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Збірник матеріалів матеріалів IV міжнародної науково-практичної конференції «Суспільні дослідження у 21 сторіччі». Представлені результати робіт з широкого кола гуманітарних дисциплін.

Роботи подаються мовою оригіналу. Відповідальність за зміст робіт несуть автори та наукові керівники.

DISTANCE LEARNING TECHNOLOGIES IN EDUCATION

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Progress in information technology has enabled new educational delivery methods such as distance learning. As an outcome of this, many universities and colleges have entered this new method of learning world in a major way.

Distance learning is most easily defined as an educational model where the student and the teacher are in locations different from one another while the instruction is taking place. The use of technology is an inherent part of the process. Technology such as computers, the Internet, televisions, telephones, and mobile phones are used to bridge the gap between teacher and student, bringing material from one to the other and back again as the learning process takes place. Distance learning can take place synchronously, with students and teachers interacting in real time from their various locations, or more commonly asynchronously, with students and teachers communicating at different times via online message boards, forums, and email. Online learning offers students the chance to attend college courses, certificate programs, and vocational classes occurring all over the world.

«Distance learning», «distance education» and e-learning are terms used synonymously in education and learning technologies. It is deemed that distance learning has been a method of teaching and learning for many individuals for at least one hundred years (Moore & Kearsley, 1996) starting with print technology and the postal service (correspondence education) all the way up to the electronic communication that is used today.

Distance learning is defined as a kind of open learning using computer and telecommunication facilities that provide interactivity of teachers and students at different stages of training and individual work with the latest materials information network, most of which prepared by teachers. The main objective of distance education is to provide education to those individuals who cannot attend classes in traditional schools and colleges. In such an educational program the learners and the source of information are separated by the time and distance. Distance education is now recognized all over the world due to the advancement technology. Distance learning is increasingly becoming an alternative in education, industry, large corporation, and various government entities, by and large when students, employees are far and wide spread geographically within and outside that region in which the course has been taken place. As a result of this this success, the benefits of distance learning have led many higher educational institutions to implement some distance learning class, even if on an experimental basis. Distance education is one of the models of education that facilitates flexibility of place and availability of time. Whenever you feel comfortable to study you can carry on with your studies. Rather to attend daily classes in regular colleges and universities it is easy as well beneficial to carry on with your job work and during holiday or at weekend you can go through with your further education.

Distance learning technology is based on provision of special informational and educational resources in the form of training and methodological sets given to students for self-studding. In can be successfully implemented by networking technologies. In its turn, TV-technology can be telecommunication and others. Mobile and virtual reality shall be noted as promising in lifelong education. Let us take a brief look the potential of each technology, concerning its appropriate use in the educational process.

Educational processes based on mobile technologies can be founded on education at any suitable place and any time through portable computers (laptop), personal digital assistants, hybrid device (smart phones), communicators and others.

Modern pedagogy has terminology evolved from the new virtual reality technology: virtual lectures, practical trainings, reading rooms: virtual labs, faculty and university. Some authors consider that one of the most important pedagogical conditions with application of virtual reality technology is remote access for student to «unique equipment, technical objects and scientific experiments of interest…» for obtain knowledge. One of the methods of improving the cognitive abilities of students is virtual laboratory. The main advantage of the virtual laboratory is not only «a visual simulation of a real physics experiment» but also the use of « real practical findings» in simulation models.

Another form of interaction is the use of computer conferencing. This method utilizes asynchronous communication in such forms as an e-mail list group, an Internet discussion group, or other types of conferencing software. Asynchronous methods of communication are especially appealing to the learner who has difficulty scheduling specific time- and place-bound course work.

Modern distance learning courses employ Web-based course-management systems that incorporate digital reading materials, podcasts (recorded sessions for electronic listening or viewing at the student's leisure), e-mail, threaded (linked) discussion forums, chat rooms, and test-taking functionality in virtual (computer-simulated) classrooms. Both proprietary and open-source systems are common. Although most systems are generally asynchronous, allowing students access to most features whenever they wish, synchronous technologies, involving live video, audio, and shared access to electronic documents at scheduled times, are also used. Shared social spaces in the form of blogs, wikis (Web sites that can be modified by all classroom participants), and collaboratively edited documents are also used in educational settings but to a lesser degree than similar spaces available on the Internet for socializing.

If you are wondering what participating in online distance learning is like, consider the following glimpses into how students participate in their online coursework:

- Students participating in online discussions and chat sessions with fellow students and instructors, instead of having to attend courses in traditional lecture halls. You'll also be watching videos streamed over the Internet, taking exams through customized applications, and participating in class discussions via conference calls.

- Students completing team projects by meeting together in teams, on the same website, at scheduled times to discuss how to accomplish the goals of a certain project or assignment, and to share research findings. You'll also be communicating and collaborating with other students using computer conferencing software, e-mail, chat, and recorded video conferences provided by your instructor.

- Students complete homework assignments independently at home and submit them electronically to their instructor, via email or an online "drop box", just before the deadline. After the deadline passes, the drop box automatically closes.

- Students use online research tools, including databases and extensive collections of electronically stored documents, to complete projects-instead of wading through stacks of books in a traditional library. The Internet's search engines, along with the many scholarly databases that online schools make available to their students, replace traditional trips to the campus library.

- Students ask questions via e-mail, online chat, telephone calls or discussion forums. In addition, many academic instructors use Instant Messaging (IM) to communicate with their students.

Distance education dictates changes in behavior for both the teacher and the learner. The successful student develops persistence and skills in self-directing work. The successful distance education teacher becomes conversant with new technology and develops new instructional styles, moving from creating instruction to managing resources and students and disseminating views.

The potential use of distance education within all disciplines is tremendous as this application to higher education evolves within our culture. Distance education is not a panacea for the difficulties and barriers encountered in traditional educational settings, but it does provide the potential for greater service to more individuals seeking learning opportunities.

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ДОСВІД УПРОВАДЖЕННЯ МЕТОДУ «СУЗУКІ» У ДОШКІЛЬНИХ НАВЧАЛЬНО-ВИХОВНИХ ЗАКЛАДАХ КИТАЮ

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Китайська система виховання дітей одна з найбільш самобутніх і цікавих у світовій практиці, де естетичному і, зокрема, музичному вихованню надається особливе значення. Недарма дитину називають «маленьким імператором», підкреслюючи тим самим пріоритетність його виховання. Особлива перевага надається ранньому розвитку дітей, адже саме в цьому віці розвивається інтелектуальний потенціал дитини, її творчі здібності. Важливу роль у духовному розвитку дитини відіграє музичне мистецтво. Мистецтво — найважливіший засіб