



Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods

ISSN: 2251-6204

Modern Journal of Language Teaching Methods (MJLTM)

ISSN: 2251 - 6204

www.mjltm.com

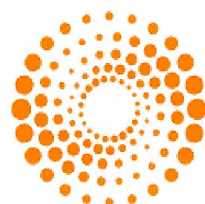
info@mjltm.org

Editorial Board:

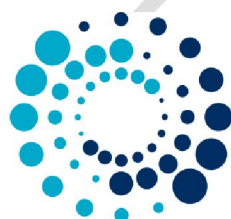
1. Hamed Ghaemi, Assistant Professor in TEFL, Islamic Azad University (IAU), Iran
2. Domingo Docampo Amoedo, Full Professor, Department: Signal Theory and Communications, Vigo University, Spain
3. Barbara Sicherl Kafol, Full Professor of Music Education University of Ljubljana, Slovenia
4. Agüero-Calvo Evelyn, Professor of Mathematics, Technological Institute of Costa Rica
5. Tito Anamuro John Albert, Assistant professor Universidad del Norte, Colombia
6. Dlayedwa Ntombizodwa, Lecturer, University of the Western Cape, South Africa
7. Doro Katalin, PhD in Applied Linguistics, Department of English Language Teacher Education and Applied Linguistics, University of Szeged, Hungary
8. Dutta Hemanga, Assistant Professor of Linguistics, The English and Foreign Languages University (EFLU), India
9. Fernández Miguel, PhD, Chicago State University, USA
10. Grim Frédérique M. A., Associate Professor of French, Colorado State University, USA
11. Izadi Dariush, PhD in Applied Linguistics, Macquarie University, Sydney, Australia
12. Kaviani Amir, Assistant Professor at Zayed University, UAE

13. Kirkpatrick Robert, Assistant Professor of Applied Linguistics, Shinawatra International University, Thailand
14. Mouton Nelda, PhD in Education Management, North-West University (NWU), South Africa
15. Naicker Suren, Department of Linguistics and Translation, University of South Africa
16. Ndhlovu Finex, PhD, Linguistics Programme, University of New England, Australia
17. Raddaoui Ali Hechemi, PhD, Associate Professor of Applied Linguistics, University of Wyoming in Laramie, USA
18. Rolstad Kellie, PhD, Associate Professor of Education, University of Maryland, USA
19. Shahbazirad Mohammad, PhD candidate in English language and Literature, Yerevan State University, Armenia
20. Stobart Simon, PhD, Dean of Computing, Teesside University, UK
21. Suszczyńska Malgorzata, Senior Assistant Professor, University of Szeged, Hungary
22. Weir George R. S., PhD in Philosophy of Psychology, University of Strathclyde, Glasgow, UK
23. Zegarac Vladimir, PhD, University of Bedfordshire, UK

Abstracting/Indexing



THOMSON REUTERS



CiteFactor
Academic Scientific Journals

Index Copernicus 2011



Linguistics Abstract

Linguistics Abstracts Online

EBSCO Publication



Lulu Publication



Directory of Open Access Journals



ProQuest



Modern Language Association



Cabell's Directories



COPE



Directory of Research Journal Indexing (DRJI)



Indian Citation Index



International Society of Universal Research in Sciences



**International
Society of Universal
Research in Sciences**

Ulrich's



ULRICH'SWEB™
GLOBAL SERIALS DIRECTORY

Pedagogical conditions for the organization of distance learning in the process of preparing future teachers

Anvar N. Khuziakhmetov¹, Ramis R. Nasibullov¹, Ilnar F. Yarullin¹, Rasykh F. Salakhov²

¹Kazan (Volga region) Federal University, 420008, Kazan, Russia.

²Kazan State Institute of Culture, 420059, Kazan, Russia.

Abstract

Distance education is able to solve the problem of teacher training more effectively than any other method of education. In the same context, the opportunities of distance education to develop verbal and cognitive activities and information culture are considered. This form of training together with the expansion of information technologies can effectively solve the problem of training students and life-long learning throughout a person's life. It should be noted that it follows the logic of the development of the education system and society as a whole and can act as a tool not only to meet, but also to form educational needs of a person, in accordance with the interests of society and the state. Distance education technologies hold great potential and future teachers can be effectively prepared by the network of institutions utilizing these technologies. When educational organizations that are geographically distant from one another are joined into a network it ensures unity between educational spaces. As a result of the use of network principles the integrity of educational institutions can be effectively guaranteed and realized in continuity of principles and approaches to the management of different functional and territorial subsystems, and in the more distant future - its equitable integration into the world community.

Keywords: information society, distance education, learners, problem, Information culture.

Introduction

The importance of the issue

Distance education objectively supports the development of integration processes in the world's education. In view of its specificity distance education allows to smooth the obvious discontinuities between the levels of education that became apparent between the XXth and XXIst centuries. This helps create a system that prepares a wide range of specialists.

Distance education is the logical outcome of the historical process. The traceable stages of its development over a few decades indicate that distance education corresponds to the new educational needs of our society. Moreover, along with its practical use distance education as a phenomenon is being theoretically analyzed by both Russian and international academic community. At the same time the development of distance education technologies and their practical explorations (that take place primarily in the most developed countries) outpace its theoretical conceptualization.

The status of a problem

In recent years there has been a need to consider distance education not only in isolation focusing on the technical side of its organization and at the expense of its substantive component but also to establish its conceptual foundation and reasonable scope of its applicability in addressing pedagogical issues and how it can be effectively combined with other pedagogical methods. Perhaps in view of this we are witnessing a surge in academic works (in a variety of languages) devoted to distance education (Clarín, 1989; Bilgin & Aykac, 2016); to its methodological principles (Lee, 2017; Black, 2013); to new information technologies in distance education (Yousuf, 2007; Moore+et al, 2011); to the role of distance education in the process of an education system reformation (Xia & Liitiäinen, 2016; Chronopoulou & Papadopoulos, 2016); to the evolution of distance education characteristics, development patterns and tendencies (Baggaley, 2008; Khuziakhmetov+et al, 2016).

Materials and methods

In the course of this study the following set of **methods** were used: the theoretical analysis and synthesis of relevant psychological and pedagogical literature, inductive and deductive methods, experience generalization, historical and pedagogical analysis, systematization and generalization of historical facts, modeling.

Research foundation

Institute of Psychology and Education of the Kazan (Volga region) Federal University.

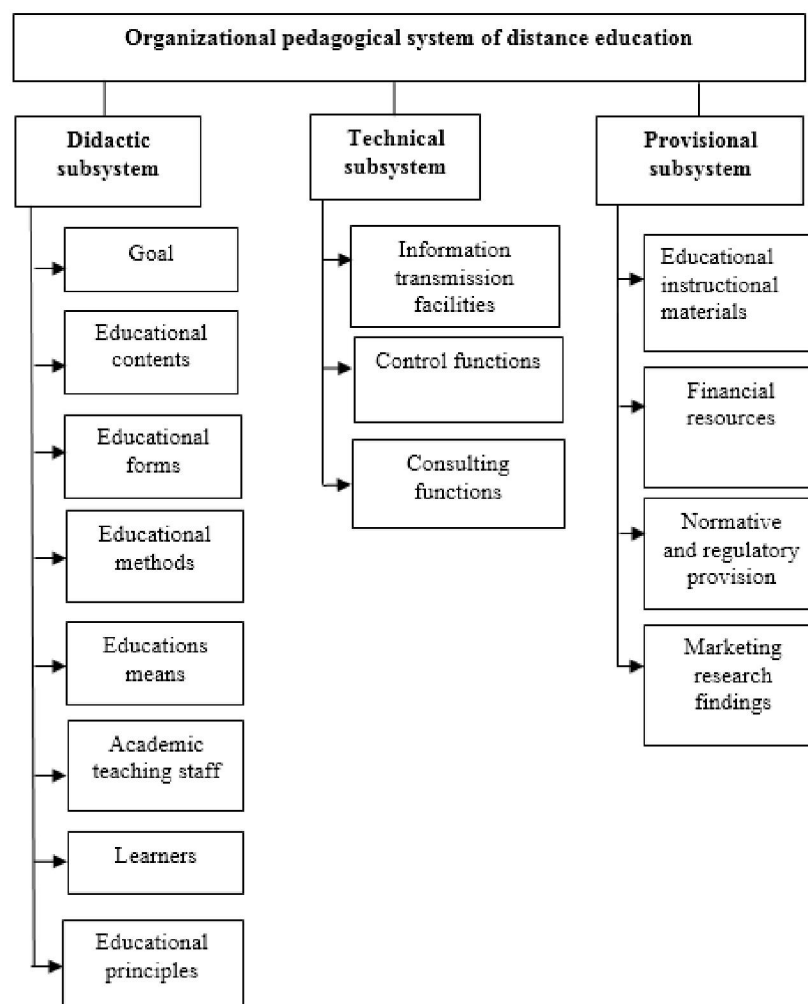
Results

Historical and pedagogical analysis enables us to see that starting from the mid 90s the development of distance education has been connected mostly with the group of network technologies. Network structures at the end of the previous century change their competitive nature – they strive not to monopolization but to increase the number of their partner connections established to ensure the stability of the overall system and its potential for realizing large-scale projects. Marketing techniques become significantly more effective and at the same time they are dependant on the infrastructure collectively created by partners which enables all of them to decrease their expenses on building educational systems. Distance education becomes a tool that facilitates the interconnection of not only knowledge and technologies but also financial capital – it becomes a tool with which it is possible to dominate the global market and address geopolitical issues. Moreover, the network of distance education functions within the humanitarian paradigm and promotes in the minds of everyone involved in it (including future teachers) the importance of continuing education and constant development for satisfying both personal and public needs.

The didactic evolution of distance education as a gradual continuous process of change ensures qualitative development by objectifying the following positions: pedagogical problems in distance education; the interrelation of all the theoretical conceptions of distance education; models of the local educational systems of distance education; eco-informational conceptions of distance education; the role of computer and the role of participants in distance education; educational collections (module conglomerate).

The use of modern telecommunication networks in distance education highlights the necessity of special methodologies and didactics specifically developed for different purposes including for the purpose of teacher education. The substantial foundation of this idea can be specified through the methodological integration of philosophical, educational, psycho-andragogical, cultural and technological perspectives that in their aggregation define the direction of teacher education. This view is currently being formed and enhanced in particular in the context of gaining more experience in educational and professional contacts, in the cooperation and interaction with different subjects of educational processes and their means. This view can be represented through three basic subsystems, each of which consists of specific components (Figure 1).

Figure 1



The didactic subsystem consists of the components that are characteristic of traditional education: educational goals and contents, forms, methods, means and principles. However, each aforementioned component has specific nature in the context of distance education.

The didactic subsystem comprises:

- long-term and short-term educational goals. The multilevel structure of educational processes can be achieved through the use of variable-based software that among other things facilitates the individualization of student academic work;
- educational contents: potential informational overload; variable-based contents that vary in volume, difficulty and subject depending on educational goals;
- methodology and organizational forms of education. In distance education it is possible to apply a whole range of general didactic methods (from informational to research) along with all the organizational forms used in traditional education. However the distance between the educator and learners, non-linear informational structures and processes as well as the specificity of the tools and means that shape the nature of distance education have specific implications for the organization of the educational process;
- academic teaching staff plays the role of an additional information resource and also functions as a control agent;

- learners are conditionally engaged in self-education because their educational actions (their actions aimed at receiving and analyzing information, at solving educational problems, at reflecting and questioning the materials, etc.) influence their progress to the educational goal more than the actions of educators.

- additional principles: 1) the priority of the pedagogical approach in designing the educational process in distance education; 2) flexibility and dynamism; 3) pedagogical relevance and appropriateness in the use of information technologies; 4) consideration of the prior knowledge of learners; 5) correspondence of the chosen technology to the chosen models and types of distance education (chosen by teachers themselves or by their educational institutions etc.).

The second subsystem of distance education is technical. Through this subsystem the functions of control and consultation get realized. In contrast to traditional face-to-face education where this subsystem is additional (auxiliary), it plays a central role in distance education. Specific for a particular didactic system educational means comprise this subsystem (including printable materials, software as well as telecommunication technologies).

The third subsystem of distance education is provisional. It is comprised of educational instructional materials, financial resources, normative and regulatory provision and marketing research findings.

All of the subsystems ensure that distance education fulfills its main functions: goal-defining, informational, technological, organizational, controlling, instructional, normative, marketing, financial and other functions. The three subsystems and their elements interact with one another in educational processes in a variety of ways which depend on educators, learners, their educational goals and other factors.

At this stage of its development distance education is often considered in the context of the new educational paradigm – open education. Open education is based on purposeful, autonomous and assessable work of learners aimed at achieving particular educational levels through interacting with educators in a regulated way and through using appropriate educational means. Studying international experience in the field of distance education (over the XXth and XXIth centuries) leads us to see that the main tendencies in the development of open education currently are:

- the evolution of didactics in distance education;
- the enhancement of both moral and intellectual components – moral and intellectual development of learners comes along with acquiring subject knowledge;
- effective management methods are being introduced in distance education;
- normative and regulatory issues (level and growth assessment, effectiveness control etc.) are being looked into.

The ever increasing informatization, interconnectedness and globalization of our society imposes new intellectual and moral requirements to all spheres of human activity including distance education: encouraging the development of educational independence, responsible attitude towards the learning process and all of its participants; the formation of competencies and knowledge that are necessary for purposeful thoughtful educational progress.

When examining the system of professional education it is necessary to take into account that the organization of distance education calls for compensatory measures – the system of these measures involves the design of special instructional materials, the training of specialized tutors capable of mediating the subject field with the virtual nature of the educational process. This all is necessary to ensure that the educational process is person-orientated, that it encourages students' engagement with what is happening on their screens and that it helps sustain students' educational motivation. The development of tutors as a profession will provide not only organizational but also psycho-pedagogical support of the educational process in higher education. It is the tutor who on the one hand personifies the chosen professional field for the student and on the other hand facilitates the learning process and makes it individualized. Tutors have to be well-versed in their subjects – they can not expect students to learn without fully understanding the subject they are offering.

Moreover, analyzing the historical development of distance education gave us an insight into a range of problems that need to be addressed. For example, convoluted legal regulatory issues are holding distance education back in Russia. In view of this distance education cannot be fully recognized as a legitimate form that facilitates quality education. Before this could be achieved a lot needs to be done: legal regulation adjustment, assessment practices, teaching methodology, contents and other components of distance education need to be looked into.

The second group of problems that stand in the way of distance education development has to do with the existing standards. State educational standards cannot provide enough differentiation and flexibility within the process of engaging in distance education. Moreover, the current system of educational standards does not and cannot take into account rapid changes that are taking place in the global market including the dynamic technological transformations.

New theories need to be devised in the field of interactive distance education, assessment and the use of educational materials. The introduction and spread of distance education in Russia is happening chaotically. Those educational organizations that have powerful intellectual and financial potential are working on designing effective systems of distance education. But the scale of their actions is limited by their professional interests and potentials.

In academic circles people are arguing about the quality of distance education. The main difficulty in this issue is the development of assessment criterion. There are four criterion that are used most commonly in distance education: time that students spend to complete their studies; the percentage of students who successfully completed their studies; if the number of those who completed their studies successfully and their educational level corresponds to the expectations of their educational organization and the needs of society; economic and social effectiveness (Mishra & Panda, 2007; Tekinarslan, 2008).

Discussion

The most important issue in the field of distance education right now is staffing. The lack of adequately prepared specialists in this field became apparent between the XXth and XXIst centuries when computer science was taught at a very low level which meant that educators did not have even the basic level of computer competence and could not use computers to enhance their practices in traditional educational settings. Coordinators, tutors, educators-technicians need to be specifically educated in order to become competent in distance education. Apart from subject knowledge educators-technicians need to be well-versed in pedagogics, sociology, psychology, interpersonal communication, teaching methodology and computer science. One way to address this problem is through organizing CPD courses (with different courses being offered in accordance with the educator's role in organizing distance education).

Conclusion

Studying the history of distance education allows to see the main tendencies in its development and how to make a transition to a new level. Within the paradigm of open education these tendencies deepen the didactic purpose of distance education, broaden the orientation to include moral and intellectual student development as priorities, build new culture of effective management, establish an infrastructure that ensures normative, material, technological, conceptual and other kind of support for distance education.

Closing remarks

When distance education models first started being introduced into the Russian system of higher education (in the beginning of the XXIst century) it became apparent that the following organizational pedagogical conditions need to be fulfilled in order to ensure overall effectiveness: the integration of different organizational systems aimed at increasing the effectiveness of the educational process; the creation of a specific educational space, that enables all students regardless of their major subject to use telecommunication technologies, computers and software in order to achieve their educational goals; the

preparation of all possible participants to engage in distance education effectively, the design of the new models of distance education that integrate both general didactic and specific educational principles.

Acknowledgements

The research is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University

References

1. Clarin, M.V., 1989. Pedagogical technologies in educational process. *Analysis of Foreign Experience. New in Life, Science and Technology Ser. Pedagogy and Psychology*, 6.
2. Bilgin, H., Aykac, N., 2016. Pre-Service Teachers' Teaching-Learning Conceptions and Their Attitudes towards Teaching Profession. *Educational Process: International Journal*, 5 (2), 139-151.
3. Lee, K., 2017. Rethinking the accessibility of online higher education: A historical review. *Internet and Higher Education, Volume 33*, 15-23.
4. Black, L.M., 2013. A history of scholarship. *Handbook of distance education*, 21-37.
5. Yousuf, M.I., 2007. Effectiveness of mobile learning in distance education. *Turkish Online Journal of Distance Education*, 8 (4), 114-124.
6. Moore, J.L., Dickson-Deane, C., Galyen, K., 2011. E-Learning, online learning, and distance learning environments: Are they the same? *Internet and Higher Education*, 14 (2), 129-135.
7. Xia, B.S., Liittäinen, E., 2016. Student performance in computing education: an empirical analysis of online learning in programming education environments. *European Journal of Engineering Education*, 1-13.
8. Chronopoulou, E., Papadopoulou, K., 2016. Distance training in special education: Participants' attitudes and preferences. *Turkish Online Journal of Educational Technology*, 737-742.
9. Baggaley, J., 2008. Where did distance education go wrong? *Distance Education*, 29 (1), 39-51.
10. Khuziakhmetov, A.N., Suleymanova, D.N., Nasibullov, R.R., Yarullin, I.F., 2016. Organizational and pedagogical conditions for training teachers under distance education framework. *International Journal of Environmental and Science Education, Vol.11, Is.6*, 1091-1103.
11. Mishra, S., Panda, S., 2007. Development and factor analysis of an instrument to measure faculty attitude towards e-learning. *Asian Journal of Distance Education*, 5 (1), 27-33.
12. Tekinarslan, E., 2008. Attitudes of Turkish distance learners toward internet-based learning: An investigation depending on demographical characteristics. *Turkish Online Journal of Distance Education*, 9 (1), 67-84.