

ТЕХНОЛОГИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ПОЛИКУЛЬТУРНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

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***Аннотация.** Рассматривается дистанционное образование в условиях поликультурной образовательной среды. С помощью опросного метода определены трудности при переходе на дистанционное обучение в поликультурной образовательной среде колледжа. В итоге проведенного опроса выявлен факт ограничения студентов только своей родной языковой средой. Поэтому технология дистанционного обучения должна быть направлена на повышение уровня поликультурности студентов в поликультурной образовательной среде колледжа.*

***Ключевые слова:** технология дистанционного обучения, поликультурная образовательная среда, образовательные платформы, студенты колледжа*

DISTANCE LEARNING TECHNOLOGY IN A MULTICULTURAL EDUCATIONAL ENVIRONMENT

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***Abstract.** Distance education in a multicultural educational environment is considered. Using the survey method, the difficulties in the transition to distance learning in the multicultural educational environment of the college were identified. As a result of the survey, the fact of limiting students only to their native language environment was revealed. Therefore, distance learning technology should be aimed at increasing the level of multiculturalism of students in the multicultural educational environment of the college.*

***Keywords:** distance learning technology, multicultural educational environment, educational platforms, college students*

Modern researchers pay great attention to the concept of “multiculturalism in the educational environment”. According to T.V. Poshtareva, a multicultural educational environment is a part of the educational environment of an educational institution, which is a set of conditions influencing the formation of a personality, ready for effective interethnic interaction, preserving its ethnic identity and striving to understand other ethnocultures, respecting other ethnic communities, able to live in peace and harmony with representatives of other nationalities [3].

N.A. Rachkovskaya and S.A. Serovetnikova believe that a multicultural educational environment is specific conditions created by educational institutions for the students’ assimilation of certain knowledge about their native culture, the formation of certain competencies concerning successful cooperation with

representatives of other cultures and their internalization of the values in humanism and tolerance [4].

Thus, the purpose of a multicultural educational environment is to implement multicultural education, to ensure mutual understanding, and hence effective interaction between the subjects of the educational process. To this end, it is important to create conditions in educational institutions that would allow students to understand the cultural values, norms and behavior patterns of both their own and other people, to form an experience of intercultural interaction and tolerance.

A multicultural educational environment should become a model of a multicultural society, where students interact with representatives of other ethnic groups, receive information about the norms of another culture, show tolerance to other people, and this is where their professional preparation for activities in a multicultural society takes place [2].

A student is a future teacher who must accept himself as a representative of a certain ethnic group, who perceives a person of another culture through respect, interest and recognition of his merits, be tolerant and understand that multiculturalism is a necessity in the modern society.

At the moment, changes in the value system and goals of education have begun to be widely discussed in the global educational space. Therefore, when studying the problem of a multicultural educational environment by domestic and foreign researchers, it is necessary to pay attention to distance education.

The creation of a virtual educational space, the modernization and computerization of education has become a public necessity and is attracting more and more attention and researchers, since it is impossible to ignore the current situation in the world. Studying the educational possibilities of the Internet and advanced pedagogical experience, it is possible to highlight such online learning options as educational platforms, virtual universities, and educational materials in the public domain.

Saving time, financial, physical resources belonging the subjects of the educational process makes online learning more and more relevant for students and teachers. Also, the Internet makes it possible to get quality education around the world, overcoming space-time boundaries. It is time reduction spent on training and the education quality improvement that are the landmarks of our time [5].

In order to study multiculturalism as a students' personal quality in the educational environment of the Higher College named after M. Zhumabaev, there was carried out a study, the results of which revealed the need to reorganize the management system of an educational organization, which does not contribute to the development of close intercultural relations between students of departments with the Kazakh and Russian languages for instruction. Only the reorganization of the management system of a higher college can contribute to a favorable existence for

students in a multicultural educational environment, improve the quality and competitiveness of future teachers at the national level, harmonize the interests and values of the subjects of educational institutions, interaction between actors within the educational institution and outside it [1].

In the 2019-2020 academic year, organizational changes took place in the higher college, as a result the management structure of the college began to be divided by specialties, and not by the language of instruction. Taking into account the pedagogical situation of the multicultural educational environment, it became possible to organize a personality-oriented impact on the student audience, the inclusion of students in lesson and extracurricular, creative and constructive activities using pedagogical technologies of the educational process by creating associations and clubs of interest, organizing excursions, holidays, parties, competitions, conferences, etc., ensuring the indissoluble unity of the learning processes and self-study, which is realized by engaging students to work in public organizations, initiative groups and volunteer movements.

While reorganizing the college structure, in training personnel, attention is being paid to personal and professional qualities that correspond to the adequate needs of the labor market, and the functioning of a multicultural society in college.

Modern ICT is one of the ways to implement work to saturate the college educational environment with a multicultural component. For the implementation of organizational and managerial forms to introduce ICT into the multicultural educational environment of a higher college, distance learning, online learning and e-learning assistance are acceptable.

Distance learning involves the study of material by students to a greater extent independently, according to an individual plan, in accordance with the personal capabilities and desire of the student. This type of teaching involves the interaction of teacher and student, mainly via the Internet. As a result of the active use of the Internet in both distance and online education, the majority of users and educational organizations presenting educational courses and programs merge these two forms of education. The online education difference is that the learning process presupposes to a greater extent interactive information and educational space with the active participation of a teacher as an organizer and moderator of online interaction, the process is most similar to traditional education, but classroom lessons are held in a virtual environment [5].

Online learning assistance (blended learning) is often used, combining face-to-face and virtual learning.

Distance learning is a modern type of education, but is modern education ready for this form of education? Is it possible to harness the benefits of distance learning without losing the benefits of traditional education?

With the forced transition to distance learning in the second half of the 2019-2020 academic year, it was revealed that with sufficient awareness of the possibilities of

online learning, not all students are ready to switch to it, and the administration and teaching staff include this type in the educational program. It is interesting that all college students use the Internet and find convenient online communication with participants in the educational process and structural divisions of the college, but they could not adequately assess the possibilities of the educational process online. Only 40% of students expressed a desire to “attend” most of the theoretical classes through online communication. The reason for the rejection of online conferences was mainly the students’ desire to stay in college, to communicate live with other students, as well as the assumption of a low level of assimilation of educational material. The main reason for the refusal of students from distance learning was the novelty of this teaching method, as well as the assumption that the material will not be perceived without the teacher's explanation.

In order to identify the difficulties in the transition to distance learning, a survey-questionnaire of college students was conducted. The sample included 50 respondents.

The survey included the following questions.

Do the responses of other students who have a better command of the language being taught create difficulties, inconveniences, or embarrassments?

Do you only chat in Kazakh (Russian)?

Do you only chat with people of your nationality?

Do you think that classes in another language group are better and more interesting?

Are you satisfied with internet content in the Kazakh language?

Are you ready to provide assistance to students with poor command of the language of instruction, in the form of additional explanations, comments in the chat?

Do you think that in traditional teaching, non-proficiency or poor proficiency in the language of instruction has less impact on interaction with students of other nationalities?

Thus, it is revealed that with distance learning, the student is limited only by his or her native language environment and contact with representatives of other ethnic groups is also limited.

To provide students with the opportunity to make informed choices, it is necessary to acquaint them gradually with the available forms of education and educational platforms.

In general, educational platforms abroad have gained wide popularity. In the Republic of Kazakhstan, educational platforms have become a public necessity associated with the situation in the world.

The Higher College named after Magzhan Zhumabaev widely uses the educational process management system "SOVA.WS", which allows students to plan and organize the educational process, study the material in depth, get acquainted in details with interesting or difficult topics, which is useful for full immersion in a

certain area, gain knowledge being at any level of training, constantly monitor the progress in the subject. Students receive and carry out tasks provided by the educational programs, if necessary they have the opportunity to turn to educators for help.

In the development of the ideological and moral conviction of students, the multicultural orientation of the entire educational process is of great importance, therefore, synchronization is necessary in educational programs designing, the main idea of which is versatile information about the culture, language and history of ethnic groups, it is achieved in conditions of integration and synchronization of both the content (between disciplines) and organizational (between educational, extracurricular and educational activities) side.

In order to develop a multicultural personality capable of social and professional self-determination and striving for self-development and self-improvement of students, the organization of educational, extracurricular and educational activities is implemented through the ZOOM platform, where work continues to saturate the multicultural component of the educational process.

A cloud platform for video conferences, webinars and other similar online events, i.g. ZOOM, allowed college teachers and students to participate in the international movements WordSkills Kazakhstan in the competencies of IT systems management, Web design, preschool educator and primary school teacher, requiring students knowledge of three languages, interaction in the classroom.

Distance education in a higher college is aimed to increase students' multiculturalism level in the educational environment of an educational institution, targeted at moral education based on the cultural traditions of their country, patriotism and citizenship.

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