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Use of Distance Learning Technologies in the Higher Education System

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Abstract: ***Distance learning is defined by a combination of pedagogical and information technologies. Modern computer networks are able to provide knowledge transfer and access to a variety of educational information on an equal basis, and sometimes even more effectively than traditional learning tools. However, for their effective use in the process of acquiring knowledge and forming intellectual skills, a coordinated development of technological, informational, and didactic and methodological components of the educational process is necessary.***
Keywords: distance learning, features, opportunities, Internet education, Internet resources, didactic potential, informative competence.

I. INTRODUCTION

Distance learning is considered as an alternative form of education, which allows to provide an individual trajectory of education, based on the use of a wide range of traditional and new information technologies and their technical means, which are used to deliver educational material, its independent study, organization of communication between the teacher and the trainees.
According to the analyses of T.N. Yumskikh, the main distinctive features of distance learning, indicating its feasibility, are:

1) Providing an opportunity to get an education without leaving the place of residence and without interrupting the main activity;
2) Ensuring broad access to global educational resources;
3) Providing the opportunity to receive educational services at any level of primary education and training;
4) Providing opportunities for organizing the process of self-learning and creating prerequisites for self-education;
5) A significant expansion of the circle of people who have access to all types of educational resources without age restrictions;
6) The use of unique educational programs through a combination of courses, the capabilities of information technology tools;
7) Creation of prerequisites for satisfying the social order of society in a highly qualified specialist (Ямских, 2004: 9).

All this determines the use of distance learning technologies in the higher education system. The penetration of leading pedagogical concepts into teaching practice has ensured the orientation of the modern distance learning process to the following provisions:

a) Reliance on a personal-activity approach, emphasis on independent cognitive activity of students;
b) Preference for active forms of cognitive activity;
c) Interactive nature of training;
d) Differentiation of training;
e) Improving the information culture of trainees.

The analysis of the works of domestic and foreign researchers devoted to the use of the Internet in education (M.Y. Bukharkina, E.I. Dmitrieva, E.S. Polat, C. Bagley, B. Hunter) allowed us to determine that the Internet opens up the following main opportunities for distance learning in higher education:

- Distribution of materials to students using e-mail, transfer of computer training courses to them;
- Feedback of students with the teacher by e-mail, transmission of questions, test results, control, term papers and theses;
- discussion of educational materials, survey of trainees, exams in an interactive mode;
- FREE access to the necessary information by connecting to the database of almost any scientific, educational, information center;
- Use of hypertext training courses available online;
- The use of special software tools for searching and collecting the necessary information on a specific scientific or educational issue in all the world's electronic archives in a short time.

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The use of network technology in distance learning of foreign languages in a non-linguistic university provides the educational process with additional didactic potential, allowing students to realize the practical significance of foreign language proficiency.

This didactic potential lies in the possibilities:

- Organize communication in a natural language environment;
- To carry out an independent search for professionally relevant foreign language information;
- To organize joint educational, cognitive, research and creative activities with students of foreign educational institutions;
- organize social and professional contacts with people in different parts of the world;
- To get acquainted with the culture, way of life and professional achievements of other peoples, which can be applied in future professional activities;
- significantly expand the circle of communication, which often turns out to be closed for a number of psychological and social reasons, which allows students to show their individuality.

During the dissertation research, an overview analysis of Internet resources, “electronic textbooks” intended for teaching foreign languages was carried out, which showed that the main disadvantages of most of the sites presented on the Internet are the lack of a developed methodological complex for teaching types of speech activity: reading, speaking, listening and writing, as well as the lack of interactivity, bearing the functions of control, management of the learning process. That is why it was decided that it was necessary to create an educational website for teaching professionally oriented literature to students of economic specialties, which is a methodological complex for the formation of foreign language informative reading skills.

The distance learning system has the same component composition as traditional learning systems: goals determined by the social order for all forms of education; content, also largely determined by the current programs for a particular type of educational institution, principles, methods, organizational forms, teaching tools. However, its components such as means, methods, organizational forms of training, forms of interaction of participants in the educational process require detailed consideration and development.

The educational process of distance learning in foreign language reading should be based on the unity of practical, educational, educational and developmental learning goals. The purpose of the university foreign language course is the acquisition by students of communicative competence, the level of which allows them to use a foreign language practically both in professional (industrial and scientific) activities and for the purposes of self-education. The communicative competence in the dissertation is understood as the willingness and ability of the student to carry out foreign language communication within the limits defined by the program.

Along with linguistic, pragmatic, cognitive competencies, informative competence is considered an important component of communicative competence, which is a condition for the inclusion of the learner in the process of foreign language communication (Мильруд, 2000: 13).

Informative competence is expressed in possession of a meaningful subject of communication, a stable personal attitude to the problem, knowledge of possible ways of behavior.

The informative competence includes:

- ✓ A set of necessary concepts describing a particular communication situation;
- ✓ established knowledge, i.e. information from past experience in the form of knowledge and behavioral structures;
- ✓ A linguistic picture of the world in its foreign language form, i.e. knowledge of the surrounding reality, the ability to describe it and attitude to it in a foreign language form;
- ✓ Background knowledge, i.e. information important for understanding a specific communication situation;
- ✓ General outlook, i.e. knowledge of names and titles, dates and events, the presence of biographical, political and other special knowledge.

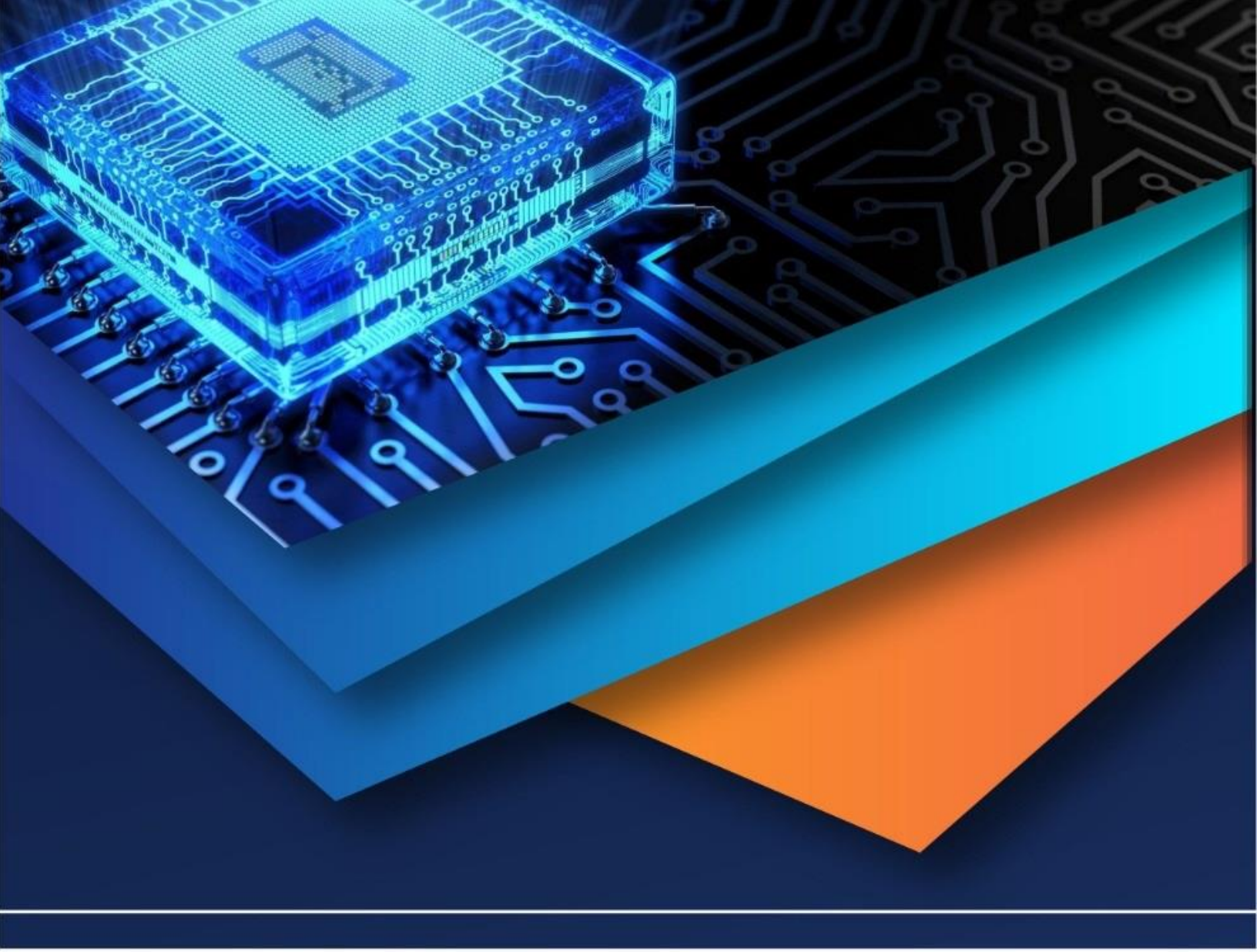
The main means of teaching using Internet technology are network courses, which are information and software systems that are accessed through local and global networks. The network course is based on information about the subject area and tools for its study.

The development of distance learning courses requires a serious scientific approach, since in this case a detailed study of the actions of the teacher and the trainees in the new educational environment is necessary.

The process of distance learning according to the developed methodology has the main characteristics of a technologically organized educational process: reliance on a personal-activity approach, orientation to diagnostic goals, systematic verification of current results, splitting of training into separate training episodes, full controllability of the learning process (Саитбаева).

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