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«НАУКА И ПРОСВЕЩЕНИЕ»**



# **ФУНДАМЕНТАЛЬНЫЕ И ПРИКЛАДНЫЕ НАУЧНЫЕ ИССЛЕДОВАНИЯ:**

**АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ**

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Сборник предназначен для научных работников, преподавателей, аспирантов, магистрантов, студентов с целью использования в научной работе и учебной деятельности.

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АНАЛИЗ СОДЕРЖАНИЯ ТЕМЫ «ПРИЗНАКИ ДЕЛИМОСТИ» В ШКОЛЬНЫХ УЧЕБНИКАХ МАТЕМАТИКИ С ПОЗИЦИИ РЕАЛИЗАЦИИ В НИХ ОСНОВНЫХ ПОЛОЖЕНИЙ ДЕЯТЕЛЬНОСТНОГО ПОДХОДА И ЛИЧНОСТНО ОРИЕНТИРОВАННОГО ОБУЧЕНИЯ КОЧЕРГИНА А. Н. ....	511
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# E-LEARNING IN EDUCATION

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Distance education has a history that spans almost two centuries, and this time period represents significant changes in how learning occurs and is communicated. From basic correspondence through postal service to the wide variety of tools available through the Internet, society has embraced new forms of communication through the years. One such form, online learning, is known to have a history of access beginning in the 1980's whereas another term, referred to as e-Learning, does not have its origins fully disclosed. As researchers and designers utilized these emerging technologies, we find that a relaxed use of the terminology makes it difficult to design and evaluate similar learning environments without understanding the specific characteristics. The design of different types of learning environments can depend on the learning objective, target audience, access (physical, virtual and/or both), and type of content. It is important to know how the learning environment is used, and the influences of the tools and techniques that distinguish the differences in learning outcomes as the technology evolves. [1, p 120-128]

Distance education is the most renowned descriptor used when referencing distance learning. It often describes the effort of providing access to learning for those who are geographically distant.

Computer in Education' is different from Computer Education. Computer Education" is about getting people into the field of computers, developing skills and abilities in the computer profession. "Computer in Education" is about using computers at the school level, at the college level, and for continuing education. Diverse disciplines, particularly of professional nature where knowledge changes in a rapid phase (but the learner is burdened with outdated books), are set to take to e-learning. Interactive sessions, scope for instant clarification of doubts, access to online tutors from any workstation, self assessment tests, experienced faculty, learning at one's home and peer interaction are the salient features of e-learning education.[2, p 54-68]

Today, education is not just-in-case. People want to learn just-in-time. Gone are the days when after the stipulated years of education, an individual was considered to be fit for the job. The process of formal learning stopped after one started working. Today, people have a lifelong learning cycle. One has to keep learning to cope with changes in technology and in the way business is transacted. Organizations are finding it difficult to retain skilled employees, as the movement of people has become a reality in every business. People have to learn quickly, at their own business, without having to assemble at the venue of the training and remain competitive. In the wake of all these changes, the Internet has played the role of a bridge between learners and learning. E-Learning seems to be the panacea for all the learning issues faced by individuals as well as organizations. A complete learning experience is what people today look for.

Like so many concepts of the new economy, e-Learning is also hot with educationists, theorists, businessmen and IT professionals alike. Everyone seems to be more than willing to say something about it. There is no generally accepted definition of e-Learning and various new perspectives are emerging. If people, on the one hand, say that e-Learning are nothing but learning implemented using e-business technologies, there are people on the other side of the spectrum, propagating e-Learning to be the panacea for all educational needs of both individuals and the industry. We often tend to limit the definition of e-Learning to the learning delivered and acquired through the Web. We need to define e-Learning in a larger perspective. If we define e-Learning only as education delivered on the web, a lot of educational stuff that is offering e-Learning will be left out. The most comprehensive definition of e-Learning should not only cover all the media of e-Learning, it should in no

way limit the scope of e-Learning. Thus e-Learning can be defined as "education created and delivered by using technologies related to computer, the Internet and telephony, in combination or in isolation." The computer aspect of electronic learning deals with the fact that the learning products answer the basic requirement that the learning will happen on-line. The Internet bit attempts to answer the basic dictum which, "people will learn where they are." This should be noted that other communication aids especially audio-visual supports are integral to the whole concept of e-Learning. E-learning has the greatest advantage of offering the latest, particularly in fast- developing fields such as computer software. Unlike the textbooks, the online material can be updated frequently. The learner has the choice as to what information he wants to look at. [3, p 84-96]

Special role in e-learning is played by Virtual classes. Teaching in a virtual classroom is conducted live. The virtual classroom provides a live, interactive, Web-based event for communicating with geographically dispersed learners. The presenters can poll the audience, receive questions, and leverage other network contents. Among the audience members can chat or break into workgroups. On the other hand the instructors too can pull elements from other e-learning technologies into the virtual classroom by simply using a browser. Virtual classrooms can leverage existing infrastructure to create an online learning environment. Attendees receive a 'virtual space' in a classroom to access live, interactive desktop training. The environment features full-duplex multicast audio, group polling, and HTML content viewing. Virtual classrooms provide the benefit of anyone attending or presenting course material from anywhere as long as they have a network connection and browser. A central server can handle all interactions, so that an experts can make a presentation to audience in Uzbekistan. It is two-way full-duplex and multicast audio for clarity, so users can communicate verbally within the same group or classroom.

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