Active and Interactive Methods of Pedagogical Collaboration in the Distance Learning System

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Annotation. The difference between the distance education system and the traditional form of education is its high mobility due to its flexibility, the large number of opportunities for students to work independently, the diversity of educational and methodological support, which depends on where the students are. This will increase the efficiency of the educational process.This article highlights the active and interactive methods of pedagogical collaboration in the distance learning system.

Keywords: distance learning, ICT, methods, independent work, The case study.

I Introduction.

Distance learning (DL) is a form of education (full-time, part-time, external) using information and communication technologies (computers, telecommunications, multimedia) and science-based teaching methods. This form of teaching is based on traditional, new information and telecommunication technologies that allow students to freely choose the appropriate subject, to communicate with the teacher, and the learning process depends on the location and time of the student. is carried out without. The student has the opportunity to study without attending the educational institution, with constant consultation from the teacher or tutors certified by the educational institution.

Distance education - the process of acquiring knowledge and skills that allow the exchange of educational information through the distance learning environment using information technology and the implementation and management of the learning process. Distance learning - delivery of the main volume of the studied material to students, interactive communication of the student and the teacher in the learning process, independent work on mastering the studied materials by students, as well as their learning A set of information technologies that allows you to assess your knowledge and skills. Distance learning - a program that involves all the components of the learning process (purpose, content, method, organizational form, teaching aids, etc.), special tools of Internet technology, etc., and provides interaction. Remote interaction of teachers and students. The main purpose of distance learning is to create opportunities for students to study in any voluntary educational institution in the world, regardless of where they live, to improve the quality of education using the potential of professors and teachers in

educational institutions, to provide students with continuous education. and bringing different forms of education closer together.

II. Main Part

Interactive methods are also considered as modern forms of active methods. The methods of active learning include business and role-playing games, analyzing specific situations, solving situational problems, cases, brainstorming method, project method, portfolio, problem lecture, lecture together, lecture with in advance Methods of interactive training, the authors range "Group discussions, work with interactive educational material, individual or group consultations, e-mail communication, chat, various types of interactive knowledge control .

Each active and interactive method has its own positive (+) and negative (-) parties to be taken into account when using them in an educational process. Let us consider in more detail from the methods and denote their advantages and disadvantages.

1. **Business (Imitation) Game** - imitation of a specific situation, the interaction of students, imitating the solution of complex tasks in a particular situation in the process of achieving the goal. It has "+" - mastering skills, skills, behavior models and social relations in a real situation; "-" - the algorithm of cognitive and mental activities of the participants is not always developed. Sometimes a preposter can hope only for his experience intuition, because other participants do not have it. It is not always used efficiently.

2 **Discussion, Seminar** - collective discussion of a particular problem or topic. It has "+" - the active perception of information in the process of interaction between the teacher and training; B "-" - the time limit, the number of participants, their preparedness.

3. **Brainstorming** is a method for generating ideas to jointly resolving problem tasks during the discussion. It has "+" - forms the ability to reasonably express its point of view, listen to the ideas of opponents, develops reflective skills, activates the look at all participants in the process, generates many new non-standard ideas; "-" - inept leadership by the teacher can lead to the care of the problem, loss of study time, a weak educational result, etc.

4. **The Case-Method** suggests the understanding of the real situation, which reflects some practical problem. The method has "+" complex situations are studied in a safe setting, while the risk, threat, alarm is absent; b "-" - not always students are ready to apply knowledge in practice, because the practice is always not like laboratory conditions.

5. **Problem Lecture.** "+" - the passivity of students on the lecture is overcome, their cognitive activity is activated; "-" - requires special training of the lecturer, additional time for the preparation of materials and problematic issues for discussion.

6. **Development of a Group Project.** "+" - forms a high level of positive emotions, contributes to the development of independence and creative activities of students, teaches compliance with the norms and rules of the public; "-" - requires great efforts to support an emotional background during work on a project, actions to prevent and resolve conflicts, the creation of a cooperation and competition situation.[3]

The development of ICT, the possibilities of Internet technologies allowed to spread the didactic potential of active and interactive technologies to the system before and subjugate the educational process using DLT to the guide external influence, ensuring effective communication and participation in cognitive . The specificity of the use of the tools of active and interactive technologies in the system is due to the specialists of distance learning, forms of the presentation of programming materials on the discipline studied, forms and methods of control and self-control. To implement active and interactive learning methods in systems, there are the following pedagogical conditions: the formation of a high level of cognitive motivation from the student using ICT, ensuring each studying the materials of e-learning courses using cases, implementing joint group projects, participating in online discussions, discussing questions in the chat, students have the opportunity to receive consulting assistance on e-mail and through other means of communication, and Interactive technologies of interaction make it possible to constant, rather than episodic (on schedule) contacts of students with a teacher, the ability to quickly set topics for discussion, share new information and own experience, to consider separately detailed.

In turn, active methods of pedagogical interaction make it possible to ensure the maximum activity of the study in the process of forming professional competencies in their own activity. Thus, network remote educational technologies of knowledge distribution, virtual visualization tools and interactive content make it possible not only to expand the potential of previously known active and interactive methods of pedagogical interaction, but also to diversify the submission of studies.

They are aimed at developing a student conscious attitude to study, the desire to think independently, finding their approach to solving the problem, the desire to receive knowledge on their own. Active teaching methods stimulate cognitive activity of students, are built mainly on dialogue, suggest free exchange of views on the ways of permission of one or another problem, characterized by a high level of activity of students "[2] .Interactive teaching methods "are focused on the broad interaction of the teaching (real or virtual) and students, as well as students with each other.

In modern pedagogical literature, as well as in GEF, these terms are in one semantic row and are often used as interchangeable; The same methods are called that are active, then interactive. In some studies, interactive discussion methods are a kind of active learning methods. "In the first case, an active pedagogical interaction between the teacher and the student at the training lesson is assumed, the subject position of the latter in learning; In the second-pedagogical interaction, the educational process is progressing both by vertical (listener teacher) and horizontally (listener listener) "[3].

The technique Despite the fact that most teachers have a high level of ICT competence, in modern conditions this is not enough. The implementation of the introduction into the pedagogical practice of dot showing that today the formation of teachers not only ICT competences, but also a new way of performing pedagogical actions based on pedagogical education of the nature of mutual.

The work of students in a convenient time for them in the presence of specialized learning tools. In case, the specifics of the educational and methodological support of independent work of students in the system is to create an interactive feedback, with which the student can control their progress in achieving learning goals and which is embodied through the control tasks and tests Thus, the organization of the educational process through dot requires the active educational and educational activities of students with materials of ICT, and this in turn suggests both the active activities of the teacher who should be able to work in a distributed time. An additional arsenal of new methods and stations of training in the system is presented in the study of L. V. Borisova [1].

III. Results and Discussion

In our opinion, there will demonstrate higher results if it will be based on the use of active and interactive methods of pedagogical interaction of students and teachers. A number of cars are meaningfully divorced by these concepts: "Active forms of training involve the use of methods aimed primarily by students in the process of active internative activities, and interactive forms of learning. "Active forms of training involve the use of such a system of methods, which is mainly aimed at the presentation by the teacher of ready-made knowledge and their reproduction, and on the independent mastering students in the process of active cognitive learning and teaching.

IV. Conclusion

New methodologies need to be developed for teachers to organize learning activities, bring them into a development environment based on the distance learning process and remote network systems. Teachers need special training, tutors to ensure the use of active methods of remote sensing in the preparation and conduct of distance learning courses, seminars in the mode of continuing education. Undoubtly, the use of active and interactive technologies allows teachers to further improve and enhance lessons.

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