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«ЦИФРОВІЗАЦІЯ ТА ВІДКРИТА ОСВІТА В КОНТЕКСТІ РЕФОРМИ ВИЩОЇ ОСВІТИ: ЄВРОПЕЙСЬКИЙ ПОЛІТИЧНИЙ ПІДХІД»

У статті досліджуються нормативні засади відкритої освіти на європейському рівні, з акцентом на її значущість у контексті цифрової трансформації систем вищої освіти. Зростаючі соціально-політичні та економічні виклики зумовлюють необхідність структурної реформи освіти, зокрема шляхом цифровізації, яка сприяє відкритості, доступності та гнучкості навчального процесу. У дослідженні проаналізовано ключові політичні документи, такі як E-Learning, Key Competencies for Lifelong Learning, e-Learning in European Higher Education Institutions, Opening up Education: Innovative Teaching and Learning for All through New Technologies and Open Educational Resources, Skills for Educational Mobility, Distance Education in European Higher Education. Розглядаються також стратегічні ініціативи, розроблені провідними європейськими та міжнародними організаціями, зокрема Європейською Комісією, Європейською спілкою студентів (ESU), Європейською асоціацією університетів (EUA), ОЕСР, ЮНЕСКО та Міжнародною радою з відкритої та дистанційної освіти (ICDE).

Визначено ключові принципи відкритої освіти – такі як доступність, ІКТ-компетентності, розвиток інфраструктури та представництво студентів – як фундаментальні для її успішного впровадження. Особливу увагу приділено м'яким політичним механізмам Європейського Союзу, зокрема відкритому методу координації, як інструменту просування електронного навчання та інклюзивної освіти. У статті підкреслюється роль відкритих освітніх ресурсів (OER), цифрових методик викладання та транснаціональної співпраці у підвищенні якості та розширенні доступу до вищої освіти. Окреслено також переваги та виклики дистанційної освіти, зокрема в контексті задоволення потреб дорослих здобувачів освіти, сприяння професійній мобільності та підтримки навчання впродовж життя. Дослідження підкреслює важливість узгодження національних освітніх стратегій із наднаціональними рекомендаціями, зазначаючи, що попри їхній необов'язковий характер, ці документи відіграють ключову роль у формуванні інноваційних освітніх політик і сприяють сталому розвитку європейського простору вищої освіти.

Ключові слова: відкрита освіта, реформа вищої освіти, електронне навчання, ІКТ в освіті, наднаціональна освітня політика.

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"DIGITALIZATION AND OPEN EDUCATION IN HIGHER EDUCATION REFORM: A EUROPEAN POLICY PERSPECTIVE"

This article explores the normative foundations of open education at the European level, emphasizing its significance in the context of digital transformation within higher education systems. The growing socio-political and economic demands necessitate structural reform in education, particularly through digitalization, which fosters openness, accessibility, and flexibility in learning. The study analyzes key policy documents such as E-Learning, Key Competencies for Lifelong Learning, e-Learning in European higher education institutions, Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources, Skills for Educational Mobility, Distance education in European higher education. As well as their strategic initiatives issued by major European and international organizations, including the European Commission, European Students' Union (ESU), European University Association (EUA), OECD, UNESCO, and the International Council for Open and Distance Education (ICDE). It identifies the core principles of open education, such as accessibility, ICT competencies, infrastructure development, and student representation, as fundamental to successful implementation. Special attention is given to the European Union's soft policy mechanisms—particularly the open method of coordination—as a tool for promoting e-learning and inclusive education. The article highlights the role of open educational resources (OER), digital teaching methodologies, and transnational collaboration in enhancing the quality and outreach of higher education. Additionally, it outlines the benefits and challenges of distance education, especially in addressing adult learners' needs, fostering professional mobility, and supporting lifelong learning. The research underscores the importance of harmonizing national educational strategies with supranational recommendations, noting that while these documents are non-binding, they play a pivotal role in shaping innovative educational policy frameworks and guiding sustainable development in the European higher education space.

Key words: Open Education, Higher Education Reform, E-Learning, ICT in Education, Supranational Educational Policy

Introduction. The necessity for reform in the higher education system is driven by socio-political and economic demands, which necessitate enhancing the efficiency of the education system. This, in particular, is achieved through its digitalization. The integration of innovative ICT into the higher education system contributes to the development of a phenomenon known as open education, which imparts accessibility and flexibility to the learning process.

It is important to note that open education is a global phenomenon; therefore, it is considered appropriate to examine its normative foundations at

the European level. Open education has experienced rapid development in Europe, largely due to the concerted efforts of a broad range of professional, economic, political, and cultural-educational supranational organizations. These include, foremost, the European Association for Quality Assurance in Higher Education, the European Association of Higher Education Institutions, the European Students' Union, the European University Association, the European Commission, the Organisation for Economic Co-operation and Development (OECD), the International

Council for Open and Distance Education, as well as UNESCO.

Literature review. The strategic orientation for the development of open education in the European area is outlined in the documents of these organizations. It should be emphasized that the aforementioned documents do not have legal force, as the regulation of educational activities in EU member

states, as well as in UNESCO and OECD member states, is conducted exclusively at the national level. The documents of supranational organizations in the field of education are of a recommendatory nature and serve as instruments of so-called “soft policy,” implemented through the open method of coordination [1].

Documents of supranational political, economic, and professional educational organizations concerning the provision of open education.

Name of regulatory act	Date	Developer
E-Learning [2]	22003	European students' union – ESU
Key Competencies for Lifelong Learning [3]	22006	European Parliament and Council of the EU
e-Learning in European higher education institutions [4]	22013	European University Association – EUA
Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources [5]	22013	the European Parliament, the Council of the European economic and social Committee, the Committee of the regions
Skills for Educational Mobility [6]	22014	Europa's community for innovative education
«Distance education in European higher education» [7]	22015	International Council for Open and Distance Education, UNESCO Institute for Lifelong Learning

Aim. The goal of the article is to analyze the key policy documents of international and European organizations and explore their influence on Open Education System.

Materials and methods. In the advisory paper "E-Learning" (2003), ESU experts emphasize the necessity of integrating distance learning tools into higher education systems, taking into account the overarching pedagogical, social, and cultural goals of higher education within the context of building a democratic society [2]. A synthesis of the materials presented in ESU documents indicates that, in European educational practice, e-learning may be implemented within the framework of a traditional educational model, a blended (partially online) model, or a fully online education model. The latter can be delivered through universities operating at local, regional, national, or international levels. According to the concept of open education developed by ESU, the following are considered essential components for the successful implementation of e-learning:

1. Accessibility.

Ensuring equal access to education for students from diverse social backgrounds. To achieve this, governments must provide higher education institutions with sufficient resources to implement e-learning policies at the institutional level. At the national level, governments and supranational bodies—such as the European Union—should assist universities in developing the necessary technological infrastructure. Particular attention should be given to bridging the technological divide between developed and less developed countries in the creation of modern e-learning tools and related ICT infrastructure.

2. ICT Competencies.

The use of information and communication technologies fosters innovation in education and contributes to the development of lifelong learning competencies among students. E-learning facilitates not only the social inclusion of specific student groups

(within the framework of inclusive education) but also the internationalization of individual research activities by bringing together students and researchers in virtual, inter-institutional, and international projects.

3. ICT-Based Teaching Methodology and Infrastructure.

It is essential to provide educators with appropriate methodological, technological, and technical support to operate effectively within an ICT-based educational environment. Institutions offering distance learning services must be equipped with appropriate technological infrastructure, including network, computer hardware, and technical support services for both students and teaching staff.

4. Student Representation.

E-learning requires support through comprehensive e-learning programmes. The ESU advocates for student involvement in all stages of e-learning implementation—from the development of national initiatives promoting the use of ICT and e-learning in higher education, to the design and testing of individual courses and modules. According to ESU experts, student representation should be established within transnational e-learning frameworks to ensure the support of student interests in the field of digital education. Higher education institutions, local student unions, and national student organizations should collaborate to address issues related to student representation [2].

The importance of acquiring ICT skills in education is emphasized in the Recommendations of the European Parliament and the Council of Europe “Key Competences for Lifelong Learning” (2006) [3]. The primary aim of this document is to establish and define the key competences necessary not only for personal fulfilment and active participation in civic life but also for employability. By making education more accessible, states empower their citizens to enhance their skills through lifelong learning.

Among the key competences identified are digital literacy skills, which include: understanding the potential of ICT in fostering creativity and innovation, the credibility and reliability of accessible information, and the legal and ethical principles governing the interactive use of innovative technologies; using digital tools to search for, evaluate, store, disseminate, present, and exchange information, as well as the ability to communicate, collaborate, learn, and conduct research via online platforms and digital media (including email and network service applications).

A significant component of ICT competence is the ability to use information critically and systematically, to evaluate its relevance, and to distinguish actual reality from virtual environments [3].

An important document that contributed to further improvements and innovations in e-learning and teaching is the EUA expert study "e-Learning in European Higher Education Institutions" (2013) [4].

Based on the analysis and synthesis of practices across higher education institutions in European countries, the document highlights the following advantages of utilizing e-learning tools and methodologies:

1. Adoption of an institutional approach to e-learning.

A vast majority of institutions (91% of surveyed universities) implement blended learning models that incorporate online courses. The benefits of distance learning include not only flexibility in terms of time and location but also the accessibility of digital resources, which significantly facilitates access to education.

2. Enhancement of institutional capacity for implementing and diversifying e-learning services.

In most institutions (70%), the implementation of e-learning progresses gradually, starting with specific faculties, disciplines, or academic programs. The success of this implementation depends on multiple factors, such as the quality of leadership, governance models, and the availability of intellectual and technological resources. The most commonly offered online disciplines include business and management, teacher education and training, and engineering and technological fields.

3. Use of e-infrastructure to support students, academic staff, and administrative staff.

Nearly 80% of higher education institutions are equipped with digital infrastructure and provide appropriate support to students and staff. This includes digital learning software, online repositories, tools and management systems for content development and course administration, as well as student portals (including social networks). Students are granted email accounts, access to Wi-Fi, computer labs, online libraries, course materials, and catalogues of online courses.

The issue under our investigation is addressed in the document "Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources"—a Communication from the European Commission to the European Parliament, the Council, the European Economic and Social Committee, and the Committee

of the Regions (2013) [5]. This document emphasizes the need for the implementation of high-quality, innovative teaching and learning methods through the use of advanced technologies and digital content in the following ways:

I. In open learning environments (supporting educational institutions, educators, and learners in acquiring skills for working with digital content by employing cutting-edge teaching methods);

II. By improving access to Open Educational Resources (OER) (facilitating the development and availability of OER);

III. Through the introduction of new teaching methods utilizing digital tools and content;

IV. By encouraging the active engagement of all stakeholders in the educational process (educators, learners, families, economic and social partners) to redefine the role of digital technologies in educational institutions [5].

A significant contribution to the advancement of open education is made by the European Foundation for Quality in E-Learning, which fosters the exchange of experience and best practices among leading global ICT experts, thereby enhancing the quality of teaching and learning. One notable example of the consolidation of effective practices in this field is the document "Mobility Skills for Education Development", prepared by the organization, which presents the outcomes of the new European project ProM [6]. The aim of this project is to deliver a comprehensive professional training programme for European educators through distance learning, as well as to support the management, planning, and implementation of mobility initiatives. The document outlines the possibilities for integrating the project's modules into teacher training programmes and is structured into three phases:

I. Online assessment of the current skill levels of project participants.

II. Provision of tailored recommendations based on the identified skill levels, suggesting the most suitable online learning modules to enhance professional competencies.

III. Enrolment in an online module, with the opportunity to study alongside colleagues from other European countries and to contribute to the formation of a dynamic international network.

The report "Distance Education in European Higher Education" (2015), published by the International Council for Open and Distance Education (ICDE) and the UNESCO Institute for Lifelong Learning, analyzes the advantages of using distance education tools in modern educational contexts. The section titled "Distance Education Project in Adult Learning" emphasizes the need to develop a more comprehensive understanding of the distance education offerings provided by higher education institutions across European countries, as well as the importance of examining the contribution of these institutions to adult education within the framework of distance learning [7].

The objectives of this report include the following:

- To encourage policymakers and distance learning providers to better assess the educational needs of adult learners;

- To strengthen the social dimension of higher education by more effectively addressing adult education needs;

- To broaden adult participation in higher education through the expansion of distance learning opportunities [7].

The ICDE project aims to identify the benefits of distance education as offered by universities. It takes into account various modes and durations of study (ranging from individual courses to full degree programmes) chosen by learners, as well as differing entry requirements (such as prior work experience or language proficiency). The research identified several key factors influencing the selection of distance education models, including:

1. Student Profile.

The majority of students are employed women aged 25–34 who require additional qualifications for a new position or job. Distance learning enables them to combine work and study. Another significant group of learners includes retirees (most commonly with a bachelor's degree) who pursue education for personal fulfillment. The key advantages of this mode of learning are its flexibility and accessibility.

2. Motivation and Interest.

Students are primarily motivated by the desire to improve academic performance, enhance career advancement prospects, and pursue education for self-development.

3. Barriers.

These include financial constraints and limited time due to work and family responsibilities.

Results and discussions. The reviewed documents produced by supranational political, economic, professional, and cultural-educational organizations form a foundational basis for the development of national-level legal and regulatory frameworks for the provision of open education.

Thus, a structural and logical analysis of documents issued by supranational political, economic, professional, and cultural-educational organizations—such as the European Parliament, the Council of the European Union, the European University Association, the European Students' Union, the European Council for Innovative Education, the International Council for Open and Distance Education, the UNESCO Institute for Lifelong Learning, the Organisation for Economic Co-operation and Development reveals that the international educational policy, business, academic, and information technology communities have identified strategic priorities and future directions for the development of open education. These priorities encompass the social dimension (ensuring social justice in education and its democratization), the economic dimension (quantitative and qualitative parameters for providing a workforce to support the innovative development of the economy), the academic dimension (organizational and methodological foundations), and the technological dimension (ICT applications). The aforementioned documents are of a recommendatory nature and serve

as a foundation for the development of national-level strategies for advancing open education.

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ЕТИКА СПІЛКУВАННЯ ЯК ІНТЕГРАЛЬНИЙ КОМПОНЕНТ ІНШОМОВНОЇ ПІДГОТОВКИ СТУДЕНТІВ У ЗВО

Стаття присвячена особливостям мовної комунікації у процесі навчання іноземної мови у ЗВО, зокрема питанням етики спілкування як приязної манери інтеракції на міжособистісному та груповому рівнях. Актуалізується цінність налаштованості на порозуміння та дружелюбність, які виявляють себе у ввічливій мовленнєвій поведінці, особливо делікатності висловлювання думок, що свідчить про повагу до співрозмовника і виробляє потребу творення краси спілкування. Обґрунтовується необхідність розвитку етичної свідомості і самосвідомості молодшої людини у процесі освітньо-професійної підготовки у вищій школі, оскільки етичність як якість особистості стає основоположним принципом ефективної професійної діяльності за умов поглибленої диджиталізації та глобалізації, а мистецтво спілкування – інтегральною складовою професійної компетентності та конкурентоздатності сучасного фахівця.

У статті проаналізовано психолого-педагогічні умови вдосконалення умінь етичного спілкування студентів, причому в широкому сенсі, як ефективної інтеракції в соціумі, що становить мету даного дослідження, з'ясовуються сутність і чинники становлення моральної особистості, зокрема засобами іншомовної підготовки, яка забезпечує засвоєння культурних надбань і цінностей загальнолюдської культури, долучення до яких уможливилось, перш за все, завдяки мові, яка невіддільна від мислення, а отже й свідомості людини.

Зроблено низку узагальнень щодо контенту навчання іноземної мови, який повинен пропонувати взірці вирішення етичних питань; мотивації моральної діяльності як системи моральних спонук особистості і, водночас, процесу ціннісного вибору найбільш значущих мотивів для прийняття рішень; особистісно орієнтованого підходу до навчання іноземних мов у вищій школі, який забезпечує розвиток навичок інтелектуально-моральної саморегуляції; коректного використання засобів невербального спілкування – мови не лише жестів, але й почуттів, що є невід'ємною складовою мистецтва спілкування.

Подальшим дослідженням даної тематики могло б стати визначення психолого-педагогічних умов для розвитку когнітивної культури студентів ЗВО засобами іншомовної підготовки як чинника культури етичної.

Ключові слова: етична свідомість, етика мовного спілкування, інтелектуально-моральна саморегуляція, іншомовна підготовка, особистісно орієнтований підхід.

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