INFORMATION AND TELECOMMUNICATIONS TECHNOLOGIES IN THE CONTEXT OF DISTANCE LEARNING AS AN ACTIVITY WITH OBJECTIVE CONTROL AND REGULATION

Abstract. In the article, based on the study of scientific literature and the experience of the authors in the university, information and telecommunications technologies are considered as a type of educational activity with the use of means of objective control and regulation of learning outcomes. The concept of information and communication technologies is considered as a certain set of processes, methods, technical devices and means that make it possible to receive, analyze, store, process and transmit the necessary amount of content of educational information translated into "closed" closed and digital form or existing in plain text form.

Key words: distance learning, information and telecommunications technologies, objective control, regulation, technologies, knowledge management.

Urgency of the problem. In the conditions of modern Russian society, knowledge is an important qualitative indicator of the competitiveness of specialists, various organizations and countries of the world community. From the point of view of social and economic theories, only knowledge is the determining indicator in obtaining added value in the conditions of real industrial and agricultural production. It should be noted that in the higher education system in Russia, considering the process of obtaining or acquiring knowledge in a practical-oriented aspect allows advanced universities to act as partners for scientific and research interaction with leading public and private companies.

The object of the article: to analyze and consider the components of the process of knowledge transfer in the educational activities of higher educational institutions in
modern scientific and pedagogical conditions based on telecommunications technologies in the context of distance learning.

**Statement of basic materials.** Within the framework of the tasks that are being solved and are currently facing modern universities (especially within the framework of the concept of distance education), both the process of knowledge transfer and the type of activity – the transmission of educational information to the audience, as well as the types and methods of formation and assimilation of knowledge, considered as important steps in preparing students for professional activity, are of great importance. Therefore, the use of telecommunications technologies in the context of distance learning as an activity with objective control and regulation is very relevant today.

In modern conditions, when all the forces and resources of the state are directed to the fight against coronavirus, the educational process, the process of knowledge transfer become not just relevant, they become decisive in the educational activities of higher educational institutions. The main focus of this activity is on telecommunications technologies in the context of distance learning.

What are telecommunications technologies? The concept of information and communication technologies, according to a number of scientists, includes in its content a certain set of methods, techniques, processes, tools and devices, including technical ones, that allow you to receive, analyze, store, transmit and process a certain amount of educational information content, translated into a "closed" closed and digital form or existing in plain text form.

Under the category of "telecommunications technologies" in the narrow sense of the word, it is necessary to understand a set of software and hardware technical means that allow you to establish communication without using wired communication lines and transmit certain amounts of information, including both audio and video information.

The most common and well-known type of telecommunications technology that does not use wired communication is the Internet. This also includes telephone communication, radio communication (mobile communication) and satellite communication.
Russian and foreign teachers and psychologists (A.A. Andreev, Yu.I. Bogatyreva, L.L. Bosova, O.A. Kozlov, V.P. Merkulov, A.N. Privalov, G.K. Selevko, G.V. Tarakanov, A.I. Shutenko, etc.) did not ignore the consideration of the use of telecommunications and information technologies in the process of knowledge transfer in gymnasiums, lyceums, schools, as well as in the system of secondary vocational and higher education.


Analysis of research in this area tells us that the management of knowledge transfer in the course of the educational process should be considered as a special type of interdisciplinary communication, including technical and organizational components, as well as the functions of creating and transmitting (translating) knowledge. This function, in our opinion, requires a serious scientific analysis of specific areas of application, both technological aspects related to the organization of the knowledge management process, and a number of subjective characteristics of its participants.

The experience of working at the university makes it possible to say that with the beginning of the era of the use of information and telecommunications technologies, the importance of the appropriate tools and means of these technologies should be considered as important (priority) for the successful solution of the tasks of knowledge transfer management. For example, in the higher education system, the sociocommunicative factor of distance learning can be distinguished. This factor is the physical distance, measured in meters and kilometers, between the participants of the educational process, which justifies and confirms the irreplaceability of information mediation by technical means of information technologies in the "Student-Teacher" communication system. At the same time, when it becomes possible to conduct a
traditional ("live university") consultation, then no information or other mediation, for example, in online or offline modes, can replace it.

Modern students in the learning process confidently use information and software tools as tools that they will use in their future professional activities (for example, Microsoft Office, MS Word, MS Excel, MS PowerPoint, etc.). It should be remembered that the important thing at this point is the thesis about what tools a university teacher uses for high-quality knowledge transfer in the form of software and information images or objects (for example, visual-electronic slides in presentations, etc.).

The formation of a scientifically detailed understanding of the existing problems of knowledge management of students is possible under the conditions of the most adequate use of IT tools without overloading the trainees with unnecessary knowledge and only after a qualitative analysis of the organizational and pedagogical conditions for the formation and transfer of new knowledge.

Considering these problems, it is possible to talk for a long time about the importance and necessity of knowledge management issues, but I would like to focus on the issues of understanding the concepts of "knowledge transfer" and "knowledge exchange". We see that the most appropriate content in this form are the concepts of "extension of knowledge", "dissemination of knowledge" and "distribution of knowledge", so we fully agree with N.A. Gluzman, who proposes to distinguish between the concepts of "knowledge transfer" and "knowledge exchange". Knowledge transfer occurs only when there is a need to acquire this knowledge, and knowledge exchange is possible, for example, when students who are lagging behind in their studies receive the necessary knowledge from more successful students who have learned this knowledge earlier and successfully use it in their practical activities.

It should be remembered that the very essence of knowledge is quite dynamic, and the content and content of knowledge can change, so we can say that the transfer of knowledge includes both technological and creative aspects of communication.

**Conclusion.** Summing up the above, it is necessary to say that most modern telecommunications and information technologies and methods of knowledge transfer, such as WWW, newsgroups, e-mail systems, discussion forums, blogs, etc., are
asynchronous ways of obtaining and transmitting knowledge. The results presented in the article say that the ways of obtaining and transferring knowledge are a direct consequence of the "client-server" technology, which is presented as a fundamental information technology in the development of the WWW and the Internet. At the same time, it should be noted that the tools given in the article do not exclude the use of other synchronous methods of knowledge transfer in the educational process, for example, in the "eye-to-eye" mode, but already at the updated computer web level. We confirm that such technologies are now being distributed in the form of educational webinars, scientific and practical video conferences, quick (instant) messaging systems, chats, etc.

**Literature**


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