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Organization of Distance Education on the Example of the Use of Electronic Books

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ABSTRACT

The distance method of the educational process is one of the promising options for learning. This direction began to develop rapidly in connection with the improvement of digital technologies and the development of the Internet. Of course, the educational process based on a distance approach requires its own specific approaches, which are often not successful due to the transformation of traditional approaches into a distance one. In this article, based on many years of our own experience, we presented our visions of the mandatory requirements for conducting this type of educational process using e-textbooks as an example. The article will be useful not only for teachers of medical higher educational institutions, but also for other professional areas.

Keywords: *distance education, distance education, electronic textbooks, self-training and self-education of students*

An electronic textbook is the most common form of presenting new material. In addition, an electronic textbook can include simulators, laboratory work, and tests simultaneously, i.e., at the same time, it is also a manual for the provision of knowledge and its control [1,2].

The basic principles of distance learning are the establishment of interactive communication between the student and the teacher without ensuring their direct meeting and the independent development of a certain array of knowledge and skills in the chosen course and its program with a given information technology [3-9].

Distance learning and traditional learning differ significantly. It:

1) spatial separation of the teacher and the student;

2) strengthening the active role of the student in the educational process: in setting educational goals, choosing the forms and pace of learning;

3) selection of materials intended specifically for distance learning.

The main problem in the development of distance learning is the creation of new teaching methods and technologies that meet the telecommunications environment of communication. In this environment, the fact is manifested that students are not just passive consumers of information, but in the process of learning, they create their own understanding of the subject content of education.

The old learning model should be replaced by a new model based on the following provisions:

in the centre of learning technology - the student;

the essence of technology is the development of the ability to self-learning;

students play an active role in learning;

collaboration is at the heart of learning activities.

In this regard, they require a revision of teaching methods, models of activity and interaction between teachers and students.

We believe that the opinion of many practitioners developing distance education technologies that a distance learning course can be obtained simply by converting traditional full-time learning materials into a computer form is erroneous.

Successful creation and use of distance learning courses should begin with a deep analysis of learning objectives, didactic capabilities of new technologies for transferring educational information, and requirements for distance learning technologies in terms of teaching specific disciplines and adjusting learning criteria.

The didactic features of the distance learning course determine a new understanding and correction of the goals of its implementation, which can be described as follows:

• stimulating the intellectual activity of students by defining the goals of studying and applying the material, as well as involving students in the selection, development and organization of the material;

• strengthening learning motivation, which is achieved through a clear definition of values and internal reasons that encourage learning;

• development of abilities and skills of learning and self-learning, which is achieved by expanding and deepening educational technologies and techniques.

Among the didactic principles affected by computer technologies for the transmission of information and communication, first of all, it should be attributed:

• principle of activity;

• the principle of independence;

• the principle of combining collective and individual forms of educational work;

• principle of motivation;

• the principle of connection between theory and practice;

• the principle of efficiency.

In connection with these principles, educational facilities that are used in the educational process of distance education should provide the opportunity to:

• individualize the approach to the student and differentiate the learning process;

• control the trainee with error diagnostics and feedback;

• ensure self-control and self-correction of the student's educational and cognitive activity;

• demonstrate visual educational information;

• to model and imitate processes and phenomena;

• conduct laboratory work, experiments and experiments in virtual reality;

• instill the ability to make optimal decisions;

• increase interest in the learning process;

• transfer the culture of knowledge, etc.

I would like to emphasize the particular importance of defining course objectives.

To build a clear course plan, you must:

• define the main goals that set out what students should learn;

• Specify goals by defining what students should be able to do;

• design student activities that will achieve the goals.

It is very important to ensure that the objectives set help to define what is expected of students after studying this course.

Specifying goals allows you to give an idea of what the student will be able to do at the end of each lesson. In fact, it is necessary to set goals for each lesson of the course.

Goals help to focus on the development of the cognitive activity of students and determine at what stage it is.

Properly formulated goals will allow students to:

• set up thinking on the topic of learning;

• focus on the most important issues;

• carefully prepare for tests, assignments and other assessment tools.

Activities should be designed in accordance with the formulated goals.

When planning and developing distance learning courses, it is necessary to take into account that the main three components of the teacher's activity, namely the presentation of educational material, practice, feedback, retain their importance in distance learning courses.

The developed and implemented approach to distance learning is as follows:

Ø before the start of distance learning, psychological testing of the student is carried out in order to develop an individual approach to learning;

Ø the educational material is presented in a structured form, which allows the student to obtain systematized knowledge on each topic;

Ø Knowledge control is carried out using a complete and valid test control system for each structural unit and content as a whole.

Studying the subject of the course in this way can be used by students who have difficulties in traditional learning as a kind of tutor in specific subjects and topics.

The content of the distance learning course proposed for mastering is pedagogically worked out and system-

atized and consists of a set of psychological tests, a training program and an electronic textbook that satisfies the above principles.

Initially, the student is sent a set of psychological tests and a trial lesson. The results of psychological testing are processed and, on the basis of this, a psychological portrait of the student is built, with the help of which methods and an individual learning strategy are selected.

The curriculum is one of the most important types of handouts for distance learning students. Students refer to it for accurate and clear information. Such guidance includes:

1) information about the distance learning system, distance learning methods;

2) biographical information about the teacher;

3) technology for building a training course;

4) course objectives;

5) graduation criteria;

6) telephone consultation hours;

7) description of examinations, projects of written works;

8) other instructions.

The electronic textbook contains the actual learning materials for distance learning, is divided into independent topics - modules, each of which gives a holistic view of a specific thematic area, and contributes to the individualization of the learning process, i.e. the student can choose from learning options: studying the full course on the subject or the study of only specific topics.

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