

Scientific Herald of Uzhhorod University

Series "Physics"

Journal homepage: <https://physics.uz.ua/en>

Issue 56, 223–230

Received: 28.11.2023. Revised: 13.04.2024. Accepted: 19.06.2024



DOI: 10.54919/physics/56.2024.22fy3

Distance learning as modern pedagogical technology

Kadir Rysbekov*

Zhetysu State University named after I. Zhansugurov
040000, 187a I. Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

Gulnaz Azanbekova

Zhetysu State University named after I. Zhansugurov
040000, 187a I. Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

Zauresh Issabayeva

Zhetysu State University named after I. Zhansugurov
040000, 187a I. Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

Saira Rakhpova

Zhetysu State University named after I. Zhansugurov
040000, 187a I. Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

Fariza Mustafa

Zhetysu State University named after I. Zhansugurov
040000, 187a I. Zhansugurov Str., Taldykorgan, Republic of Kazakhstan

Abstract

Relevance. This study examines the issues of distance learning as a modern pedagogical technology. The relevance is driven by the rise of distance learning during the coronavirus pandemic and the need to improve the quality of teaching without direct teacher-student contact.

Purpose. The purpose of this study is to explore the prospects for developing distance learning and identify opportunities to enhance its quality within the current education system at various levels.

Methodology. The study combines system analysis of key aspects of organising distance learning and logical structuring of results and conclusions based on the data obtained from this analysis.

Results. The study defines the essence of distance learning methodology and its role in the modern educational process as a specific pedagogical technology. It highlights the importance of distance learning in the current education system and identifies optimal solutions for improving distance learning processes.

Conclusions. The study concludes that distance learning is essential in modern education, particularly due to the coronavirus pandemic. Improving methodologies is critical to enhancing education quality. A systematic approach and effective use of technology are vital. Continuous adaptation and optimization are needed to meet evolving educational

Suggested Citation:

Rysbekov K, Azanbekova G, Issabayeva Z, Rakhpova S, Mustafa F. Distance learning as modern pedagogical technology. *Sci Herald Uzhhorod Univ Ser Phys.* 2024;(56):223-230. DOI: 10.54919/physics/56.2024.22fy3

*Corresponding author



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

needs. Future research should focus on innovative strategies to further optimize and ensure effective and accessible distance learning.

Keywords: online learning; pedagogical activity; Internet; learning technologies.

Introduction

In connection with the awareness of the importance of intellectual resources as the most important component of the competitiveness of a modern state, the existing education system outlined the goal of ensuring a competitive advantage in the world market by increasing the level of higher education, as well as developing the country's intellectual resources. Educational institutions in various fields should be guided by the requirements and expectations of customers, while preserving the standards established by the Ministry of Education and Science. The result of the services provided would be a complex of professional competences of university graduates, which the employer must evaluate over time. Consequently, higher educational institutions are currently expected to be more involved in the lives of students, providing them not only with qualitatively rich disciplines in terms of information volume but also with a list of educational elements that can qualitatively affect the development of students in personal and social terms [1].

The distance learning option is called the educational system of the 21st century by experts in the strategic development of the modern education system. The relevance of the subject of distance learning lies in the fact that the results of social progress, previously centred in the field of modern technical solutions, are currently concentrated in the field of information technology [2; 3]. The current stage of its development can be characterised as telecommunication. Distance learning allows creating of systems of mass continuous self-education, and general exchange of information arrays, regardless of the factors and conditions of space and time. The distance learning system allows acquiring the necessary skills and new knowledge using a personal computer (PC) and access to the Internet. The location of the PC does not matter, so it is possible to study at home, at work, in the online classroom of one of the distance learning centers, as well as in any other place where there is a PC with an Internet connection. This is the most important advantage of distance learning over its traditional well-known forms [4-6].

Until recently, there was no distinction between such forms of education as distance learning, part-time, full-time, etc. However, recently, distance learning has clearly proven its relevance and importance. The current education system recognises that distance learning has good prospects associated with the possibility of implementing the learning process throughout life. Nevertheless, the question of what distance learning is – modern pedagogical technology or just a form of education – remains acute. This is a significant problem, since the tactics of distance learning, and the strategy of its implementation depend on the understanding of this issue and, as a consequence, the specific features of training pedagogues and teachers for distance learning [7-10]. The main feature of distance learning technology is the implementation of the learning process at a certain distance. The main means of implementing the distance learning process in the modern

realities of the educational system is the Internet, where communication takes place both in real time and using electronic platforms for communication and transfer of information necessary for studying a specific discipline [1]. Therewith, the main elements of distance learning are the physical separation of teachers and a certain part of students, at least for a considerable part of the educational process; the use of educational multimedia tools and electronic resources, both remote and those that are in close proximity.

The distance learning procedure involves scrupulous and thorough planning of an educational process and the place of a student in it, the organisation of joint work of a teacher and a student, the timely delivery of educational materials, in order to ensure high-quality interaction of communication between a teacher and a student, and maintain the proper level of feedback between them [11]. The presence of effective feedback allows a student to receive information about the correctness of his or her progression from ignorance towards understanding and knowledge. Motivation is the most important element of distance learning [12-14]. Currently, in connection with the COVID-19 pandemic, the most widespread are variations of distance learning based on interactive television, computer communication networks, a combination of modern technological solutions and the possibilities of the Internet. The advantages of this kind of training lie in the possibility of establishing direct contact with the learning audience located at a considerable distance from a teacher, as well as in the possibility of parallel practical training, built according to the conventional methodology and using modern, improved pedagogical technologies [15-17].

Literature review

The issues of organising distance learning and considering this training option as modern pedagogical technology have been widely reflected in modern scientific research.

Numerous authors engaged in the development of this issue, expressed various opinions regarding the place of distance learning in the modern education system and its role in the educational process as a modern pedagogical technology. Thus, the sociologist J. Taylor [18] proposed a classification of distance education according to several stages of development: “classical part-time education; the use of a variety of one-sided (no feedback) means of transmitting educational materials: printed information materials, live broadcast, or the use of recordings on information carriers; two-way, synchronous distance learning using audio or video conferencing; asynchronous online learning combined with interactive multimedia; intelligent flexible teaching that provides a high degree of automation and control of asynchronous online student learning and interactive multimedia.”

I.V. Tolstoukhova [1] addressed the role of educational institutions in the development of distance learning. According to the researcher, “modern educational institutions using remote technologies currently need to

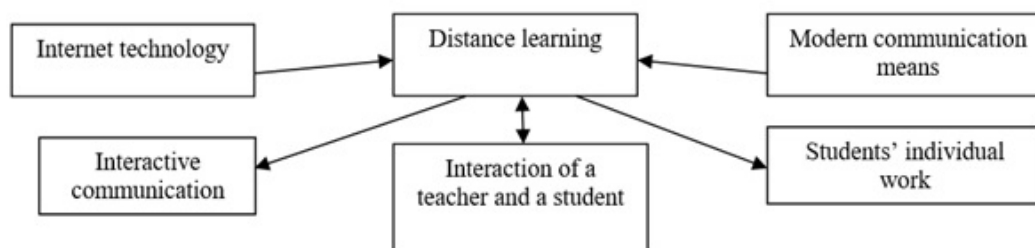
establish mutually beneficial social interaction that would contribute to the achievement of strategic goals. The development of constructive partnerships aimed at reorienting activities in accordance with the needs of the subjects of cooperation in e-education will preserve and strengthen their competitive advantages.” D.A. Kozlova [4] identified the main differences between distance and correspondence forms of education. According to the researcher, it is in the fact that the remote form provides full, systematic, and effective interactivity. Distance learning is built in accordance with the objectives and content similar to full-time education. However, the forms of material presentation and the options for interaction between a teacher and students differ significantly. The didactic principles of organising distance learning (principles of scientific nature, consistency, and systematicity, activity, principles of developmental learning, visibility, differentiation, and individualisation of training, etc.) are the same as in training using its full-time form, but the options for their implementation differ, being conditioned by the specific features of the new training option, the information capabilities of the Internet, the services and opportunities available in this connection. Thus, according to the researcher “...on the one hand, distance learning must be considered in the general system of continuous education, assuming the continuity of its individual links. On the other hand, distance learning must be distinguished as a system and as a specific process” [4].

In turn, D.P. Tolipova [12], examining the role of distance learning during a pandemic, noted that “the greatest effect of using distance learning can be obtained when using mixed distance learning techniques. The introduction of the principle of “mixed distance learning” presupposes the possibility of building a training program using elements of synchronous and asynchronous methods of building educational processes. The method of synchronous distance learning assumes communication between a student and a teacher in real-time – online communication [19; 20]. The method of asynchronous distance learning is used in cases where communication between a teacher and a student in real-time is not possible – the so-called offline communication takes place. Thus, numerous studies of distance learning issues as a specific form of modern pedagogical technology demonstrate a substantial diversity of opinions of researchers on this matter, which determines the line of study for the subsequent scientific research on the subject matter.

Materials and Methods

This study sets the task to consider the issues of distance learning as a modern educational technology. The object of the study included various aspects of distance learning, in the context of the current education system, as well as determining the role and place of the distance learning system in the current education system. A scientific examination of a set of issues related to the problems of distance learning in the realities of the existing education system was conducted, and the essence of distance learning as a separate pedagogical technology existing in the realities of the modern education system was assessed. The methodology of this study is based on a combination of system analysis of key aspects of organising distance learning in modern conditions and logical structuring of results and conclusions based on the data obtained as a result of system analysis. Such a combination of methods of scientific research of the subject matter contributes to its quality coverage, allowing for a logical assessment of the information collected during this study, with its subsequent structuring and development of a clear system of the results and conclusions of this study.

To cover the results of scientific research in a given subject area as objectively as possible and to form qualitative conclusions that reflect the essence of the problems under study, a considerable amount of information for a full-fledged scientific study was taken from foreign sources leading development towards the subject matter of this study. To facilitate perception of information, all information received from foreign publications was translated into Russian. The materials and methods of this particular study covered the essence of the concept of distance learning in relation to modern realities of the current educational system and served as a qualitative basis for evaluating distance learning as a pedagogical technology existing in modern realities. Subsequently, the selected combination of materials and methods for conducting scientific research can serve as a qualitative basis for further scientific research on the subject matter. Distance learning is currently available to everyone, regardless of age, profession, or geographic location [21; 22]. There are also no health restrictions for distance learning. Distance learning as a modern pedagogical category determines the focus of the educational process, as well as the main aspects of the content of teaching in the mode of remote access to the information presented. In this context, it is advisable to present a schematic definition of the essence of the concept of distance learning as a separate pedagogical technology (Figure 1).



Currently existing Internet technologies and technical means of communication determine the form and line of

distance learning at the current stage of the existence and development of the Internet. At the same time, it is the

aspect of interaction between a teacher and a student during the distance learning process that determines the pedagogical component of the process and the final quality of distance learning [23-25].

Results and Discussion

The study of the definition of distance learning as modern pedagogical technology has led to the following results. Distance learning has become widespread and has become a relevant and demanded form of education in educational institutions of various types and levels in connection with the spread of the COVID-19 pandemic and the impossibility of teaching in conditions of direct contact between a teacher and a student. In this context, there are six main models of distance learning:

1. Externship. Such a distance learning model assumes focus on school or university requirements put forward during examinations. It is used for teaching students and schoolchildren who are unable to attend full-time training sessions [26].

2. Learning based on a specific educational institution. This model is intended for part-time students in a specific higher educational institution. It involves the use of information communications and modern computer technology. A similar model is used to obtain certificates of education at various levels [27].

3. Collaboration of several educational institutions in organising distance learning. Such a model of distance learning involves the development of joint programs for training students remotely by several educational institutions using specific technical means and information technologies. This model reduces the total cost of distance learning and improves its quality [28].

4. Educational institutions of the autonomous type. This model of distance learning involves providing students with the opportunity to receive education in any of several areas of their own choice. The basis of this distance learning model is the multimedia courses used to teach in a specific direction. This model is widely used in the field of distance learning abroad.

5. Systems of autonomous learning. Such a model assumes the use of recordings of audio programs and television and video broadcasts, as well as auxiliary printed materials [29].

6. Distance learning integrated type using multimedia programs. A similar model is used primarily for teaching an adult audience that, for one reason or another, could not get a completed tertiary education.

The share of these forms of distance learning in the context of the modern education system in Kazakhstan is presented in Figure 2.

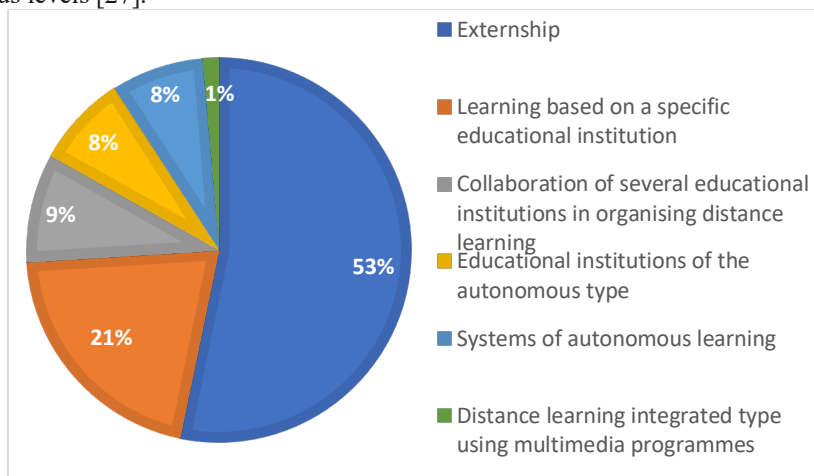


Figure 2. The ratio of distance learning forms (in academic hours per semester) in the system of modern higher education in the Republic of Kazakhstan

As can be seen from the diagram presented, the form of distance learning of the first type (externship) is the most popular today in educational institutions of Kazakhstan. The last form of those described is only being introduced into the Kazakh education system; therefore, its share in the total volume is still insignificant. The form of distance learning has considerable advantages over its other types. These include:

- the effectiveness of the professional training of a student is much higher than when studying part-time or evening form of study;
- the cost of distance learning is much lower;
- the terms of training are much shorter in comparison with other forms of training;
- there is an opportunity to study in parallel at another university, including a foreign one;
- the territorial location of universities and students does not matter.

Distance learning as a modern, independent pedagogical category has clearly proven its effectiveness as a method of teaching in the context of the coronavirus pandemic and can be successfully used in educational institutions of various profiles [30; 31]. To date, there is no contradiction between the existing types of digital technologies used in distance learning with conventional forms of teaching. They supplement it, change it qualitatively, and give an additional vector of directed development and the establishment of innovative approaches, which also involve mixed options for the introduction of educational technologies. Distance learning issues as a separate, independent pedagogical technology are widely discussed in the modern scientific research literature, in the works of scientists devoted to the study of the essence of distance education as a pedagogical category in the conditions of the modern education system. The variety of opinions expressed contributes to the most objective coverage of the problem and the development of

clear criteria for assessing the place of distance learning in the system of modern pedagogical technologies [32; 33].

I.V. Tolstoukhova [1], researching the selection of distance learning tools, noted “The choice of modern learning tools must be approached very thoroughly since they are an important aspect of teaching. Therefore, one should reasonably and objectively assess the capabilities of a specific distance learning technology, clearly understand its strengths and weaknesses, and understand where it is best to use it”. V.S. Sharov [7], in his study of forms and technologies of distance learning, pointed to the possibility of combining full-time and distance learning by modern students, declaring such an opportunity as an absolute advantage of distance learning. According to the scientist-researcher, “...a hybrid (mixed) model can be understood as a “mixture” of network technology combined with case technology and face-to-face studies (usually this is an introduction to the course and the basics of working in a remote shell, the principles of network communication with a tutor, and protection of the final work)”. In other words, the author emphasised that in the conditions of the modern education system, even distance defence of graduation work becomes possible at the end of training in an educational institution, which only emphasises the high importance of distance learning in modern conditions and its expanding capabilities. In addition, the researcher noted, “...distance learning can be considered as an independent form of education in the realities of the 21st century, as well as an innovation of full-time and part-time forms of education in modern conditions” [7].

However, D.A. Kozlova [4] noted the significant problems of organising distance learning in the existing realities of the education system. According to the researcher, “...the effectiveness of distance learning directly depends on the competence of a teacher, who directly works with students on the Internet. The training of such a teacher should be universal: he must be able to be fluent in computer skills, easily navigate modern pedagogical and information technologies, and have psychological resistance when working with students”. Unfortunately, in the modern conditions of the education system, such specialists are practically not trained. Problems and issues of distance learning as an independent pedagogical category and technology find their coverage also in the works of foreign researchers. For example, A. Rovai [34], researching the links between the Internet and the modern education system, drew the attention of readers to the fact that “...modern online education is gaining more space in the information environment and today there is an extensive integration of global education in academic programs.”

S. Stürmer et al. [35], engaged in research on the formation of the structure of modern higher distance education, have the same opinion. According to the researchers, “The structure of modern higher distance

education should take into account the interests of students in the light of the increasing penetration of distance learning into higher education programs and the creation of real conditions for obtaining high-quality higher education in the online class.” Thus, there is a lot of attention on the part of modern scientists to the organisation of distance learning and its importance as a modern effective pedagogical technology.

Conclusions

The study of distance learning issues as modern pedagogical technology led to the following conclusions. Distance learning technologies have become widespread in recent years due to the spread of the coronavirus pandemic and the inability to conduct face-to-face classes with students as usual. Distance learning as a new, modern pedagogical technology is used in educational institutions of various levels – from secondary school to higher educational institutions. To ensure the educational process in distance learning, teachers in the current conditions require fluency in modern information technologies, the ability to work with modern applications such as Zoom, Viber, Telegram, cloud data storage, and other means of ensuring the full-fledged distance learning process. Modern teachers should be able to navigate freely in modern means of distance communication that is the main factor that determines the effectiveness of distance learning as modern pedagogical technology in the current conditions in the modern education system.

At the current time in the modern education system, there is no clear understanding of the essence of distance learning as a modern pedagogical category and technology and its role in the existing education system. Nevertheless, at present, the use of distance learning in educational institutions of the Republic of Kazakhstan and other countries allows for maintaining a full-fledged educational process and continuing classes. In addition, distance learning may well be considered as an independent form of building the educational process using modern innovations, as well as an auxiliary component of full-time and part-time education. The quality of development of distance learning as a separate, modern pedagogical technology is largely determined by the peculiarities of the organisation of the educational process and the effectiveness of the use of educational materials, as well as the level of pedagogical skill of teachers involved in this educational process.

Acknowledgements

None.

Conflict of Interest

None.

References

- [1] Tolstoukhova IV. Distance learning as a modern pedagogical technology. *Man Educ.* 2016;2(47):98-100.
- [2] Aizstrauta D, Ginters E. Using Market Data of Technologies to Build a Dynamic Integrated Acceptance and Sustainability Assessment Model. *Proced Comp Sci.* 2016;104:501-508.
- [3] Sinoimeri D, Teta J, Prifti V, Lazaj A. Information Technology in Supply Chain Management. Case Study. *Lect Not Multidiscip Indust Eng.* 2024;2090:35-44.

- [4] Kozlova DA. Distance learning as an innovative approach in lifelong education. *Bull Tag Inst A.P. Chekhov*. 2013;S1:36-40.
- [5] Apostolou B, Dorminey JW, Hassell JM, Rebele JE. A summary and analysis of education research in accounting information systems (AIS). *J Account Educ*. 2014;32(2):99-112.
- [6] Mathrani S, Mathrani A, Khatun M. Exogenous and endogenous knowledge structures in dual-mode course deliveries. *Comput Educ Open*. 2020;1:100018.
- [7] Sapargaliyeva A. Distance learning as a new paradigm of development of modern educational systems. In: *Modern Science. Management and Standards Scientific Research*. Prague: Prague University; 2020.
- [8] Abraham S. Crafting a pedagogical third space in a transnational teacher education project. *Teach Teach Educ*. 2021;97:103207.
- [9] Metchik A, Boyd S, Kons Z. How We Do It: Implementing a Virtual, Multi-Institutional Collaborative Education Model for the COVID-19 Pandemic and Beyond. *J Surg Educ*. 2020. Available from: <https://www.sciencedirect.com/science/article/pii/S1931720420304827>
- [10] Teta J, Xhafka E. Impact of Total Quality Management in Productivity. *Econ Aff (New Delhi)*. 2023;68:861-867.
- [11] Sptyska L. Anxiety and depressive personality disorders in the modern world. *Acta Psych*. 2024;246:104285.
- [12] Tolipova DP. The role of distance learning during a pandemic. *Rev Legal Sci*. 2020;5:1-4.
- [13] Neroni J, Meij C, Hieronymus JM, Kirschner PA, Gijsselaers M, Renate HM. Learning strategies and academic performance in distance education. *Learn Individ Differ*. 2019;73:1-7.
- [14] Hieronymus JM, Kirschner PA, Verboon P. H.M.de Groot., Sedentary behavior and not physical activity predicts study progress in distance education. *Learn Individ Differ*. 2016;49:224-229.
- [15] Gonzalez L. *Private Philanthropic Trends in Academic Libraries*. Cambridge: Chandos Publishing; 2013.
- [16] Schweizer K, Steinwascher M, Moosbrugger H, Reiss S. The structure of research methodology competency in higher education and the role of teaching teams and course temporal distance. *Learn Instr*. 2017;21(1):68-76.
- [17] Kulakow S. Academic self-concept and achievement motivation among adolescent students in different learning environments: Does competence-support matter? *Learn Motiv*. 2020;70:101632.
- [18] Taylor J. Fifth Generation Distance Education. *High Educ*. 2001;40:1-8.
- [19] Kerimkhulle S, Obrosova N, Shanani A, Tokhmetov A. Young Duality for Variational Inequalities and Nonparametric Method of Demand Analysis in Input–Output Models with Inputs Substitution: Application for Kazakhstan Economy. *Mathem*. 2023;11(19):4216.
- [20] Sptyska L. Symptoms and main features of personality formation of a psychopath. *Arch Psych Psych*. 2024;26(1):34-43.
- [21] Korzhik VN. Theoretical analysis of the conditions required for rendering metallic alloys amorphous during gas-thermal spraying - I. Determining the cooling rate of a spray-dispersed material. *Sov Pow Metall Metal Ceram*. 1992;31(9):772-777.
- [22] Piera MA, Buil R, Ginters E. State space analysis for model plausibility validation in multi-agent system simulation of urban policies. *J Simulat*. 2016;10(3):216-226.
- [23] Hieronymus JM, Kirschner PA. H.M.de Groot. H.M.de Groot., Chronotype, sleep quality and sleep duration in adult distance education: Not related to study progress. *Learn Individ Differ*. 2015;44:46-52.
- [24] Richardson JTE. Approaches to studying across the adult life span: Evidence from distance education. *Learn Individ Differ*. 2013;26:74-80.
- [25] Meens EEM, Bakx AWEA, Klimstra TA, Denissen JJA. The association of identity and motivation with students' academic achievement in higher education. *Learn Individ Differ*. 2018;64:54-70.
- [26] Ginters E, Mezitis M, Aizstrauta D. Sustainability simulation and assessment of bicycle network design and maintenance environment. In: *2018 International Conference on Intelligent and Innovative Computing Applications, ICONIC 2018 (8601225)*. Plaine Magnien: Institute of Electrical and Electronics Engineers; 2018. DOI: 10.1109/ICONIC.2018.8601225
- [27] Kvyetnyy R, Bunyak Y, Sofina O, Kotyra A, Romaniuk RS, Tuleshova A. Blur recognition using second fundamental form of image surface. *Proceed SPIE - The Int Soc Optic Eng*. 2015;9816:98161A.
- [28] Ushenko YA, Dubolazov AV, Angelsky AP, Sidor MI, Bodnar GB, Koval G, Zabolotna NI, Smolarz A, Junisbekov MS. Laser polarization fluorescence of the networks of optically anisotropic biological crystals. *Proceed SPIE - The Int Soc Optic Eng*. 2013;8698:869809.
- [29] Kunitskii YuA, Korzhik VN, Nemirovskii AV. Transformations in the plasma-sprayed Fe67Ti7B24C2 alloy in heating. *Sov Mater Sci*. 1990;26(1):87-90.
- [30] Berdykulova GM, Kamysbayev MK, Shildibekov EZ, Ananyev TV, Abdinova MK, Yessebaiuly E. Change and Project Management in Digital Time: The Case of Kazakhstani University. In: *ACM International Conference Proceeding Series, 3492649*. Virtual, Online: Association for Computing Machinery; 2021. DOI: 10.1145/3492547.3492649
- [31] Lyubchik A, Filonovich SA, Mateus T, Mendes MJ, Vicente A, Leitão JP, Falcão BP, Fortunato E, Águas H, Martins R. Nanocrystalline thin film silicon solar cells: A deeper look into p/i interface formation. *Thin Sol Film*. 2015;591:25-31.
- [32] Bawa P. Learning in the age of SARS-COV-2: A quantitative study of learners' performance in the age of emergency remote teaching. *Comput Educ Open*. 2020;1:100016

- [33] Doroshkevich AS, Lyubchyk AI, Shilo AV, Zelenyak TYu, Glazunova VA, Burhovetskiy VV, Saprykina AV, Holmurodov KhT, Nosolev IK, Doroshkevich VS, Volkova GK, Konstantinova TE, Bodnarchuk VI, Gladyshev PP, Turchenko VA, Sinyakina SA. Chemical-electric energy conversion effect in zirconia nanopowder systems. *J Surf Invest.* 2017;11(3):523-529.
- [34] Rovai A. *The Internet and Higher Education* 1st Edition. Cambridge: Chandos Publishing; 2009.
- [35] Stürmer S, Ihme TA, Fisseler B, Sonnenberg K, Barbarino M-L. Promises of structured relationship building for higher distance education: Evaluating the effects of a virtual fast-friendship procedure. *Comput Educ.* 2018;124:51-61.

Дистанційне навчання як сучасна педагогічна технологія

Кадир Рисбеков

Жетисуський державний університет імені І. Жансугурова
040000, вул. І. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

Гульназ Азанбекова

Жетисуський державний університет імені І. Жансугурова
040000, вул. І. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

Зауреш Иссабаєва

Жетисуський державний університет імені І. Жансугурова
040000, вул. І. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

Саїра Рахіпова

Жетисуський державний університет імені І. Жансугурова
040000, вул. І. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

Фаріза Мустафа

Жетисуський державний університет імені І. Жансугурова
040000, вул. І. Жансугурова, 187а, м. Талдикорган, Республіка Казахстан

Анотація

Актуальність. У дослідженні розглядаються питання дистанційного навчання як сучасної педагогічної технології. Актуальність зумовлена зростанням популярності дистанційного навчання під час пандемії коронавірусу та необхідністю підвищення якості викладання без безпосереднього контакту викладача зі студентом.

Мета. Метою дослідження є вивчення перспектив розвитку дистанційного навчання та визначення можливостей підвищення його якості в рамках сучасної системи освіти на різних рівнях.

Методологія. Дослідження поєднує системний аналіз ключових аспектів організації дистанційного навчання та логічне структурування результатів і висновків на основі даних, отриманих в результаті цього аналізу.

Результати. У дослідженні визначено сутність методики дистанційного навчання та її роль у сучасному освітньому процесі як специфічної педагогічної технології. Підкреслено важливість дистанційного навчання в сучасній системі освіти та визначено оптимальні рішення для вдосконалення процесів дистанційного навчання.

Висновки. У дослідженні зроблено висновок, що дистанційне навчання має важливе значення в сучасній освіті, особливо у зв'язку з пандемією коронавірусу. Удосконалення методології має вирішальне значення для підвищення якості освіти. Системний підхід та ефективне використання технологій є життєво важливими. Постійна адаптація та оптимізація необхідні для задоволення освітніх потреб, що змінюються. Майбутні дослідження мають бути зосереджені на інноваційних стратегіях для подальшої оптимізації та забезпечення ефективного і доступного дистанційного навчання.

Ключові слова: дистанційне навчання; педагогічна діяльність; Інтернет; технології навчання.