

THE NEW FORM OF RECEPTION EDUCATION BY DISTANCE LEARNING TRAINEES OF THE XXI CENTURY

Hanbecov Nataly

State University of Moldova Str. A. Mateevici Nr 60 MD2009 Chisinau MOLDOVA

Abstract: In the report results of scientific researches and practical development which have been carried out in the "Multimedia" laboratory of the Center of Information Technologies at the State University of Moldova are submitted with use of Internet means and the newest information technologies. The new form of reception education by trainees of XXI century of distance learning is examined. The basic of the characteristic principles, models, and didactic questions of distance learning are stated. The experience in masters training and enhance of professorial professional skills – pedagogic staff of the higher educational institutions with the help of a new way of training is described.

Key words: a distance learning computer system

The given study describes the development and use of remote rates at the State university of Moldova. In remote rates development not only programmers, experts in the field of computer communications of the Center of Information Technologies of the Moldavian state university, but also teachers - experts in theoretical domain, methodologists, well familiar to the specificity of the Internet and communication technologies, and also to modern lines in an education system, modern concepts, theories, pedagogical techniques, psychological features, interact in a network. The rates developed by us are placed on a server of remote training IATP to the address of [http: //dl.iatp.md](http://dl.iatp.md)

Developing a distance learning computer system of open education makes it possible to train efficient civil service personnel, provide steady performance and create favorable conditions for professional advancement. In the report is discussed the problem of involving the experienced highly qualified teachers in the process of creating electronic training aids which can not do without the use modern means of programming. As a solution it is suggested to organize the coordinating development center of the training programs. The use of new multimedia computer technology opens wide opportunities for developing specific to the new kind of independent training, which in these conditions becomes controlled, manageable and adapted to individual features of the trainee.

The "Multimedia-Brig" tool system developed by us, has several modes: the training and the testing mode, with storing each student results into a database. The "Multimedia-Brig" system can be used for distant training and knowledge testing of the distant students. The "Multimedia-Brig" tool system can help students, which for any reason have missed the classes, to catch up with the studies. Its use can promote reorganization of distant training and essential increase its efficiency. With the help of this system it is possible to give the successfully working student an additional material, to operate a competitive element present in students' activity, introducing an individualization and differentiation into training.

The use of multimedia technology allows us to include video, sound support, photo, figures, picture and text simultaneously into educational process. A variety of sources of information creates a situation of novelty and variety and, despite the large information abundance, such lessons leaves the students impressed. For the development of computer courses, the teacher chooses the most adequate educational material to the problem training style. The educational text is divided into separate components, each of which can be presented as a problem. Each component of a problem is formulated in such way that the students could understand the text, by only hearing the question. By splitting the educational text in fragments, the teacher makes a number of consecutive questions for each component of the text, either a question based on a drawing or picture, or one based on a video clip. The table, sound support of a question and picture can be used as a reference to the question. For each question it is necessary to write either one correct answer, or a several answers, among which only one is correct. The question is formulated to not give out the correct answer.

Many problems are better solved in the remote form, for example, the differentiation – an individualization of training is much more successfully. Therefore the maintenance of training is structured, is organized according to main principles of these concepts. The basic principle of these concepts is the problem orientation. A problem, a situation, a study, research of possible ways of its solving, consideration of alternative points of view, reflections, discussions, generalizations, an estimation of the received results - all of these are aimed to the accumulation of own knowledge and its designing

In such situation it's impossible to limit to one textbook, even the thickest, ready lectures. A significant amount of the additional literature is required, reference books, dictionaries are necessary, encyclopedias, additional information on any carriers, printed, electronic are also required. In resident instruction there are certain difficulties, as it is far not in everyone small city; students can have an easier access to the necessary sources. Sometimes even in large libraries where there is all the necessary information, it takes a lot of time to find what you're looking for. In remote training the corresponding educational information environment, the access to which will be faster and simpler, thanks to the convenient organization of the necessary sources, is wider. It's the

only one able to solve, as well the necessity to select, besides the basic material, stipulated by the program, the kinds of activity to be provided for the solving of a certain didactic problem. One of the basic purposes of the today's education system is the skill to work with the information. The electronic books developed by us essentially differ from the traditional, printed ones. We placed them on a remote maintenance server, this gives the opportunity to use all necessary references to other sites and additional information resources. Structurization of lectures, the organization of practical employment and laboratory works are accompanied by multimedia means that allows expanding considerably the knowledge area, the reflection, comparison of facts and supervision. Lectures are presented both: in electronic form, and in audiovisual, with slides demonstration and videos. Tasks for the students are aimed to the independent research, search, and creative activity, requesting an individual solution for each problem. Thus, in the referential material, separate terms, concepts and specifications are provided, demanding explanation. They become active and in a hyperlink necessary explanation is given, this considerably facilitates the work with the text, it also improves the brainwork culture. All this material is prepared using unique possibilities of the computer, Internet-technologies and multimedia means. It is similar to the organization of a teaching material. But agree that without the help of an expert programmer, the author cannot perform such a good job.

Therefore it is necessary to select adequate methods, pedagogical training technologies: training in small groups, cooperating at different stages of cognitive activity; discussions; individual, pair, group design activity, including work with telecommunication projects with partners from other regions and even other countries; games of problem orientation and others. Thus it is important to be able to carry out training differentiation.

Unlike internal forms of training it's necessary for remote training teacher to be able to define a psychological spirit and psychological features of students at distance, that it is more to give attention, for example, for introverts, stimulating them to vigorous activity in forums, chats, sometimes to constrain extroverts.

It is necessary to prevent disputing situations. It is necessary to form the culture of networks communications. All of this demands complex knowledge and skills for the teacher, special and serious enough preparation. There are various models of remote training, including completely network training at a separate rate or within the limits of virtual faculty, school or university; integrated with the main instruction (on the basis of videoconferences or interactive TV).

Integration of remote and internal forms of training is presented today as the most perspective and required, both, for high schools, and universities. In our opinion it's expedient that at universities and pedagogical high schools the master degree should involve an extended program on modern information and pedagogical technologies, psychologies and cultures of dialogue in a

network. We mentioned only the problems basically connected to the pedagogical part of the remote training. Certainly, there are also a lot of other problems related to this matter, for example, the necessity of regular updating of hardware and software part.

Students can take part in testing, quizzes, competitions, Olympiads that take place on the Internet, to correspond with contemporaries from other countries, participate in chats and videoconferences. Students can receive information on a certain problem at which he works at the moment, within the limits of the project. It can be a teamwork of the Moldavian students and their foreign contemporaries from one or several foreign countries.

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