INTRODUCTION

The negative impact that the coronavirus (Covid-19) pandemic has had on the higher education (HE) system differs significantly in different countries and has its own specifics (Bao, 2020; minobrnauki.gov.ru). The higher education was forced to adapt as soon as possible to the current events and switch over to a distant model of learning (SINTEMA, 2020; katowice.wyborcza.pl). The outbreak of the COVID-19 pandemic has set new requirements for sustainable risk management (LUO, 2020). In most cases attempts to reduce the spread and development of COVID-19 were primarily based on restrictive measures, including avoiding social interactions, as well as in educational activities (BENDER et al. 2020). The situation with the coronavirus has revealed many problems associated with the deterioration of the quality of education and the professional future of students (USAK et al., 2020; BORDONSKAYA et al., 2020; naukawpolsce.pap.pl).

It was proved in a study by Uscher-Pines et al. (2018) that social distancing measures make it possible to slow down the transmission of the virus in schools. Training for school administrators in organizing learning during a pandemic, including reallocation of classes, limitation of the student group activity, creation of opportunities for distance learning (DL) are shown in the paper of Faherty et al. (2017). Also Baiyere et al. (2016) made a project to enable and facilitate collaborative learning in information systems. Distance communication, exchange of information, images and collaboration make it possible to learn in the interactive environment (THAMARANA, 2016). The solution of urgent problems such as accessibility, reliability, convenience and interaction between teachers and students comes to the fore in the organization of DL (SHCHADILOVA, 2020; Samorzad.infor.pl). But, nevertheless, some face-to-face classes cannot be replaced online (TISHCHENKO, 2020). The possibilities of electronic educational programs for self-analysis of students are considered by Stoten (2016). The author believes that an electronic portfolio management system such as PebblePad+ using information and communication technologies will allow you to control your professional and educational achievements.

Hidson (2018) identifies e-learning opportunities for school administrators and teachers, considering video as part of pedagogical self-education and continuous professional development. Michalski (2014) reports on the prospects for diverse interactions in e-learning reflecting the dynamic link between individual, collegial, organizational and institutional levels of learning.
Successful DL requires students to have strong motivation, self-control skills, developed willpower and responsibility. Not all students are able to independently organize their study time, so the functional control over the systematic completion of tasks should be assumed by teachers (MILKUS, 2020; DUGAROVA et al, 2016). Otherwise, training may be just ineffective. With DL a student has a great temptation and enough opportunities for not independently completing assignments. The teacher is not able to make sure and control such negative costs of distance learning. It is practically impossible to check whether a student himself takes online tests or sends assignments by e-mail (regionorel.ru).

According to Reimers and Schleicher (2020), the role of teachers is essential to the success of the distance learning experience, as online learning for students becomes dominant in the period of pandemia. One of the main requirements for Russian and Polish universities in connection with the spread of COVID-19 was the preservation of the quality of education (minobrnauki.gov.ru; katowice.wyborcza.pl). The aim of the paper is to study the impact of COVID-19 on the student learning at TransBaikal State University (TBSU) in Chita, and the University of Economy (WSG) in Bydgoszcz in order to identify the level of satisfaction and effectiveness of the organization of DL in universities in Russia and Europe.

MATERIALS AND METHODS
In the course of the study, the authors used methods both theoretical (analysis, synthesis and generalization) and empirical (qualitative comparison, accurate measurement and experiment). The researchers used the computer-assisted web interviewing in order to connect with respondents because coronavirus outbreak did not allow contact physically with the study participants.

Selection procedure
The researchers used simple random sampling to ensure all participants have an equal chance of being selected for the study. Simple random sampling allows researchers to ensure that all participants have an equal chance of being selected for research (COHEN et al., 2008).

Research tools
A structured questionnaire was built and used as a research tool for collecting Google forms data. The questionnaire was composed of closed and semi-closed questions that students could answer. The study also used a descriptive survey design for cumulative ratings on a five-bit Likert scale from: “Very convenient”, “Convenient”, “Not convenient”, “Not at all convenient”, “Didn’t use”. According to Ary et al. (2002), the Likert scale is one of the most widely used measurement methods for descriptive research. In our case, it is an assessment of the level of satisfaction and effectiveness of the organization of DL in universities.

Data collection procedure
Researchers used Google forms tools to develop a questionnaire, email it and send out it is using social media to get responses from two target groups. The total sample size was 514 full-time students (1-4 year students), including 264 TBSU students (163 girls and 101 boys), and 210 WSG students (150 girls and 60 boys). The average age of the respondents was: TBSU – 27,5±9,5 , WSG – 26±8,5. The authors carried out a comparative case study on the implementation of distance learning technologies (DLT) realized for students of TBSU and WSG. In accordance with the procedure of selective study (confidence probability (accuracy) was 95%, confidence interval (inaccuracy) within ± 5%). The results for educational organizations (EO) are representative.

This study is based on the need to study and analyze existing DL practices, as well as to implement the instructions of the Ministries of Education in Russia and in Poland on the implementation of the COVID-19 DLT (russiancouncil.ru; naukawpolsce.pap.pl). The study revealed some of the problems which students faced when closing two universities and switching to DL. The survey of respondents of 2 groups about the online problems of Higher Education created by COVID-19, as well as the available resources that are used to promote HE by alternative means were assessed, and the results were obtained. Google - survey was implemented through the electronic networks of students. Respondents from TBSU (1-st group) and WSG (2-nd group) were asked to provide information, which was then used to characterize their position and provision of quality educational services. To carry out an
analysis, research questions in the informative part of the questionnaire for respondents of two groups were divided into three conditional blocks:

1. Channels of information and forms of receiving information by students about the switch to DLT.
2. The degree of student satisfaction with the switch to Distance Learning.
3. Quality assessment of organizing Distance Learning at TBSU and WSG.

The processing and analysis of the data obtained was carried out with a help of theoretical analysis and statistical and mathematical methods. So, in the process of theoretical analysis, the obtained empirical material was processed, conclusions were drawn. The processing of sociological information was carried out using the SPSS 22 package, Microsoft Excel and Google Sheets. The results of the sociological survey are presented in the form of linear and paired distributions, which make it possible to assess the level of satisfaction and effectiveness of the organization of DL among students of universities in Russia and Poland.

**RESULTS**

The analysis of changes in the attitude of TSU and WSG students to distance education was carried out depending on students’ readiness to perceive innovative education technologies in the context of restrictive measures of the external environment (self-isolation due to COVID-19) and the ability (activity / mobility) of the university system to make a rapid transition for distance learning, without losing the quality of education. The results of the study made it possible to identify three blocks of basic fears among students, to which the administrations of TBSU and WSG will need to respond. The first block includes information channels and forms of receiving information about the transition to distance learning technologies (DLT). Sources of information about the transition of students to DL are presented in Table 1.

| Source of information | TBSU (1-st group) | WSG (2-nd group) |
|-----------------------|-------------------|------------------|
| Coordinator           | 32                | 42.9             |
| Dean’s Office         | 17                | 0                |
| Department            | 24                | 0                |
| University website a  | 27                | 52.4             |
| Groupmates            | 0                 | 4.8              |

Percent (%) · valid percent. 

**Source**: Search data.

It should be noted that for WSG students, the main sources of information delivery were the university website and the work of the coordinator. Due to the wide variety of sources of information for TBSU students, the timeliness of delivering the necessary information was lost. Data analysis of assistance of the university administration to the respondents of two groups, when switching to DL, revealed the greatest preference for TBSU students to provide various forms of access to information (Table 2).

| Activities | TBSU (1-st group) | WSG (2-nd group) |
|------------|-------------------|------------------|
| Instructional guidelines for the transition to distance learning and the organizing the educational process using electronic learning and DLT were sent out. | 34.1 | 66.7 |
| Training seminars on distance work were given. | 6.5 | 22 |
| A mailbox on the university website for information support was organized. | 13.4 | 7.8 |
| Access to resources for classes (Big blue button, Skype, Zoom, etc.) was organized. | 22.9 | 0 |
| Data (e-mail, phone number) of teachers were sent out for consultations on mastering disciplines in a distance format. | 30.4 | 0 |
| Usernames and passwords for connecting to the existing services of the University’s EIES were sent out. | 22.1 | 0 |
| No help was organized. | 20.7 | 19 |

Percent (%) · valid percent. Several options for answers. 

**Source**: Search data.
The diversity of electronic resources used by the respondents of the 1st group is clearly shown. The exceptional dominance of the electronic information educational system (EIES) of TBSU and social networks is established in this group. In contrast to the 2nd group, where only the programs ONTE, Teams and e-mail are effectively used (Table 3).

**Table 3. Electronic resources used**

| Name                                      | TBSU | WSG |
|-------------------------------------------|------|-----|
| EIES TBSU / ONTE                          | 56,8 | 35  |
| Open Online Courses (National Open Education Platform) | 11,2 | 0   |
| Open Electronic Library Systems (ELS)      | 12,8 | 0   |
| Online lectures (You Tube)                 | 11  | 0   |
| Big blue button service                    | 9,4  | 0   |
| Teams                                     | 0    | 43  |
| Skype                                     | 8,3  | 0   |
| Zoom sessions with students                | 16,3 | 0   |
| Email                                     | 17   | 35  |
| I use my mobile phone to consult with the university teacher. | 25,2 | 5   |
| I use social networks.                     | 49,5 | 7   |
| I use instant messengers.                  | 28,9 | 12  |

Percent (%) - valid percent. Several options for answers.

**Source:** Search data.

The material and technical equipment of students at the place of stay (more often at home) revealed that not all students have modern computers (laptops, cameras, microphones, headphones) that can reproduce various educational and specialized programs, files, etc. Under these conditions TSU and WSG students mainly used laptops (58.2% in group 1 and 35% in group 2), personal computers (18.6% in group 1 and 12% in 2) and mobile phones (21.3 % in group 1 and 38% in group 2) for distance learning. The respondents noted that they used the phone because of the lack of other means, and this significantly reduced their activity in online classes, the ability to fully present the results of independent work, use specialized programs, etc.

Thus, summarizing the results obtained, it is necessary to note the use of various forms of online accessibility of DL recommended and proposed by the administrations for the respondents of two studied groups. More than half of the respondents in the 1st group use the EIES TBSU (56.8%). But it should be noted that WSG students from the first year of study are quite active, in addition to full-time forms, they use electronic resources offered by the university, which allows them to quickly and timely switch, without difficulty, from full-time to distance learning.

2.2 The second block of research includes questions about the degree of student satisfaction with the transition to DLT. Only a fifth of TBSU students (20%) have fully adapted to DL, compared to 42.9% of WSG students. Students feel some difficulties almost identically - 41.1% of the 1st and 33.3% of the 2nd group. 17.2% of TBSU students and 9.5% of WSG have not adapted to the new educational conditions.

However, it is more comfortable for the students of WSG 38.1% to study in remote mode (histogram 1). At the same time, 44% of students of the 1st group indicated that despite the complexity of the DL process, they liked this format and it was completely comfortable and convenient for them. But 36% of the respondents in the 1-st group and 28.6% of the 2-nd group noted that they are not comfortable and it is difficult to study remotely for a number of reasons: poor communication during a video conference, poor Internet, there is no communication with the teacher in the personal account, when completing assignments 13% and 19% in two groups could not assess the degree of comfort of the new educational format.
The respondents of the 2-nd group noted that they were active users of the ONTE university program before the pandemic (52.4%), so there were no problems with the transition to DL, unlike the students of the 1-st group, who did not use the TBSU EIES platform in the educational process. In two groups (1 and 2) more than 40% of respondents noted that the EIES / ONTE portals and the websites of TBSU and WSG universities are quite convenient for them to use. It should be noted that when switching to a distance learning format, universities provided for consulting and informational support for students. In particular, TBSU urgently organized assistance in mastering the skills of using EIES (manuals were developed; students were consulted by tutors and heads of the department; instructions for using the system were issued). 26% of respondents in group 1 and 4.8% in group 2 noted that the EIES and ONTE systems are not complicated, and they independently figured out these platforms, but it took them some time. 14% and 4.8% of the respondents, respectively, have not yet fully mastered this resource.

It was noted that a significant part of students (31% in group 1 and 23.8% in group 2) did not use the website of TBSU and WSG scientific libraries, while more than 40% of respondents in two groups noted that this resource is convenient to use, even during the period of DL. We believe that the site of the scientific library during the period of DL is one of the significant resources for expanding the horizons and professional knowledge of students, as well as for improving the quality of education, including through the independent work of students. Thus, work in this direction can become an important point of growth, both for the university and for students.

The fears of students about DL related to the tendency to an increase in the study load are presented in histogram 2. The overwhelming majority of respondents in group 1 (81%) noted that during the transition to a new format of education the level of their academic load significantly increased, in contrast to respondents in the second group (23.8%). At the same time, 33.3% of students in group 2 noted that the level of their academic load decreased.

The transition to a distance learning format was a compulsory measure associated with minimizing the risks of infection of young people and the spread of a new coronavirus infection (regionorel.ru; samorzad.infor.pl). Therefore, the respondents of group 1 were not ready for the growth of the academic load in electronic format and experienced a certain stress in the confidence in mastering academic disciplines in DL.

**Histogram 1. Comfort of distance learning**

| Response                                      | TBSU | WSG |
|-----------------------------------------------|------|-----|
| Yes, I like                                   | 7%   | 38.1% |
| Yes, but difficult                            | 14.3% | 44% |
| No, very hard                                 | 28.6% | 36% |
| I find it difficult to answer                 | 13%   | 19% |
Histogram 2. The growth of the academic load when switching to the distance format

| Has grown significantly | Has not grown significantly | Stayed the same | Decreased |
|-------------------------|----------------------------|----------------|-----------|
| 81%                     | 23.8%                      | 15%            | 28.6%     |
| TBSU                    | WSG                        |                |           |

Percent (%) - valid percent.
Source: Search data.

Interim certification in the current semester does not cause alarm only for 15% of the 1st group and 28.6% of the 2nd group of respondents, because they believe that distance learning will not affect their certification in any way. 29.3% and 9.5% of respondents, respectively, are sure that they will pass the current exams, but they doubt that they will be able to re-sit exams from previous examination sessions. The reason for this is the increase in the academic load in the current semester. 32% of TBSU students and 19% of WSG students admitted that even though they pass exams on time, they will have gaps in their knowledge. The respondents' assessment of the prospects for successfully passing the interim certification in the semester with DL showed a higher level of self-esteem of WSG students - 28.6%. They noted that problems in interim certification can arise only through personal fault. The respondents of the 1st group answered this problem positively only in 3% of cases.

Assessment of their own level of mastering educational material in DL environment is higher in group 2. WSG respondents rated their own strengths quite highly when conducting interim certification - 33.3% (12% TBSU). It should be noted that this assessment is also an indicator of the quality of DL in the period of COVID. The respondents of two groups equally rated their capabilities as “good” and “satisfactory”. On "unsatisfactory", 13% of the students of the 1st group and 9.6% of the 2nd group provided the mastering of the educational material.

The respondents of two groups identified a number of advantages of DL, which in the future can become a growth point for improving the organization of the educational process and the development of pedagogical and professional technologies. Thus, the most important advantage of DL for the respondents of the 1st group (61%) and 12.1% of the 2nd group of respondents was the individual pace of learning. The respondents of the 1-st group (45%) and the 2-nd group (21.2%) noted DL because they had the opportunity to receive materials for lectures, presentations, handouts. The students added that did not spend time on the lecture notes during the classes but can devote more time to the details of the topic being studied, its essence. Self-education was noted as an advantage (21% in group 1 and 15.1% in group 2). 28% of TBSU students and 9.1% of surveyed WSG students were satisfied with the use of modern teaching technologies which were not previously used. Thus, 16% of students in the 1-st group and 18.3% of students in the 2-nd group are happy with the additional opportunity to test themselves. Some students noted an increase in the amount of free time as the advantages of DL.

The major threat to DL is the lack of high-speed Internet (or its not sustainable connection) (YAN, 2020; USAK et al., 2020). The study showed that the main technical problems faced by students in distance learning are the poor speed of the Internet (45% in the 1-st group and 30.1% in the 2-nd group), and the need to have constant access to the network (41.1% of TBSU students, 19.4% of WSG students). About 20% of respondents paid attention to technical interruptions in the playback of materials. About 10% of respondents said that lectures and
assignments were not always displayed. Only 27.5% of those surveyed at TBSU noted that there were no technical problems.

Distance learning has become a new challenge not only for students, but also for teachers. Students were asked to assess the quality of the work of teachers who also found themselves in new conditions and had to even more quickly "switch" to the new format, understand its subtleties and features. On the whole, the students’ assessment of the university teachers’ work is rather positive in both groups studied: 22.6% of the respondents in the 1st group and 42.9% of the 2nd rated the work “excellent”. They noted that everything was clear and interesting; 29.7% and 9.5% are generally satisfied with the quality of the work of the teaching staff, but the students would like to receive more additional materials on the topics studied; 27.1% of TBSU respondents and 14.3% of WSG respondents did not understand all the material; 13.2% of TBSU respondents and 23.8% of WSG respondents said that the work was poorly organized, the material was complex and not understandable. 7.4% of TBSU students and 9.5% of WSG students found it difficult to answer (histogram 3).

Histogram 3. Assessment of the quality of teaching in the context of DL

| Quality of the Work | TBSU | WSG |
|---------------------|------|-----|
| Excellent, everything is clear and interesting | 22.6% | 42.9% |
| Good, but I would like more additional materials on the topics studied | 9.5% | 29.7% |
| Satisfactory, I don’t understand everything | 27.1% | |
| Bad, very difficult and not clear | 32.1% | 23.8% |
| I find it difficult to answer | 7.4% | |

Percent (%) - valid percent.

Source: Search data.

The most popular forms of distance work (Table 4) chosen by the teachers of two universities, were posting assignments for self-study and text assignments on the university website. They predominate more than double in TBSU (84.1% and 41.3%, respectively). Checking the completed tasks of respondents of the 2nd group through the ONTE personal account was not carried out because of the lack of these services, compared to TBSU (66%).

Table 4. Forms of distance work

| Name                                                                 | TBSU | WSG |
|---------------------------------------------------------------------|------|-----|
| Online lectures                                                     | 11.7 | 19.7|
| Online seminars                                                     | 5.8  | 1.6 |
| Individual consultations by e-mail, phone, Skype, etc.              | 27.6 | 6.6 |
| Place of assignments for independent study and text training materials on the website of universities | 84.1 | 41.3|
| Check of assignments for independent study through the personal account of EIES/ONTE | 66.0 | 0.0 |
| Check of assignments for independent study by e-mail                | 47.5 | 11.5|
| Training video conferences                                          | 4.1  | 18.7|
| Online testing                                                      | 7.9  | 17.1|
| Other                                                               | 4.3  | 0.0 |

Percent (%) - valid percent.

Source: Search data.
Online lectures and seminars, training video conferences are less sought-after forms of work among university teachers. However, the students said that such forms of study would allow them to learn more about topics. To improve distance learning, and to increase the quality of this format of training, it is necessary to work out in detail the procedures for the use of distance formats (such as downloading recordings of lectures, workshops, task analysis, etc.), which are in demand in the student environment.

Thus, the increase in the study load against the background of additional stressors (stress over the epidemic, restrictions associated with COVID-19, cancellation of plans, activities, projects to which students have been preparing for a long time, etc.) provokes another equally important block of students' fears (third) associated with the need to adapt to new learning conditions, including provoking negative perception of DL.

2.3. Quality of DL at TBSU and WSG - The most important advantages of DL, respondents noted that the most important advantages of DL were the value of learning in a comfortable and familiar environment (at home) (43% in group 1 and 12.1% in group 2), and flexibility of the learning process (37% in group 1 and 33.3% in group 2). For WSG students, a significant advantage of DL was the ability to combine study with work (30.4%). In addition, the respondents of two groups noted that the distance learning format allowed them to reduce travel costs, increase the amount of time for hobbies or additional activities, including scientific and creative activities.

The advantages of DL identified by the students can also become the starting points for the transformation of the HE system in the future. In particular, individualization of training and the development of new approaches to the requirements of attending classes and others are a priority.

The challenge posed by the COVID-19 pandemic for the historically centralized, and, therefore, longer adapting to non-standard situations educational organization of HE, made it possible not only to test electronic information and educational platforms of universities, but also the system work of the entire HE.

In the process of the investigation, this aspect was very important, since the work of the platform and the administrative and managerial staff of universities was evaluated by direct users - students. Their work directly affects the perception of the distance learning format and, ultimately, the quality of HE.

In general, it should be noted that students’ assessment of the quality of organizing the transition to distance learning in groups 1 and 2 are different: the group of WSG students gives a higher assessment. Only 17.7% of the respondents in group 1 and 33.3% in group 2 gave a high assessment (5 points). 33.1% of TBSU respondents and 28.6% of WSG assessed the level of DL as the middle level (4 points). A satisfactory assessment (3 points) was given by 30.3% of respondents in group 1 and 14.3% in group 2. The group of WSG respondents gave a critical assessment of the quality of the level of DL organization: rather a low level of DL was noted by 12.1% of the 1-st group and 14.3% of the 2-nd group of respondents, and 6.8% of the 1-st group and 9.5% of the 2-nd group assessed the level of quality of DL in universities as low (histogram 4).
Almost identical numbers of the noted difficulties are registered among the respondents of the two groups, with the exception of the insufficient knowledge of computer technologies of the TBSU respondents (10.8%) compared to 4.8% of the WSG respondents (Table 5).

Table 5. Difficulties arisen in the process of DL

| Name                                                      | TBSU | WSG |
|-----------------------------------------------------------|------|-----|
| Insufficient knowledge of computer technologies           | 10.8 | 4.8 |
| Not enough learning material                              | 17.5 | 9.5 |
| Difficulty of doing tasks without the teacher’s explanation | 20   | 23.8|
| Large amount of specified materials                       | 17.8 | 19  |
| Untimely presentation of materials and assignments by university teachers | 20.4 | 23.8|
| Other*                                                    | 5    | 0   |
| There were no difficulties                                | 8.5  | 19  |

Percent (%) - valid percent.

Source: Search data.

“Other” option: poor connection during video conference; bad Internet; there is no connection with the teacher in the personal account; there was no connection with the teacher when doing tasks; the specialty is of a practical nature, etc.

It is necessary to dwell on the analysis of answers to the question of technical problems among students of two groups in the process of DL (histogram 5). For almost all indicators of technical support, the respondents of group 1 (TBSU) note a complex of problems that undoubtedly affected the perception and assimilation of the learning material provided by university teachers.
### Histogram 5. Technical problems with DL

| Problem                                         | TBSU | WSG |
|-------------------------------------------------|------|-----|
| The need to have access to the Internet         |       |     |
| My insufficient knowledge of PC                 | 6,8% | 8,3%|
| Some lectures, tasks were not displayed         | 11,2%|     |
| Inability to download a lecture or presentation to your PC | 7,1% | 13,9%|
| Technical interruptions in the process of playing material |       |     |
| Poor internet speed                             |       | 30,6%|
| Other *                                         | 5,3% |     |
| There were no problems                          | 0%   | 27,5%|

Percent (%) - valid percent.

*Option "other": technical problems in the work of the website and personal account; no PC; 1 computer for the whole family; there is no way to install the necessary programs; regular blackouts; the teacher sent information in PDF files, etc.

**Source:** Search data.

However, it should be noted that 50% of the students of two groups have no complaints about the technical support of DL of TBSU and WSG. The main disadvantages affecting the improvement of DLT were late receipt of the login and password of TBSU respondents - 6.3%, lack of answers from the university teacher to the question of WSG students - 9.5%, difficulties in using the websites of universities, TBSU - 9.7% and 14, 3% - WSG (histogram 6).
In spite of current problems, the respondents of two groups identified a number of advantages of DL, which in the future can become a growth point for improving the organization of the training process and the development of pedagogical and professional technologies. Thus, the most important advantages of DL for group 1 was the individual rate of learning (61%), while only 12.1% of respondents in group 2 noted this possibility as a clear plus. In fact, receiving lecture materials and presentations has become a significant advantage of distance learning for 45% in group 1 and 21.2% in group 2. Students do not spend time on lecture notes during the classes, and they can devote more time to the details of the topic being studied, its essence. Self-education (21% in group 1 and 15.1% in group 2) was noted as advantages. 28% of TBSU respondents and 9.1% of WSG respondents were satisfied with the use of modern learning technologies which were not previously used in universities. Also 16% of students in group 1 noted the opportunity to test themselves in the process of DL, and 18.3% in group 2 were happy to have such an additional feature.

Very contradictory answers of the respondents of two groups to the final question about the desire to continue their studies in the online format were received: TBSU students are looking forward to the start of full time mode of study (71.2%), and WSG students would like to continue the educational process online (61.9%).

Thus, analyzing the results obtained for the third block, it should be noted that the advantages of DL were the flexibility of the educational process, the value of learning in a comfortable and familiar environment (at home), the ability to combine study with work, and the individual pace of learning. At the same time, we noted that 50% of the students of two groups didn’t have complaints about the technical support of DL at TBSU and WSG.

Education in an electronic environment requires more time and resources to ensure social cohesion in educational institutions between students and university teachers, influencing the satisfaction and perception of the new educational environment. The results of these studies prove that DL can be successfully used at schools and universities with the appropriate technical environment and support (BASILAIA et al., 2020). But the introduction of e-education platforms at TBSU and WSG creates certain challenges for students due to limited access to the Internet and a lack of specialized knowledge about these technical devices.

For university students when studying online, it has become a priority to use the platforms EIES TBSU (56.8%) and ONTE WSG (35%), Teams - 43%. WSG students from the first year of study...
(52.4%) quite actively use the electronic resources offered by the university, which allow them to quickly and timely switch, without difficulty, from full-time mode of study to distance learning, while TBSU students who were not ready to an increase in the study load in electronic format and experienced a certain stress because they were not sure of mastering academic disciplines in DL format. 20% of TBSU students have fully adapted to DL compared to 42.9% of WSG students. The most popular forms of distance work, which were chosen by the university teachers of two universities, were posting assignments for self-study and text assignments on the university website. More than 40% of respondents noted that it is convenient to use the EIES / ONTE platforms and the websites of TBSU and WSG. It is more comfortable for WSG students to study online (38.1%) than for TBSU students (7%). 45% and 30.1% of the respondents in two groups noted the problem of low-speed Internet. The flexibility of the educational process of DL was noted by an almost equal number of respondents in two groups (37% and 33.3%). However, there was revealed a comfortable dominance of DL in the home environment of TBSU respondents (43%) in contrast to WSG students (12.1%).

A high rating (5 points) of DL organization was noted by 17.7% of TBSU respondents and 33.3% of WSG respondents. 33.1% of the 1-st group and 28.6% of the 2-nd group assessed the level of organization of DL as average (4 points).

The main difficulties arisen in the process of DL for the fifth part of respondents (more than 20%) of two universities, influencing the assimilation of educational material, were revealed. They were the complexity of the implementation of practical tasks without the teacher’s explanation; a large amount of assigned materials; untimely presentation of materials and assignments by university teachers.

It should be noted that 50% of the students of two groups have no complaints about the technical support of DL. Individual rate of learning (61% in group 1 and 12.1% in group 2), receiving materials for lectures and presentations (45% TBSU and 21.2% WSG); self-study (21% in group 1 and 15.1% in group 2) were noted by students as the advantages of DL. The introduction of digital technology in universities requires continued research, studying changes in educational standards and reorganizing the educational process.

**DISCUSSIONS**

The COVID-19 pandemic has already affected the HE system everywhere, as all universities were closed for a limited time to strengthen social distancing measures. The urgent electronic transition of universities to DL has revealed a number of problems and advantages of DLT. A detailed analysis of the use of DLT is needed to improve the educational method of teaching and the introduction of new technologies. Therefore, universities need to seize every opportunity for methodological breakthroughs and the provision of affordable educational services that respond to any needs of changing times.

The key positions of this investigation are the students’ opinion about the peculiarities of the use of DLT, their impressions, expectations and disappointments from personal experiences and psychological problems based on the learning outcomes. Student satisfaction with DLT is successful study and passing the exams, which ultimately affects his/her financial incentives (for example, an academic scholarship), as well as confidence in further prosperous study and mental state.

Summarizing and concluding about the pandemic-related DL at TBSU and WSG is premature because the length of this period of self-isolation remains unclear. Assumptions are aggravated by the COVID-19 situation due to the likelihood of a second wave of the pandemic (rbc.ru). At the same time, individual management teams of universities can now rely solely on the local experience of their institution to use safe modes of study in the future (MINAEV et al., 2020).

In connection with the global trends of the pandemic, HE should give priority to the organization and conduct of academic and educational consultations through EIES and the Internet (TOQUERO, 2020). The advantage of DL is that it allows students to study at a convenient time for them, since there is no need to visit the university during quarantine
Thus, the transition to online learning does not require direct interaction between university teachers and students, including their groupmates (TOQUERO, 2020).

The online teacher training organized by the administration of the university will improve DL of students, which ultimately will facilitate the achievement of goals for the provision of educational services.

In connection with the current situation of COVID-19, as well as in order to prepare for an emergency, DLT is becoming extremely relevant. At the same time, in addition to the need to switch to DL and its implementation, problems and shortcomings in standardization and preparation for a new form of the educational process have been revealed. The issue of solving the problems of information security of an individual in the digital educational space is also relevant (MOROZOV, TERESHCHENKO, 2020).

CONCLUSIONS

Based on the statistical data of the DL process at TBSU and WSG, it can be concluded that the transition from traditional to online education systems is generally well organized. At the same time, it is necessary to think about solving a number of emerging problems on which the successful education of students at a university during a pandemic depends. It is necessary to develop regulations, platforms and a system that is comprehensible for both students and university teachers. Also it is necessary to organize professional retraining of teachers to restructure educational programs using them in the educational process.

This paper recommends universities, regardless of the prevailing epidemiological situation in their countries, to carry out investigations to analyze and disseminate restrictive measures, to introduce and modify DLT during a pandemic.

CONFLICT OF INTERESTS

The authors declare no conflict of interest.

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**Distance learning in the COVID-19 period: social aspect**

**Aprendizagem à distância no período COVID-19: aspecto social**

**Aprendizaje a distancia en el periodo COVID-19: aspecto social**

**Resumo**

O objetivo do artigo é estudar o impacto do COVID-19 na educação dos alunos na Rússia e na Polônia, a fim de identificar o nível de satisfação e eficácia da organização da educação à distância durante o período de quarentena. No decorrer do estudo, os autores usaram métodos tanto teóricos (análise, síntese e generalização) e empíricos (comparação qualitativa, medição precisa e experimento). Os pesquisadores usaram a entrevista na web assistida por computador para se conectar com os entrevistados, porque o surto de coronavírus não permitiu o contato físico com os participantes do estudo. Os pesquisadores usaram amostragem aleatória simples para garantir que todos os participantes tivessem chances iguais de serem selecionados para o estudo. Este artigo recomenda que as universidades, independentemente da situação epidemiológica prevalente em seus países, realizem pesquisas para analisar e divulgar medidas restritivas, para introduzir e modificar o ensino a distância durante uma pandemia.

**Keywords:** Educação. Ensino a distância. COVID-19. Aluno.

**Abstract**

The purpose of the article is to study the impact of COVID-19 on the student education in Russia and Poland in order to identify the level of satisfaction and effectiveness of the organization of distance education during the quarantine period. In the course of the study, the authors used methods both theoretical (analysis, synthesis and generalization) and empirical (qualitative comparison, accurate measurement and experiment). The researchers used the computer-assisted web interviewing in order to connect with respondents because coronavirus outbreak did not allow contact physically with the study participants. The researchers used simple random sampling to ensure all participants have an equal chance of being selected for the study. This paper recommends universities, regardless of the prevailing epidemiological situation in their countries, to carry out investigations to analyze and disseminate restrictive measures, to introduce and modify distance learning during a pandemic.

**Keywords:** Education. Distance learning. COVID-19. Student.

**Resumen**

El propósito del artículo es estudiar el impacto de COVID-19 en la educación de los estudiantes en Rusia y Polonia para identificar el nivel de satisfacción y efectividad de la organización de la educación a distancia durante el período de cuarentena. En el curso del estudio, los autores utilizaron métodos tanto teóricos (análisis, síntesis y generalización) como empíricos (comparación cualitativa, mediación precisa y experimentación). Los investigadores utilizaron la entrevista web asistida por computadora para conectarse con los encuestados porque el brote de coronavirus no permitió el contacto físico con los participantes del estudio. Los investigadores utilizaron un muestreo aleatorio simple para garantizar que todos los participantes tengan las mismas posibilidades de ser seleccionados para el estudio. Este trabajo recomienda a las universidades, independientemente de la situación epidemiológica imperante en sus países, realizar investigaciones para analizar y difundir medidas restrictivas, para introducir y modificar la educación a distancia durante una pandemia.

**Palabras-clave:** Educación. Educación a distancia. COVID-19. Estudiante.