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MODERN FORMS, METHODS AND MEAN OF DISTANT LEARNING

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Abstract. In this article there were considered the basic modern forms, methods and means of distance learning in higher educational institutions of Kazakhstan. The authors highlighted the features of distance learning as a form of distance learning for students, the main directions of its development. The article also highlights some of the problems solved by students and teachers in the process of distance learning.
Key words: Distant learning (DL), distant learning technology (DLT) technical training means (TTM), distant laboratory practice (DLP), scientific and didactic complex (SDC)

As it is known, in recent years at many universities part-time learning of students suggests distance learning. Distance learning is regarded as a new form of teaching, which has significant differences that cannot be implemented in the traditional or conventional form of training. In connection with this, it is interesting to analyze the issues related to the main directions of the development of distance learning, since distance training differs from the traditional one. In addition, there appear problems in distance learning that should be solved by students and teachers to increase the effectiveness of such training.

The effectiveness of distance learning is determined by using the educational technologies that underlie the design and implementation of distance learning courses.

One of the most widely discussed issues are special peculiar types and forms of distance learning.

It is clear that modern telecommunications facilities not only provide remote analogues to educational contacts, but in some cases, significantly expand their opportunities. Hence, specificity and peculiarity of the forms of distance learning should be acknowledged.

The most intensive, mass and successful network form of creative development of students are remote heuristic Olympiads. These Olympics are held, as a rule, in all general subjects - Mathematics, Physics, Russian language, foreign languages, etc., thousands of students taking part in them. Undoubtedly, participating in heuristic Olympiads, students are able to create new solutions for ambiguous assignments themselves.

Other kinds of distant learning include distance projects of the creative type. Educational interaction of distance learners in this form of remote teaching is organized to solve creative problems.

This type of training is very effective in writing research papers by students, as well as for clients in need for scientific and technological services and studies.

Consultant of the students, or scientific and technical supervisor set aims to work and study tasks. In the future, the proper organization of the teacher, consultant, academic and technical leader of this form of distance learning, will lead to the development of research abilities of students, rehearsed and consulted. Also this contributes to the fulfillment and online protection of creative works.

Distance courses for learners are also important. These courses are held by organized activity procedure. Their goal is the development of creative directions in the conventional and distance learning.

Creative Information Technologies attract students, rehearsed and consulted by the possibility of fulfillment of their own actions, not only at the prompt of the teacher, as well as scientific and technological leader.

Research in the field of distance education, assistance to educational institutions using telecommunications in the organization of experimental work and dissertation research of educators, assistance in the preparation of theses, advising applicants for academic degrees

Competitions for the best remote teacher, best university student, distant teleconferences are also a type of distance learning.

The publication of thematic electronic mailing lists, electronic educational edition of the journal are the part of distant learning either.

With distance learning the characteristics of a creative product vary - there emerge a new form of the text (htm-format) of the information (hypertext).

Distribution of the creative product on the server, its representation and defense in the remote newsgroups help learners, students rehearsed, counselee customers requiring scientific and technical services, to feel and develop responsibility for the final result of the activity.

The above said allows to make a conclusion that distant learning technology (DLT) is a system of methods, tools and specific forms of training for the implementation of the given replicated content of education. This technology is focused on the didactic application of scientific knowledge, scientific approaches to the analysis and organization of educational process of DL.

On the level of academic disciplines, in the study of a particular material general didactic teaching methods to the system of DL are implemented through a variety of teaching methods, each of which represents a specific action aimed at achieving a particular goal, and performed by a variety of didactic teaching aids. It is believed that in the system of DL before using the IT tools, whatever method was invented by a teacher for training, or a student while learning, it will always be an integral part of one or several general didactic teaching methods.

From the well-known set of learning techniques used in traditional didactics, for DL the following ones are to be recommended: a demonstration, illustration, explanation, story, conversation, exercise, problem solving, learning of the educational material, written work, revision.

The analysis of the activities of educational institutions has shown that currently in the DL, the most widely used teaching way is the reproductive information receptive method integrated with the problematic one.

Let us consider distant learning tools, pedagogically focused on crafted learning content that allows us to speak of them as a means of teaching and learning.

When in the hands of the teacher and the student, learning tools act as a representation of the content of instruction, monitoring and control activities providing and ensuring the acquisition of knowledge by the students. The same material can be represented by several teaching aids (publications, audiovisual aids, etc.), each of which having its own didactic capabilities. The teacher should be aware of these possibilities, be able to distribute educational material in different media, to form one set of learning tools (case), as a system of media educational information designed to address the totality of didactic problems.

The analysis of the numerous sources and our own studies have shown that DL learning tools can be represented learning books(hard copies on paper and electronic version of textbooks, teaching aids, manuals, etc.); Network training manuals; Computer training systems in normal and multimedia options; Audio educational and informational materials; Video training and information materials; Laboratory remote workshops; Trainers with remote access; Databases and knowledge with remote access; Digital libraries with remote access;

In accordance with the views of traditional academic learning tools are implemented through the so-called technical training means (TTM). They include tape recorders, video recorders, projectors, slide projectors, overhead projectors, computers. In turn, the TTM are a part of the training equipment, including the laboratory equipment (measuring instruments, microscopes, glassware and chemicals, etc.), as well as educational equipment and appliances. It should be emphasized that in the DLT learning tools are implemented through the new tools of information technologies (NTIT).

In recent years training programs on CD-ROM, have been actively put into DL practice. Developing of the training programs in various academic disciplines in a multimedia environment (our multimedia courses) is a long and costly process. Many of the problems of development of multimedia are taken by authoring software system Statpro Multimedia and Prometheus-2.

Currently didactic audio and video training materials, mainly recorded on magnetic media, audio and video can be represented by the student using a tape recorder or VCR. Although from the standpoint of the technical capabilities it is yesterday, but Russian reality a few years will not allow students to use a wide range of laser compact discs for education. As the experience of the use of educational audio material, recorded on magnetic media, they are used for recording lectures and instructions to the curriculum that do not require graphic illustrations, as well as for recording lessons for teaching foreign languages, the latter being the most prevalent. Experience of the SSU showed the effectiveness of the use of audio lectures and guidance sessions, recorded on magnetic media. Analysis using instructional video showed that the current training videos are widely and consistently used in the system of continuing professional education. For example, in industrial research, training and fitness center (OAO "Gazprom"), where movies are created for educational purposes by major industry technology areas for:

• professional training of personnel;

- upgrading of worker's and professional's skills on new equipment and technology;
- retraining of workers and professionals;
- obtaining the required minimum of knowledge on technological aspects by experts of non-productive sphere of the industry (economists, accountants, employees of personnel services, etc).

Laboratory remote workshops

The relevance of this learning tool is particularly increased in the preparation of specialists for the various branches of engineering, as the training of such specialists is determined not only by the study of certain theoretical material, but also gives the specific skills of doing laboratory tests. Analysis of the possible ways to solve this problem in the DLT has shown that it is solved in two ways. The first is development and delivery of a specially designed mobile set to the learner. The second way is to provide remote access to the laboratory equipment.

The followers of both trends have made progress, but, in our opinion, the crucial way to solve this problem is to implement the concept of distant laboratory practical (DLP), which solves both problems for workshops and traditional forms of education.

The essence of the DLP is as follows. For a particular application of thematic areas a universal scientific and didactic complex (USDC) is created, which is intended for training and retraining of students, as well as for scientific research. The collective use of the complex of many subscribers located at a very large distance is carried out with the use of telecommunications. Measuring devices in the SDC are replaced with automated intelligent sensor subsystem. Operational management of the experiment is carried out automatically with a multichannel intelligent program control subsystem derived from remote computers that are workstations and users on which to create a virtual map, allowing the maximum possible approximation (multimedia) to reproduce real stand equipment. Software workplace will implement a comprehensive computer support to all laboratory practice: education, knowledge control, getting individual tasks, simulation of the processes, the task of experimental conditions, the initiation of its implementation, acquisition and comprehensive analysis of the results. Successful testing of SDC for the study of electrical devices and systems in the study of the relevant course, gives hopes for the development and implementation of teaching practice similar to SDC in other disciplines.

In the case of natural sciences study the kit manual includes assignments and materials for laboratory practical, as well as "remote" kits labs. It is desirable to include in the case the recommendations and workshops on studying and mastering the basics of practical computer skills and commuter networks. All these elements of the case have a certain level of meaningful independence, interrelated and complementary. This set of tutorials can be given to the learners either on a loan or be purchased by them. At the request of the listeners not all of these elements might be included in the case.

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HOW TO USE NEW PUBLICATIONS TO GIVE AN EFFECTIVE LESSON

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Аннотация. Английский становится глобальным языком. По крайней мере, полтора миллиарда человек в мире используют английский язык дома или на работе. Проблемы 21-го века, такие как проблемы войны и мира, экологии, демографии и демократии, не могут быть решены, если люди не говорят на одном языке. Целью моей работы является показать, как важно выбрать новые учебники и как это важно иметь достаточное количество языкового материала в процессе эффективного преподавания английского языка.

СОДЕРЖАНИЕ