

DISTANCE EDUCATION IN DIFFERENT COUNTRIES

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Abstract

The article is devoted to the contradictory trends in the development of modern education in different countries, the features of education and values, which are associated with the traditions of education and upbringing, that are characterized by new values and contradictions, determined by the rapid changes in the modern world. The given research also discusses how the change in the activities of educational systems in the context of the pandemic has influenced the increased use of digital technologies.

Knowledge and skills today are increasingly becoming the key to a prosperous and fruitful future. Around the world, the demand for secondary and higher education is growing rapidly. All these circumstances have made the problem of education the center of controversy and analysis everywhere. Globalization, the increased role of knowledge as the main driver of economic development and the resulting technological changes in the workplace dictate the need for highly skilled workers, and all this together puts additional pressure on governments to modernize and rebuild education systems so that graduates are better prepared both for work and for further training. The transformation of the education sector is taking place under the influence of new technologies and human practices that change the social order. As a result, due to the fact that national education systems are diverse in their structure and content of educational programs, it can be difficult to compare the achievements of different countries and track their progress towards goals at the national and international levels.

Keywords: modern education, digital technology, knowledge, development, technological changes

1.Introduction

Nowadays, it is difficult to ignore the fact that education is of great importance. The development of the education system is considered as one of the most important conditions for ensuring the

accumulation of human capital, economic growth, social dynamics and, at the same time, social stability. The development of education in different countries of the world is determined by numerous factors, among which traditional values and innovative tasks often become priorities, especially in the context of globalization. Education plays a central role in transforming students into active citizens of their country. All governments play an essential role in the education of their citizens. The desire of society and the state to fix normatively high requirements for the process, conditions and results of education is very characteristic of the modern world. And the main source of changes in education will not be the education system itself, but related industries - information technology, medicine and finance. The development of digital technologies and telecommunications systems is changing the way in which knowledge is captured, transmitted and created, as well as skills are formed. In our understanding, education is a socially structured process of supporting development in the cycle of human life from birth to death. One of the types of innovations in the organization of vocational education is the introduction of distance learning. The current level of development of information and communication technologies lays a real foundation for a global distance learning system that helps people create an open information environment without borders. New information technologies allow teachers and students to interact at a distance, providing direct and interactive communication between them, which has always been defining in the system of full-time education and was its undeniable advantage.

In conditions of the strongest epidemiological threat, the education systems of all countries are faced with a precedent challenge. The reorganization of educational systems in different countries, in different regions, and even in different educational organizations was carried out in different ways. There are three main models of such a transformation. One of the models implemented in these countries is learning using distance communication means. The main focus is on building effective feedback using publicly available communication tools. Many children around the world have switched to home, distance learning in 2020. So, since the spring of 2020, many countries, both developed and developing, have begun to revise their approach to the educational process. In the situation of a forced massive transition from the traditional format to distance learning, the so-called new reality began to form actively. The global pandemic has had a tangible and unanticipated impact on the education system.

2. Discussion

Distance learning can be defined as an innovative approach for delivering well thought out, person-centered and interactive learning to anyone, anywhere, anytime, using the Internet. Nowadays, this type of learning includes various applications and processes: web-based learning, machine learning, virtual classrooms, and digital collaboration, in which content is delivered over the Internet. In the last decade education has been characterized by a growing interest in distance education based on the use of e-learning technologies. Distance education is widely used in most developed countries. Developing countries are also trying to introduce more actively new technologies into the traditional education system. In distance learning, the subjects in interactive interaction are teachers and students, and the means of such interaction are e-mail, teleconferences, real-time dialogues, and so on. Full-scale transition to online learning raises huge concerns about equity in education. The versatility and complex systems of distance education require high-quality work of all its constituent elements. The advantages of distance learning are due to its new functions, expanding the capabilities and service of providing educational services to students, as well as the use of a flexible lifelong education system. Nowadays, traditional distance learning is

based on new educational technologies - information and communication and computer technologies. Distance learning solves the important tasks of improving the quality of education of those specialists who live or work in different regions, while educational centers are concentrated mainly in large cities. What does the transition to distance learning give? Firstly, the possibility of introducing modern information technologies and new approaches to the educational process in universities, allowing all participants in the educational process to be immersed in the information space of the university, while maintaining the quality level of education. Secondly, it increases the competitiveness of specialists at enterprises. Thirdly, it develops the information space and mobility of the population.

The general trends caused by the COVID-19 pandemic in 2020 are associated not only with a change in the format of final exams and the development of a quality assessment system in education. They led to more general and profound changes that are already being implemented in many social systems, including in the framework of an actively developing educational process, where significant structural and content changes are observed based on new forms and mechanisms of interaction, communication of participants in the educational process: students, teachers, parents. Amid a health crisis that has caused enormous socioeconomic disruption, education systems around the world have been forced to rapidly respond and adapt. Distance learning has generally acted as a method to compensate for the loss of time in the process of providing educational services. Governments quickly took steps to ensure lifelong learning and the safety of students and education staff. Forced mass distance learning, which has become one of the main markers of 2020, has exacerbated many problem areas of educational systems. Ensuring continuity of learning amid school closures has become a priority for governments around the world, many of which have deployed information technology and mandated teachers to teach online. The prevailing conditions of distance learning required a large-scale reorganization of education systems, relevant for different levels - from the classroom to the entire educational organization - around the world. There was a need to change the existing forms of organization of training, to adjust the curriculum, to switch to the active use of distance technologies very quickly, practically without any preparation. This influence also affected the assessment of the quality of education at various levels. Many countries had to make extraordinary decisions regarding the cancellation, postponement and implementation of procedures for assessing students' educational achievements in new formats. Relatively few countries are evaluating the implementation and effectiveness of distance learning methods. At the same time, the available information points to differences in enrollment: in high-income countries, distance learning enrolls approximately 80-85 percent of learners, while in low-income countries the figure drops to less than 50 percent. This deficiency is largely due to the digital divide and the fact that disadvantaged groups in some countries have limited access to basic household services such as electricity; lack of technological infrastructure; and low levels of digital literacy among students, parents and teachers.

The pandemic has significantly sharpened public attention to the education system. Distance learning has become vital to education as educational institutions strive to minimize the possibility of transmission in the community. Countries using distance learning are doing so with varying degrees of success and in accordance with their capabilities. The use of information and communication technologies to ensure the continuity of distance learning has become a top priority for the education system. In education during a pandemic, it is important to distinguish two processes - teaching and assessment. The quality of learning and interaction is perhaps the most important factor in determining learning outcomes and influencing the quality of education in the world at large. However, more attention needs to be paid to quality approach if the goal is to

engage, motivate and support learners in learning during a given period. The transition to distance learning is perceived not only as a challenge to the present day, a forced measure, but also as an innovation. During the massive emergency stressful immersion into it at all levels of education, it turned out that quality assessment is one of the most serious problems in this transition. Universities, colleges, schools and even organizations of additional education, to one degree or another, were ready or were able, with some effort, to tune in to the process of transferring information and knowledge in the digital environment. According to statistics cited by UNESCO: 192 states have closed educational institutions during the coronavirus pandemic, more than 50 countries have switched to distance learning. And no country has succeeded make this transition without problems. The educational process was largely preserved, although serious problems arose here, primarily related to the technological one, that is, the availability of computer equipment and access to the Internet. The situation that arose inevitably led to the question of the quality of education received under the new conditions. The greatest losses occur among children from socially disadvantaged and low-income families. This will inevitably lead to increased educational inequality. At the same time, there is no complete picture of the quality of education during the transition to distance learning. It is significant, however, that many countries counted distance learning days as formal training days. Only low-income countries for the most part did not believe that the distance education they provided could replace full-time schooling. As practice and numerous studies show, the assessment of the quality of education in a distance format has become one of the most problematic areas. In this part of pedagogical technologies, a serious deficit arose, which led to the emergence of an information vacuum: teachers lacked feedback on how students learn new material, for leaders - information about which areas of the educational process require additional attention and support. Today, assessing the quality of education in an online format is a very serious problem at all levels. The closure of educational institutions has led to a significant reduction in teaching time, which indicates the need for the development of alternative adapted curricula based on different scenarios in the health sector. On this issue, there are differences between countries: for example, in some countries and regions, preference is given to an established academic program and to follow the existing standards as closely as possible, while in others they believe that the crisis has shown the need to develop a wider range of cognitive, social and emotional skills and a more explicit focus on the physical and mental well-being of students rather than their academic achievement and exam scores. Education in the context of school closures was provided in the world with the help of a wide range of technical solutions: television, online courses, online lessons, recorded videos, texts, diagrams, interactive platforms and much more. Countries with different levels of economic development are expected to use different technologies. At the level of basic education, online technology was more commonly used in countries with a high level of development, while in less economically developed countries television was the most popular technology solution, and online technology occupied only a small percentage. However, the choice of technology should be driven not only by the goal of ensuring the continuity of the educational process, but also to maintain the students' sense of belonging to the community. A potentially effective solution is a blended learning environment that combines the strengths of face-to-face and online learning while delivering academic performance similar to face-to-face learning. While the future of traditional education now looks uncertain, hybrid education models represent a promising solution to ensuring that there are no interruptions in learning without compromising quality. These disputes are within the framework set by the need to simultaneously ensure the wide availability of general education and at the same time improve its quality and relevance to the needs of the time. In recent decades, most of the educational reforms

proposed and carried out in the countries of the world have focused on transformations in the field of education.

3. Conclusions

The intensive development of information technology in the near future will open up new opportunities for obtaining information, transforming it into knowledge and using the acquired knowledge in practice. Thus, the information society needs to develop a new model of distance education - taking into account its ethical, legal and moral principles, as well as theoretical and methodological foundations, funding, organizational and technical support, increasing efficiency educational process, professional training and assessment of the quality of education. Distance learning can become an active media for empowering people and can be successfully implemented in developing and least developed countries to solve a range of problems associated with traditional learning. The governments of many countries have declared distance education a priority area and regularly allocate a lot of money for its development. The development of new learning technologies and the reduction of the cost of education, as well as a well-thought-out system of distance education, can make a significant contribution to the stable development of distance education in developing countries and thus effectively influence the overall development of many countries. In the long term, the distance learning method can and should become a familiar process for everyone, not only as a means of raising the level of qualifications, but also solving the issues of obtaining both additional and primary vocational education. Distance learning should be seen as a system for transmitting knowledge at a distance using various means and technologies, when students are distant from the teacher in space and time, allows you to receive the whole range of necessary information for use in practice. At the same time, it becomes possible to reduce the proportion of classroom activities in the total student workload and free up time for more active independent work. The main goal of distance learning for students is to educate a person with the desire and ability to communication, learning and self-education.

The global crisis associated with the COVID-19 pandemic has gone far beyond healthcare and significantly affected many areas of society, including the education system in the vast majority of countries. The pandemic has increased public attention to many problems that have remained in the shadows for a long time, and led to a change in the focus of a number of issues. In particular, in recent months, the perspective of discussing the problem of distance education has shifted: if some time ago it was about its content, the need to develop "interactive" and interesting content, the readiness of platforms for a heavy load, an insufficient number of computers and gadgets in families, now readiness is being discussed or the unpreparedness of the education system for fully distance education. The experience of mass distance learning has actualized the need for the formation of new methods and ways of teaching in a digital society. This will require the organization of new forms of interaction between participants in educational relations, the creation of a fundamentally different technological infrastructure and the development of new complexes for ensuring information security. Thus, the emergence of distance learning based on new information technologies was a natural response of the education system to requests society in given situation. Therefore, the most important components of distance learning are: the creation of practical situations during the educational process, an individual approach, an opportunity for a student to express himself, self-actualize. As a result, distance education has both advantages and

disadvantages. Of course, there can be no question of a complete transition to remote education, but the combination of traditional and distance learning allows us to find new approaches to solving problems in the domestic education system, to develop new methods, which will undoubtedly help to increase the effectiveness of education.

4. References

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