



PEDAGOGICAL FOUNDATIONS AND EFFECTIVENESS OF USING DISTANCE LEARNING TECHNOLOGIES IN TEACHING HISTORY IN GENERAL SECONDARY SCHOOLS

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Annotation: This article examines the pedagogical foundations, significance, and effectiveness of using distance learning technologies in teaching history in general secondary schools. The study analyzes the integration of modern information and communication technologies into the educational process, the advantages of distance learning, as well as its specific features in teaching history.

Keywords: Distance learning, history education, information and communication technologies, innovative approach, educational effectiveness, pedagogical technologies, interactive methods, digital education.


In the current era of rapid globalization and digital technological development, modernizing the education system and integrating it with modern information and communication technologies has become highly significant. In particular, the introduction of distance learning technologies has brought the educational process to a new level, contributing to increased teaching effectiveness, the development of students' independent thinking skills, and the expansion of learning opportunities.

The subject of history plays an important role in understanding societal development, shaping national identity, and educating the younger generation in the spirit of patriotism. Therefore, applying modern approaches in teaching history, especially the effective use of distance learning technologies, is one of the pressing issues. Particularly in recent years, under the conditions of the global pandemic, the importance of distance education has increased significantly and has begun to be widely used as an alternative form of education.

Distance learning technologies ensure interactivity in teaching history, enable the use of various multimedia tools, and allow the broad application of historical sources and visual materials. This increases students' interest in lessons, develops their independent learning competencies, and helps them acquire knowledge more deeply.

At the same time, there are several challenges in teaching history through distance learning. These include insufficient technical resources, low internet speed, and the inadequate development of teachers' digital competencies, which may negatively affect the effectiveness of education. Studying these problems scientifically and developing effective solutions is one of the urgent tasks.

Distance learning is based on internet technologies and is aimed at students who do not participate in traditional classroom settings. Distance learning technology represents a systematic approach focused on creating, implementing, and popularizing the entire



educational service process by considering human and technical resources and their interaction. Its main goal is to optimize teaching forms within an indirectly individualized education system. Educational information refers to the knowledge that must be provided to learners for performing a specific type of activity.

Distance learning technology includes:


- technologies for presenting educational information;
- technologies for transmitting educational information;
- technologies for storing and processing educational information.

Distance learning sessions are considered effective for the following purposes:

- direct instruction, especially using pre-recorded high-quality content;
- exercises aimed at comprehension and independent learning;
- students' independent acquisition of knowledge;
- practice and exercises based on classroom explanations;
- completing written assignments;
- solving problems;
- working with textbooks and reading scientific or literary materials;
- assessing students' knowledge through online tools.

To facilitate the “distance” component of blended learning, it is important to ensure that all students clearly understand:

- how to access teacher-created materials;
- how to complete different types of learning tasks and provide evidence (e.g., photos or videos of completed activities);
- how to submit completed assignments to the teacher;
- how to receive and respond to feedback from the teacher, including explanations of grades.



Today, technological platforms of distance learning are mainly implemented through TV technology (telecommunication), case technology, and network technology. For example, TV technology uses television systems to deliver educational materials and organize continuous teacher consultations. This type of education is conducted based on established curricula, schedules, and assessment criteria.

Modern educational processes require the application of both traditional and non-traditional forms, aligned with rapidly changing societal demands. In this context, a new stage of internet usage has begun, expanding into various fields such as distance education, electronic libraries, telemedicine, telemetrics, e-commerce, and online stores.

Distance learning systems also impose new requirements on electronic textbooks. In the 21st century, school education aims to develop literacy, competencies, and personal qualities in students.

Modern models of distance learning are based on communication and network technologies, which have several advantages:

First, there is no need to gather learners in one physical location.



Second, it reduces additional costs for students.

Third, it eliminates age restrictions for learners.

One of the most convenient forms of distance learning today is synchronous network technology. It enables participants located in different regions to engage simultaneously through virtual classrooms using videoconferencing tools. This allows conducting virtual seminars, presentations, and lectures.

Distance learning in history education provides students with flexible conditions, allowing them to choose their learning time and pace. They can review video lessons, study materials, watch presentations, and complete tasks independently. Students may also receive support from family members and feel more comfortable without fear of making mistakes.

Students who struggle in traditional classrooms may perform better in distance learning environments, as they can use internet resources to learn independently and develop research skills. This fosters self-directed learning, self-management, and media literacy skills.

During distance learning, communication between teachers and students can be maintained through:

1. One of the distance learning formats in teaching history is organizing live lessons through the Zoom platform. Zoom enables live video streaming, screen sharing, group communication, and discussions. Through Zoom, it is possible to establish real-time interaction between teachers and students, deliver information, assign tasks, exchange instant messages, conduct video calls, and share screens. It should be noted that the Zoom videoconferencing system is especially effective when organizing discussions with young children, as well as students with special needs who may have difficulties reading, seeing, or actively participating in discussions.

2. During the distance learning process, students can complete assignments given by the teacher and exchange information by sending messages via email.


3. In order for a student to initiate a video conversation (video chat) with a teacher, the teacher must be available on Google Hangouts and set their online office hours. The teacher may maintain an active videoconference channel for a certain period and join or leave calls after receiving requests from students.

4. Another method of synchronous support in teaching history is organizing live question-and-answer sessions on social media platforms. Twitter provides users with broad access to online educational interaction.

Small group discussions using tools like WhatsApp are also effective, allowing both synchronous and asynchronous interaction. Currently, distance learning is seen as a necessary measure, but in the future, it will remain a flexible and effective complementary form of education. In teaching history, methods such as the “video puzzle” technique can enhance learning effectiveness. This involves showing video clips without explanations and asking students to interpret them, record their observations, and answer questions.

Assessment in distance learning can include:

- hybrid learning formats;

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- webinars and group discussions;
 - pre-distributed question sets;
 - timed online assessments with limited external resources.

In conclusion, the distance learning environment stands out for its diversity, accessibility, and adaptability to learners of all ages. It supports independent learning, effective use of digital resources, and continuous access to educational content, especially in emergency situations such as pandemics. Its simplicity and accessibility make it beneficial for both students and parents.

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