



PEDAGOGICAL APPROACH TO THE USE OF ELECTRONIC EDUCATION IN THE EDUCATIONAL PROCESS

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ABSTRACT

This article deals with e-learning and distance learning technologies, which are now a key part of the educational process, and provides descriptions and research by many scholars around the world. It also covers the use of e-learning in educational institutions and the organization of information and e-learning, including electronic search engines, e-learning resources, telecommunications facilities that are based on the development of curricula and independent learning of students. On the basis of which the main features of e-learning, such as the formation of distance learning, the organization of distance learning in the educational process, the pedagogical bases of distance education, methodological, organizational-management, psycho-pedagogical, pedagogical, research activities of the teacher. As a result of the study, the general educational technologies of the pedagogical process and their basic elements are technologically illuminated on the basis of the schedule. The table shows the types of general education technologies, the results achieved by these types, the level of knowledge of the student, the specific methods of education. In addition, the importance of independent learning in distance learning, its importance in acquiring students' knowledge, and the importance of modern information technologies in education in the use of pedagogical technologies in e-learning are mentioned. As a result, the role of the teacher in the virtual field will be further enhanced, and the teacher will now be seen not only as a facilitator of learning, but also as a teacher of his or her own learning technology, communicating with students, supervising and evaluating students. This demonstrates the importance of a pedagogical approach to the use of e-learning in the educational process.

KEYWORDS: *e-learning, distance learning, distance learning technologies, electronic search engines, e-learning resources, tools for telecommunication, information and e-learning, educational process, distance learning, pedagogical bases of distance learning, organizational-management, psycho-pedagogical, pedagogical, research activity, the process of organization of distance learning, opportunities of distance learning, disadvantages of distance education.*



INTRODUCTION

For the introduction of e-learning into the education system, special attention is paid to education information, first of all, taking into account the dependence of the intellectual potential of the society, including information on education, the development of information and educational resources. Development of e-learning, increase of its effectiveness, introduction of new information technologies in education determine the focus of educational reforms.

Based on the foregoing, in this article we will focus on e-learning and distance learning technologies used in the learning process. To do this, we will talk about the concepts of e-learning and distance learning, their importance in the pedagogical process, and the pedagogical nature of distance learning courses organized by teachers. First of all, we will explore the concept of e-learning.

E-learning is defined as the organization of telecommunications networks and the communication of all participants in the learning process, supporting the information stored in the database and used in the development of educational programs, providing transmissions on data processing facilities, and (Bubnov, V.A. [1])

Distance learning technologies are technologies that are implemented using information technology in remote collaboration between students and education systems or educators (Bubnov, VA [1])

A BRIEF ANALYSIS OF OTHER SCHOLARS' WORKS ON THE SUBJECT

E-learning has been described by professors from leading universities in the world, and we will talk about them. In particular, M.S. Bowles describes e-learning as "the use of the Internet as a learning tool that has led to tremendous changes in society" (used by Bowles, M.S. [5]). However, to date no agreement has been reached on the main content of e-learning. Gerhard Kasper, former president of Stanford University, said at the time: "I really don't know how Internet education will develop. But I can say with certainty that over the next decades we will see the transition from day-to-day education to online learning" (used by Muller, H. [6]). Professor of the University of San Francisco, USA Clerk and R.Mayer stated that e-learning is defined on the computer as instructions provided by the CD-ROM, Internet, or internet with the following functions, namely, the educational process for the use of multimedia elements, such as words and pictures, for teaching purposes include content; form new knowledge and skills associated with individual learning goals or improvement of organizational performance (used by Clark, R., & Mayer, R. [6]).

In the July 2003 edition of the UK's Ministry of Education's Unified E-Learning Strategy, e-learning states: "If someone is educated using information and communication technologies, it is the use of e-

learning." Canadian professors D. Hum and A. Ladouceur, in his work "E-learning the new frontier," have further clarified e-learning and scientifically justified the use of e-learning to address information and subject matter in all areas of human activity (Hum, D., & Ladouceur, A. [8]). H.S.Schultz and In his work Online Learning Today: Strategies that work, Fogarties described e-learning as "Learning through the Internet" (Schultz, H. S., & Fogarty, J. [9]).

This implies that as a result of the development of information and communication technologies, the role and place of modern pedagogical technologies in all aspects of the educational process, particularly in the field of e-learning and distance learning, is expanding.

SCIENTIFIC NOVELTY OF THE ARTICLE AND METHODS USED IN RESEARCH

It is important that curricula developed for the use of e-learning in educational institutions should be developed based on the learning of curriculum and the organization of e-learning based on technical means such as search engines, e-learning resources and telecommunication technologies.

Taking into account the foregoing, a new trend in the educational process will be developed based on: (Vasiliev, F.P. [2]):

- Promoting distance education, the technological basis of which is information technology and telecommunications;
- Standardize the educational methodology by implementing and distributing electronic forms of illustration and transmission of material.

In these cases, distance learning technologies play a key role in the new trend of learning.

Distance learning technologies include (Vasiliev, F.P. [2]):

- educational standards of subjects;
- lectures;
- Curricula and instructions for practical and laboratory work, course work;
- methodical instructions and manuals for independent work of students;
- test tasks on subjects;
- control materials;
- links to electronic libraries.

Each of these tasks not only ensures communication between teachers and trainees as a result of the effective use of e-learning tools, but also stimulates the learner to work on his or her own learning. Considering that, distance learning is emphasized in the learning process.

Distance learning is one of the main forms of continuous learning.

Considering the above, the process of establishing distance learning can be summarized in Figure 1 below, which I developed in my study of the pedagogical bases of e-learning:

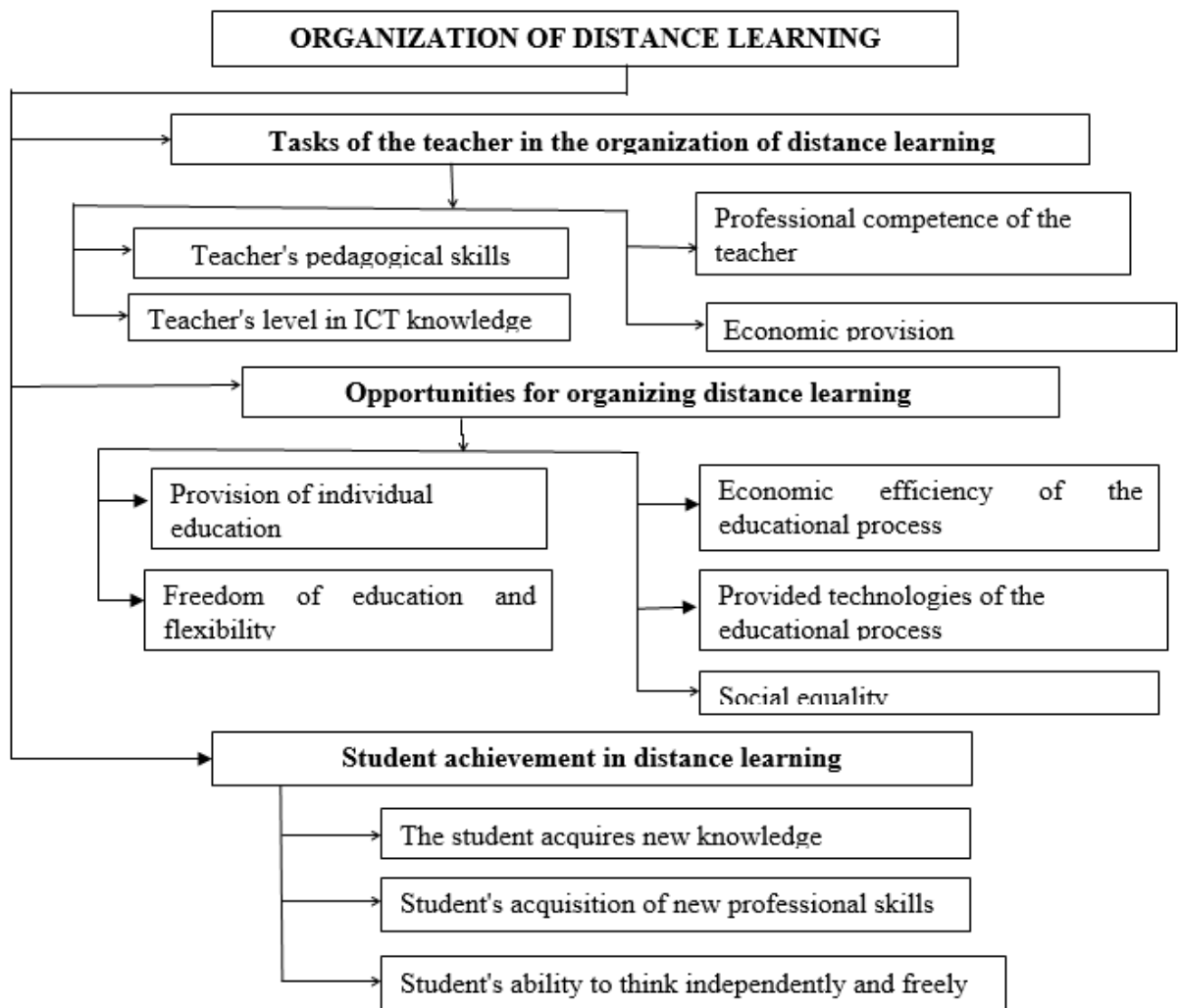


Figure 1. The process of organization of distance learning

From this, the importance of the pedagogical, professional skills of the teacher, the level of ICT knowledge and distance learning opportunities in integrating distance learning into the learning process.

At the same time, as a result of our research on the introduction of distance learning, we have developed the following pedagogical foundations:

- increasing the pedagogical and professional competence of the teacher in the organization of distance learning;
- sufficient knowledge of the teacher in information and communication technologies;
- development of pedagogical bases of individual teaching methods by students;
- providing continuous communication between students and teachers in the system of distance learning.

Based on the above, teacher education can be divided into two stages:

- Organization of distance learning activities of students.
- Creating of a distance course.

During the distance learning process of the students, the teacher solves several methodological and organizational issues. Communication and technical issues will be addressed during the development of the distance course.

Based on the analysis of the issues to be solved by the teacher, the activities of the teacher in the system of distance learning are shaped by the following signs (Polat E.S.[4]):

- methodical activity – development of methodological support of distance learning (working out the program, model and structure of the distance course; development of theoretical, practical and control-estimative materials of the distance course; Developed models of distance learning on the subject, course,



subject of study, theoretical, practical and control materials of the distance course will be adapted to the level of knowledge of the learner);

- Organizational-management activities – organization of distance learning in the form of lessons and independent learning (development of organizational-management documentation of the distance course; formation of training groups; paper and electronic formats; consultations on the organizational issues of the educational process; creation of information materials, preparation and issuance of certificates (certificates, diplomas, etc.); trainees' participation in the scheduled webinars; remote listening received LMS (Learning Management System), professional associations, forums registration; distance learning at home with a collection of information (feedback); distance learning the technical side of the process of consultation; trained teachers, psychologists, parents or guardians);
- psycho-pedagogical activities – ordering of students' learning activities in distance learning (managing

communicative activities of students; adhering to network etiquette; collaborating with course creators, educators, psychologists, parents (or guardians);

- pedagogical activity – distance learning of students, monitoring and evaluation of students;
- research activity – the study of the process and results of distance learning taking into account the acquisition of knowledge and skills of students; assessment of pedagogical activity; participation in conferences, seminars on e-learning, distance learning technologies; study of proposals for approaches to pedagogical technologies of distance learning.

For each pedagogical process, the sequence and specificity of activities are different. In order to achieve the desired result in the educational process, it is necessary to technologically illuminate the educational process and its interpretation. For the organization of distance learning the pedagogical process should be clearly technological, which can be summarized by the following table:

Figure 2**General pedagogical technologies and their basic elements**

Type	Achievement	The level of knowledge	Special ways of education
Dogmatic	Surface Direction	Recalling	Report
Official Reproduction	Formal Knowledge	Understanding, reproduction activities	Exhibit
Important reproductive	skills	Thinking, interpretation of activities	Reproductive, problem solving
Effective	Creative Thinking	Independent Search, Creative Activity	Problem Education
Thematic Reproductive	Personality	Self-determination and solution of tasks	Solving problems of personal importance

Daytime education is now moving towards the formation of independent education. Currently, modern approaches to the organization of the educational process are built on the students' self-reliance as a result of the lack of information provided by the teachers and greater student performance in the learning process. Collaboration of distance learning with information technologies in the educational process gave impetus to the development of a new form of education e-learning.

Thus, it is no longer about distance learning that differs from day-to-day education with some of its technologies, but rather about e-learning, which is a form of open learning.

The use of pedagogical technologies in e-learning should be adapted to the level of pedagogical processes. Open education is a subject-oriented type of pedagogical process that meets modern social requirements of education. The use of modern technological tools (e-books, forum LMS, automated search for information) for the implementation of

reproductive education will lead to the traditional training of e-learning.

Modern e-learning allows for the implementation of open learning approaches in public education:

- not be limited in time;
- a student is a subject in a state of varied learning opportunities with which he / she has to make important decisions;
- purpose – subjectivity and uniqueness of a person in active work.

Course study in the virtual field requires the construction of the learning process on the principle of openness, such as the implementation of the pedagogical process in a subject-oriented manner and provides:

- content (multimedia training material);
- competence of the student;
- a course navigator to help students work on the course (Study guide);
- independent Study Guide (Syllabus);
- tutor function of a teacher.



It should be noted that the role of the teacher in the informatization environment is growing. This means that the teacher should use modern information technology in his or her work. In this case the appearance of his labor will change. Design and construction of educational technology, first of all, creation of didactic information base of the subject, thirdly, communicative organization of teacher's relations with the student, selection of adequate forms and methods of educational activity management, it is necessary to create and create test tasks to control students and to organize student self-control.

The modern stage of educational reform is urging the urgent tasks related to the speed of social change, the faster adaptation of new and higher education institutions.

It is clear from the above that in the system of distance learning, the teacher must create and manage distance learning courses using the specific pedagogical technologies, while studying the psychology of the learner during the methodological, organizational and managerial activities of his work. This will stimulate the interaction between the teacher and the student.

CONCLUSION

Taking into account the above, it is worth noting that distance education is now considered as a new pedagogical factor in the educational process. We are looking for ways to develop e-learning and increase its effectiveness. The introduction of new information technologies in education is at the center of attention in education reform. Therefore, it should be noted that the effectiveness of teachers' self-work is also significantly increased. In general, distance learning is now a requirement of the time, as it is also clear from the above that the learner is a prerequisite for learning and practicing distance learning independently.

As a result of applying e-learning to the educational process, several effective results, which we have considered in our research:

- 1) students will be able to work and study independently and have sufficient professional skills in their field;
- 2) expanding the range of independent thinking of students in their specialty, ie acquiring both theoretical and practical knowledge as a result of the student independently completing all courses in distance learning;
- 3) students will have sufficient social and economic benefits.

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