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Modern methods of distance learning in the educational process of a higher education institution

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Abstract

Relevance. Due to the spread of COVID-19, the study and practical application of effective distance learning methods have become the most relevant subjects in teaching.

Purpose. The purpose of this study is to analyse modern methods and tools for the implementation of distance learning in universities, which can form the basis of teachers' professional readiness for the online learning process.

Methodology. Since this subject is broad in content, the study consisted of two parts: theoretical and practical, where functional and dialectical approaches and general methods of research are used: analysis, synthesis, comparison, generalisation, and analysis of scientific literature.

Results. The theoretical part analysed the online organisation of the educational process at the I. Zhansugurov Zhetysu University (Republic of Kazakhstan) and the Moscow Institute of Psychoanalysis (Russian Federation), which allowed defining the basic concepts of distance learning. In practice, the criteria of teachers' readiness and modern methods of distance learning are proposed.

Conclusions. In conclusion, the study highlights the critical role of modern distance learning methods in higher education, particularly in response to the challenges posed by the COVID-19 pandemic. By analyzing the implementation of these methods at I. Zhansugurov Zhetysu University and the Moscow Institute of Psychoanalysis, the research identifies essential concepts and practical strategies for effective online education. The proposed criteria for teachers' readiness emphasize the importance of equipping educators with the necessary skills and tools for distance learning. These findings

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can inform the development of comprehensive training programs to enhance the quality of online education in universities.

Keywords: distance learning; education; teacher; student; advanced training; retraining; readiness.

Introduction

The study of the effectiveness of pedagogical activity in the process of distance learning currently takes an advanced position in the scientific-pedagogical doctrine. Accordingly, the question of the correct selection of methods, approaches, and means of organising the educational process in a distance format, especially in higher education institutions, is of particular importance [1].

Unlike institutions for secondary education, universities have a particular, narrow specialisation. Accordingly, for the qualitative implementation of the curriculum and the provision of students with high qualifications, the direct involvement of the latter in practical and laboratory classes is necessary.

However, over the two years of the fight against the acute epidemiological disease COVID-19, the situation in the education industry has changed. Accordingly, numerous programmes have been developed that continue to provide the educational process at the moment. Thus, these upgraded computer tools allowed not only giving knowledge to students but also testing skills and even increasing their competency through the use of various simulators [2-3].

Considering the above, it should be established that modern programmes and other latest tools have allowed normalising the educational process and fully restoring its effectiveness. Therewith, a new, no less acute problem arose – the insufficient level of most teachers' necessary qualifications for the normal use of computer technology and, accordingly, the organisation of training events. Thus, it was established that almost 72% of teachers do not have the proper knowledge to effectively implement remote work using computers or other modern technology [4].

That is why all the current methods and means for the effective organisation of the distance learning process by the teacher were considered in the study. Thus, the study defines the main modern approaches to the development teachers' readiness for distance learning. In addition, the analysis of the available tools that make up the resource provision of teachers is of great importance in the study, particularly in the context of distance learning. The study also analysed a programme for retraining and advanced training of teachers for distance learning conditions [5].

In addition, the priority of this study lies in the fact that even after the return of the whole world to normal life and the use of full-time education, many universities decided to leave the distance format. This indicates that its effectiveness and compliance with modern standards in society surpasses conventional education.

Therefore, future teachers and currently working teachers should develop their skills in the field of computer technology to continue to provide educational services at a high level. Thus, teachers face an important task, namely not only acquiring individual skills but also their continuous improvement so that their competence is always at a high level [6].

The originality of this study lies in the fact that this paper is based on modern methodological programmes for 2020-2022, the analysis identifies current problems that have not yet been solved and determines the effectiveness of the foundations and tools that are enshrined in these documents. Based on this, it should be noted that the main purpose of this study is to identify the main effective modern methods for organising distance learning and providing teachers with all the necessary skills. Accordingly, this aspect concerns not only those tools that will give teachers the necessary list of skills to use individual computer programmes but will also allow them to develop in the future and improve their competence.

To achieve this purpose, several tasks were achieved in the study, namely: the theoretical essence of the concept of distance learning was determined, its main features and properties were formed based on which the main features that play an important role in the organisation of the educational process were determined. Additionally, a list of current recommendations and programmes for training teachers for distance learning was established. Finally, the experience of countries was considered, promising areas for further development of the education sphere in the context of teacher training were developed [7].

Materials and Methods

Since the subject is quite broad in its essential content, it was necessary to use a list of scientific and methodological tools to fully disclose all the elements in the study. Thus, it allowed analysing all aspects of the issue under study, namely modern methods of distance learning in higher education institutions. First of all, it is necessary to mention the functional methodological approach since it is directly responsible for the structure of the study.

Accordingly, a plan was developed based on it and the main purpose and objectives were determined. In addition, it helped to divide the study into several stages, which ensured its consistency.

It is also necessary to pay attention to the fact that the dialectical methodological approach was no less important in the work since it is responsible for the logical structure of the study, namely the presentation of the material. Thus, the information in the study is disclosed from general to particular data, namely from the concept of distance learning in general to modern methods that can be used by teachers to improve the effectiveness of distance learning. This approach helped the author to identify the main features of the issue under study.

As for the general research methods, the method of analysis and synthesis should be noted. Although they are completely different in their essence, their effectiveness lies in their common use. Thus, initially the method of analysis was used in the study, which helped to divide the issue into different parts, namely distance learning, teacher competency, resource provision, etc. Accordingly, such a step allowed an in-depth analysis of each of the elements to determine their features and characteristic properties. In turn, based on the synthesis method, the above parts were

again combined into one whole, that is, into a single question. This condition is very important for the study since this cooperation allows determining the common features of the isolated parts and establishing the connection between them.

In addition, attention should also be paid to the generalisation method since it helped to analyse the results obtained during the study and to form conclusions. In addition, this method was used in the context of forming a list of modern methods and tools for teachers, in particular, for their successful organisation of the educational process in a distance format.

The method of analysis of scientific literature, based on which the theoretical part of the work was formed. Thus, it allowed considering numerous scientific materials, namely theses, dissertations, monographs, which as a result allowed determining the modern opinions of scientists on this issue.

The study was conducted in three stages. At the first stage, a plan, purpose, and main objectives were formed. In addition, the theoretical component was analysed, in particular, the main features of the organisation of the distance learning process were established. At the second stage, the practical part of the work was determined, i.e., the main approaches, programmes, and other means based on which distance learning is carried out were considered to establish their effectiveness and compliance with modern demands. The third stage was the final one, which considered the main results of the study and fixed the conclusions.

Results

To fully determine the effectiveness of modern approaches and methods of distance learning and establish a set of programmes to prepare teachers for such a training format, it is necessary to understand the essence of distance learning and establish its distinct features from the conventional one. In particular it is important to form a priority level for giving teachers such competence.

In addition, it should be noted that to prepare teachers and teacher students as best as possible for learning activities in a distance format, it is necessary to consider all the main aspects on which it is based. Thus, according to Chapter 1, Article 1, Paragraph 38 of the Law of the Republic of Kazakhstan No. 319-III "On education" [8], distance learning is the learning carried out with the interaction of a teacher and students at a distance, including through information and communication technologies and telecommunication means.

This process should be considered completely natural, especially in the context of countering the acute infectious disease COVID-19, when citizens should avoid large crowds of people. In addition, attention should be paid to the fact that computer technologies are leading in any field in the 21st century, including education. All the necessary conditions for life can easily be transferred to the network, thereby accelerating the pace of development of the information society and overcoming geographical barriers. Admittedly, this also applies to education. Accordingly, as the practice of using distance learning shows, it is not necessary to be near a teacher to obtain high-quality knowledge. Most students, teachers, and even scientists identify the above concept with the extramural form of

education. However, it should be understood that the latter is limited to distance since it does not provide for the establishment of direct communication between the subjects of the educational process [9].

Considering the essence of distance learning, it is also necessary to disclose all its elements, that is, those aspects that are directly involved in the course of such an educational process. Thus, the system of the following tools should be attributed to the general concept. Means of providing the student with educational material, as well as means of monitoring the student's progress. Additionally, means for the student's practice in various programmes offered by the teacher, means of interactive and continuous cooperation between the teacher and the student. Finally, means for timely supplementation of the training course and materials with new information, as well as error correction. These elements are mandatory since they fully ensure the functioning of such a mechanism as distance learning.

Analysing each of them, it can be concluded that they are interconnected and act only on the system level. Accordingly, the means to provide a student with educational materials are extremely diverse but at the same time, they all allow for the rapid and unhindered transmission of information to entire study groups. As for the elements that ensure control over the student's level of knowledge, they can also be expressed through various forms but at the same time have the same goal, which is one of the areas of distance learning.

It is important to note that each educational process should be accompanied by the implementation of practical tasks by students, due to which they can improve their knowledge and skills, while the distance format of the educational process allows developing these classes and making them as close as possible to the real future professional activity. Admittedly, it is necessary to pay attention to the level of convenience of establishing contact between the teacher and students since it can happen both in text and audio or video format in this type of training. The main element and, accordingly, the advantage of distance learning is its development, which is being disclosed during the application of innovative technologies and programmes [10].

To consider modern methods of distance learning and measures to improve teachers' qualifications in the field of computer technology, it is necessary to establish the main and initial advantages of such a format, in particular to determine its priority. In addition, having considered the main advantages of such training, the teacher has the opportunity to analyse their skills and develop them in the course that interests students and is useful for the educational process. Thus, one of the main advantages of distance learning is its flexibility, respectively, the teacher can publish and present educational materials considering the current level of knowledge and training of students. However, to achieve such a result, the teacher must have the appropriate IT (Information Technology) skills. In particular, they need to be able to manage various tools on specially created training sites to place the necessary methodological materials there.

In addition, such skills are also useful in the process of searching for more detailed or additional information on complex subjects, that is, those that are difficult for

students to perceive and require a more in-depth explanation. Admittedly, the advantage of distance learning is its relevance since with this method of providing educational services by universities, they have the opportunity to freely use the latest pedagogical, psychological, and methodological programmes. That is, students have the opportunity to develop comprehensively and increase interest in individual academic disciplines through the use of special training computer programmes [11].

One of the defining advantages of the distance learning format is its convenience, which is demonstrated in providing students with the opportunity to study at a convenient time and in an independent place. That is, education takes place even in combination with work, which is very important for students of any specialisation. However, it should be noted that distance learning is not uncontrolled since students have deadlines to complete tasks and they are also required to attend online classes. Again, analysing these conditions, it should be noted that the teacher must have the proper skills not only to present the material but also to set a deadline and check the work and provide a student with feedback.

Another equally important advantage is the modularity of distance learning since the teacher has the opportunity to divide the textbook into separate functionally complete modules, which respectively require a certain level of knowledge from students and also correspond to the capabilities of a certain study group. Notably, this approach helps a teacher to independently form a curriculum for a group of students based on their interests and skills but they are required to have proper competence in using individual educational computer programmes [12].

The interactivity of distance learning is a positive aspect for both students and teachers. In particular, it is easier for a student to perceive educational material by taking part in the educational process or by visualising such material. The teacher can easily explain complex topics and involve students in practical classes due to the use of various multimedia programmes and technologies. This approach requires the teacher to have a high level of awareness in the field of such technologies, in particular, to enter the necessary information into these programmes or to provide access to students [13].

Open communication is what most distinguishes distance learning from the conventional learning. Thus, active communication is formed between the students and the teacher, which has a positive effect on the effectiveness of the educational process. Consequently, such an approach can dynamically strengthen students' motivation to learn and improve the process of acquisition of educational material. However, it should be noted that all this is possible only if the teacher meets the appropriate level of skills in the field of communication and information technology.

In addition, it is necessary to pay attention to the information support of the training of all subjects of the distance learning process. Thus, the initial stage of the above training should take place with the provision of both students and teachers. This process should be divided into the following types: personnel, material and technical, technological, service, case and network, and information support. Systemic compliance with each of them will allow completing the initial stage of preparation of subjects of the educational process and, accordingly, increase their readiness.

The next no less important procedure is the distribution of authorities and responsibilities between the above persons. Thus, administrators, teachers, and students can be distinguished among them. Their role and purpose are different, but ensuring an effective and uninterrupted educational process is possible only in the case of their interaction and, to a certain extent, even cooperation. The organisation of complete provision and distribution of subjects allows organising and implementing training, in particular in a distance form.

Therewith, it should be noted that these stages should be accompanied by information, that is, there should be an exchange of information, namely its receipt and sending. Compliance with the above actions should ensure the learning process, which is the basis of the activities of higher education institutions. In the end, to monitor the entire training procedure for students and teachers, it is necessary to analyse the level of implementation and distribute it accordingly by levels (Figure 1).

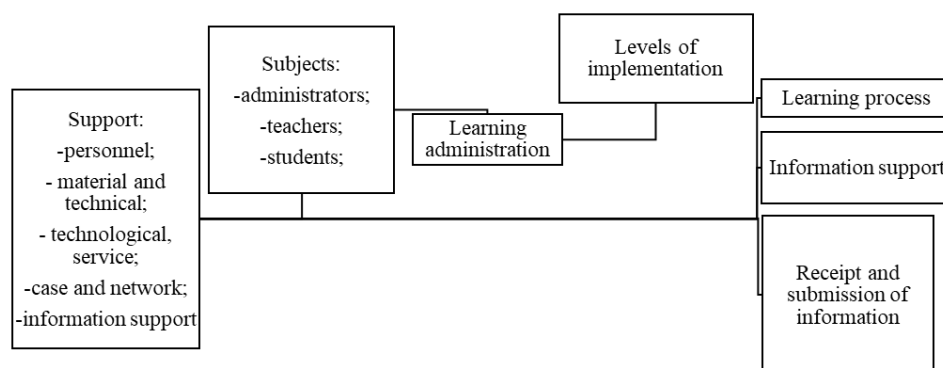


Figure 1. Informational support of professional training of students and teachers

Referring to the monitoring of the level of students' knowledge, the distance format makes it somewhat more complicated than usual but at the same time the teacher has an opportunity for absolute control over the quality of

educational services provided to them. This is primarily explained by the prevalence of such educational and extracurricular activities as various kinds of discussions,

chats, surveys, the use of programmes for self-control, the absence of psychological barriers [14].

Having analysed the concepts of distance learning, as well as its main advantages underlying modern approaches to the effective provision of students with higher education, it should be noted that they are all based on the direct involvement of both the student and the teacher. However, in this case, it is necessary to pay attention to the latter since the construction of the educational process depends more on it. The analysed features of distance learning allow establishing that the effectiveness of this training will be extremely low without the proper level of knowledge and practical skills of a teacher in the field of IT and computer technology.

To a certain extent, one may agree that if a teacher does not have the abilities and capabilities to use a smartphone and a computer, the organisation of a distance learning process is generally impossible. That is why it is extremely important to identify the main means that will help to increase such competence among teachers and, accordingly, will allow organising an effective modern educational process [15].

Discussion

Having considered the theoretical part of the study, its practical component can be analysed. To analyse modern methods of distance learning, it is necessary to determine the level of pedagogical readiness in Kazakhstan and Russia for such a format of providing educational services. Thus, it should be established that almost 72% of Kazakh and Russian teachers did not have an experience of successful use of funds for online education before the COVID-19 pandemic.

That is why most education institutions faced such a problem in the second half of the 2019-2020 academic year. They had to provide training for teachers, in particular, to equip them with the skills to use such mechanisms that would allow unhindered development or duplication of educational materials to special educational platforms.

In addition, most of the skills for organising the educational process had to be acquired by teachers, in particular, using various kinds of instructions on such social networks as YouTube, Telegram, and Facebook groups. One of the most important materials was the instructions based on which teachers formed syllabuses for training courses during distance or mixed learning [16; 17].

However, one of the main problems in the context of the introduction of general distance learning was precisely the overload of teachers. This disadvantage was immediately considered in the future teachers' training programme, in particular in the form of providing students with additional mandatory training courses in computer technology, as well as interactive tools.

Teachers had to face the fact that they had to spend most of their study time to acquire the skills of using information and communication technologies in the educational process. An important place among these skills was occupied by those that provided the teacher with the opportunity to develop and transfer various educational materials to the appropriate distance education systems. In addition, a considerable period has also allowed acquiring the ability to regulate and update lecture and seminar

materials, as well as complementing and properly communicating with students [18; 19].

All of the above activities formed the basis of each of the programmes aimed at improving the teacher's qualifications or retraining. This is explained by the fact that during the period of distance learning, it was determined that these skills are mandatory for every teacher, even in the context of full-time education. Admittedly, it should also be noted that these requirements for a teacher remain relevant at the moment, so future teachers take additional courses aimed at their development in the field of digital technologies.

As experience shows, in the conditions of distance learning, teachers mostly noted that their working time considerably increased. This can be explained by the fact that communication with students has somewhat changed in the conditions of distance learning, in particular due to the fact that writing tasks and adding their descriptions to an online course is certainly a longer process than in the classroom when the teacher has the opportunity to answer additional questions from students orally. In addition, the urgent need to form new approaches to seminars, practical, and laboratory classes had a considerable impact on teachers' time management. Accordingly, this condition affected the teacher's preparation time for classes and the search for additional materials. However, over time, distance learning has been developing and creating new methods of its organisation. Therefore, mixed training was the most popular [20].

As for teachers, this format was even more complicated for them since, in addition to working online, they had to teach in classrooms too. Thus, the period of using this format allowed developing more different curricula, to a certain extent facilitating the work of teachers due to the automatic control of students' knowledge and the systematic publication of educational material.

Considering modern methods of distance learning in higher education institutions, it is necessary to pay attention to the Action Plan for Digital Education for 2021-2027, which was adopted by the European Commission. Thus, this document focuses on two important areas in the development of educational systems. Firstly, to promote the improvement and consolidation of an effective digital education system. That is, one that will be perfectly developed and provided with appropriate technical means.

In addition, much attention in this regard is paid to improving the competence of teaching in the digital sphere, which will allow them to develop high-quality educational materials in the future. Secondly, this document concerns improving the level of students' digital skills by assigning basic digital knowledge from an early age, combating disinformation [21-24].

As for the starting points on which the educational process in the distance format should be based, they are certainly fixed in a number of standard documents, among which is the State Standard of the Republic of Kazakhstan 5.03.004-2006 "Organisation of distance learning. The main provisions". Thus, it defines that the readiness of the subjects of the educational process for distance learning should be disclosed in compliance with these principles:

- unity of educational and developmental functions of learning;

- a combination of collective and personal forms of learning;
- availability of educational resources;
- the humanistic nature and orientation of education towards the individual;
- creation of the most favourable conditions for the acquisition of knowledge, the development and manifestation of creative individuality;
- the expediency of introducing new information technologies that affect all components of the learning system: goals, content, methods and organisational forms of learning, learning tools [25].

In the process of considering the skills of modern teachers and teacher students, attention should be paid to one of the modernised programmes for advanced training of teachers, namely "Distance learning: from content creation to the organisation of the educational process". This training platform is aimed at ensuring that registered teachers could master the simplest and most intuitive mechanisms and tools, which in turn will allow them to organise the learning process in a fairly short time and, accordingly, without loss of quality, in a distance format. The main feature and the advantage of such a course is that audience, that is, teachers and teacher students, receive not only a book with instructions on how to use certain services and platforms but also an in-depth understanding, which is supported by the skills to work with each resource and use it according to the particular educational needs of the teacher [26-28].

In addition, all of these services described in the course formed the basis for the work of tens or even hundreds of thousands of users. Thus, this indicates their effectiveness and high prospects, which is fully confirmed in practice. As experience shows, every teacher who attended this course received the opportunity to quickly organise an effective educational process in a distance format, while considering the main advantages and skills of their students, and the corresponding available material and technical base.

The methods for interaction and organisation of study between the teacher and students can be divided into several types. Thus, in the conditions of the educational process organisation, the seminars can be held synchronously or asynchronously in the remote format. In addition, it is necessary to pay attention to the fact that usually, especially for objective reasons, students or teachers may not have the technical capabilities for effective digital interaction at all.

However, such interruptions are quite rare, the main educational process still takes place in a continuous mode. In addition, it is important to note that in Kazakh and Russian universities, as a rule, not only electronic devices are used during distance learning but also conventional educational tools, in particular textbooks and other books.

Considering in more detail a method of distance learning that consists in the synchronous interaction of a student and a teacher, the attention should be paid to the fact that this approach determines the organisation of the educational process in an interdependent and established manner. That is, the subjects of the educational process, namely students and teachers, cooperate according to a pre-developed and established schedule and an appropriate curriculum, which reflects the entire list of academic

disciplines inherent in the student's chosen specialisation [29; 30].

In addition, under such conditions, students have the opportunity to independently optimise the learning process, that is, to make it as rational as possible. Accordingly, when forming the curriculum, universities pay sufficient attention to the student's employment, the flexibility of online pairs allows taking disciplines in such a way that the student has enough time to prepare and process all the necessary material during the week.

Therewith, the teacher should remember that it is necessary to divide the lesson time into two parts so that students can discuss not only theoretical material but also consider practical skills and acquire professional skills. Thus, when organising distance learning, the teacher should use some approaches related to the conventional format. In particular, it is not necessary to allocate most of the time in the classroom for a lecture message of new educational material since students can get acquainted and analyse it independently.

In turn, the teacher should develop and improve collaboration with students using interactive methods. That is, such an approach to establishing effective communication during distance learning can be provided by using a variety of online training services, platforms, and computer programmes.

An effective tool in this method of distance learning is working in small groups, the prospect of using which lies in the fact that the student develops their skills of working in a team, while the teacher can qualitatively evaluate each of the students and give everyone the proper amount of attention. This method of distance learning is the most common today, such platforms as Zoom, Microsoft Teams, Google Meet, Skype are usually used for its organisation. Analysing their interface and the terms of use, it can be noted that they are extremely simple, which allows teachers to publish the necessary methodological materials on time, and allows students to communicate with teachers about academic disciplines [31-34].

The second method of distance learning, namely the non-synchronous interaction of a student and a teacher, discloses the essence of this format. In particular, as noted above, the distance learning process gives students such an important advantage as the ability to flexibly plan working hours and monitor workload for both students and teachers. Thus, unlike the previous method, the non-synchronous method is implemented without previously fixed and established online meetings in the schedule.

Accordingly, the educational process takes place without direct simultaneous interaction between the student and the teacher. That is, the latter sets out the necessary list of methodological materials, digital platforms, and various tasks. Students, in turn, get acquainted with them at a pace convenient for them, while relying on the deadlines set by the teacher.

Admittedly, this method requires students' self-control and the necessary skills to plan their educational activities. As for the teacher, in this case they need to combine both the skills of conventional and distance learning since they need not only to publish educational materials but also explain the sequence of consideration of individual modules and topics to students so they can achieve the expected high results during distance learning [35; 36].

Notably, the tasks can be both individual and group during the use of this method of distance learning. It is also necessary to involve the students in joint discussions or surveys in text or video conferences. The digital approach in this method of teaching, in particular in the remote asynchronous format, gives the student opportunities to implement differentiated learning, i.e. studying the next topic only after the full acquisition of the previous one. Thus, such digital platforms as Google Classroom, Moodle, Edmodo, Padlet, etc. are characteristic of asynchronous interaction, on which teachers can publish links to various educational materials and events [37-40].

Analysing the process of organising distance learning, it is necessary to pay attention to such a procedure as proctoring. It is extremely important for the effective educational process in the context of checking students' knowledge, that is, monitoring. Thus, the implementation of such a procedure allows the teacher to fully control the progress of the online exam or another student testing. Accordingly, monitoring can be carried out through the use of various tools, including webcams and special technologies.

Consequently, the teacher can fully control the student's actions displayed on the monitor of the device that they use to perform the work. In addition, this procedure deserves special attention since it allows identifying the student who is being tested and most importantly, impartially assessing their level of knowledge and the development of skills, while making it impossible to express academic disrespect. After all, this process can be implemented simultaneously in different countries of the world, which corresponds to the basics of distance learning. In addition, it should be noted that proctoring is currently possible in 3 forms.

In particular, the first one is that a proctor is a person, that is, a teacher who independently records a student's violation of the rules of testing. The next type is auto-proctoring, which is more mechanised since it occurs based on the use of the programme, which in turn can independently carry out all of the above actions and also analyses the student's motor activity and external factors that manifest themselves during the test. The most effective form of proctoring is a combination of the previous ones. In particular, the combination of human and software work allows fully controlling the knowledge testing process and ensures its continuity and objectivity.

Conclusions

As a result of the conducted study, the definition of the concept of distance learning and its main properties were established. In addition, the advantages of such a training

format were characterised through the prism of teachers' competence.

Accordingly, based on this, it was identified that all of them are directly dependent on the teacher's readiness for distance learning, that is, distance learning is impossible without any knowledge and skills of teaching in the field of computer and digital technologies. Such features and advantages of distance learning include flexibility, relevance, convenience, modularity, interactivity, openness of communication.

The practical part of the study is based on the analysis of particular approaches to teacher training. For example, the course "Distance learning: from content creation to the organisation of the educational process" was considered, which is aimed at improving and retraining teachers. In addition, its effectiveness is confirmed by the high results of the audience, that is, teachers and student teachers.

The analysis of the process of acquiring digital skills by teachers in the context of countering COVID-19 was important in the study since such conditions in society provided for the need for a rapid transition by higher education institutions to a distance learning format. Accordingly, this format required teachers to quickly adapt to computer technology.

The study also identified two of the most common methods of distance learning, namely synchronous and asynchronous. Accordingly, it should be noted that these methods are used more in combination in Kazakhstan and Russia, which leads to high efficiency of distance learning. Thus, the synchronous method consists in the simultaneous interaction of the student and the teacher, usually through the use of various messengers and programmes, which in turn allow organising video conferences over the Internet.

The second method, namely asynchronous, is characterised by the absence of direct interaction and simultaneous work between the student and the teacher but the latter has the opportunity to publish educational materials and tasks that must be completed within a clearly set deadline. The subsequent studies on this subject should analyse the main tools and approaches for organising the distance learning process abroad.

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None.

Conflict of Interest

None.

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Сучасні методи дистанційного навчання в освітньому процесі закладу вищої освіти

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Анотація

Актуальність. Через поширення COVID-19 вивчення та практичне застосування ефективних методів дистанційного навчання стали найбільш актуальними темами в навчанні.

Мета. Метою цього дослідження є аналіз сучасних методів та інструментів для впровадження дистанційного навчання в університетах, які можуть стати основою професійної готовності викладачів до процесу онлайн-навчання.

Методологія. Оскільки ця тема є широкою за змістом, дослідження складалося з двох частин: теоретичної та практичної, де використовувалися функціональні та діалектичні підходи, а також загальні методи дослідження: аналіз, синтез, порівняння, узагальнення та аналіз наукової літератури.

Результати. У теоретичній частині проаналізовано онлайн-організацію освітнього процесу в Жетисуському університеті імені І. Жансугурова (Республіка Казахстан) та Московському інституті психоаналізу (Російська Федерація), що дозволило визначити основні поняття дистанційного навчання. На практиці запропоновано критерії готовності викладачів та сучасні методи дистанційного навчання.

Висновки. У висновку дослідження підкреслює критичну роль сучасних методів дистанційного навчання у вищій освіті, особливо у відповідь на виклики, спричинені пандемією COVID-19. Аналізуючи впровадження цих методів у Жетисуському університеті імені І. Жансугурова та Московському інституті психоаналізу, дослідження визначає основні концепції та практичні стратегії для ефективної онлайн-освіти. Запропоновані критерії готовності викладачів підкреслюють важливість забезпечення освітян необхідними навичками та інструментами для дистанційного навчання. Ці висновки можуть стати основою для розробки комплексних програм навчання, щоб підвищити якість онлайн-освіти в університетах.

Ключові слова: дистанційне навчання; освіта; викладач; студент; підвищення кваліфікації; перепідготовка; готовність.