BENEFITS OF DISTANCE LEARNING

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Annotation. One of the most promising ways to get an education in our time is distance learning, with the help of opportunities provided by modern telecommunication technologies and, in particular, the Internet.Thus, distance learning today can be called a rapidly developing form of education, but not as massive and pervasive as the modern computerized community would like.Distance learning is closely related to Internet education, but not identical to it from the point of view of concepts, the second is the specific difference of the first, which more strictly regulates the technical and technological specifics of education using global resources.

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The first experiments on the use of telecommunications in practice have determined the place of distance learning, which remains so today: this is an additional, that is, non-basic education. Ordinary classes went on as in-person as they still do, despite the explosive development of telecommunication and information technologies. It is another matter that institutions of higher education, especially those in which students study for a fee, and some 60% of those in the Russian Federation today. Here, distance learning is one of the ways to increase recruitment, and, therefore, funding. That is why, since the mid-1990s, distance learning has been introduced into the system of higher vocational education more intensively than in the system of primary and secondary vocational education. Very noticeable changes have occurred in the direction of advanced training, not only in the higher education system, but also in all areas of production, where it is beneficial to retrain personnel without leaving their main job, saving on business trips as well. Yes, the distance education institutions themselves do not need to spend money on the rental or construction of buildings, utility costs, etc., the conclusion is the economic benefit, where it is, there and distance learning is developing faster. Several years ago, distance learning was predicted for a huge future and widespread mass distribution in almost all educational institutions of various levels (schools, colleges, universities), Reality, as always, has made adjustments and determined the place of distance learning where it really is relevant and effective. From the above, it follows that today it is important not only

to predict the information future, but rather to solve the problems of the present with the help of remote technologies. We should not forget that 95% of today's distance learning courses posted on the Internet are still waiting for their first student. Correspondence studies, external studies - all of these methods of receiving education claim to be distance learning. And although today they are spread quite widely, the modern concept of distance learning is based primarily on information and telecommunication technologies and technical means. Online learning does not necessarily imply remoteness of the teacher and students, for example, they can all be engaged in a computer class connected to the Web. The emergence of distance learning has led to a change in the traditional teacher-student interaction model, although all the signs of learning are generally present in distance learning (that is, the learner, teacher, and the educational process in which they participate). New subjects with new functions have been added to the learning process: a distance teacher - a tutor, an on-site teacher (not always), a technical instructor, a coordinator or administrator of distance learning, a local coordinator, authors and developers of educational materials. These roles can be simultaneously performed by the same specialists, for example, a distance teacher, may be the course developer, and the student himself may be the local coordinator. The effectiveness of distance learning is determined by the pedagogical meaning laid down in it, among the interpretations of which two essentially different approaches should be distinguished. The first, quite common today, implies the exchange of information between a teacher and a student (group of students) by distance learning. The student is assigned the role of the recipient of some information content and the system of tasks for his mastery. The results of his independent work are then sent back to the teacher, who assesses the quality and level of mastering the material. Knowledge is understood as transmitted information, and students do not acquire personal experience and their knowledge construction activities are almost not organized. In the second approach, the dominant of distance learning is the students' personal productive activity, built up with the help of modern telecommunications. This approach involves the integration of information and pedagogical technologies that provide interactivity between the interaction of subjects of education and the productivity of the educational process. The exchange and transfer of information in this case plays the role of an auxiliary environment for the organization of students' productive educational activities. Learning takes place synchronously in real time (chat, video communication, "virtual boards" common for remote students and the teacher with graphics, etc.), as well as asynchronously (e-mail newsgroups). The personal, creative, and telecommunication nature of education is the main features of this type of distance education, and its goal is the creative self-expression of a remote student. Currently, the organizational and pedagogical possibilities of distance learning are realized through virtually all available telecommunication services, such as e-mail, subject distribution lists, e-journals, Usenet conferences, chat, ICQ, web

conferences, bulletin boards, etc. At the moment, given the current situation, among all the many services, the most effective in distance learning is email. Therefore, the most intensive development and development of new pedagogical technologies takes place precisely on the basis of e-mail, which is more important than so far unsuccessful attempts to introduce more "advanced" means such as video and TV technologies. In addition to publicly available tools, there is a large number of special software that allows you to comprehensively solve many organizational and pedagogical tasks of distance learning, for example, the ClassPoint video conferencing system. The teacher sees up to 12 video images of students distant from him at a time and may allow students to see as many. Each of the remote students can speak, and all students will hear it, they take part in a joint voice discussion, up to four participants can speak at the same time. The teacher conducts classes through the Internet, explains the material on a common "blackboard". Text chat is used by the teacher for a general conversation with students or for confidential with one of them, as well as for open discussion. The so-called "spotlight" allows the teacher to "call" one or more students to answer, and the students ask the teacher to call them. The teacher, seeing the requests of all students, monitors their activity, performance, dedication, etc. On the basis of the listed telecommunication and information tools, it is possible to use various pedagogical forms of activity, for example, remote business games, laboratory work and workshops, virtual visiting of inaccessible objects, virtual excursions, computer correspondence of students, as well as teachers with each other, issuing electronic bulletins and much more . These tools can work both individually and in combination. For example, students are offered lecture material in which an educational problem is posed. Each student decides it, and sends the results to all students. These solutions are compared and discussed via email; Students exchange questions, opinions, reviews. The teacher provides students the opportunity to contact with experts in the study area on ICQ. The result is the formulation of questions and the collective selection of the main problems on the topic, which are placed on the training web server. The types of distance learning are determined on the one hand by the peculiarities of the pedagogical process, on the other - by a set of information and telecommunication means and services available to the educational institution. Practice shows the efficiency of use in distance learning of the following types of classes: The introductory lesson is held to cover the entire course as a whole, a review of its problems, and upcoming classes. It is advisable to make it in the form of a set of web pages on the educational server. Individual consultation is held in various forms, taking into account the characteristics of each student. A remote e-mail conference requires the development of the structure and rules for discussing one problem in the framework of remote correspondence. Chat session is conducted in real time and requires a clear timetable and formulation of questions-problems, as well as the possibility of recording the text of the session for analysis and use in the future. A web lesson has many options: remote classes

based on web quests (specially prepared pages with links on the topic being studied), conferences in the form of a forum, seminars, business games, etc. Remote forms of employment are used not only for students, but also for teachers and not only for the purposes of advanced training, remote pedagogical conferences and competitions play an important role. For example, with the help of remote technologies, traditional August conferences in different cities of the country can be combined. The Internet enhances the role of "network" educators, because their zone of influence through telecommunications increases hundreds and thousands of times compared with the usual educational process. A talented teacher is interesting not only to those who surround him; his mission is broader - to help those who want to learn from him using distant technologies. In our century, the best teachers, most likely, will be remote ones, that is, those who have the ability and ability to interact with the whole world through electronic telecommunications.

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