

**THE DISTANCE EDUCATION BETTER MEETS THE IDEA  
OF LIFELONG LEARNING EDUCATION, SELF-CONDUCTED  
EDUCATION IN THE MODERN SOCIETY**

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**Abstract.** This article aims at revealing a new challenge for the foreign language training that are the blogging, the creating and e-learning foreign language training courses that are supported by the Moodle system, that improves the overall quality of training the discipline. These blogs are able to be directly related to the course materials and elaborated provided there is the quality content. The small web page dedicated to one course has to be transformed into the multidisciplinary blog that performs many functions for teachers including the educational scientific research activities, the efficient out of class communication with students, and their colleagues.

During the experience of our professional activities, the authors have encountered with a problem of the quality management for the compulsory independent work of students that has the great importance in modern educational standards. There are some arguments that are against the Distance learning they give several reasons for opposing this type of education: the lack of face-to-face lessons between a student and a teacher, problems with technology resources, low –income and rural students, insufficient teacher training. In fact, these problems are able to be solved by gaining the essential technology skills to the teachers before starting the actual course. Best of all, our students are able to complete most of their coursework outside of the lesson. The time of our classroom is able to be reserved for further writing, discussion and debate. The Distance Education and e-learning opportunities must be fully used to efficiently share the teachers' extracurricular workload. The small web page dedicated to one course has to be transformed into the multidisciplinary blog that performs many functions for teachers including the educational scientific research activities, the efficient out of class communication with students, and their

colleagues. The basis of the educational process in e-learning training is purposeful, controlled, intensive and independent work of students. Therefore, the Distance Education system has several advantages over the traditional form of education. It is known that the active usage of this blog for the management of the compulsory independent work of students contributes to a certain level of quality students' e-learning for a foreign language training. It is considered that the Distance learning to be valuable to the students, they are visiting our course blog and using our resources from the comfort of their own homes. The Distance Education better meets the idea of lifelong learning education, self-conducted education in the modern society, and also helps to realize the function of fundamentalization of the knowledge gained. The Distance Education is relatively new form of education, the development and dissemination that depends on the level of technical equipment. Today, students who study remotely receive online training materials and participate in video conferences, which bring guest speakers from around the world into our classroom space and it allows students to introduce their presentations and other documents. The Distance Education and e-learning training are fine, but our task, as a foreign language teacher, is not to immerse a student in the virtual world, but to use the possibilities of the informational teaching tools in order to develop students and to prepare them for life in the real world, for professional activities. The analysis of our article from the leading Distance Education centers suggests that the development of the Distance Education in Russia confirms the global trends, while the pace of the development in this area is far ahead of Western educational complexes.

**Keywords:** e-learning training, the personal blog, the web teachers' register, the innovative educational tools, web page, and modern educational standards

### **Introduction**

By informational educational space, we understand an environment in which a meaningful dialogue is possible between a teacher, a student, and educational resources. The idea of the information educational space itself is not new, the mention of it in the psychological and pedagogical literature can be found in the works of L.S. Vygotsky (Vygotsky L.C., 1999).

The pioneers in the system of correspondence education, which arose more than a hundred years ago and consisted mainly of training through mailing texts and control, conducted at the end of the training of outdoor sessions, were the British, who settled the distant possessions of the Great Britain.

The Distance Education is relatively new form of education, the development and dissemination that depends on the level of technical

equipment. Today, students who study remotely receive online training materials and participate in video conferences (Petrova G.A., Barchugova V.R., 2011).

FDE system for the Distance Education and e-learning training of students at Plekhanov Russian University of Economics opens up a new challenge for the foreign language training and as well as their professional skills of students. It is said that the innovative educational tools used earlier might be kept their value and integrated into the Moodle system.

Let us say that the personal blogs used by teachers, these blogs are able to be directly related to the course materials and elaborated provided there is the quality content.

The blog represents the web teachers' register recordings. Its main content is systematic pad records. The teacher carries out personally filling the blog. Therefore, teachers' records may contain the texts, the program, and the multimedia.

During the experience of our professional activities, the authors have encountered with a problem of quality management for the compulsory independent work of students that has the great importance in modern educational standards.

Eventually, the small web page dedicated to one course has to be transformed into the multidisciplinary blog that performs many functions for teachers including the educational scientific research activities, the efficient out of class communication with students, and their colleagues.

Web page 'Blog' is used for blogging. This blog is available for students that give significant benefits and advantages to this blog to extend its functionality.

This blog represents the multidisciplinary resource that includes the banners with transitions to course pages and supports the structure of links to the teachers' personal schedule, consultation hours, and the information of different forms of certification and validation, methodological support of courses, theses, other types of scientific research work and practices that are supervised by the teacher (Leontiev A.A., 1991).

The similar technologies are of interest to students provided that the active usage of this blog is able to solve enough management moments, when we wasted time that was intended for the learning process.

The purpose of this research is to analyze a new challenge for the foreign language training that improves the overall quality of training the discipline, the Distance Education.

### **FDE training technology**

The faculty of the Distance Education has educational and methodical base and technical resources. Both traditional (printed) and innovative teaching

tools based on the use of IT technology and telecommunications are used in the FDE process (Anikina Zh., Sobinova L., Petrova G., 2015). For convenience, teaching and methodical textbooks have a clear structure:

- The theoretical part;
- Practical tasks;
- Control test questions;
- Tests for knowledge.

The basis of the educational process in e-learning training is purposeful, controlled, intensive and independent work of students. Therefore, the Distance Education system has several advantages over the traditional form of education:

- Flexibility is the possibility of learning without changing working hours;
- Autonomy is the opportunity to learn at any time and in any place, excluding the presence of many hours in the audience;
- Practicality is the opportunity to study as much as he personally needs to master the course, discipline and obtain the necessary knowledge in the chosen speciality, training, including counselling, exams and tests, it is carried out on an individual schedule;
- Economy is the minimum training costs.

FDE (the faculty of Distance Education) training is carried out through a specially developed distance learning system and is based on a combination of different forms of learning activities.

Student's independent work with interactive and traditional (printed) educational and methodical materials:

- Remote discussion of questions in the group Internet conference mode;
- Individual counselling;
- Intermediate online testing;
- In person tests / exams.

As the training is conducted using the capabilities of the IT technology, the training process suggests

- The use of teaching materials posted on the FDE website;
- Work with interactive computer textbooks, specially designed for distance learning;
- Online testing;
- Communication with the teacher via e-mail;
- Passing tests and exams is conducted in person, provided the subject is to be successful preliminary testing for the relevant course.

### **The historical issues of the faculty**

In 2018, the faculty celebrated its 20<sup>th</sup> anniversary at Plekhanov Russian University of Economics. The Distance e-learning faculty began its history

in 1998. When, in accordance with the decision of the University Academic Council, a Distance e-learning centre was established.

The first year of the centre's work was aimed at developing a strategy for the development of distance learning, developing curricula and preparing educational and methodical materials.

Bachelor's programs in "Economics" and economics with a degree in "Finance and credit" were opened. The centre gave a first students training. The centre began to develop intensively; new training programs were opened.

In addition, a laboratory of interactive teaching methods was opened. In 2003, the laboratory of interactive teaching methods created a unique software package for economic education "Virtual training firm". All this led to the transformation of the centre into the Institute of the Distance Education.

The result of the successful introduction of the Distance e-learning technologies into the educational process and the ever-increasing number of students and trainees of the Institute was its conversion into FDE in 2004.

In 2005-2007, the faculty trained 6400 people under the advanced training program as part of a city target program for training personnel for a market economy in the city of Moscow.

Professional retraining of employees was implemented, 559 people were trained as part of a comprehensive target program for the development and support of small business.

In the next two years, the faculty members will create and implement a new distance learning system based on the freely distributed software complex "Moodle" as well as an integrated learning management system for streaming and individualized forms of education.

Over the years, the contingent of FDE has more than doubled in number. In 2010, Plekhanov Russian University of Economics led to the TOP -10 of the most demanded Universities, according to the magazine "Finance". 798 people were trained in additional professional education program.

Cooperation agreements have been concluded with the commercial Banking College № 6, the Tsaritsyno Hospitality College № 7, and Sberbank of the Russian Federation. The program of "Cambridge Financial English" is opened.

It should be noted that the statistical data is interesting for the blog. There is a tendency of frequent transitions of our students to the blog from a group in social network (vk.com).

On the other hand, the statistical indicators of this blog designate that these resources are not used only students of this faculty, but other students of the Plekhanov Russian University of Economics, including foreign students.

Let us say that today total blog traffic exceeds 750000 students per year. Nevertheless, the statistical data emphasizes that there is a certain level of content and the potential of using a blog to attract applicants.

It is known that the active usage of this blog for the management of the compulsory independent work contributes to a certain level of quality students' e-learning for a foreign language training.

Therefore, blogging, creating and maintaining these courses in the Moodle system, it should be aimed at improving the overall quality of training the discipline.

Thus, the Distance Education and e-learning opportunities must be fully used to efficiently share the teachers' extracurricular workload.

**What difficulties did the authors face when managing a blog and how did the authors solve them?**

When the author began to conduct practical classes of the foreign language training, the students were not in a hurry to complete their tasks. Although, students were told that these exercises are a binding part of the program.

Therefore, the author suggested that there were two reasons: technical and motivation.

Moreover, these reasons are interrelated.

It is known that one of the aspects of motivation is success. It is said that a person is happy to accept what is easy for him. Therefore, it was necessary to create the conditions and experience of successful activities in the blog.

The problem has been solved when the students saw that working in a blog was not a problem, and vice versa tools are extremely simple, and the result for performing the grammar test and vocabulary in the practice test inspires students. It should be noted that all tests are with the encryption.

The next point of our view is that many students are not used to checking their email on a blog, therefore, when the teacher puts out a new task, students will not immediately learn about it.

In order to solve this problem, the timeliness of students' notification options is possible.

The teacher is able to choose the day of the week when a new task is offered. For instance, it is every Friday. So, students and teachers are gradually developing a habit of going on a blog, precisely on Friday.

It is also important to build links between e-learning work training and classroom. What is done in e-learning can be discussed in the lesson, and what we do in the lesson can be supplemented with work in the blog. In our opinion, e-learning training should be an organic part of the general course of the foreign language training (Fix N., Kolesnikov S., Petrova G., 2015).

It was interesting to find out that some students, who did not particularly demonstrate their abilities in classroom practical exercises. Suddenly they

revealed themselves while they were working in e-learning training. Students are told to test grammar and vocabulary. So, teachers are surprised to know that their students are able to test themselves several times. They were so assertive in order to bring their results to the highest possible score. This students' desire is able to be traced to the screen- short, which they bring to the exam on the subject of a foreign language.

It is clear that this is due to the personal qualities of the students. Therefore, it seems to us necessary to create pedagogical conditions in the classroom, so that these students are able to express themselves overcoming communication barriers, which is especially important for the foreign language training.

The Distance Education and e-learning training are fine, but our task, as a foreign language teacher, is not to immerse a student in the virtual world, but to use the possibilities of informational teaching tools in order to develop students and to prepare them for life in the real world, for professional activities (Medvedeva L.G., Nadezhdina E.Y., 2009).

### **Conclusion**

In connection with the above trends, the ability to speak a foreign language becomes particularly important in any fields. It is not always convenient to combine work and education, in this case the Distance Education comes to the rescue. The relevance of this form of education is evidenced by the fact that 33 percent of USA Higher Vocational Education provides the Distance Education.

Undoubtedly, the foreign experience in the implementation of the distance courses is quite large: the development of analytical material, the organization and maintenance of the process of the Distance learning.

However, our analysis of our work from the leading Distance Education centers (at Plekhanov Russian University of Economics and Tomsk State University) suggests that the development of the Distance Education in Russia confirms the global trends, while the pace of development in this area is far ahead of Western educational complexes.

The scientific progress does not allow to consider the education as a completed process with obtaining a diploma. Familiarity with the latest concepts and achievements of scientific thought becomes a vital task for the most different categories of professionals, therefore, they should be constantly improved.

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