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CURRENT ISSUE OF DISTANCE LEARNING

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ABSTRACT

This article is aimed at solving the current problems of distance education today. Huge innovations introduced in the field of distance pedagogy over the years have raised a number of questions. The educational process in this field has undergone great changes. Every year, the number of information and communication technologies integrated into the field of education is increasing.

KEYWORDS

Distance learning, self-education, self-control, higher education, communicate, technology, modern technology.

INTRODUCTION

Distance learning, which has long become a reality of world and higher education, needs not only empirical, but also theoretical understanding. A large amount of material has already been accumulated here, requiring its systematization. First of all, it should be noted that distance learning will continue to develop actively in the future, while, apparently, competition in Russian education in this area will affect, first of all, state

universities. This is due to the state policy to curtail the system of non-state universities.

THE MAIN RESULTS AND FINDINGS

From a theoretical point of view, distance learning has a number of advantages and some disadvantages, which are a continuation of the advantages themselves. First of all, distance teaching is very

democratic, since it provides an opportunity to receive education, including higher education, for the most diverse segments of the population (disabled people, pensioners, housewives, prisoners, etc.). Thus, not in words, but in deeds, the constitutional right of citizens to receive education is realized.

Distance learning is cost-effective because the costs and fees are much lower than with other traditional forms of higher education. It is also convenient that students are not tied to a specific place, but can choose it at their discretion (home education is most often used).

The disadvantages include not the highest quality of education, if we compare distance teaching with full-time teaching at large universities. Since the payment for distance education is low, the salaries of teachers are appropriate, which cannot but affect the quality of the services provided. In distance learning, self-education and self-control play an important role. But due to the fact that with the help of the Internet today it is possible to quickly find the answer to almost any task, the problems of compilation and plagiarism are especially acute.

The teacher most often communicates with students without visual contact, which makes it difficult to objectively assess the level of their preparedness. At the same time, if a student is really interested in the high quality of the education he receives, then the

distance system can provide him with everything he needs. This again depends on desire and self-discipline.

As you know, modern education is the bearer of a certain ideology. With a distance learning system, ideological pressure is not so pronounced. Even if we take the ideology of progress associated with the introduction of technical innovations, a wide variety of innovations, then everything is not so simple here. Many experts have long noted that the ideology of technological progress is often associated with an attitude “to a low level of morality, to a more high prices and a more stringent (and unnecessary) system of governance” [6, p. 187]. Questions of moral education are now generally bypassed, since it is not known what can be said here. Some scientists and philosophers propose to regard the problem of morality as imaginary and unscientific.

A more stringent management system is also associated with this, since morality is replaced by business etiquette, the criterion for the effectiveness of which is exclusively the benefit of the case.

Technocratic ideology hinders the humanistic understanding of science and technology, thereby significantly impoverishing the entire system of modern education. For example, in technical and other specialized universities, the number of hours for general humanitarian training has been sharply reduced, which indicates a departure from the



principles of humanization and humanitarization of education. Fortunately, this cannot yet be said about distance learning.

The most important problem at present is the elitism of education. Different approaches are voiced here, however, the state's orientation towards the selectivity of higher education is becoming the leading trend. Moreover, this applies not only to applicants and students, but also to teachers. As one of the employees of higher education said: "Only rich and successful people have the right to work at the university." As a result of the so-called reorganization and enlargement of state universities, there was a sharp reduction in the workload, which, apparently, was the main task of the entire reform. Obviously, a possible salary increase in the future will also come at the expense of the dismissed teachers.

Distance learning traditionally follows the path of democratization, and this can only be welcomed. In the future, the abolition of correspondence and evening forms of education is coming, with their replacement by distance teaching. It, of course, will lead to the next round of the spiral of reducing the teaching load, but students may be the winner, as tuition fees should be lowered and the process of passing the exam should be simplified, since it is extremely difficult for part-time students to take time off from work. But here again, a double-edged sword. Commercial universities, as allegedly inefficient, will not be able to maintain a

significant staff of teachers on distance learning alone, and state universities will have another opportunity to save on payroll. Here we are faced with the economic problems of distance learning, which also need their own methodological understanding [3, p. 119].

The democratization of education, thus, can turn into its opposite: there will be a stratification into mass higher education and elite education, which requires huge material costs, since admission to a prestigious university even on the budget requires many years of financial investments (tutoring, participation in olympiads, volunteering, travel and etc.).

Elite universities, of course, exist in all developed countries, as well as distance learning, however, there it is a long tradition. In our country, there is a permanent process of reform and new formations, moreover, without a clear plan and a clear perspective for the majority of interested participants in this process.

Distance learning is inextricably linked with computerization and virtual "habitat". New technogenic and virtual worlds have already been formed that require appropriate education [4, p. 8]. Even a specialist in the humanities is forced to master the technical skills of working with a computer. Thus, computer literacy, in general, contributes to the versatile development of the individual. The principle of the universality of education is being implemented,



which is supported by a pragmatic component: the more a person knows and can do, the easier it is for him to find a job.

There is no doubt that computers will continue to improve, which means that computer education and self-education will remain in demand.

Universal computerization gives rise to a number of problems that are reflected in distance learning. Psychologists and educators have long noted that virtual reality and cellular telephony, having increased the intensity of communication like an avalanche, paradoxically led to lack of communication. A young man or girl is often able to communicate perfectly in a virtual environment, but they do not have the skills of real communication. This leads to isolation, complexes, fear of personal communication. With a distance education system, seminars cannot become a priority form of education, so it is extremely difficult for students to gain experience in public speaking, discussions, posing and answering substantive questions. Webinars can partially solve this problem, but their number for the entire period of study is very limited.

In our opinion, elements of traditional education should be used more actively in the theory and practice of distance learning. In particular, we are talking about the methodology of problem teaching. The entire twentieth century was the slogan of this technique. At

present, it does not enjoy its former popularity, as it has been supplanted by more modern pedagogical innovations. It would be interesting to combine problematic teaching methods with computer technology. The opinion is often expressed that distance learning should be based on tests, formalized tasks, the solution of which is subject to a certain algorithm. Meanwhile, a well-applied problematic method allows you to maximize the educational process, make it more exciting and personally oriented. The effectiveness of the problem method lies in the fact that it is applicable to all subjects without exception, be it philosophy, economics, higher mathematics or computer technology.

Using the USE as an example, we see that testing is not a sufficiently effective way to test students' knowledge. Increasingly, more complex, complex tasks are used that require systems thinking. And such thinking is impossible without a clear statement of the problem. It would be reasonable to use problem tasks more actively not only at school, but also at the university [5, p. 125]. The remote system provides great opportunities, especially since a huge amount of material has been accumulated on problem-based learning, both of a general theoretical and methodological nature, and in relation to most subjects taught in universities.

Indicative in this sense is the problem of training the teachers themselves. There is an idea that with age,

new ideas are assimilated more and more difficult. However, the experience of university teachers refutes this assertion. They constantly have to be in the position of "eternal student", mastering not only new knowledge, but also new skills. Moreover, teachers often master innovative material faster and more thoroughly than young people, since their intellect is trained to search for something new, to formulate and solve scientific problems [7, p. 385]. Thus, problem-based learning is a two-way process, when the teacher himself learns, and the learner teaches.

Pedagogical interaction becomes co-creation, and distance education is no exception.

CONCLUSION

Summarizing the above, it should be noted once again that distance learning has great prospects for further development. This is due to the growing demand in the market of distance learning services. At present, not just training, but universal education is becoming more and more in demand, allowing you to find a wide variety of information from various areas of theoretical and practical knowledge. The concept of meta-education is being formed, providing a person with a meta-qualification, and here distance education services turn out to be indispensable. Since the technical means of teaching are constantly being improved, not only methodological innovations are necessary, but also a theoretical understanding of

those new formations that occur in the field of distance teaching.

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