

THE PRACTICE OF DISTANCE LEARNING

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Abstract. The quantity of advanced education establishments around the globe offering separation training programs has expanded altogether over the most recent two decades, and most nations have seen a development in separation training enlists. This paper deals with topical issues of the organization of distance learning and its role in the educational environment of Russia. Both positive and negative sides of this form of education in higher education are considered. In the list of positive aspects of distance education, it is necessary to emphasize freedom and flexibility, the opportunity to study at any time of the day, the individuality of distance education systems, a personal approach. Furthermore, the use of the latest computer technologies can serve as an impetus for the development of computer skills for a number of elderly teachers. Unfortunately, the constant written basis of training, the problem of user authentication while testing knowledge, the absence or lack of practical classes in some programs can reduce the effectiveness of distance learning.

Keywords: distance education, distance learning, higher education, new information technologies.

1 Introduction

Distance learning in Russia is no longer a new form of organization of the educational process. At the beginning of 2020, modern realities and the threat of a pandemic forced all Russian higher education institutions to switch to a universal distance learning form. The mobilization took place within a few days: the contracts were drawn up between educational institutions and representatives of the companies providing distance educational services; software packages were installed on personal computers (laptops, tablets, smartphones); training sessions for the teaching staff were held.

What is distance learning, the only possible form of education in the context of the 2020 global pandemic? There are many terminological definitions; however, the following can be distinguished: "distance learning is a complexly organized pedagogical system that can satisfy the educational needs of the population, regardless of its spatial and temporal location in relation to the educational institution" [Abramovsky A.L. 2008, p. 86]. Different points of view were surveyed to recognize standards and instructional methods that undergird powerful web based learning. Three models, for example, Create a social/semantic wellbeing net, Organize addresses specifically and Draw on Schema Theory to associate ideas and substance were inferred [Zorfass, Judith, and Valerie Harlow Shinas. 2018. pp. 268-277].

A separation adapting course in semantics with respect to the points of interest of the course that utilizes current educational innovations was created. Logical and methodic noteworthy of the investigation comprises in the way that the created online course is an imaginative portrayal of the consequences of methodic and logical exploration work of instructors and students [Skorikova, Tatyana Petrovna, Sergey Sergeevich Khromova, and Natalia Vitalievna Dneprovskaya. 2016: 3467-3476]. The execution of learning investigation may engage separation learning organizations to give constant criticism to understudies and educators. Given the main job of the Open University UK (OU) in exploration and use of learning examination, an exploration shared the exercises gained from the encounters of 42 members from a scope of personnel, scholarly and proficient positions, and aptitude with learning investigation [Bart, Rienties, Tom Olney, Mark Nichols, and Christothea Herodotou. (2020): 178-195].

In Russian and Kazakhstan colleges, e-learning is regularly mixed with the conventional kind of in-class instruction and is known as "mixed learning". A specific absence of examination on the utilization of separation learning in Russian colleges decided the subject of an exploration. Aftereffects of the examination show some intriguing perceptions on the demeanor of understudies and foundation educators to the utilization of e-learning. Likewise, the exploration shows positive consequences of the utilization of mixed learning philosophy in concentrating some broad specialized controls during baccalaureate program [Kireev, Boris, Aray Zhundibayeva, and Aiman Aktanova. 2019].

Elements related with view of the open advanced education foundations' picture from the point of view of DL understudies were distinguished. The investigation shows the multidimensionality of the picture and that the examined foundations' worldwide picture is related most emphatically with their emotional picture. Moreover, the outcomes show that the measure of time that an individual from general society associates with an association doesn't influence her view of that association's picture [Da COSTA, Fabio R., Anderson S. Pelissari, and Inayara VDP Gonzalez. 2018].

The basic standards and practices of separation instruction to comprehend ongoing advancements in the regions of on the web and mixed learning were analyzed. It was contended that standard separation training has not grasped the full collective capability of web based learning. Separation instruction keeps on holding to the standards of self-rule and self-heading [Garrison, Randy. 2009].

The minimum requirement for organizing distance learning is the need for a personal computer and Internet access from both the teacher and the student. Distance learning includes three main blocks: teaching aids, telecommunications, and television and broadcasting channels. The point of this paper is to manage effective issues of the association of separation learning and its job in the instructive condition of Russia.

2 Methods

The paper used the descriptive method applied in philology, logical analysis, a systematic approach, and others.

The scientific and methodical basis of the study was the work of Russian and foreign scientists on distance learning. The methodological base of the study was the work of foreign and domestic scientists [Colareza C.S. 2016; Kentnor H.E. 2015; Larionova V. 2018; Miller E.D. G.E. 2010; Zawacki-Richter O. 2015; Valeeva R.Z., Valeev E.R. 2013; Melnik T.E. 2017; Ainoutdinova I., Blagoveshchenskaya A. 2017; Ainoutdinova I., Blagoveshchenskaya A., Nurutdinova A., Dmitrieva E. 2019; Ainoutdinova I.N., A.N. Khuziakhmetov A.N., Tregubova, T.M. 2017].

The methodological structure of the exploration by Ainoutdinova, I., A. Et al [2019] work lays on a lot of social, educational, integrative, fitness and relative methodologies covering all parts of the two instructors' and understudies' scholarly 5520 exercises upgraded by the necessities and difficulties of the computerized period. A far reaching investigation of specialized, instructive and administrative issues of separation training as a productive gigantic online mode and type of study at college has likewise been given as a vital piece of the work.

3 Results and Discussion

Distance learning in terms of characteristics and organizational aspects resembles correspondence learning, which originated at the beginning of the twentieth century, but has noticeable differences. In the list of such differences, for example, we can single out a free study schedule, expanded opportunities for

communication with a teacher and the use of new information technology tools [Ainoutdinova I., Blagoveshchenskaya A. 2017; Ainoutdinova I., Blagoveshchenskaya A., Nurutdinova A., Dmitrieva E. 2019].

The classes at Russian universities were held in various forms, the first of which was a remote web lesson, during which students received materials for study, assignments on various platforms. Materials for study could be in video, audio or text format, it all depended on the creative approach, capabilities and motivation of the teacher. This form includes individual correspondence by e-mail or in social networks, as well as distribution of information materials and correspondence with the entire virtual study group at the same time using the mailing list. It is also necessary to include here individual counseling from the teacher in solving problematic issues within the discipline, which is traditionally provided through communication in social networks.

The second common form is telepresence, during which a video conference is turned on, teachers and students communicate at a distance and see each other at the same time.

Distance learning was technically organized on Microsoft Teams platforms (a corporate platform that combines chat, meetings, notes and attachments in the workspace), Zoom communication software (video conferencing, online meetings, chat and mobile collaboration), Moodle (virtual learning environment), as well as on various other platforms depending on the institution (miSpring Learn, Mirapolis LMS, ShareKnowledge and others).

During distance learning, the interaction of the teacher (supervisor) and the student occurs at a distance. This form of training involves an independent form of training, which means that a student studying remotely needs to be more independent, mobile and responsible. He will not be able to learn without these qualities.

In the list of positive aspects of distance education, it is necessary to emphasize freedom and flexibility, the ability to study at any time of the day. In the case of distance learning, territorial and geographical, as well as some material problems associated with the trip, living in the city of the organization of traditional education, are resolved quickly enough, thus opening up access to quality education, regardless of the remoteness of the student [Ainoutdinova I.N., A.N. Khuziakmetov A.N., Tregubova, T.M. 2017].

During and after classes, the teacher has the opportunity to directly contact a particular student, discuss various issues on the topics of classes, give individual tasks and check, thus providing advice on solving problematic issues within the discipline. This type of communication can be most productive in cases of psychological problems for non-communicative students (for example, in cases where the student has a fear of answering the teacher's questions before the entire study group). The same type of communication can serve as the basis for increasing intellectual and creative potential, for revealing creative features in cases of working with especially gifted students: individual tasks of increased complexity will help them master the discipline at a higher level.

It should be noted that distance learning cannot exist without the use of the latest computer technologies. This order of things served as a certain impetus for the development of computer skills even for a certain number of teachers, especially the elderly. At this time, there is an increase in the student's active role in his or her own education, which is also an undoubted advantage of distance learning.

At the same time, during the forced experiment with distance learning in universities in the second semester of the 2019-20 academic year, it was also possible to clearly highlight the drawbacks. The very first and insoluble drawback: the lack of direct full-time communication between students and the teacher. This disadvantage gives rise to the following problems: the student's motivation for acquiring knowledge disappears, and

individual psychological conditions, for example, rigid self-discipline, are absent.

Although some experts believe that the quality of training does not depend on the technological sphere, but on the adequate certification of students: "If a student ... clearly knows the criteria for certification, then even with poor teaching, methodological and technological support for the educational process, he will be motivated to acquire knowledge, development of necessary skills and abilities" [Safin P.R., Starkova O.F. 2015, p. 77].

Unfortunately, referring only to some forms of conducting classes in a remote form leads only to a written basis for training, when there is a complete absence of an oral form.

The problem of user authentication in testing knowledge is also some kind of problem, although it is easily solved by setting the requirement for a student to turn on a video camera.

Some teachers and students consider the absence or lack of practical training to be the main drawback of distance learning, which is a huge problem when studying the exact sciences, when students cannot conduct chemical experiments or biological observations. However, in the preparation of philologists, journalists, for example, such a problem does not exist, because modern journalism can exist in virtual reality.

Separately, we should talk about the organization of scientific work of students in distance learning. Scientific work in the form of term papers or final qualification works, dissertations is the result of an independent theoretical, scientific study of a student.

The supervisor remotely introduces the student to the requirements for term paper; helps to choose a research topic, helps in the final formulation of the topic name. In the future, the joint work of the student and teacher is to determine the range of questions on the chosen topic and research methods. A plan compiled by the student is adjusted. If necessary, the teacher can give direction to the student in identifying sources and literature on the topic. Through various electronic communication methods, systematic consultations took place to provide organizational and methodological assistance to the student during the preparation and writing of the work. Systematic control and phased certification for the implementation of scientific work provides for verification of the performance of work in parts and as a whole.

Thus, students carried out scientific work in the distance learning form on their own, using the advice of the supervisor and reporting to him as individual parts and the work as a whole were completed. Therefore, the success of the student's scientific research activity depended on how efficiently and constantly the remote interaction with the supervisor was organized.

In the conditions of remote interaction, the student and teacher need to establish contact not only through training platforms, but also through various instant messengers, e-mail, and video communications. The disadvantage of such communication may be the lack of full understanding and interaction with the supervisor, because students are not always comfortable with this way of communication due to the lack of the ability to fully formulate their thoughts.

It must be emphasized that distance consultations by a scientific adviser should be permanent rather than single.

An important requirement in this interaction is that the time of work, communication between the supervisor and the student should be regulated. In the framework of remote contact, students may sometimes have the illusion that they can get in touch with the teacher at any time of the day, since this is what the Internet connection suggests. Nevertheless, do not forget that, despite the availability of training materials at any time of the day, scheduled classes, communication should be carried out at a strictly agreed time, according to a schedule. Otherwise, students will lose motivation for learning, self-discipline will

deteriorate. In addition, teachers should have a certain part of the day, intended for rest; compliance with subordination with such communication should also be maintained. To do this, you can regulate and announce hours of additional online consultations.

Unfortunately, virtual communication sometimes allows its participants to forget that it is the same communication with the same living people. Therefore, all moral principles and rules of conduct, etiquette must be observed on both sides. Only in this case the productive contact and full understanding between the teacher and the student can be possible. Remote communication involves a more patient attitude towards each other.

4 Summary

Distance learning requires a fundamentally new approach to the organization of the educational process, which is impossible to implement, relying only on old tricks and teaching methods. In this regard, new electronic textbooks and study guides are needed, as well as a revision of teaching methods and technologies that meet the telecommunication environment.

The remote format of interaction requires the student to be highly disciplined and responsible in the performance of work. In cases where all the boundaries of interaction are indicated, effective implementation of the curriculum and training program as a whole in the end result can be obtained. Freedom and flexibility, accessibility, the possibility of on-the-job learning at a convenient time for the student, the use of the latest computer technologies, an individual approach, the ability to work with gifted students make distance learning, as well as education, a good alternative to the traditional form, and in the global pandemic is the only one.

5 Conclusions

In conclusion, it should be noted that the development and intensive use of this form of organization of the educational process is considered as a rather effective means of forming the foundations of education in Russia in the 21st century, because it contributes to the widespread dissemination of education, making training courses more accessible compared to traditional full-time education.

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