

THEORETICAL AND DIDACTIC FOUNDATIONS OF THE DISTANCE EDUCATION SYSTEM

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ANNOTATION

This article provides information on the theoretical and didactic foundations of distance education and its organization.

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The introduction of Internet technologies has changed the situation that has remained unchanged for several centuries. This was reflected in the exchange of regular correspondence with e-mail, and libraries with websites.

Now, instead of traditional forms of education, elements of distance education have entered the educational system.

The introduction of modern information and communication technologies into the educational process has led to the creation of a new form of education - distance education, in addition to traditional teaching methods.

In distance education, the student and the teacher are in constant communication with the help of specially created educational courses, control forms, electronic communication and other technologies of the Internet, while being spatially separated from each other. Distance education based on the use of Internet technology provides access to the global information and education network, performs an important series of new functions with the principle of integration and interaction.

Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In the process of such training, the student learns independent teaching and methodical materials in an interactive mode, passes control, performs control work under the direct guidance of the teacher, and communicates with other students of the "virtual learning group" in the group.

For people who, for certain reasons, did not have the opportunity to study in full-time departments of educational institutions, for example, for people who do not require health, who intend to change their specialty, or who are old and who want to improve their qualifications. Distance learning is a convenient form of learning.

Distance education uses various information and communication technologies, that is, each technology depends on the purpose and nature of the issue. For example, if traditional print-based teaching tools (tutorials, textbooks) are based on introducing students to new material, interactive audio and video conferences are used to communicate over a certain period of time, e-mail It is designed to establish forward and reverse communication, that is, to send and receive messages.

Pre-recorded video lectures allow students to listen to and watch lectures, and fast exchange of faxes, messages, assignments over the network allows students to learn through mutual feedback.

Based on the above, it is possible to give descriptions and definitions of some terms that are repeatedly mentioned in the educational process.

Distance education is a form of education based on information and telecommunication technologies, as well as part-time and full-time education, which includes the best traditional and innovative methods, teaching tools and forms.

Distance learning is an educational system based on new information technologies, telecommunication technologies and technical means. It is a system that requires the learner to work more independently, providing learning conditions and communication with the teacher based on certain standards and educational laws. In this case, the educational institution does not depend on the time and place of the student.

Distance education is an educational complex that provides educational services to all strata of the population and foreign students, based on the means of exchanging educational information at a distance, with the help of a teacher's special information environment.

Distance education system is an education system organized on the basis of distance education conditions. Distance learning system, like all educational systems, has its structural purpose, content, methods, tools and organizational forms. Why is distance education necessary? - is a natural question. As an answer to this question, I can list the following:

- New opportunities in education (affordability of education, independence of time and place, etc.).
- Limitation of the number of students admitted to educational institutions.
- Increase in the number of people who want to study.
- Development of quality information technologies.
- Strengthening of international integration.

The conditions and opportunities listed above indicate the need for distance education.

Distance education models

There are different models and forms of distance education in the educational system, which are distinguished by the following conditions of use:

- geographical conditions (for example, the territory of the country, location away from the center, climate);
- general level of informatization and computerization of the country;
- level of development of communication and means of transport;
- level of use of information and communication technologies in the educational process;
- traditions used in education;
- availability of scientific pedagogic personnel for the distance education system and their potential, etc.

In general, the goals of distance education include:

- To create the same opportunity for education for all regions of the country and all students, students, and those who want to get an education.
- Improving the quality of education by using the scientific and educational potential of leading universities, academies, institutes, training centers, personnel retraining institutions, professional development institutions and other educational institutions.
- To create an opportunity to receive additional education in parallel with basic

education and basic activity.

– Satisfying the educational needs of students and expanding the educational environment.

– Creation of continuing education opportunities.

– Providing a new principle level of education while maintaining the quality of education. Summarizing the above, it can be said that the introduction of elements of distance education into educational institutions is beneficial in every way. There are all conditions for the introduction of this complex in the higher education system.

The use of information and communication technologies in the educational process (in particular, the distance learning process) is mainly carried out in two ways. The first condition is technical equipment, and the second condition is the provision of special software.

1. Provision of technical equipment: computers, network devices, high-speed Internet networks, video conferencing equipment and computers.

2. Software: includes software that uses existing devices and a set of programs designed for this field.

In recent years, the type of electronic education through the Internet or Internet network, which is used in the management of the educational system in the West, came under the term Elearning (electronic education).



Distance Education Models

Electronic education is a broad concept that means various forms of education based on information and communication technologies.

E-learning can be divided into groups depending on the method of delivering the content to the learner.

It is possible to cite models of distance education presented in analytical research materials of the UNESCO Institute in 2000 ("Distance Education for the Information Society: Policies, Pedagogy and Professional Development").

Primary (Unity) model. This model is organized in order to work with distance learning and "distance" students according to its organizational structure. Training is carried out in such a way that the daytime form of education is not necessary. All teaching is done remotely. In this model, there are regional learning centers where students can receive advice from teachers and take final exams.

In such universities, teachers and students are given great freedom in choosing the forms and

methods of educational activity. There are no strict limits on time schedules. Teaching on this principle is organized in Open universities, for example, in the Open University of Great Britain (United Kingdom Open University - <http://www.open.ac.uk>).

Dual (Dual) model. In such a system, the university educates both full-time students and part-time and part-distance programs. Both have the same timetables, curricula, exams and assessment criteria. Typically, universities that develop a dual model are traditional universities with a larger number of full-time students than distance students. Therefore, in the same university, full-time students, who have the opportunity to use large educational materials, will win.

In such universities, distance courses are not always profitable, sometimes they are carried out at the expense of training full-time students. In such cases, the main emphasis is placed on experience, research on pedagogy and methodological innovations, etc.

This model of distance learning was established at the University of New England, Australia - <http://www.une.edu.au>.

Mixed model. This model envisages different forms of distance education of university students, or rather, the integration of forms. For example, in the full-time form, students study part of the programs of distance learning courses or in parallel with the full-time courses taught by the teacher of this university.

Also, in this model, within the traditional courses, there may be a combination of separate forms of training in the form of virtual seminars, presentations, lectures. The higher the university is equipped with information and communication technologies, the more diverse the forms of teaching.

Such integrated courses are organized at Massey University in New Zealand (Massey University, New Zealand - <http://www.massey.ac.nz>).

Consortium. This model consists of merging two universities. In doing so, they exchange learning materials or share some tasks. For example, one university produces educational materials for distance education, another provides teachers for virtual study groups or conducts official accreditation of distance education programs.

In such cases, the university as a whole or its separate centers, faculties, or even commercial or state organizations operating in the market of educational services can be partners. Consortia are effective only under the conditions of strict centralized management and compliance with copyright and material rights of the created objects.

Open Learning Agency in Canada (Open Learning Agency, Canada - <http://www.ola.bc.ca>) can be an example of a consortium.

Franchise. In the distance learning model organized on the principle of franchising, partner universities provide each other with their distance courses. In this case, a university that has proven itself in the market of educational services, which is just organizing distance learning of its own courses, and does not have experience in the independent development of educational materials for distance learning, is looking to its partners. can give the right to teach.

The interesting thing about such a model is that students enroll in their university and receive educational services of the same volume and quality, and even diplomas after graduation, as a student of an advanced university who entered the consortium.

In this case, all attributes of an advanced university will remain valid. An example of a franchise model is the Business School at the Open University of Great Britain (OpenUniversity Business School, Great Britain) and its connection with universities in Eastern Europe.

Validation. A very common model of distance learning, in which educational institutions sign an agreement that all partners perform distance learning services on an equal basis. One of them performs diploma validation, accreditation of courses and programs, is responsible for issuing officially recognized diplomas and certificates, awards scientific degrees, etc.

The relations between the main university (a well-known university with state accreditation) and its numerous branches in the regions are organized on the basis of this model.

Distant audiences. Modern information technology tools are actively used in this model. Educational courses, lectures or seminars held at some university are transmitted to remote educational auditoriums where students gather through telecommunication channels in the form of a synchronous TV show, videoconference, radio broadcast. In this, one teacher works with a large audience of students at the same time.

According to this model, distance learning was organized at the University of Wisconsin, USA, as well as at the China Central Radio and TV University.

Projects. It consists of a distance learning model designed to implement a comprehensive project within the framework of a public education or research program. In this model, the main importance is focused on the scientific-methodological center, where the main specialists who develop educational materials, teachers and scientists who conduct distance courses gather.

Distance courses developed at the center are broadcast to a large audience of a country (territory). Such training is considered temporary and will be terminated after the completion of the work planned in the project. An example of this model is the agricultural, new methods of agrotechnics, ecology, etc. conducted by various international organizations in the developing countries of Africa and Latin America. Distance learning courses are available.

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