

ASSESSMENT OF THE EFFECTIVENESS OF CORRESPONDENCE TEACHER EDUCATION

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INTRODUCTION

The system of higher education in Ukraine has been operating a correspondence education system for over 27 years. Currently, despite the profound changes taking place in Ukraine, the distance education system continues to be an important source of higher education. However, it is gradually becoming obsolete and not good enough for modern conditions. Moreover, it no longer meets the needs of tomorrow. It is obvious that correspondence education needs more perfect content, methodology and teaching materials. Traditional correspondence education in Ukraine constantly presupposes direct contact between students and teachers. Sessions are usually held at the educational institution itself. During the session, the duration of which is 50-60 days a year, students make contacts with teachers. Of less importance is correspondence, the role of which is now even more diminishing. The main efforts of correspondence institutes and faculties are aimed at increasing the number of days those students must spend directly in the educational institution, and at improving the teaching methods used in the classroom. The need to improve traditional distance learning in Ukraine is also determined by general economic factors.

It can hardly be expected that the employer will easily let go of his employee for a session within 5-6 years. One of the main tasks of

distance learning in Ukraine should be an adequate, flexible and effective provision of education in accordance with the specific needs of various categories of learners. Training programs should be driven primarily by demand. With the change in demand, the programs also change adequately. Teaching materials should also be consistent with modern teaching principles and the needs of different audiences.

It is necessary that the various needs of students in terms of time, place, frequency of contacts with teachers are met, and the most modern and effective technologies are used. To solve the above problems, a change in the forms of distance learning is required, a revision of old ideas regarding teaching methods, the practice of conducting training. The practical significance of the work lies in the possibility of using the findings in all educational institutions. To help teachers and teachers of different educational institutions realize not only the importance of distance learning in the education system, but also competently organize the educational process in order to achieve the quality of education not lower, and sometimes even higher, than in full-time education and the introduction of new technical means into the practice of distance learning.

THE INITIAL PRESUPPOSITIONS

Thus, in studies addressing the problem of creative self-development Bogomolov (2007), Anisimov (2008), Polat (2021) and to accept value-oriented attitudes towards mastering the mechanism of creative self-development within the framework of the subjective position to

one's own life. The process of creative self-development of an adult, according to scientists, should be considered within the framework of a systemological approach, which makes it possible to study not only the mechanisms, internal structure and main components of the phenomenon, but also the conditions and factors that influence the dynamics and direction of self-development. The pedagogical literature reveals the essence of self-knowledge and self-development, certain aspects of the creative self-development of future teachers in educational activities. The relevance of the study is due to the need of pedagogical science in the development of effective pedagogical conditions for the creative self-development of distance learning students. The purpose of the study is the assessment of the effectiveness of distance pedagogical education.

METHODS

In the process of performing this work, the following research methods were used: analysis of philosophical, psychological, methodological literature and works on the problem of distance learning. Having studied the structure of higher education systems, we can conclude that the traditional system of higher education by correspondence is increasingly lagging behind the rapidly changing life. Currently, there is an increase in the number of people wishing to get higher education. At the same time, there are more and more people who cannot do this in the form of full-time, full-time education. This is due to both the unwillingness to spend a full day on education (the need to work intensively) and the physical impossibility of regularly attending classes (remoteness of the university, disability, etc.). As a result, the popularity of distance learning is growing.

Graduates of the modern system of higher education by correspondence in Ukraine, who are part of the emerging transnational economy, must have unified codes for the development of local and global processes of development of civilization and culture. One of the most pressing problems of the modern school is the need for a teacher with a varied - creative professional image, while the existing system of higher correspondence education reproduces cadres, relying on the established tradition. One of its serious shortcomings is the impossibility of overcoming the contradiction between the need for diversified development, on the one hand, and deep professionalization, on the other. Other disadvantages of distance learning in its traditional form include:

- 1) discontinuity of the educational process;
- 2) lack of constant feedback;
- 3) the problem of quality control of education;
- 4) difficult access to library funds.

The fact that with a positive attitude towards the distance education system as a whole, these shortcomings are well understood, evidenced by the results of sociological research. To solve the above problems, it is necessary to improve the content of the educational process in correspondence departments, the need for special textbooks for correspondence students, as well as the introduction of distance learning based on the development of computer communications for correspondence education.

First of all, the psychological and pedagogical essence of the system of higher correspondence education is subject to revision, when the relationship between the pedagogical method and the system of knowledge is traditionally decided in favor of the system. In this case, theory prevails over practice, learning absorbs the development process. A finely organized restructuring is also needed (BOGOMOLOV, 2007).

The concept of creating and developing a unified distance education system assumes the use of new teaching aids in the field of communication technology and Multimedia, telecommunication means are the central link in the distance learning system. It is they that make it possible to ensure the maximum spatial and temporal independence of the trainees and the involvement of teachers regardless of their place of residence. The use of computer networks for these purposes presupposes the presence of the following necessary sections that ensure the educational process:

- the section "Administration and Services" is necessary for solving administrative and technical issues;
- Section "Training sessions", where the student gets access to lectures, seminars. Through this section, direct communication with the teacher is possible, as well as passing exams and tests;
- "Research Center" provides the opportunity to engage in research work, the choice of a supervisor;
- "Library" allows you to access the catalog of the university library and to select, order and view the necessary literature. The existence of this section will enable access to other libraries.

An attempt to use distance learning methods to discover the deep integrative coordinates of higher correspondence education is very promising, which will ultimately make it possible to fulfill the modern requirements for the training of a teacher with a varied and creative professional appearance. In the research of scientists, the debatable question is whether distance learning can be considered an alternative to the existing system of distance education and how to make the transition from the established educational traditions to new forms and methods inherent in distance learning in modern conditions.

According to experts, a modern student learns 20% of what he sees, 50% of what he sees and hears, and 70% of the information that he gets on his own (for example, working with the Internet). Therefore, distance education will not harm the usual distance education system. Rather, on the contrary, it will open up new opportunities for learners. The basis of part-time and distance forms of higher education is based on the same principle - self-study.

Distance education is understood as a complex of educational services provided to the general population using a specialized information and educational environment at any distance from educational institutions. One of the most attractive advantages of distance learning is the ability to combine the effectiveness of individual education with the economy of mass education. In fact, it is a variant of automated learning, in which a computer plays the role of both a teacher and an administrator - the organizer of the educational process, using local or global communication networks. This education system allows you to start learning from any moment, depending on the training of the student. In addition, it provides an opportunity to improve the quality and intensify training. Each student gets the opportunity to independently determine the timing of receiving education.

Personality education is the most important common human problem of our time. This truth is becoming more and more obvious in the coming 21st century - the time of informatization and computerization of all social life. The academic community of the education system of Ukraine today recognizes that the most important and promising direction in the development of the education system is the widespread introduction of distance learning methods based on the use of modern pedagogical, promising information and telecommunication technologies.

In pedagogy, the term "distance education" has the following meaning. Distance education (from Lat. Distantia - distance) is an international term, interpreted as "education at a distance, denotes the purposeful and methodically organized guidance of the educational and cognitive activities of persons who are far from the educational institution and therefore do not come into constant contact with its teaching staff. On the basis of this, the definition of distance education can be interpreted as predominantly independent education (self-education), in contrast to self-education as such, which includes, in one form or another, feedback from the teacher (educational institution). The advantages of correspondence education include:

- Carefully worked out teaching methods, tested over time and used for large groups of trainees;
- No quantitative restrictions on students for individual courses;
- Individualization of learning, allowing students to choose their own pace and schedule of learning activities;

- Providing the opportunity to choose a teacher who is an expert in a specific academic discipline.

In addition, the distance learning system has accumulated considerable experience in the development of methodological and educational materials, tasks for independent work, descriptions of laboratory work, testing tasks. Currently, distance education is losing its importance, giving way to distance education based on new information technologies. In its historical development, distance education has implemented three stages of information exchange with students: using regular mail (exchange of parcels), case technologies, network technologies (telecommunications, e-mail, Internet, real chat, etc.) (BOGOMOLOV, 2007).

However, in order to move from distance education to distance education that meets modern standards, it is necessary to have a new planning of the educational process, and a new generation of teaching aids and materials specially designed for self-study, and new approaches to conducting training sessions, certification, and the use of new information and telecommunication technologies to provide distance learning support, and retraining of teachers to work in a new educational field.

It should be noted that if distance learning is a typical national phenomenon - each country has its own system, then distance learning based on information technologies has an international and global character. In addition to traditional textbooks, students have the opportunity to access a large volume of text, audio and video information, take tests and provide completed work, communicate with each other over considerable distances. Thus, flexibility, variability, accessibility, convenience and speed of communication for students are provided. The essence of distance education boils down to maximizing the benefits of self-study, in creating conditions when not the teacher, but the student is the key figure in the learning process.

The emerging model of distance learning, in the creation of which colleges and universities are actively involved, is, rather, a kind of distance learning, only with the use of computer telecommunications. In this model, distance learning courses are a collection of lectures sent to the user in portions or in whole for self-study. Having received educational materials, the user (student, applicant) works with them at home, at the workplace or in a special computer class. This takes into account the individual style of activity, the abilities and needs of the user, who can study the training courses in any sequence, faster or slower.

Modern distance learning programs, as a rule, are supplied with terminological and similar dictionaries, in some cases they contain links that open access to domestic and international databases. Periodic e-mailing of tasks completed by the user is provided, which are reviewed by the teacher-curator and returned to the user with comments and recommendations.

Polat (2021) believes that distance learning cannot be confused with distance learning, if only because distance learning provides systematic and effective interactivity, not only between the teacher and students, but also between students, regardless of the medium on which the main content is located training (online or on CD). Interaction is carried out on the basis of computer telecommunications. Here are all the signs of the educational-auxiliary process (teacher, textbook, teaching aids, appropriate teaching methods and organizational forms), which cannot be said about the correspondence course (POLAT, 2021).

It follows that the new form of education cannot be completely autonomous, isolated from other forms of education. Distance learning is built in accordance with the same goals as full-time education (if it is built according to the relevant educational programs), with the same content. But the forms of studying the material, the forms of interaction between the teacher and students, as well as students among themselves, will be different.

The difference in the ethnic, cultural and social contexts of the traditions to which the authors writing about distance education belong determine the absence of a generally accepted definition of distance education. This situation can be considered natural for the new direction, and the large number of definitions confirms, on the whole, the relevance and novelty of the vectors of distance education research. Quite often, even experts talk about distance education without the necessary understanding of what is behind this concept.

In the field of theory and practice of distance learning and education, a certain categorical apparatus consists of various scientific approaches, views and understandings of distance learning. In research on distance education, we can find numerous and varied definitions of the concepts of distance learning itself. They are classified both in terms of form, method, method, learning process, and a range of educational services and technologies. Let's analyze the well-known concepts of "distance learning" in four directions:

- As an equivalent of distance education;
- As a form of education (type of educational service);
- As a method of obtaining education;
- As a form and method of teaching.

As you can see, the above formulations and definitions are mostly of a general descriptive nature, reflecting at the same time some one or several aspects of this multifaceted and complex phenomenon. This approach suggests that in distance learning it is generally not accepted to use traditional technologies that involve the use of educational materials in printed form, and in the learning process there is absolutely no contact between the teacher and the student. The situation is also not taken into account when, in the process of distance learning, students may be geographically and not separated by large distances (they live in the same city, district), however, there is no possibility of interaction in the learning process due to asynchrony, i.e. regime and conditions of employment.

In the above definitions, in addition, it is not holistically indicated that interactive interaction can occur not only between students and the teacher, but also between the students themselves, with teaching aids. The main thing is that the process takes place in a specific didactic system, where the subjects of the educational process are separated in space and time. The analysis of the above definitions of distance learning allowed us to conclude that the most complete and closest to the problem under consideration is the definition of distance learning: "Distance learning can be defined as a purposeful, organized process of interactive interaction of students with each other and with learning tools, invariant (indifferent) to their location in space and time, which is realized in a specific didactic system".

The situation is no clearer with the concept of "distance education". Therefore, before proceeding with the identification of the essence of this phrase, let us define the concept of "education", which in the history of Russian pedagogy has undergone several interpretations. Education was viewed as a set of knowledge, skills and abilities necessary for professional activity (until the 50s of the twentieth century); later - as a process and result of improving abilities (POLAT, 2021).

When characterizing the category of education, many scientists consider it as a system, process, result. Consequently, distance learning can be viewed as a new form of education, and distance education, respectively, as a result, as a system, as a new form of education. On the basis of the historical and pedagogical analysis of the evolution of the forms of obtaining education in the context of the informatization of society, we came to the conclusion that, ideally, distance education can be considered as a certain synthetic form in which all the best will be concentrated and towards which, during improvement and development, all known in present forms of education.

An important distinguishing feature of distance education is its functioning in the conditions of the Unified educational information space. The information and educational environment of distance education is a systemically organized set of data transmission facilities, information resources, interaction protocols, hardware-software and organizational-methodological support, focused on meeting the educational needs of users. The most important activity characteristic of distance education is the special relations and connections of its participants, who, within the framework of these relations, interact with each other, thereby creating the necessary prerequisites for referring their relations to distance education as a cumulative subject of activity.

An initiative and educated person who is able to flexibly restructure the direction and content of his activities in connection with a change in technology and social order can be really protected in a social respect. In the context of trends in the development of global education, the effectiveness of the education system (primarily professional) should be manifested in its ability not only to equip the student with knowledge, but, and this, most importantly, to form the need for continuous and independent mastery of them, develop self-education skills, develop their own individual creative style.

As a result, education should become such a social institution that would be able to provide a person with a variety of educational services that allow him to study continuously, provide the broad masses of people with the opportunity to receive not only secondary and higher vocational education, but also additional vocational education.

RESULTS AND DISCUSSION

Summing up the analysis of the basic concepts, let us define the related scientific areas from the position of which the terms "distance education" and "distance learning" are studied and used. These are:

- Economics - distance education as an educational service;
- Ergonomics - distance education as the best learning option available to everyone;
- Pedagogy - distance education as a form, method of teaching, the process of obtaining education, as a learning system;
- Technology - distance education as an innovative teaching technology, an original version of the technical improvement of the learning process;
- Linguistics - literal translation "distance education".

Thus, distance education can be defined as a complex of educational services provided to the general population using a specialized information and educational environment based on the means of exchanging educational information at a distance, within which distance learning is used (POLAT, 2021).

One cannot but pay attention to the characteristic features of distance education. An analysis of domestic and foreign literary sources shows that the researchers of distance education are generally unanimous in their definition. These include: not the educational situation: "it is not knowledge, abilities, skills, but information skills necessary for the general knowledge, skills and abilities necessary for teaching students' activities.

1. **Flexibility:** learners in the distance education system generally do not attend regular classes in the form of lectures and seminars, but work at a convenient time for themselves, in a convenient place and at a convenient pace. The trainee has the opportunity to organize his studies in the necessary temporal rhythm, necessary for him to master the subject and obtain the necessary credits for the selected courses.
2. **Modularity:** distance education programs are based on a modular principle. Each individual course creates a holistic view of a specific subject area. This allows you to form a curriculum from a set of independent course modules that meets individual or group needs.
3. **Parallelism:** training can be carried out with the simultaneous implementation of professional activities or training in another institution.
4. **Asynchrony:** the learning process, carried out using distance technologies, proceeds according to a convenient schedule or schedule for the teacher and student, regardless of time.
5. **Economic efficiency:** the average assessment of the world's educational systems shows that distance education is 50% cheaper than traditional forms of education. The

experience of domestic non-state centers of distance education shows that their costs for training a specialist are approximately 60% of the costs of training specialists in full-time form. The relatively low cost of training is ensured through the use of a more concentrated presentation and unification of content, the focus of distance learning technologies on a large number of students, as well as through more efficient use of existing educational space and technical means, for example, on weekends.

6. **The new role of the teacher:** he is entrusted with such functions as coordinating the cognitive process, correcting the taught course, advising in the preparation of an individual curriculum, managing educational projects, etc. He manages educational groups of mutual support, helps students in their professional self-determination. Asynchronous, as a rule, the interaction of students and a teacher in the distance education system involves the exchange of messages by sending them to the addresses of correspondents. This allows you to analyze incoming information and respond to it at a convenient time for correspondents. Asynchronous communication methods are electronic voice mail or electronic computer networks.
7. **Specialized quality control of education:** as forms of control in distance education, remotely organized exams, interviews, practical, coursework and design work, external studies, computer intelligent testing systems are used. It should be emphasized that solving the problem of quality control of distance education, its compliance with educational standards is of fundamental importance for the success of the entire education system. The academic recognition of distance education courses, the possibility of crediting their passage by traditional educational institutions depends on the success of its solution. Therefore, in order to exercise control in the distance education system, a unified system of state testing should be created.
8. **Use of specialized technologies and teaching aids:** distance learning technology is a set of methods, forms and means of interaction with a student in the process of independent, but controlled mastering of a certain body of knowledge. The teaching technology is built on the foundation of a certain content and must meet the requirements of its presentation. The material offered for mastering is accumulated in special courses and modules designed for distance education in accordance with the educational standards available in the country, as well as in data and knowledge banks, video libraries, etc.
9. **Reliance on modern means of transmission of educational information:** the central link of the distance education system is telecommunications and their transport basis. They are designed to provide educational processes:
 - The necessary educational and teaching materials;
 - Feedback between the teacher and the trainee, as well as the trainees themselves;
 - Exchange of management information within the distance education system;
 - Access to international information networks;
 - Inclusion of foreign users in the distance education system.

The listed features of distance learning and education are the basis for keen interest in it. They clearly and clearly indicate the advantages of this type of education over traditional educational practice, create the preconditions for the widespread and use of distance learning opportunities (ANISIMOV,2008).

First, the flexibility of distance education determines its massiveness and social orientation. Thousands of people can study at one and the same educational institution under the same programs. In addition, the developing economy requires highly qualified specialists who meet the requirements of modern production, but they do not have enough time and appropriate

technologies for training and retraining of specialists. Distance education allows you to provide training or retraining of personnel on the job and with less training costs.

Secondly, profitability. If you count the time, effort, travel costs and living away from home, distance education can be called one of the most inexpensive forms of education. There is also an opportunity to study according to foreign curricula and courses without leaving the place of residence. Of course, such training is not free, but the costs for citizens for it are much less than for training in these programs with travel abroad (BOGOMOLOV, 2007). Distance education, organically fitting into the system of continuous professional education, meets the principle of humanism, according to which everyone should have the opportunity to receive education. Therefore, special attention should be paid to identifying potential consumers of distance education. Currently, the following groups of the population need the remote form of education:

- Persons of all ages living in underdeveloped regions of the country, remote from university centers;
- Persons wishing to acquire new knowledge or get a higher / second education;
- A large contingent of consumers of educational services preparing for admission to universities;
- Persons who are unable to receive educational services in the traditional education system due to the limited capacity of this system, the impossibility of combining study with work and other specific conditions (villagers, athletes, shift workers, nomads, etc.);
- Persons doing military service in the ranks of the Armed Forces of Ukraine, as well as retiring officers and members of their families;
- Persons who have medical restrictions for receiving regular education in stationary conditions (disabled, wounded, being treated in hospitals, persons in need of home education, etc.);
- Corps of managers of various levels, teachers and other specialists in need of retraining and advanced training;
- Subjects and objects of the penitentiary system (convicts and service personnel of correctional colonies);
- Persons wishing to receive education in foreign educational institutions;
- Dismissed and laid off persons registered with employment services;
- Foreign citizens wishing to get an education in Ukraine, but not having the opportunity to come to study for various reasons.

All categories of consumers of distance learning services, one way or another, do not have the opportunity to study in the traditional system and for them distance education is often the only way to get an education (POLAT, 2021).

The development of distance learning has also revealed the trend of internationalization, the creation of international educational structures for various purposes. Education is becoming an instrument for the interpenetration of not only knowledge and technology, but also capital, an instrument of the struggle for the market; solving geopolitical problems. At the same time, distance learning methods based on modern technological advances, having a high degree of territorial coverage, play an increasingly important role in vocational education at various levels. Thus, a comprehensive analysis of the essence of distance learning and education convincingly shows the multidimensionality and complexity of this phenomenon, insufficient knowledge of this problem in the Ukraine sphere of education, but it is so urgent at present both for full-time and correspondence education.

CONCLUSION

Based on the theoretical study, the following conclusions can be drawn:

1. The system of higher education, in a generalized form, can be reduced to three types: single-level, stepwise and multi-level.
2. The traditional system of higher education by correspondence is more and more noticeably lagging behind the rapidly changing life. Graduates of the modern system of higher education by correspondence in Ukraine, which are part of the emerging transnational economy, must have unified codes for the development of local and global processes of civilization and culture development.
3. An educational society requires a person capable of self-education. Ensuring the continuity of education is a social order of society. Distance learning is capable of providing continuous educational growth of the individual. Distance learning is, in fact, a student-centered form of education. It represents the freedom of choice of a teacher (tutor), the ability to select educational material depending on the informational needs of the student. In contrast to the correspondence form, communication means in distance learning are as efficient as possible, curricula and courses are flexible and individual.
4. Distance learning is developing at a colossal pace, this is facilitated by the development of the Internet, and the growth of its information and communication capabilities. However, distance technologies introduced into the educational process require a more thorough didactic study, development of knowledge assimilation techniques, analysis of the priorities of influencing factors, and the effectiveness of the work of the teacher and students in a distance environment will directly depend on the scientific nature and methodological expediency of the developed techniques, forms, methods and learning technologies.

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Assessment of the effectiveness of correspondence teacher education

Avaliação da eficácia da formação de professores por correspondência

Evaluación de la eficacia de la formación del profesorado por correspondencia

Resumo

O artigo discute uma das características do desenvolvimento da sociedade moderna é o processo de informatização, que agora adquiriu caráter global. Está comprovado que, sob a influência da informatização, mudanças estão ocorrendo em todas as esferas da vida. Um dos elementos da informatização são as novas tecnologias de informação, cuja utilização permite encontrar novas abordagens para a resolução de diversos problemas. A consequência da informatização geral da sociedade é a informatização da educação, uma das formas da qual é a educação a distância. A tecnologia de educação a distância é um elemento da educação a distância. No entanto, junto com a introdução intensiva de novas tecnologias educacionais no processo educacional, surge a pergunta: quão eficaz é o sistema de ensino a distância?

Palavras-chave: Ensino à distância. Educação à distância. Ensino superior. Comunicações em rede local.

Abstract

The article examines one of the features of the development of modern society is the process of informatization, which has now acquired a global character. It has been proven that under the influence of informatization, changes are currently taking place in all spheres of life. One of the elements of informatization are new information technologies, the use of which allows finding new approaches to solving various problems. The consequence of the general informatization of society is the informatization of education, one of the forms of which is distance learning. Distance education technology is an element of distance education. However, along with the intensive introduction of new educational technologies into the educational process, the question arises: how effective is the distance learning system?

Keywords: Distance learning. Distance education. Higher education. Local network communications.

Resumen

El artículo analiza una de las características del desarrollo de la sociedad moderna es el proceso de informatización, que ahora ha adquirido un carácter global. Está comprobado que bajo la influencia de la informatización se están produciendo cambios en todos los ámbitos de la vida. Uno de los elementos de la informatización son las nuevas tecnologías de la información, cuyo uso permite encontrar nuevos enfoques para resolver diversos problemas. La consecuencia de la informatización general de la sociedad es la informatización de la educación, una de cuyas formas es la educación a distancia. La tecnología de la educación a distancia es un elemento de la educación a distancia. Sin embargo, junto con la introducción intensiva de nuevas tecnologías educativas en el proceso educativo, surge la pregunta: ¿qué tan efectivo es el sistema de educación a distancia?

Palabras-clave: Educación a distancia. Educación a distancia. Educación superior. Comunicaciones de redes locales.