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Interactive technologies for individual educational trajectories in distance learning

Abstract. In the world history, the turn to the study of the human values of society and the role of a man as creator and keeper of these values is clearly marked. Need for implementation interactive technologies in the distance learning process in Russian and foreign universities is in demand due to the basic principles of higher professional education, in particular, to the continuity of learning principle. With the development of e-pedagogy as a branch of pedagogical sciences, the need for theoretical and practical analysis of interactive methods and their description increases and intensifies. Based on the analysis of pedagogical literature, the authors gave a definition of the studied term, a comparative review of existing methods of interactive learning in Russian and foreign universities and, followed by a survey of teachers and students on priority types of methods used for them. Authors understand the use of interactive methods as a focused continuous educational process in accordance with the pedagogical principles of e-learning and on existing electronic platforms providing the latest technology ways information transfer methodologically accompanied by authoring and tools. The results of an anonymous questionnaire conducted among students and teachers showed that for effective interactive classes are necessary to ensure the following conditions: the principle of construction, student involvement, duration of training, organization of training, setting goals and success results.

Keywords: individual educational trajectory; distance learning; innovative methods; interactive classes; higher education; students; lesson types

Introduction

In the past decade, the need for special attention to the education of young people has been increasing, considering the socio-economic and political situation prevailing in the world. The fact that in the Russian Federation, the unemployment rate among young people aged 15–24 reaches 6.4 % confirms the lack of guidance and active life position among a large number of young people [1, p. 65].

Positive or negative effects a person produces as a character in mass information flows on their future life depends on the development of themselves, the entire country and the world community. Today, various subjects of Russian politics, educational institutions, political parties, and mass media

are actively working on distance education of young people, but the unified state strategy still faces certain restrictions that affect the effectiveness of its work. Therefore, the study will help to identify real problems and make recommendations in the field of education of a generation of strategic importance.

The concept of individual educational trajectory, in our understanding, means a fairly new model of higher education, in which the student becomes the central figure. It is the student who forms the request for his education, for the choice of discipline and his unique development path. The student independently draws up his own curriculum due to the choice of training courses along with the study of compulsory disciplines in the specialty. Thus, at the exit, he becomes a sought-after specialist, capable of self-education and self-development [2, p. 58].

The author Grechushkina N.V. has proposed the definition of interactive method as an organized, purposeful educational process built on the basis of pedagogical principles of e-learning, implemented on the basis of technical means of modern information technologies and representing a logically and structurally completed educational unit, methodically supported by a unique set of systematic e-learning tools and control [3, p. 126].

To explore the problem under discussion the data were gathered from the author's research for the period from 2019–2020 the facilitation of SPSS Statistics. The interviewees were 102 students from different departments (64 female and 38 male) ranging in age from 17 to 23 years. After providing informed consent, the participants completed the online survey available. The questionnaire included 20 questions and a short acquaintance box.

Individual Educational Trajectory in Distance Learning

The stated problem requires careful consideration and solution today. This necessity is that maintaining Russia's sovereignty in the international arena and perpetuating its historical roots will prevent radical economic, political, social and cultural upheavals in the future. Raising the level of education in distance learning requires serious efforts on the part of the national educational system.

The main task that determines the relevance of our work is to attract the interactive methods to the youth audience to participate in educational programs and distribute advertising about them.

Modern authors P.V. Alekseev, P.S. Gurevich, I.A. Lebedev, L.V. Motorina note the anthropological (individual) aspect in solving this problem. Authors L.G. Byzov, V.A. Zimin, V.K. Levashov analyze the problems of youth education in the conditions of modernization and globalization [4, p. 5]. L.K. Lobodenko notes that technical, technological and socio-cultural factors have a powerful impact on the success of the development of information and communication space and regional Internet [5, p. 4]. The research used methods of observation, interviews, questionnaires at the first stage and diagnostic work at the second stage of the socio-pedagogical experiment.

Scientists from the world's leading universities have begun to pay special attention to the study of information technologies in economic and social development. The end of the twentieth century is often called the beginning of globalization. Large groups of students studied the engineering degree program remotely at active participation of commercial corporations-employers.

Results and discussion

The data obtained show the following dominant characteristics: a significant part of the students surveyed believe that they receive true information (38.5 %), 23 % of the students believe that they receive the information which is not really true, and only 16 % – false. The research conducted by the authors allowed us to give recommendations to the educational centers of the following nature.

According to our study, we analyze the most popular of them among the students: a binary lecture, briefing, a webinar, a video conference, a video lecture, virtual consultations, a debate, a business game, a discussion, etc. The types of innovative lectures are variable. The most popular among modern teachers are a binary lecture, a problem lecture, a lecture – consultation and information one.

Taking into account innovative modern technologies in our research, we should consider general principles and algorithms for building interactive classes. Binary lecture as a modification of traditional one is widely implemented.

Conclusion

There are several areas of interactive activities aimed at improving the education of young people: attracting young people to participate in educational and educational programs, conducting an active information and advertising campaign about these programs in society.

Most students (68 %) prefer briefing which is actually a brief press conference, dedicated to one issue. The main difference between briefing and traditional presentation is that there are answers to hosts' questions almost immediately. The following terms are less familiar. Webinar is combined of two words: web plus seminar, and provides online resources on the contrary to the widely-known seminar. Video conference uses hardware and software computing facilities. As far as individual educational trajectory is an innovative format for student learning and development, during the implementation of which he becomes the central figure of higher education, forms a request for his education, taking into account his interests and opportunities and needs of the labor market. It is noted that, adjusting their educational trajectory, students eventually become unique specialists. It is concluded that the transition to training in universities on the basis of individual educational paths opens up new prospects for the development of higher education in the conditions of the scientific and technological revolution and the formation of a society and knowledge economy.

Numerous foreign and Russian experts (V. Aleksin, N. Pletnev, V. Bobakho, S. Levikova, N. Ozhgibesova, O. Babich, E. Lobanova, Ya. Krupets, S. Moller, M. stone, etc.) agree that the educational function of higher educational institutions, almost completely lost after the collapse of the Soviet Union, needs to be revived and developed in accordance with the conditions of today [6–9].

Video lecture is a filmed abbreviated lecture, copied as well and helps to repeat the material studied. Virtual consultations allow students to combine self-study online learning with its control. Debate that is used by debaters, has a goal to get a certain result. Student can practice himself in discussion and form a positive or negative impression of his own position. Business game as a means of modeling a variety of professional conditions leads to the activities (including extreme) by finding new ways to do it.

Coaching or training can be described as an unlocking the potential of a person in order to maximize his efficiency; the art of creation, self-confidence and communicating. Round table is also a serving tool for making concrete decisions. Educational expedition on live parallel provides learning through live observation and living, immersion in regularities development, acting everywhere [10, p. 64]. Viewing and discussion of educational videos is getting more and more widely spread in the teaching methods with the growth of sufficient equipment of classes. It is easy to prepare and to present training and scientific-educational videos of relevant situations on the topic [11, p. 25]. The analysis of the most popular methods of interactive learning showed that teachers are able to vary their classes according to the equipment in use, the number of students, the duration of the course and the lesson, etc. It should be recommended to promote effective learning material; have a multifaceted impact on students; provide feedback (audience response); form students' opinions and attitudes; form lifeskills; promote behavior change. All these benefits can provide wider usage of interactive forms of conducting classes in future.

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Индивидуальная образовательная траектория и интерактивные технологии в дистанционном обучении

Аннотация. В последнее десятилетие потребность в особом внимании к образованию молодежи возросла, учитывая социально-экономическую и политическую ситуацию, сложившуюся в мире. Необходимость внедрения интерактивных технологий в процесс дистанционного обучения в российских и зарубежных вузах востребована в силу базовых принципов высшего профессионального образования, в частности, принципа непрерывности обучения. С развитием электронной педагогики как отрасли педагогических наук потребность в теоретическом и практическом анализе интерактивных методов и их описании возрастает и усиливается. На основе анализа педагогической литературы авторы дали определение изучаемому термину, сравнительный обзор существующих методов интерактивного обучения в российских и зарубежных вузах, а затем опрос учителей и студентов по приоритетным типам применяемых для них методов. Авторы понимают использование интерактивных методов как целенаправленный непрерывный образовательный процесс в соответствии с педагогическими принципами электронного обучения и на существующих электронных платформах, обеспечивающих новейшие технологические способы передачи информации, методологически сопровождаемые авторами и инструментами. Результаты анонимного анкетирования, проведенного среди студентов и преподавателей, показали, что для эффективного интерактивного занятия необходимо обеспечить соблюдение следующих условий: принцип построения, вовлеченность учащихся, продолжительность обучения, организация обучения, постановка целей и результаты успеха.

Ключевые слова: индивидуальная образовательная траектория; дистанционное обучение; инновационные методы; интерактивные занятия; высшее образование; студенты; типы занятий

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