



ORGANIZATION OF ONLINE TRAINING COURSES IN DISTANCE EDUCATION

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ABSTRACT

In this article, distance education is recognized as a key factor in the digitalization of the economy, and the article presents some considerations.

In distance learning online courses, the learning environment is important for careful planning of the curriculum, including the following elements. Online learning environments are places where students access online resources, use online course and communication systems, receive tutor support, and take assessments. People learn best in a learning environment that is supportive, comforting, and casual. Thus, the learning environment should be conducive in all aspects such as physicality, trust, respect, support and freedom. At the same time, the online learning environment does not have a significant impact on learning outcomes, but has the potential to create an appropriate learning environment in an online learning course.

Second, the course management system facilitates student registration, online course content delivery, tracking, and testing. It can also allow you to manage training sessions conducted by teachers. Provides a set of tools and templates that allow the instructor to relatively easily create online course content and then teach and manage that course, including providing a variety of interactions with learners in the course. contains z.

Thirdly, technical infrastructure- technology plays an important role in delivering learning outcomes as students interact more in online learning environments to be successful. The university must have quality supporting technology with up-to-date and appropriate transfer information for online courses.

In the conditions of distance education, the process of pedagogical interaction is complicated by the presence of natural barriers between interacting subjects, but this moment can be skillfully used. Pedagogical interaction is a specially organized process, the result of which is mutual changes in the behavior, activities and attitudes of the teacher and students. We are talking about unlocking the learning potential of the medium (the computer), which promotes higher efficiency on the part of the teacher and students.



We W. Thurmond, K. Wambach, GR Connors and BB Frey about the division of pedagogical interaction in 4 types of distance education conditions: the student - the content of the training course; student - student; student - teacher; student interface.

Grebenyuk TB and Bulan IG developed a model of pedagogical cooperation between teachers and students in distance education. Based on this model, the first type of interaction is "student - course content", the interaction between the student and the content presented in online courses, including the clarity of the content. Here, time and environment determine the degree of effectiveness of this interaction.

The author's course focuses on the use of active and interactive teaching methods as part of the analysis of the features of existing working methods and forms in the conditions of distance education. University students have their own views on the use of certain teaching methods, and in this regard, there is an opportunity to put their practical skills into practice in the distance learning environment. In this regard, cooperation between teachers and students is being organized through active and interactive teaching methods.

We are talking about the formation of the future teacher's ability to interact with the distance education system, in particular, in research activities aimed at creative research and the implementation of new forms of interaction, including online consultations, offline tips, online video. lectures, off-line - video lectures, interactive computer video lectures and seminars.

Online consultations are carried out by creating a general chat between students and the teacher using instant messaging systems (WhatsApp, Viber, Telegram). It helps to transfer information instantly by receiving feedback from the teacher and students. This type of counseling can also be used as part of an individual approach to students. In offline consultations, the participants of the educational process use e-mail.

Using video hosting allows you to broadcast information, but the interaction is done through comments in the chat.

Another method of teaching in the context of distance learning is offline video lectures or recorded video lectures using multimedia tools. Offline video lectures allow you to listen to lectures at your convenience and return to specific topics over and over again.

Interactive computer video lectures with a simultaneous slide show have a special place. This program allows you to display a window with a video image of the teacher and a slide window on the computer screen, which changes automatically according to the playback fragment of the video sequence. The advantage of this method is the availability of tools for navigating the content of the video lecture using hyperlinks.

Seminars are held using online technologies (Zoom, Skype, Chat). In this case, it will be possible to discuss the most important and complex topics of the course.

The purpose of this article is that pedagogical interaction in distance education is an integral part of the educational process, it is the interaction of a teacher and a student, which is carried out remotely and an automated educational system is carried out through mediation. To organize pedagogical interaction, it is important to combine functional-role and personal interaction characterized by activity, awareness, two-way subject-subject relations, the result of which is this interaction. is to determine the joint goals and objectives of the mystery. The identified features of distance education allow the use of teaching methods



(active and interactive - business game, brainstorming, master class, case method, etc.), which allows full pedagogical interaction. will give. In the context of distance education, it is also recommended to use: online consultations, offline consultations, online video lectures, offline video lectures, interactive computer video lectures, organizing seminars. Tutoring ideas can be implemented within a traditional educational setting, and there is a proven track record of success. Rassokhin AA shows the prospects of developing tutoring support for students in higher education institutions and notes that it contributes to the personal growth of the latter.

Distance learning is one of the new educational approaches widely used in academic institutions. Most of the teaching is done online. Distance learning technologies allow teaching resources to be delivered remotely by instructors to course learners. It can be used in educational technology itself or in online pedagogical methods. Advantages of distance learning:

- 24-hour access to information;
- modern materials;
- self-education;
- custom courses;
- economic efficiency;

The rapid transition to distance education has affected all participants in the educational process. First, all university professors and teachers are obliged to work with students online. If initially the teacher's desire to work with the use of DOT was taken into account, now it is excluded in the context of a global pandemic. Therefore, many teachers were not ready for new working conditions. Secondly, many students faced similar difficulties, because it is not possible to study all subjects in distance education.

As part of this study, a survey was conducted that allowed to get answers to questions related to the attitude of the public and professors to the transition to distance education.

The selection and implementation of a control system in the use of distance education is an important issue that should also be resolved by the teacher [14]. Through collaboration, teachers can provide an individual approach to the needs of each student.

Based on this, the interaction between the teacher and students can be considered as follows:

- relations of their activity (HILiimets);
 - their joint activity (BPBitinas , SEXose [16]);
 - special type of joint activity;
 - a special way of organizing joint activities.
- Andreeva AD sees two sides in the process of pedagogical interaction - functional-role and personal.

In his research, Balashova ED defines the main principles on which modern pedagogical interaction is based:

- acceptance of personal interests of the partner;
- Team work;
- the art of creating subtle incentives for development.



Distance learning helps explain why higher education institutions today have success factors as part of their online learning strategies. The rapid development of the economy encourages science to look for new opportunities in the field of education. And education, accordingly, in response to public demand, becomes a more flexible and dynamic learning process with its own characteristics and limitations.

This is another feature of distance education - an asynchronous type of communication that allows to transfer and receive information independently of each other at a convenient time for each participant of the process. On the one hand, it is convenient for the student - the ability to study at any time of the day does not prevent correspondence with the teacher.

Our analysis has shown that distance education has advantages as well as disadvantages. The theoretical analysis of the issue made it possible to identify the following shortcomings:

- decrease in the quality of education due to the independent work of the student and irregular supervision by professors;
- lack of individualization of the educational process;
- lack of purposeful interaction system between teacher and student;
- The need for constant access to the Internet and adequate technical equipment;
- geographical distance from the university and not being able to ask questions to the teacher at any convenient time; the presence of a written interpretation of the presented material, absence of oral shell.

The next feature is related to the process of adaptation of the teacher to new working conditions. This is a traditional pedagogical technique. It becomes unnecessary for the teacher or undergoes changes. This is the question, the answer to which each teacher must search for himself. Constant pedagogical search for new forms and methods of work is imposed on the teacher's daily workload. As a result, this issue is either not addressed at all, or the forms of work used do not match the course objectives.

In this article, in order to improve the quality of education, the subject and hypotheses of the object have been developed:

- theoretical justification of the pedagogical interaction of the subjects of the educational process in the conditions of distance education;
- determining teaching methods in distance education, taking into account the identified features of pedagogical interaction;
- development of an author's course that reveals the features of pedagogical interaction of the participants of the educational process in the conditions of distance education, holding a section for approving the module and determining its effectiveness in pedagogical interaction;
- development of methodological recommendations on effective pedagogical cooperation in the conditions of distance education.

In order to effectively implement mutual cooperation in the context of distance education, it is necessary to create certain conditions that help:

- active involvement of all participants of the educational process in the discussion and performance of tasks;
- organization of collaborative research;



- implementation of continuous communication (synchronous and asynchronous means of communication);
- develop empathy and thinking.

University students have their own views on the use of certain teaching methods, and in this regard, there is an opportunity to put their practical skills into practice in the distance learning environment. In this regard, cooperation between teachers and students is being organized through active and interactive teaching methods.

In order to determine the effectiveness of the author's course "Specific features of pedagogical interaction in the conditions of distance education" with students of the 4th year of the "Psychological-pedagogical education" course, a section was carried out on the classes developed in the course increased. , which reflected a positive trend in the following indicators:

"enthusiasm", "independence", "professional flexibility",
"professional self-awareness", "communication", "cognitive needs" and "creative orientation".

Due to the combination of different forms of work (traditional education and distance education format), students are given the opportunity to gain experience in pedagogical cooperation, an adequate attitude to distance education is formed, and a clear understanding of the teacher's duties in teaching is formed. Such conditions. Under the condition of applying the course to the educational process of the university, students will acquire the basic skills of organizing pedagogical cooperation in a remote environment.

training and improving their professional skills. The cutting result is developed confirms the effectiveness of the authorship course.

The above allows us to emphasize that the tasks set in the research have been solved and the goal has been achieved.

The research conducted cannot solve all the problems related to the organization of pedagogical interaction in distance education. The conclusions obtained in the course of the research reveal the need to determine the educational possibilities of interactive teaching methods in the organization of pedagogical interaction, to further study pedagogical interaction in the conditions of distance education.

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