DISTANCE EDUCATION
FOR PEOPLE OF THE THIRD AGE

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Abstract. The article raises the question of the need for a systematic study of the phenomenon of continuing education in relation to people of the third age. The source of the proposed conclusions was the analysis of the subjects of dissertation research carried out since the beginning of this century, in the title of which there is a concept of "continuing education"; information sites of research institutions dealing with continuing education, conversations with colleagues from the age cohort of 65-80 years, reflection on their own experience of self-education. The author draws attention to the fact that in the works devoted to education in the third age, attention is focused on the social, organizational aspects of teaching older people. There is no serious pedagogical analysis of education at the end of life as a consequence of the previous individual educational route traversed by a person, the cognitive activity of an aging person is not considered by modern pedagogy as an intrinsic phenomenon. There is a discrepancy between the existence of a diverse practical experience of teaching older people and the lack of a methodology for interdisciplinary research of the aging person as a subject of continuous education. The article formulates a number of promising ideas for the study and subsequent training in the design of (self)education in the third
age. In particular, the idea of identifying positive cognitive potentials of older people in the context of the phenomenon of positive aging. The author emphasizes that aging is variable, and the ways of continuing education at this age should correspond to the property of variability and the limited possibility of predicting its effect. For the full-fledged education of people of the third age, specially designed training programs are necessary, taking into account the diversity of educational motivation of students, their gender and cultural characteristics, previous life and educational experience. It is necessary to rethink the role of the head (teacher), who is able to put the listener of any age in an active position of an independent "solver" of problems. The article formulates a number of questions about the educational needs and interests of older people to be studied.

**Keywords:** distance education, third age, foreign language, methodology, modern technologies

**Introduction**

The use of modern technologies in everyday life, such as the Internet, certainly provides new opportunities for the education of older people. On the other hand, the development of information and communication technologies is constantly increasing the need to train older generations to use these technologies. New features allow you to communicate with relatives and friends living far away, make new friends, be aware of events taking place in the world, country, city, use electronic libraries, go on virtual tours, etc.

The use of the Internet can help to solve the problem of loneliness of older people, which in recent years has become really massive, because it is loneliness that older people complain even more often than illness or insufficient pension provision (Aldridge F., 2000: 137).

In these conditions, a special place is occupied by distance learning, which helps a person of retirement age to fully fill their
leisure time and independently organize their free time, which in turn is a factor in improving the well-being of older people.

**Purpose of the study**
The use of distance learning technologies in training allows you to choose your own pace of learning, which for the elderly is of great importance. The listener, depending on personal circumstances and needs, can choose his pace of learning the material. Accessibility is a critical factor in the success of distance learning. Today, the introduction and improvement of information technologies in the management of social services is not developing fast enough, but this development is far from uniform throughout Russia. In addition, the level of social services in different regions of our country differs significantly. In this regard, the possibilities of distance learning as a means of improving the quality of life of older people and training of social workers throughout the country are certainly extensive. Neither the geographical location, nor the time zone and the peculiarities of the daily routine limit the educational needs of people of retirement age and solve the problem of reducing their mobility. Also important is the fact that it is possible to use information technology in the learning process, which by itself includes the elderly in the modern communication system and plays a huge role in the process of re-socialization. The role and place of computer telecommunications in all spheres of modern society allows us to speak with confidence about the use of computer telecommunications as a technological basis for education. (Hampton K., 2001: 483) The main advantage of this framework is the ability to extremely rapid transmission at any distance of any kind of information (visual and audio, static and dynamic, text and graphics) and any volume.

**Methodology**
What are the other main opportunities for using ICT as a basis for training older people?
1. Interactivity (prompt feedback).
2. The ability to store information in the computer memory for the required time, the ability to edit, process, print, etc.
3. The ability to access various sources of information, including remote and distributed databases, numerous conferences around the world via the Internet, work with this information.
4. Ability to organize electronic conferences, including real-time, computer audio conferences and video conferences and dialogue with any partner. The ability to request information on the issue through electronic conferences and transfer the received materials to your floppy disk, print them and work with them and when and how it is most convenient for the user.

The accumulated experience in the use of telecommunications has shown that this type of information technology allows them to be widely used in various fields of education: to organize joint research projects of students, researchers from various universities, research and training centers; to organize operational consulting assistance to a wide range of students and training of teachers; to exchange information, ideas, plans for joint projects of interest to participants, issues, topics, expanding horizons, increasing the educational level; form communication skills, culture of communication, which involves the ability to briefly and clearly Express their own thoughts, tolerant of the opinion of the interlocutor, the ability to conduct a discussion, reasoned to prove their point of view and be able to listen and respect the opinion of the partner (Kraut R., 1998: 53).

The effectiveness of any training (if it is training and not self-education) depends on four components:
- effective interaction between the teacher and the student;
- pedagogical technologies used in this process;
- efficiency of the developed methodical materials and ways of their delivery and use of methods;
- feedback effectiveness.

Therefore, the success and quality of training depend on:
- effective organization and pedagogical quality of the materials used,
- pedagogical guidance,
- skills of teachers involved in this process.

Technically, there are different ways to solve the problem of teaching older people. Modern information technologies provide unlimited opportunities in placement, storage, processing and delivery of information at any distance, any volume and content; at the forefront of the learning system is its pedagogical, informative organization (selection of content for assimilation, structural organization of educational material).

Education using information and communication technologies (hereinafter ICT), based on the use of modern information and communication technologies, will make it possible to implement multi-purpose, including transdisciplinary, educational and professional programs available to various social groups and segments of the population (Coffee C., 1999: 192). Education with the use of ICT is of particular importance for the development of integrated social service centers (CCSS), educational institutions in rural areas, libraries, as well as for the sphere of professional development and retraining of specialists.

**Results**

The use of ICT in adult education has a number of advantages for older people's education:

First, the use of one educational tool is typical: a manual for self-study, training courses or lectures.

Secondly, the use of several training tools at the same time, that is, the study of the discipline is not only by ear, but also with the help of audio lectures and video materials.

Video recording is a scientifically based way to update education. Video is a fundamentally new phenomenon that dramatically changes all educational information systems, creating an alternative to traditional learning models. The pedagogical possibilities of educational video include complete, accurate information about the phenomenon under study; visibility of training, availability of material; improving the effectiveness of training by increasing the pace of presentation of the material.
However, using video lessons outside the classroom (for example, at home) the learning process is hampered by the lack of feedback. Therefore, there is a need to create such training systems that will improve the quality of training and speed up the learning process by providing two-way communication.

As experience shows, the advantages of such a system of training, compared with the traditional, include
- improving the quality of education;
- improved perception of information;
- opportunity to get acquainted with unique information;
- activation of the mental process of older people and others.

In this regard, we highlight the main advantage that the presenter should use when teaching older people, is the introduction of two-way communication.

The use of information technologies in adult education does not exclude possible negative consequences, in this connection, the relevance of research of psychological and pedagogical impact and medical consequences of the use of information technologies on the health of students and the need to organize the system of health protection of users with new information and communication technologies is obvious.

Discussion
Laws of effective education of older people.
Education of older people should be based primarily on learning by action, requires constant practice, accompanied by discussion of emerging issues. It is recommended to use the principle of presentation of the material "from simple to complex." In order for older people to learn the material well, it is necessary that the training was interactive, i.e. ensuring the involvement, participation of the student.

For older people, live communication is extremely important, which can be obtained only in the course of a conversation with a living emotional and caring person. (Peterson D., 1983: 224)

Therefore, before the class, it is recommended to get acquainted with all those present, and find out what expectations came to class.
each person. It is also recommended to find out with the help of various questions, what level of knowledge the members of the group on the studied discipline. This will help not only to establish contact, but also to properly navigate in the sequence of presentation.

In order for the training of a group consisting of older people to be effective, work with such a group should be based on the principles of dialogue and active participation of the trainees. In this case, the teacher becomes a psychologist and an organizer, involves the group in a relaxed active work leading to an effective result. It is clear that the classical lecture and even a lecture with elements of conversation with the predominant position of the leader, can not lead to such results.

**Conclusion**

Consider a few basic laws of teaching older people:

1. **Parity**
   The teacher, the organizer of training is also a member of the group. Each student should be able to express their opinion in the correct form (Shaie K, 1993: 98).
   Organizational, technical and public speaking techniques:
   - arrange the furniture in a circle or semicircle instead of rows;
   - are in the circle of participants, and do not stand in the distance in front of the group;
   - avoid Directive style of work, the style of speech is not a report, but a conversation;
   - in advance think over options appeal to group;
   - repeat your questions and instructions gently, without showing irritation, do not rush with the answer;
   - give the opportunity (or create the appearance of) self-choice of teaching methods;
   - stimulate self-control so that learners feel some degree of control over learning, see a direct link between their efforts and the result.

2. **Creativity**
Experience forces us to accept new knowledge through familiar norms laid down stereotypes. In order to fully receive new knowledge, you need to start generating it yourself.

Organizational, technical and public speaking techniques:
- use the didactic technique (familiar and expected by "third age" listeners) accompanied with thought-provoking questions;
- use different methods of working in groups, discussions to give the opportunity to use your experience and at the same time the opportunity to explore something new and learn for yourself;
- encourage questions, even if you think that the answer is obvious, answer as if the question helps you to reveal the most important aspects of the topic (if the questions are few, then maybe the audience is afraid to ask them, feel insecure);
- use analogies, especially when using special terminology (for example, when teaching information technology), appeal to the life experience of students.

3. Focus on personality
Training of people of retirement age involves the need to take into account their personal experience and knowledge, especially the psychological nature.

Organizational, technical and public speaking techniques:
- use deductive learning (induction - for children and teenagers!), for people of retirement age it is more natural to learn "from General to private»;
- link the material you are learning to situations older people face in their daily lives;
- let such tasks, with which students can successfully handle;
- the opportunity to share experiences allows older people to learn with great pleasure, remembering certain situations from the biography in the classroom – all this fuels their self-esteem, the desire to have their experience, ideas recognized as meaningful and important.

4. Harmony and harmony
Positive emotions received in the learning process increase the effectiveness of this process at least twice.
Organizational, technical and public speaking techniques: come to the auditorium in advance to meet your listeners; do not be afraid to spend time on breaks, warm-ups, as older people need more time to assimilate information, remember and reproduce the algorithm of actions, perform tasks; present the material explained visually in order to create the right images in the mind of the student, since at this age abstract thinking is quite difficult, it is necessary to rely on visual memory; groups should be small-no more than 10 people, and the class time - no more than 1.5 hours a day; it is necessary to prepare computer equipment and individual approach, taking into account, perhaps, impaired vision, hearing; it is necessary to maintain a sincere friendly expression, smile, when it is necessary that the elderly person feels supported, it is necessary to ensure the implementation of the need for security; look into the eyes of the listener directly, but without "pressure", unobtrusively, when he answers questions, especially, shares his experience, so that the listener feels interest in him; consider the difference in social norms and rules, it is not necessary to come into conflict with the established value orientations and norms in the learning process, and in your demeanor, dress code

References
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