process. Using different types media technologies allows to deliver educational information and to form different skills in short terms and in student-friendly mode. But if we start speaking about using media technologies in learning process, we also should understand that this type of education connected with some educational risks.

In sources we can find different definitions for this type of education. One of the most common definition is e-learning and virtual education. E-learning can be defined as learning with the Internet and multimedia [3] systems. Virtual education is distant and media education which is created by the interaction of subjects and objects in an educational space [2]. The first definition is more common in Western scientific discourse and the second one is more popular in the Post-Soviet space discourse.

Also, with e-learning and virtual education are connected these terms:

- distant learning which is the way of education what based on self-education or education with teacher (partial or full) [6];
- online learning is the way of education which uses online resources for delivering more than 80% educational content to the students without face to face interaction;
- mobile learning which is “learning across multiple contexts, through social and content interactions, using personal electronic devices” [3] etc.

The main advantages of this type of education are:

- round-the-clock delivery of educational content to the students;
- creating educational social networks;
- accessibility of this type education;
- reducing educational costs;
- educational flexibility (double-sited);
- objective criteria of assessment.

But the purpose of higher education is forming skills which are integrated to social activity. And, for our opinion, the main problem of virtual education connected with a lack of face-to-face interaction between teachers and students, and between students also (formal and unformal). This lack can have undefined impact on professional skills. This undefined impact is one of the educational risks of virtual education. Besides this impact can have negative effect at the educational processes and at the results of these processes.

In traditional education these risks connected with:

- insufficient applicant pool;
- low level of education services quality;
- lack of education funding;
- lack of professional qualification among teaching staff;
- insufficient information support of educational process;
- changes in the market;

- cost increase for educational services;
- making wrong strategic decisions;
- incorrect budget allocation;
- losses due to university employees' incompetence [7].

In virtual education these risks are significant only for educational institutions which implement this education. For virtual education there are some specific risks. Adela Ros Hajar speaks about the following types of risk:

- risk to transform a public good to commodity;
- the development of workers and consumers instead of critical citizens;
- the homogenization and standardization of educational contents, values and languages and, of course, the digital divide [1].

These risks belong to the sociocultural criticism of virtual learning, but also, we should speak about special risks for professional activity. We can approve that if we look at the modern theory of activity or Scandinavian theory of activity. This theory based on works of soviet psychologists, especially psychologists from Kharkov psychological school. Author of Scandinavian theory of activity is Y. Engestrom. This theory studies how people change they professional, learning and other activities when they are involved in these activities. For describing these changings, Y. Engestrom uses his modification of the Vygotsky triangle (Fig.).

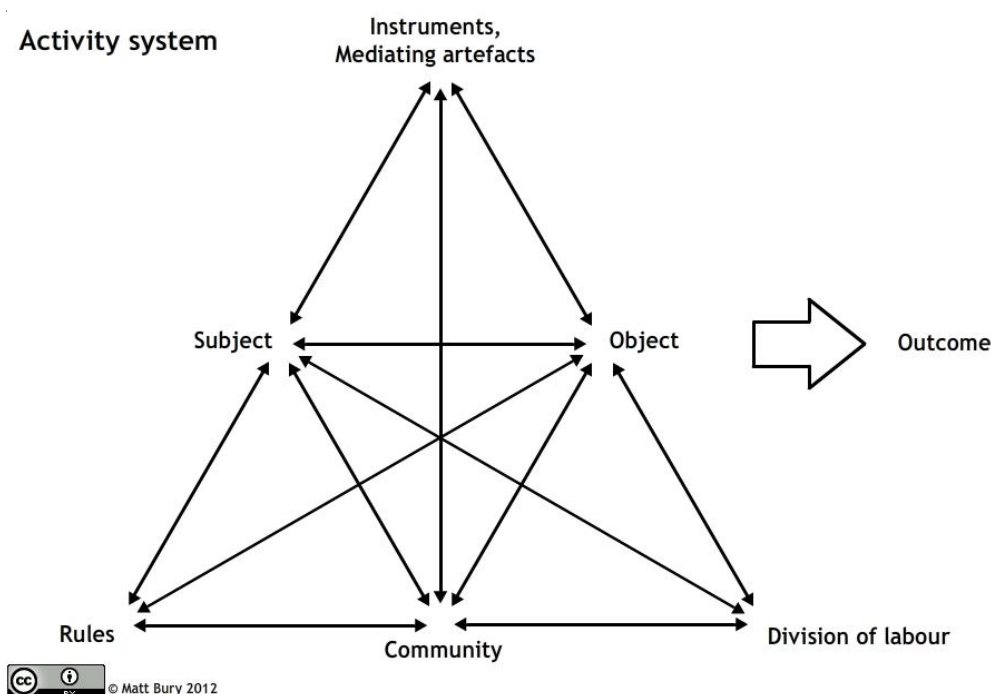


Fig. Engestrom triangle

How we can see, sources of these changings are:

- subject with his features, actual skills and knowledges;
- rules which regulate this activity;
- community which gives instruments produce rules and norms;
- instruments for activity;
- division of labor.

However, in virtual education, often, some aspects of activity system are missing because this type of education is individually orientated. So, there are missing:

- community communication because students usually cannot ask help from other students or this help is partial;
- instruments for solving tasks cannot be created by the students;
- rules are created by only creators of the virtual educational environment;

- division of labour because students usually work independently.

For professions which orientated on communication and cooperative working missing of these components in learning will have strong negative effects. But for other professions these effects will be smaller. So, we can say that main risks of virtual education connected with:

- lack of face-to-face communication during the learning;
- absence of full-fledged educational groups;
- individual-orientated educational process;
- absence of labour division;
- transforming education to commodity;
- the homogenization and standardization of educational contents.

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### SOME EDUCATIONAL RISKS OF THE VIRTUAL EDUCATION

#### Abstract

In the modern education one of the most powerful and popular tendencies is an implementation media technologies in educational processes. This tendency create special approach in education. It name is the virtual education. Often, this approach replaces traditional education because it has many advantages which allows reducing educational costs, delivering educational services to students in comfort time, increasing educational flexibility etc. But if we replace traditional education, we should understand that it creates educational risks which is connected with a lack of full-fledged communication and sociocultural problems. Sociocultural risks of virtual education are determined and explained by the problems of modern society. Lack of full-fledged communication can be explained by the structure of human activity from the Scandinavian theory of activity.

**Key words:** educational processes, virtual education, educational risks.