Distance learning in educational space of Tyumen Industrial University

El aprendizaje a distancia en espacios educativos de la Universidad Industrial de Tyumen

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Contents

ABSTRACT:

The article is devoted to the actual problem of modern education, i.e. distance learning, as one of the types of training in university, by the example of Tyumen industrial University. This training allows you to get a diploma of higher education on the job and without unnecessary material costs. The main objective of the article is substantiation and confirmation that distance learning is a promising form of education. The article reveals the content of the concept of "learning technology". The basic principles of functioning of the Institute of additional and distance education as an important element for the making of a mobile, improved educational environment in Tyumen industrial University are being highlighted. Analyzing the results of the survey and public opinion poll of students and teachers, the author concludes that the introduction of distance learning in education increases the overall level of the educational process, enhances the motivation and cognitive activity of students, constantly keeps teachers in a condition of a creative search in the application of new effective educational technologies. Distance learning is a powerful tool of the development of the entire educational and pedagogical complex of the Tyumen industrial University.
Keywords: distance learning, "learning technology", Tyumen Industrial University, Institute of additional and distance education, tutor

RESUMEN:

El artículo está dedicado al problema real de la educación moderna, es decir, el aprendizaje a distancia, como uno de los tipos de formación en la universidad, por el ejemplo de Tyumen industrial de la Universidad. Esta formación le permite obtener un diploma de educación superior en el trabajo y sin excesivos costes de material. El objetivo principal del artículo es la fundamentación y la confirmación de que el aprendizaje a distancia es una forma prometedora de la educación. El artículo pone de manifiesto el contenido del concepto de "aprender de la tecnología". Los principios básicos de funcionamiento del Instituto de adicionales y la educación a distancia como un elemento importante para la realización de un móvil, mejora el ambiente educativo en Tyumen industrial de la Universidad se destacan. El análisis de los resultados de la encuesta y la encuesta de opinión de alumnos y profesores, el autor concluye que la introducción de la enseñanza a distancia en la educación, aumenta el nivel global del proceso educativo, aumenta la motivación y la actividad cognitiva de los estudiantes, constantemente mantiene a los maestros en una condición de una búsqueda creativa en la aplicación de nuevas eficaz de las tecnologías educativas. El aprendizaje a distancia es una herramienta poderosa para el desarrollo de toda educativo y pedagógico complejo de la Tyumen industrial de la Universidad.
Palabras clave: Aprendizaje a distancia, "Aprendizaje de la tecnología", Universidad Industrial

1. Introduction

Many Russian universities are developing distance learning to become more competitive in the market of educational services. The distance-learning model of education is in great demand in Russia, because it is a connecting-link between the Russian and world educational spaces. Although research has shown that domestic science does not have enough developments in this area. Sometimes there are works that focus on the prohibition of expansion of distance learning. Many scientific papers present distance education as one-sided, not finding any connection with the modern educational requests. Despite the fact that the use of distance learning is widespread in the leading universities of developed countries.

Supporters of distance learning are K.G.Barbakova, V.P.Tikhomirov, M.P.Karpenko, B.A.Sazonov, E.S.Polat, who believe the undeniable advantage of this training is the opportunity to get an education anywhere, regardless of the location of the student, taking into account, for example, the size of Russia (Polat et al., 2009). Among these students there are many working people and the only opportunity to get an education is distance learning (Mehrishvili, 2012). This training attracts by a significant reducing training costs, transport costs for travel to the training site, the convenient distribution of teaching load by the request of the student, the use of e-courses and training platforms (Karpenko et al., 2008).

On the other hand, opponents of distance learning argue that the quality of education on this technology cannot be compared even with extramural form of study. In their opinion, this technology allows only to get the diploma without any investments of forces, without acquisition of knowledge. The lack of direct emotional communication between the teacher and the student, high-quality methods of distance learning, the average quality of e-courses reduce the level of interest of the student in learning.

In the realities of the modern information age, taking into account the needs of Russian universities, the globalization of the processes taking place in the world, the need to develop distance learning models of higher education is arising (Lavrov, 2004).

By the nature of those who need in distance learning, all students can be divided into two groups. The first group includes those who want to get the first (second) or additional higher education to achieve success in their professional activities or Vice versa in connection with dismissal; by the reason of advanced training, the desire to get an education in a domestic or foreign University, located far from the student; the desire to constantly improve the intellectual level, etc. The second group may include students with low financial resources, by reason of service in the army, presence of physical possibilities, etc. In connection with these requirements of the society on the basis of educational institutions special distance-learning centers are being formed (Zubok, Chuprov, 2012).

2. Methodology

Theoretical and methodological basis of our research are:

- conceptual theses of scientists (Ch.Vedemeer, D.Glison, D.Kigan, M.Mur);

- conclusions on the interaction and interrelationship of the needs of society and the development of education of E. Durkgeim;

- theoretical bases of distance learning at different levels of education (A.A.Andreev, A.A.Akhayan, A.V.Gustyr, M.P.Karpenko, O.A.Lavrov, D.Kigan, J.Daniel, etc.);

- research in the field of educational needs of individuals (R.Merton, D.L.Konstantinovskiy, L.L.Mehrishvili, L.N.Kogan, etc.);

- classical writings on education as a social institution, which forms the core values and guidelines of personality (E.Durkgeim, M.Weber, N.Smelzer);

- the main trends of modernization of Russian higher education (S.L.Katanandov,

V.Yu.Pashkus, N.F.Naumova);

- principles of formation of innovative mechanisms for the development of education (B.A.Sazonov);

- normative legal documents in the field of higher education in Russia;

- analysis of documents and websites.

Considering distance learning, as an important notion for our research is the notion of "learning technology". (Table 1. The content of the notion of "learning technology").

Table 1
The content of the notion of "learning technology"

Authors	Content
F. Yanushkevich	A system of guidelines that, in the course of using modern methods and means of training, must ensure the training of a specialist for possible the shortest time at the optimum cost of forces and means (Yanushkevich, 1986).
E. N. Korotkov	On the one hand, learning technology is a systematic, holistic knowledge of the ways of designing and organizing the entire learning process based on a detailed sequence of accurately defined didactic goals. On the other hand, the learning technology is a scientifically organized, deployed in time learning process in which the whole system of interrelations between the goals, content, methods, means, forms of learning, the system of monitoring, evaluation and correction of educational and teaching activities is being designed and implemented (Korotkov, 1976)
N. V. Maslova	Learning technology is defined through a system in which there are such components as the conception and purpose of education, methodics, all authors of the learning process starting from student to administration; educational building, teaching materials and tools starting from textbooks and manuals to technical means of education, as well as funding (Maslova, 2002)
F. A. Fradkin	A systematic, conceptual, normative, objectified, invariant description of the teacher`s and student`s activities aimed at achieving educational goals (Fradkin, 1994)

Summarizing the different interpretations of this notion, we came to the conclusion that the technology of learning is a systemic notion, that means the amount of theoretical knowledge that is needed to implement educational process and the educational process, which includes all its subjects. Distance learning is a learning technology, as it has a conceptual framework, the content part (goals, objectives, content of training), the organizational part (forms and methods of training and management) (Zubakova, 2010). Distance learning is an important element of making mobile, improved educational environment not only at the Tyumen industrial University, but also in other educational institutions.

3. Results and Discussions

Currently, on the basis of Tyumen industrial University the Institute of additional and distance education operates (hereinafter – IADE) (figure 1).

Figure 1
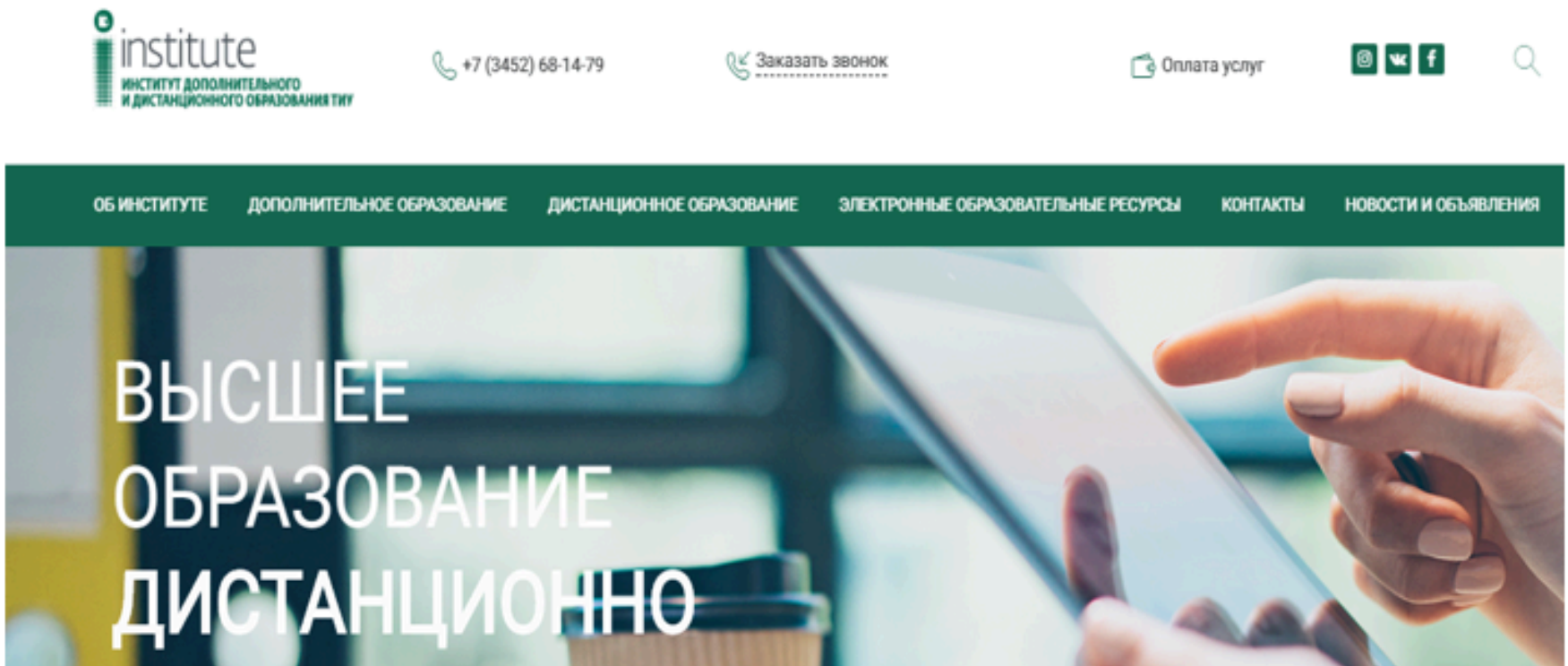
IADE conducts distance training on a wide range of educational programs. Teachers of 27 departments are involved in the work, each of these departments has its own tutor-organizer. The chain of interaction in general we can represent like this: the student of IADE – tutor-coordinator of IADE – tutor-organizer of Department – tutor-lecturer of Department.

Specialist of IADE performs important administrative work, i.e. coordinates the training process, performing the role of a tutor-coordinator, becomes the main guide of the learner in the electronic environment of Tyumen industrial University (Ilyashenko, 2017). Tutor-organizer is a key link in the interaction of the Institute of distance education with departments. It monitors the performance by teachers of their basic functions to provide timely educational services to students. In addition, tutor-organizer of the graduating Department participates in the process of transfer of students to the basic University to pass the state final certification and defence of final qualifying works.

The tutor helps to form an individual path of student studying extramural with the use of distance technologies. Flexibility of e – learning system is the main distinguishing feature of distance learning, it is convenient for students and complex for the organizers of educational activity.

Distance learning in Tyumen industrial University is implemented within the framework of basic higher education, as well as in the framework of additional higher education, in the system of vocational training.

Tyumen industrial University determines the quantity of academic load with the use of distance learning, which greatly expands the opportunities for the implementation of distance educational programs and e-learning (Ibatova, 2017).

The development of distance education is greatly influenced by the existing electronic educational environment. It is in it that people who have chosen this form are trained, that the necessary electronic training materials are introduced there, that is, the quality of software products is one of the main factors of the process we study. The training in IADE takes place in the system of support of educational process EDUCON (figure 2).

Figure 2
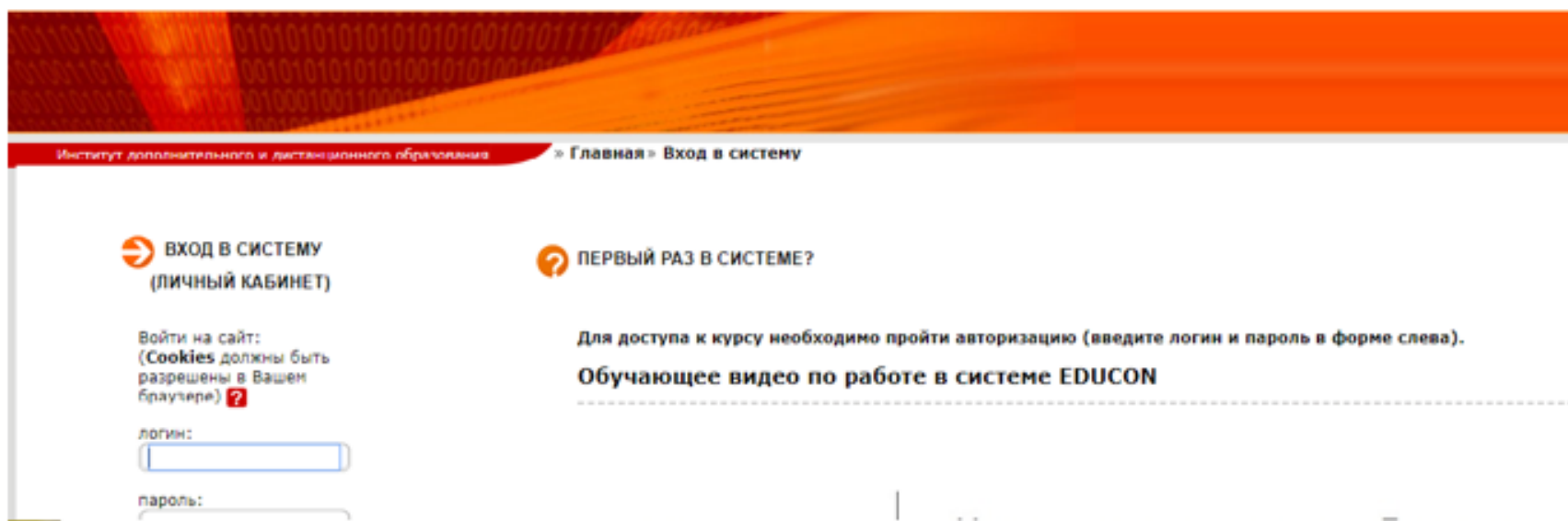
On the basis of Tyumen industrial University in IADE there are 15 distance programs of bachelor degree, 6 master programs, more than 100 programs of professional training and advanced training. The use of distance Internet technologies is quite popular, that is evidenced by the frequency of appeals to the Catalog of distance programs of the University.

Having conducted an expert survey of 5 heads of various departments of the Tyumen industrial University branch, we came to the conclusion that all experts were unanimous in the opinion that the development of distance learning will increase the rating of the University in a fierce competitive environment in the market of educational services. However, they noted objective factors impeding the development of distance learning system in universities: it is primarily the high cost of technical support (5 experts), lack of qualified personnel able to implement distance learning programs (4 experts), a qualitatively low level of existing programs (4 experts), lack of computerization of universities (3 experts) and yet the low demand for such educational practices among young people (5 experts).

In 2016-2017 to determine the educational needs of young people in the field of distance learning, we conducted a questionnaire survey in the Tyumen industrial University (branch in the city of Surgut). A total of 120 students and 22 teachers were interviewed. The qualitative composition of teachers is as follows: the average age of 42 years, more than half – 72% - female teachers; 3 doctors of Sciences and 16 candidates of Sciences; average length of work in university is 10 years.

When asked the question "How do you treat to the introduction of distance education technologies?" more than half expressed support (60%), 25% demonstrated a neutral position, 9% of respondents did not support distance learning and 6% did not decide on the answer.

The results obtained when answering the question "What specialty would you prefer to study in distance form?" are demonstrative. Data analysis demonstrates interest in management (34%), Humanities (24%), at the same time distant studying the technical fields agree only 10%.

More than half of respondents consider distance learning to be a means of improving learning performance (52%) and a means of obtaining real knowledge (60%).

As the results of the survey show, traditional forms of teaching are more common in the teaching practice of teachers. So, 74% the most often perform traditional academic lectures and 80% the seminars based on discussion of the reports, presentations, essays. Innovative teaching methods, which are included in the usual "arsenal" of teaching practice, include role-playing, business games, brainstorming, trainings, master classes (43%), seminar-research (34 %). Problematic lecture, lecture-conference, seminar-conference, were pointed out by teachers very rarely.

Electronic presentations are the primary means of teaching, usually used by teachers in the classroom. Thus, the share of those who show electronic slides, charts, graphs during the

presentation of studying material amounted to 87%, which demonstrates the transition from the usual printed manuals to multi-functional capabilities of computer programs.

Answers to questions concerning distance learning in university showed that the vast majority of teachers (74%) believe that distance learning is a modern innovative learning technology, which has a high degree of importance for today`s student, at the same time they consider that the popularity and the state of being relevant of distance learning in society will grow.

At the same time, 85% of teachers, that is, the vast majority, note the relationship between the development of distance learning and improving the competitiveness of the University in the market of educational services.

Answers to the question "Are you personally ready for teaching with the use of distance learning technologies?" allow to make a conclusion that University teachers are ready to mastering distance learning technologies. 70% of respondents answered this question positively, having noted that they have been using these technologies for a long time; 30% considered that it is possible, but requires additional training, advanced training and retraining in this direction.

4. Conclusions

In General, summing up the results of the survey of experts, teachers and students, it is possible draw some conclusions:

- distance learning has not yet taken such place that can bring it into the category of a prestigious form of education, nowadays giving way to intramural form of study, which still occupies a very high position, and extramural form of study, which is traditionally actively being used in Russia by a large category of citizens;

- the higher the quality of distance learning will be, the more prestigious and popular it will become in the Russian educational system; high-quality, high-tech e-learning environment is the key to the quality of achieved education (Gorshkov, Sheregi, 2008);

- despite the fact that the labor market is most in demand graduates who studied intramural, in the future the education received in a distance form, will allow employers to actively hire graduates who have got quality distance education;

- in the current competitive market conditions, the opportunity to teach as many students as possible, regardless of their country of residence, will be of great importance (Boguslavskiy, 2012). Due to this, it is possible and must expand the educational environment, which is fully consistent with the strategy of modernization of Russian education;

- distance learning has a unique characteristic, which is the main advantage of this form – it is its accessibility. It is this characteristic that, in our opinion, will allow to compete more successfully in the future with traditional intramural and extramural forms of education in Russian universities.

Thus, the status of distance learning in the Tyumen industrial University can be characterized as follows: the number of educational technologies used for distance education, which are based on the extensive use of Internet and electronic educational environment is increasing; an online Institute that offers distance learning programs works actively; a mobile distance learning through the use of smartphones, tablet computers, etc. is being widely developed; the use of distance learning technologies expands the horizons of distance education, the purpose of which is not only getting education diploma, but also the implementation of the principle of "life long learning".

It can be concluded that the demand for distance learning services will only grow, in this regard, its institutionalization will be strengthened.

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