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ДИСТАНЦИОННОЕ ОБУЧЕНИЕ В РОССИИ И ФРАНЦИИ

***Аннотация:** данная статья посвящена исследованию дистанционного обучения в России и Франции. В век информационных технологий инновации все чаще применяются в сфере образования. Однако до недавнего времени онлайн-образование не было настолько широко распространено. В статье выявлены сходства и различия в развитии нового способа получения знаний в связи с началом эпидемиологической ситуации в мире.*

***Ключевые слова:** дистанционное обучение, информационные технологии, Интернет.*

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DISTANCE EDUCATION IN RUSSIA AND FRANCE

***Abstract:** this article is devoted to the study of distance learning in Russia and France. At the age of information technology, innovations are being applied more and*

more often in the field of education. However, until recently, online education was not so widespread. The article will identify similarities and differences in the development of a new way to obtain knowledge in connection with the beginning of the epidemiological situation in the world.

Keywords: *distance education, information technology, online.*

In 2020, the world was affected by the COVID-19 epidemic. The virus has put the health of all humans at risk. It is known that direct or indirect contact with the infected person can lead to serious consequences. Therefore, the Heads of State introduced self-isolation measures. Most of the people from various enterprises were transferred to a remote mode of work which means that they had to work at home. Pupils, students and teachers were no exception. During the pandemic, the development of distance education has progressed far, although it should be noted that many educational institutions have faced some difficulties in switching to online education. It should be emphasized that in a number of countries «remote education» is a fairly developed form of knowledge acquisition. This allowed students and employees of educational institutions to quickly organize the educational process.

Let's look at the examples of Russia and France to find out exactly how learning using new technologies took place, what problems these countries faced during online lessons, at what points they had to succeed, how students, their parents, and teachers evaluate education from home.

Distance education in Russia

Due to the increased threat to health while attending classes in educational institutions, the government of the Russian Federation, in order to comply with self-isolation, switched education to online mode in the second half of March 2020, when the cases of infection began to increase actively in many regions of the country. IT employees of schools, colleges, lyceums, gymnasiums, higher education institutions, and even kindergartens had a mission to help both children and adults master online conference platforms. For this purpose, such services as Zoom, Skype, Google Meet, Microsoft Teams were used, which allow you to get in touch for a long time, conduct

lectures, seminars, show presentations, use audio and video documents, and use Internet resources. Students could also ask questions via audio or video communication, as well as in chats. Surprisingly, all the work on switching to remote mode was quite fast and of high-quality. Students had left schools and universities on Friday, and on Monday they all met again, but this time online. Undoubtedly, from time to time there were technical problems associated with an unstable Internet connection, as well as a heavy load on the server, since at the same time people around the world used these platforms not only for study, but also for work, and in addition for simple communication. However, it should be noted that during the pandemic, developers improved their systems in the shortest possible time so that their platforms could withstand the heaviest loads. They also tried to create the most convenient and practical service for their users, creating convenient features. Many Russian educational services have provided expanded access to their resources so that any student has the opportunity to independently work out and consolidate the information necessary for mastering. But despite the fact that the new generation is well versed in modern gadgets, sometimes there were technical problems. It should also be noted that in many cases the percentage of acquired knowledge depended on the teacher's ability to give information. After all, even if today's teenagers can sit for hours in front of a laptop or other gadget, chatting with friends on social networks, watching different videos on Youtube, playing various games, or searching interesting information on many sites, it turned out that quarantine measures have greatly affected them. Many children woke up right before classes, because they didn't have to spend the way on the road. In addition, it should be emphasized that being in front of the screen has greatly affected the health of the younger generation. The eye strain and back has increased significantly. Many students report that their eyesight has noticeably worsened during the quarantine, because they had to spend a lot of hours in front of the computer, not only during school, but also when doing homework. Most teachers required that their homework be sent in printed form, while before the epidemic, they had preferred to read more of the student's handwritten work. We used such services as: Google Classroom, ezhd (electronic magazine and diary) for verification. These applications allow one to attach and send the completed

work to the teacher, see one's rating and comment on what was written, and one can also ask the teacher a question if the student does not agree with the score. Various e-mail services were also actively used. It can be noted that the most popular are Mail and Gmail, while other emails are much less common. In addition, it should be said that many schools have organized special chats where class teachers or other teachers can send the all necessary information. Most often, the WhatsApp messenger was used for this purpose.

Bypassing all the difficulties of studying at a distance, it was possible to notice that the results of students who systematically followed the instructions of teachers significantly increased, because most of the test work was performed at home, in a quiet atmosphere and using additional materials, while during the real educational process, teachers carefully monitor that the student does the work independently without using any sources. However, the Ministry of education decided at the beginning of the academic year 2020–2021 to conduct appropriate control over the assimilation of knowledge in order to adjust the current year's curriculum and focus on poorly learned points.

It is important to mention that in many regions of the Russian Federation there are problems with computer equipment and Internet access. A large number of big families whose children are enrolled in educational institutions did not have the opportunity to provide all its members with a personal computer. Due to the fact that classes are held at the same time, some of the children may have been absent from classes or pairs. It should be noticed that teachers monitored attendance and required reports on why a particular person was absent. Internet access was another challenge. Many students were forced to leave the cities for their families, and it happened that in various settlements it was necessary to leave home and go to the nearest points where there is a stable Internet connection.

Then the Ministry of Education of the Russian Federation undertook to provide those in need with the missing equipment.

Thus, we can conclude that, despite some difficulties, Russia managed to maintain an adequate level of education even in the new format.

Distance education in France

France before Russia was faced with the epidemic of the coronavirus and moved on to distance education already in March. It should be emphasized that in this country there is a separate organization dedicated to distance learning, called CNED (center for national education at a distance). This company has developed a special application that only French students have access to in order to reduce the overall load on the server. Other services were banned. This platform allowed teachers to connect with students, post documents, send messages directly, and they could also post video lessons recorded by them, which allowed them to repeat the necessary topic at any time, without having to ask the teacher about something. However, many teachers faced the problem of lack of materials, as many of the necessary documents remained in educational institutions. Therefore, they needed to adjust the program on the spot. Another important fact is that the French Government has taken on the responsibility of providing equipment to both teachers and students. It should be noted that during the period of online study, control and independent work in France has sharply decreased. However, homework remained, and it was necessary to send it from time to time so that the teacher could see what the child had done. Also, not all teachers attended video conferences. But some French teachers noted that many of the children became more active thanks to working on computers. Due to the technique, stress is felt less, the child feels calmer at home, he realizes that no one can verbally influence him, there are no looks and grins, because for a better connection, many teachers ask to turn off the cameras and turn them on when answering, although there are those who are constantly watching. In addition, the child can use any source of information to answer the teacher's question. It should be mentioned that many teachers do not get along very well with technology, so it took them a while to understand everything. Also, French students felt uncomfortable getting knowledge online, it seemed to them that when you look at the screen, attention is scattered, and knowledge is not absorbed. They also felt a certain discomfort, because they had to stay in touch all the time, so as not to miss an important message about upcoming work or a deadline. I would like to note that due to a bad connection, a student could leave the conference for a while, and therefore miss

important information. In reality, this is much less common. It should be noted that the work was also carried out in kindergartens, where teachers offered young children games in various forms, which undoubtedly helped active kids to remain in self-isolation, which of course was very difficult for them, because their parents were always busy working from home.

So, to sum up, we can say that France was able to cope with the development of a new format and new technologies to maintain a high-quality level of education throughout the country and abroad, because so many French students are foreigners.

To sum up, it is very important to highlight the fact that distance education has never been as developed as it is now. Countries have managed to provide high-quality technologies in a short period of time so that young people can get knowledge without problems. Of course, online education has its pros and cons, but nevertheless, people have gained incredible experience working with new technologies, which will undoubtedly be used in the future, especially with a high probability of a second wave of the virus. This experience can help in the development of modern applications for education and their implementation in the educational process. For example, there is a proposal to record all lessons on camera, as well as connect absent children to the lesson so that they do not have to study topics on their own. It is obvious that both Russia and France faced significant difficulties at the first stages, but this did not prevent them from certifying their students, conducting exams and tests in one form or another. Certainly, distance education can't replace traditional education, but it can increase its level and complement it. It can attract new specialists in the field of IT technologies, which are very popular at the moment. After all, children will be better versed in computer technology, will see the shortcomings of a particular application, which can give an impetus to their desire to learn new technologies.

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