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DIDACTIC APPROACH AND INNOVATIVE METHODS IN DISTANCE LEARNING

The article explores the didactic approach and innovative methods in distance learning. The use of innovative methods with the use of didactic tools in distance learning is discussed. Dependence of learning technologies on the goals of education, principles that allow us to consider the methodology as innovative, comparative characteristics of traditional and innovative learning technologies, comparison of the characteristics of innovative learning models have also been studied.

Key words: didactic approach, information and educational environment, distance learning, interactive methods, learning technologies, education.

ДИДАКТИЧЕСКИЙ ПОДХОД И ИННОВАЦИОННЫЕ МЕТОДЫ В ДИСТАНЦИОННОМ ОБУЧЕНИИ

В статье исследуются дидактический подход и инновационные методы в дистанционном обучении. Обсуждается использование инновационных методов с применением дидактических средств в дистанционном обучении. Также изучены зависимость технологий обучения от целей образования, принципы, позволяющие рассматривать методику как инновационную, сравнительная характеристика традиционных и инновационных технологий обучения, сравнение характеристик инновационных моделей обучения.

Ключевые слова: дидактический подход, информационно-образовательная среда, дистанционное обучение, интерактивные методы, технологии обучения, образование.

MASOFAVIY TA'LIMDAGI DIDAKTIK YONDASHUV VA INNOVATSION USULLAR

Maqolada masofaviy ta'limda didaktik yondashuv va innovatsion usullar haqida sòz boradi. Shuningdek, masofaviy ta'limda didaktik vositalardan foydalangan holda innovatsion usullardan foydalanish masalalari muhokama qilinadi. Ta'lim texnologiyalarining ta'lim maqsadlariga bog'liqligi, metodologiyani innovatsion deb hisoblash imkonini beruvchi tamoyillar, an'anaviy va innovatsion ta'lim texnologiyalarining qiyosiy tavsiflari, innovatsion ta'lim modellari xususiyatlarini qiyoslash haqida ham aytib o'tilgan.

Kalit so'zlar: didaktik yondashuv, axborot-ta'lim muhiti, masofaviy ta'lim, interfaol usullar, o'qitish texnologiyalari, ta'lim.

Introduction. A didactic approach to teaching refers to a manner of instruction in which information is presented directly from the teacher to the pupil, in which the teacher selects the topic of instruction, controls instructional stimuli, obligates a response from the child, evaluates the child's responses, and provides reinforcement for correct responses and feedback for incorrect ones.

In many countries of the world didactic approach has been used to enhance the teaching-learning process. In the late 60s distance learning was facilitating the students through books and assignment systems were common in which students had to complete the assignments to their respective teachers in hard copies. At that time learning in distance mode entailed studying by correspondence. There was no technology involved and learners worked in isolation with occasional correspondence with tutors/advisors. Learning materials consisted of printed matter and books, and assessment was normally unseen examinations at the end of the study period [1].

But with the passage of time, new technologies were also added in distance learning like Television, Radio and video tapes, etc. Now distance learning is more systematic and fuller of different modes.

The present age made distance learning no more an example of isolated learning. The unprecedented developments in Information and Communications Technologies brought a revolution in education. From the late 80s, throughout the 90s, and at the beginning of the 21st century, we have seen Videoconferencing, Virtual Learning Environments, Multimedia, and Interactive Environments. These technologies have in turn demanded a re-thinking of pedagogic principles and frameworks. The student is now able to study in Distance Mode yet also be part of a community.

Main part. The didactic approach now has new horizons. In many countries of the world, this approach has been in practice but with new grounds.

The Middlesex Global campus learning environment uses the in-house SCATE model which stands for Scope, Content, Activity, Think, Extra. Each learning unit.

Scope. The scope provides the context, learning outcomes, required study time, details of equipment/software required, and reading materials.

Content. The content gives textual and pictorial information and introduces new concepts and knowledge.

Activity. This section requires the learner to engage in problem-solving aiming to develop in-depth knowledge and understanding of the issues introduced under content. Discussion and a solution to the activity follow.

Think. This section includes review questions, group discussion topics, a learning journal, and an end-of-unit self-assessment.

Extra. The students have opportunities to tackle further activities and further reading, and generally, they can explore areas out of interest and not necessarily because they will be examined down the line. In addition to the online materials, students have a reader or core textbook as well as a module handbook that contains general information, assignment specifications, and case studies.

The majority of teachers at Russian Universities have chosen popular telecommunication platforms while teaching students in a distance mode. For example, Zoom, Google Meet, Skype, and Discord platforms were used by the language teachers of the Don State Technical University and the Russian Customs Academy; True Conf as a didactic platform was chosen by the Rostov Institute (branch) of All-Russian State University of Justice (RLA of the Ministry of Justice of Russia) teaching stuff, the Kuban State University teachers implemented the Microsoft Teams system and Moodle platform. In addition, we noted that the electronic information and educational system of a higher education institution that was created in advance played a significant role in a correct organization of a distance learning process. The formation of the existing electronic.

Educational database including lectures, practical workshops, test blocks, and PowerPoint presentations during the pandemic was significantly boosted: for instance, the general amount of educational courses worked out by the teachers of the Don State Technical University was increased from a couple of hundred to about a thousand without any loss of an educational value. The significant electronic resource that couldn't be overestimated is the distance electronic learning portal Skif, created by the teaching staff of the Don State Technical University on the basis of the Moodle platform and supplemented during the distance learning period [2, 3].

Innovative methods can be implemented both in traditional and distance learning technologies. At the same time, the use of module-credit and module-rating systems of training and knowledge control, as a rule, also contributes to the development of independence and responsibility of future specialists. "The implementation of the competency-based approach should provide for the widespread use of active and interactive forms of conducting classes in the educational process:

- computer simulations,
- business and role-playing games,
- analysis of specific situations,
- psychological and other trainings in combination with extracurricular work in order to form and develop the professional skills of students.

New requirements for the results of the development of educational programs (the results of education) determine the improvement of the content and development [4]

- new methods and technologies of educational activities (teaching / learning)
- forms of control of its results (monitoring of the quality of education).

Results.

The dependence of learning technologies on the goals of education

Goals of education	Types of training sessions
Not exceeding the level of assimilation	1. listening to the teacher's explanations, 2. work with the tutorial, 3. observation of the objects of study, 4. performing practical actions according to the instructions.
Focused on the assimilation of the basic algorithms of activity	1. Note-taking and summarizing educational material, 2. Making a presentation in the discussion, 3. Solution of typical tasks, 4. Participation in didactic games.
Aimed at the formation of the experience of search activities	1. Problem based learning, 2. Game learning, 3. Real design, 4. Analysis of atypical production situations.
Aimed at the training of scientific personnel	1. Discussions on problem setting, 2. Preparation and conduction of specific studies, 3. Analysis of their results, 4. A set of methods for developing the experience of creative activity.

Principles allowing to consider the technique as innovative [5]:

🔳 it is assumed that in these pedagogical conditions it was not applied. It is considered acceptable to adapt an already existing effective methodology to specific pedagogical conditions.

🔳 there is reason to judge that the innovation will increase the efficiency of processes and will positively affect the quality of the learning outcome.

Innovative educational technology is a form of organization of the educational process, described at the level of a normative document, which guarantees the reproduction of similar results in certain pedagogical conditions, including some innovation in methodological, organizational, technical, etc. character [6].

Comparative characteristics of traditional and innovative learning technologies		
Main characteristics	*Traditional learning model*	*Innovative learning model*
Target emphasis	The result of training (assimilation of the amount of information established by the program)	Learning process (teach to learn)
The role of the teacher	Host (source of knowledge)	Advisory (manager, director)
Forms of presentation Knowledge	In "finished form", according to the model, with a predominance of verbal methods and textual forms	Active forms (game, problem, initiation of independent work, search, etc.)
Use of knowledge	Mainly in typical assigments	Emphasis on the applied use of knowledge in real conditions

The predominant form of learning activity	Frontal (lectures) and individual (preparation for seminars and tests)	Widespread use of collective and group forms of educational work

Comparison of characteristics of innovative learning models

Innovative learning models	Key Features	Developable characteristic of the traditional learning model
Contextual learning	Integration of various types of students' activities: educational, scientific, practical. Creating conditions that are as close to real as possible.	Increasing the proportion of student practical work (with an emphasis on applied work)
Simulation training	The use of game and simulation forms of learning	Increasing the share of active learning methods (imitation and simulation games)
Problem learning	Initiation of the student's independent search for knowledge through the teacher's problematization of educational material	Changing the nature of educational work and educational task (from reproductive to productive, creative)
Modular learning	The content of the educational material is rigidly structured in order to maximize its assimilation, accompanied by mandatory blocks of exercises and control for each fragment	Specific organization of educational material - in the most concise and understandable form for the student
Full assimilation of knowledge	Development of options for achieving learning outcomes (based on changing the parameters of learning conditions) for students with different abilities	Focus on fixing learning outcomes
Distance learning	Wide access to educational resources, the extremely indirect role of the teacher and the independent and autonomous role of the student	Use of the latest information and communication tools and technologies

The information and educational environment of distance learning is a systematically organized set of data transmission means, information resources, interaction protocols, hardware, software, organizational and methodological support, focused on meeting the educational needs of users [7].

Electronic interactive learning is an educational technology in which network technologies (the Internet and corporate networks) are used to transmit formal and informal instructions, support and evaluation.

Means and methods of electronic interactive learning
- interactive resources and materials,
- electronic libraries and ELS,
- educational materials and courses,
- discussions in real time,
- chats, video chats,
- Email,
- videoconferencing,
- video consultations and shared software applications (shared workspaces).

Conclusion. The universities in Italy used MOODLES for the teaching and learning processes in distance learning in distance learning. A survey conducted in Italy by university teachers and students showed that a particular course could be provided directly during face-to-face classes. 55% of the students

log on from home to the virtual environment, 38% use the university network, and 7% log on from other workspaces. 9% of the students log on once a day or more than once a day, 57% log on once a week or more than once a week, and 34% of the students interact with the environment only rarely or near deadlines [8].

It should also be noted that each of the presented directions for the implementation of active and interactive teaching methods using distance learning technologies has its own didactic and methodological advantages. And the choice of one or another method or their integration depends on the goals and objectives facing a particular teacher.

Thus, distance learning is a modern technology that allows you to create a new educational environment that can be affordable and of high quality.

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