

# Learning Strategies in Distance Education

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**Abstract:** *This article highlights the important issues of distance learning. A brief history of the development of distance learning and individual approaches to the applicability of this type of training in modern conditions are given. An individual approach to distance learning allows you to expand the scope of various educational distance learning courses by involving the creative forces and interests of each participant of a particular distance learning resource. Each student of a distance course can ask questions based on their own interests and previously acquired knowledge, which will significantly expand the discussion and therefore the coverage of one or another course being studied.*

**Index Terms:** *distance learning, chat classes, chat school, chat room, web forum, web classes, teleconference, online seminar, business, management*

## I. INTRODUCTION

The relevance of this article lies in the fact that it reveals the main methods and techniques of individual distance learning. Currently, it is very important to support individual ways of formation and further socialization of the individual. A person in modern conditions of information abundance needs the constant help of experienced teachers and mentors. Changes in the requirements of the social and professional environment determine a permanent presence in the role of the student. However, each person in his own way represents his role in society and in professional activities. Having individual trajectories and creative features of thinking about their activities, people using electronic means, online courses, etc., selects precisely those classes and asks precisely those questions to the teacher who are most interested in him. Having understood these issues, it becomes easier for a person to adapt to a social and professional environment.

The topic of distance learning has been widely reflected in scientific discussions, which has shown that the approaches to the consideration of this issue are not unambiguous. So, Blokhovtsova G.G., Malikova T.L., Simonenko A.A. consider the prospects for the development of distance learning in general and indicate that this technique has a very real potential in the transfer of knowledge. In addition, this method reduces the time to obtain new knowledge. Distance, in their opinion, contributes to greater mobility of students of certain distance courses, which ultimately allows them to acquire new knowledge without interrupting their core activities.

Valyushina N.M., Danilchenko V.M., Devterova Z.R. consider the organization and management of distance

learning to improve the efficiency of educators. Distance learning allows you to expand the scope of many of the knowledge gained, by increasing freedoms and assumptions in professional activities. The employee is involved in a greater number of factors of professional activity, which allows him to feel confidence and self-importance in the labor process.

Ibatova A.Z., Ilin A.G. consider distance learning as an opportunity to use mass open online courses. MOOK, in their opinion, allow to reach a wider audience of listeners. However, these authors do not consider distance learning from the standpoint of an individual approach.

Match V.T., Svechnikov S.V. offer to use distance learning to test students' knowledge in the university. Methods of using a web-based testing system for conducting classes offered in their work allow us to quickly determine the students' individual level of preparedness. However, their work does not fully reflect the principles of distance learning.

Pashkina A.G., Semenova I.N., Markelova E.S., Smirnova N.A. consider the possibilities of distance learning as a means of individual work of a teacher with a student, as well as the basis for modeling individual educational trajectories of students with disabilities in distance learning. What is an important theoretical and practical rationale for the use of these methods in teaching people with disabilities. However, in their works, the issues of training disabled people in their approach to normal healthy people and the corresponding socialization, and the possibility of being equal in certain areas of activity are not sufficiently consecrated.

## II. METHODOLOGY

This article uses the methods of content analysis, allowing to study the relevant literature on this topic. The method of system-structural analysis of the main modern terms and concepts allows us to more accurately understand their applicability in the framework of the study. The method of systematization of the results allowed to summarize the results of the study and draw the appropriate conclusions. The synergistic approach in this study allowed us to consider the organization of individual learning through the prism of systematic and self-organizing activities of an individual in the framework of social and professional activities.

## III. RESULTS

The results of the study suggest that it is necessary to introduce mechanisms for an individual approach in training in distance education courses. The article provides basic theoretical recommendations on the use in distance learning of techniques that allow the teacher to act on the individual consciousness of each student through technical capabilities and pedagogical skills.

The practical applicability of this work lies in the fact that

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its results can be applied in the further development of this problem of individual learning, as well as in the practical use of basic recommendations in distance learning.

Distance learning (DL) - a set of technologies that provide delivery to students of the bulk of the material being studied, interactive interaction between students and teachers in the learning process, providing students with the opportunity for independent work with the development of the material studied.

Modern distance learning is based on the use of the following elements:

- E-mail, television, radio, information and communication networks;

- Various methods and means of exchanging the necessary, in the framework of the training course, information.

Among the use of interactive interaction with students in the form of information communication networks, the Internet users environment is massively distinguished. At the beginning of the 2000s, the development of a standard for remote online learning began, which provides for the widespread use of Internet technologies. The introduction of standards contributes to both the deepening of requirements for the composition of distance learning and the requirements for software. There are software developments that are widely used both by domestic and foreign organizations that provide distance learning services [4].

Distance learning is offered along with full-time, part-time tuition and evening external studies.

The use of distance learning technologies allows you to:

- Reduce the cost of training (no need for rental of premises, travel, etc.);

- Conduct training with a large number of students;

- To improve the quality of education through the use of modern tools, bulk electronic libraries, and so on;

- Create an educational environment.

Distance learning is a modernized correspondence course, which includes communication with a teacher via the Internet. In the process of learning, a student has learning materials, tests and examinations are performed, which are sent to the teacher. The student knows his teacher and methodologist, can ask questions and get answers. Distance learning occupies an important place in the modernization of modern education [2].

In Europe, at the end of the 18th century, with the advent of regular postal communication, the so-called "correspondent education" arose. Students received educational materials by mail, corresponded with teachers and took exams.

The beginning of the twentieth century is characterized by rapid technological growth, the presence of a telegraph and a telephone. But there are no reliable facts about their use in training. The era of "correspondent education" continues and many universities around the world have led and still conduct this education.

The advent of radio and television has made changes to distance learning. It was a significant breakthrough, in which the classroom has grown hundreds of times. However, there was a drawback - the student was not able to get feedback from the teacher.

In 1969, in the UK, the first university in the world of distance education was opened - the Open University of Great Britain. He demonstrated the accessibility of education

with the help of low prices and the lack of the need to frequently attend classroom studies.

There are other famous universities with the same distance learning programs: University of South Africa, 1946, FernUniversitt in Hagen (Germany, 1974), National Technological University (USA, 1984) (distance education programs in engineering specialties), Open University Hagen (Germany), INTEC-College Cape Town (South Africa), Spanish National University of Distance Learning, Open Business School of the British Open University, Australian Territorial Information Network.

In the late 1980s, personal computers made it possible to simplify training. Computer tutorials were in the form of various games. In 1988, the Soviet-American project School Email was implemented.

The pioneers of satellite distance learning technologies in the 1990s were the International Association "Knowledge" and the Modern Academy of Humanities.

In the 21st century, the availability of computers and the Internet makes distance learning easier and faster. The Internet has become a huge breakthrough, significantly more than radio and television. There are opportunities to communicate and receive feedback from any student, wherever he is. The spread of "fast Internet" allowed the use of "online" seminars and other types of distance learning, as well as the use of the MOOC [5].

Distance learning, carried out using computer telecommunications, has the following forms of employment:

- Chat classes - training sessions carried out using chat technologies. Chat classes are held simultaneously, that is, participants have simultaneous access to the chat. In the framework of many distant educational institutions there is a chat school in which the activities of distance teachers and students are organized with the help of chat rooms;

- Internet classes - distance learning, conferences, seminars, business games, laboratory work, workshops and other forms of classes that are held using telecommunications and other Internet capabilities. For web-based classes, specialized educational web forums are used - a form of user work on a specific topic or problem using posts on one of the sites with a corresponding program. Web technology can also be widely used to test students' knowledge through testing. "The web-based testing system has the ability to determine the order in which test tasks are performed both linearly and randomly; in our case, a variant of linear test execution was determined" [6];

- newsgroups are usually based on email distribution lists. For educational teleconferencing is characterized by the achievement of educational objectives.

So, distance learning is a democratic, simple and free system of education, which is actively used in Europe for receiving additional education. The student constantly performs practical tasks, acquires steady automated skills. "Distance learning is a set of technologies that allow students to get the bulk of the information being studied, interactive communication between students and teachers during training, as well as allowing students to work independently not only to master the material studied after class, but also during the training itself" [

one; C.90]. Theoretical knowledge is assimilated without additional efforts, organically intertwining with the training exercises. The formation of theoretical and practical skills occurs in the process of systematic study of the material, listening to the lecturer exercises on audio and video media. Usually, with distance learning, students do not need to be constantly in the classroom. In many educational institutions that implement distance learning, are full-time classes in the evening or on weekends. These classes are not required to attend, but they are extremely useful for developing students' practical skills. Also, in a number of educational institutions, short (one-two-day) off-site schools are used, allowing to gather students on weekends for group

When training and socializing people with disabilities, it is widely necessary to apply individualized distance learning methods. "... One of the effective ways to implement individual educational trajectories of students with disabilities is the use of distance learning technologies. Their importance in the process of teaching the allocated contingent of students is also actualized because specialized educational institutions are not always located in every village, that is, not always such students have the opportunity to study at the place of residence" [8]. People with disabilities can get an education and make important additions to the subjects being studied along with healthy people, and maybe make discoveries.

For distance learning, you can use various methods of conveying educational information. "The traditional teacher-student hierarchy, where subject-object relationships take place, is restructured in the conditions of distance learning. The partnership of the teacher and the student assumes that the latter also becomes an active subject of the learning process. The role of the teacher changes qualitatively: from a knowledge translator, he becomes the organizer of a successful learning process and the creator of an effective learning environment" [7].

Many large companies are creating structural distance learning centers to standardize, reduce the cost and improve the quality of training of their staff. Virtually no modern company can live independently. For example, Microsoft has created a large educational portal for training its employees, users or customers of its products, and software developers. One of the forms of distance learning are online simulators and game managers. These games, imitating the management processes of various industries, businesses, have basic management, basic management skills of both a small company and a transnational corporation [9,10].

The question arises: how does distance learning differ from traditional distance learning? Distance learning is mainly based on the independent work of the student. "The emphasis on independent types of activity is currently considered a priority, not only in remote and correspondence forms, but also in person (classroom, stationary)" [3]. Communication takes place between the student and the teacher most often in writing. Distance learning is primarily a method of collaborative learning in groups. Joint group workshops, discussions, dialogues provide support and understanding for each group member. Here isolation, which is characteristic of distance learning, completely disappears.

The method of teaching in remote groups also contributes to the accumulation of knowledge, as students constantly

exchange information and there are more opportunities to achieve truth in the educational process [11]. There are special forums, chat rooms, online conferences where you can consult or discuss with students. In the virtual group there are people who want to learn how to work, improve their professional level, get new qualifications, new skills that are necessary for further professional development.

For all students, distance learning methods provide the same opportunity to actively participate in seminars. Discrimination based on race or gender completely disappears in an atmosphere of interactive communication. The undoubted advantage of distance learning is the possibility of regular consultations with the teacher online and the individual approach of the teacher to each student.

#### IV. CONCLUSION

Thus, the following advantages of distance education can be highlighted:

- Distance education corresponds to the principle of humanism, which provides an opportunity to learn low-income, socially vulnerable, students;
- Distance learning is available to all segments of the population without restrictions, including for health reasons;
- Distance learning is cheaper than traditional;
- Distance learning is effective - the student chooses the class schedule, the pace of learning;
- Distance learning is available to students from anywhere in the world; all you have to do is to have a computer and access to the Internet;
- Distance learning is promising, since distance learning technologies in education are constantly being improved;
- Distance education makes it possible to simultaneously study and work, that is, to apply knowledge in practice;
- In distance learning uses the latest materials.

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