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The Conference Proceedings are the collection of papers published in the context of the III International Scientific and Practical Conference “Management of Modern University”. The Conference Proceedings contain the contributions made by the researchers from the USA, Hungary and Ukraine. The subject area includes the issues of attracting applicants, operational management and innovation technologies in training process, as well as case studies of using digital tools in the system of modern university.

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SECTION 3. INNOVATION TECHNOLOGIES IN TRAINING PROCESS OF MODERN UNIVERSITY

PANDEMIC AND HIGHER EDUCATION: WAYS OUT OF THE SITUATION

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Annotation: The article focuses on the problems of higher education that have affected the entire world community and suggests some ways out of this situation. The problems of online learning, the possibility of attracting international students, questions of interest and motivation of students and other aspects of modern higher education were raised in this work. This will make it possible to better understand the problem and assess the real prospects of higher education during a pandemic.

Keywords: higher education, pandemic, COVID-19, distance teaching, online learning, international students, global strategy.

Text: The pandemic dictates to us its own new rules by which we have to live and rebuild the usual rhythm and principles of work. The changes that society is undergoing in a pandemic are inevitable and global [1]. Nevertheless, it is necessary to find flexible options for responding to any stress factors in their broad understanding. The more variable and flexible the system is, the more likely it is to keep it intact. The COVID-19 pandemic has caused and continues to cause many social changes and transformations. Discussing them, first of all, they mean negative economic consequences, problems of the health care system and medicine [2] [3],

problems of a psychological nature, generated by a sharp restriction of social contacts. The issues of education are quite acute, primarily from the angle of its transition to a distance format and the problems arising in connection with this among students and teachers. However, the situation of transformation of higher education, under the influence of the pandemic, in our opinion, is much more complicated in terms of fundamental social consequences [4]. Nevertheless, the vast majority of countries around the world have preferred to temporarily halt the bulk of their economic and social activities, notably in the education and cultural sectors, so as not to overburden their health systems, giving priority to saving lives rather than maintaining a façade of normality [5]. It is important, however, apart from the debate that rages surrounding the priorities chosen by nations in the face of COVID-19, to identify the consequences that this period will have on the world's populations. This note presents some of the consequences that this crisis has had and will have, as well as a few of the challenges that it imposes on the education of young people around the world.

Higher education also has the ability to independently recover from emergencies, however, due to its less flexibility, programmed for long-term cycles of the scientific and educational process, dependence on external funding, this ability is limited and under certain critical conditions may not work. That is, the existing models of higher education may undergo very profound changes under the influence of the pandemic and will not be able to recover in their previous form. Obviously, in a pandemic world, public funds will be redistributed in favour of medicine and social protection. At the same time, for the formation of highly qualified personnel, it is necessary to provide funding for universities. A global problem was the drop in the income level of the population and the ability of students and their parents to pay for education, which led to an inevitable decrease in international academic mobility and a decrease in the number of foreign students [6] [7].

It is already clear to us that there will be no return to the “previous normality”; it will be replaced by some other, new, “normality” to which we will have to adapt. That is, it is necessary to prepare not for the restoration of the usual format of higher

education, but for its fundamentally new forms of design and organization. Changes in higher education, in turn, will affect other social institutions and overall sociocultural dynamics. The topics of discussion about higher education mainly concern several subjects: online learning; internationalization of education; scientific research and scientific and practical conferences; financing in a pandemic; strategy, quality of education in general and interaction with the state. This list shows which problems of higher education have become more relevant since the beginning of the global pandemic [8].

Lots of articles on the reorganization of higher education in a pandemic are devoted to global strategic issues. These are discussions about the future of higher education, the essence and permanence of educational institutions, transformation processes and their impact on the general approaches of universities. Despite the challenges and difficulties, there is an opportunity for positive transformations and shifts in the field of higher medical education. Since the pandemic was unexpected for all of us, higher schools required the rapid development of strategies and tactical decisions to help foreign students who found themselves in the country during the pandemic. Another strategic issue was how to attract new applicants in the face of uncertainty, how to reorient to the domestic market with a decrease in the number of foreign students. In higher education in both Ukraine [9] [10] and Portugal [11], the following trends are strengthening: growing understanding of the importance of planning the vision of universities; developing a blended form of learning [12], which will include the best practices of offline and online learning [13]; cooperation between universities on global problems will increase; Heads of universities have to delegate and trust the staff more in the development and implementation of the necessary decisions, because in times of crisis, flexibility and adaptability, the ability to quickly make key decisions, are most valued.

Obviously, the coronavirus affected the plans of half of the students who wanted to study abroad. Therefore, universities are looking for new ways to attract international students. Virtual exchanges are becoming more and more popular, which allow applicants for higher education from different countries [14] [15], without leaving

their homes, to gain experience of studying in foreign institutions. There is also the problem of the quality of education. Another pressing issue is how to organize laboratory and practical exercises during a pandemic. According to a survey by the International Association of Universities [16][17], almost all universities have introduced distance or mixed learning. But many were not ready for full-fledged work in a pandemic. The impact of distance learning on the mental health of students and teachers is of concern.

The biggest challenges for educators are to maintain student engagement, prepare less experienced teachers to use digital learning channels, and ensure high academic standards. Despite certain difficulties, the forced transition to distance learning offers more flexible learning opportunities, namely: it allows you to combine synchronous learning with asynchronous learning. One way to solve this problem is to be able to upload your own instructional video course and quizzes so that students can learn at their own pace and on their own schedule. To actively engage in learning, teachers can encourage students to include not only audio, but also video during class. Professors could also credit part of the final grade for active participation in online classes to motivate students to be proactive. Universities are forced to monitor changes in the quarantine legislation and introduce appropriate solutions. It can be assumed that the crisis caused by COVID-19 both exacerbated existing problems and created a number of new challenges for higher education.

Higher education is expected to be dominated by distance (online) teaching and learning. In addition, the Executive school expects, unfortunately, showed a significant decrease in live and direct communication within the university e is certainly actualize the demand for new massive online courses such as Coursera, Udacity, Khan Academy, FutureLearn, edX, Canvas Network and other. It is possible that the process of global internationalization of higher education will stall, and foreign students will begin to give preference to distance enrolment and learning. Already, both the general trends of higher education and its place among the basic social institutions, its relationship with the general social, political, and economic environment are changing. Visible transformations are taking place in the

inner life of universities, in management, relations between the administration and employees, and the stratification of the teaching staff by age, scientific effectiveness and digital competence is increasing.

Conclusions: It is obvious that a return to the old positions is impossible. Therefore, it is important now to reorient the strategic vision of adapting higher education to the conditions of the new reality. Higher education in modern society is no less important social structure than the economy. Economic crises and recessions, despite their depth and destructiveness, are replaced by ups and downs, the emergence of more effective economic models. The system of higher education plays an important role in this, which provides training of the necessary specialists, scientific and technological developments, and innovations, helps the economy to overcome the crisis and adapt to new realities.

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