



Distance Learning: A New Perspective to the Future

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Abstract

Science and education at the present stage of development, like society as a whole, undergo peculiar modifications. The protracted crisis associated with the epidemic situation in Russia and in the world sharply exacerbated the problems of educating the new generation. Science is obliged to offer particularly balanced rational and pragmatic approaches to address the most urgent practical issues, in particular, the education of a student nowadays. From this angle, the present paper proposes relevant theoretical models for studying the concept of distance education, its place, and its role in the modern scientific community. A program has been developed, taking into account the latest global trends in the theory and practice of distance learning. It is based on new concepts, categories that have emerged in modern science. The information material selected for the study is adapted to the requirements and principles of formative training. The goal of any training course is the transfer of knowledge and practical experience gained to future specialists, the formation of skills necessary to achieve efficiency in the implementation of tasks in the upcoming process of professional activity. The proposed study in the field of distance learning is designed to lay the foundations of critical thinking among students, to form their ability to comprehend the surrounding reality, the skills to adequately make the most effective decisions under the principles of learning. Its subject is the disclosure of the general content of the theory and methodology of distance learning. The course program takes into account the previous training of students and provides the basis for the subsequent deepening of knowledge, abilities, and value orientations. The theoretical and practical blocks of classes are designed to stimulate an independent search for the missing students' knowledge, building on the information received and the practical experience gained at the lectures and seminars of the course within the framework of the online platform. The distribution of the number of hours is dynamic, but conventional, giving the teacher the freedom to choose: either to devote more or less attention and time to specific topics based on the real needs of the students and his/her scientific preferences. An essential condition of the course is the following aspects: the formation of a student as an independently thinking and active person, capable of exhibiting non-standard thinking when organizing a distance learning process in a higher educational institution.

Keywords: *Distance learning, online platform, training course, schedule*

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Introduction

The existing reality associated with the education of modern students around the world opens up new formats and facets of distance learning. This program is designed for the course "Distance Learning Technique" and allows the transfer of accumulated knowledge and practical experience to future specialists through the digital environment. Distance learning in the educational process allows the use of sophisticated modern methods, means and training tools based on electronic information technologies. The educational cycle in the form of distance learning should act as a single cohesive mechanism, based on active two-way communication between students and a teacher, as well as intensive independent activity of a student [3].

One of the main objectives of the course is to develop individual approaches to each student, depending on the degree and level of training, logical thinking and other features of each student. The teacher should help students to independently search for new and relevant ways to solve given cases by fixing and analyzing the information received and gained practical experience at the lectures and tutorials within the framework of the online platform.

The second crucial task is to create maximum conditions for the formation of students' needs for cognition and research of new information about the object of interest in the framework of the academic discipline. The critical aspect of the above should be considered the "interest," that is, each student's interest in the material being studied, his motivational state, and a clear commitment that encourages cognitive activity. However, the commitment should be aimed not only at obtaining the



final result, but also at the process itself. From this, it follows that the interaction of the teacher with the student in the framework of the discipline through distance learning should be based on the verbal contact, as one of the ways to consistently transmit a rational analysis of the material, contributing to the formation of students' thoughts and ideas. After having found an individual approach to each student in organizing the educational process, the teacher must create the conditions in which the student will be free to think rationally and creatively, freely discourse and have the ability to reason the decisions and conclusions made about specific situations. Thus, persuasion is one of the natural and effective methods of communicative impact in the framework of distance learning, since this method accumulates a personal plan for the transfer of the material under study and the objective reality of perception by the audience. The result of this pairing is a practical result aimed at identifying the specifics of the taught course in digital space.

The third task logically flows out of the second, and its principle is the ability to argue. According to the research, the argumentation model acts as an active form of student activity, allowing him to actualize himself:

- as an individual declaring his/her communicative position and skills;
- as a future specialist, a professional who involves a whole range of acquired knowledge, ideas and competencies, a system of values and logical activity, a particular format for an argumentative situation.

Thus, the presented model makes it possible to "reveal" in each student the real potential and individual resource, as well as other individual characteristics, which are determined by his capabilities and distance context, which sets the parameters for differentiating and varying means and methods of training [2].

Qualification competencies acquired by students in the course of the "Distance Learning Methodology".

As a result of studying the proposed course, students will be able to know and understand:

- Theoretical foundations of training.
- Principles of distance learning:
 - the didactic principle: it contains general principles of training obtained in the learning process, expressing the relationship of theoretical knowledge and practical skills of future specialists. They include the principles of training, which have a direct impact on the quality and form of organization of educational activities. These principles are those of scientific rigour, accessibility, consistency;
 - the principle of conscious and active learning is aimed at the mutual work of the teacher and students in the formation of conscious and active actions in the process of perception and application of the information received. To achieve the efficiency of this principle, it is necessary to be guided by the following rules: the teacher must correctly indicate the goals and objectives of the course being studied so that students clearly understand their essence, importance and significance. The student, in turn, must comprehend and realize each term, category and definition, with which further active work will be conducted. The theoretical knowledge delivered by the teacher needs to be fixed with practical examples, for clarity of their application; the use of an individual approach to each student based on his particular interests, to develop them by selecting specific material for study; to build independent work of students through thinking, analysis of the material provided;
 - the principle of individualization is based on designing an individual learning plan for each student, taking into account his level of knowledge, if necessary, adjusting throughout the educational process;
 - the principle of dialogue in the process of distance learning is aimed at forming of interesting ideas about the subject of discussion through joint work and communication of the student and a teacher. This principle is nothing more than cooperation, in which the teacher, acting as a moderator, applies methods and ways of making contact, analyzes the current situation, formulates a complex of various tasks, and the student suggests ways to solve them. The key feature of educational dialogue is the truth, to which, through joint efforts, its participants come.
 - The principle of interactivity that allows each student to be involved in research and educational work. This principle is widely used in distance learning, increasing the efficiency of perception of the material;
 - The principle of flexibility is based on the use of remote telecommunication information platforms that allow adjusting the time and place of completing tasks.



➤ **The goal-setting algorithm for students' teaching**

Use:

- pedagogical models based on the principles of distance learning, defining the purpose, forms, content, means and methods of shaping a future specialist;
- plan teaching activities, set goals and objectives for distance learning, outline short, medium, long-term prospects;
- to carry out teaching activities following the fundamental laws and principles of distance learning;
- if necessary, use a polymorphic distance learning system;
- regulate positively-effective educational activities and the process of students' communication;
- to qualitatively stimulate the active work and behaviour of students;
- diagnose the results in the process of distance learning;
- apply the achievements of digital distance learning tools in practice.

Analyze:

- conduct independent research to identify students' competencies in the distance learning system;
- develop autonomous, effective distance learning strategy, choose the optimal combination of classical and current methods and means of teaching students;
- in-depth self-education in the selected course, taking into account the use of digital technologies.

Methodology and teaching methods, including the student's work

The distance learning system uses the following methodological approaches:

- familiarization with the evolution of scientific thought reflecting the specifics and needs of the time;
- increasing the level of knowledge and the formation of scientific thinking [4];
- familiarization with the primary and related disciplines;
- the ability to extract from the variety of scientific sources all the most useful ideas for the formation of professional skills among students.

Methods applied:

- comparative, synthesis, analysis, reproductive and information-receptive educational methods.

The course uses the following forms of organization of the educational process:

- lectures, seminars, business games, training exercises, practical exercises with analysis and self-assessment of thematic situations by students. Independent work makes it possible to include students in a more active and conscious mastery of knowledge.

The distance learning system allows using any organizational form of control, which can be supplemented by individually designed computer programs aimed at active and timely monitoring of academic credentials. Up-to-date information and educational technologies functionally expand the scope of the educational process [1].

Methods and forms of midterm and final assessment

Students' current academic credentials are monitored through a survey of homework verification.

The intermediate quality control of knowledge consists of three milestone certification sections, the implementation of practical and laboratory tasks.

At the end of the training course, a final exam is conducted using information and communication communications tools.

Conclusion

The dynamics of the development of electronic information resources is gaining new momentum every year, thanks to which the gadgets familiar to a to-date student become not only an entertainment item but can also be used as a productive means of distance learning. Improving the automation of learning processes, allowing the use of various scientific computer programs, telecommunication systems, platforms, electronic sources, forms a specially adapted information and educational environment. Given the current situation, when millions of people were isolated from each other, distance learning was the only adequate and effective way out. It allowed us to continue the educational process without affecting the quality.



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