

(1) Physical education experts should attach importance to and adopt diversified teaching modes. Physical education experts should not only strive for excellence in professional skills, but also pay attention to the overall improvement of leadership, so as to meet the needs of the development of physical education in the new era. (2) Physical education experts should pay attention to the construction of teacher team. The leadership development of physical education experts is a dynamic and multi-dimensional process, involving emotional intelligence, transformational leadership, teamwork and other aspects. Physical education experts should pay attention to the balance between personal growth and team development, as well as the ability to actively respond to challenges and changes. (3) Physical education experts should construct a new physical education curriculum system. Physical education experts teach students the basic concepts, principles and skills of leadership by offering special leadership education and training courses. The course focuses on the combination of theory and practice, and adopts interactive ways such as role play and group discussion to improve students participation and learning effect. (4) Physical education experts should establish a continuous evaluation and feedback mechanism. Through regular evaluation and feedback, physical education experts can keep abreast of students progress and problems in leadership development, and adopt diversified evaluation methods, such as self-evaluation, peer evaluation and teacher evaluation.

References

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DISTANCE LEARNING TECHNOLOGIES AS AN INNOVATION IN THE HIGHER EDUCATIONAL INSTITUTIONS

The advent of distance learning technologies has revolutionized higher education. In recent years, the rapid development of digital technologies has enabled institutions to reach a broader audience and offer more flexible learning options.

Online learning platforms such as Coursera, edX, and Moodle have become ubiquitous in higher education. These platforms offer a wide range of features, including course management, content delivery, and assessment tools. They enable instructors to create and share high-quality educational resources, such as video lectures, interactive quizzes, and discussion forums. Students can access these materials at their convenience, allowing for self-paced learning. Research into the following distance learning technologies will allow us to determine their features and development prospects.

Video conferencing tools like Zoom, Microsoft Teams, and Google Meet have transformed the way classes are conducted in higher education. They provide a real-time, face-to-face interaction between instructors and students, replicating the traditional classroom experience to a certain extent. Instructors can use these tools to deliver live lectures, hold office hours, and facilitate group discussions.

Virtual and augmented reality technologies are emerging as powerful tools in higher education. Virtual reality can create immersive learning environments, allowing students to experience simulations and scenarios that are otherwise difficult or impossible to access. Augmented reality can enhance the learning experience by overlaying digital information onto the real world.

Artificial intelligence-driven adaptive learning systems are changing the way students learn. These systems use machine learning algorithms to analyze student data, such as performance on quizzes and assignments, learning time, and interaction with course materials. Based on this analysis, the systems can personalize the learning experience, providing customized content and feedback.

Mobile learning applications have made learning more accessible and convenient. These apps offer a variety of features, such as bite-sized lessons, flashcards, and gamified learning experiences. Students can use them on their smartphones or tablets, allowing them to learn on the go. Higher education institutions are increasingly developing their own mobile apps to enhance student engagement and provide additional learning resources.

Adaptive learning systems use AI to analyze student data. They can track a student's progress, performance on quizzes and assignments, and time spent on different topics. Based on this analysis, the system can personalize the learning experience.

This personalized approach improves learning efficiency and effectiveness. It can identify students who may need additional support early on and provide interventions. For instance, an AI system might notice that a student is consistently getting low scores on algebra questions and recommend a tutoring session or a different learning module. However, concerns about data privacy and the potential for over-reliance on technology exist. There is a need to ensure that the human element of teaching and learning is not lost.

The benefits of distance learning technologies in higher education include increased access to education, flexibility in learning, improved learning outcomes, and enhanced global collaboration. However, there are also challenges such as the digital divide, the need for effective technology infrastructure, and the potential for a lack of social interaction. At the future trends of distance learning technologies

predicts the continued evolution of existing technologies and the emergence of new ones, such as the integration of artificial intelligence with virtual and augmented reality. At importance is continuous innovation and adaptation in higher education to meet the changing needs of students and society.

Distance learning technologies have undeniably brought significant innovation to higher educational institutions. They have increased access to education, provided more flexible learning options, and opened up new avenues for teaching and learning. However, challenges such as ensuring quality, addressing technical issues, and maintaining the human touch in education need to be overcome. As technology continues to evolve, higher education institutions must adapt and find the right balance between leveraging these technologies and preserving the essence of a holistic educational experience. By doing so, they can better prepare students for the digital age and meet the demands of a globalized and knowledge-based society.

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INNOVATIVE LEARNING TECHNOLOGIES IN THE HIGHER EDUCATIONAL SYSTEM

In the dynamic landscape of higher education, innovative learning technologies serve as a vital catalyst, fostering growth and transformation within the educational ecosystem. The advent of the Education Informatization 2.0 era has marked a pivotal shift, introducing a range of advanced learning methodologies and artificial intelligence technologies. These innovations are reshaping the educational paradigm at an unprecedented pace, enriching the foundations of knowledge dissemination and fostering the emergence of novel, adaptive learning environments.

Artificial intelligence technologies can not only become a teaching aid tool to answer professional academic questions, but also build a self-learning platform, save human resource costs, and even reconstruct the educational structure of schools, providing unprecedented opportunities for educational innovation [1]. Its powerful natural language processing capabilities have brought revolutionary changes to higher education. It can not only quickly respond to students' questions and provide accurate learning resources, but also recommend personalized learning paths based on individual differences of students, greatly improving learning efficiency and learning experience. This intelligent interactive approach allows students to experience unprecedented autonomy and personalization in the learning process, truly realizing the educational philosophy of «teaching students according to their aptitude».

In the context of Education Informatization 2.0, innovation and practice in higher education technology work are flourishing and competing for excellence. University educational technology institutions should recognize the situation, further clarify their organizational positioning, adhere to the purpose of serving teaching and serving teachers and students, focus on teaching applications, and strive to promote