FEATURES OF DISTANCE LEARNING AS A FORM OF GETTING KNOWLEDGE UNDER THE CONDITIONS OF GLOBAL RESTRICTION OF EDUCATION

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Abstract
The article discusses the development of information technology, in particular the use of distance learning in higher education institutions. The features of the use of distance education with the disclosure of the objective and subjective aspects of participation are analyzed.
The features of distance learning of technical disciplines in higher education institutions are determined.
The advantages of distance learning are determined.

Keywords: Science Preparation, Higher Education Institution Training, Principle of Clarity, Discipline, Pedagogy, Special Disciplines.

INTRODUCTION
In connection with the events connected with cardinal changes in the education system of the whole world and the possibility of full-time education, the restructuring of all education, the ideas of distance learning come to the fore.

This problem is relevant and realizable, in connection with the rapid development of informatization tools.

One of the promising directions for the development of education is the extension of its principles to distance education, carried out using social instant messengers such as Zoom, Viber, Skype, Moodle and others.

In modern society, distance learning technologies are beginning to play an increasingly important role, which is being successfully implemented in practice in the following forms: distance contests, educational projects, distance courses and so on.

The generally accepted understanding of education as a person's assimilation of past experience comes into conflict with his need for self-realization, the need to solve the pressing problems of a rapidly changing world. A modern person is required to act meaningfully in a situation of choice, to correctly set and achieve his own goals, to act productively in personal, educational and professional fields. At the same time, there is a social order for education, the requirements of society for the preparation of its citizens [1-9].

The purpose of this article is to consider the features and rationale for the use of distance education in higher education institutions in the context of global learning restrictions.

MAIN MATERIAL
The development of information technology has provided a new, unique opportunity to conduct classes - the introduction of distance learning. Firstly, it allows the trainee to choose both time and place for training, secondly, it provides an opportunity to get education for people deprived of traditional education for one reason or another, thirdly, to use new information technologies in training.

On the other hand, distance education enhances the individualization of learning [14-18].

The global trend of transition to non-traditional forms of education can be seen in the growth in the number of universities that train in these technologies.

The features of distance learning include:
Plasticity.
Students, basically, do not attend regular classes in the form of lectures, seminars. Everyone can study as much as he personally needs to master the course, discipline and obtain the necessary knowledge in the chosen specialty.

Blockiness.
Distance learning programs are based on the modular principle. Each individual discipline or series of disciplines that are mastered by the student creates a holistic view of a particular subject area. This allows you to form a curriculum that meets individual or group needs from a set of independent training courses.

Simultaneity.
Training can be carried out when combining the main professional activity with study, as well as in conditions associated with world restrictions (pandemics, etc.).

Long range.
The distance from the student's location to the educational institution (subject to high-quality communication) is not an obstacle to an effective educational process.

The simultaneity.
It is understood that, in the learning process, the student and student can implement the technology of teaching and learning independently in time, i.e. according to a schedule convenient for everyone and at a convenient pace.

Front.
This feature is sometimes called "mass." The number of students is not a critical parameter. They have access to many sources of educational information (electronic libraries, databases), and can also communicate with each other and with the teacher via Internet messengers and other online communication systems.

Efficiency.
This feature refers to economic efficiency. An average assessment of foreign and domestic educational systems of distance education shows that they cost about 10-50% cheaper, mainly due to a more efficient use of existing training facilities and technical facilities, as well as the presentation of a more concentrated and unified content of educational materials and technology focus on such training for a large number of students and other factors.

Mentor.
We are talking about the new role of the teacher, when functions are assigned to him, such as coordinating the cognitive process, adjusting the taught course, counselling, managing educational projects, etc. Interaction with students is carried out mainly asynchronously using mail or instant messengers. Full-time contacts are also allowed and welcome.

The slave.
More precisely, the new role of the student, or, as is more customary in the distance learning system, the student. In order to undergo distance learning, it requires exceptional self-organization, hard work and a certain starting level of education [5-18].

Features of distance learning technical disciplines in higher education.

The most time-consuming and, moreover, is still not very clear is the task of implementing a laboratory workshop in a distance learning system. This is especially important for technical universities.

Possible solutions, except for the trivial one - exceptions of a laboratory workshop, may be:

the use of simulation modeling replacing the full-scale experiment;

implementation of remote access to the results of the experiment;

implementation of remote access to the experiment.

Simulation using software products, such as Maple, MatLab, MathCad and others, allows you to simulate almost any laboratory experiment with minimal hardware costs. It may even turn out that the computer implementation of the process studied at the laboratory bench in the methodological sense will be the most successful and complete.

However, with all the richness of the possibilities of simulation, besides the psychological sense of the unreality of what is happening, there remain experiments that cannot be replaced by models simply because their results are not calculated in principle in advance.

In these cases, access to a real experiment should be provided. The easiest option is remote access to the results of the experiment. Based on this option, the laboratory work is carried out in the usual (intramural) way, and the experimental data are transferred to a network containing detailed theoretical material, a description of the laboratory stand, control questions, literature, etc.

Such participation in a laboratory workshop can be called the "observation" mode. For the most active participation in the experiment, the ability to remotely control the experiment should be provided.

Given the features of distance learning, we can highlight the main advantages.

The benefits of distance learning:
the opportunity to learn from anywhere in the world;

the ability to reduce or increase training time without reference to the schedule;

saving time for combining with other activities;

the opportunity to independently and objectively evaluate the knowledge gained;

practically applicable tasks;

creating conditions for unlocking potential;

individual approach taking into account the needs of students;

accessibility and openness of training;

the possibility of self-realization.

CONCLUSION
Thus, the features are considered and the use of distance education in higher education institutions is justified.

The classification of the features of distance learning is given, with the definition of objects and subjects of participation in the process of distance education.

The advantages of using distance education are determined.

There are many myths about the shortcomings of e-education. But statistics on the annual growth in the number of adherents of digital education can dispel each of them. Electronic distance education is not a fad. This is our future that we are shaping today.

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