

**TEACHER EDUCATION GUIDELINES: USING OPEN AND  
DISTANCE LEARNING Technology – Curriculum – Cost – Evaluation**

I am interested in distance education. To my mind it is a new word in teaching practice. It allows us to introduce new video-computer TV communication in the process of learning and teaching. This system enables people to get knowledge and up to date foundation in the science basic to his or her field of study.

One of those few books on my scientific topic seemed to be interesting for me. It is «TEACHER EDUCATION GUIDELINES: USING OPEN AND DISTANCE LEARNING Technology – Curriculum – Cost – Evaluation» by ©UNESCO - March 2002.

The Guidelines set forth in this document are intended for use principally by senior and middle-management education officers in Education Ministries and teacher training institutions who are daily called upon to make hard choices in how to expand teacher education through open and distance learning.

These guidelines are designed to help anyone considering the use of open and distance learning for teachers. In these guidelines three sets of broad questions for planners are examined:

- about the problems of teacher education,
- about the nature of distance education or open and distance learning,
- and about how the two have been used together.

When reading these guidelines we go on to look in detail at questions of planning and organization, asking what needs to be put in place for an open and distance learning project or programme.

These take us on to four key areas: technology, funding, teaching practice, and assessment. The guidelines end with suggestions of other places to get information and help.

The guidelines are based on recent experience and in particular on a set of eleven case studies, carried out on behalf of UNESCO, which are published separately.

The first question considered here is: *What is wrong with teacher education?* Teachers are vital. Unless we can get more teachers, and better teachers, we will not reach the target of making quality education available for all by 2015. But there are still world shortages of teachers, still large numbers of under qualified teachers, and still many who need further professional education and training as they work. Conventional approaches to teacher education have not met all the demands upon the profession and this has led to an interest in open and distance learning alternatives. Teacher education has to do a whole range of different jobs: to enable teachers to develop the potential of their pupils; to serve as role models; to help transform education and through it society; to encourage self confidence and creativity.

Teacher education is likely to include four elements:

- improving the general educational background of the trainee teachers;
- increasing their knowledge and understanding of the subjects they are to teach;
- pedagogy and understanding of children and learning;
- and the development of practical skills and competences.

The second question is: *Who are the teachers?*

In particular, in designing a programme for teachers, we need to take account of:

Their educational background: *gender* – it is difficult to recruit enough women teachers in many countries, enough men teachers in some; *their experience as teachers* – this unqualified teachers who have just left school may be very different from one for teachers with limited formal education but long experience as untrained teachers.

The third question is: *What is the curriculum?*

All of these issues affect the curriculum planner, regardless of the methods, timing or location of teacher education. Critical questions are about:

- the balance between the four elements of the curriculum for the particular audience, taking account of teachers' own background education;
- the balance between preservice and inservice education;
- the debates between traditional and progressive approaches and views about the appropriateness of defining teacher education in terms of a set of stated competencies;
- realistic expectations that will help the progress of curriculum reform but can be achieved with the support, interest and goodwill of teachers.

And the last question is: *What is distance education?*

Distance education has been defined as an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner. Open and distance learning often makes use of several different media. Students may learn through print, broadcasts, the internet and through occasional meetings with tutors and with other students.

Using distance education for teacher training has various potential advantages. Large programmes have brought economies of scale. In contrast to college-based training, distance programmes can provide access to courses on a much larger scale and wider geographical reach.

Three general points need to be stressed. First, distance education is of potential benefit to teachers because it can reach scattered populations and can offer them education and training without their having to leave their schools. Second, good programmes of open and distance learning have benefited from its strengths and avoided its weaknesses. Some aspects of teacher education need to be done face-to face, or need close interaction with a tutor or with other students. Others do not. Programmes that combine conventional and distance methods are likely to be better than those that rely on a single approach. Third, and for that reason, the more successful programmes have been carefully integrated into the structure of teacher education as a whole and have been designed as a part of a

complementary system using a variety of different approaches, each chosen for its appropriateness to the curriculum and the audience.

**О. В. Жаринов**

## **NICOLAS I AND HIS INFLUENCE ON THE RUSSIAN POLITICAL SYSTEM**

My dissertation topic is slavyanofilism in Russia. The dissertation is divided into three parts. In the first part I study the problems of arising of slavyanofilism in Russia. In the second part of it I research the slavyanofilism ideas about traditions and customs of Russian historical development. In the third part I will consider the Slavyanofills projects of reforms. In my work at dissertation I use a lot of historical and literary resources of Russian and foreign authors and among them is the book «Nicolas I», because in time of his reign the slavyanofilism movement was born. This research by English scientist Bruce Lincoln was published in Great Britain in 1978.

In his book the author describes Nicolas biography and how his character had influenced on the political system which he developed. Nicolas political system was the solution to many problems which Russian Empire faced in the 19<sup>th</sup> century. The main character of this system was absolute monarchy in its most extreme form. Nicolas did not trust Russian nobility or public opinion he sought to cope with all Russian problems himself.

Nicolas system was not innovation in Russia. It had been the culmination of the Empire's entire political experience since the beginning of 18<sup>th</sup> century, based on the religious precepts. All the institutional elements, which Nicolas introduced into his system, had earlier antecedents.

In his childhood Nicolas was deeply preoccupied with defense. When he was a boy Nicolas used to grow pale, when he met army officers, because they might take him prisoner. Perhaps the murder of his father by army, when he was not yet five years old had left a deeper scar than anyone suspected.