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SWEDISH DISTANCE LEARNING REFORMING TRENDS AND PECULIARITIES INVESTIGATION**A. Ageicheva**

Swedish distance learning reforming trends and peculiarities investigation are studied. The principles of distance learning in Swedish higher educational establishments are discussed. Distance Learning Management System in Swedish Higher Education is analyzed.

Keywords: *distance learning, e-learning, learning management systems, innovation*

Currently, distance education in Sweden provides a unique opportunity in training completion. Student is provided with a free remote access to internal network of universities or colleges in Sweden for advice, information on requirements for performance reporting documents, studies submitted to control, the list of recommended books. Such a form of learning in Sweden received intensive development in the early 70-ies of the last century [1]. And it is associated with the public universities creation. Higher educational establishments in Stockholm, Gothenburg, Uppsala and other Swedish cities implement various distance education programs, methods which work well. Sweden ranked as a high-tech country with a high level of preparation for computerization and use of electronic means in all spheres of human activity. It was a country mastered high speed new technology. Sweden has been known for a long time as the world leader in information and computer technology.

Analysis of educational literature can note some general trends in the approach to the key teaching principles and their classification by different researchers in distance learning. The main trend is in trying to reach a determination and formation of didactic principles as a result of consideration the structural theory of pedagogy given by the complexity of the object. The learning content and activities of participants in the learning process should allow identifying the methodology and showing it as a basis for the scientific knowledge development and its application in practice. Researchers have underlined that a prerequisite for the formation of knowledge is an activity where the performance and results of the activity

which activates the information essential properties of reality and builds models of these properties. Various psychological theories of learning organization system in distance education are described by various foreign teachers and psychologists N. Krauder, S. Press and B. Skinner. DISTANCE LEARNING is studied and investigated by many scientists in Sweden. T. Rekkedal and B. Holmberg, prominent Swedish teachers involved features of distance learning in Universities emphasize the need for reform.

E-learning is one of the progressive forms of education. It is one of the main ways of information and automation education. The use of new technologies in learning is more effective education. Organization of quality distance education has a positive effect on the intellectual potential of the state [3]. Today Ukraine has a chance to join actively the process and conduct research in the areas of standards development, forms and methods of this type of training. In the Draft National Strategy for Education in Ukraine for 2012-2021 years great role is given to information education. In particular, it is noted that the priority of education is the introduction of modern information and communications technologies that ensure improvement of the educational process, the availability and effectiveness of education and training of young generation to life in the information society [4]. The problem is very important due to quality distance education of today's students. The main organization structure in distance learning are creating e-courses, developing the basics material for distance learning courses, teachers-coordinators training. Active introduction of innovations Swedish distance teaching practice gives the opportunity to discuss some problems of distance education in Ukraine.

One of the main trends is to transform e-learning from a private initiative to the Universities. The problem is lack of skills in using information and communication technologies and knowledge of teachers. Students are often more knowledgeable than their teachers.

All Swedish educational establishments for many years have computers and the Internet. Based on the fact that Sweden is decentralized, there are huge differences between different municipalities and Universities. In this country there is no national strategy for the development of distance education at institutions. Especially at the international level the University and Colleges in Sweden are largely financed by taxes and virtually free, well maintained system of loans and grants for training, which makes higher education accessible to people of all social classes. Over the last decade, significant investments were made in education, and as a result, the number

of students has increased by 50% [5]. Also characteristic of the Swedish education is the huge number of publicly funded further education systems, refresher training professionals, schools and adult education groups. In addition, private business has a well-developed system of additional education and self-improvement. Research plays a key role as an investment in the future.

Currently in Sweden universities implement various distance education programs. Along with programs for mass audience targeted series of lectures and classes are widespread. It allows students after the course to pass exams and to get appropriate certificate. An example in distance education courses may be Baltic University (The Baltic University). It was founded in Sweden. It has more than 50 Universities Baltic region, including universities in Sweden. With satellite television, students and researchers are able to conduct scientific and educational projects in the field of teacher education[6]. Interaction between teacher and student is provided in different ways: exchange of printed materials through the mail, audio and video conferencing. On teacher assigned functions such as coordinating the cognitive process, adjusting the course is being taught, advising in the preparation of individual educational plan, manage educational projects and more. He manages educational support groups, helps students in their professional growth. Asynchronous tend interaction of students and teachers in distance learning system allows messaging via email. It allows you to analyze incoming information and respond to it in the right time for the respondents. Methods of asynchronous interaction are via voice mail or electronic computer networks.

Learning Management System is the driving force of innovation in distance education. Leading Swedish Universities, administrators, teachers, researchers are interested in learning social dividends from investments in modern computer programs to improve teaching and learning. Different countries tend to use different terms to describe the LMS, which is defined as a computer program that combines the functions of teaching, learning, assessment and management of educational courses. In Sweden training platform in a virtual environment education is very convenient and well developed. The Swedish Universities in the late twentieth and early XXI century developed their own Learning Management Systems. But there is a risk for universities, spending time, money and personnel to develop computer programs. As a form of control in distance education using remotely organized examinations, interviews, workshops, coursework and

project work, external, computer intelligent grading system. It should be noted that the solution to the problem of quality control of distance learning, it meets educational standards is crucial to the success of e-learning system. The success of its solution depends on academic recognition of e-learning courses, the ability to offset their passing traditional educational institutions. Therefore, controlling in distance education should have established a unified system of state testing.

The basis of the educational process in distance learning is purposeful and controlled intensive independent work of students which learn by individual schedule, at a place comfortable for them. Swedish students choose items from a list of courses, modules and form thus their curriculum. Using the latest advances in information technology, according to Swedish teachers promote student integration into the global post-industrial information society, which would increase the proportion of highly skilled workers with the appropriate level of education. Distance learning is designed, primarily, to acquaint students with the theoretical foundations of future careers by providing unlimited opportunities for finding more diverse information needs by an adequate student. Variation of training modules allows learning to explore specific aspects of the chosen problem. Swedish teachers noted the importance of fostering positive attitudes and motivation to learn [7]. Interactive communication between a student and a teacher can make learning interesting and exciting. Discussion of theoretical issues that arose during the discussion, the joint search for solutions promotes intellectual, creative self-disclosure of students. Interactive communication – one of the leading and most popular among teachers and students Scandinavian forms of learning. The advantage of this form of training is broad coverage of students in a short period of time. Communication on the Internet, exchange of views and information contributes to the development of skills of communication, finding compromise solutions. It should be noted that distance learning is not only a way to get professional education. Distance learning programs for different categories of students, including children with developmental disabilities mental functions - "special students." One of the most common defects are abnormalities in speech development. Adhering to the principle of progressive integration in the Nordic countries developed several options for integrating "special students" in the educational process. Sweden distance learning is used to adjust the educational routes for people with "special development". Examples are programs Netlibris, Parrot Software rehabilitation, Clicker, Chat [5]. Using

distance learning had a positive impact on the development of traditional education (Government Official Report 1998:83). Online education is a good way to meet the growing needs of society in education. New technologies have revolutionized distance education in Sweden. Training that is more based on the books, has become a training in which is based on communication over the Internet between students and teachers. It was a complicated process to implement e-learning into higher education system in Sweden. University teachers prefer researching to teaching at universities by B.Holmberg, official government report 1998:83[8]. Distance learning has provided women with opportunities for education. Women who work at home are often limited in time and movement and it involves them in distance education.

Reforming trends is meant the totality of conceptual ideas, scientific, methodical, organizational and management measures for the creation of a system of diagnosis and quality monitoring as systems-forming module of innovation in education. Naturally, the simultaneous problems solution is associated with the innovation implementation . It is necessary to declare three main distance learning implementation peculiarities: development of theoretical models for diagnosis and education quality monitoring; development of criteria and diagnostic tools and education quality monitoring; organizational and managerial models and technology development of quality management education. These areas provide an understanding of the value assigned to the concept of distance education objectives and priorities. Distance education is valid and relevant. It can most appropriately and flexibly respond to the educational needs of society and to ensure the realization of the constitutional right to education of every citizen in the country. Prospects for further studies may be related to study characteristics of distance education, comparing domestic and foreign distance learning technologies, development of new forms and methods of distance education.

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ИССЛЕДОВАНИЕ ТЕНДЕНЦИЙ РЕФОРМИРОВАНИЯ И ОСОБЕННОСТЕЙ ДИСТАНЦИОННОГО ОБУЧЕНИЯ ШВЕЦИИ

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Изучены тенденции реформирования и особенности дистанционного обучения Швеции. Рассмотрены принципы дистанционного обучения в шведских высших учебных заведениях. Проанализированы системы менеджмента дистанционного обучения в системе высшего образования Швеции.

Ключевые слова: дистанционное обучение, тенденции, реформирование, системы менеджмента обучения, инновации.

ДОСЛІДЖЕННЯ ТЕНДЕНЦІЙ РЕФОРМУВАННЯ ТА ОСОБЛИВОСТЕЙ ДИСТАНЦІЙНОГО НАВЧАННЯ ШВЕЦІЇ

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Досліджено тенденції реформування та особливості дистанційного навчання Швеції. Розглянуто принципи дистанційного навчання в шведських вищих навчальних закладах. Проаналізовано системи менеджменту дистанційного навчання в системі вищої освіти Швеції.

Ключові слова: дистанційне навчання, тенденції, реформування, системи менеджменту навчання, інновації.

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