UDC 378.018

PECULIARITIES OF USING DISTANCE LEARNING METHODS IN TRAINING OF JUNIOR BACHELORS

Kropelnytska Yu. V.
assistant
Velyka A. Ya.
c.b.s., assistant
Shkolna N. O.
lecturer
Bukovinian State Medical University,
Chernivtsi, sq. Teatralna 2, 58000

Abstract. The modern rhythm of society development requires quality mass education, which everybody can gain conveniently. Moreover, as the population on Earth has been increasing, the probability of developing epidemics, various military conflicts, etc., is growing correspondingly. Distance learning which is carried out through information and educational technologies and communication systems, is considered an innovative and priority area of higher education modernization. This innovation combines both working and training, i.e., obtaining education for people with disabilities and those abroad and unable to take up full-time study.

Keywords: higher education modernization, distance learning, information and educational technologies, pharmaceutical education.

Introduction.

The National Strategy for Education Development in Ukraine for the period up to 2021 states that the informatization of vocational education, development and implementation of information educational environment, pedagogical software development, working out of distance education systems and access to global information resources are an important condition for its modernization [1].

As in every other aspect of modern life, the answer to the challenge of education for development will include the use of information and communication technologies, provided the necessary organizational and policy changes that can be implemented to make the technologies effective. Rapid development of information technology contributed to the creation of new methods in education i.e. teaching and learning. Based on this claim, the ways of teaching and acquiring new knowledge aren't confined by space and time any more. There are many technologies that can offer great flexibility in when, where and how to distribute teaching and acquiring knowledge. In particular, technology-mediated distance learning is more and more in use [2].

The main part.

Distance learning is a way of receiving an education using computers and modern information technologies, allowing students to study at a distance without leaving work and going abroad. There are other names for distance learning, including "open education", "e-learning", "virtual learning", etc. The way of obtaining knowledge provides a comfortable and convenient environment for each student and the opportunity to study without leaving work. Unlike correspondence course, which is often compared to distance learning, the latter involves not only continuous self-education and work on learning but also constant contact with both

teachers and other students; in contrast, the correspondence course requires communication with the teacher only a few times a year [3].

Distance learning means acquiring education through the Internet and modern information and telecommunications technologies. It is an area of communication, information, and knowledge. Distance learning allows the creation of systems of mass lifelong learning and general exchange of information, regardless of time and space zones. Like any type of training, the distance learning system has certain advantages and disadvantages. The advantages include:

➢ learning at an individual pace – the speed of learning the material is determined by each independently based on their capabilities and needs;

➢ accessibility – no need to limit yourself in learning depending on geographical and temporal location;

➢ mobility – the effective implementation of feedback between teacher and student is the main requirement and basis for the success of the learning process;

➢ compensation for the shortage of teaching staff – each student can afford to study with leading specialists and prestigious universities, thanks to this form of education;

➢ technological effectiveness – the use of the latest advances in information and telecommunications technologies during the educational process;

➢ social equality – equal opportunities for education regardless of the place of residence, health, financial security;

➢ creativity – comfortable conditions for creative students' self-expression [4].

It is evident that distance learning has many advantages and meets the requirements of modern life. However, in addition to the apparent benefits, such training has some disadvantages:

✓ lack of visual contact between teachers and students, which makes it impossible for an individual approach and educational moment;

✓ the need for the student to have specific individual psychological characteristics, self-discipline to study independently;

✓ the need for constant access to modern sources of information, quality technical support for the Internet;

✓ as a rule, the number of practical classes is significantly reduced during such training, so a significant amount of material must be mastered by the student independently, without additional teacher's explanations;

✓ there is no constant control, which in combination with the lack of consciousness and incentives for independent learning, can lead to unexpected results.

To implement effective distance learning in higher education institutes, the following is necessary:

- technical support of good quality (computers, communications, etc.);

- highly professional-trained pedagogical staff;

- competently developed lecture courses, webinars, test tasks, etc.

A large amount of time and material costs are required when developing new, completely distance learning courses to get the maximum benefit from the training.

And, given the lack of incentives for modern youth to learn, this may be ineffective. Therefore, it is better not to change the existing system entirely but to supplement it with distance learning elements. In our university, for future professional training, the MOODLE distance learning system successfully copes with this. The staff of the Department of Medical and Pharmaceutical Chemistry at Bukovinian State Medical University posted the educational materials necessary to prepare for practical tasks on the distance learning site. They can be used by all interested students of both full-time and part-time forms of study. Also, due to the availability of a test database, students can test themselves in the process of learning each new theme. The same can be used by the teacher, carrying out the current control of knowledge in a practical lesson. Also, the MOODLE distance learning system provides an opportunity to analyze the participation and activity of individual course participants and analysis of time devoted to working with materials. For each theme of the course, there are methodical instructions for the student on how to prepare for the lesson, a summary of lectures, video materials of chemical experiments or methods of solving tasks, as well as tests for self-control.

Students can also get acquainted with the plan of lectures and practical classes for the whole semester, as well as the schedule of consultations with teachers.

To prepare part-time students for testing, for instance, to take the exam "KROK. Pharmacy," teachers conduct online lectures or webinars. The analysis of theoretical material and test tasks is conducted online, and students can give answers or ask questions in the chat. As a result, the teacher can objectively assess the level of material assimilation.

Conclusions.

Distance learning is not about the mode of delivery but about the quality of the learning opportunities provided to those who are, or wish to become, pharmacist.

Developing, building, improving, or changing the skills of any professional is a complex and arduous task; but it is one that fortunately, in the case of teachers, comes with some general guidelines outlining the contours for success. The remaining chapters of this guide, from instructional design to technology, lay out a path toward high-quality professional development in a distance education environment. This path is not always straightforward, and some teachers and programs may not reach their final destination. However, distance education programs can help teachers reach this destination by designing high-quality learning experiences, employing strong instructional practices and assessment for learning, preparing instructors and learners to teach and learn at a distance, designing for communities of practice among learners, offering ongoing support to distance learners, ensuring quality, finding the right content, and selecting appropriate technologies [5].

Analysis of the "pros and cons" has shown that distance learning is more acceptable in the field of additional education or training. In Ukraine, distance learning has recently been approached as a replacement for a traditional correspondence course, which can mainly provide a higher level of student training. In general, distance education will enable solving the problems facing the educational system, providing broad sections of the population with accessible and quality education in modern social and economic conditions.

References

1. The concept of development of distance education in Ukraine (approved by the Resolution of the Ministry of Education and Science of Ukraine V.H. Kremen on December 20, 2000).

2. Marija Bušelić. Distance Learning – concepts and contributions // Oeconomica Jadertina – 2(1). – 2017. – pp. 23-34.

3. On the National Strategy for Education Development in Ukraine for the period up to 2021 [Electronic resource]: Decree of the President of Ukraine of 25.06.2013 № 344/2013. - Access mode: http://zakon2.rada.gov.ua/laws/show/344/2013. – Name from the screen.

4. What is distance education: how it works? [Electronic resource] // Access mode: http://www.vsemisto.info/osvita/2355-sho-take-vysha-osvita-jak-vona-prazjuje.

5. Mary Burns. Distance Education for Teacher Training: Modes, Models, and Methods.; Education Development Center, Inc. Washington, DC; 2011. – 338 p.