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PEDAGOGICAL POTENTIAL OF LEARNING NETWORKS

ПЕДАГОГИЧЕСКИЙ ПОТЕНЦИАЛ ОБУЧАЮЩИХ СЕТЕВЫХ СООБЩЕСТВ

В данной статье рассматривается возможность обучения или профессиональной переподготовки посредством обучающих сетевых сообществ, которые широко используются в мире как эффективная образовательная платформа. В данной статье мы рассматриваем предпосылки сетевого обучения и его педагогический потенциал.

Ключевые слова: обучающее сетевое сообщество, сетевое обучение, внедрение, образование, обучение, предоставлять, профессиональная переподготовка.

The article is about the opportunity to study or professional retraining by means of learning networks, which are commonly used as an effective educational platform all over the world. In this article we study the premises of e-learning education and its pedagogical potential.

Keywords: learning network, e-learning, implementation, education, teaching, provide, professional retraining.

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The first pedagogical experience in implementing learning networks into the educational process revealed their huge potential in solving numerous problems concerning education. In 1985, The New-Jersey Technological University worked out a completely new project, named «Virtual class» which was aimed at the determination of the learning networks' pedagogical potential and had operated for 6 years. During the investigation, The New-Jersey Technological University created and introduced to the world market «The Electronic System of the Information Exchange». It offered its users many different online courses, which could be organised partly or completely online. Nevertheless, the most important result of the «Virtual class» system implementation became first experiments with learning networks, that showed undoubtable advantages of learning networks [6; 7].

The popularity of the Internet and implementation of information technologies in our modern life social and professional life of the European society led to creation of a huge amount of learning networks in Europe. These learning networks provide different ways of education: in a group, teacher-student, student-student, mentor-student and so on. Learning networks are used as a platform for education pupils, students and adults. Therefore, there are learning networks that retrain people of different professions on a base of professional colleges or universities; others help pupils to master their skills in various school subjects; there are also learning networks, which teach sciences and provide scientists with the latest data in investigations and experiments in their sphere of interests.

The analysis of the scientific and methodical literature in the sphere of e-learning [1, p. 166–169; 2; 3; 4; 5], let us distinguish key features of learning networks in education:

- teacher's pedagogical functions as a leading subject of education, who chooses educational material, organises work in a class and controls students' understanding of a subject, are changed into the role of a consultant-mentor;

- students are placed in a situation where they have to reveal themselves, be more active, show their research skills and be able to change their roles according to a stage of education and level of other participants in a group;

- education by means of learning networks has clear personal oriented approach that stimulates students' skills development and realises their personal aims and objectives;
- students become more independent and responsible, as they have to do research on their own and manage their time effectively;
- during the education by means of a learning network the role of interpersonal communication in a network increases, and improves the educational process in a group;
- teaching and learning processes become a sort of collaboration between a teacher and his students and destroy psychological borders between them.

Despite all the positive moments of learning networks, there are also some negative aspects too:

- teachers need more time for preparing materials for their classes, besides they spend more their free time as students have an opportunity to contact them whenever they need;
- students have to spend more time to do research to impress their mentor and groupmates up-to-date information;
- many students of a learning network are not ready for self-education work; some of them cannot manage their time correctly and effectively.

Despite that all these negative aspects are represented in many researches [1; 2; 3; 4; 5], we may consider them positive, as qualitative and responsible teachers' preparation leads to spectacular, fascinating and productive educational process. As for increased hours of self-education for students, it will definitely lead to necessary results – highly qualified and educated personnel [3, c. 133–137].

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