MANSI
2-year student, specialty "Medicine",
India
Scientific supervisor: **Inesa ROZHENKO**
Teacher, Foreign Languages Department,
Poltava Medical State University,
Poltava

DISTANCE LEARNING SOCIAL AND CULTURAL UNDERSTANDING IN THE HIGHER EDUCATION SYSTEM

Teaching, learning and assessment through the social and cultural point of view is a complex way academics operate and understand their practice. Research problem key question is 'how people learn and how paradigms get overturned, what happens in higher education system, how the students transform, how their worldviews get sort of shifted around'.

Social and cultural aspect in distance learning should implement laws that underlie the educational process. The specific nature of the training patterns that conditionality is a complex of objective and subjective factors underlines the special significance of the learning principles as provisions impressive dialectic of learning, its interaction significant systems. The practice of teaching principles is determined in two ways. On the one hand, focusing on them can justify in each case the necessary control impacts on the social and cultural aspect. On the other hand, focusing on the educational principles can evaluate the quality of an education concept.

The purpose of the different teaching situations is only to guide the process solutions offered by students using certain external conditions.

It should be noted that in general, its implementation can help to achieve didactic purpose. In other words, the control algorithm must:

- help students perceive and process learning information (acquire knowledge);

- facilitate processes of synthesis and the formation of scientific concepts, ideas, patterns etc.

- organize the process of consolidating and improving the acquired knowledge and skills;

- create situations that require students to use the acquired knowledge and skills;

- ensure quality control and analysis of students learning achievements;

- create an incentive to students to study through full awareness of the purpose and content.

Providing a figurative way of students' knowledge, technical means shall at the same time contribute to the organization of their indirect knowledge, the transition from concrete thinking to abstract and formation methods based on scientific thinking. In this connection hardware must provide mapping essential features of the objects and events and to give students the material for analysis, synthesis, generalization and abstraction.

Disciplines or multi-disciplinary fields where epistemological ambiguity remained unresolved were shown to be liable to disciplinary erosion, with lecturers focusing on learning processes rather than content or having to reconcile sometimes contradictory paradigms. The case of practice-based curricula (as in Nursing for example) also challenged the notion of 'discipline' where tutors saw themselves simply as vehicles to facilitate transfer from an academic context to a practice context. Finally, the locus of a specific curriculum, and the related status of a discipline within that curriculum was shown to impact greatly on how this discipline was taught. A case in point in this study was teaching 'soft' skills on a medical curriculum.

In many publications at the present time there are two concepts simultaneously: "distance education" and "distance learning". It should be noted that a number of authors do not attach special importance to their interpretation, and in some cases the concepts in question are interpreted as synonyms. Nevertheless, from the scientific point of view, in terms of content, the concepts of "distance education" and "distance learning" are ambiguous, as do the concepts "education" and "learning". Education is a fundamental concept not only in didactics, but also in pedagogy, anthropology, philosophy and other sciences. There is no single interpretation of the concept

"education". In each case, this or that definition reflects some one or several facets of the concept. In relation to a particular student, education is the result of his development, upbringing, and education. In the content of education, two aspects are divided: external (educational environment, curricula, textbooks and other means) and internal (personal changes, knowledge, abilities, methods of activity, etc.). The American expert in distance learning E. Clark notes that the notion of "distance learning" seems rather vague, in particular, because too many types and training programs fall into this category. Moreover, at the present time there are a number of synonymous and related terms, such as distance education, distance learning, distant learning, distance learning, "Open university education", "Open university", "Virtual University" etc. Some foreign researchers use the term "Online training", assigning a special role in the organization of distance learning to online teaching. It is indemonstrable interest how these concepts relate to each other. In the world, considerable experience has been accumulated in implementing projects and distance learning programs. On the scale, all projects in the field of distance learning can be divided into regional (region-wide), national (nationwide) and local (scale one or group of universities). In the scientific literature, one can also find such definitions of projects and programs in the field of distance learning as "planetary", "global", which characterizes the extent of their spread in the world. The University offers a wide range of training courses, a variety of timetables, and forms of studies that take into account the educational needs of students, which enables different segments of the population to learn about scientific studies and cultural values. An increasing number of students choose training courses based on the use of the Internet called cyber classes. In some Ukrainian universities some training courses are offered for study in two versions: traditional and non-traditional, based on the Internet usage. The learning process uses the same textbooks, hand outs, homework assignments and forms of knowledge monitoring. However, if traditional training provides for work in classrooms, there are a number of features in cyber class training.