ORGANIZATION OF DISTANCE LEARNING IN PRIMARY SCHOOL

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ABSTRACT

This article offers options and methods for organizing distance learning in primary school. In our time, the situation with education is ambiguous. Teachers do not know when they will be able to fully return to traditional, full-time education. In this regard, it is necessary to constantly look for various methods of organizing distance learning in primary grades, because this period is one of the main stages in education.

KEYWORDS: distance education, primary school, junior students, internet, methods.

The ideal distance learning implies communication with the teacher, the introduction of online lessons. In practice, most schools and teachers were not ready for such lessons. In addition, not all students had the necessary resources for online education. Thus, all the training was reduced to sending homework and topics for study by teachers, as well as feedback from students in the form of photos of completed works. It is often difficult for restless children to concentrate on tasks, parents are not adapted to explaining the educational material – all this led to the completion of tasks by the parents themselves and to sending them to the teacher on the last day.

On average, according to the general education school class, 20% of students still do not have a computer and Internet at home. Therefore, such guys were practically cut off from the learning process.

Of course, in "elite" schools, teachers approach the learning process creatively, record videos, conduct lessons in ZOOM software products, Microsoft Teams, etc., which has a positive effect on learning during the pandemic. Such schools are ready for digital learning and have the necessary financial resources to introduce new technologies. The guys were happy to watch videos, complete tasks, some even put screenshots of their favorite teachers on their phone. However, there are very few such schools.

I would also like to note that the main problem of the XXI century is Internet addiction, which also adversely affects distance education. Especially for younger schoolchildren, whom parents often forcefully try to send outside and tear away from

their phone or tablet. Distance education has an even stronger effect on dependence on gadgets and electronic devices, on a sedentary lifestyle.

During the introduction of distance education , the following can be distinguished:

- the number of lessons aimed at the diagnosis and control of knowledge has decreased. This was noted by 50% of teachers. 36% of teachers have reduced the study of new material;

- the most versatile remote work tools - job printouts and platforms with automatic verification;

- the more the teacher conducts online lessons, the less the volume of new material drops. In some cases, there is even an increase;

- elements of distance learning are especially effective for children who are home-schooled and for students who missed classes due to illness;

- only 32% of the teachers surveyed regularly conduct online lessons. Most often they are residents of cities.

When implementing educational programs using e-learning, distance learning technologies, the following models can be applied in the organization.

- Fully distance learning (advanced training, professional retraining) of the student (listener). Fully distance learning implies the use of such a learning mode in which the student masters the educational program completely remotely using a specialized remote shell (platform), the functionality of which is provided by the organization. All communications with the teaching staff are carried out through the specified shell (platform).

-Partial use of distance learning technologies that allow organizing distance learning (advanced training, professional retraining) of the student (listener). The model, in which there is a partial use of distance learning technologies, implements an educational program in which face-to-face classes alternate with remote ones.

Teachers can organize **two training** modes:

1. **Live online communication**, when at the appointed hour X, *you organize a video conference, chat with students.*

2. Remote learning, stretched over time, **when using certain digital tools**, you create a platform for independent learning with your active indirect participation.

Studying this issue, **the following tips were highlighted**. Online communication is very important when organizing distance learning. You can conduct an introductory briefing, during which you explain to students how to work remotely, how to use certain educational resources. In addition to introductory instructions, there may be current instructions before you start **studying a particular topic, or you enter a new digital tool, new educational resources.**

In addition to instructions, you can conduct online lessons, **and group work** on projects, on the joint solution of assigned educational tasks.

The main question of every teacher in distance learning is how to effectively conduct an online lesson? Let's **look at a few methods**:

1.If you are going to use the tools for organizing **video conferences** and presenting interactive lessons, instructions, use the **webcam** as often as possible and for as long as possible. Yes, your students can move away from their computers while you **conduct your online lesson**, but they will be less bored if they at least see your face, and not just the **screen display mode** you use.

2. Be sure to pay attention to the **webcam setting.** Raise it to eye level or slightly higher. Students should see your eyes, not your head buried in the **keyboard.** That's when the **presence effect** is created.

3. Do not forget that your live lessons with the organization of a dialogue, with a lot of small questions, with the work of microgroups, are absolutely not suitable in a video conference. In such an online environment, you do not have the advantage of live eye-to-eye communication. The rules of communication should be strict and limited to a small number of your questions.

The questions should be concise. Some may be aimed at making sure that your students are present, others may be aimed at getting feedback on the educational task or problem you have set. But this question-task should be as brief as possible. And you should expect answers from students that are not vague and short in time.

4. Encourage students **to ask questions.** Give them a special time for this. For example, announce that you are taking a 5-10-minute **pause,** during which students could write down their question in a chat or in a small **video message**.

5. Be sure to provide for possible technical difficulties in your video sessions. Most often, such problems arise not for you, but for your students. As a rule, you decide on a

video conference, if everything is fine with you. **Check the** possibilities of **video communication** in advance. For example, use two computers or work with one of your colleagues to check the perspective of students, how they will see what you offer them. Also check the working conditions in the **computer-tablet, computer-smartphone** mode before starting online communication with your class. When you test yourself as a student, you can take into account in advance what needs to be simplified, or see what problems the guys may have and what is needed for rapid troubleshooting on the fly.

6. If you live in a rural area and you do not have a stable and fast Internet connection, find out at what time the Internet connection speed is the highest. Schedule a video conference for this time, if, of course, it suits both you and your students.

CONCLUSIONS: Distance learning for younger students is more suitable only at the stage of working out the material, not at the stage of explanation. And the difficulties of the format for kids are also a bigger problem than for high school students. And here there are risks of substitution of the parent's education, not the student's.

The teacher will have to become a learner. We all felt lost among the wide variety of modern distance learning services. I want to believe that it will pass. And we will find something that suits us, our children and parents. I want to believe that we will be armed with a clear regulatory framework and resources. But the main thing is not to lose the most important thing – self-education ..., which is the public good and the moral bulwark of our future. Thus, the most important obstacle for distance education at the moment is the insufficient material and technical base for classes for both schoolchildren and schools. In addition, uniform standards for distance education have not been developed, so training in these conditions is extremely heterogeneous.

LITERATURE:

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