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NEGATIVE ASPECTS OF USING DISTANCE LEARNING IN EDUCATIONAL INSTITUTIONS

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This article discusses the peculiarities of distance learning systems and their primary disadvantages in comparison to traditional classroom learning. The research is based on qualitative descriptive evaluation of both firsthand practical experience and amassed theoretical data on potential downsides and barriers of distance learning that are typically overlooked in commonly available learning management systems. The results of the study may be useful when trying to integrate distance learning technology into educational processes, or serve as a supportive study while performing investigative research on the effectiveness of e-learning.

Keywords: distance learning; information and communications technology; e-learning; disadvantage; skill; effectiveness; difficulty.

The intensive development of information technologies in the world leaves a distinctive impact in all areas of society without exception, including the educational market and the educational environment. This became especially evident several years ago, during the COVID-19 pandemic, when all enterprises and organizations that had the opportunity to carry out remote activities switched to remote forms of work. For a long time, a huge number of educational institutions have been providing training using various distance learning platforms, as well as auxiliary means of distance communication.

This has led to a significant surge of interest in the problem of distance learning and the use of technologies and means of distance communication in the educational process. Disagreements and disputes about distance learning lead to completely opposite positions: from its recognition as a new universal form of education, to reducing the essence of this form to a set of means and methods of transmitting educational information [1; 2; 3; 4].

In the modern world, the term "distance learning" for a long time has been commonly understood as learning with the help of information and computer technologies. The main

prerequisite for the development of a distance learning system is its integration ability. At present, it is simply impossible to concentrate all the world's information resources that have been accumulated by society in the scientific and educational space in every higher educational institution. Distance learning turns all information resources distributed across different territories active. Today it is possible to provide access to data that is located anywhere in the world from any random point in the world where the learning process using distance educational technologies is organized. For this reason, significant investments are provided for the technological development of the educational environment in universities, since it is assumed that the acquisition of knowledge by students with the help of new technologies occurs 40–60% faster than in conventional education systems [5].

At the center of the learning process is the student's independent cognitive activity (learning, not teaching), which includes independent work on mastering various types of activities, developing the necessary skills and abilities in specific areas of knowledge. During distance learning, the student must possess not only computer skills, but also know how to work with authentic information that they encounter in various Internet resources. The point is that students must be proficient in various types of reading and be able to work with electronic reference books and dictionaries, which may be in a given course or exist autonomously on various servers. Therefore, it is important to have courses aimed at teaching these specific types of reading and working with reference electronic materials [6].

In 2017, while working with an experimental distance learning course for English language with the purpose of developing bilingual communicative competence at the stage of developing monologue speech skills, all three groups of participating first-year students demonstrated mild positive feedback to this method of studying. The course program included 14 topics with a learning duration of 4 months.

The purpose of the experimental course was to test the capabilities of the distance learning system in development of foreign language skills among language course students. The proposed model focused on the development of students' autonomous learning skills, the formation of information and communication competences, the use of competency-based approaches to learning. All tasks offered within the course were aimed at increasing the level of lexical and grammatical skills and monitoring their development. The effectiveness of the experimental work was assessed on the basis of the overall average result for the entire period of the course. In addition, for the final testing, course participants were asked to retake a test similar to (but not the same as) the preliminary one. Based on the results of the test, a general conclusion was about the changes in the level of development of lexical and grammatical skills of course participants was made. The obtained results indicated an improvement in the performance of each group of the course participants.

However, it is important not to forget that there are objective reasons why distance learning has not yet become the main form of the educational process, but is considered precisely as an alternative form of education, similar to correspondence. One of these shortcomings, undoubtedly, is the requirement for information technology competence of teachers. And not just basic computer literacy, because in the modern information space there is a huge number of different platforms, resources, programs that can be used in online learning, and each such application or website has its own interface and specifics of interaction.

In the modern information space, there are practically no compatibility problems with operating systems, browsers or smartphones – those can only arise on "ancient" devices. However, the low speed of the Internet connection, especially the mobile Internet, can still lead to difficulties with the use of materials in audio- and video format, and also lead to pauses and interruptions in communication, which reduces involvement in the learning process. Teachers have a harder time keeping an audience's attention without face-to-face contact, and even when video is enabled, assessing the level of engagement and understanding of the material can be very difficult.

Despite the ability to transmit high-quality audio and even video in real time, distance education is not suitable for developing communication skills or teamwork skills. Not only that, but a student may start to feel isolated from peers because they are working on assignments entirely alone.

Remote study is not equally effective for all disciplines. In some cases, it is impossible to do without practical training under the guidance of an experienced mentor. One can study history or literature, design or programming remotely, but learning the lexical skills of foreign language communication, practical skills in controlling complex mechanisms or medical manipulations require real training for various reasons.

In a classroom, feedback can be almost immediate because the teacher has a few minutes to take a look at student's work and decide whether or not they are on the right track. When e-mailing assignments, however, it can become more difficult to get the feedback. Students have to wait for the instructor to get a chance to get online, which may not happen as frequently as they would like. By the time the feedback is provided, there could be very little time to make necessary changes in the assignment.

A huge disadvantage is the difficulty in adapting to online classes in general and the requirement for a high level of independence of course participants in particular, since even control tools do not always guarantee high-quality completion of the material. During a lecture in the classroom students are expected to passively listen and take notes, but during virtual discussions, working with data and materials in different multimedia formats require action – the student's activity comes to the foreground here, accordingly, students with a traditional mindset may find it difficult to adapt to such changes. The freedom that online learning offers can often lull one's guard and give a false sense of limitless time. The boundaries between working time and rest are blurring. Distance education places higher demands on discipline and self-organization than its offline counterpart does.

The fact that distance learning provides a person with a specific set of knowledge can be considered not only as a positive, but also as a negative feature. By studying remotely, a person deprives himself of many positive "side effects" of academic education. For example, the process of taking notes during lectures trains writing speed, develops mechanical memory, and teaches to identify the most important fragments from the flow of information on the fly. All these skills are very useful in everyday life, but distance learning does not provide them.

Distance learning is practiced around the world in various models, but its main components are virtual educational materials such as multimedia files, electronic textbooks, online and video conferences, Internet resources, etc. At the same time, distance learning is characterized by a number of disadvantages: low efficiency due to the lack of independent work skills among students, lack of "live" communication, teamwork (especially in the asynchronous model), the possibility of distortion of information, difficulty getting immediate feedback. In general, despite a number of downsides, distance learning may be a very effective tool and form of education if correctly applied, but such correct application requires advanced skills and extensive training of school or university personnel to achieve positive results and overcome the multitude of obstacles typically present in distance learning method.

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ИЭУМК И ЕГО РОЛЬ В ОРГАНИЗАЦИИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ

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Статья посвящена использованию интерактивного электронного учебно-методического комплекса по учебной дисциплине «Иностранный язык» в процессе обучения английскому языку студентов I курса Института инклюзивного образования БГПУ им. М.Танка и его роли в организации учебной деятельности студентов. Данный комплекс был разработан с целью повышения качества профессиональной подготовки студентов, активизации работы на практических занятиях, организации управляемой самостоятельной работы и проверки самостоятельной работы студентов. ИЭУМК по учебной дисциплине «Иностранный язык» предназначен для использования в образовательном процессе для всех форм получения образования в Институте инклюзивного образования.

Ключевые слова: иностранный язык; интерактивный; электронный; учебно-методический комплекс; Институт инклюзивного образования; система Moodle; самостоятельная работа.

IEMC AND ITS ROLE IN THE ORGANIZATION OF STUDENTS' LEARNING ACTIVITIES

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The article deals with the use of interactive electronic educational and methodical complex (IEMC) for the "Foreign Language" as the academic discipline in the process of teaching English to the first-year-students of the Institute of Inclusive Education of BSPU named after Maxim Tank, and the role of the complex in the organization of learning activities of students. This complex was developed to improve the quality of students' professional training, to enhance their performance at tutorials, to organize the guided self-work of students and to check students' independent work. The IEMC is developed to be used in the educational process organized at any type of education at the Institute of Inclusive Education.

Keywords: foreign language; interactive; electronic; educational and methodical complex; Institute of Inclusive Education; Moodle system; independent work.

В настоящее время особую важность приобретают проблемы качественной подготовки студентов в системе высшей школы. Современные условия развития общества заставляют искать новые формы и приемы в обучении. Организация образовательного процесса требует постоянной модернизации, так как со временем меняются технические средства, методы и технологии преподавания. Применение современных информационных технологий в образовании создает благоприятные условия для формирования личности студентов и отвечает запросам современного общества.

В контексте современных образовательных тенденций происходит переосмысление и обновление иноязычного образования: целей, содержания, технологий, средств и форм обучения [1, с. 3].