Distance Learning:
Russian Experience

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INTRODUCTION

The formation of an innovative society imposes qualitatively new requirements on education as a basic institution responsible for the production of knowledge (Chekmenyova, 2010). One of the main tasks of higher professional education is the training of specialists capable of innovative activity. Therefore, the very training of specialists should be carried out taking into account new technologies and innovations. In recent years, distance learning has been the leader in the field of innovative educational technologies (Privalikhina, 2011). It offers many innovations and improvements, providing the teacher and students with limitless opportunities for creative approach to learning. Distance learning is the receipt of educational services without visiting an educational institution with the help of modern information technologies and telecommunication systems, such as e-mail, television and the Internet.

It is necessary to distinguish between the concepts of "distance education" and "distance learning", although the distinction between these concepts is not rigid, in the first case we are talking, first of all, about the final result, the result, about what the student has in his arsenal. For this purpose, parameters such as residual knowledge (level of knowledge), skills, ability to generalize, analyze, logical thinking, degree of self-organization, self-discipline of students, creativity are measured. Some authors believe that the tasks of higher education also include moral education, etc. The criterion of successful employment, the opinion of employers, and the adaptive behavior of graduates in the labor market are used as an integral indicator of education assessment. When the focus is on "learning", it is mainly about the educational process itself and its conditions. Other indicators come to the fore: the qualifications of teachers, the level of training of applicants, communication, forms of interaction between teachers and students, the content of courses taught, methods and methods of teaching, forms of education (full-time, part-time, distance, etc.), methodological support of the educational process, technical equipment, working conditions for teachers (working hours, etc.), work of management structures, etc.

FOCUS OF THE ARTICLE

So, distance learning should be considered as a special type of learning, which is characterized by certain goals, functions, principles, ways of interaction of subjects of the educational process.

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The difference between distance learning and distance learning is that distance learning is designed to ensure maximum interactivity of the educational process, which involves interactivity between the student and the teacher, as well as feedback between the student and the teaching material, as well as the possibility of group learning. The presence of feedback allows the student to receive information about the correctness of his progress in the process of acquiring knowledge, as well as to exercise self-control, self-assessment in this process.

The main goals of distance learning today are:

1. professional training and retraining of personnel;
2. professional development of personnel in various specialties;
3. preparation of students in individual academic subjects for external exams;
4. preparing students for admission to educational institutions of a certain profile;
5. in-depth study of topics, sections from the studied disciplines;
6. elimination of gaps in knowledge, skills, and skills of students in certain disciplines;
7. the basic course of the curriculum for students who are unable to attend full-time classes for various reasons;
8. additional education based on interests.

The most important directions for the formation of a promising education system, formulated at the UNESCO Institute for Informatization, include:

- Improving the quality of education through fundamentalization, the use of various approaches using new information technologies;
- ensuring the leading nature of the entire education system, its focus on the problems of the future post-industrial civilization;
- ensuring greater accessibility of education for the world's population through the wide use of distance learning and self-education using information and telecommunication technologies;
- Increasing creativity (creativity) in education to prepare people for life in various social environments (providing developmental education) (Andreev, 1999).

Distance learning began to develop intensively in Europe and the USA in the early 1970s. In 1969, the world's first distance education university was opened in the UK - the Open University of Great Britain, which was named so to show its affordability due to its low price and the absence of the need to attend classroom classes frequently. The reasons for the spread of distance education are simple: every person, regardless of his nationality and location, can receive a diploma from any university. At the moment, distance education is most actively distributed in the United States, both private and public. There is a public school that sends everything you need for the educational process for free and even pays for the Internet. The National Technological University (USA), which is a consortium of 40 engineering schools, in the early 1990s provided more than 1,100 students with distance learning for a master's degree. Now, more than half of US universities use distance education technologies for adult education. Television is widely used. The PBS-TV public broadcasting system was created. The adult education program includes courses in science, business, management, and more(Ershov, 2019).

In Spain, there is the National University of Distance Education, which was created by the Parliament in 1972 with the aim of organizing higher professional education for adults at the bachelor's, master's and continuing education levels. This university includes 58 training centers within the country and 9 -