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DISTANCE EDUCATIONAL TECHNOLOGIES IN THE SPHERE OF TRAINING OF SPECIALISTS IN HIGHER EDUCATION

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Abstract
The article is devoted to the features of distance learning technology, which is used in the system of higher professional education. The main advantages of distance learning technology, informational and educational interaction between a teacher and a student in an interactive mode and the role of individual learning in achieving the effectiveness of educational activities are shown. It is noted that distance learning technologies must meet such methodological requirements as conceptuality, consistency, manageability, efficiency, reproducibility and interactivity. An analysis of the advantages of using this technology in comparison with the traditional approach to distance learning is given.

Keywords: distance learning, distance education technologies, the efficiency of educational activity, conceptuality, consistency, controllability, efficiency, reproducibility, interactivity, individual learning.

Introduction

Today, new educational technologies are being actively introduced in education. Technologies are understood as such education strategies that require the assimilation of not only certain knowledge but also the skills to obtain it, which implies a special methodological workload in the educational process. [1-2] In modern education, this term is used for educational practices that do not fit into the traditional educational process. [4-6] In essence, this term refers to methodological innovations in education, which are becoming more widespread in education.

Materials and methods

Concerning the system of higher education, relevant pedagogical technologies, in our opinion, are distance educational technologies, implemented mainly with the

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use of information and telecommunication networks with direct interaction between students and teachers at a distance.

World experience confirms that distance education is much cheaper than traditional education from 10 to 50% of the costs provided for in the traditional form of education. [5] Moreover, the tendency to reduce the cost of distance education will be the more significant, the more widespread will be the desire to receive higher education in distance learning. The development of distance education is recognized as one of the key areas of the main educational programs of UNESCO "Education for All", "Education for Life", "Education without Borders", etc. [3-7-11].

Distance education technologies involve:

– Updating the content of education, aimed at modernizing academic disciplines, developing innovative teaching methods that make it easier for students

– Understanding and using the acquired knowledge in solving the problems of science, economics and production;

– Integration of knowledge acquired during the study of related disciplines, formation of the ability of future specialists to independently perform professional functions, readiness for joint activities and complicity,

– Development of professional and creative activity experience;

– Optimization of the learning process, creation of prerequisites for the problem-modular study of the cycles of academic disciplines in order to improve the quality of knowledge, skills and abilities formed;

– Shifting the emphasis to independent work of students under the guidance of a teacher, which will make learning a creative process based on independent studies, supported by contacts with leading, engineering and technical staff of the university and production.

As the results of research shows, the greatest efficiency of educational activity is achieved when using such pedagogical technologies that allow most of the study time to be devoted to individual learning, since the higher the degree of student participation in the learning process, the higher the level of mastering the educational material.

In the context of the use of electronic learning tools, the task of the teacher is to carry out general management of the process of interaction between the student and the information and educational environment, which leads to a modification of the methods and forms of conducting training sessions, the transformation of

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the activities of the teacher and students, which contributes to an increase in the cognitive activity of students [9-12].

Based on the foregoing, distance learning technologies must meet such methodological requirements as conceptuality, consistency, manageability, efficiency, reproducibility, and interactivity. Conceptuality (lat. conceptus - thought, concept) - is the ability to organize a system of one's own thinking and concepts on the basis of a certain concept as a single explanation of reality in its inconsistency and integrity of the design. [13-15]

In this connection, distance educational technology should be based on a certain scientific concept, including a philosophical, psychological, didactic and socio-pedagogical justification for achieving educational goals [19-20].

Consistency and consistency require such an organization of the learning process, in which the educational material is assimilated by students in a strict logical order, corresponding to the logic of science, the labour process, as well as the didactic requirement to rely on a set of previously acquired knowledge and skills [10-14].

Only under this condition, knowledge and skills will be acquired consciously, in a certain system, students will be able to freely use them in their practical activities. This technology should have all the features of the system: the logic of the process, interconnection of all its parts, and integrity [8].

Controllability

Distance educational technology implies the possibility of designing a phased diagnostics of the learning process, varying means and methods in order to correct the results.

Efficiency

Distance technologies exist in competitive conditions with traditional pedagogical technologies and must be effective in terms of results, optimal in terms of costs and guarantee the achievement of a certain standard of learning.

Reproducibility

This requirement lies in the possibility of repeating distance educational pedagogical technology in other educational institutions, on other subjects.

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Interactivity

This is a specific principle of distance learning. It is based on the fact that in the learning process, students and teachers communicate with each other through information and telecommunication technologies. The technological level of designing distance learning provides the following normative actions of the teacher:

– Scheduling work tasks according to the model of a specialist;
– Designing the effective characteristics of professional competencies formed in the learning process;
– Analysis of available training facilities;
– Development of an algorithm for managing educational activities through the preparation of training programs;
– Selection of pedagogical procedures for managing educational activities;
– Designing the operational composition of actions;
– Designing corrective controls;
– Development of a diagnostic apparatus for monitoring and correcting the process of assimilation of educational material.

The educational process is built in such a way that some distance poly-didactic technology is constructed, which integrates several elements of various mono-technologies [16-18].

Results

As a result, distance learning technology can be considered as a didactic poly-construction of information management of educational and cognitive activity of students, reflecting the laws of cognition. The didactic activity of the teacher, presented in this technology, is associated with the prediction of the necessary pedagogical actions to ensure distance learning conditions.

Being essentially a system of teaching methods, distance learning technology provides optimal and affective perception, assimilation and use of educational information in an interactive mode [17-21].

At the same time, the possibilities of e-learning tools make it possible to carry out information and educational interaction between a teacher and a student in an interactive mode, taking into account the individual characteristics of students.

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Under these conditions, the process of exchanging educational information is greatly facilitated, and the student is alternately the source and receiver of this information [22].

It should be noted that the effectiveness of the functioning of e-learning systems depends on the quality of the educational services they provide, with the help of which students can independently search for the necessary information to prepare and complete a training task, as well as control the results obtained [23]. At the same time, their activity is fully controlled by a computer, and it occurs according to an adaptive algorithm that takes into account the individual degree of preparedness of each student. Thus, the main advantages of distance learning technology are:

– Organized, directed, active, independent work of the student, which contributes to the disclosure and development of the creative beginning of his personality;

– Operational contact with the teacher-consultant, the use of interactive tasks;

– Visualization of educational and methodological material (illustrations, understandable flowcharts, structuring texts using various methods of highlighting basic definitions, concepts, keywords, etc., multimedia, videos);

– The sound accompaniment of electronic lectures;

– Application of animation in examples of problem-solving. At the same time, it should be noted that the use of distance learning technology in the educational process ensures the satisfaction of students' needs for knowledge, and provides great opportunities for those who, due to objective circumstances, cannot be included in the traditionally organized educational process.

The practice of implementing distance education in the system of continuing professional education requires a comprehensive consideration of regulatory, financial, social, worldview, value, methodological, technological, organizational, pedagogical, psychological and ergonomic aspects [24].

Conclusion

In addition, when implementing distance education, it is necessary to take into account such factors as profitability and quick payback of material costs; unlimited enrollment of students with relatively limited teaching staff; the possibility of obtaining an education at any age, on the job and for the disabled; providing skills to work with modern computer technologies and communication means; opportunity for personalized learning and convenient place, etc.

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