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THE SPECIFICITY OF ONLINE DISTANCE LEARNING IN THE CONDITIONS OF INFORMATIZATION OF THE EDUCATION SYSTEM

Abstract: This article explores distance learning as a pedagogical system for transmitting information through the use of information, communication and telecommunications organization of the educational process. A comparative analysis of the traditional and distance learning systems makes it possible to discover the significant advantages and disadvantages of the latter in terms of assessing the quality of learning by students of educational material. The question of the effectiveness of this educational method, as well as the expediency of turning distance education into a worthy alternative to the traditional one, is considered.

Key words: distance education, quarantine, computer technology, innovation, computerization, informatization, virtual environment, online learning.

The global leap from traditional to computerized industry, characterized by the dominance of the advantages of instantaneous information transfer, contributed to the total reconstruction of the social communication system, predetermining the further vector of development of human civilization. The transition to the post-industrial era, accompanied by the transformation of all levels of social production, turned "information" into an independent element of the innovative production sector, changing not only the sources of its receipt, but also the ways of its processing and transmission. Well-known American sociologist, Harvard University professor Daniel Bell identifies three technological revolutions that predetermined the direction and development of the information age: the invention of the steam engine in the 18th century, scientific and technological advances in electricity and chemistry in the 19th century, and the creation of computers in the

20th century. The combination of these factors associated with deep digital modifications has intensified the growth of network technologies and the growth of the process of virtualization of social relations. Information and communication technologies, which are an inseparable component of the results of scientific and technological progress, have had a direct impact on the qualitative transformation of the education system, making it possible to implement distance learning. The informatization process, which has captured all spheres of public life, has firmly strengthened its position in the system of general secondary and higher professional education through the active use of global Internet resources. The placement of a huge information base on the Internet, containing the rich specifics of all relevant areas of activity, provides each user with access to various sources of materials that are constantly increasing every day. The introduction of hardware and software training tools makes it possible to form a unified information and educational infrastructure for storing, transferring and exchanging finished materials: books, research programs, dissertations, articles, reports, abstracts, etc.The incorporation of innovative means of telecommunications into the educational environment, which greatly facilitate the learning process, has rapidly captured all the world's institutional structures, recreating a completely new area of "virtual pedagogy" for the traditional domestic system. The innovative potential of this educational area lies in the possibility of integrating the world community into a single pedagogical mechanism that implements its functionality despite the existing territorial, linguistic and transcultural barriers.

The "virtual pedagogy", which expresses the nature of distance learning, is understood as a set of complex innovative and information-pedagogical technologies that contain an interactive connection established through Internet communication between real subjects of education by attracting a material technical base. The essential difference between the distance form of education and the traditional one lies in the characteristic features of the organization of the educational environment, which acts as a connecting link between the subjects of education. If in the traditional system of the educational process a specific type of

educational information acts as a similar type of organization, aimed at the full-time form of visiting and regulating the learning process, then the "distance" type of education involves the remote inclusion of learning subjects in the dynamics of the pedagogical and research process. The advantage of this type, according to some researchers, is the achievement of the maximum level of optimization of the educational process, which allows to overcome the barriers of geographical remoteness, temporary isolation and social vulnerability, while minimizing the totality of various economic costs. The desire to ensure the appropriate quality of education that meets the needs of the advanced international standard requires, first of all, the individual interest of the subjects in obtaining higher professional education, effectively implemented within the distance system.The potential availability of parallel combination of training in several educational institutions with the possibility of individual regulation of the schedule and curriculum brings the learning process to a completely new progressive level. Due to the rapidly changing conditions of the social, economic, political and educational environment, open educational platforms are emerging - distance universities designed to attract the maximum number of students. The opening of one of the first large virtual educational institutions "The Open University" in the UK dates back to 1969, education in which provides an opportunity to receive high-quality distance education in various fields and directions. The incorporation of cutting-edge technologies in establishing distance communication through the use of the global network has enabled more than three million people to obtain a degree from a prestigious British university. Today, the practice of "distance education" is becoming not only the prerogative of a consolidated choice of ways for the individual self-realization of modern people, but also an object of the global production market. This type of education presents huge opportunities for people with disabilities, responding to the mechanism for implementing inclusive education, as well as for older generations who, due to their age, can hardly overcome the requirements of the traditional educational system. Also, an obvious and indisputable advantage is the potential possibility of combining training with

work activity due to the very flexible individual schedule for mastering the disciplines taught.

Virtual learning involves the process of doing written work on certain platforms, watching and listening to video and audio lectures, participating in online seminars and conferences. Education, being an important and integral criterion for the quality of training of young competitive specialists, requires the search for the most effective methods and means of its implementation.In order to assess the quality of distance education, coordinated to meet the urgent needs of society and the state, the author identified a number of significant shortcomings that discredit this form as one of the most unproductive. The use of a multivariate model of education, which strives for the total universalization of distance education into a sustainable form of the educational process, has a number of significant drawbacks. The impossibility of establishing direct interpersonal communication, which is the most important condition for the implementation of productive cognitive activity, creates the problem of implementing the discursive practice of deploying the intellectual interaction of subjects. In the philosophical tradition of Antiquity, live "dialogue" was presented as the most effective method of holding intellectual competitions and was in every possible way opposed to the written tradition of narration. It is in the format of a lively dialogue, according to the Greek thinkers, namely Socrates, Plato and Aristotle, that the art of polemic maneuvering is elegant. Thus, speaking about the distance form of education, affecting the humanitarian and disciplinary nature of research, the issue of the lack of a factor of public, interpersonal, direct and indirect involvement of students in the subject matter is at the forefront. The absence of such a practice reduces the process of virtual communication into a subject-object paradigm, where the telecommunications barrier acts as an object, unable to convey all the exponential complexity and versatility of human communication. Building constructive criticism, the ability to build a consistent argument and defend one's own position are skills acquired exclusively in the conditions of traditional education, in which students not only have access to sources of verbal information, but also are indirect

observers of the dynamics of the entire educational process and the system of administrative and legal regulation of various educational systems. A deeper philosophical analysis of the concept of distance education leads to the problem of the relationship between the phenomenological structures of consciousness and the fundamental epistemological reality, while accumulating a disproportion between the "I am the cognizer" and the "I am the producer". So in the philosophy of consciousness, true understanding and awareness of oneself is carried out when the "I" is reflected in the consciousness of the "Other", then the position of establishing virtual interaction largely weakens the process of self-identification of oneself as a full-fledged "subject" of knowledge. Being the most important attribute of "understanding", dialogue acts as a reflection of cognitive-biological and socio-cultural determinants, characterized by epistemological, ontological and heuristic aspects of the process of perception of the surrounding reality. Academic isolation, which consists in remote learning, leads to a decrease in students' general level of educational tone, characterized by a high level of intellectual productivity. Blind technocratic faith in the future prospects of virtual educational communication, without a serious scientific justification, demonstrates an exclusively opposite result. Students who have received distance online education are much worse adapted to the system of pedagogical and research activities, they tolerate the practice of public speaking, which involves preliminary training with small and large audiences, carried out exclusively within the framework of the traditional academic system. Making quick and effective decisions in a rapidly changing educational, economic and political environment is possible only through the direct process of socialization and inculturation of students to the academic environment, including the development of appropriate patterns of social behavior. The purity of conducting entrance tests and examination procedures in a remote format is formally superficial, since there are no effective control tools that ensure maximum transparency in the implementation of verification tests in the traditional system. The use of cybernetic devices in the learning process has a negative impact on memory resources, since it turns the used means of quickly obtaining

information into crutches that atrophy the ability for independent and long-term memorization of information with the ability to quickly reproduce it. An attempt to trace the maximum transparency of the results of control and verification tests in the conditions of virtual observation in terms of compliance with all educational requirements and assessing the quality of assimilation of the material becomes a difficult and difficult task for examiners. In addition to this problem, a significant part of educational institutions that provide distance learning opportunities are poorly equipped with the entire range of software and hardware necessary for the effective conduct of online lectures, seminars, conferences, etc. The totality of the main shortcomings of this training system directly affects the nature of the development of a particular subject area of knowledge, the formation of skills and abilities corresponding to the competence, as well as the training of qualified and competitive specialists.

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