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**ОРГАНИЗАЦИОННЫЕ АСПЕКТЫ ПРИМЕНЕНИЯ ЭЛЕКТРОННОГО
ОБУЧЕНИЯ И ДИСТАНЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ
ORGANIZATIONAL ASPECTS OF E-LEARNING AND DISTANT
LEARNING TECHNOLOGIES**

Аннотация. В данной статье рассматриваются организационные аспекты применения электронного обучения и дистанционных образовательных технологий в высшем профессиональном образовании. Автор полагает, что функционирование электронной информационно-образовательной среды обеспечивается соответствующими средствами информационно-коммуникационных технологий и квалификацией работников, ее использующих и поддерживающих.

Abstract. The paper deals with organizational aspects of e-learning and distance learning technologies in the framework of higher vocational education. The author believes that the functioning of the electronic information and educational environment is provided by appropriate means of information and communication technologies and qualification of workers who use and support it.

Ключевые слова: электронное обучение и дистанционные образовательные технологии, профессиональное образование, электронная информационно-образовательная среда.

Keywords: e-learning and distant learning technologies, vocational education, electronic information and educational environment.

E-learning and distant learning technologies can rightly be considered a developing area of the modern education system. Such technologies are used in the implementation of educational programs of higher vocational education.

Various educational technologies are used in the implementation of educational programs, including distant learning technologies, e-learning [Federal law "on education in the Russian Federation"].

According to the definition given in art. 16 of The law on education, e-learning is the organization of educational activities with the use of information contained in databases and used in the implementation of educational programs and ensuring its processing of information technologies, technical means, as well as information and telecommunication

networks, providing the transmission by communication lines of this information, the interaction of students and teachers. Distance educational technologies are understood as educational technologies implemented mainly with the use of information and telecommunication networks in the indirect (at a distance) interaction of teachers and students.

In the implementation of educational programs of higher vocational education, according to the Federal state educational standard, it is possible to use e-learning.

In that case, if the bachelor program is implemented with the use of e - learning, distant learning technologies, the electronic information and educational environment of the university according to the Federal state educational standard of higher education should additionally provide: fixing the educational process, the results of the midterm assessment and the results of the development of the bachelor's program; training sessions, procedures for assessing the results of training, the implementation of which is provided with the use of e - learning, distant learning technologies; interaction between the participants of the educational process, including synchronous and (or) asynchronous interaction through the Internet.

The functioning of the electronic information and educational environment is provided by appropriate means of information and communication technologies and qualification of workers who use and support it. The functioning of the electronic information and educational environment must comply with the legislation of the Russian Federation [Federal law "On information, information technologies and information protection"].

E-learning, the use of distant learning technologies makes it possible to provide educational and methodological assistance to students in the form of distant individual consultations, using telecommunications and information technologies. Effective implementation of e-learning resources and distance learning technologies will be facilitated by high-quality access of teachers and students to the Internet. The effectiveness of training using distant learning technologies depends on the possibility of e-learning.

In order to implement educational programs using e-learning, distance learning technologies, the university should choose a model that corresponds to its staffing and resources. Those teachers who implement educational programs using e-learning, distant learning technologies should have the necessary level of competence on the use of new information and communication technologies in the organization of education.

Teachers need to meet modern requirements, that is, professionally own the means of information and communication technologies that are used in e-learning or distant learning. For this requirement to be met, training activities (skills development) and methodological support of teachers should be organized

Skills development of teachers who plan to conduct training using distant learning technologies, it is advisable to use distance learning systems, in which they will work. Professional development of teachers who plan to conduct training using distant learning technologies, it is advisable to use distant learning systems, in which they will work. In the programs of professional development of teachers, it is more correct to devote part of the time to full - time training, and another part - with the use of distant learning technologies.

E-learning and distant learning technologies are used to make education and skills development more accessible. To implement educational programs in this way, both the University and students must have the necessary logistic support and software. The teaching staff should have an appropriate level of education and training and be proficient in information and communication technologies.

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