

TƏLİM-TƏRBIYƏNİN NƏZƏRİYYƏSİ VƏ METODİKASI

UOT:37.

ADVANTAGES AND DISADVANTAGES OF DISTANCE TEACHING SYSTEM

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Abstract: *The issues of the prospects for the introduction of distant education systems in modern conditions and the assets and liabilities in distance learning in comparison with the traditional education system are considered. Distance learning contributes to the massive spread of education, making training courses available in comparison with traditional full-time education. It provides an opportunity for learning to more people, interest in learning increases, the productivity of learning increases; allows to learn when it is necessary, attracts people of different age groups. Distance learning makes the learning process more creative and individual, opens up new opportunities for the student's creative self-expression. In fact, it is no secret that training only becomes full-fledged when an imitation of real communication with the teacher is achieved - this is what you should strive for. It is necessary to use a combination of different types of electronic communications, which makes it possible to compensate for the lack of personal contact through virtual communication.*

Key words: information technology; Internet technologies; distance learning; implementation; advantages; disadvantages.

Ключевые слова: информационные технологии; интернет-технологии; дистанционное; внедрение; преимущества; недостатки.

Açar sözlər: informasiya texnologiyaları; İnternet texnologiyaları; məsafədən təhsil; tətbiq; üstün cəhətləri; mənfi cəhətləri

Distance learning is a new form of education, namely a new form, and not a modification of the correspondence form. In order to develop distance learning in any type of educational institution successfully, significant efforts are needed not only by programmers, specialists in the field of computer communications, Internet technologies, but also specialists in subject areas, methodologists who are well acquainted with the specifics of the Internet and communication technologies, familiar with modern trends in the education system, modern concepts, theories, pedagogical technologies, psychological characteristics of interaction in the network. The educational process in the distant form is more labour-intensive and multidimensional than in the full-time form. All these problems are so far being solved in each individual university independently.

The technological features of distance learning, which are based on Internet technologies, have a significant impact, if not on the selection of content (although in some cases this is quite possible), then on its structuring. Linear material supply (as in paper-based editions) is not suitable for electronic form. The hyperlink technology dictates its own requirements for the structuring and distribution of educational material. Multi-page chapters of traditional textbooks in electronic editions are absolutely unacceptable. One should also bear in mind modern concepts of education. A personality-oriented approach, constructivism, which presupposes the intellectual and moral development of the individual, the formation and development of critical and creative thinking, and the ability to work with information, is acknowledged as a priority in many countries of the world [2].

A personality-oriented approach involves a great deal of independent cognitive activity of students. The main focus shifts from the activity of cognition, learning to teaching, as the

learning process is still being organized, especially in universities. Numerous problems are even more successfully solved in the remote form, for example, differentiation, individualization of training. Therefore, the content of training is structured, arranged according to the basic principles of these concepts. These concepts are mainly based on the principle of problem orientation. Problem, problem situation, problem task, study, study of possible ways to solve it, consideration of alternative points of view, reflections, discussions, generalizations, evaluation of the results obtained - all of them are aimed at creating and constructing one's own knowledge[1]. In this situation, it is impossible to confine oneself to one textbook, even the thickest, ready-made lectures. Internet resources can provide a great, purely unique help in such training.

In distance learning, an appropriate information-educational environment is created and the access to the necessary sources of information is very conveniently arranged for the student. All this requires knowledge and qualifications of a specialist developing a training course.

As all educational tasks are completed, the student progresses through the course and, having studied the entire program and passing the exit test, becomes eligible for a certificate of graduation from the chosen higher educational institution. In such a situation, on the one hand, the requirements for the quality of educational and methodological materials are urgently increasing, and on the other hand, the question of the incentive to education is especially acute. The incentive for distant education should be a conscious need to obtain lacking knowledge, but not a desire to obtain a document on higher education.

It is necessary to develop specially appropriate electronic textbooks, distance learning courses, which differ significantly from traditional, printed manuals. It is required to provide all the necessary links to other sites, to additional information resources. The structuring of lectures, the organization of practical classes, laboratory work are accompanied by multimedia tools, which significantly expands the field of knowledge, reflection, comparison of facts, observations. The lectures themselves can be presented not only in printed (electronic) form, but also audiovisual with a slide show, video clips. Tasks for students can also be aimed at independent research, search, creative activity, requiring the creation of an independent solution to the problem. At the same time, in the text of the lecture, autonomous or accompanying, clarifying the sound of the teacher, certain terms, concepts, personalities, etc., requiring clarification, are provided. Unfortunately, we have to mention that electronic means are protected from piracy, yet this does not apply to information posted on the Internet. However this information, especially what concerns science, education, refers to intellectual property [3].

In order to create high-quality educational and material support for distance learning, that is, the creation of appropriate teaching aids, joint efforts of a subject specialist, methodologist, familiar with Internet technologies, technologies of other electronic publications, computer communications, as well as with modern pedagogical technologies, psychological theories are required. Ideally, the functions of a subject specialist and a methodologist should be combined in one person. A modern teacher should not be limited with knowledge of his subject, but also should have the features of information and pedagogical technologies.

A personality-oriented approach provides constant communication of students in the process of cognitive activity, their joint activities, interaction with each other and with the teacher. This is collaboration, not transfer of knowledge. Consequently, it is necessary to select adequate methods, pedagogical teaching technologies: teaching in small groups of cooperation at different stages of cognitive activity; discussions; individual, pair, group project activities; role-playing, problem-oriented business games, etc. It is necessary to form a

culture of communication in networks. This requires complex knowledge and skills on the part of the teacher, special and serious training.

Among the obvious advantages of introducing distance learning into the educational process are the following [1]:

- flexible educational schedule, the ability to combine work and study and control schedule;
- formation of competencies in working with ICT technologies;
- independent systematic work with educational material and information sources;
- formation (improvement) of the skill to express one's thoughts in writing;
- economic efficiency (reduction of material costs for household, transport costs);
- access to sources of information throughout the Internet (electronic libraries, catalogs, reference books, etc.);
- interactive interaction with information material;
- the ability to store, quickly transfer, edit, process and print information of various sizes and types.

Among the disadvantages of introducing distance learning into the educational process are the following:

- the lack of direct face-to-face communication between students and the teacher. And when there is no person nearby who could emotionally color knowledge, this is a significant disadvantage for the learning process. It is difficult to create a creative atmosphere in a group of students;
- the need for a personal computer and Internet access. We need good technical equipment, but not everyone who wants to study has a computer and Internet access;
- high requirements for setting the task for training, administering the process, the complexity of motivating students;
- one of the key problems of online learning remains the problem of user authentication when testing knowledge. In some cases, this is a problem and requires special measures, for example, the installation of video cameras on the side of training and appropriate software training;
- the need for a number of individual psychological conditions. Distance learning requires strict self-discipline, and its result directly depends on the independence and consciousness of the student;
- as a rule, students feel a lack of practical training;
- insufficient computer literacy of teachers and trainees, lack of experience in distance learning, many teachers and students are not yet ready for this teaching method, preferring classical education;

In addition, training programs and courses may not be well developed due to the fact that there are not sufficient number of qualified specialists capable of creating such training aids today. There are few methodological materials on the preparation and conduct of distance learning. Insufficient interactivity of modern distance learning courses. At present, the content basis of the courses is made up of lectures in the form of text materials and the simplest graphic objects, projects (pictures, photos), blocks of knowledge control in the form of test tasks [4].

Nevertheless, the development of distance learning in the education system of Azerbaijan will continue and improve as Internet technologies develop and distance learning methods improve. After all, distance learning contributes to the massive spread of education, making training courses available in comparison with traditional full-time education.

Further enhancement of the efficiency of distance learning systems involves ensuring maximum interactivity. In fact, it is no secret that training only becomes full-fledged when an imitation of real communication with the teacher is achieved - this is what you should strive

for. It is necessary to use a combination of different types of electronic communications, which makes it possible to compensate for the lack of personal contact through virtual communication [5].

Thus, knowing some key points, it is really possible to organize high-quality distance learning, which will represent a full-fledged educational process and, according to the results, will not be inferior to full-time education. Distance learning provides an opportunity for learning to more people, interest in learning increases, the productivity of learning increases, it allows you to learn when it is necessary, attracts people of different age groups. Distance learning makes the learning process more creative and individual, opens up new opportunities for the student's creative self-expression.

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DİSTANT TƏDRİS SİSTEMİNİN ÜSTÜNLÜKLƏRİ VƏ MƏNFİ CƏHƏTLƏRİ

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Xülasə

Müasir şəraitdə distant təhsil sistemlərinin tətbiqi perspektivləri və əənəvi təhsil sistemi ilə müqayisədə distant təhsilin üstünlükləri məsələləri nəzərdən keçirilmiş, distant təhsilin əsas üstünlükləri və çatışmazlıqları müəyyən edilmişdir.

ПРЕИМУЩЕСТВА И НЕДОСТАТКИ СИСТЕМЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

Аббасова Рена Азер кызы, Намазова Гюлшан Тофиг кызы

Резюме

Рассмотрены вопросы перспектив внедрения систем дистанционного образования в современных условиях и преимущества дистанционного обучения по сравнению с традиционной системой образования, определены основные преимущества и недостатки дистанционного обучения.

Rəyçi: UTECA-nın Xarici dillər kafedrasının baş müəllimi: T.G.Məmmədova

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