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**S.E. Zhilgeldinov¹, N.B. Shamuratova^{2*}, A.K. Kenzhebayeva²,
N.K. Tulemisova³, B.K. Suleimenova⁴, R.B. Kurmanalinova³**

¹Toraigyrov University, Pavlodar, Kazakhstan;

² Kokshetau University named after A. Myrzakhmetov, Kokshetau, Kazakhstan;

³Pavlodar Pedagogical University, Pavlodar, Kazakhstan;

⁴ KSU Special boarding school 1, Pavlodar, Kazakhstan.

E-mail: naza_1@mail.ru

DISTANCE LEARNING AS A NEW EDUCATIONAL PRACTICE

Abstract. The article examines the essence and process of distance learning as a new educational practice. In the historical aspect, the contradictions in the development of distance learning are analyzed. The analysis of domestic and foreign practice of distance learning was carried out, which made it possible to highlight the characteristic features of distance learning: modularity; parallelism; long-range action; asynchrony; coverage or “mass”; profitability; new information technologies; internationality; sociality. It is noted that distance learning should be considered as a form of education along with full-time, part-time, full-time and part-time, as well as external studies. The basis of distance learning is the purposeful and controlled intense independent work of the student. Researchers of distance learning problems note that the main reasons for the contradictions and difficulties in distance education lie not only in the imperfection of curricula and programs, lack of financial resources, but also in the plight of scientific and pedagogical schools, ignoring the psychological and pedagogical basis of distance learning. The results of studying the experience of implementing distance learning in leading universities in Kazakhstan and abroad indicate that with a competent organization of the educational process, the effectiveness of distance learning is comparable to the effectiveness of full-time education, all other things being equal. Distance learning uses traditional and innovative methods, means and forms of education based on computer and telecommunication technologies.

Key words: distance learning, distance education, form of education, efficiency, assessment.

**С.Е. Жильгельдинов¹, Н.Б. Шамуратова², А.К. Кенжебаева²,
Н.К. Тулемисова³, Б.К. Сулейменова⁴, Р.Б. Курманалинова³**

¹Торайғыров университеті, Павлодар, Қазақстан;

²А. Мырзахметов атындағы Көкшетау университеті, Көкшетау, Қазақстан;

³Павлодар педагогикалық университеті, Павлодар, Қазақстан;

⁴КММ № 1 арнайы мектеп-интернаты, Павлодар, Қазақстан.

E-mail: naza_1@mail.ru

ҚАШЫҚТЫҚТАН ОҚЫТУ ЖАҢА БІЛІМ БЕРУ ТӘЖІРИБЕСІ РЕТІНДЕ

Аннотация. Мақалада қашықтықтан оқытудың мәні мен процесі жаңа білім беру тәжірибесі ретінде қарастырылады. Тарихи аспект қашықтықтан оқытуды дамытудың қайшылықтарын талдайды. Қашықтықтан оқытудың отандық және шетелдік практикасына талдау жүргізілді, бұл қашықтықтан оқытудың өзіне тән ерекшеліктерін: икемділікті; модульділікті; параллельділікті; алыстан әсер етуді; асинхрондылықты; қамтуды немесе «жаппай»; рентабельділікті; жаңа ақпараттық технологияларды; интернационалдылықты; әлеуметтілікті бөліп көрсетуге мүмкіндік берді. Бұл ерекшеліктер қашықтықтан оқытудың білім алудың басқа түрлерінен артықшылықтарын анықтайды. Сонымен қатар, қашықтықтан оқыту мұғалімге де, оқушыға да белгілі бір талаптар қояды, ешқандай жағдайда жеңілдетпейді, кейде екеуінің де еңбек шығындарын арттырады. Қашықтықтан оқытуды күндізгі, сырттай, күндізгі және сырттай, сондай-ақ экстернмен қатар оқыту нысаны ретінде қарастырған жөн. Қашықтықтан оқытудың негізі – оқушының мақсатты және басқарылатын қарқынды өзіндік жұмысы. Қашықтықтан оқытудың қыр-сырларын зерттеуші ғалымдардың пайымдауынша, қашықтықтан оқытудың негізгі мәселелерінің бірегейлері оқу жоспарлары мен бағдарламаларының дұрыс нақышына жетпеулері мен қатар, олардың қаржыландыруларында ғана емес, ғылыми-педагогикалық мектептердің оқу жоспарларының жетілмегендіктен және де қашықтықтан оқудың негізіндегі психологиялық-педагогикалық тәлімді елемегендікте.

Қашықтықтан оқытуды енгізудің Қазақстан мен шетелдің алдыңғы қатарлы жоғары оқу орындарының оқу үрдісіне енгізу тәжірибесінің нәтижесі оқу үрдісін күзиретті ұйымдастырған жағдайда қашықтықтан оқытудың тиімділігі күндізгі оқу бөлімінде оқығанмен бірегей және біртекті болатынын дәлелдеді. Қашықтықтан оқыту дәстүрлі және инновациялық тәсілдерді пайдаланады, тәрбиенің құралдары мен формалары компьютерлік және телекоммуникациялық технологиялар негізінде жасалды.

Түйін сөздер: қашықтықтан оқыту, қашықтықтан білім беру, оқыту нысаны, тиімділігі, бағасы.

С.Е. Жильгельдинов¹, Н.Б. Шамуратова², А.К. Кенжебаева²,
Н.К. Тулемисова³, Б.К. Сулейменова⁴, Р.Б. Курманалинова³

¹Торайгыров университет, Павлодар, Казахстан;

² Кокшетауский университет имени А. Мырзахметова, Кокшетау, Казахстан;

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⁴ КГУ Специальная школа-интернат 1, Павлодар, Казахстан.

E-mail: naza_1@mail.ru

ДИСТАНЦИОННОЕ ОБУЧЕНИЕ КАК НОВАЯ ОБРАЗОВАТЕЛЬНАЯ ПРАКТИКА

Аннотация. В статье рассмотрены сущность и процесс дистанционного обучения как новой образовательной практики. В историческом аспекте анализируются противоречия развития дистанционного обучения. Проведен анализ отечественной и зарубежной практики дистанционного обучения, которое позволило выделить характерные особенности дистанционного обучения: гибкость; модульность; параллельность; дальное действие; асинхронность; охват или «массовость»; рентабельность; новые информационные технологии; интернациональность; социальность. Перечисленные особенности определяют преимущества дистанционного обучения перед другими формами получения образования. Одновременно дистанционное обучение предъявляет определенные требования как к преподавателю, так и к обучаемому, ни в коем случае не облегчая, а подчас увеличивая трудозатраты и того, и другого. Отмечено, что дистанционное обучение следует рассматривать как форму обучения наряду с очным, заочным, очным и заочным, а также экстерном. Основу дистанционного обучения составляет целеустремленная и управляемая напряженная самостоятельная работа обучаемого. Исследователи проблем дистанционного обучения отмечают, что основные причины противоречий и трудностей в дистанционном образовании кроются не только в несовершенстве учебных планов и программ, нехватке финансовых средств, но и в бедственном положении научно-педагогических школ, игнорировании психолого-педагогической основе дистанционного обучения. Результаты изучения опыта внедрения дистанционного обучения в ведущих вузах Казахстана и за рубежом свидетельствуют о том, что при грамотной организации учебного процесса эффективность дистанционного обучения сравнима с эффективностью очного обучения при прочих равных условиях. Дистанционное обучение использует традиционные и инновационные методы, средства и формы обучения на основе компьютерных и телекоммуникационных технологий.

Ключевые слова: дистанционное обучение, дистанционное образование, форма обучения, эффективность, оценка.

Introduction. The spread of distance learning in all developed countries is a natural stage of development and adaptation to modern conditions. Universities are gradually changing the principles of the process, creating conditions for the implementation of flexible, individualized learning, implemented in educational information and educational environment (Андреев, et al., 1999:196). Information and educational environment, which includes electronic information resources, electronic educational resources, a set of information technologies, telecommunication technologies, appropriate technological tools and the necessary educational educational software environment in full, regardless of the location of the students.”

Distance learning is not a new one. Its appearance is associated with the spread of correspondent education, traditional education, teaching with the help of TV schools, etc. But previously, distance education was not considered so important for social and economic development. Recently, the situation has begun to change, mainly due to the growing interest of teachers and students in the use of new information and communication technologies (ICT), which create new opportunities for didactic interaction. According to scientists, the current level of development of information and communication technologies lays a real foundation for a global distance learning system that helps people create an open information educational environment without borders (Балакин, et al., 99-107).

New information technologies, mobile devices allow participants in the learning process to interact at a distance without leaving their home or office, providing interactive communication between them, which has always been an indisputable advantage in the face-to-face training system.

There is an opinion that in the near future the development of information and communication technologies will lead to the emergence of electronic libraries, scientific and educational laboratories with remote access, open virtual universities and global virtual campuses - and all this will become the basis of a single educational and scientific environment for the entire world community (Балашова, et al., <http://psibook.com/scholarly/kognitivnye-i-lichnostnye-osobennosti-studentov-ochnogoi-distantionnogo-obucheniya.html>). Economic factors also influence the spread of distance learning. The cost of processing, storing and transferring information on the network is steadily decreasing, while traditional full-time education is inaccessible for residents of regions far from the centers. In addition, the need for continuous professional development or retraining of personnel requires new approaches and a flexible educational process.

Materials and methods. In the research process were used the general methods of scientific knowledge, namely empirical research methods (observation, comparison, measurement, experiment) and theoretical research methods (abstraction, analysis and synthesis, idealization, induction and deduction, mental modeling, ascent from abstract to concrete). The empirical level of knowledge includes: observation of phenomena, accumulation and selection of facts, and the establishment of relationships between them.

The theoretical level was associated with the predominance of mental activity,

with the comprehension of empirical materials, its processing. At the theoretical level, we have revealed the internal structure and regularity of the development of the territorial system and phenomena, their interaction and conditionality.

Distance learning began to develop long before the widespread adoption of personal computers and Internet technologies. Distance education in France began to develop actively in the first half of the 20th century. Thus, the National Center for Distance Education CNED (French Center national d'enseignement à distance) was founded at the initiative of the Ministry of Education back in 1939. The beginning of a new stage was associated with the founding of the Open University in Great Britain in 1969. In the 1980s, alternative teaching systems in American general education were actively developed (School Tech News, 1986). Since the beginning of the 90s, an intensive development of distance learning begins in Russia, especially after the adoption in 1995 of the "Concept on the Creation and Development of a Unified Distance Learning System in Russia". And during this period, the development of distance learning begins in Kazakhstan. To coordinate efforts in the field of distance learning, a number of documents have been adopted that regulate the procedure for using distance educational technologies.

The development of distance learning is accompanied by a number of contradictions. Despite the obvious advantages of distance education and a large number of works devoted to this topic, the conceptual and categorical apparatus of distance learning is not sufficiently developed. The development of information and communication technologies sometimes outpaced the comprehension of the scientific and pedagogical aspects of the problem. In their studies, AA Andreev and VI Soldatkin noted the spontaneity of the emergence and development of educational institutions in which distance learning was conducted, based mainly on empirical experience in the absence of sufficiently substantiated models and technologies of distance learning (Балашова Ю.В. et al., <http://psibook.com/scholarly/kognitivnye-i-lichnostnye-osobennosti-studentov-ochnogo-i-distantsionnogo-obucheniya.html>). In addition, government regulations have not been adopted to regulate the legal framework for distance learning and labor relations.

Results. The problems of distance development learning are noted by foreign scientists. The difficulty lies in the fact that distance learning does not have a clear and definite theory of teaching, such as the traditional form of education. The concept of distance learning includes many opportunities for delivering education that can provide effective learning in an environment where teaching and learning are separated in time and space (Abisheva, et.all., 2019; Volume 6, Number 328, 2019: 66-72). According to J. Daniel, in real life, universities face a difficult task: how to maintain balance under the influence of the eternal triangle of forces of educational problems, namely, to improve quality, cut costs and serve an increasing number of students. The scientist suggests that distance learning will play a decisive role in the future.

Distance learning and distance education are new phenomena in pedagogy. Therefore, it is important to define the content of these concepts. As noted in many

publications, the vagueness of the very concept of distance education and incessant discussions in the scientific and pedagogical community about what it is - a new form of education, technology, variety or synonym for distance education. The lack of targeted research and, accordingly, a clear understanding of the state, problems and development needs of distance learning made it impossible to further develop the relevant practice, conduct a meaningful state policy aimed at transitioning to more modern forms of distance education that meet the requirements of society.

In scientific publications and at present, two concepts are simultaneously encountered - "distance education" and "distance learning", and in some cases the concepts under consideration are interpreted as synonyms. Nevertheless, from a scientific point of view, in terms of content, the concepts of "distance education" and "distance learning" are ambiguous, as are the concepts of "education" and "training". ES Polat emphasizes that for understanding and developing the scientific foundations of distance learning, it is very important to separate the concepts of distance education and distance learning. These are related but not identical concepts (Зинченко, et.all., 2000, № 2: 23–34).

Education is a fundamental concept in didactics, pedagogy, anthropology, philosophy, and other human sciences. Pedagogy studies the object - education, as a system of pedagogical phenomena "that determine the development of the human individual in the process of purposeful activity of society. These phenomena are called education. It is that part of the objective world that pedagogy studies" (ОВСЯННИКОВ, et. all, 1999, № 7:5-13). Education is achieved through training and education. No matter how good an education is, it should never be considered complete. V.I. Andreev stressed that at certain stages of its development, education passes into self-education. The scientist formulated the following definition: "Education is an individual culture of various types of human activity and communication, which he masters on the basis of a purposeful and holistic system of training and education, which at certain stages of its development turns into self-education" (Abisheva, et.all, 2019). The direction of the vector of education development towards self-education noted by the scientist is an important point for understanding the essence of distance education and distance learning. Distance education is more dependent on communication technologies than traditional education. According to scientists, distance education is a global knowledge transfer system; and it can be defined as follows: "... planned learning, usually taking place far from the place of teaching and therefore requiring a special methodology for the development of teaching aids, a special teaching strategy, special means of communication through electronic or other technologies, as well as special organizational and administrative decisions" (Полат, et. all, 2005, № 4).

The definitions of distance education offered by different scientists and specialists in this field are united in one thing - in highlighting the special role of information technologies, which open up new opportunities for interpersonal communication in the learning process. Differences in approaches to the definition of distance education are due to the allocation of key roles.

Distance education is a broader concept than distance learning, implying a system “in which the process of distance learning is implemented and the individual achieves and confirms the educational qualification” (Полат, et.all, 2004.).

Distance education / teaching is a method of transferring knowledge, skills and belief systems through the use of division technology and scientific organization of labor, as well as through the active use of technical means, especially in the process of developing high-quality teaching materials. This method allows you to simultaneously teach a large number of students, regardless of their place of residence. This is an “industrialized” form of education and teaching (Полат, 2004.). This description is based on the two previously mentioned elements: the separation in time and space of the teacher and the student, as well as the use of technical means. However, Peters goes further than other authors and comes to the conclusion that the didactic model of distance learning is better interpreted by applying the concepts of industrial production to it: in particular, productivity, division of labor and mass production. The mechanization and automation of teaching methods, as well as the dependence of the effectiveness of teaching on planning and organization (and not on the ability to teach) leads the author to the idea of a completely different role of the teacher in distance learning than his traditional role in a lecture or seminar.

Distance learning in the modern sense is distance learning, when a teacher and a student are spatially separated and their interaction is based on the use of modern information and telecommunication technologies. The learning process is characterized primarily by the fact that it is interactive in its organization, that is, in the interaction of a teacher and a student, as well as students among themselves. Distance education is a broader concept that includes the result and process, the learning system and self-education. Nowadays, quite often the concept of distance learning is associated with the concept of distance learning technologies. These concepts are often confused, put an equal sign between them. ES Polat has carried out a fairly clear gradation of these concepts. “Distance learning technologies are understood as educational technologies implemented mainly with the use of informatization and telecommunications, with indirect or not completely mediated interaction between a student and a teacher.”

Distance learning is a new form of education, which is based on a new scientific theory, different from traditional didactics. Scientists are convinced that distance learning obeys the laws of its didactic structure, and also has great pedagogical potential. Thus, distance learning is seen as a new form of education, hence, as a learning system. At the same time, ES Polat and her followers emphasize the need for a conditional separation of the concept of “training system” and “educational process”. The training system presupposes a design stage that is inevitable in organizing the educational process. This stage provides for: defining the general concept of the training system, the goals adequate to it, the selection of the appropriate training content, its structuring taking into account the form of training used, the specifics of distance learning, the selection of methods, pedagogical technologies, organizational form of training, adequate to the concept and goals of training, and technologies.

The educational process is the implementation of the system developed at the design stage in the real joint activity of a teacher and students. The organization of classes is built in accordance with the logic of cognitive activity, the implementation of various forms of control, interaction of teachers (Daniel, 2012).

– Analysis of domestic and foreign practice of distance learning makes it possible to highlight the characteristic features inherent in distance learning:

– Flexibility. Students do not attend, as a rule, regular classes in the form of lectures, seminars, but study at a convenient time for themselves, in a convenient place and at a convenient pace. Everyone can study as much as he individually needs to master the training course, a particular discipline, to obtain the necessary knowledge according to the chosen educational program.

– Modularity. Distance learning programs are based on a modular principle. Each individual discipline (training course), which is mastered by the student, is adequate in terms of the content of a specific subject area. This makes it possible to form a curriculum from a set of independent (but, of course, logically interrelated) training courses that meets individual or group needs. This is a unique opportunity that is not yet characteristic of traditional forms of education, when a student forms for himself an almost personified curriculum, reflecting his individual predispositions.

– Parallelism. Training can be carried out in conjunction with the main professional activity or in parallel with other training.

– Long-range action. The distance from the territorial location of the student to the location of the educational institution is not an obstacle to the effective educational process.

– Asynchrony. In the learning process, the trainer and the trainee can implement distance learning technology regardless of time, that is, according to a convenient schedule or schedule for everyone.

– Coverage, or “mass”. The number of students is not a critical parameter. They have access to all kinds of sources of educational and reference information (electronic libraries, information databases), and can also communicate with each other and with the teacher through telecommunication networks and communications. (Holmberg, 1989.).

– New information technologies. All types of information technologies are used, but mainly new information technologies (computers, computer networks, multimedia systems, etc.).

– Sociality. Distance learning to a certain extent relieves social tension, providing an equal opportunity to receive education, regardless of place and living conditions and, to a certain extent, from material conditions.

– Internationality. Distance learning favors the export and import of educational services.

The listed features determine the advantages of distance learning over other forms of education. At the same time, distance learning imposes certain requirements on both the teacher and the student, in no way facilitating, and sometimes increasing the labor costs of both.

The key word of distance learning is interactivity - constant systematic interaction of the teacher and students, as well as students among themselves in the educational process. Distance interactivity is realized at two levels: at the level of interaction between a teacher and students and at the level of interaction of students with the teaching aids they use, mainly network learning tools (Moore, 1996: 219-222). The means of implementing all components of the distance learning system have a specific effect on each of the components of the training system, conditioning their selection, structuring, and organization. The system for managing the cognitive activity of students is due to the specifics of the Internet services used. In the definition of distance learning, E.S. Polat emphasizes that, as in any other educational system, students and teachers and students interact with each other within the framework of the adopted learning concept, but this interaction, like all cognitive activities of students, is realized by specific means Internet technologies (Distance and flexible learning – London, 2012.).

The role of the teacher in the distance learning system is changing significantly. More and more teachers, who traditionally considered themselves the only and main disseminators of knowledge, are coming to understand their new role in the learning process. The teacher acts as a training coordinator, mentor, advisor. The term “tutor” is used quite often in scientific and pedagogical literature. As V.I. Ovsyannikov notes, the most important element of the organization of distance learning is the institution of tutors, which has no analogue in our education system (Peters, 1973.). Tutoring as an independent pedagogical movement in our country began to develop in the late 1980s. In the system of traditional education, it is accepted that a teacher independently develops and presents the author’s course. Teachers in this case should be specialists in teaching, organizers of group communication, group discussion, as well as be experts on the content of the course, evaluate the results, motivate students (Ovsyannikov, 1999). In some approaches to distance learning teachers, the following views are being developed: the division of teachers into those who conduct classroom studies and those who organize independent work; putting forward separate requirements for teachers and tutors.

Discussion. The distance learning process complies with the principles of the modern humanistic educational paradigm, according to which no one should be deprived of the opportunity to study due to poverty, geographical or temporal isolation, social insecurity, physical disabilities, employment in production. The principle of humanization of distance learning lies in the appeal of the educational process to a person, in creating the most favorable conditions for students to master socially accumulated experience (training content), for mastering a chosen profession, for the development and manifestation of creative individuality, high civic, moral, intellectual and physical qualities. The educational process is not limited by rigid time frames; the student develops his own learning path, relying on the potential of the educational programs of the university, can choose various disciplines for study and combine studies with production activities.

An active educational process should be considered as interpersonal, dialogical

interaction in the systems of teacher - student and student - students, organized in the direction of achieving the unifying goal - the formation of theoretical and practical thinking, the development of the personality of the future professional. The educational process turns into mutual cooperation aimed at mutual development, taking into account the characteristics and capabilities of all parties involved. At the same time, throughout the entire learning process, control of the process of transforming educational activity into a professional one, a student into a young specialist should be carried out.

Researchers of distance learning problems note that the main reasons for the contradictions and difficulties in distance education lie not only in the imperfection of curricula and programs, lack of financial resources, but also in the plight of scientific and pedagogical schools, ignoring the psychological and pedagogical basis of distance learning.

The results of studying the experience of implementing distance learning in leading universities in Kazakhstan and abroad indicate that with a competent organization of the educational process, the effectiveness of distance learning is comparable to the effectiveness of full-time education, all other things being equal.

Thus, distance learning should be considered as a form along with full-time education. Distance learning uses traditional and innovative methods, means and forms of education based on computer and telecommunication technologies. The basis of the educational process in distance learning is the purposeful and controlled intensive independent work of the student.

Information about the authors:

Zhilgeldinov S.E. – Doctor DBA, Toraighyrov university. Senior Lecturer of the Department of Physical Culture and Sports, Pavlodar; *Zhilgeldinov7@mail.ru*; <https://orcid.org/0000-0003-2544-0099>;

Shamuratova N.B. – Candidate of Economic Sciences, Senior Lecturer of the Department «Accounting and management»; Kokshetau University named after Abai Myrzakhmetov; Kokshetau, *naza_1@mail.ru*, <https://orcid.org/0000-0002-8566-0758>;

Kenzhebeyeva Alma Kozhabayevna – doctor by profile; Senior Lecturer of the Department «Accounting and management»; Kokshetau University named after Abai Myrzakhmetov; 020000 Mukhtar Auezova str.,29, Kokshetau, Kazakhstan; e-mail: *apple83@bk.ru*; <https://orcid.org/0000-0003-0293-0896>;

Tulemisova N.K. – Special boarding school № 1, Pavlodar; *askarkuvatov@mail.ru*; <https://orcid.org/0000-0003-2361-2985>;

Suleimenova B.K. Toraighyrov university. Senior Lecturer of the Department of Physical Culture and Sports, Pavlodar; *samal-t81@mail.ru* ; <https://orcid.org/0000-0003-2329-8383>;

Kurmanalinova R.B. – Toraighyrov university. Senior Lecturer of the Department of Physical Culture and Sports, Pavlodar; *gulmira_aiguzhinova@mail.ru*; <https://orcid.org/0000-0003-5214-3041> .

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