

FUNCTIONING OF THE PEDAGOGICAL UNIVERSITY EDUCATIONAL SPACE ON THE BASIS OF ELECTRONIC LEARNING SOFTWARE SYSTEMS

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At the present stage of distance learning technologies integration into the educational space of a pedagogical university, an integrated system of organizing the learning process has emerged, technologically based on the use of education electronic forms. This system of organizing the educational process is called *e-learning*. In distance learning, pedagogical interaction is completely mediated by electronic learning tools. E-learning provides, along with the presence of fully mediated pedagogical interaction, the preservation of the traditional, direct interpersonal interaction between the subjects of the educational process.

E-learning is a software system designed to support electronically the traditional learning process.

The organization of e-learning at a pedagogical university, which we have chosen as a communication basis for the educational space requires the use of developed *specialized software systems* that make it possible to create and maintain distance courses [1].

The introduction of e-learning into the educational process of a pedagogical university has led to a change in the content of training, methods and organizational forms of educational work. These changes were reflected in the methods of teaching the disciplines of the information cycle.

Using a communicative approach to the educational space of a pedagogical university, we will consider the *educational space* as a complex system of interaction between students, teachers, educational and methodological content, educational resource, didactic theories, general and private teaching methods in various disciplines of higher pedagogical education, software and hardware tools. In this system, communication links are established between various combinations of interaction participants in the educational space. The communicative approach to the educational space allows to generalize and to restructure the system of interaction. We distinguish the following levels of educational space: pedagogical, information and electronic.

The pedagogical level is responsible for the implementation of traditional psychological and pedagogical requirements for the organization of training in a pedagogical university and general methodological requirements for the study of individual academic disciplines.

The information level is responsible for fulfilling the particular methodological requirements due to computerization when working with an educational resource and characterizes the process of accumulation, maintenance and management of educational content.

The electronic level characterizes the interaction of the subjects of the educational process with the educational resource based on various software and hardware tools due to the informatization of education [2].

The interaction between the subjects of the educational process in the pedagogical university educational space is provided by means of computer-mediated communication that implements communication models. Let's classify the models of pedagogical communication. We carried out a classification of pedagogical communication models.

According to the level of pedagogical interaction mediation in the electronic educational space of the university the following models are distinguished:

1. Correspondence communication.
2. Asynchronous communication.
3. Synchronous communication.

These models are implemented by the following types of communication:

one to one – at the levels of “teacher – learner”, “learner – learner”, “learner – technology”, “teacher – technology”;

one to many – at the levels of “teacher – group of trainees”, “trainee – group of trainees”, “technology – group of trainees”, “trainee – group of technologies”;

many to many – at the levels “group of learners – group of learners”, “group of learners – course instructors”.

The correspondence communication model is carried out by means of multimedia technology at the one-to-one level. It provides interaction without the use of communication means of the pedagogical university educational space and is implemented in full-time education.

The asynchronous communication model assumes interaction between the subjects of the educational process at the “one-to-many” level, mediated by a remote educational resource [3].

The model of synchronous communication provides pedagogical interaction between the subjects of the educational process at the “many-to-many” level, mediated by a remote educational resource.

When organizing communication in the educational space of a pedagogical university on the basis of e-learning software systems, it becomes possible to find

a student in a state of dominance. The main methodological means of forming and supporting the state of domination are: the organization of purposeful independent work; the implementation of pedagogical communication at the levels “one to many” and “many to many” [4].

References

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