Distance learning technologies in teaching pedagogical disciplines

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Abstract: The substantiation of the necessary and sufficient conditions for the effective implementation of distance learning is carried out in the context of the strategic priorities of the modernization of education related to ensuring its accessibility and continuity. Distance learning is viewed as a purposeful process of organizing students' activities to master "compressed" human experience, gain experience in creative activity and develop abilities for the purpose of applying and acquiring knowledge throughout life through the use of distance learning technologies.

Information technologies and their use in the process of indirect interaction between students and pedagogical workers can only indirectly contribute to the formation of the corresponding values and rules and norms of behavior accepted in society, which in the future makes research on the "embedding" of distance learning into the educational process in such a way that the upbringing function of education has been updated.

Key words: distance learning, conditions, load regulation, foreign experience, equipment and competencies, institutional foundations, basic departments, networking, financial support, monitoring indicators

Introduction. The strategy of modernization of higher education in the republic is determined by the existing approaches in relation to this level of education. The first is based on the thesis about the "redundancy" of higher education. The second approach is to recognize higher education as a social norm.

The purpose of this study is to identify the conditions for realizing the potential of distance learning in the context of modernization of the domestic system of higher education. In the presented study, an attempt is made to reveal the necessary and sufficient conditions for the effective implementation of distance learning as a tool for improving the quality of educational activities, preserving the personnel potential of higher education organizations.

Research methods: categorical-conceptual analysis in order to clarify the basic concepts of the research; analysis of regulatory documents to determine the institutional basis for the implementation of distance learning and distance learning practice. Conceptual analysis as a theoretical basis for the study The concept of "distance education" was formulated more than 20 years ago in the Concept for the creation and development of a unified system of distance education: distance education is understood as "a complex of educational services provided to the general population in the country and abroad with the help of specialized information and educational environment at any distance from educational institutions ". At the same time, the information and educational environment is defined as "a set of data transmission facilities, information resources, interaction protocols, hardware and software and organizational and methodological support, focused on meeting the educational needs of users." This concept became the basis for the "construction" of new definitions.

E-learning is understood as the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs and information technologies, technological means, as well as information and telecommunication networks that ensure

the transmission of this information through communication lines, interaction between students and pedagogical workers. ...

Distance learning technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks with indirect (at a distance) interaction between students and teachers. "

Considering education as “a single purposeful process of upbringing and training, which is a socially significant benefit and is carried out in the interests of a person, family, society and the state, as well as a set of acquired knowledge, skills, attitudes, experience and competence of a certain volume and complexity in order to intellectual, spiritual, moral, creative, physical and (or) professional development of a person, satisfaction of his educational needs and interests ", it is appropriate to ask the question: to what extent the use of information technologies and the indirect interaction of students and teachers will allow solving (and solves) educational problems ? It is obvious that information technologies and their use in the educational process can indirectly contribute to the formation of the student's sociocultural, spiritual and moral values and the rules and norms of behavior adopted in society in the interests of a person, family, society and state.

For example, the formation of empathic culture, which is the most important component of the competence of a future teacher, is difficult to provide remotely.

Our article substantiates that the most important element of the methodology for the formation of empathic culture of students is the mastery of the methods of establishing personal contact by students: the determining factor is visual contact, during which empathy and faith in the interlocutor is "sent" through the gaze. Gradually, it is supplemented by verbal, tactile, objective-effective contact.

It is impossible to remotely implement this technique in practice in educational activities. For the formation of values, rules and norms of behavior, an appropriate educational environment is needed, in which the “pickle effect” is realized. Any fresh cucumber placed in the brine will turn salty. This environment includes, among other things, a functioning system for the development of the creative potential of trainees, multi-genre amateur performances, volunteer movement, etc. This environment presupposes the absence of corruption in any form and any other associal manifestations.

The role of the educational environment, which contributes to the formation of appropriate values, rules and norms of behavior in society, is leveled out (or completely excluded). The above is not a terminological game. The categorical-conceptual certainty makes it possible to build methodologically grounded theories, on the basis of which specific technologies for achieving the set goals are designed. Based on the foregoing, we consider it methodologically correct to talk about distance learning as a purposeful process of organizing students' activities to master "compressed" human experience, gain experience in creative activity and develop abilities in order to apply and acquire knowledge throughout life through the use of distance learning technologies.

Thus, the concept of "distance learning" and "distance learning technologies" are related as "general" and "private (special)": distance learning is a specially organized process, and distance learning technologies are a tool that ensures the effective implementation of this process. The “richer” the tools, the higher the efficiency of the process itself.

Taking into account the positions stated above, the research devoted to the "embedding" of distance learning into the educational process in such a way that the educational function of education is actualized is relevant. Many researchers recognize that the development of distance learning (DL) is essential

Distance learning technologies, as an integral part of media education technologies, should help improve the quality of students' perception of the "compressed" human experience: the integrated use of the press, television and radio broadcasting, advertising, cinema, new information and communication technologies should provide training for a professionally competent and mobile specialist. The use of distance learning technologies should be considered in the context of the implementation of the main goal of media education - "the formation of a media-competent personality capable of solving practical

problems in the information society, able to use information in various forms of its presentation, possessing the methods of communication using information communication technologies in the media space."

Based on the analysis of organizational and technical problems, it is possible to formulate the second necessary condition for the effective implementation of distance learning, the availability of appropriate technical equipment and competencies necessary for the development of distance learning technologies.

Based on the wide variety of technical means, the following should be the basis for the choice of learning technologies:

a) setting a diagnostically set goal (expected learning outcomes and ways to test them);

b) selection of the content of education in accordance with the characteristics of a specific subject area, the prevailing type of educational tasks and exercises that ensure the formation of the required competencies;

c) taking into account the level of activity of students, the degree of involvement in the educational process (the level of interactivity of teaching the discipline);

d) adaptability of technologies (the greatest correspondence of the technology to the psychophysical characteristics of the trainees). When designing distance learning technologies, one should take into account the peculiarities of information retention in memory.

In the studies of V.P. Bespalko proved that the minimum coefficient of assimilation at any level (reproductive, heuristic, creative) should be at least 0.7. Thus, the achievement of the minimum assimilation rate can be ensured through: a) discussion of the problem with others (via videoconferences); b) gaining experience in the process of performing the relevant tasks; c) creating conditions when trainees will speak (articulate) in the process of performing the activity. And in this sense, it is necessary to correlate the level of interactivity of the technology (and the duration of its use) with the level of costs for its implementation. Obviously, there are disciplines that require more interaction between the teacher and the student in the process of face-to-face contact or via videoconferencing. At the same time, it is possible to single out disciplines in which the formation of the required competencies can be ensured using less expensive teaching technologies. Various researchers have repeatedly emphasized that financial resources are used very inefficiently in many educational institutions, since expensive technologies such as teleconferences, satellite television are used when the learning objectives could be achieved and on the basis of relatively low-cost technologies (laser discs, computer training programs, audio conferencing, etc.).

Practice shows that the most effective technology choice is the multimedia approach (the use of several information technologies in the educational process).

In this case, a qualitative increase in the result of education can occur due to the implementation of positive synergistic effects. It seems essential to us that with such an approach to the learning process, one can use rational ideas of neurolinguistic programming, namely, taking into account the peculiarities of the perception of information by trainees, according to which it is possible to distinguish groups that perceive information to a greater extent visually, aurally or kinesthetically.

It is important to provide reliable feedback "teacher-student", the organization of control, the results of which can be judged on the level of formed competencies. This problem is the subject of a separate study.

Increasing the effectiveness of the use of distance learning technologies is associated with the determination of sufficient conditions to ensure the access of potential consumers to educational resources and the implementation of "economies of scale", as a result of reducing the cost of education. These conditions represent the institutional basis for the regulation of the educational activities of organizations that carry out it using e-learning and distance learning technologies.

In the implementation of educational programs using the network form, along with organizations carrying out educational activities, scientific organizations, medical organizations, cultural

organizations, physical culture and sports and other organizations that have the resources necessary to carry out training, conduct educational and industrial practice and implement other types of educational activities provided for by the relevant educational program. "

For organizations of higher education, the second option for the implementation of educational programs seems to be promising. In this variant of the organization of the network form, the educational program is implemented by one organization, but using the resources of the partner organization. Partner organizations provide their material and technical base and other resources, primarily for educational and industrial practice. When choosing an educational organization as a partner organization, the latter implements the part of the educational program provided for by the contract (provides educational services) and sends the necessary information to the base organization for offsetting the development of the relevant disciplines (modules) and practices.

A number of models for organizing a network form are presented in the methodological recommendations, which are not exhaustive:

1. Model of inclusion of modules of educational programs of other organizations carrying out educational activities.
2. Model "individual choice".
3. The "university-enterprise" model.
4. The model "basic organization of the academic institution of the enterprise".

Thus, the creation of basic departments by the head organization on the basis of a partner organization allows coordinating the implementation of educational programs and making the most optimal use of the resources provided. This creates conditions for the innovative development of network participants and the preservation of human resources (as the basic value of any organization).

Conclusions. It is obvious that the use of distance learning technologies should contribute to the development of new approaches to assessing the productivity of a higher school teacher based on the creation of a unified (all-Russian) methodology for calculating the rating of a university teacher. It should reflect the measure of the effectiveness of educational, research, educational, methodological, organizational and educational activities carried out by the teacher. Increasing the productivity of the carriers of "compressed" human experience - teachers of higher education, which we associate with the legislative regulation of the load in terms of determining the maximum level of classroom load and standards for the implementation of educational, methodological, research and organizational and methodological work. This will require a change in approaches to financing universities: the section of the state assignment should include works related to the development of distance learning technologies with appropriate financial support for these works:

a) development of educational and methodological complexes for the profile of personnel training;

b) creation of intellectual property objects (patents for methods, models, programs) for use in the educational process, including their distribution on the basis of licensing agreements among a certain circle of universities.

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