THE EFFECTIVENESS OF THE DISTANCE LEARNING SYSTEM USING COGNITIVE TECHNOLOGIES

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The summary. The article discusses the features of the use of cognitive technologies in connection with the need to move to a system of distance educational resources. In addition, the features of cognitive technologies in the context of distance learning will be characterized.

Key words: distance education, distance educational technologies, innovative approaches and cognitive technologies.

In modern conditions, many educational institutions are automating those teaching methods that have been accumulated in the course of traditional approaches to education. Many teachers try to adapt and use the latest information technologies in the educational process.

Currently, a teacher must be able to form, using information technology, an educational environment that provides an appropriate level of learning, to model individual trajectories of learning and development of students, as well as his own path of professional growth [2]. One of such technologies used in the learning process is distance learning technologies.

Distance educational technologies based on the use of cognitive technologies are confidently included in the practice of many educational institutions of various forms and levels. Since one of its main features is independence from the geographical location, from the distance between the teacher and the student, it was called distance (derived from the English distance - distance, distance), that is, learning at a distance [3].

When organizing distance learning using cognitive technologies, the teacher is assigned the following tasks:

- help the student get the most out of their studies;
- follow the progress of his studies;
- provide feedback on completed tasks;
- advice and support the student;
- Maintain an interest in learning in it throughout the lesson.

With distance learning using cognitive technologies, it is possible to organize the following types of student activities on the Internet [4]:

- work with information, namely: writing abstracts, conducting surveys, collecting multimedia material on the topic, consulting experts, etc.;
- communication: correspondence, discussion, role-playing games, virtual meetings, etc .;
- publishing on the network: publishing articles, creating thematic data banks, creating thematic web pages, creating multimedia resources, etc.

Cognitive technologies are gives one feature – it includes mechanisms to who solve problems that difficult or impossible solution when using computer paradigm.

In distance learning using cognitive technologies, control has an important role.

Controlling tasks for target tasks are classified into:

– trainers (simulators), designed to comprehend and consolidate the material, the formation of knowledge, abilities and skills;
– controllers designed to assess the level of knowledge acquisition after studying a certain fragment of the course.

Knowledge control by function is classified as follows:

– for preliminary or initial control - the establishment of an individual level of training;
– for current monitoring or control over the course of mastering the material (current testing) - allows you to receive information about the progress of the process of mastering knowledge within a certain period of time, for example, after studying a topic or paragraph;
– for intermediate control (for example, this is testing after studying large sections of the academic course);
– For final control (for example, final testing) - ends with an assessment of knowledge throughout the course.

In distance learning with the use of cognitive technologies, attention should be paid to methods that activate the communicative and cognitive activity of students, and aimed at independent and joint group solution of educational problems.

Especially carefully you should think over the trajectory of studying the educational material by the students with obligatory communication between the teacher and the students in the form of consultations, discussions, etc., at least in a deferred time mode.

Cognitive technologies, implemented in a remote form, must satisfy the classical principles of didactics, be aimed at achieving the set goals.

Cognitive technologies require special attention to the instrumental sphere of the pedagogical environment, which refers not only to physical and social factors of learning, but also to the internal activity of students, generating a learning environment, including ways to achieve subjective goals when solving formally assigned learning tasks [5].

Cognitive technologies in the education system represent a rather serious challenge for all levels of educational activity: from schools to universities.

It is important to note that the use of cognitive technologies and the transition to distance learning is a timely response to the demands of the educational market: in order to adequately compete in the field of educational services, it is necessary to qualitatively and organizationally meet the expectations of a modern student [4].

It should be noted that the implementation and success of the functioning of distance education using cognitive technologies depends on many factors.

Among the most significant are: technical support, new competencies of the teacher, motivation of the teaching staff. As for motivation, modern research shows that among the most frequently cited reasons for the transition to distance learning among faculty members are: intellectual challenge, expanding the potential audience of students, self-satisfaction, and flexible planning [1].

Means (programs) used directly by students:

- research modeling programs;
- computer simulators;
- computer control programs;
- reference and information systems.

The group of teaching programs includes:

- demonstration simulation programs;

– programs for generating and checking individual tasks.

As part of the transition to a distance learning mode, of course, it is necessary to use various competencies of a teacher. It is important to develop additional roles: a teacher is not only the only source of knowledge and an expert in his field, it is important to develop the skills of a moderator, facilitator, and consultant.

Of course, any teacher, within the framework of his pedagogical practice, periodically communicates to various roles, however, it is in the distance learning format that these additional roles are most significant.

For example, a teacher must have technical skills:

– Create an effective distance learning program that describes the conditions for implementing the course, responsibilities, rules of conduct and prohibitions, the location of the course;
– Formulate the goals and objectives of training;
– Define criteria for participation and evaluation;
– Manage students' expectations, as well as basic design skills in an electronic landscape, etc.

These skills should be mastered by the teacher without interrupting the main pedagogical activity, in his free time. Here, the motivation that stands before the teacher and is formulated directly by the leadership of a particular institution plays an important role.

Cognitive technologies in distance learning not only facilitate access to information and open up opportunities for variability of educational activity, its individualization and differentiation, but also allow organizing the interaction of learning subjects in a new way, to build an educational system in which the student would be an active and equal participant in educational activities.

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