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FORMS OF DISTANT TEACHING AT A HIGHER EDUCATIONAL INSTUTION TODAY

The increase interest to distant learning and teaching manifested itself several years ago before the pandemic; though at present educational society stands before inevitable introducing it, accepting and showing all weak and strong sides of distant learning, activating its studying, approbation and use.

The previous recent situation also has shown active propaganda of another learning form – blended. We support the idea that it may provide qualitative education if to provide effective mixture of indirect (using online technologies) and direct interaction between students and teachers. Wide spread of blended learning may promote accessibility and inclusiveness of education; flexibility for those participants who are not able to attend direct studying (working students, those who has little children, participants with special educational needs etc.); individual student's learning line; demonstration of the course to the potential applicants [1, p. 4-5].

Higher educational establishments in general and their teaching stuff in particular are due to plan and organize teaching hours with students indirectly via online technologies. Thus, implementation of blended teaching and learning is impossible presently. A teacher may provide either synchronic or asynchronous form [2, p. 21].

Here we distinguish and determine distant form of teaching as a separate form for educating and its implementation at different academic forms.

Now when we still proceed to extremely distant learning but already demonstrate great positive results that have been essential for the last two years, the problem how to provide effective conducting of lectures, which is known as a main

organizational educational form, still requires its detailed studying and specifying [2, p. 21-22].

In order to inquire into the raised problem, specifying of distant education in general is important to be described. Recently it has been revealed that today at the time of extreme and urgent conditions it may be held both synchronically and asynchronously.

Synchronic form includes online total communication between the participants in joint environment. They may use specific programs for audio and visual conference. Synchronic learning is the closest to the lessons in real time as a teacher can question a student directly and estimate his answer. It proves better results for mastering the material.

Some disadvantages here appear as well: broken internet connection, technological limits, impossibility of group discussion and work, absence of visual contact with the whole class [3].

Asynchronous teaching comprises the interaction when the educational process participants cooperate with time delay; they exchange tasks and their solutions via different applications of distant communication (e-mail, forums, social networks etc.). It is more autonomous form of learning that is controlled by a teacher.

Its advantage is of flexible operating schedule, opportunity of convenient daily and working routine at one's own pace. Meanwhile the disadvantage touches the academic course degradation, socialization reduction, difficult feedback. While studying asynchronously students are required to spend more efforts, correctly organize their time, show more serious attitude towards the tasks accomplishment, and possess self-discipline skills [4].

We support the idea that the skills applied to use the means of nonverbal communication (gestures, facial expression, pantomime, speech technique), to set visual contact, control space disposition are of great importance for effective interaction of a teacher and his audience. Thus, O. Kozlova proves that in order to support effective cooperation with the class a teacher needs constant control over nonverbal signals; most time to spend in the classical speaker's pose; move along the

room from time to time; perform natural, clear and functional gestures; speak clear, at medium pace; change his rate in accordance with the content; look kindly; support constant visual contact with the audience [5, p. 69].

It is fairly obvious that distant education levels most of the indicated skills as technical opportunities narrow teacher's abilities (absence of visual contact with every student, loss of emotional coloring etc.). It influences the quality of education: decreased trust in the teacher, reduction of students' concentrated attention, loss of immediate feedback. It proves and justifies the problem of promoting students' cognitive activity and new methods for a lecturer to perform all his skills indirectly, via the monitor.

While forming professional competences of a would-be specialist, student's active cognitive activity is of great importance. It is stimulated by his independent mental performance, studying interest and initiativeness, cognitive independence and mental efforts used when solving set cognitive task. Thus, the above facts including personal pedagogical experience provoke the new way of lesson conducting which at distant teaching may stimulate student's activity.

Together with the lesson structure 'one to many' (group work, traditional lecture) the promotion of teacher-students cooperation 'one to one' (individual work, video content, video lecture) is indicated as a part of our study. It comprises both advantages and disadvantages. The sphere of negative implementation includes its longer duration, sometimes less effectiveness that may be caused by the lack of students' self-discipline, self-organization, self-motivation and control.

At present to be a prominent and successful teacher means to adopt one's methodology to the time challenges, to be ready to work both directly and indirectly in every studying form (individual or group).

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