Distance Learning As A Means Of Stimulating Self-Education Of Higher Education Students

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Summary

The relevance of the topic of distance learning as a means of stimulating self-education is due to the fact that this is one of the forms of such services that are most actively discussed in recent years - is learning using the global network Internrt or distance learning. The article presents the difference between distance learning from the traditional in terms of forms of interaction between teacher and graduate, as well as the sequence of study of subjects and pace of work. Peculiarities of distance education in terms of teacher - student communications are considered, its characteristic features are determined. Elements of the mechanism of self-education are considered. The mechanisms that can activate and stimulate the development of self-organization skills in students include: goal setting, conscious nature of cognition, positive reinforcement of learning outcomes, time planning, involvement in active learning methods, peer review and self-assessment of acquired knowledge and skills, involvement of students in distance learning. courses. The advantages of distance learning compared to traditional: the availability of sources of information, individualization of learning, convenient counseling system and others.

Keywords:
Distance learning, Self-education, Information technology, Student

1. Introduction

The need for mass introduction of distance learning, due to the pandemic situation in the world, and now the military invasion of Ukraine by Russia, is becoming increasingly important as one of the most popular educational technologies today. With regard to Ukrainian education, this is a challenge in terms of organizing opportunities to provide continuous educational activities with information technology, and on the other hand - is a certain opportunity to improve information and communication competence of individuals and to develop those skills that are extremely necessary to increase the level of competitiveness in the labor market.

Recently, there is a growing demand for a more creative personality, able to think independently and critically, search, analyze, systematize and summarize information, generate original ideas, make bold, non-standard decisions, capable of self-organization and self-control. In our opinion, distance educational technologies open new perspectives for improving the efficiency of the educational process. The paradigm of education itself is changing. An important role is given to the methods of active cognition, self-education, self-organization, reflective thinking.

2. Theoretical Consideration

Thanks to the modern technological revolution, there is a steady trend of information society. In such a society, the main source of development of productive forces are technologies of knowledge generation, information processing and symbolic communication, which greatly increases the need and importance of self-education. The growing importance of self-education is also determined by the trend of a new education system, according to which the teacher performs more functions of curriculum developer, organizer of independent active cognitive activity of higher education, competent consultant and assistant. The modern labor market requires a new type of worker who has diverse knowledge, excellent special training, the ability to adapt to new situations, to constant change, the ability to learn new information technologies. In terms of informatization means changing the entire educational system with its focus on a new information culture. One of the directions of its development is distance learning, which is based on self-education. At the same time, the use of information technology in modern forms of education increases the

share of self-education, which is most evident in distance learning.

Distance learning is a way of getting an education using computer and modern information technology, which allows students to study at a distance, without leaving work and going abroad. Other names for distance learning include "open education", "e-learning", "virtual learning" and more. This way of acquiring knowledge provides a comfortable and convenient environment for each student and the opportunity to study without leaving work. Unlike distance learning, which is often compared to distance learning, the latter involves not only continuous self-education and work on learning, but also constant contact with teachers and other students, while distance learning involves communication with the teacher only a few times a year [4]. N. Morse defines information technology as a set of methods, tools and techniques used by people to implement a particular complex process by dividing it into a system of consistent interconnected procedures and operations that are performed more or less unambiguously and aimed at achieving high efficiency in search, accumulation , processing, storage, presentation, transmission of data by means of computer technology and communication, as well as the means of their rational combination with the processes of data processing without the use of machines [1].

Self-education as a process of independent search and assimilation of certain knowledge, skills and abilities, development of cognitive forces, continuous self-development and self-education involves a variety of educational activities. Self-education in distance learning - the process of harmonizing the needs of the individual and the capabilities of the individual in order to optimize its self-realization [2]. The didactic subsystem is the system-forming factor of distance learning, which is based on the interaction of subjects divided in time and space: the applicant carries out self-education, the teacher organizes independent cognitive activity of the applicant.

Rapid development contributes to the modernization of the modern education system. Modern distance education is an extensive system of knowledge transfer at a distance using various tools and technologies, which helps students obtain the necessary information for use in practice [3].

Distance learning is a form of organization of the educational process and pedagogical technology, the basis of which is the controlled independent work of students and the widespread use of modern information and communication technologies in teaching. The main purpose of distance learning of applicants is to educate a person who has the desire and ability to communicate, learn and

self-education. Many scientists deal with the introduction and use of information and communication technologies in higher education, in particular: A. Andreev, T. Vakhrushcheva, V. Kukharenko, E. Polat, I. Kozubovska, O. Rybalko, E. Dolynsky, M. Bukharkina, I. Vagramenko, V. Verzhbitsky.

A. Khutorsky believes that distance learning is learning by means of telecommunications, in which subjects (students, teachers, tutors), having a spatial or temporal distance, carry out a general learning process aimed at creating external learning products and answers internal changes of subjects of study [7]. E. Polat is inclined to define that distance learning is a form of learning in which the interaction of teacher and students is carried out at a distance and reflects all the inherent components of the educational process (purpose, content, methods, organizational forms, teaching aids) by means of Internet technologies or other means that provide interactivity [9].

Distance learning has become widespread in many countries around the world and its popularity is growing rapidly every year. For example, in the United States and Canada, as an alternative to traditional learning, virtual universities have been established, where each student can receive education in basic distance learning courses at any university [5]. In Europe, open universities of distance education have been established, a group of educational institutions that implement distance learning programs. The methods of such training include the use of new information technologies, which include satellite television, computer networks, multimedia, etc.

Insufficient theoretical development of pedagogical support, as well as the essence of distance learning and self-education allowed to formulate the following contradictions between: objective needs for continuous improvement of the applicant's self-educational level and lack of effective pedagogical "mechanism" that stimulates students to self-educational activities;

- modern educational conditions and requirements of distance education;

- the need for pedagogical support of self-education in distance learning and insufficient development of its technology;

- the objective need of the applicant to realize himself as a subject of the self-educational process and the lack of conditions in the educational process itself.

The role of the teacher in this educational process also changes significantly. He is entrusted with such functions as coordinating the cognitive process, adjusting the course being studied, advising students when organizing an individual curriculum, managing their educational projects

and more. It helps students in their professional self-determination [6].

If we consider the features of distance education in terms of communication between teacher and student, we can identify the following characteristics:

- self-education as a basis for distance learning, which involves the student's own motivation for their own learning, as well as a certain level of self-organization of the individual;
- communication between teacher and student on the principle of "one to one", which corresponds to the form and content of individual counseling;
- communication and interaction "to each other" does not preclude the interaction of "one to many", because the teacher, according to a pre-arranged schedule, works with many students.

This form of interaction is reminiscent of traditional classroom learning; interaction "many to many" means that it is possible to simultaneously communicate with many students who share experiences and impressions. E-learning courses are rational:

- expand the possibilities of traditional learning;
- make the learning process more diverse;
- allow to increase efficiency of independent work of students, level of motivation to study, to stimulate development of their intellectual potential;
- automate the process of monitoring and evaluation of applicants.

Self-organization involves a number of activities, among which are: goal setting, planning, analysis, self-evaluation and self-control.

At the heart of goal-setting is the acceptance by the subject of the goals set before him by another person or himself and their awareness [10]. To a large extent, goal setting depends on the interaction of teacher and student. The teacher must remember that the goal, which is set from the outside, causes less activity of the individual and has little motivation for learning activities. Therefore, his task is to unobtrusively translate the external requirement into the internal purpose of the subject.

Planning your time as the next element of self-organization. Lack of time, according to most students, is the biggest problem that prevents them from studying successfully. It is not enough to prepare for seminars or practical work, or to review the recommended literature, or to prepare for individual lessons, not to mention household needs.

Analyze situations from different positions, as one of the elements, identify key issues, topical issues, as well as synthesize scientific ideas that contribute to the formation of their own position, reflect on their activities and their

results are very important for self-awareness and development of critical thinking students of knowledge and skills. Participation in discussions, application of problem-based learning and project methods, participation in business conversations and role-playing games promotes the development of cognitive, creative skills of students, self-motivation, ability to construct their own knowledge, navigate in the information space [11].

The next element - self-control (internal), which includes three main structural elements: self-assessment - the student's assessment of himself, his abilities; self-analysis - analysis of one's own behavior, individual actions, goals, emotional reactions, experiences; reflection - an assessment of personality qualities, motives and behavior of the individual. Self-control includes mental and motor components of activity, which allow on the basis of the goal to monitor their actions, the results of these actions and consciously regulate them. Set yourself a deadline that is stricter than the ones you specify. The feeling of satisfaction that you are working ahead of schedule will give you confidence and have a positive effect on the quality of all work. Make a plan for your work that is part of something bigger. Sometimes it is more important, for example, to devote some time to a deeper assimilation of the past than to hurry with the next steps [12].

According to L. Friedman, rational self-organization is the ability of a person without systematic external control, without the help and stimulation of the teacher, independently and rationally organize and conduct their own learning activities to achieve accepted learning goals [8].

Thus, based on our definition of student self-organization in the educational process of the university, we emphasize that the student must acquire a number of skills that are manifested in activity, motivation, independence of decision-making, responsibility, evaluation of work and critical analysis.

At the same time, the individual competence of the student is the mastery of the techniques of self-realization and self-development of the individual in the professional direction of the individual, readiness for professional growth, the ability to rationally organize their work. And pedagogical self-organization is a process of synergetic self-structuring, self-organization and self-improvement of the components of professional competence of a teacher.

In the conditions of self-organization of educational process the applicant should form the main components of mental experience, the ability to effectively master information, to put into practice intellectual activity that would constitute and create the competence of pedagogical self-awareness.

Based on this, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of learning, convenient counseling system, democratic relations between applicant and teacher, convenient schedule and place of work [12].

Distance learning is considered by scientists as a form of educational organization, where students are distant from the teacher in space and time, but can maintain a dialogue through communication.

Providing access to educational materials, recommendations for working with them takes place in a convenient place and at a convenient time. This allows you to reduce the number of classes in the total workload of applicants and free up time for more active independent work, to ensure individualization of training.

Based on this, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of learning, convenient counseling system, democratic relations between student and teacher, convenient schedule and place of work. However, to ensure the appropriate level of distance learning process, it is necessary and urgent to design and implement such systems that would ensure the implementation of various forms of educational telecommunications, including online training, web conferencing, training seminars and more.

This organization of the learning process involves a slightly different approach to learning, in particular: the independence of search, analysis, systematization and generalization of information, self-organization and self-control. The difference between distance learning and traditional is clear if we consider them in terms of forms of interaction between teacher and student.

Distance learning as a form of education can help solve the challenges facing the education system to provide broad sections of the population with accessible and quality education in the current socio-economic conditions of many countries. In addition, the active introduction of distance learning in the educational process allows to ensure the transition to a qualitatively new level of pedagogical activity, significantly increasing its didactic, informational, methodological and technological capabilities.

This education is designed to address specific challenges that are difficult to achieve in regular learning: strengthening the active role of students in their own education, gaining opportunities to communicate with professional teachers, as well as the opportunity to compete with many peers living in different cities and countries. in various projects, competitions and Olympiads. These tasks

relate to the development of the creative component of education.

We believe that if a student does not learn to make decisions independently, determine the content of their educational activities and find ways to implement it, he will not be able to master this or that discipline. Note that distance learning performs not only educational but also educational function - contributes to the formation of leading aspects of personality: self-organization, activity, independence, self-improvement, creativity. Distance learning is an alternative, in no way a replacement, to traditional education, which is designed to ensure the availability of education while maintaining its quality.

Conclusions

Based on the above, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of learning, convenient counseling system, democratic relations between learner and teacher, convenient schedule and place of work.
The introduction of distance technologies in the educational process is aimed at a deeper understanding of the educational material;
- formation of such competencies as: communicative (direct communication through the network), information (search for information from various sources and the possibility of its critical thinking), self-education (ability to learn independently).
As practice shows, if the student does not learn to make decisions independently, determine the content of their educational activities and find ways to implement it, he will not be able to master one or another discipline. In addition, distance learning has an educational function - contributes to the formation of leading qualities of personality: activity, independence, self-improvement, creativity.

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