

Distance Learning: Russian Experience

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INTRODUCTION

The formation of an innovative society imposes qualitatively new requirements on education as a basic institution responsible for the production of knowledge (Chekmenyova, 2010). One of the main tasks of higher professional education is the training of specialists capable of innovative activity. Therefore, the very training of specialists should be carried out taking into account new technologies and innovations. In recent years, distance learning has been the leader in the field of innovative educational technologies (Privalikhina, 2011). It offers many innovations and improvements, providing the teacher and students with limitless opportunities for creative approach to learning. Distance learning is the receipt of educational services without visiting an educational institution with the help of modern information technologies and telecommunication systems, such as e-mail, television and the Internet.

It is necessary to distinguish between the concepts of “distance education” and “distance learning”, although the distinction between these concepts is not rigid, in the first case we are talking, first of all, about the final result, the result, about what the student has in his arsenal. For this purpose, parameters such as residual knowledge (level of knowledge), skills, ability to generalize, analyze, logical thinking, degree of self-organization, self-discipline of students, creativity are measured. Some authors believe that the tasks of higher education also include moral education, etc. The criterion of successful employment, the opinion of employers, and the adaptive behavior of graduates in the labor market are used as an integral indicator of education assessment. When the focus is on “learning”, it is mainly about the educational process itself and its conditions. Other indicators come to the fore: the qualifications of teachers, the level of training of applicants, communication, forms of interaction between teachers and students, the content of courses taught, methods and methods of teaching, forms of education (full-time, part-time, distance, etc.), methodological support of the educational process, technical equipment, working conditions for teachers (working hours, etc.), work of management structures, etc.

FOCUS OF THE ARTICLE

So, distance learning should be considered as a special type of learning, which is characterized by certain goals, functions, principles, ways of interaction of subjects of the educational process.

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The difference between distance learning and distance learning is that distance learning is designed to ensure maximum interactivity of the educational process, which involves interactivity between the student and the teacher, as well as feedback between the student and the teaching material, as well as the possibility of group learning. The presence of feedback allows the student to receive information about the correctness of his progress in the process of acquiring knowledge, as well as to exercise self-control, self-assessment in this process.

The main goals of distance learning today are:

1. professional training and retraining of personnel;
2. professional development of personnel in various specialties;
3. preparation of students in individual academic subjects for external exams;
4. preparing students for admission to educational institutions of a certain profile;
5. in-depth study of topics, sections from the studied disciplines;
6. elimination of gaps in knowledge, skills, and skills of students in certain disciplines;
7. the basic course of the curriculum for students who are unable to attend full-time classes for various reasons;
8. additional education based on interests.

The most important directions for the formation of a promising education system, formulated at the UNESCO Institute for Informatization, include:

- Improving the quality of education through fundamentalization, the use of various approaches using new information technologies;
- ensuring the leading nature of the entire education system, its focus on the problems of the future post-industrial civilization;
- ensuring greater accessibility of education for the world's population through the wide use of distance learning and self-education using information and telecommunication technologies;
- Increasing creativity (creativity) in education to prepare people for life in various social environments (providing developmental education) (Andreev, 1999).

Distance learning began to develop intensively in Europe and the USA in the early 1970s. In 1969, the world's first distance education university was opened in the UK - the Open University of Great Britain, which was named so to show its affordability due to its low price and the absence of the need to attend classroom classes frequently. The reasons for the spread of distance education are simple: every person, regardless of his nationality and location, can receive a diploma from any university. At the moment, distance education is most actively distributed in the United States, both private and public. There is a public school that sends everything you need for the educational process for free and even pays for the Internet. The National Technological University (USA), which is a consortium of 40 engineering schools, in the early 1990s provided more than 1,100 students with distance learning for a master's degree. Now, more than half of US universities use distance education technologies for adult education. Television is widely used. The PBS-TV public broadcasting system was created. The adult education program includes courses in science, business, management, and more(Ershov, 2019).

In Spain, there is the National University of Distance Education, which was created by the Parliament in 1972 with the aim of organizing higher professional education for adults at the bachelor's, master's and continuing education levels. This university includes 58 training centers within the country and 9 -

abroad, is one of the institutions of the Ministry of Education and is directly subordinate to the Secretary of State for Higher Education. Particular attention is paid to improving the qualifications, in particular, of secondary school teachers. The total number of students is 124,000.

The National Center for Distance Learning in France provides distance learning to 35,000 users in 120 countries around the world.

Since 1976, the Hagen Correspondence University has been operating in Germany as a state educational institution. This university even awards doctoral degrees. The Institute for Distance Education in Tübingen develops programs for teaching using radio and television. 5000 teachers are involved in the preparation of 2500 training courses.

The Baltic University in Sweden brings together more than fifty universities in the Baltic region. Using distance learning technologies, education can be obtained at the universities of Uppsala, Lund, Gothenburg, Umeå and Linköping. All learning tasks are carried out outside the university on the basis of specially designed teaching materials and consultations of teachers. The process of passing exams is carried out directly at the university.

Since the 1970s, distance learning centers have been established at ten universities in Finland. More than twenty summer universities have also been established with over 30,000 students.

An Open University has been operating in Turkey since 1974, with the aim of helping people in remote areas get an education. All students receive a package of study materials. For them, educational radio and television programs are additionally conducted, summer courses are organized, classes are possible in the evening and on weekends. More than 120,000 listeners covered.

A similar distance learning institution operates in Australia and is in its infancy in Switzerland. There is a program to create a distance learning system even in such a small European country as Andorra.

Distance learning is also developing in other regions of the world. Examples of a mega-university include China Tele University, National Open University. Indira Gandhi (India), Painam Noor University (Iran), Korean National Open University, University of South Africa, Sukhothai Tampariat Open University (Thailand).

In Japan, since the early 1980s, the “University on Air” has been operating. This is a state institution, which is financed by the budget and under the strict control of the Ministry of Education. It has several faculties of the humanities and natural sciences. At certain hours, lectures are broadcast to listeners on television and radio. For each chosen subject, the student must listen to an hour-long lecture twice a week. Consultations are given in special training centers set up in each prefecture. The main part of the students study for five years and receive a bachelor’s degree after successfully passing the exams. Credit units of the Open University are equated to credit units of all other universities.

In the countries of the Middle East and Central America, where the level of education of the population is the lowest, and the technical equipment of the educational process is insufficient, distance learning technologies are also not developed.

The main distinguishing feature of this model is the student’s regular visits to the counseling (training) center. In the center, students listen to lectures, meet with other students and teachers, receive the clarifications they need and the results of the assessment of previous work. Teachers give recommendations on how and what you need to learn soon; students bring their essays and homework. Grades can be posted immediately, but usually results are announced within two to three weeks. The educational process is controlled in the consultation center by tutors.

Conditions necessary for the implementation of this model:

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1. Students must have time for regular attendance counseling center and sufficient funds to pay travel to it;
 2. A necessary condition is the presence of tutors in the center;
 3. Formation of a group of students;
 4. Learning success depends on motivation.
- Model of correspondence (correspondence)

This model is based on the process of a permanent exchange between a teacher and a student of educational materials, homework assignments and results by mail or some other in a different way, without personal contact. Students receive (by mail) learning materials to study in a given amount of time, assignments to complete, and questions to be answered. Then the student sends all the completed assignments to the teacher and receives a response, which contains not only a formal assessment, but also an analysis of the content of the answers, recommendations. The exchange of information can take place both by mail and through other communication channels: telephone, fax, computer networks.

Necessary conditions for the existence of this model:

1. Reliable communication system;
 2. The presence of teachers who are able to give a quick and qualified assessment of the student's work;
 3. The time of circulation of information between the student and the teacher must be at least 2 weeks.
 4. As in the consulting model, the asynchronous model can be supplemented with personal meetings, individual lectures (optional). Study materials should be well structured.
- Regulated self-learning model

The main characteristic of this model can be called greater independence of the student - greater freedom to choose the time and place of study, the amount of time spent on study, the choice of the start date of the course and exam. Learning takes place with the help of tasks, questions and structured material (the latter must again be very well structured). The quality of mastering knowledge is assessed by the student himself with the help of questions with keys.

The prerequisites for this model are the following:

1. Students must be highly disciplined, have the ability to self-learn;
2. In the development of educational material should be involved highly qualified teachers-developers.

In 1999, the Advanced Distributed Learning initiative group began developing the SCORM distance interactive learning standard, which involves the widespread use of Internet technologies. SCORM (Sharable Content Object Reference Model - "shared content object reference model") is a collection of specifications and standards developed for distance learning systems, which contains requirements for the organization of educational material and the entire distance learning system. SCORM allows you to ensure the compatibility of components and the possibility of their reuse: the educational material is represented by separate small blocks that can be included in different training courses and used by the distance learning system, regardless of who, where and with what means they were created. The

introduction of standards contributes both to deepening the requirements for the composition of distance learning and the requirements for software.

The distance learning system can be divided into the following sectors:

1. Corporate - companies create distance learning centers in their structures in order to standardize, reduce the cost and improve the quality of training of their personnel, and employees undergo the necessary training, retraining and retraining within their organization, and often without even leaving their workplaces, which significantly reduces level of expenses for corporate training. At the same time, you can teach them anything - from safety to sales techniques and from creativity training to the technical features of a new mixer;
2. Educational - in the system of higher and secondary education expands the opportunities for obtaining professional, additional and postgraduate education, advanced training;
3. Managerial - in state and local governments allows for advanced training and retraining of personnel.

Since the early 1990s, the Russian educational and scientific community began to pay attention to distance learning, especially after the adoption in 1995 of the Concept for the Creation and Development of a Unified Distance Learning System in Russia. To coordinate efforts in the field of distance learning, appropriate structures were created in the Ministry of General and Vocational Education of the Russian Federation, the Eurasian Association for Distance Learning, the Association for International Education, the Center for Information and Analytical Support for Distance Learning, the Interuniversity Center for Distance Learning of the Russian Federation on the basis of the Moscow State University of Economics and Statistics and informatics and others. It should be noted that in the practice of using telecommunications for educational purposes, a lot has been done by general education schools. An example is MOSTNET (Moscow School Telecommunications Network), the first experimental computer network created in 1989 as part of the School Email project. This project created a precedent for using computer networks and conducting telecommunications projects, stimulated interest in the pedagogical possibilities of this information technology among the pedagogical community, including practitioners, managers, and scientists.

The development of distance learning in Russia was held back by such reasons as the lack of an acceptable for this information technology (teleconferencing, audio bridge, voice mail, INTERNET, interactive television) logistics, lack of computer equipment, limited communication capabilities and low material and moral incentives for teachers . Nevertheless, at the Moscow Power Engineering Institute, at the Department of Radio Systems, students of the Ryazan Institute of Radio Engineers and the Mari Polytechnic Institute (Yoshkar-Ola) studied remotely. The Moscow State Aviation Technological University carried out remote training of applicants for admission to the university from among schoolchildren living in remote regions of Russia. At the Moscow State Industrial University, distance learning was used on an experimental basis to train employees of the penitentiary system of the Ministry of Internal Affairs of Russia and convicts in corrective labor colonies (Ershov, 2020).

On May 30, 1997, Order No. 1050 of the Ministry of General and Vocational Education of the Russian Federation was issued, allowing the experiment of distance learning in the field of education (the experiment was subsequently extended). In July 1997, an all-Russian experiment in the field of distance learning was launched and completed in 2002. It was attended by state and non-state educational institutions. The experiment in the field of distance education made it possible to clarify the directions of development and methods of distance education in the Russian Federation, received support from the scientific and pedagogical community and covered more than 100 thousand students.

In June 2002, a board meeting of the Ministry of Education of the Russian Federation was held, which summed up its results. The participants of the experiment - 20 institutions of higher professional education - worked out such main groups of distance technologies as case technology (it is usually used in combination with full-time forms of education), network (Internet education) and satellite television. Higher education institutions have created and tested specialized educational materials (basic interactive teaching aids, educational videos, audio programs, educational computer programs, etc.). On their basis, special methods of distance learning have been developed. The conditions for the development of distance learning were modern achievements in the field of learning technologies, mass media and communications, the rapid development and widespread use of various technical means. These are primarily computer and information technologies; satellite communication systems; educational television; mass connection to information systems; dissemination of computer training programs, etc.

The pioneers of satellite technologies for distance learning in the 1990s were the International Association “Knowledge” and its collective member Modern Humanitarian Academy (full name - private educational institution of higher education “Modern Humanitarian Academy”). Modern Humanitarian Academy was founded in 1992. Since 1998, the well-known traveler F.F. Konyukhov, who was in charge of the laboratory of distance learning in extreme conditions, has been an employee of the Modern Humanitarian Academy.

On June 28, 2010, Modern Humanitarian Academy and Microsoft signed an agreement on the creation of the Academic Alliance “Modern Humanitarian Academy - Microsoft IT Academy”, according to which IT-specialist training centers will be created on the basis of 142 Modern Humanitarian Academy branches in Russia.

In January 2014, the President of the Modern Humanitarian Academy, Doctor of Technical Sciences, Professor Mikhail Petrovich Karpenko, in an interview with *Novaya Gazeta*, said that the Modern Humanitarian Academy has a scientific institute of cognitive neurology and a department where the “science of education” — educology — is being developed. One of their products, ROWEB, Robotic Web Technology, contains hundreds of intelligent robots that teach, train, and control programs. In July 2014, it became known that Federal Service for Supervision in Education and Science banned the admission of students to the Modern Humanitarian Academy due to untimely elimination of violations identified as part of an unscheduled inspection of the department.

According to the program “Special Correspondent”, despite attractive advertising information, the quality of distance learning at the Modern Humanitarian Academy raises doubts about its effectiveness, since instead of lectures there were video broadcasts, and instead of the usual tests and exams, students took computer tests. When interviewing graduates in law, one student could not answer the question of how many articles are contained in the current Constitution of the Russian Federation, and one graduate found it difficult to answer the question about the content of the first article of the Constitution of the Russian Federation. Also, a big question was caused by the premises of the classrooms, which were located in unsuitable places. For example, the Modern Humanitarian Academy branch in Vyazma occupied premises at a car depot. At the same time, for one semester in 2008, the specified branch received almost 2 million 520 thousand rubles, which, when calculated for 146 branches for one year of study, amounts to a revenue of more than 483.5 million. (Sobolev, 2008)

After an inspection by the Federal Service for Supervision in Education and Science, which did not find a single full-time teacher and satisfactory answers from students during the re-examination, the Vyazemsky branch was closed with the wording “for an unacceptably low level of education”. However, the next time the film crew of B. I. Sobolev visited Vyazma in 2012, it turned out that the branch of the Modern Humanitarian Academy, continued to work in the same room of the Avtodormekhbase, which,

according to its management, received a license, although there are no teachers and single students attend video lectures (Sobolev, 2012). The license of the Modern Humanitarian Academy for the implementation of educational activities was terminated in accordance with the order of Federal Service for Supervision in Education and Science dated April 28, 2017 No. 693.

However, the number of educational institutions using distance learning technology to some extent is growing rapidly. Thus, according to the data of 2013, in Russia more than 3 million students studied remotely, in 2000 there were 1.76 million [Zaborova, 2017].

According to Order 137 of the Ministry of Education and Science of the Russian Federation dated May 6, 2005 “On the use of distance learning technologies”, the final control when teaching using distance learning technologies can be carried out both in person and remotely (Order of the Ministry, 2005).

On September 1, 2013, the Federal Law of December 29, 2012 No. 273-FZ “On Education in the Russian Federation” came into force, which highlights separate norms on the use of distance learning technologies in the educational process, gives the concepts of e-learning and distance learning technologies. Distance learning takes place using information technology at a distance, without personal contact with students and teachers, and e-learning can be both distance learning and face-to-face, but always using digital materials. For example, a teacher in a language course available to the group will have an audio recording with a dialogue between native speakers - this will be e-learning. E-learning is the organization of educational activities using:

- data contained in databases;
- information used in the implementation of scientific programs;
- information technologies, technical means, information processing;
- information and telecommunication networks that send the specified information via communication lines.

It has been established that when implementing educational programs using exclusively e-learning, distance learning technologies in an educational institution, conditions must be created for the functioning of an electronic information and educational environment that ensures the development of educational programs by students in full, regardless of their location. The list of professions, specialties and areas of training, the implementation of educational programs for which is not allowed using exclusively e-learning, distance learning technologies, is approved by the federal executive body responsible for developing state policy and legal regulation in the field of education (Federal Law, 2012). List No. 22, approved by the Order of the Ministry of Education and Science of Russia dated January 20, 2014, includes only those professions and specialties that are taught in institutions of secondary vocational education. This, in particular, is a blast furnace worker, an auto mechanic, a costume designer, a bookbinder, a jeweler, a beekeeper, an assembler of electronic products).

An institution that implements programs using e-learning, distance learning technologies can choose the following models.

1. Completely distance learning

This model implies the use of a mode in which the educational program is mastered completely remotely. Accordingly, all communication with the teacher takes place remotely.

This option helps to ensure the availability of general education:

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- for children with disabilities, as well as for those who cannot regularly attend educational institutions;
 - for students temporarily staying in another city (the reasons may be a long business trip of parents, participation in sports competitions, creative, intellectual competitions, etc.).
2. Partial use of remote technologies.

With the partial use of distance technologies, the educational program is implemented by alternating face-to-face classes with remote ones. This option can be used, for example:

- when studying individual topics of the course (for differentiated or individual learning, for weak or, conversely, very strong students);
- to ensure the continuation of the educational process in the conditions of the introduction of quarantine in the institution or the impossibility of attending classes due to weather phenomena.

In connection with the introduction of restrictive measures and the regime of self-isolation in Russia, in the spring of 2020, schools were forced to switch to distance learning. Teachers and students in many regions actively used such educational platforms as Zoom, Cisco Webex, Google Classroom, Microsoft Teams, D2L and Edgenuity, Skype.

In March 2020, during the COVID-19 pandemic, the Ministry of Education of the Russian Federation developed, published and sent to the regions Guidelines for the organization of distance learning (Methodological recommendations ..., 2020). In addition, the ministry initiated the creation of a distance education resource for teachers with video courses on organizing online lessons. The organizer of the resource was a non-profit organization - the union "Professionals in the field of educational innovations". The courses were created by such representatives of online education as Uchi.ru, Total Dictation, Yandex.Uchebnik, Internet Lesson, Skyeng, Coreapp.ai and others.

For Russia, it is essential that distance learning solves the problem of improving the education of those who live and work in the regions, and for whom moving to another city is associated with many problems. And for some people, distance learning provides an opportunity to get an education in prestigious foreign universities. BMI (Business Management International), a specialized consulting company (San Francisco, USA), was very active in promoting American educational services to the Russian market. The main activities of the company are general education and vocational training for children and adults, business education. A special place in the educational service is occupied by the distance learning program of the American Kennedy-Western University with diplomas and bachelor's, master's and doctoral degrees in business, finance and law without leaving the United States. The program is aimed at businessmen and bankers who wish to acquire an international status. British educational services have been successfully promoted to the Russian educational market for several years by a partner of the British Open University - the International Institute of Management "LINK" (Andreev, 1999).

The didactic principles of the organization of distance learning remain the same as in traditional forms of education, but they are implemented in specific ways, also due to the specifics of the new form of education, the possibilities of the Internet information environment. In this system, in addition to the teacher and students, there should be a textbook, teaching aids, i.e. teaching aids as a component of this system. Hence the need for a serious scientific approach to the development of special courses (textbooks) for the distance learning system (electronic learning tools, primarily network ones). Like any form of education, distance learning has the same component composition: goals determined by the social order

for all forms of education; content, also largely determined by the current programs for a particular type of educational institution, methods, organizational forms, teaching aids. The last three components in distance learning are determined by the specifics of the technological basis used (Platukhina, 2009).

There are three types of distance technologies used in the learning process. The first type is paper-based case technology. These are, first of all, teaching aids, called workbooks, which are accompanied by a tutor. The tutor maintains telephone, postal and other communications with students, and can also meet directly with students at counseling centers or training centers. The second technology is television-satellite. It is very expensive and is still little used. Its main drawback is weak interactivity, that is, feedback. And, finally, the third technology is online learning, or network technology. Most often, in the process of distance learning, all of the above technologies are used in different proportions.

Distance learning courses should include: course structure, reference materials, means of communication with users, training course (electronic textbook), tasks to test the assimilation of the material, the ability to complete projects individually, in collaboration groups; practical work, a block for monitoring the success of students' independent activities. In distance learning, the student and the teacher exist in the educational process both in parallel, using communication tools, and, accordingly, can simultaneously interact with each other (online), and sequentially when the student performs some kind of independent work (offline). True, in this mode it is impossible to ensure the reliability of the fact that the materials received by the teacher from the student were really prepared by this student without outside help. The solution of this problem is the main problem faced in the implementation of a distance learning system.

In addition to knowledge control, the organization of feedback from the student during training is necessary for the prompt adjustment of the educational process and its individualization. Therefore, constant and prompt communication is important, associated with natural and necessary discussions in the learning process, and with the help of a teacher when analyzing material that needs additional individual comments. To solve this problem, you can use face-to-face meetings, traditional telephony, IP-telephony, e-mail, bulletin boards, chats, conferences.

In the distance learning system, various learning modes can be implemented not only in terms of the type of interaction between the student and the teacher, but also the modes of interaction between students. It is possible to organize distance learning in cooperation (training in small groups), project method and multi-level training. From time to time, collective discussions are provided on the most difficult problems, either at the stage of control, testing, using online teleconferences. The project method allows you to organize the application of the acquired knowledge to solve a particular problem. These are research methods that involve independent work with information, moreover, information on different media (printed, electronic and network (Internet information resources)). The design and protection of projects allows you to determine the degree of mastery of the studied material by the student (Pedagogical technologies, 2020).

Some experts in the field of education predict the further dominance of distance learning over traditional forms of education and the complete replacement of the latter in the future. Proponents of distance education point to the range of its positive features: flexibility, modularity, parallelism, coverage of a large audience, cost-effectiveness, technological effectiveness, social equality, and internationality. It is noted that distance learning has clear advantages for students in comparison with the traditional system, including: the availability of education for a relatively large number of people who want to study, whose place of residence is far from the location of the chosen university; the possibility of implementing an accelerated option for obtaining education; flexibility in choosing an educational institution, place and time of study; savings on transport costs; possibility of simultaneous training in several educational institutions; passing exams, tests, term papers and other types of work as soon as they are ready, without

being tied to a rigidly predetermined deadline; a significant expansion of operational contacts between students and teachers through the use of e-mail, audio and video conferencing; the division of the entire educational process into stages (modules), so that training can be completed at each stage with the issuance of an appropriate certificate.

Nevertheless, there is no unity among specialists in evaluating the effectiveness of distance education, along with the impressive numbers of students studying online, the voices of practitioners, scientists and academics are becoming louder and louder, giving a balanced, and sometimes critical assessment of this form of education. Thus, the introduction of distance learning is associated with great economic problems, the need for significant start-up investments. Large financial costs are associated with the development, replication and maintenance of distance learning courses; creation and preparation of software and, in general, the information educational environment. Another difficult problem is the need to additionally provide the university and branches with modern computer equipment, e-mail and Internet access, and supply other material and technical resources. We also need a positive university social environment, the adoption of the ideology of distance learning, a common understanding by all participants in the educational process of the need, the essence of pedagogical technologies and the main directions of its implementation.

Among the most significant shortcomings of distance education are: technical difficulties, equipment malfunctions (failures in the transmission of sound, images); often the lack of full feedback from the student to the teacher; the actual anonymity of materials sent by students for verification, the weakness of the procedure for verifying authorship; lack of direct interaction, emotional contact between the student and the teacher; the complexity of the methodological plan (the need to develop a large number of presentations, tests, tasks, etc.); organizational difficulties (limited ability to influence discipline in the classroom, control the degree of student involvement in the educational process). In our opinion, the most significant drawback, which to a large extent leveling the advantages of distance learning, should be considered the low quality of education received by students as a result.

Assessing the position of the management staff, it can be noted that distance learning provides advantages for the university: improving the quality of the educational process through the active development and implementation of modern information technologies in the educational process; a significant increase in the number of students; significant release of the classroom fund, which entails cost savings on operating costs; the role of the teacher is expanding and being updated, who must coordinate the educational process, constantly improve the courses he teaches, increase creative activity and qualifications in accordance with innovations and innovations. The classical form of education (classroom, space-contact) requires significant financial and organizational efforts from the administration of the university to implement an uninterrupted educational process, including: providing the necessary classroom fund that meets the standards, the cost of maintaining this fund; the presence of a large staff of qualified teachers; ensuring a diverse daily life of students and teachers at the university (maintenance of departments, canteens, locker rooms, dormitories, parking lots, etc.); allocation of financial resources to pay for teachers' business trips to branches, etc. This incomplete list shows how costly the traditional classroom form of conducting training sessions is. The remote form dramatically reduces these costs. The ability to remotely teach several student groups at once, located in branches of different cities, allows not only to reduce the staff of teachers, but also to ensure mass education, which, in turn, ensures an influx of financial resources from students. Undoubtedly, the introduction of distance learning also requires financial investments. However, they have a high absolute cost, and when the number of students is limited, it is cheaper to use conventional methods. It can be added that significant costs are one-time,

they are beneficial in terms of their long-term use over time. The economic factor dominates the decision to introduce distance learning (Zaborova, 2017).

A number of works analyze the attitude of teachers to distance learning. The negative attitude of teachers towards distance learning is typical for both foreign and domestic pedagogical practice. This attitude is caused, in our opinion, by a significant complication of pedagogical activity, ... by the lack of appropriate material and moral compensation (Andreev, 1999). A study conducted at the Tomsk Polytechnic University revealed that the main factor motivating the work of teachers in a distance form is material. The teachers named the main drawback of distance learning as the insufficient level of basic training (62.3%) and the low discipline of students (51.9%). They also point to significant time costs arising from the simultaneous receipt of a large number of works and the need for their repeated verification, the discrepancy between the standards and the real time spent on quality checking of student reports and writing reviews (Zaborova, 2017).

FUTURE RESEARCH DIRECTIONS

Distance learning expands and updates the role of the teacher, who must coordinate the cognitive process, constantly improve the courses he teaches, increase creative activity and qualifications in accordance with innovations and innovations (Chekmenyova, 2005).

The introduction of distance education fundamentally changes the role positions of “teacher-student”. In the traditional form of education, the teacher acts as an interpreter of knowledge. With the expansion of the educational space, the student assumes the function of interpreting knowledge, and the teacher acts as a coordinator of this knowledge. He advises students, directs the work of the student’s cognitive processes, that is, takes on the functions of accompanying the student’s professional development.

Students recognize that distance learning contributes to the formation of various skills and competencies: the skill of independent work (73,3%); ability to plan and organize (61,2%); time management skill (56%); the ability to solve problems and summarize information (51,7%); improve computer skills (48,5%); ability to work in a team (42,4%); take responsibility (42%); maintain efficiency in stressful situations (28,7%); be creative and proactive (24,9%). Understanding that distance education gives everyone the opportunity to develop social skills that are undoubtedly necessary for a modern professional is half the battle on the way to becoming a highly qualified specialist. However, to what extent do modern students possess these qualities? Among the main difficulties they face when learning online, they again name “a high degree of independent work” (53,8%), “the need for self-organization of the learning process” (31,1%), note the lack of constant control by the teacher (20,5%). Thus, they lack the qualities without which it is difficult to effectively master online courses and acquire a quality higher education (Zaborova, 2017).

According to the study, the majority of students receiving education remotely spend two hours or more a week preparing for classes (practical classes, testing, etc.) (75.3%); 16.4% - less than two hours, 4.9% - less than an hour, and 2.4% - do not prepare at all! Let’s compare this with the real time load that students who study according to the classical form are forced to bear: in Russian educational practice, the standard for a weekly study load of students is 54 academic hours, while the ratio of classroom and extracurricular work is from 36:18 (Zaborova, 2017).

Highly appreciating the possibilities of distance learning and the competence of teachers, a significant part of students believe that this form of education “does not contribute to establishing emotional contact between the student and the teacher” (37.4% share this opinion and 22.2% find it difficult to

answer). In order to convince a person, it is extremely important to have sensory contacts with him, the leading one of which is eye contact. With distance learning, the teacher often does not see the faces of students, as a result, the quality of transmission and assimilation of information decreases. Here we are dealing with a problem, the solution of which also depends on the skill of the teacher: his ability to inspire and guide students, use resources and organize interaction between participants in the online course. The latter is perhaps the most important point in the formation of effective communication in distance learning (Zaborova, 2017).

CONCLUSION

In conclusion, it can be noted that in terms of the quality of education, the traditional form of education has no equal, distance learning is acceptable as an element and technology within the classical classroom form of education. The distance learning system should be considered not as an independent alternative learning system, but as a complement to the traditional one, allowing to optimize the educational process in terms of the teacher's workload and the use of modern software and hardware, which makes e-education more effective. Online learning cannot replace traditional classes at the university, as direct communication and communication with the teacher are required to obtain information and new professional experience.

At present, receiving education remotely is most suitable for adults receiving additional education or undergoing retraining, but with a certain refinement of work programs for the content of education, taking into account modern requirements, it is also possible to train university students who must be extremely motivated, organized, capable of independent search for educational material and its critical selection.

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