

Ми можемо говорити про проблему досвіду Китаю з використанням у навчанні дистанційних технологій (Е – освіти) як основних технологій, які існують паралельно з класичною освітою у вищих навчальних закладах [3]. Можемо також розглядати проблему сертифікації Е-освіти з професійного навчання, яка проходить з використанням різних електронних платформ Інтернету для проведення лекцій та бесід з навчальних програм. Треба також наголосити на проблемі поєднання освітньої функції Е-освіти із розвитком моральних, культурних якостей своїх громадян.

Сучасна освіта розвивається за умова надходження до людини безперервного потоку інформації, інтенсивність якої стала настільки потужною, наскільки можна уявити темпи розвитку у будь-яких сферах життєдіяльності. Питання освіти і особливо безперервної освіти в умовах швидкозмінюваннього світу стає не просто актуальним: воно набирає обертів для великої кількості людей. Слід зауважити, що вік останніх не обмежується якимись межами. Треба сказати, що саме цим умовам і відповідають нові інформаційні технології в освіті. Вони стали необхідними механізмом розвитку і трансляції знань, але і найпоширеним методом сучасного навчання - дистанційним навчання.

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### PHILOSOPHICAL REFLECTIONS ON DISTANCE ONLINE TEACHING STRATEGIES IN CHINA

With the development of science and technology, especially the development of Internet technology, it has caused a greater impact on the traditional form of education and caused changes in the form of education. Especially since 2020, with the spread of the new crown epidemic around the world, countries around the world have adopted the method of distance online teaching and carried out educational activities. Especially for China, where the epidemic prevention and control

policy is relatively strict, it is even more in a larger scope to carry out remote online teaching activities. Effectively ensure the teaching order and teaching operation.

### 1. Distance online teaching and its teaching strategy selection

Large-scale remote online teaching activities, so that teachers are faced with a teaching environment that is completely different from the traditional classroom teaching in the past, in addition to adapting to novel scientific and technological operations, they also need to deeply understand the teaching theory and practice in the context of online media, and carefully plan the strategy of remote online teaching. Give full play to the strengths of online teaching and improve the effectiveness and effectiveness of teaching. Effective online teaching is not a success by transplanting classroom teaching directly to the network. Schools and teachers must understand the theoretical principles of online teaching, and carefully carry out teaching design, based on the Internet to carry out various teaching activities.

The uniqueness of the online teaching environment is not only the use of online media as a teaching platform, but more importantly, in the online media, teachers have adopted new teaching strategies. To study the effectiveness of online teaching, we must explore its characteristics in many ways in the implementation of online teaching strategies, since we cannot directly apply the strategies of classroom teaching in the past, but we must re-plan a set of feasible and easy-to-use institutional strategies under the consideration of teaching theory and practical environment.

The research, planning, construction, and evaluation of any type of online teaching strategy can be based on teaching philosophy (pedagogical or constructivist), learning theory (behaviorism or cognitivism), goal direction (general goal or special goal), learning task (subject essence or practical life), motivation source (extrinsic motivation or intrinsic motivation), teacher role (teaching or guidance), post-cognitive support (provided without support or integration), cooperative learning strategy (with or without), Dimensions such as cultural perception (without perception or respect), and environmental structural resilience (fixed or open space-time) each seek its appropriate positioning, each of which has two extremes, and the online teaching strategy of any school falls on a point in the middle of these two extremes.

From a theoretical point of view, the online teaching strategy biased towards a certain side of the endpoint may be more in line with the mainstream trend of modern teaching, but in terms of practical level, no matter which side of the endpoint the online teaching strategy is biased, as long as it can meet the actual conditions of the school, it can produce a good teaching effect, and only so biased can it be truly feasible in practice. From this, we can measure the relationship between the strategy and effectiveness of online teaching, so as to choose the distance online teaching strategy that best suits the school's idiomatic environment.

### 2. Adopt pedagogical or constructivist

Teachers who adopt pedagogical teaching concepts mostly emphasize the one-way narration of teachers, set learning goals before class, arrange the procedures and priorities of the lectures according to this goal, and finally, handle tests to evaluate students' learning achievements. The educational concept adopts constructivist teachers, in the pedagogy, more emphasis is placed on the construction of organizational knowledge by students themselves, and teachers only provide learning resources and feedback suggestions, allowing students to explore, experiment, organize, and review on their own to construct their own cognitive system.

In the theory of modern distance online teaching, constructivism clearly has an advantage, but from the perspective of teaching practice, if teachers completely let students find information on the Internet to construct knowledge by formulating hypotheses, testing and other activities, for most students, it will spend a lot of valuable learning time, affect the teaching progress, and may not be effective and correct group It is a cognitive system that meets the learning objectives, so in the early teaching stage of the curriculum, teachers should establish the learning foundation of students with pedagogical narration, and wait until students have a foundation for subject knowledge, and then explore and construct knowledge on their own. Online teachers must be able to flexibly seek a dynamically adjusted strategy between the two according to the nature of the teaching materials, teaching objectives and student characteristics, in order to achieve the best teaching results.

### 3. Adopt a teacher center or a student center

Teacher-centered teaching treats teachers as communicators of knowledge communication, and students as relatively ignorant and passive recipients. Student-centered teaching, on the other hand, regards learning as the responsibility of students, and students should take the initiative to learn and use external resources, with the goal of constructing their own cognitive system. The reason for the prevalence of contemporary online teaching is far from the popularization and application of information technology, but also the more important significance in education is the general acceptance of student-based teaching principles, and almost all online teaching is offset to the student center to some extent.

Student-centered online teaching strategies will adopt a variety of different measures to emphasize the convenience and initiative of students' learning, or let students teach themselves on the Internet, or consult and download online materials, upload assignments, or conduct online discussions and tests, which break the past students' silent or passive learning methods, increase students' opportunities for interaction and actively seek information. Teachers, on the other hand, reduce their role as teachers and instead encourage and support students' active learning and discussion, use e-mail to answer students' difficult questions after class, and participate in but do not lead online discussions in groups during class.

With the convenience of online teaching, teachers can have more time to contact students, teachers can also reduce the collection of homework, approval of tests, registration of statistical results and other matters, can be more efficient management work, the entire teaching process, teachers from the core of teaching and gradually turn to the role of support services.

### 4. Synchronous or asynchronous teaching

Remote online synchronous teaching requires teachers and students to log in to a virtual classroom on the network at the same time for teaching interaction. Modern information technology allows a large number of materials to be quickly transmitted on the network, in addition to basic text interaction, synchronous teaching can also have sound and video interaction, and allow more people to log in at the same time. Therefore, although the construction and use cost of remote online synchronous teaching is high, many teachers, students, and even administrative supervisors who are fascinated by high technology use online synchronous teaching cost-effectively.

Remote online asynchronous teaching requires only a simple network environment, which allows teachers and students to log in to a specific cyberspace at different times, and teachers and students can establish topics in this discussion board to express their opinions or express other people's topics. Teachers and students are not limited by a fixed period of time, they can log in and go online according to their own convenient time and place, and the asynchronous teaching speech allows teachers and students to have a longer time to reflect and express their opinions, and students who are usually afraid of speaking publicly in the classroom are also more willing to participate in asynchronous speech discussion.

The use of synchronous teaching or asynchronous teaching has its own advantages and disadvantages, the online teaching system should be selected according to the wishes of teachers, students' abilities, information technology construction foundation, and the substantive environment of the school, or adjust the proportion of its simultaneous implementation; take China's remote online teaching practice in recent years as an example, the state It has built a relatively sufficient cyberspace, has rich teaching resources and advanced learning methods, and has an authoritative national smart education public service platform (<https://www.smartedu.cn/>), the content covers primary and secondary education, vocational education and higher education, and many enterprises provide teaching resources to support this platform. The distance online teaching of the course is mainly based on co-teaching. In the first half of 2020, when China's COVID-19 epidemic is at its worst, hundreds of millions of people can be supported to learn online at the same time. There are elementary and middle school students, as well as university and graduate students.

### 5. Adopt pure online teaching or hybrid (online + offline) teaching

The implementation of online teaching, in addition to all teaching activities on the internet, can also be a mixture of traditional classroom teaching and online teaching. This has increasingly

become the development direction of teaching reform in China's colleges and universities. Pure online teaching will make some students' elective courses more flexible and convenient. However, the nature of many course materials and the learning style of students will require face-to-face teaching between teachers and students to make up for the lack of online virtual teaching. Many studies have also shown that online and offline blended teaching is more effective in learning.

In China, the teaching activities of the National Open University must use pure online teaching to teach long-distance students. Therefore, its teacher-student interaction teaching is based on online teaching as the only form. Other teaching activities, taking into account the traditional university of online teaching, is mainly based on online and offline mixed teaching, and the offline teaching mentioned here is mainly online and offline. In special periods (such as when students are unable to return to school), this is also achieved through instant messaging software or professional teaching software. Schools that make good use of offline hybrid teaching can learn from each other's strengths and complement each other's weaknesses, with the advantages of both online teaching and classroom teaching.

#### 6. Adopt the teaching type of teacher-student interaction or classmate interaction

We can summarize the types of interactions in remote online teaching: student-to-teacher, student-to-student, student-to-textbook, student-to-tool (emulators, exam systems, instant messaging software, learning tools), student-to-environment (Search engine, database), and so on. In classroom teaching, the interaction can be summarized as: student and textbook, teacher and student, student and student interaction.

"Students and teaching materials" interaction, mainly used in students' self-learning network teaching materials, through the hierarchy of online teaching materials, graphic hyperlinks, and the provision of various network resources, you can maintain students' motivation for continuous learning, and then actively control learning, and track their own learning process.

"Teachers and Students"的interaction, Include:Remote online teaching, Teachers and students listen to lectures, answer questions, and when offlineonlineDiscussion, assignment review,Email coachingTeacher-student Q&A, and even physical interaction with classroom face-to-face assistance. Most of the characteristics of this teacher-student interaction are individualized and single-line, and are mainly based on the communication and dissemination of teachers to individual students.

The interaction between "students and students" emphasizes the theory of social learning and cooperative learning, attaches importance to the interaction between students and each other and multiple lines, and its teaching activities are mostly presented in the form of group discussions, cooperative projects, and homework mutual evaluation.

In remote online teaching, we generally adopt the teaching type of teacher-student interaction or classmate interaction, but its proportion varies according to the strategy of online teaching; teachers can plan the design of teacher-student interaction during online teaching as: one-to-one, one-to-many, many-to-one, many-to-many, etc., which have their own applicable timing, but also have their own advantages and disadvantages, the school system Allows teachers the flexibility to choose different strategies and gives them full support.

#### 7. Teach individually or in teams

Distance online teaching is not only a new form of teaching, but also a laborious form of teaching, so it is no wonder that many more conservative teachers are respectful of online teaching. In the design of online teaching strategies, some teachers will think that teaching power should be concentrated, and it will be more efficient to plan and teach by a single teacher according to their own ideas, but many teachers will tend to find several teachers to divide labor and cooperate to reduce the burden of work and responsibility.

Teachers who teach alone must bear full responsibility for the teaching work of the same course or the same class, and the work is heavy and requires more information skills. When teaching as a team of teachers, the school must have details such as the composition of the system, responsibilities, remuneration, and degree of support. Team teaching depends on the number of participating members, and the teaching role can be further divided into: main lecturer, online

teacher, online teaching assistant, offline teaching assistant (proposition, invigilation, paper reading), technical support personnel, etc., respectively, to bear the work of online teaching. If multiple people share a role, the distribution of work can be divided into three modes: joint undertaking, sub-work, or master-slave system. Schools should be flexible in their teacher composition system and encourage teachers to make the best combination according to teaching effectiveness.

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