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THE PROSPECTS AND POTENTIAL
OF INFORMATION AND COMMUNICATION TECHNOLOGY
IN UKRAINIAN HIGHER EDUCATION LANDSCAPE

INTRODUCTION. Nowadays, a lot of countries all over the world consider higher education as an effective means for progress. Thus, higher education is critical for the development of knowledge society and knowledge-based economy. The tremendous growth and spread of information and communication technology (ICT) in different domains of social life over the last decades have led to the emergence of information societies which are called knowledge societies. Knowledge society implies a change in the approach to teaching and learning.

The ICT and the accessibility to information changed the role of the instructor from teacher to facilitator as well as provides opportunities to boost and upgrade students' participation in their study, gives rise to student-centred teaching and learning. Hence, computers are used as cognitive tools. They are characterised by flexibility in access to a variety of information sources, interactions and assessment.

On the one hand, ICT suggests speed, accuracy and quality. On the other hand, dealing with huge amount of data at higher speed of access will change the management of academic process. Transformational development and expansion of ICT must be coordinated with the higher educational institution change. Higher educational institutions are now expected to qualify graduates with 21st century skills: technology skills, communication skills, computation skills, critical thinking and problem-solving skills, information management skills, interpersonal skills, personal skills, community skills.

There are numerous projects aimed at integration of ICT into academic courses. The most encouraging one is Massive Open Online Courses (MOOCs). Those courses were first introduced in 2006 and became widely spread in 2012. Top MOOCs platforms embrace Coursera, Kahn Academy, Udacity, Canvas, Edu, and TEDx. However, the latest researches and results indicate that MOOCs will not change the landscape of higher education. Taking a MOOC requires much more than an Internet connection. Students need to be fluent in English, most courses are offered in English on international

online platforms and must hold distance learner skill, on top of basic learning skills. (Mackness, Mak & Williams, 2010). Moreover, MOOCs do not take the place of traditional teaching methods in academic setting.

METHODOLOGY. The study examined the challenges faced by Ukrainian higher education system in integrating information and communication technology (ICT). It aimed at understanding ICT prospects and potential, determining the relationship between ICT and higher education performance. The paper looks at potential and future trends of ICT in higher education, emphasizes the impact of ICT on higher education, argues the role of ICT in contemporary teaching and learning. The study design was based on literature review and a case study. Various online databases such as Science Direct, Scopus, Springer, Google Scholar were searched to get a bibliography related to the issue under discussion.

ICT INTEGRATION IN UKRAINIAN HIGHER EDUCATION. There is little information about the level of ICT incorporation in Ukrainian higher education. Nevertheless, the primary task of modern Ukrainian higher educational institutions is to create ICT resources, to use flexible learning models and expand online education activities.

The leading Ukrainian universities put much effort to implement ICT for teaching and learning processes. Yet, the introduction of how to use ICT to improve Ukrainian higher education varies from university to university. This process is further shaped by universities' different background. To bridge the gap and diminish the differences between universities, it is of paramount importance to utilize the potential of ICT, to improve the quality of higher education through effective means, infrastructure and human skills.

A strong educational policy assists to guarantee that educational innovation technologies are tied up in the academic environment. In the national report of the National Academy of Pedagogical Sciences of Ukraine, it is stressed that the scientific grounding for any changes in education should be achieved. It must become "alpha and omega" of carrying out educational activities.

"Building human capacity in the information society is the main goal of Ukraine's national education system. Of particular importance is training the ICT specialists for educational purposes, teachers of information in particular and development of advanced post-graduate research programmes" (National Report on the State and Prospects of Education Development in Ukraine, 2017, p.64).

DISCUSSION AND RESULTS. Ukrainian educational system is influenced by globalization and rapid changes in the modern world. To cope with those challenges, there is a great necessity for ICT. Despite of that, the poten-

tial of ICT is not fully used in Ukrainian system of higher education. The process of implementation of ICT is rather restricted in comparison to European universities.

The field of ICT is comprehensive. The impact of ICT on teaching and learning is discussed in relation to the use of new technologies. On account of recent discussions between instructionists and constructivists who articulate different approaches and understanding of the role of ICT technology in higher education, both groups advocate the positive impact that ICT has on the quality of teaching and learning.

Brown (2002) believes that "computers enhance teaching and learning via Presentations, more opportunities to practice and analyse, and more access to source material via Internet connectivity has been found to enhance communication and interaction between colleagues within faculties, among classmates, and between faculties and students".

To motivate educational innovations at Ukrainian higher educational institutions demands them to take on a new role, the teaching staff should be granted and in control of the process of teaching.

CONCLUSIONS. Information and communication technologies have the potential to amplify and transform the teaching and learning environment, growing demand for quality higher educational resources. The future trends and potential of ICT in Ukrainian higher education are relied on a robust policy of the three major stakeholders of academic teaching and learning – teaching staff, students and institutions. Higher educational institutions policy makers need to be aware of the aims and purposes of using ICT in support of teaching and learning process. They seem to require the increase in the use of ICT, to improve the environment in which educational activities are undertaken, to improve teaching practices as well as student learning, to create meaningful context for e-Learning.

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