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THE ROLE OF INDEPENDENT WORK IN DISTANCE EDUCATION

The organization of the student's independent work is one of the most interesting problems from the sociological, psychological, and pedagogical point of view at the present stage. Therefore, I consider it appropriate to pay attention to some problematic issues and their solutions, and the article is dedicated to the study of those solutions.

The purpose of the research is to investigate the improvement of the quality of the organization of the student's independent work in distance education in higher schools of Azerbaijan in accordance with new technologies and international requirements. The following research **methods** were used during the research: analysis of psychological and pedagogical literature, observation, experiment, psychodiagnostic methods, qualitative and quantitative analysis of the research results. Literature analysis is an important method in researching the relevant problem.

The scientific **novelty** of the research work reveals that distance education is as effective as the traditional form of education. The pandemic situation in the world in the 21st century has made distance education even more relevant. Today, distance education is a qualitatively new type of education, and taking into account the increase in international integration in education and the formation of a single world-scale educational space in the conditions of increasing competition in the world markets for educational services, distance education is of particular importance for the educational system of Azerbaijan. It should be noted that all possibilities of information and communication technologies are used in the higher education system of the Republic of Azerbaijan. Distance learning can be as effective as traditional forms of education if the technologies and learning methods meet the goals and capabilities of the student and teacher. It should also be noted that today a teacher's readiness to use distance learning technologies in the educational process is part of his professional competence. The application of distance education technologies also significantly increases the opportunity for students to independently acquire knowledge in their speciality.

Keywords: student; lecture; independent work; pedagogy; distance education.

Ref. 7.

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РОЛЬ САМОСТІЙНОЇ РОБОТИ В ДИСТАНЦІЙНІЙ ОСВІТІ

Організація самостійної роботи студента є однією з найцікавіших із соціологічної, психолого-педагогічної точки зору проблем на сучасному етапі. Тому вважаю за доцільне звернути увагу на деякі проблемні питання та шляхи їх розв'язання, дослідженню яких і присвячена стаття.

Мета дослідження полягає в аналізі шляхів підвищення якості організації самостійної роботи студента в умовах дистанційного навчання у вищих школах Азербайджану відповідно до нових технологій і міжнародних вимог. Під час написання статті були використані такі **методи дослідження**: аналіз психолого-педагогічної літератури, спостереження, експеримент, методи психодіагностики, якісний та кількісний аналіз результатів дослідження. Важливим методом у дослідженні відповідної проблеми є аналіз літератури.

Наукова новизна дослідження полягає у тому, що дистанційна освіта є такою ж ефективною, як і традиційна форма навчання. Пандемічна ситуація у світі XXI ст. зробила дистанційну освіту ще більш актуальною. Сьогодні вона є якісно новим видом освіти, а враховуючи посилення міжнародної інтеграції в освіті та формування єдиного світового освітнього простору в умовах посилення конкуренції на світових ринках освітніх послуг, дистанційна освіта має особливе значення для системи освіти Азербайджану. Варто зазначити, що в системі вищої освіти Азербайджанської Республіки використовуються всі можливості інформаційно-комунікаційних технологій. Дистанційне навчання

може бути таким ефективним, якщо технології та методи навчання відповідають цілям і можливостям студента та викладача. Доцільно також зазначити, що сьогодні готовність учителя до використання технологій дистанційного навчання в освітньому процесі є складовою його професійної компетентності. Застосування технологій дистанційної освіти також значно збільшує можливість студентів самостійно здобувати знання за фахом.

Ключові слова: студент; лекція; самостійна робота; педагогіка; дистанційна освіта.

Introduction. At the current stage, independent work has become an increasingly important part of the educational process in higher education. Independent work of students in accordance with the requirements of the State Education Standards and regulatory documents of higher education is a mandatory component of the educational process, a number of classroom and extra-auditory independent activities that ensure the successful development of the higher education program. These works are planned cognitive, organizational and methodical activities carried out without the direct help of the teacher. Therefore, each student should have the ability to develop himself individually, and should be able to use time effectively in training. Thus, an important feature of the concept of “independent work” is that cognitive and other practical activities are independent, active, research. Provides research and project activities aimed at achieving the personal and professional goals of the student learning process.

The purpose of the research is to investigate the improvement of the quality of the organization of the student’s independent work in distance education in higher schools of Azerbaijan in accordance with new technologies and international requirements.

Analysis of the latest relevant research and publications. This study is based on sources written by various authors, such as “Distance education in Azerbaijan: tasks, perspectives”; “State Strategy for the Development of Education in the Republic of Azerbaijan”; “Computer technologies in higher education” by Ahmadov (Ahmadov, 2016); “Study on the model for character education and the operation of virtue training in character development education for university students” by Han (Han, 2015); “Teacher – student interactions and learning outcomes in a distance learning environment” by Baruch (Baruch, 2003); “Carving a New Path for Distance Education Research” by Diaz (Diaz, 2000); “The Global Information Technology Report 2008 – 2009” and others have been studied.

Results of the research. It is one of the most important factors in improving the quality of distance education by investigating general sociological, psychological, and pedagogical problems in the organization of independent work of students in the conditions of distance education in Azerbaijan, both theoretically and practically. Today, the process of developing the

independent work of higher school students in distance education goes in two main directions:

- application of distance education based on new methods of organizing the student’s independent work in the process of distance learning;
- use of distance learning to improve the quality and design of education while applying traditional forms of student independent work.

Theoretical and practical bases of the content of the organization of independent work of higher school students, characterizing the features of distance education is explained by certain principles. Those principles include:

1. Flexibility principle. This principle is implemented at a convenient time, anywhere and at a suitable pace for the development of the student’s independent work. The student works as independently as necessary to achieve the desired results in the chosen subject.

2. The principle of modularity. This principle allows the student to create a complete picture of the subject he chooses in a certain field of knowledge in each independent work, and to form a module of creative activity that meets the individual abilities of the students.

3. The principle of quality control of education. This principle, which is a form of quality control of students’ independent work, is convenient during distance interviews, practical tasks, design work, and the use of intelligent computer test systems.

4. The principle of special technologies and educational tools. The teacher’s role in the field of independent work of students includes requirements such as coordinating their cognitive process, advising on individual planning for independent work, leading educational projects, and supporting students at the professional level. Such asynchronous interaction between teacher and student lays the groundwork for efficient organization of information exchange.

Summarizing the above principles, we can note that they characterize the features of distance education technology and implement distance interaction between the teaching staff and students. The pedagogical environment organized on such a basis creates a number of opportunities that ensure the process of development of independent work of students in distance education:

- show the student’s level of participation in the independent work process;

- prepare methodical support for the student and plan independent work on a specific topic;
- to organize the conditions of interaction between the teacher and the student in order to achieve the set goal;
- to help students acquire professional skills;
- increase students' motivation for independent work;
- strengthen control over the development of students' independent work.

Taking into account the above possibilities, we can say that it is important to have mobility in modern communication methods in the organization of students' independent work (Baruch, 2003, 66). Because higher schools should prepare a successful personality in the direction of providing support for access to the labor market of competitive specialists with knowledge, skills, competence and experience in accordance with the requirements of the modern era (Han, 2015, 448). Thus, every student who applies e-learning technologies, mastering the basics of e-learning organization, and having knowledge, skills and motivation in this field has the opportunity to build a virtual learning environment for organizing independent work.

It is important to pay attention to a number of points in solving the student's independent work in distance education:

- assimilation of new knowledge to generalize and systematize, as well as deepening and repetition of previously acquired knowledge;
- formation of practical skills for learners, professional skills in subjects, as well as future specialization;
- application of acquired knowledge and skills in practice (independent work).

If a group of students who have a relationship with a teacher is formed during the educational process of independent work of learners, then the flow of information occurs in several directions: from the teacher to the whole group and vice versa, from the whole group to the teacher, from the student to the group and vice versa, from the group to the student, from the student to the student. It turns out that the flow of information between teachers and students is divided into three directions:

1. Transfer of information from teacher to student;
2. Transfer of information from student to teacher;
3. Transfer of information from student to group and vice versa, from group to student.

These three directions constitute the theoretical and practical basis of organizing the independent work of students.

When synthesizing the activity algorithms of the teacher and the student in distance education, special attention is paid to establishing a dialogue between them, to the ability to respond flexibly to sociological-psychological-pedagogical issues (Ahmadov, 2016). This kind of interaction allows for the joint solution of emerging problems (solutions related to the orga-

nization of training, questions on a certain topic, rules of ethical behavior and other problematic issues).

The algorithm of students' independent work includes both classroom and non-auditory work. Independent work outside the classroom refers to homework. Auditory independent works are performed in lectures, practical and laboratory exercises (Diaz, 2000). The main types of independent work are preparation for the audience. The interaction between teachers and students in the implementation of the student's independent work algorithm has a unique character. Because independent work with students under the teacher's supervision is defined as controlled independent work. The process of development of independent work organized by the teacher directs students to self-appropriation, self-examination and self-awareness in opening the content of independent work, searching for necessary material.

In modern times, the effectiveness of organizing students' independent work and its activation depends on the applied new computer and Internet technologies. When we say the Internet here, we mean its possibilities (case technology, cluster technology, project, module, rated learning technology and other various technologies). Each Internet technology is presented as a form of training for students' independent work and creates effective conditions for their self-development. Therefore, their use in this direction is appropriate.

Conclusions. Distance education is provided by the use of a number of educational technologies implemented on the basis of purposeful, pedagogically correctly organized information resources between the student and the teacher. Therefore, in order to effectively organize the independent work of students in distance education, summarizing the scientific and practical basis of its content, it is important to consider the following suggestions:

- to implement the communication between the student and the teacher through telecommunication and computer networks, on the basis of prompt, regular dialogue, feedback, at a long distance;
- flexibility, modularity, economic efficiency, the teacher's role in organizing students' independent work, special control over the quality of independent work, using modern technologies are the characteristic features of distance learning;
- electronic materials, electronic textbooks, audio-video disks, etc. submit forms;
- to use educational methodical complex, computer, multimedia equipment in the independent work of students.

Thus, based on the generalized analysis of the theoretical and practical bases of the organization of students' independent work in distance education, it should be noted that distance education, especially in the organization of independent work, has a positive

**ПРІОРИТЕТИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ
ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ – ЗАРУБІЖНИЙ ДОСВІД**

effect on students, increases their self-management ability, organizational, creative and intellectual potential.

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**ПРІОРИТЕТИ ПРОФЕСІЙНОЇ ПІДГОТОВКИ МАЙБУТНІХ
ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ – ЗАРУБІЖНИЙ ДОСВІД**

У статті розглянуто окремі аспекти професійної підготовки майбутніх вчителів початкових класів у деяких європейських країнах. Здійснено аналіз освітніх систем таких країн, як: Франція, Данія, Німеччина, Велика Британія, Фінляндія. Акцентовано увагу на нормативних засадах підготовки фахових кадрів для початкової школи. Виокремлено позитивні практики організації освітнього процесу у зарубіжних педагогічних університетах, які можуть слугувати вдалим прикладом для вдосконалення методичного забезпечення якісної підготовки фахівців початкової освіти в Україні.

Ключові слова: вчитель початкових класів; професійна підготовка; зарубіжна освіта; порівняльна педагогіка; освітня система.

Літ. 9.

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**PRIORITIES OF PROFESSIONAL TRAINING OF THE FUTURE
PRIMARY CLASS TEACHERS – FOREIGN EXPERIENCE**

The article deals with some aspects of professional training of future primary school teachers in some European countries. A theoretical analysis of works on the problems of training primary education specialists and research on comparative pedagogy is carried out. It is found that in many European countries there have been qualitative changes in the development of higher education systems in accordance with the