DISTANCE LEARNING IN THE CONTEXT OF THE COVID-19 PANDEMICS

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Abstract. In the article, the authors considered the forms of distance learning that were used during the coronavirus pandemic, analyzed the positive and negative aspects of distance learning. Distance learning technologies have made it possible to build an individual training regime. For example, students could review video materials of lectures and classes at a convenient time, they had more opportunities for self-development and self-study. Also, the article discusses some types of electronic educational resources that are so necessary for distance learning.

Keywords: distance learning; electronic textbook; distance learning technologies; information technologies; online learning

Introduction

In the context of the COVID-19 pandemic, the education system had to urgently adapt to new realities and switch from the traditional format of education to other formats. To conduct online classes, teachers mainly used such services and platforms as Google Classroom, Zoom.

Online learning allows the student to work directly with the educational content available to them in various formats (for example, video, audio, text, etc.). In addition, students can also seek the help of a teacher to determine the sequence in the assimilation of the material, and evaluate the results of their work. Interaction can be carried out through the above-mentioned services.

It should be emphasized that teachers should carefully select electronic educational resources that contribute to increasing the interest and motivation of students. For example, open interactive textbooks instead of PDF files increase the activity and interest of students.

Distance learning in the context in the context of the COVID-19 pandemic in Kyrgyzstan

The changes that have arisen in connection with the COVID-19 pandemic have made adjustments in all areas of human life, including educational.

The global introduction of quarantine and the closure of educational institutions served as a catalyst for the introduction of digital technologies into the education system, when only distance learning became possible. In a short time, educational institutions had completely switch to a remote format of organizing the educational process, when educational activities are carried out remotely and on digital platforms.

There are about 1 million 268 thousand students in Kyrgyzstan, who were forced to switch to distance learning in March 2020 due to the first cases of COVID-19 infection in the country.

The Kyrgyz National University (KNU) named after J. Balasagyn was no exception, which decided to transfer the educational process to distance learning for the safety of students and teachers, minimizing the need for their physical presence in the classroom.

For KNU named after J. Balasagyn, the transition to full distance learning in the shortest possible time became affordable thanks to the availability of the AVN automated information system, as well as the use of such platforms as Google Classroom, Zoom.

The convenience of Classroom is that it includes a drive for storing files, Google Docs, for publishing text lectures, presentations, polls, a meeting service, and a calendar for scheduling training.

With distance learning, you can use various software tools for the development of electronic educational resources, among which an electronic textbook occupies a special place.

An electronic textbook is an electronic training course in which information on a discipline is presented in the form of the text, pictures, video, audio, animation and other graphic means. The developed system of links and search allows you instantly jump from one section or fragment of a textbook to another. You can immediately find out how well the material is learned by completing interactive tasks.

According to experts, the organization of individual work with electronic textbooks provides a deeper understanding and mastery of the material. The use of electronic textbooks in education, in addition to improving perception, also solves the issue of providing students with both basic and auxiliary literature.

The most effective use of electronic educational complexes when creating the following conditions:

– provision of a dialogue mode in the process of solving various cognitive and research tasks. It touches on two issues at once – communication with the teacher and the availability of cognitive information, for example, the use of interesting formulations of tasks, preferably with practical application;

– creation of built-in reference books or organization of access to such resources in a communication environment. This allows students:

– independently obtain additional information on the material being studied;

– providing data modeling (preferably in a visual form). For this purpose, data views can come in handy, as well as mathematical calculation packages, which offer a powerful tool for modeling and tracking the research process;

– the possibility of conducting operational and current testing on the basis of a specially formed bank of tests. Individual tasks and recommendations for their implementation can also be offered. As a result, using the electronic educational complex, it is recommended to analyze the test results and develop recommendations for a deeper study of individual issues or sections;

– the availability of the possibility of interrupting and resuming work, which allows students independently determine the intensity of receiving information.

Video conferencing technology, which is actively used in business for holding meetings with branches and interactive mode of working with clients, served as the basis for organizing remote webinars.

As you know, a webinar is a virtual lecture or seminar in a synchronous mode, allowing listeners to take an active part in the learning process, asking questions, commenting on the information heard, communicating with all participants. The use of webinars allows attracting top-level specialists to the learning and consulting process, which makes it more accessible for students to obtain high-quality knowledge. To participate in the webinar, low technical requirements are presented: you need a computer with Internet access, equipment for conference calls (microphone, headphones, webcam), software for audio and video broadcasting.

As we noted above, as a tool for organizing a webinar at the KNU named after J. Balasagyn, the Google Meet service was used primarily. At the same time, the COVID-19 pandemic has accelerated the pace of digitalization and helped to gain insight into new technologies in education, try them out, and perhaps, even take a fresh look at some of the pressing problems of distance learning that previously seemed intractable.

Probably, it is this experience that will help determine the trajectories of education development in the near future and assess the long-term potential of new educational technologies, the optimal ways to combine the latest and traditional approaches in educational policy.

Conclusion

Higher educational institutions have passed a serious test of the strength and effectiveness of their work. It should be noted that in the process of rapid transition to distance learning, the problem has become a shortage of interactive educational materials, lack of online experience for both teachers and students. Problems related to the fact that not all students had the technical means necessary for distance learning.

Nevertheless, the coordinated work of all the services responsible for organizing studies in the new format made it possible to continue studying in new conditions.

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