ЗМІСТ

УДК 37.013

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SOCIAL AND PEDAGOGICAL PROBLEMS OF ADAPTATION OF STUDENTS TO DISTANCE LEARNING IN HIGHER EDUCATION

The relevance and advisability of research. Development and spread of information and communication technologies in our time concerns each area, without exception and in education. The current level of information technology development gives citizens the opportunity to learn new skills and gain professional education through Internet technologies. This form of training is particularly relevant in terms of the declaration of principles of equality and accessibility, as now access to obtaining expertise are citizens who for some reason (limitation of the physical condition, lack of time or funds, etc.) can not afford to study by traditional learning. Information and communication technologies and possibilities of Internet resources in the educational process of higher educational institutions provides flexible training students in interactive educational environment, the skills of independent work, conscientious attitude to study.

Analysis of recent publications. The analysis of scientific sources indicates that the problem of adaptation of students investigated scholars such as T. Almazova Yu Bohonkova, N. Gerasimov, N. Zhyhaylo O. Kocheruk M. Pryschak, L. Garmash, Marina A., A. Styahunova. Scientific-pedagogical foundations of distance education highlighted in scientific works Bykov, P. Dimitrenko, G. Gurevich, K. Korsakov, N. Korsun, V. Kukharenko, N. Morse, V. Oliynyk, V. Rybak, S. Sazanov, S. Sysoev, P. Talanchuk O. Tretyak. The analysis of the merits and features of electronic learning educational environment dedicated to scientific work Hural S., I. Zakharova, S. Zyenkinoyi. The issue of adaptation to the students of correspondence courses considered in the work of such scholars as A. Pryakhin, S. Datskov O. Dubasenyuk V. Nesterenko more. Some aspects of students' independent work investigated Aleksyuk A., I. Hulomov, Vladimir Kazakov, N. Soldatenko, I. Hom'yuk.

Formulation of aim of the article. Our analysis of scientific literature has shown that the problem of adaptation of students to distance learning in terms of higher education institution hardly studied. The aim of our research and pedagogical research is to determine the characteristics of distance learning and adaptation characteristics of students to this form of training in higher education.

The main part of the research. Modern education is designed to provide a high level of intellectual and professional development of future professionals. Having regard to the proclamation idea availability and development of information technology, nowadays more and more higher education institutions open to students as a form of training distance.

1. According to statistics, most students of distance learning - are people above 25 years, who are already working and want to deepen their knowledge without throwing in this work. However, distance learning format suits almost everyone. The number of people in the world are studying remotely, increased from 1.6 million. (2002) to 30 million. (2012); percentage of audience growth of distance learning courses in regions on reports providers for last 5 years: Asia (17.3%), Eastern Europe (16.9%), Africa (15.2%), Latin America (14.6%), West Europe (5.5%), North America (4.5%), Middle East (8.1%) [2].

Today market of education shows: 1 of 3 schools has its own system of distance learning for students; Daily 2,700 students join the interactive learning; learning efficiency is increased by 62%; 84% more time learning [2].

Nowadays Internet technology there are many aspects of our lives is transferred to the network, thus accelerating the pace of development of the information society and overcoming geographical barriers. No exception is education. Now it is not necessarily located next to the teacher. Internet gives you more training and makes it truly complete and comprehensive. In today's world of e-learning by using technologies such as Internet voice and text modes, e-mail, telephone and fax, video conferencing, and of course, traditional sending regular mail training materials (printed, audio, video and electronic educational materials). These technologies form the link between the student and the teacher, who can share a thousand kilometers, and provide the ability to communicate daily.

Distance education is a form of learning found in Ukraine. Intensive development of distance education in Europe and America began in the 70's. In Ukraine, distance form of education introduced in 2000. Higher education via distance learning fixed laws of Ukraine, namely, the law of Ukraine "On Higher Education" and Regulations of distance learning, which is approved by the Ministry of Education and Science of Ukraine [4].

Education with the use of Internet technology is a logical extension of distance learning experience, but at a highlevel and quality, thanks to the wide possibilities of implementation of communication teachers and students and students together. [3]

In accordance with the provisions under the distance learning refers to the individualized process of acquiring knowledge, skills and methods of human cognitive activity, which is mainly mediated interactions distant from each other participants in the learning process in a specialized environment that operates on the basis of modern psycho-pedagogical and information and comunication technologies.

Distance learning includes the following elements:
- Means of providing educational material to the student.
- Controls the success of the student.
- Means consultation program student-teacher.
- Interactive collaboration tools teachers and students.
- Possibility of rapid additions new course information, correction of errors.

In the distance learning there are 4 types of entity:
- student - one who studies;
- tutor - one who teaches;
- the organizer - who is planning learning activities, develop training programs dealing with distribution of students in groups and workload of tutors, solves various organizational issues.
- Administrator - someone who provides stable operation of the system, solve technical issues, monitors the statistics of the system.

An important element of distance learning is a distance-learning course. Even before learning tutors develop distance learning course on their academic disciplines. During training courses can be changed and supplemented. Each teacher is able to decide how it will look remote course and multimedia elements in it will be used. The extent and method of use of computer technologies in training distance course significantly affect the efficiency of its assimilation. World experience shows that the use of dynamic objects to create visual models of processes, adaptive modeling student in many cases significantly increases the learning effect.

The course is divided into sections that need to take place at a certain time. For material sections, tutors create and assign tasks and tests, also need time to pass. Tutor has the opportunity to appoint a special test (limit) tests the relevant sections of the course. Tutors can assign tasks to subgroups of students and then the problem is solved collectively. Interaction between actors of distance learning system by using individual guest books, forums, chat and email.

For truly effective organization of educational process of distance learning requires systematic work with the shell as a student and tutor almost every day throughout the study period.

Characteristic features of this form of learning is flexibility - students normally enrolled in a convenient time; parallel - learning can occur simultaneously with the profession; a large audience - simultaneous training of a large number of students; social equality - equal opportunities for education irrespective of their place of residence, health and social status; economy - relatively low cost of training future professionals; adaptability - educational use of new information technology achievements that contribute to the human entry into the global information space. Distance learning positively promotes both student and teacher, so the role of the teacher is a form of education renews and expands, makes his mentor and consultant who must coordinate the educational process, continually improve the courses he teaches, enhance creativity and skills according to innovation and innovation, student, in turn, increases their creative and intellectual potential through the self, the pursuit of knowledge, the use of modern information and communication technologies, the ability to independently make responsible decisions. [1]

In the West, this form was already a long time and is very popular among students because of its economic performance and training effectiveness. Distance learning is called "education throughout life" because the majority of students - adults. Many of them have higher education, but because of the need for professional development or expansion of activities, there is a need of fast and efficiently learn new knowledge and skills. It was then that the best form might be distance learning.

Among the current students is already noticeable trend of choosing distance learning, as many believe, it is convenient and practical.

The advantages of distance learning:
- *Flexibility* - the possibility of presenting course material based training abilities of students. This is achieved by creating alternative sites for more information or more obscure topics and number of questions - and more tips;
- *Relevance* - the possibility of introducing new pedagogical, psychological, methodological developments;
- *Convenience* - the opportunity to study at a convenient time, in a place with no education on the job, no time restrictions for learning;
- *Modularity* - partition the material into separate functional finished topics studied as mastering skills and meet individual student or group as a whole;
- *Economic efficiency* - teaching method is cheaper than traditional, through the effective use of educational facilities, shall lightweight electronic educational materials and access to them;
- *possibility of use a large amount of educational information for any number of students;*
- *interactivity* - active communication between students and teacher groups, which significantly increases the motivation to learn, improve learning;
- *more control of quality education*, providing discussions, chats, use self-control, lack of psychological barriers;
- *no geographical boundaries for education.* Various courses can be studied in different schools of the world.

Natalia Morse points out the following features of remote technologies such as: the possibility of interactivity between teacher and student in interactive mode, which makes it possible to consult promptly solve problematic situations educational, methodical and organizational; fast delivery of student learning materials in electronic form; online access to knowledge databases hosted on the Internet; the possibility of testing in remote mode; the

possibility of passing a virtual laboratory workshop; creating "virtual groups" for group learning projects, etc. [3].

The introduction of ICT in the educational process can be seen in the Borys Grinchenko Kyiv University. In Borys Grinchenko Kyiv University distance learning for several years successfully operating. The base is a distance learning platform Moodle. This learning environment provides a transition to a different level of access and quality of education services based on information and communication students and teachers union system and contributing to joining the Information Technology space of modern times. Distance learning allows students to clock access to educational materials and ongoing support and advice of teachers, trainers and other virtual technology solutions to ensure effective learning. In terms of e-learning is changing the attitude of student learning on a more responsible. This is because the exercises and tasks that involve self-fulfillment student, programmed for specific dates and are open for a limited time.

Such technologies allow for a new level of knowledge and promote the training of professional quality which meet the requirements of modern society. This process occurs through the transition from book to interactive content, building a new conception of academic and corporate knowledge, expertise changing teachers and students. The purpose of these technologies is to ensure process optimization studies and training of future specialists.

Despite the fact that the whole system of e-learning has a positive effect on self-improvement and professional development of students and teachers, much of stadentiv because of such factors as age, lack of competence in information and communication technologies, can quickly master this form of learning. They prefer to get information from the lips of the teacher directly to lectures. Often, these students having difficulty mastering e-learning system.

However, among the many benefits of this form of learning is and disadvantages. These include: the adaptation process more difficult for students; for education by distance learning requires certain skills of using modern information and communication technologies; inability to identify the identity of the student.

As a result of our survey, first year student of the Institute of Human faced with such difficulties as distance learning unwillingness to processing large amounts of information on their own, difficult process of adaptation to learning via e-learning, lack of personal contact with teachers, lack of time to complete a task.

Therefore, the introduction of distance learning academics to face new challenges that require investigation. One such problem is the adaptation of first year students of higher educational institution in distance learning. Students get acquainted with the maintenance of discipline in the overview lectures and master core layer and perform tasks on their own. To facilitate the adaptation process conditions, we believe an important role for the high quality of the educational process, to a first-year student information and teaching materials, individual consultation.

Conclusions and recommendations for further research. So we can conclude that the use of the Internet resources and information and communication technology in learning in higher education is dictated by the demands of modern technological development of society and is a prerequisite for training professionals a new level. Therefore, the adaptation of first-year students in terms of institution of higher education requires further study and analysis vprovazhdennya new information technologies in educational process.

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