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HISTORICAL DISCOURSE OF DISTANCE EDUCATION

The opportunity to receive distance education appeared far before the development of modern information technologies. The first attempt at distance education took place in the University of London,1836, where students from remote areas had the opportunity to study by mail. Later, in 1874, the program of study by mail was proposed by the University of Illinois. In 1892 was founded the first university department of distance learning at the University of Chicago, but then began experimenting with extracurricular teaching in the seminary. In 1911, distance learning appeared in Australia at the University of Queensland. The first catalog of films for learning appeared in 1910, and media instructions were introduced into many educational programs before 1920 in the form of slides and movies. In 1932, Iowa State University began experimenting with teaching courses to students at a distance. Almost until 1935, postal education was popular. The post office was replaced by radio and telecommunications, when lectures of higher educational institutions were broadcast.The form of training was supplemented by the use of information technologies in line with where they started used in the life of society: the radio in 1930, TV in the 1950 and multimedia in 1960. The feature of this training is one-way communication between students, teachers, schools and training materials. As information technology has reached greater development, the demand for distance learning has also increased. The main task of higher education institutions is to provide students with practical skills and the maximum amount of information. This is a new type of learning based on modern computer and information technology.

Distance education began to develop actively in Western Europe and the United States. In Ukraine, distance learning began to be introduced later than in Western countries. But now distance learning is becoming a more popular form of higher basic education than distance learning. Distance education offers a better level of knowledge because it has greater opportunities, such as: visualization of material, interactivity, computer-based learning environment, cyber classes, group management, teacher control, self-control, student self-improvement.

The main thing in the organization of distance learning in Ukrainian higher education institutions is the interaction of student and teacher in the context of modern education. Traditional pedagogical principles of education are the basis for distance learning, but they must be adapted to the new philosophy of Ukrainian education. For example, the creation of presentation courses requires from the teacher special knowledge not only in his subject, but also in the field of programming and computer technology.

The development of multimedia courses involves many specialists in various fields.distance learning as a new trend in time that provides a geographic independence while studying, have mobility, flexibility and access to the best information from around the world