DISTANCE LEARNING POTENTIAL IN TRADITIONAL SYSTEM OF PROFESSIONAL EDUCATION

МОЖЛИВОСТІ ДИСТАНЦІЙНОГО НАВЧАННЯ У ТРАДИЦІЙНІЙ СИСТЕМІ ПРОФЕСІЙНОЇ ОСВІТИ

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The dynamics of the world economic and cultural processes cause changes in the field of education. The development of modern computer technologies has led to the emergence of distance education, when learning occurs at a distance without any direct communication between the teacher and student, while contacts are provided through computer resources. Distance learning is being practiced in the world in the form of various models, which main components are virtual training materials and communications.

The paper is devoted to the role of distance training technologies in modern professional training efficiency improvement as nowadays the distance training has become an inevitable element of the national higher education.

Modern education often features the discrepancy between actively developing computer technologies and relatively conservative psychological and pedagogical concepts of teaching. The paper discusses the main advantages and disadvantages of the methods most widely employed in distance learning for knowledge and competencies acquisition from traditional lectures to communicative methods of training.

The paper is devoted to the study of the role of traditional and distance types of education for the learning process in an educational environment of modern universities. The analysis of terminology in the scientific literature showed the main contradictions in the attitudes to distance education and distance learning approaches. A brief overview is also given to the development of mechanisms for distance learning implementation in the system of professional training.

The paper outlines the necessity of creating a distance system of life-long education, where an individual can have access to world teaching resources and databases, and continuously improve his/her professional skills for further professional development and career perspectives.
Key words: *distance learning, distance education, higher education, online course, professional competences, university.*

Динаміка світових економічних і культурних процесів викликає зміни в галузі освіти. Розвиток сучасних комп'ютерних технологій призвів до виникнення дистанційної освіти, за якої навчання відбувається на відстані без будь-якого прямого зв'язку між викладачем і студентом, у той час як контакти забезпечуються через комп'ютерні ресурси. Світове дистанційне навчання практикується через різні моделі, основними складовими частинами яких є віртуальні навчальні матеріали та комунікації.

Стаття присвячена ролі технологій дистанційного навчання в підвищенні ефективності сучасної професійної підготовки, оскільки сьогодні дистанційне навчання стало невід'ємним елементом національної вищої освіти.

Сучасна освіта часто характеризується невідповідністю між комп'ютерними технологіями, які досить активно розвиваються, та відносно консервативними психолого-педагогічними концепціями навчання. У статті розглядаються основні переваги та недоліки основних навчальних методів, які найбільш широко застосовуються в дистанційному навчанні для здобуття професійних знань та основних компетентностей, від традиційних лекцій до комунікативних методів навчання.

Стаття присвячена вивченню ролі традиційного та дистанційного типів освіти для навчального процесу в освітньому середовищі сучасних університетів. Аналіз термінології в науковій літературі виявив основні суперечності у ставленні до дистанційного навчання та підходів до дистанційної освіти. Короткий огляд також надається розробленню механізмів упровадження дистанційного навчання в системі професійної підготовки.

У статті окреслено необхідність створення системи дистанційного навчання протягом усього життя, де людина може мати доступ до світових навчальних ресурсів та баз даних, а також постійно вдосконалювати свої професійні навички для подальшого професійного розвитку та кар'єрних перспектив.
Ключові слова: *дистанційне навчання, дистанційна освіта, вища освіта, онлайн-курс, професійні компетенції, університет.*

Introduction. Modern development is deeply interwoven with the role of education, in society, which is determined by the tasks established in a new democratic society, implementing a market economy as a precondition for being in line with global world trends. A comprehensive modernization of education is underway in the country with the allocation of the resources required and the creation of mechanisms for their effective use.

The key element of modern society is the concentration of the intellectual working forces in large cities and industrial centers, which have been created due to various opportunities for the exchange of information between in real-time, for example, due to the development of a worldwide computer communication network based on the Internet or Internet-like technologies. Thus, the idea of a post-industrial society is based on an understanding of the existence supported by the powerful development of computer technologies.

With the implementation of new trends in education, the role of distance learning becomes fundamental for various needs, from the preschool and school levels to advanced professional training and human resources.

Analysis of recent researches and publications. Various definitions of distance education are given in the works of A. Andreev, V. Kukharenko,

V. Lugovoi, S. Sysoeva, and others. It should be mention, that scientists still do not have a single opinion on this issue. Some of them define distance education as a type of distance learning, others as a new technology in an independent education along with full-time, part-time traditional learning, etc. Moreover, the terms of *distance learning* and *distance education* are often mixed.

The definition of distance education given by the Ministry of Education and Science of Ukraine states that 'distance education means the opportunity of learning and acquiring required knowledge remotely at any time, at convenience' [5] and the educational technologies, implemented mainly with the use of information and telecommunication means with the mediated or incompletely mediated interaction of a student and teacher.

A similar opinion is shared by the authors of the Glossary of Distance Education Technology [6, p. 48], which gives the following definition: 'Distance education is based on computer learning by means of telecommunication technologies and tools. The participants in the process are located at a distance from each other'. Moreover, it further indicates that 'training is based on a set of educational technologies mediated or partially mediated on the interaction between the student and the teacher, which is carried out regardless of their location and distribution in time on the basis of pedagogically organized information technologies, primarily telecommunication' [6, p. 49]. Thus, distance education corresponds with the didactic methods and with the types of education.

A number of educators and researchers believe that distance education is a type of distance learning. For example, M. Kaplan defines distance education as a form of distance learning, which provides the active exchange of information between all participants in the learning process and uses modern means of new information technologies to the maximum extent, including computer telecommunications [7].

In our opinion, the most precise assessment of the relationship between distance learning and traditional education is reflected in the studies of F. Lee [10] claiming that as a rule the distance education is interpreted as a special external type of education, which specifics are seen in the employment of special educational technologies based on modern teaching methods, communication tools, and information sharing. However, the historical approach to the development of traditional education, on the contrary, considers correspondence education as a special type of distance learning. Namely, from the point of view of logic of distance education development, correspondence training is a historical form of distance learning, based on a combination of correspondent distance learning and traditional full-time forms of education.

Previously unsettled problem constituent. Distance education does not correspond to any particular pedagogical technology, rather, it describes a learning method that permits the learner/students to go beyond the narrow framework of instruction in the traditional classroom. This practice connects the teacher and student, as well as the sources located in different geographical regions, by the employment of special technologies that permit educational interaction.

The introduction and development of distance learning technologies have been actively implemented only in recent years. The emergence of new types of training has been an urgent need since the development of computer-mediated educational technologies.

A study of the modern international market has shown that the amount of individuals in dire need of educational services, which the traditional education system can hardly provide, has taken shape quite clearly.

Computer-assisted education is beginning to be gradually recognized by many teachers and scientists as one of the tools for comprehending the world and providing general and vocational training for diverse social groups. This tool is so powerful that new types of learning and teaching methods, a new educational ideology of global thinking must be assessed and developed.

However, in spite of a number of recent scientific studies, the problem of the precise definition of distance educational types not been studied sufficiently.

The aim of the article. The purpose of this paper is to identify the main advantages and disadvantages of the traditional and modern teaching methods most widely employed in distance learning for knowledge and competencies acquisition from traditional lectures to communicative methods of training in professional training of future specialists at higher educational institutions.

Results. Distance education is nowadays a part of innovative computer-based learning technologies. An important means of distance learning are computer-based training programs. However, computer-assisted distance learning possesses the greatest prospects for the development of modern distance educational technologies.

The first attempts at creating computer networks for education were made about twenty years ago. At the end of the twenties century, the researchers began building an industrial computer network for the needs of education as part of an industrial automated control system. The low reliability and high cost of computer technologies, as well as the lack of adequate studies in the field of computer network architecture, have led to the fact that these works have barely found practical application.

Modern distance learning has undergone a long process of development and improvement and nowadays it assists in eliminating numerous psychologi-

cal problems associated with the student-teacher and student-student communication as an opportunity to work independently helps students to avoid the errors of verbal communication. The possibilities of distance learning are expanded by the opportunities of computer global network, which evoke the feelings of closeness of all countries and continents for every individual who starts working online. In this regard, for motivating students it is necessary to provide them with the necessary information about the distance course and convenient online learning tools. As well as they should be supplied with clear instructions and an introductory lesson on the subject's prospects, life and career priorities for a future specialist. The tasks presented and methods of their learning should be understandable and accessible to users without special knowledge in computer technologies and software.

Distance learning assists in developing creativeness and learner-center educational environment. The main objective of the resource support development for distance learning is in expanding the new educational technologies range. Among the new distance education opportunities, there are possibilities for more effective professional training such as:

The educational process flexibility, which permits to take into account the needs for active communication within the framework of center-periphery and distance space interlocutors of pedagogical communication both in e-mail and in an indirect dialogue mode.

A fundamental expansion of access for available information resources according to the students' interests and training programs.

Maximum consideration of individual features, personalization of the teaching mode and taking into consideration the students' motivation as well as the subjectivity principle.

Education quality efficiency increases and better effectiveness of the assessment of students' learning procedure of the training programs through cross-checking and easily implemented control through online created tests.

However, the implementation of modern computer-assisted teaching does not eliminate the classical lecture style of teaching. This type of teaching is regarded as passive knowledge assimilation in the course of educational material presentation and, as a rule, excludes dialogues. Nevertheless, this monolog teaching style is necessary at the initial stages of any training. It is important for the students' introduction to the subject, which should assist in quick learning of the methods specifics, basic theories, and facts digestion. The monolog lectures by qualified specialists and experienced teachers are precisely designed for a competent, comfortable introduction of the subject.

The fundamental advantages of the lecture style within the framework of distance learning are the possibility of a holistic and systematic presentation of the teacher's point of view both on the essence of the given problem, and on the ways of its presentation. The development of a logical sequence of facts, theoretical principles, of a certain system of input data, the topic correlation, and practical implementation – all this determines the specifics of the educational material presented.

The real basis for distance learning could be modern methods of distance computer-assisted training. Within the framework of online-training, the lectures can offer unique educational products developed by universally recognized specialists. Any student can receive these training products regardless of the place and time of training. At the same time, he has the fundamental possibility of quick communication with the teacher he/she could choose, the development of individual learning mode and the objective control of his/her progress [12].

The parameters for creating of video material, educational games, and texts including schemes or formulas, changes in intonation, speech volume or the rhythm of the material presented by the lecturer – all this to a significant extent keeps the students' attention.

It should be noted that the consequences of the material for online-training largely depend on the training and enthusiasm of the creators of the online course. There are examples of educational products created by well-known scientists with vast theoretical and practical areas of a particular field of science, as well as a great pedagogical experience. The results of the theoretical and experimental studies [2] showed the relevance of special task organization and structuring of educational products: videos, slide lectures, review materials, etc.

The importance of a monolog lecture-style application for the distance course introduction is being determined by the fact that at the first stages of online training without the teacher's leading role the students might lose the main essence of learning and their goals in particular. The mutual dialogues in teacher-student or student-student mode at the early stages of learning could lead to aimless scholastic conversations. The basic concepts of any subject area cannot be trained just in the course of a free, unsystematic conversation between individuals with very different levels. This problem might occur not only with a group of students but also in individual learning, during personal communication between the teacher and student.

At all stages of training, the students should be provided with an access to online resources and opportunity of communication with the teacher in order to receive a fast online feedback as a logical attribute of successful processes of distance training, which is important to support the students' motivation and to help with overcoming difficulties in learning.

Conclusions Thus, distance learning courses have been designed for the improvement of the tradi-

tional lecture style of modern universities. It should be emphasized that distance learning could be employed at any stage of education from primary knowledge, skills and competencies acquisition when the student starts learning the basics in new subject areas to the final practical training of future professionals. The implementation of computer technologies also provides a good opportunity for further development of the teaching methodology and didactics of traditional vocation training in higher educational institutions.

In conclusion, it should be noted that distance learning is important as a modern type of higher education, but cannot entirely replace traditional full-time university education. We assume that the advantages of distance learning should be combined with traditional training at higher educational institutions, where distance and full-time education should complement each other.

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