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САМОСТОЯТЕЛЬНАЯ РАБОТА СТУДЕНТОВ В ДИСТАНЦИОННОМ ОБУЧЕНИИ

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INDEPENDENT WORK OF STUDENTS IN DISTANCE LEARNING

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Аннотация. Разработка курса задачи в дистанционном обучении студентов направлена на оказание помощи их подготовку к экзамену и повышения их интереса к применению теоретических знаний. Использование материалов и методических указаний для его разработки может помочь раскрытию творческого потенциала каждого обучающегося. Статья демонстрирует оригинальный подход к комплексному решению данной профессиональной задачи.

Abstract. The elaboration of the course task in the remote training of the students is aimed at assisting their preparation for the examination and enhancing their interest to the application of the theoretical knowledge. The usage of the materials and the methodical instructions for its elaboration could help the revealing of the creative potential of each trainee. The article demonstrates an original approach to the complex solution of a given professional task.

Ключевые слова: дистанционного обучения, курс задача.

Keywords: remote learning, course task.

The traditional methods in the educative processes during the last decades show ever more flaws, which is opening the incoming road for new methods and technologies in line with the development of the science and the engineering. Thus, the necessity appears of delivering distance learning with the use of the constantly improving communication and informational means.

Distance learning is mainly investment in one's own future, which increases the opportunities of the contemporary labour market. This form of acquiring new competences has a number of advantages. The training is delivered without tearing away from work, family and other commitments. The conventions related to the attendance learning are avoided. Distant learning systems in their essence could be orientated towards people, who due to various reasons cannot take part in the traditional forms of studying, such as those offered by the schools, colleges and universities. That applies to:

- persons situated at big distance from geographic point of view, and for whom it is difficult or impossible to enroll in a fulltime studying program,;
- persons with physical disorders, reduced mobility or having survived long illness, which are hindering them to attend normal classes;
- persons, who due to various reasons need to change often their place of residence or whose work is requiring to be constantly on the move.[1]

Distance learning systems are as varied, as the traditional systems are from the point of view of their objectives, technologies, choice in the context of their philosophy. Similar to the traditional forms of learning, they can substantially vary in their structure. All these differences have something to do with the basis they have been organized and managed.

A subject prepared for distance learning in a master's program contains materials structured in 9 topics, external sources, additional materials and tests for self-tuition. In general they have been allocated as follows:

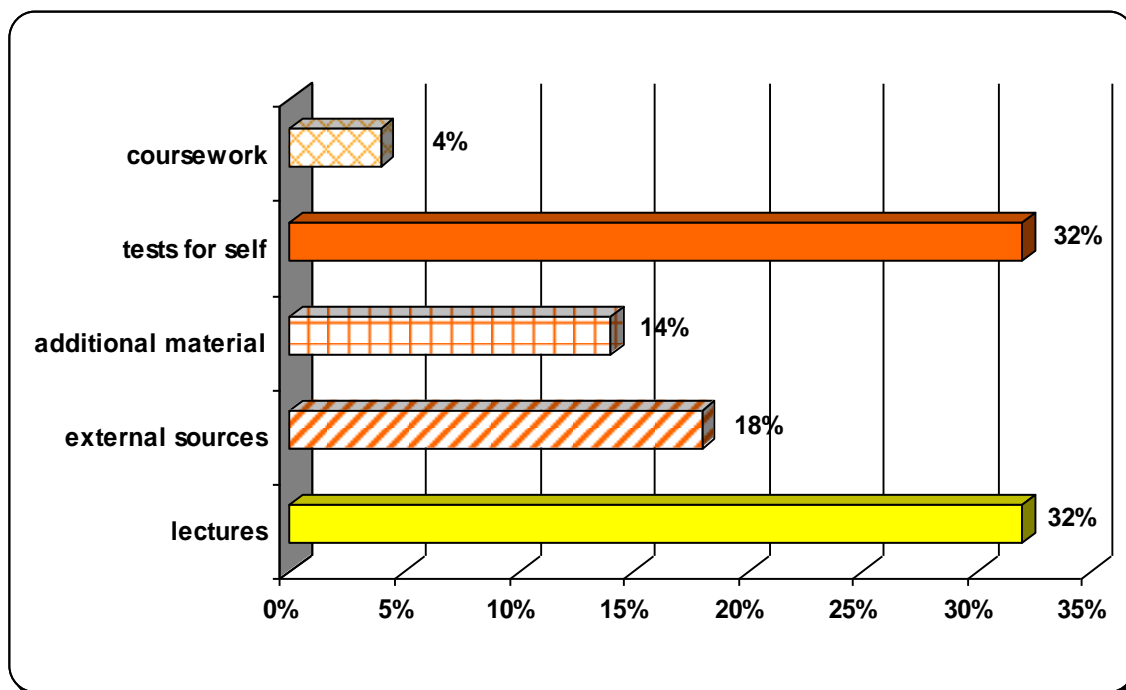


Fig. 1. Allocation of the prepared materials

The course assignment (fig. 1) is an independent educational-scientific research, which is 4% of the total materials for preparation, performed by the student under certain methodic instructions aimed at extension and generalization of the knowledge acquired during the studies and its application upon the complex solving of a concrete professional task. The elaboration of the course assignment is one of the basic moments on the higher education stage, which presents the students' knowledge and skills.

The course assignment in the subject requires from the students to get familiar with numerous materials related to the research and designing of trademarks for a concrete class of goods and services. The abundance of materials and ideas puts the students in a situation – many and varied solutions, qualitatively new and creative whims. A necessity of sharing and discussion of the idea arises. The students are inclined to speak more freely in e-mail, forum and chat communications, than in live conversations. The existing means of asynchronous communication allow materials to be exchanged, to learn from the experience of one's colleagues, to help the others with one's own experience. When the students write for a real and interested auditory, they are writing with great pleasure and motivation and express clearly their opinions.[2]

Most often the elaboration of the course assignments is aimed at:

- deeper familiarization with the contents of the scientific problem, with its historical ambiguousness;
- acquiring habits of independent theoretical analysis of the problem;
- mastering skills of logical description of the conducted research.

The course assignment helps the student to organize the acquired theoretical knowledge in the studied subject and it helps the tutor to check the quality of such knowledge. The assessment of the course assignment on a certain subject forms one third of the total grade in the subject – fig. 2.

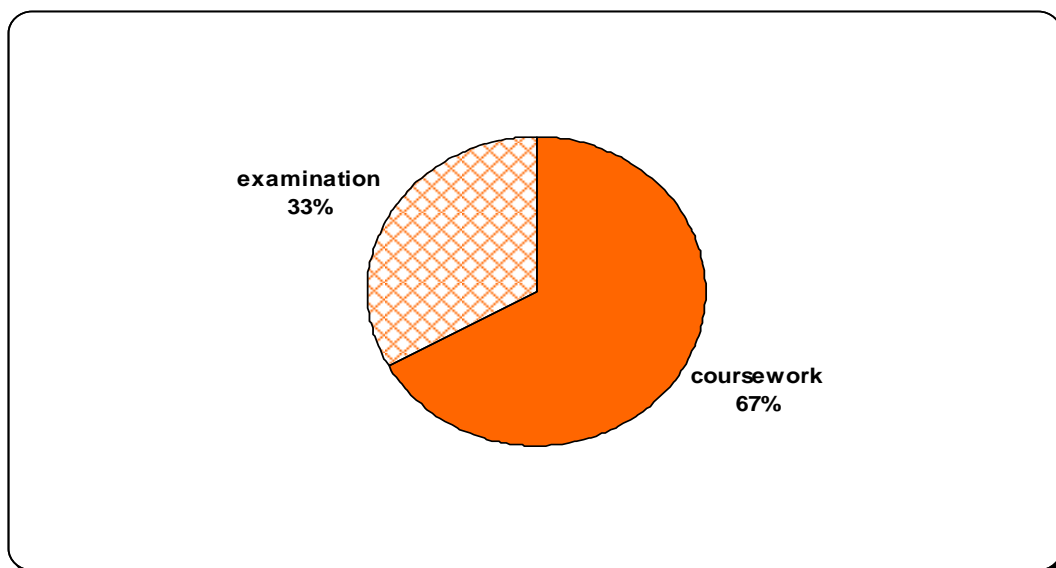


Fig. 2 Share of the course assignment assessment in the total grade.

The question arises in the process of course assignment elaboration about the requirements for volume and about the fact that much unnecessary information is inserted. The quality of the contents and the comprehensiveness are much more valued, than the quantity. Thus, an “insipid” work, which meets the requirement of volume, gets lower grade than the one, which is not of sufficient volume, but contains the necessary information in concise form.

The independent work renders to the students the possibility to perform freely and to approach more easily the practical implementation of a real task. Many questions arise upon the elaboration of the course assignment, which can be summarized as follows:

- necessity and way of making contact between a tutor and a student;
- collection and creative selection of materials;
- the use of outside literature should not allow the personal opinion to be lost therein;
- the assignment of a topic or the selection of one;
- to spare time long enough for the elaboration in order to produce a good and meeting the requirements course paper;
- compliance with the stylistic and grammatical rules;

The lack of examples can also affect adversely the end result. When proving certain thesis, it should be obligatory grounded by evidence.

The efforts of the tutors, the students and the entire system should be directed towards the solving of these problems and it is a way of achieving even better results for all participants in the distance learning form.

Distance learning grants enormous opportunities of enrichment of the pedagogic approaches for the presentation of the information and the self-tuition of the students. It possesses the potential of application of new approaches and opportunities of tuition and the students play the central role and learn by their own tempo.

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РЕАЛИЗАЦИЯ ПРОВЕДЕНИЯ КОНТАКТНЫХ ВИДОВ ЗАНЯТИЙ НА ПЛАТФОРМЕ
ВЕБИНАРОВ В ЭЛЕКТРОННОЙ СИСТЕМЕ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

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ORGANIZATION ONLINE CLASSES BY USING WEBINARS IN DISTANCE
ELECTRONIC EDUCATION SYSTEM

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***Аннотация.** Статья посвящена вопросам организации учебного процесса с использованием дистанционных образовательных технологий в свете нового закона об образовании. Приведено описание основных задач, возникающих перед руководством учебного заведения при подготовке и проведении учебного процесса. Рассмотрены пути повышения качества учебного процесса.*

***Abstract.** The article is about the aspects of organization of the e-learning process in the view of the new education law. The description of the main tasks faced by the leadership of the university is presented. The ways of improving the quality of learning process are considered.*

***Ключевые слова:** Информационно-аналитические системы, дистанционные образовательные технологии, система управления обучением, вебинары, контактные виды занятий, инженерное образование*

***Keywords:** Distance education technology, learning management system, webinars, online classes, engineering Education.*

Утвержденный в 2014 году «Порядок применения организациями, осуществляющими образовательную деятельность, электронного обучения (ЭО), дистанционных образовательных технологий (ДОТ) при реализации образовательных программ», вместе со статьей 16 закона «Об образовании в РФ», однозначно устанавливают требования к электронной информационно-образовательной среде и применению контактных видов