RESEARCH OF METHODS OF TEACHING HUMANITIES DISCONTINUED IN DISTANCE STUDENTS

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Abstract
The article provides an overview of modern methods and techniques of teaching humanities. The possibilities and factors of using distance education for teaching humanities are determined. Training methods are presented as tactical models of the learning process.
It has been established that distance learning is a targeted interactive, asynchronous process of interaction between subjects and learning objects among themselves and with learning tools, and the learning process is indifferent to their spatial location.

Keywords: Human Disciplines, Distance Learning, Educational Process, Pedagogy, Methods, Methodology, Teaching, Philology, Literature.

INTRODUCTION
The current world situation in the education system is such that traditional forms of education and training models cannot satisfy the needs for educational services. The solution is to use distance education. Modern information technologies are becoming increasingly important in people's lives; they allow providing a fundamentally new level of accessibility of education while maintaining its quality.
The methodology of teaching the humanities experienced its difficulties in finding the best ways to form an effective direction in the development of forms and methods of teaching the humanities.
At a certain moment, with the development of progress, an active methodological search appeared, which, in fact, continues today, contributing to the development of modern methodological solutions for teaching humanitarian disciplines. We can say that the formation of an integrated method has begun, which includes the best elements of different techniques, not excluding the method of distance learning of the humanities.
The distance learning methodology is one of the youngest methods. Until recently, this form has not been applied very widely in the field of teaching the humanities.
Meanwhile, the search for distance learning was constantly conducted. Over time, the possibilities of television and video recording began to be used more widely, and with the advent of the Internet, the possibilities increased significantly. And yet there is still no coherent comprehensive methodology in this activity, and the success of its implementation depends on many factors and, first of all, on system feedback from an experienced teacher. Here, the use of computer telecommunication technologies for teaching general humanitarian disciplines in particular is currently coming to the rescue. A number of advantageous aspects of this form of training can be noted. One of the most important, perhaps, is the fact that people have the

opportunity to study humanitarian disciplines, if they had not had such an opportunity before, due to the lack of educational

institutions, teachers, technology, etc. Then it should be noted the prompt transfer of information at any distance. A great advantage over other forms of training is a flexible class schedule, a very positive factor. This form of training expands the possibilities of access to information sources, its transmission at a distance, the accumulation and storage of information, organization and participation in various interactive telecommunication projects, direct communication with teachers at a distance. In addition, it allows training a large number of people, creating a unified educational environment, reduces training costs (there is no need to rent premises), with the right approach, it improves the quality of education through the use of huge electronic libraries.
Online simulators and game managers are one of the rapidly developing forms of distance learning.
Although it is impossible not to say about the disadvantages of this method, which sufficiently affect the position of distance learning among other methods.
The main disadvantage is that not everyone has the opportunity to use this technique - certain technical means are needed and, of course, we can talk about the imperfection of the form of control. The main factors to consider:
the use of pedagogical methods;
the scientific nature of the materials developed for this program;
the presence of effective feedback and the interaction of the teacher and student, i.e. maximum interactivity between teacher and student;
a very important aspect of any program is motivation;
the program or course should be level so that the student can choose any module depending on his level of training; (take into account the levels of steps, periods of training, stages of

formation of skills for all types of speech activity and stages, which are determined inside the stages) of particular importance is thoughtful soundtrack, etc.

Therefore, speaking about the distance learning methodology, first of all, one should start with the substantive and methodological part of the program. It should be borne in mind that distance learning should be built on a special basis, since not only ready knowledge is transferred to the students, but at the same time, students are encouraged to acquire knowledge in the process of educational and cognitive activity. At the same time, one should not forget about the principle of novelty in the study of humanitarian disciplines.

Distance learning, although it differs from other methods, but its methodological principles are similar to the principles of other methods, since above all the principle of communicativeness serves as a platform for any of them. That is, we must remember that "communication is the best learning to communicate."

Due to the presence of specific features, distance learning is increasingly becoming an independent phenomenon in the methodology, this form of training is gaining a certain position, is constantly developing and improving [1, 2, 3, 5, 7].

The aim of the article is to review existing methods and techniques of distance learning for direct use in the process of teaching the humanities.

MAIN MATERIAL

The approach to learning is a point of view on the essence of the subject that needs to be taught, acts as the most general methodological basis for research in a specific field of knowledge, determines the learning strategy and the choice of a teaching method that implements such a strategy. Let's take humanitarian discipline as an example - a foreign language. Teaching methods are a tactical model of the learning process.

The communicative-activity approach is considered optimal and is considered as a theoretical basis for building a modern training system. The following features are characteristic of this approach:

in the center of training is the student as a subject of educational activity;

the training system involves the maximum consideration of individual psychological, age and national characteristics of the personality of the student;

the activity-based nature of training involves the organization of classes as a learning activity aimed at setting and solving by students a specific educational task;

primary attention is paid to the creation and maintenance of students' need for communication and assimilation with its help of professionally significant and of general cultural value information;

the implementation of the basic requirements for the modern educational process: the communicative behaviour of the teacher in the lesson, the use of exercises that maximally recreate the situations of communication that are important for students, taking into account the individual characteristics of the student with the leading role of the student's personal aspect, the situation in the learning process, which is considered as a way of stimulating speech activity and as a condition development of speech skills.

However, in distance education, it is possible to use methods, principles and techniques of both a behavioural approach, when mastering the language proceeds through the formation of speech automatisms in response to the presented stimuli, and an inductive-conscious approach, when mastering the tongue occurs by observing speech patterns, which leads to mastering the language rules and how to use them in speech (for example, in games to study new vocabulary and grammar, when listening to audio recordings or poems with concentrated content of certain vocabulary and constructions repeatedly, when watching a video).

Cognitive approach i.e. conscious mastery of the language in a sequence from knowledge in the form of rules and instructions to speech skills and abilities based on acquired knowledge, can be used to create a set of rules, creative assignments and exercises correlated with the main course modules for independent work of those interested in a deeper understanding of the Russian language students, or for additional work with students whose psychological characteristics require a conscious approach to learning.

With such an integrated approach to distance education, it is advisable to talk about a combined method that combines the principles of the following teaching methods:

the communicative method, which is based on principles such as the speech orientation of learning, systematicity, functionality, situationally, novelty, intuitiveness combined with conscious mastery of the language, parallel assimilation of all types of speech activity, oral advancing;

Suggestopedic method that allows you to open up the reserves of memory, increase the intellectual activity of the individual, develop positive emotions that remove the feeling of fatigue and contribute to the growth of learning motivation. All this contributes to a significant increase in the amount of assimilated material per unit time, the formation of strong speech skills and abilities and the ability to be included in various communication situations;

a direct method aimed at teaching practical language skills, at the initial stage - mainly its oral form.

The selection of lexical material is determined by the topics of communication, a well-developed system of phonetic exercises allows you to effectively master the sound side of the language; visibility is used as one of the main means of somatization of foreign language material. The use of reading and writing contributes to the consolidation of new material, and also led to the formation of modern versions of the direct method:

Audio-visual and audiolingual;

The audio-lingual method provides for multiple listening and reproduction of strictly selected structures after the speaker, which leads to their automation. Classes are organized in the sequence: listening - speaking - reading - writing. The formation of speech skills occurs when performing exercises for repeated repetition of samples. Speech practice prevails over explanations and commentary. Widely used regional geographic information [1, 3, 6, 7].

In the process of mastering the structures of the language, four stages were identified:

memorization by imitation;

conscious choice of a new model when contrasting it with the already known;

practice in training the model;

free use of the model.

The audio-visual method allows you to learn the language in a short time using limited lexical and grammatical material that is typical for everyday communication and mainly in the oral form with intensive use of visual and auditory visual aids. The latter are used as the main means of somatization and activation of educational material and are designed to provide visual-auditory synthesis.

The concept of the method is based on the principles of globality (a sentence is considered as a unit of learning, the perception and reproduction of which is holistic), oral advancing, non-translating, situational (the material is introduced in the form of dialogs using typical situations of everyday communication), functionality (selection of language material is subordinated to communication tasks) The language material is represented mainly by conversational cliches.

Within the framework of the method, a well-known training model is presented, which includes four stages of classes:

performance - the global perception of the material, mainly intuitive;

explanation - a phased study of the visual-auditory series when

installed on the full assimilation of its content and sound synthesis;

consolidation - the formation of speech automatisms;

development - the formation of speech skills based on acquired knowledge and skills and free speaking within the framework of the lesson topic and worked out communication situations.

Since this is a short-term course, in addition to the communicative orientation of the learning process, it is necessary to take into account its intensity. However, with the intensification of education, its effectiveness should not suffer. Using a computer and connected hardware and software allows you to create a combination method that includes the method of activating the student's backup capabilities (G.A. Kitaygorodskaya), individual elements of rhythmopedics (G.M. Burdenyuk) and relaxopedia (I.E. Schwartz, B. K. Moiseev).

The mentioned methods are mainly aimed at mastering oral foreign language speech in a short time and with a significant daily concentration of teaching hours. Intensive teaching methods rely on the psychological reserves of the student's personality that are not used in ordinary education. Intensive methods differ from traditional teaching in the methods of organizing and conducting classes: increased attention is paid to various forms of pedagogical communication, the socio-psychological climate in the group, the creation of adequate educational motivation, the removal of psychological barriers in the assimilation of language material and speech communication;

the activation method follows the principles of:

two-pronged learning process. Under the second plan in a person's behavior is meant the features of his facial expressions, gestures, manner of holding on, speaking (intonation of a phrase) by which he disposes others around him;

global use of all means of influencing the student's psyche (reliance on auditory and visual images, creating a student's certain emotional state that positively affects the effectiveness of learning material).

Used role-playing games, background music, visual aids;

individual learning through group.

The cooperation of the teacher and students contributes to the emergence of a controlled effect of group learning;

the interaction of role and personality elements in learning. During classes, there is a gradual transition from role-based (educational) communication to personal.

The conclusions of famous scientists [1] indicate that this method is optimal for intensive training.

Rhythmopedia provides for the creation of optimal conditions for the operation of memory mechanisms and is a methodology for intensive input of foreign-language information, its consolidation and activation using rhythm stimulation in group communication. Rhythmostimulation is understood by the creators of the method as the impact on human biorhythmics with monotonous low-frequency impulses of sound, light, color and musical accompaniment through the auditory and visual channels of perception. This contributes to the creation of favorable conditions for the long-term storage of educational material in a volume exceeding the usual norms by 2–3 times (75 phrases in 45 minutes).

Rhythmopedics training includes:

training information input session against the background of rhythmic stimulation;

independent laboratory work aimed at securing the entered material with the help of technical training tools;

a lesson under the guidance of a teacher, with the goal of activating the entered and fixed material [3, 4, 5, 7-18].

The activities of the trainees during the session are programmed in such a way that the learning material is perceived three times: for the auditory, visual and speech channels. The combination of logical (verbal information) and emotional (musical background, lighting effects, voice of the speaker), perceived simultaneously by the consciousness and subconscious, helps to reveal the

reserve capabilities of the brain, which helps to increase the volume and strength of memorization of the material.

CONCLUSION

Based on the foregoing, we can conclude that distance learning is a focused interactive, asynchronous process of interaction of subjects and learning objects with each other and with learning tools, and the learning process is indifferent to their spatial location.

The educational process takes place in a specific pedagogical system, the elements of which are the subsystems: learning objectives, learning content, teaching methods, teaching aids, organizational forms of training, material, financial, economic, regulatory.

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