Purpose and Content of Distance Learning

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ABSTRACT

The article deals with strengthening the learning motivation of learners, to develop the skills and abilities of independent learning.

KEYWORDS: *Distance learning, cognition, motivation, textbook, independent learning, supervision, assessment.*

The general priorities of distance learning are to stimulate students' intellectual and cognitive activities, increase their learning motivation, and develop their independent learning abilities and skills.

Four developmental stages to achieve the goal
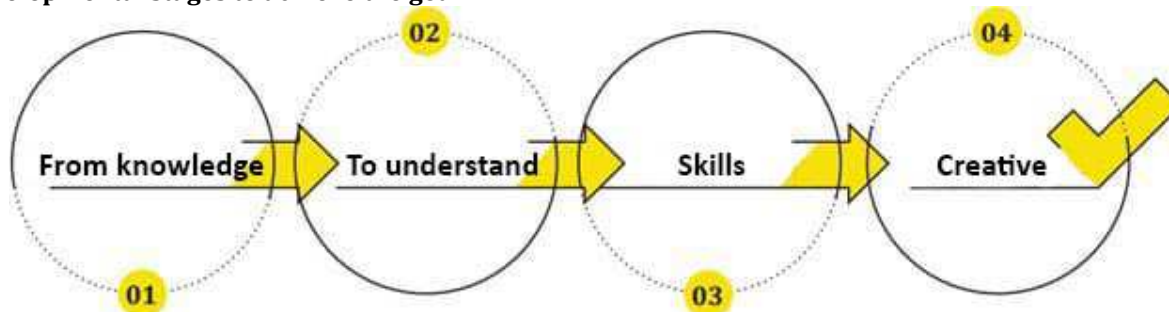
To achieve this goal, the essence of the 4 stages of development is as follows:

- knowledge of the study of concepts, theories and ideas as a result of the acquisition of relevant information,
- to apply certain theories to the solution of standard learning tasks and to understand them as the restoration of the acquired educational content,
- skills that allow you to apply the knowledge gained to solve non-standard problems in changing conditions,
- creativity as the ability to understand and theoretically interpret the essence of events, to independently express and solve non-standard problem situations, to see contradictions.

In the distance mode, this requirement is mandatory if the goal component of the learning process, i.e. the need to set a goal at any stage of education, is considered. The learner must understand the purpose of a particular lesson, accept it, and explain and explain the learning material. For each learning session, the goal should not only be shaped by the tutor, but the goal should be clear to the learner, accept it, and implemented throughout the collaborative work. This means that the tutor must set a goal and predict the outcome to be achieved by the learner at the end of the session. If in traditional education this may not be the case and is of little importance, the goal component is of great importance for the organization of distance learning. Failure to understand the purpose of the task being performed leads to a negative attitude on the part of the learner, which can lead to non-performance of the task or poor quality development (copying, blind copying, compilation, striving for assessment rather than comprehension).

The basis for creating a model of distance learning is also the goal of developing the basic qualities of a specialist in students. These include, above all, critical and creative thinking, communicative, creative and reflexive abilities. These goals include the motivation to learn, self-development and the formation of a conscious desire for independent learning. Achieving these goals requires learners to go through the following four stages of development.

The purpose of training is also considered in the system of formation of knowledge, skills and abilities in accordance with the state educational standards in the relevant areas. The goal itself has a hierarchical structure. In particular, the purpose of the subject is one of the purposes of training, and the purpose of studying the subject is an element of the purpose of the subject. The purpose of training (education) is the acquisition of knowledge at the initial and required level of the organization of the learning process. Such a general pedagogical understanding of the purpose of education suggests that distance learning should not lead to radically new things to set educational goals in general.

It is advisable to use general principles and recommendations when choosing the content of distance learning, but it should take into account the additional restrictions on the subject of education, which is far away, has a separate schedule of life activities and no physiological access to traditional education.

In addition, it should be borne in mind that distance learning cannot be carried out in all specialties.

Reading content can be viewed as a pedagogical model of social order. In addition, the learning process, methods of its implementation and organizational forms are, as a rule, determined by its content. Additional constraints on the object of education (subject) should be taken into account when developing the content of training using distance learning technologies. For example, he may be far away or may have a special schedule in his life, or he may have a physiological inability to study on the basis of traditional forms of education.

In distance learning, the content of training courses has a block-modular sequence structure. This allows to transfer education to a subjective basis, individualize and stratify the work with students, determine the amount of individual assistance, change the form of communication of the student with the tutor.

It is becoming increasingly popular to divide the material under study into logically complete parts: one question - one clear answer. Such an approach requires the author (tutor) to competently develop the theoretical material and divide it into semantically complete parts.

When thinking about the content of the courses, the theorists of the distance form of education point out that the basic scheme of the whole educational process has changed. Traditional education can be conditionally represented by the formula "teacher - textbook - student". As the importance of individual creative learning activities of learners in distance learning increases, so does the role of the textbook. Thanks to the opportunities provided by hypertext technologies, learners gain the necessary knowledge and acquire useful skills in the process of working with electronic material.

Thus, a new scheme of the educational process "learner - textbook (teaching materials, information-educational environment) - tutor" is formed.

The old state of the sequence of organization of the educational process
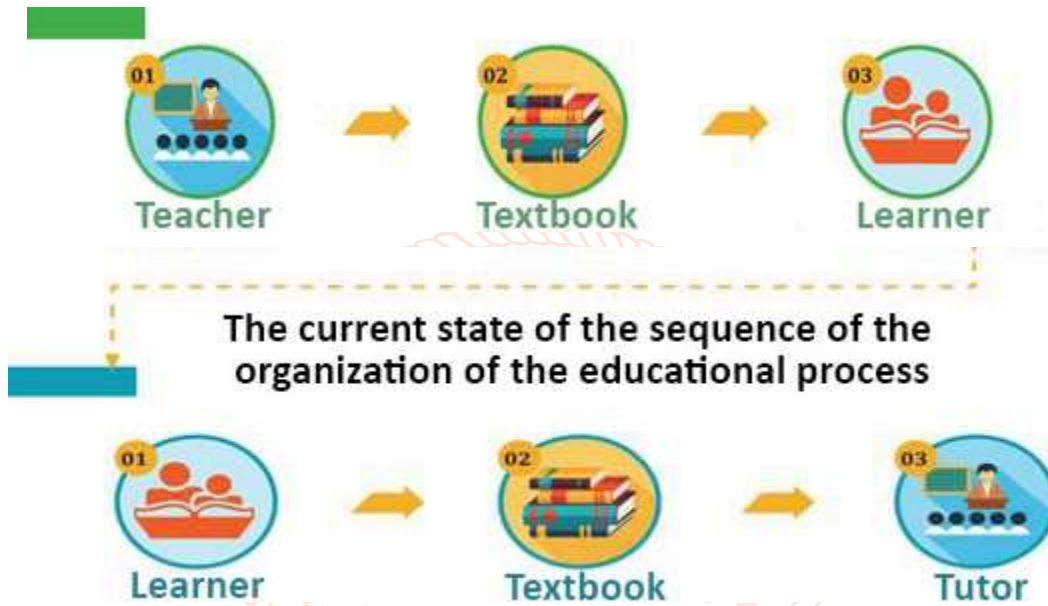
Here, the role of the intermediate part, i.e. the textbook, is crucial in many respects due to the redistribution of some of the tutor functions in favor of the learning environment, which remains a key component. There is no doubt that there is no reason to think about replacing a tutor with a computer, because in distance learning the learner's work must, of course, be supported through constant contact with the tutor and other learners.

In general, on the basis of the above-mentioned didactic system, the following didactic model was formed in general.

The structure of the didactic model of distance learning includes goal-setting and content-setting, conceptual, content, technological, evaluation-control components.

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