

Educational Process and Distant Teaching: Modern Approaches

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Abstract

The article given is dedicated to consideration of distant teaching in modern education, its comparison with intramural form of study. Significance of the research given is stipulated by requirements for innovative forms of teaching and learning resulted from contemporary social transformations. The aim of the paper is to reveal some trends of distant education at university, its advantages and disadvantages. Methods used to study the subject of the research were as follows: analysis of linguistic and methodological literature, analysis and synthesis of the data obtained, generalization and comparison of the data obtained. The results of the study are derived from evaluation of technologies used in the distance teaching process. Innovative methods of distant teaching allow to involve specialists from various educational institutions, expand information space accessible to students, and integrate Russian universities into the worldwide education system. The role of independent work to achieve high-standard study of a foreign language in the distance is substantiated. The study can be useful for researchers in the field of education, teachers of foreign languages, students and others.

Keywords: Education; Foreign language; Distance teaching; Distance.



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1. Introduction

Global changes in various spheres of our society require new approaches in education. The increased requirements for the quality of non-linguist specialists' language training have led to appropriate changes in the forms of the educational process organization, methods, means of education and control at university. Consequently, it makes sense to reveal the relevance of distance learning in this article. Indirect character of teacher-student communication and limited opportunities for their interpersonal interaction describe its main feature. On the other hand, it is the form of training that stimulates independent students' work. It is especially important in the context of higher education, since a future specialist should be able to organize his own study and research independently. Distance learning is a form of organizing educational process based on the principle of student's independent work. When being taught like this, students are separated from the teacher in space or in time, at the same time they have an opportunity to maintain a dialogue with the help of telecommunications (Golovina and Titova, 2016)

The educational process of distance learning consists of changing contact and non-contact periods. The duration of these periods can vary. In some cases there may be just non-contact period. The highest goal of creating and developing a distance learning system is to provide any people in any region of the country and beyond its borders with equal educational opportunities, as well as raising the quality level of education due to active usage of university scientific and educational potential. The system of distance teaching gives students an opportunity to receive both basic and additional education together with their main activity. The system of distance education is aimed at expanding the educational environment, satisfying human needs and rights in the area of education (Villalobos, 2015).

2. Methodology

As for didactic potential and peculiarities of distance teaching tools, they make it possible for most users to save time, because there is no need for students to adapt to new educational communicative space. The use of distance teaching methods allows to make the process of the English language learning pause less, to take it beyond the classroom, to stimulate students (Sabiroya *et al.*, 2018).

To analyze and determine the place of distance teaching in modern education, the following methods were used:

Analysis of linguistic and methodological literature,
Analysis and synthesis of the data obtained,
Generalization and comparison of the data obtained.

3. Results and discussion

The effectiveness of distance teaching depends on some facts. The main one is the effective interaction between a teacher and a student. Interaction is the key thing in the organization of distance teaching. Kameneva (2016) systematized main models of distance teaching that were developed at the end of the last century and are still of relevance, being further worked out (Eroshkin, 2014). They include:

- A model of mixed teaching (combines intramural and distance form of study);
- A model of online teaching;
- A model of autonomous distance learning;
- A model of virtual school as information and educational environment;
- A model of case studies;
- A model of videoconference, interactive television.

Each model has its own special methods, organizational forms and means of teaching. The subject of Foreign Language is primarily characterized by the fact of the mastery of a new language, speaking, listening, reading and writing, not getting knowledge of theoretical basis. Academician (Fakhrutdinova *et al.*, 2013) pointed out that the specificity of the subject of Foreign Language is speech acquisition, communication, formation of verbal and cognitive activity. Another specific feature of a foreign language is its vagueness, non-objectivity that means a possibility of studying on the basis of any subject content and teaching students to communicate on any topic related to their age and interests. At the same time, the goal of teaching a foreign language is to form communicative competence among students, to get communicative skills, but not some ideas or concepts, except for those that help master a language as a means of communication, systematize ideas and some knowledge how to use it. Thus, a foreign language is both a goal and a means of teaching/ learning. Scientist (Tarasenko, 2005;2016) distinguished the following technologies used in the distance teaching process:

- Synchronous,
- Asynchronous,
- Combined.

Synchronous technologies (real time ones) suggest that participants enter into interaction at the same time, usually in advance planned in advance. These technologies include audio conferences, videoconferencing, telephony etc. This type of communication technology is used to form communication skills in such kinds of speech activity as speaking, listening, and reading. Classes can be organized either individually or in group. As for asynchronous technologies, they are traditionally used to teach written communication skills, because participants do not have to interact at the same time. Tasks and their results between the teacher and the student are organized usually by e-mail or specialized web conferences, where a teacher can leave assignment and notify the group of students to pick it up and perform it at the time appointed. Combined technologies are the most complex, because they combine asynchronous and synchronous communication on the basis of computer software, implement a possibility of various types of information exchange and direct communication of people being in remote areas (Mussabekova *et al.*, 2018).

The technologies above make it possible to fully reveal the educational and informative value of teaching a foreign language, involving university students in the world culture through communication in a new language for them. In the present educational system information technology teaching becomes vital, revealing creative potential, individuality and talent. Such technologies include psychological testing, game programs, group seminars (tutorials), business games, etc. Due to Internet technologies there appeared prospects for the educational system, such as wide introduction of IT tools for visual and sound presentation of educational information, remote access to information resources. There is a great choice of methods and means of teaching to reveal creative and individual abilities of a student. Besides, scientifically and methodically proved. At the same time the main means of distance teaching is an electronic textbook. The material of such a textbook is compiled taking into account the principles of programmed management of teaching process. An electronic textbook provides instant feedback, which stimulates students' motivation. It is the electronic textbook that allows to work interactively. Motivation increased is also associated with objective assessment of students' knowledge based on discrete tests (Sherba, 2003).

From the psychological point of view, an electronic textbook has a huge motivational potential due to the use of a variety of techniques and tools. Students can feel the presence of a teacher (a computer) constantly. It should be noted that only the computer can guarantee confidential results obtained, since no one (except the student who performs the test) knows his mistakes and, consequently, his self-esteem is not affected. Distance teaching is a flexible system of education which allows you to acquire knowledge where and when it is convenient for a student. In general, an electronic textbook for teaching foreign languages allows:

- 1) Develop cognitive interest in learning a foreign language;
- 2) Create comfortable learning environment;
- 3) Intensify the process of training and control;
- 4) Increase students' motivation;
- 5) Create conditions for independent work;
- 6) Develop students' self-esteem;
- 7) Make the process of teaching and control individual;
- 8) Increase students' activity.

In distance teaching there is a range of functions performed by computer:

- Communicative (activities of a teacher as a partner in verbal communication in a foreign language are simulated, implemented in the form of interactive interaction of a student with a computer);
- Organizational and stimulating (implemented due to the fact that the computer acts as technical support for organization of educational process when implementing distance learning, it is possible to imitate the organizational and stimulating function of a teacher);
- Informative (a possibility to store and process large amounts of information);
- Training (there is a unique opportunity to get good skills in learning foreign languages);

- Control (amplified due to instant feedback);
- Correcting (carried out in the form of acceptance, analysis and evaluation of the responses received, the preservation of the results obtained, and the final result for the performance of a specific test).

As for testing system in distance teaching, it allows to carry out:

- 1) Timely control as mistakes made in a test are corrected immediately;
- 2) Objective control, since no mistake can be missed out due to the impact of subjective factors or circumstances;

- 3) Friendly control, since a person tested is informed about errors in the test and the ways of its correction.

The main results of the implementing distance teaching technology can be identified as follows:

- Involving scientists and teachers from leading Russian and foreign universities and research centers;
- Expansion of the information space accessible to students;
- A possibility of integrating Russian universities into the international education system.

Distance education began to develop in the 90s in Russia. The Russian national experiment in the field of distance learning was launched in 1997 and was completed in 2002. It involved state and non-state educational institutions. Participants of the experiment (20 institutes of higher professional education) worked out main groups of distance technologies, such as case-technology (it is usually used in combination with intramural forms of study), online (Internet-teaching) and TV-satellite. Specialized training materials (basic interactive teaching aids, training videos, audio programs, teaching computer programs, etc.) were created and tested at universities. On their basis special methods of distance teaching have been developed. The important result of the experiment was regulatory and legal coverage. This enabled all educational institutions to work on the basis of distance educational technologies. However, distance education has its pros and cons. Among the main advantages of distance teaching we can mention mobility, significant time saving, availability, diverse forms of classes, and an opportunity to complete a course due to individual pace of work, more resources for practice (Gimadeeva and Nurmieva, 2015).

However, there are some disadvantages, for example, the lack of face-to-face communication between students. Some of the obstacles to the development of distance education technologies are the requirements for students, such as: skills of working with the operating system; the ability to type text and create drawings; the ability to manipulate files and archives; the ability to use e-mail; the ability to use Internet browsers; up-to-date technical equipment. Polat (2004) considers distance teaching both as a form and one of the components of the entire education system. Distance learning is a form of teaching when the interaction between a teacher and students or students with each other is carried out at a distance and contains all components of the teaching process (goals, content, methods, organizational forms, teaching tools) implemented by specific means of Internet technology or other means of interactivity (Gutareva, 2006).

For more effective language teaching, development of speech skills and language skills it is necessary to increase speech practice that is improbable in traditional full-time education. However, using possibilities of Internet services, attracting native speakers and organizing communication with them the problem of increasing communication in a foreign language in the educational process can be solved in modern information and educational environment. The main features of distance teaching are online (distant) interaction of participants in the learning process, a great deal of independent work conducted in the just-in-time mode, special selection and structuring of the teaching material, interactivity, use of modern educational technologies, etc. Distance teaching is connected with the use of Internet resources that contain authentic and up-to-date information, for example, the latest events in the world (sports, cultural, political), texts created by native speakers (speeches of politicians at conferences, seminars, TV news programmes), movies, videos, electronic libraries, etc. Thus, the range of educational materials outlined by a traditional textbook and topics prescribed in the curriculum is significantly expanded. Receiving relevant information helps to increase motivation to learn a foreign language. A number of individual educational ways in this case is significantly greater than in traditional teaching.

4. Summary

Thus, one of the most important tasks of educational activity is to mastering skills of independent work, which is considered as the basis of their preparation for continuous professional education. This problem is relevant for students of non-linguistic specialties studying a foreign language. Continuity is one of the most important factors affecting success in learning a foreign language. Distance teaching performs as a performance enhancer of the educational, cognitive and scientific research process. The introduction of modern computer technology in the process of teaching foreign languages in a non-linguistic university allows rapid transfer of information, its processing and storage; provides an individual pace of learning; increases independence and responsibility of students; encourages them to self-education; admits to choose practice in accordance with students' interests and needs, which increases their motivation; makes teaching creative, emotional (Khovanskaya et al., 2017).

The principle of continuous language learning corresponds to modern needs of an individual and society. The fact that a great amount of time is given to learning foreign languages at universities is a sign of social interest in learning foreign languages. It also confirms the importance of this subject for the implementation of long-term objectives of personal development, such as increasing the level of education, increasing cultural requirements, readiness for interethnic and intercultural cooperation. The use of modern educational technologies can solve this problem by developing and introducing various test methods and tasks that allow students to perform self-control and self-correction. Consequently, one of the strategic goals of modern education is to turn a student into an active subject of their own learning (Abdikalyk et al., 2018).

5. Conclusions

Thus, it should be noted that distance education contributes to the implementation of the modern educational paradigm. Its integral components are personality-oriented teaching, individualization and differentiation of educational activity, a possibility of autonomous learning, self-education and self-development of students. Distance teaching/ learning is also a motivating factor in learning foreign languages, contributes to the formation of general cultural and professional competences among students, but, first of all, foreign communicative competence. General characteristics, such as a possibility of organizing active cognitive activity for each student, providing effective feedback, interactivity, individualization and differentiation of the educational process, formation of sustainable motivation for educational and cognitive activities make distant teaching advanced. This is a possibility of creating sufficiently favorable conditions for the development of educational independence of students.

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