Remote Education in Modern University: Potential Opportunities, Quality or Availability?

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Abstract--The relevance of this article is the need to study the development of a single information space of educational industries, the role of information and social technologies in higher professional education. It is not new for modernity, characterized by mass Informatization, digitalization and computerization, that information and communication technologies develop various spheres of human activity, including in the educational sphere. Leading universities in the world are actively using new technologies, and distance education in particular, to increase their share in the market of educational services. The purpose of the study is to identify the attitude of the teaching staff to remote educational services. Research methods: to study the attitude to distance education, we used a survey method that allows us to more thoroughly analyze the interest of the teaching staff in implementing appropriate technical support and innovative ways of presenting material. Results of the research: the article considers the readiness of the teaching staff to participate in distance learning, including as students. The experience of developing distance education courses by teachers is analyzed. It is shown that the vast majority of teachers are ready for this kind of activity. It is revealed that more than half of young teachers are the initiators of creating distance education courses, but they need to stimulate work and psychological support. It is determined that among the problems faced by teachers when developing their own distance education courses, the following were named: the lack of visual contact with students who are attendants of the courses; the difficulty of communicating only with a video camera; the lack of appropriate technical equipment. It is revealed that the University management is more interested in introducing innovative ways of presenting educational material than teachers, since this affects the status of the institution and, as a result, attracts a greater number of potential students. The authors analyze the factors that limit the readiness to create distance courses, among the most significant they identified lack of motivation and lack of time; lack of methods and material remuneration that compensates for time and intellectual costs. It is determined that social networks are rarely used for training (there

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is no need, no time, and no confidence in the protection of information). It is shown that the vast majority of teachers believe that distance learning has good prospects, but only if traditional education is maintained and used in a comprehensive manner, which will compensate for the shortcomings of the first and expand the opportunities of the second.

Keywords--*distance education, educational technologies, educational services.*

I.   INTRODUCTION

The growing interest in the problems of higher education is typical not only for Russia, but also for individual European countries and for the whole world. This problem has now become global. Increasing attention to the quality of the educational process is due to the expansion of knowledge about the European educational system, and information about a particular educational institution, its system of work, programs, the level of knowledge and qualifications of the teaching staff is becoming more accessible to other institutions, which in turn leads to increased international mobility of students, teachers and researchers in Europe, as well as the internationalization of the international labor market (Kuprina, 2015; Lukashenko, 2002; Andreev, 2002; Shen et al., 2017; Pushkarev et al, 2019;Omarova et al., 2018; Varlamova, 2009; Dmitrievskaya, 2014; Bąk et al., 2019).

Information and communication technologies are a new reality for our time, which is difficult to get away from, but the situation with the introduction of information and distance education technologies in the educational sphere is not so clear, but it is clear that these technologies can change educational models; they can both discredit them and significantly improve them (although you can simply ignore this trend and continue to use traditional methods of education within the modern, developing, information society). However, we must understand that once these courses have begun to compete with traditional education, this development option raises many questions and concerns (Bebnev, 2013; Polat,Moiseeva& Petrov, 2006; Bochkov, Isaev &Khitskov, 2014; Bobrova, Zinger & Zinger, 2013; Rozhina&Baklashova, 2018; Davoudi et al., 2018; Tastan et al., 2018). The Institute of higher education and the University, as its embodiment, is going through quite difficult times in the context of globalization, because it does not keep up with the speed of social transformations. Education is an important component of the national project. The University must meet both modern society and the needs of specific people, and in addition, it is necessary to remember to increase international competitiveness (Rysakova, 2015; Kovrigina& Markova, 2014; Dmitrieva, 2007; Slikishina, 2012). Thus, it is proposed to create a system of University education that guarantees full personal self-realization.

The process of development of national education systems in the conditions of global competition in the education market is proceeding and, obviously, it will continue to proceed in contradictory way (since education is increasingly in contact with the international policy of governments and with big business): these factors contribute to the policy in the field of education aimed at improving the competitiveness of universities, training of the teaching staff which is highly valued in the international educational market (Tikhonov, 1998; Kolganov, 2005; Sorokina, 2009). New requirements for University teachers and schoolteachers arise against the background of a demographic-based generational change and contribute to the acceleration of the process of introducing innovative technologies

and distance education services in the practice of higher education institutions (Lapina, 2009; Khanmurzina et al., 2020; Olkhovaya et al., 2019; Soldatkin, 2003).

The use of the Internet and Internet technologies in many areas of activity, including education, has become relevant. However, in all countries and cities, the introduction of the Internet in the educational process is different. Information technology is a new reality of our time, which cannot be avoided. The situation with the introduction of information technologies in the educational sphere is not so clear, but it is clear that these technologies allow changing the models of education (Klyachko, 2009; Narutto et al., 2019; Shabanov, 2009; Masalimova et al., 2017; Drovosekov&Sakhieva, 2018).

These changes affect all traditional University forms of work. Introduction of new learning technologies does not happen by itself, it requires the active participation of subjects of the educational process, both teachers and students. The preparatory work of teachers and the attitude of students should be quite serious, requiring conscious active participation, motivation, readiness for change and self-development.

In this regard, the study of the opinions of potential consumers and providers of educational services is currently relevant (Andreev, 2002; Polat, 2005; Nosulenko, 2005; Shakhmaev, 2000). The technology of mass distance education courses did not appear spontaneously, it is obvious that it is a logical development of open educational resources and distance learning, the emergence of Internet technologies. It is obvious that University management is now more interested in introducing innovative ways of presenting educational material (while the teachers themselves are quite restrained to this type of training), which may affect the status of the institution and, as a result, attract more applicants.

II. MATERIALS AND METHODS

Today, the modern world presents us with new ways of transmitting information, including in the field of distance education. This has determined the problem field of this study. The following things are of particular interest: how the teaching staff organize the teaching process; what part of their duties teachers transfer to the Internet; what part of the educational process they perform in the traditional form. It is important to find out at what stage the introduction of the Internet space in the educational process is and how teachers use it.

For research in the questionnaire, we have developed units that meet the following tasks:

- To determine the number of faculty members developing courses on distance education platforms;
- To determine the number of faculty members participating in distance education as students;
- To describe the structure of distance learning courses that are most popular among teachers;
- To find out the advantages and disadvantages of modern distance learning courses;
- To determine whether teachers of different age groups are ready to develop their own distance learning courses;
- To identify problems encountered by teachers when developing distance learning courses;
- To find out who initiated the creation of distance courses;

- To determine the reasons for teachers' unwillingness to develop their own distance education courses;

- To describe the attitude of teachers to distance education.

III. RESULTS

Working on the first task, we found that 59% of the respondents answered that they had attended distance education courses, and 41% answered this question negatively, which means that more than half of the teaching staff took such courses. The free schedule of classes, reduced financial costs, as well as the mass distribution of mobile devices with Internet access allow teachers to gain new knowledge and improve their professional level.

The next task that was set in the study was to determine the number of teachers participating in distance education as listeners. Among the faculty members who take distance courses, the majority are in the age group of twenty-three to fifty years (51%). In the age groups of seventy to eighty years, a significantly smaller number of respondents take distance courses (9%).

Thus, younger teachers are more likely to resort to innovative ways of obtaining knowledge, considering it faster and more accessible; perhaps this is because young respondents are more confident with the technical means of providing information, as well as more often than older people use the Internet to solve various problems.

It was found that most often teachers of economic specialties attend distance courses, namely, 62% of respondents, and 32% of teachers of Humanities are in second place. Technical teachers were the least likely to take part in such courses (19%). This may be due to the high level of development and availability of distance courses with an economic focus in the educational market. There were no significant differences in distance learning courses among teachers who hold different positions such as assistants (39%), senior teachers (28%), associate professors (32%) and professors (31%).

The next task was to describe the structure of distance learning courses that are most popular among the teaching staff. Most often, teachers attended economic courses (27%), advanced training (22%), and information technology studies (22%). In addition, 23% of teachers were trained in foreign languages, 13% mastered educational process management systems, and 10% of respondents were trained in courses related to their Hobbies. Therefore, most often the teaching staff is interested in economic, information technology, and linguistic areas of courses that are widely represented in the educational services market, have a high quality of the product provided, and are well-developed programs. In addition, teachers prefer to improve their skills through distance education courses, since this is available: there are no time and territorial restrictions, there is no need for direct contact with the organizer, since basic education already exists.

Most of the teachers surveyed (82%) say that the courses they took were useful and they learned a lot of new things, 13 % consider them useful, because such presentation of educational material saves time, 7% believe

that distance learning is informative; another 7% that it is visual; 8% of respondents were undecided about their assessment; only 3% of respondents did not like getting knowledge through such courses.

Thus, at present, lack of motivation, lack of time, and lack of ready-made teaching methods are, in fact, one problem associated with increased workload and additional responsibilities in the absence of encouragement. Most teachers who conduct classes on Internet platforms do so at the direction of management, rather than on their own initiative. Lack of internal motivation is a serious obstacle to the development of any new endeavor. Accordingly, the management of universities that are aware of the need to introduce a new form of providing educational services, first of all, should consider the possibility of creating motivation for the teaching staff by introducing some forms of encouragement and adding new time and intellectual costs to the hourly load within the existing standards, and not in addition to the existing one. Determining the advantages and disadvantages of modern distance education courses we found that 43% of respondents noted the high quality of courses, 31% felt that the level was pretty good, 21% of respondents said that the quality of courses did not very satisfy and rated it as average and 7% of teachers were unable to clearly assess the quality of the courses, because they thought that it depended on many factors such as time, topics, the professionalism of the originator of courses, etc. Two% of respondents noted the poor quality of the material. Among the criteria by which teachers liked courses attended, the following were identified: accessibility (42%), teachers' qualification (21%), convenience (13%), the possibility to pass them in free time (11%), nothing (10 %), the novelty of the material presenting (7%), possibility of interaction during the courses (6%), everything (20 %), presentation (15%), and practical assignments (15%). Therefore, distance education courses are most often attracted by their availability, they can be held in your spare time, as well as you can get a variety of knowledge and skills through studying by highly qualified specialists. Among the criteria by which teachers did not like courses attended, the following were highlighted: lack of live communication (20 %); inconvenient broadcasting time (13%); technical failures (11%); everything was not liked (8%); different audience level (10%); weak presentation (6%); formal communication (1%); everything was liked (43%). Distance learning courses have a number of disadvantages that do not exist in the traditional way of obtaining knowledge. One of the problems is the lack of communication, which is reduced to formal communication; technical failures are also a significant drawback, equipment failure and disruption of the Internet can deprive the student of the opportunity to study.

Thus, according to most of the teaching staff, distance education courses do not allow for an individual approach to students, since the student is deprived of live communication with the courses' creators therefore, there may be different levels of knowledge of the audience, it is impossible to directly ask questions that may arise during the course; in addition, technical failures in the learning process also relate to the shortcomings of distance education.

IV. DISCUSSIONS

Analysis of the teaching staff readiness to develop their own distance learning courses showed that the vast majority of respondents were ready or partially ready for such activities. More than half of the respondents note that the University administration is the initiator of creating distance education courses, so teachers need to be stimulated, reinforced and motivated. The study clearly shows the relationship between the age of the respondents

and participation in the development of distance education courses. Among the problems faced by teachers when developing their own distance education courses, the following ones were named: problems of communication with students, difficulties in assessing the knowledge of students. An important point when conducting distance education courses was the appropriate technical support. The analysis of the factors limiting the readiness to create such courses showed that among the most significant are: lack of motivation and lack of time. Among the hindrances, the following were mentioned: the lack of methods and material remuneration that compensates for time and intellectual expenses.

Summing up the results of the study, we can say that the vast majority of respondents from the faculty believe that distance learning has good prospects, but only if traditional educational services are preserved and used in a comprehensive way, which will compensate for the shortcomings of the first and expand the opportunities of the second.

Students prefer to receive educational information both in the traditional way (lectures, seminars, textbook assignments) and by e-mail (via video conferences and educational websites, remote assignments). Teachers prefer to give out educational information traditionally (lectures, seminars, and assignments on textbooks). Social networks are rarely used for training. When asked why they do not want to use social networks in their education, both students and teachers gave several reasons: there is no need, no time, and no confidence in the protection of information. Some survey participants indicated that social networking distracted them from their studies (work). However, students did not object to discussing educational issues on social networks.

Thus, despite the contradictory attitude to the development of distance education in the modern world, and, in particular, in the field of higher professional education, the majority of interested persons (teachers, students, potential consumers of the service) consider it necessary to introduce new forms and technologies of training, but mainly at the stage of obtaining a second higher education or professional development.

V. CONCLUSION

Modern classical higher education is experiencing a crisis caused by the discrepancy between the requirements of scientific and technological progress and the educational technologies used, as well as social and economic problems of society. The need to meet the needs of modern education requires the use of new learning tools, increasing its availability, and reducing the cost. Universities that avoid updating, which are afraid of distance learning technologies, and adhere to the traditional teaching system will inevitably lose their competitiveness in the global educational market. Despite the contradictory attitude to the development of distance education in the modern world, one of the opportunities to maintain the status of the University in their country, as well as its entry into the world educational space, is the development of distance education technologies. The advantages of distance education include: the ability to study at home; the ability to choose an individual pace when learning new material and practical assimilation; reducing material costs; the ability to pass tests and exams in the form of a test, without experiencing the stress of communicating with the teacher. Along with the positive aspects, we can also note the negative aspects, as well as problems that arise during distance learning: the need for the development of willpower

and self-organization of the student; the presence of only theoretical training (without passing direct practice);

possession of Internet technologies; lack of knowledge of your training level (often you evaluate yourself); difficult

communication with the teacher.

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