
**THE PROCESS OF ESTABLISHING EFFECTIVE INTERACTION WITH STUDENTS
IN THE CONDITIONS OF DISTANCE TRAINING AND THE ROLE OF THE
UNIVERSITY LECTURER IN IT**

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Abstract: The consideration of distance learning as a real component of the continuous education system provides an opportunity to highlight it as a global phenomenon of the educational and information culture of mankind. Its development reveals an increasing tendency for the internationalization of education through the creation of international educational structures of different purposes. Moreover, this development contributes to clarifying its importance in terms of the opportunities for enlargement and the education network in each country, in order to best meet the human needs of education and the protection of its rights in this field; providing educational services to different strata of the population, regardless of where it lives and the capacity of its educational capabilities.

As the main organizational form of training, the distance learning, which presupposes the use of some means, methods, training methods, building specific interaction between both trainees and trainees, as well as among the trainees themselves, is becoming more and more established.

Distance learning, as a modern form of distance learning is characterized by physical remoteness of the university lecturer and students, as well as the realization of the pedagogical interaction between them through the use of a media connection. It should be stressed that the applicability of one or another distance learning model as a precisely constructed pedagogical system is in direct dependence not only on the clear and accurate purpose and optimal organization and management but also on the effective pedagogical interaction that will build between teachers and learners.

Keywords: continuous education, distance learning, university lecturer, trainees, pedagogical interaction

1.INTRODUCTION

The growing need for reliable public awareness and faster access to modern educational resources raises the need for a closer link between the concept of continuing education and the capabilities of new information technologies while respecting the science-based truth that learning as a core component of education is a process of active interaction between learners and learners and between learners themselves in order to achieve pre-set educational goals. In other words, learning is a two-part (binary) process that involves both the university lecturer's activity and the learner's activity.⁵³

In other words, learning is a two-part (binary) process that involves both the university lecturer's activity and the learner's activity. In this sense, distance learning should be accepted and considered as a real component of the continuous education system. A comprehension that, especially during the last three decades of the last century, made it possible to highlight it as a global phenomenon of the educational and information culture of mankind. Moreover, its development has become increasingly connected with the trend of internationalization, the creation of international educational structures of different purposes.

Therefore, distance education is defined and recognized as one of the key strands of UNESCO's basic educational programs: „Education for all“, „Lifelong learning“, „Education without borders“ and others.

It should also be borne in mind that the development of distance learning also contributes to the clarification of its importance in terms of the possibilities of expanding the educational network in each individual country, in order to: Fully meet the needs of the person in the field of education and protection of its rights in this area; providing educational services to different strata of the population, regardless of where it lives and the capacity of its educational capabilities.

Contemporary pedagogy defines distance learning as a phenomenon with an extremely wide range of consideration and application. Because of this breadth of consideration and application, the scientific literature also contains an extremely wide variety of definitions that define its essence. According to E.S. Polat and A.E. Petrov, for example, “distance learning is a new specific form of training that involves the use of specific means, methods, learning

⁵³ *Pedagogicheskie tehnologii distancionnogo obuchenia.* Pod. Red. E.S.Polat, p.59, Moscow, (2008) - <http://www.academia-moscow.ru>

methods, interaction between learners and learners, among learners themselves.⁵⁴ In addition, however, “it has the same components as any other training system: social-purpose goals, content, specific programs for particular types of institutions, methods, organizational forms and learning tools .”⁵⁵

Notwithstanding the variety of definitions available, as a meaningful one, bringing them together in the global educational area, it is increasingly necessary to understand that distance learning, as a modern form of distance learning, is realized in the physical distance of the teacher and the trainees, and the pedagogical interaction between them takes place through the use of a media connection. This fact highlights with a particular emphasis the problem of the inclusion of more than one leading subject (teacher) in the training process, especially at the stage of its organization and realization.

In distance learning theory, this process should be carried out by at least two types of lecturers: lecturers who read lectures (leading lecturers) and lecturers who organize and support the self-study of students (tutors). According to Y. Markelova, the tutor is a peculiar kind of pedagogue who works on the principle of individualisation of the learning process in relation to the application of the person-oriented approach; a specialist who accompanies and supports the process of self-education; the development and implementation of individual educational projects and programs; consults the learners.⁵⁶

All this gives grounds to assume that the wide range of possibilities for applying one or another model of distance learning is in direct connection and dependence on both the precise construction and effective functioning of a unified pedagogical system, the clear and precise goal setting, optimal organization and management, but also by building and implementing an effective pedagogical interaction that should be built up between teachers and learners located at a distance from each other.

2. SPECIFICATION OF PEDAGOGIC INTERACTION IN HIGHER EDUCATION

In literal sense, the word, „interaction” means „the interrelation between objects and phenomena that regulates their actions”.⁵⁷ It is often used with the meaning - social phenomenon. According to N. Chakarov, its character is determined by a "consciously established and consciously ongoing relationship between thinking beings,"⁵⁸ between active entities, resulting in greater efficiency than the activity they perform.

Due to its complexity and versatility, interaction is the subject of research in various fields of science such as philosophy, sociology, psychology and, of course, pedagogy.. This makes it possible to outline its multi-dimensional dimensions more precisely, especially in the field of higher education, as there are arguments according to which this interaction determines the process of formation of the contemporary specialists and guarantees their full professional realization.

In contemporary literature, the perception of M. Argyle and M. Henderson, according to which the relationships in each social community are „... the regular social contacts that one maintains with certain people for a given period of time”⁵⁹ and which have both a certain durability and a certain duration. It is also appropriate to pay attention to N. Chakarov's view that pedagogical interaction is „a particular kind of attitude, connection, dynamic contact between people.”⁶⁰ And this is because pedagogical interaction is a complex process that is conditioned by many conditions and factors. It is present in all kinds of activities - cognitive, labor, creative. At its core lies the cooperation between the actors of the education and training process, which in turn presupposes the guarantee of equality in their relations (between the trainee, the trainee, the educated, the educated).

Here, it should be emphasized that this peculiarity of pedagogical interaction contributes not only to the development and development of the personality of the educator and the educators, but also to the creative growth of the educator and educator. In other words, this peculiarity recognizes and emphasizes the two-sided nature of

⁵⁴ <http://www-it.fmi.uni-sofia.bg/courses/elearning/OsnovniVuprosi/iztochnici.html#literatura>

⁵⁵ *Pedagogicheskie tehnologii distancionnogo obuchenia*. Pod. Red. E.S.Polat, p.59, Moscow,, (2008) - <http://www.academia-moscow.ru>

⁵⁶ Milkov, L., Z. Markov. *Predizvikatelstvata na XXI vek kam obrazovaniето i obuchenieto*, p.39, Sofia, (2002)

⁵⁷ Markelova, U. *Rol tutora v sistememe distancionnogo obuchenia*./Filosofia i istoria obrazovania. Pedagogika i metodika prepodavania. //Izvestia vuzov. Seria «Humanitarnie nauki», 4 (3), p.199, Moscow,(2013).

⁵⁸ Burov, St., V. Bondzolova, M. Ilieva, P. Pehlivanova. *Savremenien talkoven rechnik na balgarskia knizoven ezik s prilozenia*, pp.79-80, V.Tarnovo, (1995).

⁵⁹ Chakarov, N. *Pedagogicheskо vzaimodeistvie*, p. 100, Sofia, (1980).

⁶⁰ Argail,M., M. Hendersen. *Anatamia na choveschkite otoschenia*, p.30, Sofia, (1989).

pedagogical influence that takes place during the pedagogical interaction. On the one hand, the learner and the educator on the learner, and on the other hand the learner on the teacher, but only on the condition that he (the learner) is in an active (subjective) position.

The pedagogical interaction, in the conditions of the higher school reflects the peculiarities of the pedagogical system built in it. This means that it carries not only the general features of the pedagogical system in general, but it also has its own specific characteristics, created by the particularities of the subsystems. That is why, in the conditions of the higher education institution, the pedagogical interaction is identified mostly as a joint activity of teachers and students in order to achieve a common goal and is conditioned by the contemporary perception of the learning process as an interaction between teaching and learning. Characteristic of this interaction is to enable the student to master knowledge, skills and habits independently; to learn behavioral algorithms; to evaluate relationships; to adopt different styles of communication within a team, etc.; to demonstrate in practice the acquired knowledge, skills and habits, through active methods and forms of action: lectures, discussions, case studies, problem assignments, role plays etc. This means, that the student in the modern higher education institution should be in an active role - the role of a subject, a partner. It is important to note that the role of the lecturer also acquires new dimensions: organizing, coordinating, moderating, instructing, consulting, etc.

Based on such opinions, it is reasonable to conclude that the basis of effective pedagogical interaction is the ability of the subjects to communicate. It is not accidental in the scientific literature that an effective communication process requires the achievement of such interaction, in which the persons involved in it are to be realized simultaneously or in succession both as its objects and as its subjects. Such an interaction, according to M. Lisina, presupposes that each of the subjects is a carrier of activity and suggests such one and its partners.⁶¹

We should also note the fact that regardless of the relationship between the university lecturer and the student as a relationship between the subjects, the lecturer's role is undoubtedly the leading one. Due to the complexity and specificity of this interaction in the context of distance learning, the process of its construction is divided and considered in relatively independent stages in the scientific literature.

3. MOTIVATION - FIRST STAGE OF PEDAGOGICAL INTERACTION IN THE CONDITIONS OF DISTANCE TRAINING

Motivation is defined as the first stage in the process of building the pedagogical interaction in the conditions of distance learning, as it is most often identified as an integral part of the teacher's activity, by which it induces positive motives for students to learn. Considering that, for the most part, those participating in distance learning courses are elderly people (18 years old), it really stands out as a leading factor because the motivation for adult learning is mostly social. According to V. Gurova, one of the most important characteristics of adult education is its active character, as:⁶²

- Adults are autonomous (independent learners). They want to take on more responsibility for their own learning at all costs, but they often lack knowledge of the subject (or subject area), and this limits their right to control at least at the beginning of the course.
- Learners also differ in their experience of self-control. By leveraging those learners who can apply self-control, the teacher would support their natural advantages, but may also place some of the self-confident learners in an unfavorable position. It is often stated that giving more control to learners leads to an increase in their motivation for learning. However, for learners who are not prepared to control their own learning / learning, greater responsibility would lead to demotivation and even to abandonment of training. It is also claimed that giving more control to the learner contributes to the development of "all of his personality". But the results will be negative if the learner does not internally accept and realize the value of autonomy and has not learned to think or act alone. It is argued that *through the increasing control of learners in the learning process another form of interaction is being modeled in terms of power in education*. But the university lecturer, shouldn't pass the control functions to the learners' hands if they do not know how, they don't want or can't cope with this responsibility. It is "pseudo-autonomy" when lecturers themselves enter into conflict with their own values. When some lecturers can't cope with the great variety in the group, they prefer to transfer responsibility for controlling the learners. In this case, providing more self-control to students has a purely "practical character" for the lecturer, but can lead to disagreement and confusion among

⁶¹ Chakarov, N. *Pedagogichesko vzaimodeistvie*, p.19, Sofia, (1980).

⁶² Lisina, M., Iv. Dimitrov. *Obshtuvane i samopoznanie*, Sofia, (1982).

students. And this is of no benefit either to the lecturer, or to the learners.” There are also lecturers who fear that students are more self-controlled than they do, so “much less” they become themselves.

- The real result of this dichotomy is often the “seemingly capitulation” in front of the request for greater responsibility by the learner, while at the same time the lecturer retains control over important functions (for example, in the evaluation). This may give students the feeling that they are deceived, i.e. that they have a seeming freedom of choice.
- Adult learners also differ in their styles of learning. Even if the lecturer is inclined to adapt his program and his / her learning style to the requirements of the learner, this may violate the already developed learning style of learners.
- An important condition for the autonomous and creative participation of the learners in distance learning forms is the formation of a cognitive need, i.e. awareness of the need for knowledge in the defined field. The interests and motives of personal and social character, formed in them, are a powerful driving force stimulating their activity.⁶³ The interests and motives of personal and social character, formed in them, are a powerful driving force stimulating their activity. „
- “the attitude of content to the career or the interests of learners; the difficulty of the course (including the time budget, the effort required); the level of learners ...; the nature of the media used for the course and interaction; the nature of the movement; the number and nature of feedback from the instructor or tutor; the number of interactions with instructors, tutors, etc. learners.”⁶⁴
- The motivation is in direct connection with the program's creator's ability to take into account the specific features of the user's motivation sphere as well as the tutor's skills to incite and maintain the learner's inner conviction to purposely target his or her efforts to assimilate useful for their knowledge and skills.⁶⁵
- Some scholars also highlight the motivational function of the media used in a distance learning course. An assertion that is often questioned by the fact that it is very difficult or almost impossible to identify a media as more effective in this respect, as not always more advanced technologies prove to be better. Undoubtedly, the media has a bearing on motivation, but taking into account, above all, other factors such as: the theoretical foundations of the program, the pedagogical competence of the training team, the relevance and relevance of the knowledge and skill set.

4. THE ORGANIZATION AS A THIRD STAGE OF PEDAGOGIC INTERACTION IN THE CONDITIONS OF DISTANCE TRAINING

In pedagogical literature, the most commonly referred to organization is the type, the form, the structure through which the learning content reaches the learners. Usually in educational practice as basic organizational forms are used: lectures, practical and laboratory classes, seminars, courses and diploma projects, consultations, individual work and so on. Therefore, the use of modern technical means, especially in distance learning, stands out as an extremely important condition for achieving high efficiency. One of the leading components in the organizational stage is content that includes selection and structuring of learning content. It is well known in the scientific literature that the curriculum is a collection of all the knowledge, skills and competences that trainees learn in the conditions of the educational institution and the quality of which depends on their future active adaptation and realization in society. Understanding the content of the learning process, in this aspect, outlines the very process of its selection as extremely complex, as it is conditioned by the influence of many factors, including the purpose(s) of the learning process; the time available for passing on to learners; the peculiarities of the learners: age, stage of training, experience, specialty and professional qualification to be acquired, location; training models; conditions, experience and qualities of the lecturer, tutor and other team members; the relationship of content to one another or other subjects.

The very structuring of learning content also depends to a large extent on the highlighted specific features. As a modular principle is found in the remote learning process, each module should reflect the structural and functional integrity of the elements of the learning process that is built on the principles of system theory: the module is related

⁶³ Gurova, V. *Osobnosti na procesa obuchenie v universiteta. Savremenni podhodi. /Metodika na akademichnoto prepodavane*, pp.68-69, Varna, (2016).

⁶⁴ Raicheva, N. *Distancionnoto obuchenie kato pedagogicheski fakt: saschnost, struktura, funkcionirane. / Sp. na Sofiiski universitet „Sv.Kl.Ohridski“ za elektronno obuchenie*, 2, Sofia, (2011) - <https://journal.e-center.uni-sofia.bg>

⁶⁵ Moore, M., G. Kearsley. *Distance education: A systems view*, Wadsworth Publishing Company, p.163. (1996).

to the other modules but performs its own functions, genesis (the module has its own history of construction, the structure of the module, development and opportunity for improvement).⁶⁶

It is important to note that the selection of the curriculum should also comply with some basic didactic requirements: for scientific and accessibility; for the visual; for consciousness and activity; for system and consistency; for an individual approach; for lasting mastering of knowledge; for up-to-date information; for emotionality, etc., to which, according to V. Gurova and V. Bozhilova, I can add some more: they justifiably add a few more:⁶⁷

- the learning content is new
- learning content to be interesting;
- the learning content is complete to cover all aspects of the problem;
- the content of the course should allow logical connections between the different parts;
- learning content to allow flexibility - the ability to drop one and add other parts;
- the content content is sufficient in volume.

5. UNDERSTANDING DISTANCE TRAINING AS A THIRD PART OF THE PEDAGOGICAL INTERACTION IN CONDITIONS

Understanding of the learning material is not only determined as an extremely important stage of pedagogical interaction in the conditions of distance learning but also as extremely critical for the learners as it is directly related to their intellectual activity. In this case, it is important to choose the different types of activities of the learner, to structure them according to a certain theoretical concept that will ensure the acquisition of the knowledge and skills set as objectives of the training. In this sense, this component should reflect the most immediate procedural side of the training and include a complete set of training methods and tools in line with the chosen learning theory. Therefore, one of the most characteristic requirements for the teaching materials offered in distance learning is to contain detailed requirements for carrying out a number of actions in the course of intellectual, communicative and practical activities.⁶⁸

It should be emphasized here that in the distance learning, practically all traditional forms of education are used: lectures, seminars, laboratory exercises, tests, assignments, exams, consultations, self-employment, etc. All of them, of course, are adapted for distance learning, using information technology.

Due to the specificity of distance learning, there is a growing need for the organization of permanent support for students by the teachers, an important place for the consultancy activity, which is complicated in terms of the didactic goals: on the one hand they are kept as independent forms of organization of the learning process, on the other - are included in other forms of learning such as lectures, practices, seminars, laboratory practices, etc.). The operational link can be set up both in the course material and in the operational communication with the lecturer or consultant during the course.

Self-employment, as an organizational form, also occupies an important place in the distance learning process. This is due to the increase of its relative share in the organization of the educational process, which, with full methodological provision of the disciplines, can reach up to 2/3 of the semester students' workload. Students' own work includes: work with the lecture material, for current and intermediate control, for performing research tasks, for preparation for seminars or practical exercises for work with computer simulators and models, etc. By increasing the share of self-employment in distance learning, the information field in which students work is expanded. They can use not only printed information, but also various electronic publications, resources, networks, Internet databases, catalogs and e-libraries, etc. The organization of individual or group autonomy implies the use of new pedagogical technologies: project method, cooperative learning, research and problem-solving methods, etc. Self-contained work involves reproductive and creative processes in the student's work. Depending on this, there are three levels of autonomous activity: reproductive (training), reconstructive, and creative. In the system of distance learning, the reproductive level of solving tasks, completing computer tables, diagrams, conducting independent practices using computer simulators, etc., is efficiently organized. Reconstructive level is accomplished with the help of computer modeling and working with imitation models. Creative beginnings are realized primarily in the preparation of course and diploma research projects or projects in connection with the research work of the students.

⁶⁶ Gurova, V. *Andragogija. Izkustvoto da obuchavame vazrastni*, p. 161, Sofia, (1998).

⁶⁷ Raicheva, N. *Distancioncionnoto obuchenie kato pedagogicheski fakt: saschnost, struktura, funkcionirane*. / Sp. na Sofiiski universitet „Sv.Kl.Ohridski“ za elektronno obuchenie, 2, Sofia, (2011) - <https://journal.e-center.uni-sofia.bg>

⁶⁸ Gurova, V., V.Bozinova. *Formirane na umenia za uchene*, p.93, Sofia, (2008).

6. NEGOTIATION AND SUMMARY AS STAGES OF PEDAGOGICAL INTERACTION IN THE CONDITIONS OF DISTANCE TRAINING

These two stages are designed to reinforce the knowledge and skills gained. In both articles, the active communication between teacher and student is of utmost importance, as during these stages the pedagogical relationship and interaction stand out with a high level of creativity.⁶⁹ The effectiveness of communication depends on the impact of a number of psychological factors, among which the following can be distinguished⁷⁰:

- the skills of the subjects - partners in the learning process to listen and to hear, expressing their desire to understand and to find each other;
- the skills of the partners to quickly understand the main idea that one wants to share, and the other to relate it to their own ideas, aging not to dismiss it at once, but to find the rational grain in it;
- the tolerance skills of the two partners in terms of shared endpoints, in principle incompatible with established ideas, as well as seeking persuasive counter-arguments or remaining in one's own position without confronting each other;
- the skills to participate in a poll, listening simultaneously to different points of view, arguments and counter-arguments, and ultimately reaching an agreement;
- the skills for argumentation, logic and, together with this laconic statement of his position, based not on emotions, but on facts and logic;
- skills to maintain a benevolent tone of communication, use of humor, create an atmosphere of trust and openness.

In the application of each randomly chosen model, in the conditions of distance learning, it is especially important to build a course for a short time among all participants in the course. „a community of followers“. Compliance with this requirement targets two types of communication: virtual and purely virtual, which is typical for networking models and integrative models. According to IC. Pollat, the specificity of virtual networking, is expressed in the following:⁷¹

- communication in the context of distance learning on the Internet usually takes place in a verbal form (in the absence of a videoconference), whereby they acquire new social roles: everyone can imagine what others want to see; everyone has time and opportunities to adapt to the new environment (to get to know other participants, to assess the location of the forces, to develop their communication tactics, to check their capabilities, etc.);
- communication in virtual environments creates prerequisites for "dissipation": students with greater ease ask questions that they would refrain from asking in the traditional form of education; there are no mimicry and gestures, which, on the one hand, make communication difficult, but on the other hand it allows for greater openness among the subjects, of course, according to the level of culture built in the respective community;
- networking also has its own specificity, which is determined by the fact that on the Internet there is a change of the leading sensor channel with a visual, the learning information reaches the learners through the computer screen, a circumstance that obliges the creators of different learning tools to comply with the psychophysiological features of perception of human information in visual form.

All these peculiarities of communication through the Internet often lead to the emergence of various problems faced by teachers:⁷²

- Creating a favorable psychological climate when conducting the training;
- Difficulty in establishing interpersonal contacts between participants in the process;
- Formation of actively working small groups in cooperative learning;
- Determination of the individual peculiarities of perception of the information by the learners and their style of learning;
- Raising motivation for learning;

⁶⁹Raicheva, N. *Distancioncionoto obuchenie kato pedagogicheski fakt: saschnost, struktura, funkcionirane*. / Sp. na Sofiiski universitet „Sv.Kl.Ohridski“ za elektronno obuchenie, 2, Sofia, (2011) - <https://journal.e-center.uni-sofia.bg>

⁷⁰ <http://www.ict.edu.ru/ft/002427/web-cd.pdf>.

⁷¹*Pedagogicheskie tehnologii distancionnogo obuchenia*. Pod. Red. E.S.Polat, pp.156-157, Moscow, (2008) - <http://www.academia-moscow.ru>

⁷²*Pedagogicheskie tehnologii distancionnogo obuchenia*. Pod. Red. E.S.Polat, pp. 157-158, Moscow, (2008) - <http://www.academia-moscow.ru>

- Adequate behavior of the teacher himself with his chosen methodology and pedagogical technology for distance learning.

In order to overcome these problems, many trainers apply different trainings at the beginning of the course, which, as a rule, according to the author mentioned above, contain three stages:⁷³

- exercises for self-determination, self-knowledge of „own“ with the help of which the type of personality and its temperament are determined; the learner understands himself and is accepted as he is;
- exercises aimed at mutual acquaintance and referencing the personality of the group; contribute to the development of communicative habits and leadership qualities; the tolerance of communication; a warning to enter and exit into a conflict situation;
- exercises for the perception of one's own person and his group as a whole; contribute to building a community, working in cooperation, understanding, tolerance, mutual respect.⁷⁴

7. CONTROL AND EVALUATION AS A LAST STAGE OF PEDAGOGIC INTERACTION IN THE CONDITIONS OF DISTANCE TRAINING

Stage „Control and evaluation“ It refers to the establishment of the quality and extent of absorption of knowledge, skills and habits of students in distance learning in their collection, interconnection and conditioning. And this is because the trainee is obliged to find out whether he has mastered the learning material on the one hand and on the other hand - the lecturer is obliged to convince the learners of successful learning and to evaluate their level. It is also important for the lecturer to be sure that the other end of the telecommunication link is the person who claims to receive an official document on the practical application of the obtained competencies (diploma, certificate, certificate, certificate)⁷⁵ [Raicheva, N. 2011]

8. CONCLUSION

Consideration of the problem of the role of the teacher in the process of building effective interaction with the trainees in the conditions of the distance learning reveals its importance and its multi-aspect. The very fact that this interaction is mediated by media outlines the complexity of the problem and proves the need for its in-depth study. In this case, it is essential to provide methodological support to the teacher himself in order to adapt to the new environment of communication, to know it, to master it and to lead it.

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⁷³ *Pedagogicheskie tehnologii distancionnogo obuchenia*. Pod. Red. E.S.Polat, p. 161, Moskva, (2008) - <http://www.academia-moscow.ru>

⁷⁴ *Pedagogicheskie tehnologii distancionnogo obuchenia*. Pod. Red. E.S.Polat, p. 161-162, Moskva, (2008) - <http://www.academia-moscow.ru>

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