Distance learning online technologies as a promising form of the educational process for the humanities

P V Limarev¹, Yu A Limareva¹, E G Zinovyeva¹, V V Vikulina¹, L M Votchel¹ and I A Grygoryants²

¹ Nosov Magnitogorsk State Technical University, 38 Lenin ave., Magnitogorsk, 455000, Russian Federation
² K.G. Razumovsky Moscow State University of technologies and management (the First Cossack University), 73, Zemlyanoy val str., Moscow, 109004, Russian Federation

E-mail: ekaterina_7707@mail.ru

Abstract. The integrated implementation of distance learning online technologies in higher education organizations allows educational organizations to implement educational programs taking into account the individual characteristics of students, in accordance with their educational needs and abilities. Such a personality-oriented education paradigm helps to increase the effectiveness of the learning process, enhance the cognitive activity of students, increase the capabilities of the educational organization in organizing independent work of students. The goal of introducing distance educational online technologies is to increase the effectiveness of training through the implementation of a personality-oriented learning model. The article analyzes the problems of training using remote online technologies, the requirements for the interaction of students and teachers during the educational process, as well as methods for solving these problems. The possibilities of online technologies as an instrument of the educational process, the positive and negative sides of their use are shown.

1. Introduction

The strategy of scientific and technological development of Russia until 2035, voiced by the President of Russia V.V. Putin in 2016, aims to obtain technologies that can meet new challenges of the time, increase the effectiveness of education and ongoing research.

In accordance with the Federal Law "On Education in the Russian Federation" dated December 29, 2012 No. 273-FZ, organizations engaged in educational activities are entitled to use distance educational technologies in the implementation of educational programs in the prescribed manner. When implementing educational programs using exclusively e-learning, distance learning technologies in an organization engaged in educational activities, conditions must be created for the functioning of the electronic information and educational environment, including electronic information resources, electronic educational resources, a set of information technologies, telecommunication technologies, appropriate technological tools to ensure that students learn the educational programs in full, regardless of the location of the students.

In accordance with the Procedure for the use by organizations engaged in educational activities of e-learning, distance learning technologies in the implementation of educational programs, approved by Order of the Ministry of Education and Science of the Russian Federation of August 23, 2017 No. 816,
organizations are entitled to implement educational programs or their parts using exclusively of e-learning, distance learning technologies, organizing training sessions in the form of online courses, providing students regardless of their location and organization in which they master the educational program, achieving and evaluating learning outcomes by organizing educational activities in the electronic information and educational environment to which open access is provided through the Internet telecommunication network.

Thus, the introduction of distance educational online technologies is not the task of the future and not the destiny of individual educational organizations, but a modern reality, which educational organizations and modern educators need to adapt to.

2. Materials and methods
Remote educational technologies in the educational process have been used for several decades [1; 2; 3]. Before the emergence and wide development of information and communication technologies, distance education in higher education did not differ much from correspondence: distance students also gathered several times a year at the university to take a session, state exams or defend diplomas; The main difference between distance learning and distance learning was to provide students with multimedia materials in the form of lectures and guidelines.

A number of works by domestic and foreign authors are devoted to the problem of introducing distance educational technologies. Among them D M Cardona-Roman [4], R G Chivu [5], N Ivashina [6], N N Kostina [7], H Lawrence-Benedict [8], G I Lazarev [9; 10], D R Sadler [11], A M Shekhmirzova [12], R A Valeeva [13], Votchel L M [14], Karmanova E V [15] and etc.

The works of these and other authors created the scientific and methodological foundations for the use of distance educational technologies. There is also a fairly large experience in the use of distance educational technologies in practice.

The object of the study was the communicative capabilities of the educational process using remote access tools.

The research methods are empirical and analytical, most of the conclusions are made on the basis of the experience gained as a result of applying online educational technologies.

3. Differences between distance and classroom educational process
The development of the Internet has made distance education even more convenient and affordable: distance students no longer need to appear at the university even to receive educational and teaching materials, which are now available on the university’s network resource.

However, distance education has thus lost quality - primarily because of the reduced ability to control the educational process. Part-time students, coming to the session, had personal contacts with teachers, which served as a significant incentive for the preparation of control tasks. Control over distance students turned out to be difficult to implement, which made it possible for irresponsible students to carry out frauds with control tasks, including verification tests. As a result, the prestige of distance education turned out to be significantly reduced, and distance education technologies, including Online technology has come to be considered "frivolous".

The past world-wide pandemic of coronavirus infection has significantly stimulated the development of distance educational technologies, securing them the right to be considered a full-fledged educational methodology. It took only three months for online technologies to become almost a complete substitute for personal communication in the educational process.

4. Determining the attitude of students to the educational process using online technology
Since distance learning has previously been a very limited part of the educational process, student attitudes towards distance education have not been studied before. To clarify this relationship, a survey was conducted [16], in which 27 respondents took part.

As a result of the survey, the following data were obtained:
1. The positive aspects of the respondents were the opportunity to study in a comfortable environment (27 of 27), reducing the cost of the educational process (22 of 27), training in several educational programs (12 of 27) and the possibility of on-the-job training (6 of 27).

2. The negative aspects of the respondents were the lack of feedback from the teacher (25 of 27), difficulties with self-organization during the educational process (11 of 27), the inability to maintain communication skills (4 of 27) and difficulties in learning disciplines that require practice (14 of 27).

3. When assessing the overall effectiveness of distance learning methods, respondents' opinions were divided as follows: the quality of the educational process deteriorated for 14 out of 27 respondents, the quality of the educational process did not change (10 of 27), and the quality of the educational process improved (3 of 27).
Distance learning obliges the student to a sufficiently high level of self-discipline, necessary for the optimal distribution of his time for the successful development of a particular subject or an entire discipline or module. It should be borne in mind that despite the apparent ability to optimally distribute the time allotted for the educational process, in fact, such a distribution does not occur, and the student experiences stress before and during the intermediate certification.

Distance learning in order to maintain the quality of education requires the teacher to participate more in the educational process, including conducting online lectures, using the possibilities of interactive communication, etc.

The effectiveness of using distance learning technologies as one of the innovative teaching methods lies in the fact that there is an interactive interaction between the student and the teacher. The student receives from the teacher the information that he needs to master certain specific topics, discipline or module.

The teacher, in turn, evaluates the quality and level of mastery of the discipline, using test technologies to assess the level of development of a particular topic or discipline.

5. Problems of the educational process using online technologies and methods for solving them

The methodology for the full control of the educational process is currently in the process of verification, which should confirm the effectiveness of the control measures. The main problem is the identity of the student performing the control tasks; in addition, the problem of identifying the use of funds that are not allowed when performing control tasks is solved - first of all, using ICT capabilities to get tips for solving final tests, etc. Techniques proposed for solving these problems (video monitoring, using remote control tools for the student’s computer desktop, etc.) are quite complex technologically, require special knowledge and skills that not all teachers have, and university specialists will not cope with such a load during the session, when all students take tests and exams at the same time.

Personal contact between the student and the teacher during the educational process has always been an incentive for both: the student could count on the help of the teacher in case of uncertainties in the topic, and the teacher, communicating with the audience, maintained communication skills at a height; in addition, the teacher could refine the educational material in those places that raised questions among students, give more detailed material where students had a lack of understanding, due to the part of the topic that could be submitted for independent study.

In the same way, the practical tasks performed in the audience with the teacher were valuable for students in that the teacher had the opportunity to support the students' practical work, explain the unaccustomed and monitor the progress of the work.

The online methods worked out during the coronavirus pandemic period have completely eliminated the differences between classroom and online lectures. During the lesson, students have full-fledged, including audio and video communication with the teacher, can ask questions out loud, individually (the presence of such a chat is a serious advantage over the classroom) and in the general chat, and immediately get answers to them in the same format. In addition, an online lecture lesson can be recorded, and the text of the lecture must be duplicated in text format. To assess students' perceptions of the lecture, the teacher lays out control questions, for the answer to which you need to at least study the text material. In addition, students are encouraged to outline the content of the lecture (which also has an advantage over the classroom - not all students manage to record lecture material at the pace that the teacher gives).

Conducting practical classes (in any case, in the humanities) is also almost completely consistent with the possibilities of the classroom, with the exception of audio-video communications and general chat. During the assignment, the student can contact the teacher at any time for clarification in a personal chat (offered by the university’s Internet resource) either in the social network messenger or in the telephone messenger.

Solving the problems of monitoring the educational process (in addition to the above, university teachers may encounter ethical and legal problems related to the privacy of students [17]: for example, the student’s computer desktop control system (R-admin, Team Viewer and the like) gets full access to
all the student’s computer data) will allow us to announce the beginning of a new stage in the implementation of educational processes.

The transition to distance educational online technologies has a negative side: the load on the teacher is increasing, which requires appropriate compensation. In addition, some teachers with vast experience and a wealth of knowledge in their field may not be able to master online technologies, and in this case the university will face a dilemma: to abandon such a teacher, which, of course, will damage the prestige of the university and lower its level, or to obtain from the teacher the ability to use new technologies, which can be both costly and time-consuming.

6. Conclusions
The end of the pandemic does not mean that distance educational online technologies will become unnecessary or little in demand. The experience gained during the period of setting up and using online technologies will certainly be in demand in correspondence and distance education, pulling their level to the level of full-time education; in addition, the acquired skills of remote work will come in handy in the full-time educational process - for example, when working with invited teachers from other universities, production specialists, etc. Equally wide opportunities gained by online technologies open up for the organization of extracurricular activities of students.

The organization of interaction between the participants of the educational process through the information and educational environment of distance learning allows students to form the ability to work in a team, social responsibility, communication culture, willingness to cooperate, tolerance, mutual respect, leadership, persuasion, willingness to take responsibility for a team, ability motivate your team members, focus on results, willingness to overcome obstacles to achieve your goals, strategic thinking, imagination, the ability to analyze the information presented, the ability to clearly state your thoughts, your willingness to experiment, the ability to propose and implement innovative innovative solutions.

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