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DISTANCE LEARNING WITHIN THE FRAME OF MODERN EDUCATIONAL SYSTEMS

Annotation. The article considers the main theoretical and practical aspects related to the development and implementation of distance learning. The explanation of the basic vocabulary related to distance education is made. The concept of general education in the context of teacher-student interaction is considered. The advantages of distance learning in comparison with the traditional system of provision of educational services are identified and analyzed. The list of the most famous electronic platforms, which teachers of Ukrainian higher educational institutions can use to organize distance work with students of different profiles and specializations, is given.

Introduction

The transformational processes of the modern world generate the vital need for systematic information updating and qualitative development of new skills that are necessary for effective work of specialists in the context of development of a global international educational environment. To master the set of ready knowledge and skills is not enough for the student of higher educational institution in XXI century. Today this approach is archaic and no longer meets the requirements established by the society for the training of specialists of any industry.

The graduates of Ukrainian universities, who joined the Bologna process, should not just “know”, but rather “possess” relevant professional competencies that will further define their path as future professionals of any industry. In this regard, the question of how to ensure the level of teaching courses, which will meet the realities of modern conditions of the development of the information society, remains open.

In comparison with other types of education, the topic of distance learning in Ukraine has been studied for relatively short time. However, in recent decades, the problem of distance learning is gaining momentum among Ukrainian universities, and this, in its turn, generates an increase in the number of scientific publications devoted to the study of various aspects of the implementation of distance mechanisms in the educational environment (V. Vishnivskij, H. Gajdur, M. Gnidenko, B. Demida, O. Ilyin, V. Kukharenko, S. Semerikov, I. Teplytskyi, S. Shokalyuk, B. Shunevych etc).

Purpose of the study

Taking into account the relevance and significance of the problem of distance learning, we consider it appropriate to analyze the content and features of the implementation of distance learning within the frame of modern educational systems at the level of foreign and domestic experience of higher education institutions.

Research methods and methodology

Taking into account the priority of educational changes within the realities of today, there is a significant question regarding the development of a conceptual model of “new” education that would meet the modern needs of students and include distance learning technologies, which would provide the implementation of the most open learning process at higher education institutions of Ukraine through a direct teacher-student interaction.

The retrospective analysis of approaches to evaluation of the effectiveness and prospects of implementation of distance learning in the practice of modern educational institutions of Ukraine was chosen as main research method. The explanation of the basic vocabulary related to distance education concerning the problem of research is made through the prism of comparative assessment of approaches and interpretations.

Results and discussion

Modern Ukrainian scientists agree that the mass introduction of information technologies in almost all spheres of human activity leads to the formation of a highly automated information environment, which is directly related to the process of development and modernization of the education system. We are talking about a peculiar “educational revolution” in the process of teaching that is directly related to

the Internet. Modern teachers form a fundamentally new world, which provides for free access to knowledge and the opportunity to join to the process of its creation and dissemination. This creates a space for an updated pedagogical system that improves competencies for the applicants themselves and expands the space of opportunities for those, who prepare this knowledge [4].

The open educational space implies an open learning process that creates conditions for teaching students with different skills and needs that are adjusted in accordance with the syllabus [3]. The main issues concerning this distance learning process are: 1) organization of independent work of students within the system of distance support; 2) methodological support for the activities of the teacher-tutor; 3) software and technical support for the remote process, etc. [1].

There is a certain dissonance concerning the explanation of the essence of the concept of “distance learning” in scientific circles. Some consider it to be a form of education (along with part-time and full-time forms), within the frame of which progressive teaching methods based on telecommunications and computer technologies are used. Others define distance learning as a unique asynchronous process of interaction between objects and subjects of educational activity, taking into account the indifference of their location in the local space [1]. This is not the end of the terminological differences and the controversy concerning the essence and content of distance learning remains today.

The modern researchers are studying the feasibility of implementation of a mass open distance course in educational practice that today is recognized as a method of teaching, which is insufficiently studied and requires the use of fundamentally new clusters and educational services. The main problems in this process are the selection and verification of open content, methods of working with students aimed at development of appropriate skills of working with open courses, and the possibility of integrating open distance courses into the classical system of education at universities [3].

The undisputed advantage of distance learning is the flexibility in teaching of course material with the maximum degree of consideration of individual characteristics, abilities and training level of students. This process is implemented through a system of alternative sites that contain detailed and additional information on topics that potentially can cause difficulties in the classical education system. This system creates a favorable space for the implementation of progressive

methodological, pedagogical and psychological developments with the division of the material into completed parts (modules), which provide for the process of learning as material is comprehended [1].

Distance learning processes lead to the globalization of educational systems that, in its turn, creates conditions for the successful functioning of the “new” pedagogy, which is guided by new laws with due regard for the informatization of world processes. For example, the classical pedagogical system consists of several well-established and stable elements – the goal, objectives, content, certain educational resources, subjects and objects of training; methods, technologies and means of provision of educational services. In fact, all these elements are based on the support of a number of subsystems – financial and economic, regulatory, educational, material and marketing. These subsystems, in their turn, are interconnected and by simple fact of their very existence form an information and educational environment. However, as practice shows, the traditional education system quite often blocks the opportunities that it possesses through a number of subjective factors, which are leveled precisely through the effective use of the distance education system [4].

In the global process of “gadgetization” of the world, the issue of transferring the vector of development of distance learning from personal computers to smartphones and personal communicators, which are an integral part of the life of a young person of the XXI century, becomes relevant. These devices are powerful due to their technical capabilities and set the ground for the implementation of a “mobile educational office”, which simplifies the process of obtaining information through the means of new software and progressive means of accessing desired information content [6].

When choosing the technical means for provision of distance learning, a particularly important issue is the choice of the platform for its organization. In fact, a software, which is used for remote support of the process of educational services provision is considered to be such a platform. This includes the means used by all participants of the distance learning process— teachers of certain disciplines, students and the administration of a higher educational institution that organizes distance learning [1, p.27].

Blackboard, the American company, is considered to be leading company among the companies that are engaged in the development of global software support

for the process of educational services provision. Promey, ATutor, Dokeos and Moodle remote platforms are also very popular.

Most higher education institutions of Ukraine organize a distance education system on Moodle platform (a modular object-oriented dynamic learning environment), which has proven itself quite practical in the domestic educational space. The main advantages of Moodle platform are its openness, which provides for the organization of the education management system in the Open Source mode. Within this platform, the process of interaction between the student and the teacher is maximally implemented through the system of extended functional work.

In recent decades, the trend of development software for distance education has moved to the domestic education space. More than ten higher educational institutions of Ukraine develop and use their own software on practice (Ivan Franko Lviv National University, Kharkiv State Academy of Food Technology and Trade, Kherson State Technical University, etc.) [8].

Distance education has a number of characteristics that make it particularly promising in the realities of modern Ukrainian society. Among these characteristics there are adaptability and flexibility to the needs and capabilities of students; modularity of curriculum construction; the specific role of the teacher-tutor; the individually oriented forms of control of students' knowledge; the usage of communicative and high-tech methods of teacher-student interaction; the usage of specialized programs and technical tools of teaching, etc. [7].

Conclusions

Distance learning is a prioritized system for working with students, because the traditional system of providing educational services often lags behind the real needs and demands of modern students, who set a high bar for higher education institutions, where they study.

Distance learning creates a space for effective teacher-student interaction that makes it possible to develop and effectively keep up with changes related to global trends.

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