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DISTANCE LEARNING AS AN INNOVATIVE EDUCATIONAL TECHNOLOGY

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The article presents the features of distance learning as one of the educational technologies. The main purpose of the article is to consider distance learning as an innovative technology that is actively used in the modern educational process. The authors utilized various methodologies, including the examination and analysis of pedagogical literature, the systematic organization, and generalization of experiences, the study of pedagogical practices, and experimental research involving observation and the analysis of activity outcomes. Both quantitative and qualitative analyses, along with mathematical statistics, were applied. The educational process is viewed as a system that encompasses the reproduction of a scientific worldview within its content. Its primary goal is the organization and transmission of knowledge, harmonizing content, forms, means, and methods of learning in a cohesive manner. The authors scrutinized the papers of scholars exploring aspects such as contemporary innovative technologies, the digital revolution, international experiences in economic digitization, and the distinctive features of distance learning during quarantine. Educational technology is assumed as a systematic method of creating, applying and defining the entire educational process of teaching and learning knowledge. Innovative mechanisms of education development are presented. Distance learning is analyzed, it showed the methods used and the features of this technology of education. Distance education is relevant in modern society, especially for those students who are deprived of the opportunity to attend offline classes because of various circumstances. It is concluded that distance learning is an independent, effective form of learning.

Key words: distance learning, technology, method, innovation, process.

ҚАШЫҚТАН ОҚЫТУ ИННОВАЦИЯЛЫҚ БІЛІМ БЕРУ ТЕХНОЛОГИЯСЫ РЕТІНДЕ

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Мақалада білім беру технологияларының бірі ретінде қашықтықтан оқытудың ерекшеліктері берілген. Мақаланың негізгі мақсаты – қашықтықтан оқытуды заманауи білім беру

үдерісінде белсенді түрде қолданылатын инновациялық технология ретінде қарастыру. Қолданылған әдістер: педагогикалық әдебиеттерді зерттеу және талдау, тәжірибені жүйелеу және жалпылау, педагогикалық тәжірибені зерттеу, бақылау, қызмет өнімдерін талдау, сандық және сапалық талдау, сондай-ақ математикалық статистика. Білім беру процесі білімді жүйелеу мен беруге бағытталған дүниенің ғылыми бейнесін өз мазмұнында жаңғырту, олардың өзара байланысында мазмұнды, нысандарды, құралдарды, оқыту әдістерін біріктіру деп түсініледі. Авторлар заманауи инновациялық технологиялар мен цифрлық революция сияқты аспектілерді талдайтын ғалымдардың еңбектерін; экономиканы цифрландырудың шетелдік тәжірибесін; карантин жағдайындағы қашықтықтан оқыту ерекшеліктерін қарастырды. Білім беру технологиясы оқыту мен оқудың бүкіл білім беру процесін құрудың, қолданудың және анықтаудың жүйелі әдісі болуы керек. Білім беруді дамытудың инновациялық тетіктері берілген. Қашықтықтан оқытуға талдау жүргізіліп, осы оқыту технологиясының қолданбалы әдістері мен ерекшеліктері көрсетілді. Қашықтықтан білім беру қазіргі қоғамда өзекті болып табылады, әсіресе студенттердің әртүрлі жағдайларға байланысты офлайн сабақтарға қатысу мүмкіндігінен айырылған бөлігі үшін.

Түйінді сөздер: қашықтықтан оқу, технологиялар, әдіс, инновация, үдеріс.

ДИСТАНЦИОННОЕ ОБУЧЕНИЕ КАК ИННОВАЦИОННАЯ ОБРАЗОВАТЕЛЬНАЯ ТЕХНОЛОГИЯ

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В статье представлены особенности дистанционного обучения как одной из образовательных технологий. Основная цель статьи в рассмотрении дистанционного обучения как инновационной технологии, активно применяемой в современном учебном процессе. Использовались методы: изучение и анализ педагогической литературы, систематизация и обобщение опыта, изучение педагогического опыта, экспериментально-исследовательская работа, включающая наблюдение, анализ продуктов деятельности, а также количественный и качественный анализ, а также математической статистики. Учебный процесс понимается как воспроизводящая в своем содержании научную картину мира, направленная на организацию и передачу знаний, сочетающая содержание, формы, средства, методы обучения в их взаимосвязи. Авторами были рассмотрены труды ученых, в которых анализируются такие аспекты, как современные инновационные технологии и цифровая революция; зарубежный опыт цифровизации экономики; особенности дистанционного обучения в условиях карантина. Образовательная технология предполагается как системный метод создания, применения и определения всего учебного процесса преподавания и усвоения знаний. Приведены инновационные механизмы развития образования. Проведен анализ дистанционной формы обучения, показаны применяемые методы и особенности данной технологии обучения. Дистанционное образование актуально в современном обществе, особенно для той части обучающихся, лишенных в силу различных обстоятельств возможности посещать занятия оффлайн. Сделан вывод о том, что дистанционное обучение является самостоятельной, эффективной формой обучения.

Ключевые слова: дистанционное обучение, технология, метод, инновация, процесс.

Introduction

The new social reality requires quality education. The development of education is a strategic task of state organs in Kazakhstan[1, p. 52].

The future of modern civilisation depends not only on the level of development of technology and economy, but is also determined by the increasing role of the individual[2, p. 227].

There is an activation of methods of learning work of the learner, study of materials through large blocks of cognitive activity (reference schemes, signals), etc.[3, p. 115].

Innovations in the Kazakhstan educational system have been talked about since the 90s of the XX century. The terms "innovations in education" and "pedagogical innovations", used as synonyms, were scientifically substantiated and introduced into the categorical apparatus of pedagogy [4, p. 142].

The modern period of development of the educational sphere is characterised, first, by the tendency to provide quality educational services and the application of innovative teaching methods [5, p. 292].

In developing educational systems, innovation processes are realised in the following directions: formation of new educational content, development and introduction of new pedagogical technologies, creation of new types of educational institutions. In addition, the teaching staff of several educational institutions is engaged in introducing innovations that have already become the history of pedagogical thought.

For example, the alternative educational systems of the early twentieth century of M. Montessori, R. Steiner, etc. At the present moment in education apply a variety of pedagogical innovations [6, p. 54].

Innovative technologies - a set of methods, means and activities that provide innovative activities [7, p. 84].

The purpose of the study was to establish the effectiveness of distance learning as an innovative educational technology. Distance learning has various concepts and theories that were developed by domestic and foreign researchers in the second half of the 20th and 21st century.

In the opinion of the authors of the article, in the problem are the most interesting studies of Kazakh scientists Kalzhanova G.M., Ksenzhih G.N., Saitimova T.N., etc. These works analyse such aspects as modern innovative technologies and digital revolution; foreign experience in digitalisation of the economy; peculiarities of distance learning in quarantine conditions.

The works of Russian researchers Zhigulina O., Minalieva M., Rachitleva N., Sharov V., Lishmanova N., etc. also deserve attention. These scientists focus on fundamental issues of education transformation in the conditions of digitalisation, define modern criteria for evaluating the work of online education system, positive and negative aspects of distance learning.

Distance education is education that is fully or partially carried out with the help of computers and telecommunication technologies and means. The subject of distance education is distant from the teacher, and/or teaching tools, and/or educational resources.

Distance education is carried out with the prevalence in the educational process of distance education technologies, forms, methods and means of learning, as well as with the use of information and educational arrays of the Internet [8, p. 235].

The need for further research into the effectiveness of distance learning causes the relevance of the study. The need to intensify the use of new communication technologies in education is based on the development of computer technology and electronic reference systems and the search for new methods of human learning. Teaching methods are naturally changing under the time. Nowadays, innovative learning is widely used in didactics, so distance learning plays an important role.

Methods and methodology

The research methods were determined by the set aim and the need to solve practical problems. The following theoretical methods were used: study and analysis of pedagogical literature, systematisation and generalisation of experience. In order to describe the current situation in the sphere of distance education in the conditions of using digital technologies, empirical methods were used: study of pedagogical experience, experimental and research work, including observation, analysis of activity products, also quantitative and qualitative analysis of the got data using methods of mathematical statistics was used.

Results and discussion

Based on the analysis of a comprehensive array of analytical sources and expert opinions on the research topic, the authors of the article systematised the positive and negative characteristics of the distance learning system in information and communication technologies (ICT). When studying the effectiveness of distance technology, we analysed the experience of using case technology in practical classes. The following qualitative properties of cases for distance learning were identified: the presence of hypertext structure for terms and concepts of the course; the need for a user-friendly structure - the lecturer can choose the order of presentation of the material and several types of images; the possibility of presenting the same educational material in different ways, if necessary for different audiences; it is impossible to establish any specific regulatory requirements for the composition of the case. Educational programmes of the university use traditional, online (synchronous), offline (asynchronous) forms of learning.

This has happened because of the effective utilisation of multiple educational platforms and technologies that enable learning and remote management of learners. Learners who have access to an internet source can view the material at any convenient time. Using teaching methods through video lessons is a necessary tool for training sessions by the teacher, as well as for checking the tasks completed by the learners.

The active use of technologies characterises the modern pedagogical process, each of which has its own characteristics for the training, education and development of the student, and assumes the achievement of high results. In reality, the integral pedagogical process is a complexly differentiated system functioning in social life at all levels of its existence and development. It is a system of different-quality, multi-directional and differently organised interaction of people, groups, communities of different types.

The category "development" in the pedagogical process, interacting with the categories of training and education, characterising the integrity of its component composition, performs two functions: the procedural basis (its "starting point") and the result of teaching and educational actions.

It follows that we should see the category "development" in psychophysical parameters (health of the student), cognitive (learning), and social (education). The essence of a holistic pedagogical process is not its institutional design (it is always different), not its organisational principles (they are different depending on the sphere of implementation) and not specially trained people and programmes of this process (they are also different and depend on the essential manifestation of society), etc.

The essence of this process is personal education. Education of a person is simultaneously the essence, content, and "aim" of a holistic pedagogical process [9, p. 108].

Modern pedagogical teaching technologies adapt to the level and specificity of the individual, promote, guide and speed up the development, evaluate the learner as a subject of full activity. Activation of the educational process, increasing the cognitive activity of students, led to the need to introduce modern pedagogical technologies in the education process. The introduction of information technology in our lives, scientific and technological progress in all spheres of human life, and the desire to achieve guaranteed results promoted this. There are different views on what is "technology" [10, p. 1006].

Technology – a private methodology for achieving a particular learning goal (for example, the technology of organising group activities). Technology is a pedagogical system and its most important elements are students and teachers.

Technology includes both methodology (a certain set of rules and ways of activity aimed at achieving the set result of the forms of process organisation) and a system of learning tools.

Characteristic features of technology: technology can be presented as a set of methods for changing the level of the learner; technology is aimed at designing and using effective forms, methods and means in the learning process. The educational process built in a certain sequence with the use of methods, means and forms of learning is a technology [11, p.52].

Innovations, or innovations, are characteristic of any human professional activity and therefore naturally become the subject of study, analysis, and implementation [12, p. 401]. Innovations do not arise by themselves, they result from scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed.

As applied to the pedagogical process, innovation means the introduction of new goals, content, methods and forms of teaching and education, organisation of joint activities of teacher and student. Pedagogical innovation is an innovation in pedagogical activity, changes in the content and technology of teaching and education, aimed at improving their effectiveness [13, p. 53].

The formation of innovative orientation implies the use of certain criteria that allow us to judge the effectiveness of a particular innovation.

Considering the experience of pedagogical research, we can define the following set of criteria of pedagogical innovations: one of the main criteria for evaluating pedagogical research, the main result of the creative process, the property and independent value of any innovation.

It answers the question: "What is the essence of the proposed new, what is the level of novelty?". There are several levels of novelty: absolute, local-absolute, conditional, subjective, - distinguished by familiarity and scope of application; the expenditure of effort and resources of teachers and students to achieve the results.

Introducing a pedagogical innovation into the educational process and the achievement of high results with the least physical, mental and time expenditure testifies to its optimality; a certain stability of positive results in the activity of teachers. Technologicity in measurement, observability and fixability of results, unambiguity in understanding and presentation make this criterion necessary in assessing the significance of new techniques, methods of teaching and education; if a valuable pedagogical idea or technology remains within a narrow, limited application, because of the peculiarities and complexity of technical support or the specifics of the teacher's activity, it is hardly possible to talk about a pedagogical innovation [14, p.5].

Thus, the innovation process comprises the formation and development of the content and organisation of the new. The innovation process is understood as a complex activity of creation (birth, development), assimilation, use and dissemination of innovations [15, p. 32]. There are different innovations, depending on the sign by which they are divided.

Currently, distance education technologies (DET) are being actively introduced into the education system. In the considered area of pedagogical knowledge, a variety of terminology is used. The key term in the concept under consideration is the term "technology". Technology under the definition given in the Big Soviet Encyclopedia is an art, craftsmanship, skills in combination with methods of processing, manufacturing, changing the state, properties, form of raw materials, materials or semi-finished products, carried out in the process of production.

It follows that initially, the concept of technology was associated to a greater extent with the production of material values. Over time, the term "technology" became widely used in other spheres of human activity, i.e. it gained a broad philosophical interpretation. Technology is producing something useful based on the use of knowledge, and the main function of technology is the introduction of theory into practice. In distance education technologies there is no unity of terminology, in the literature such terms as distance learning, distance education, distance education, Internet learning, distance education technologies are actively used,

they are used to describe the features of learning at a distance with the use of modern information technologies or traditional postal and facsimile communication [16, p. 58].

Universities have switched to distance technologies based on face-to-face education and will use the part-time system (from English means partial time), which is based on a fairly flexible schedule [17, p. 29]. The student allocates his free time for study, most often in the evenings or at weekends, and the training is remote, it is possible to get counselling via Skype or e-mail.

Distance learning in Kazakhstan is one way to get a higher education without obligatory daily attendance at a university. It can upgrade or gain new qualifications.

People who already have higher or specialised secondary education can enter a higher education institution. The period of study, as a rule, lasts from two to three years.

Distance education technology is a promising way of receiving education.

As a new form of education, distance learning cannot be a completely autonomous system. Distance learning is built according to the same goals as face-to-face education (if it is built according to relevant educational programmes), the same content. But the form of material presentation, the form of interaction between teacher and students and students among themselves, will be different. The basic didactic principles of POs are the same as those of any other learning, but the principles of PO organisation are different, they are specific for POs, as they are conditioned by the specific form, possibilities of the Internet information environment, its services (chat rooms, forums, mail, videoconferences).

Characteristic features of distance learning are modularity, change of the teacher's role (related to the division of functions of course developers, tutors, etc.), separation of subjects of the educational process by distance, virtual co-operative learning, predominance of self-control over the teacher's control, use of modern specialised technologies and learning tools, etc. Distance learning differs from traditional learning because it creates a new educational information environment, where a student comes knowing exactly what knowledge, skills and abilities he/she needs.

It can also be considered that a distinctive feature of distance learning is to provide students with the opportunity to get the required knowledge themselves, using developed information resources (databases and knowledge, computer, including multimedia, training and control systems, video and audio recordings, electronic libraries, as well as traditional textbooks and teaching aids).

The creation of an effective system of distance education increases the accessibility of quality education for a significant part of the population, contributes to solving the problem of education for people with disabilities and the fullest possible coverage of the population of the region that can not receive an education in full-time education.

Advantages of distance learning

- possibility of simultaneous education in the Republic of Kazakhstan and abroad,
- increase in the number of students with special needs,
- the opportunity to combine training with practical experience in the chosen speciality in the workplace.

Today the Open University of Kazakhstan (OpenUniversity) platform is functioning. 116 universities have joined this platform. At present, courses in philosophy, mathematics, programming, information technologies and business are available, as well as video lectures developed based on 47 textbooks translated within the framework of the project "New Humanitarian Knowledge. 100 new textbooks in the Kazakh language". Access to online courses from leading Kazakhstan and foreign university professors is free.

The educational portal is to provide free access to courses of leading professors and teachers of the country to any student of a higher educational institution [18, p. 170].

Distance technologies in education imply some changes in the methods used:

1) Lecture or presentation of ready-made information requires a certain level of self-discipline from the student.

2) Independent research (abstract): does not change, as in both cases (face-to-face education or distance education) the student provides the teacher so of the search or research, which he/she carries out independently.

Practical works become much more complex. They require the teacher to develop detailed step-by-step instructions and in-depth counselling on how to carry out the work. In some cases, it is not possible to carry out practical work remotely.

It should be noted that the role of a teacher changes in distance learning. If we consider the level of educational programme implementation, then in the traditional approach, he/she performs informational, organisational, evaluative, controlling and corrective functions. In distance learning, the set of functions performed are different. The organisational function changes to a coordinating one, which is connected with the fact that the teacher becomes a passive, mediated one instead of an active participant of the educational process. His influence is limited to the selection of teaching materials and forms of their presentation, and the learning process itself becomes the responsibility of the student.

The information function becomes organisational and informational, as the teacher becomes not a source of information, but an organiser of its transfer to the student (available information resources are used in various learning forms). In the traditional approach to teaching, the control, evaluation and correction functions, sometimes combined in one, are necessary for the teacher, first, to create effective stimuli, thanks to which the learning process will develop and the intended changes will take place in it.

However, in the framework of distance learning, even such unchanging classical functions of a teacher turn out to be unnecessary. Control over learning turns into self-control: the student is forced to control the whole course of his/her learning, moving from the role of an object to the role of a subject of learning.

The evaluative function often becomes programmable (for example, with testing, a computer programme counts the number of points scored), and the corrective function is of little use because of the loss of the first two functions: control and evaluative [19, p. 2999].

Execution of assignments: changes as text sending. For the convenience of sending and receiving a task, tests are used in which the result of lengthy calculations can be indicated by selecting a single number.

Oral questioning: requires self-discipline by the student, as distance questioning provides an opportunity to use hints, cheat sheets and other means not allowed in face-to-face schooling.

Traditional teaching methods require changes and additions to the organisation of distance learning.

An important factor is the motivation of the learner, which can be called the driving force of the educational process.

The student should realise the importance and necessity of the education he/she is receiving, since in distance learning, as mentioned above, much emphasis is placed on the student's independent study and minimal contact with the teacher.

Distance learning has both pros and cons. One of its main disadvantages that should be addressed is the lack of practical knowledge.

Distance learning specialities that require a lot of practical training are very difficult to teach. Even the most modern technologies do not replace real practice.

Another disadvantage is that such education is not suitable for the development of communication skills, because in distance learning contact of students is minimal, not only with the lecturer but also with each other.

Therefore, this form of education cannot develop such skills as teamwork. In addition, distance learning requires a lot of motivation from students, it is necessary to maintain the right pace in learning without outside help. Lack of computer literacy is also a disadvantage in this type of education, which can be a serious problem in receiving education remotely. In the modern world, it would seem that only lazy people are not familiar with computers, however, there are still people working with computers who have great difficulties [20].

When researching the effectiveness of distance technology, we analysed the experience of using case technology in practical classes. The following qualitative properties of cases for distance learning were identified: the presence of hypertext structure for terms and concepts of the course; the need for a user-friendly structure - the teacher can choose the order of presentation of the material and several types of images; the possibility of presenting the same educational material in different ways, if necessary for different audiences; it is impossible to establish any specific regulatory requirements for the composition of the case.

Conclusion

The significant advantages of distance learning explain the widespread use of distance education. The authors of the scientific research in the article summarise the advantages of distance education as an innovative form.

Educational programmes of higher education institution use traditional, online (synchronous), offline (asynchronous) forms of education. This has happened through the effective use of multiple educational platforms and technologies that enable learning and distance management of learners. Learners who have access to an internet source can view the material at any convenient time. Using learning methods through video tutorials is an essential tool for conducting training sessions by the lecturer and for checking the assignments completed by the learners.

Distance learning has a unique feature, which, first, is the simultaneous presentation of teaching and methodological material and the possibility of widespread broadcasting, which allows covering a large audience. Distance learning contains professional webinars, videoconferences, mass online courses; it creates conditions for repetition and memorisation of teaching material, accumulation of a database, which allows to control the quality of teaching. Application of digital technologies in teaching allows to concentrate on the student's demands.

Thus, modern distance learning as an independent form of learning is realised in all types and forms of the educational process. The possibility of using advanced, innovative pedagogical technologies allows to provide a wide range of educational services.

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СЫНЫПТАН ТЫС ТӘРБИЕ ЖҰМЫСЫ АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ МІНЕЗ-ҚҰЛЫҚ МӘДЕНИЕТТІН ТӘРБИЕЛЕУ

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