



ЕРЕВАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ  
YEREVAN STATE UNIVERSITY

---

СТУДЕНЧЕСКОЕ НАУЧНОЕ ОБЩЕСТВО  
STUDENT SCIENTIFIC SOCIETY

ISSN 1829-4367

## СБОРНИК НАУЧНЫХ СТАТЕЙ СНО ЕГУ

### COLLECTION OF SCIENTIFIC ARTICLES OF YSU SSS

#### 1.4 (30)

##### **Общественные и гуманитарные науки**

(Богословие, востоковедение, литературоведение, правоведение, журналистика, языкознание, педагогика, история, социология, экономика и управление, философия и психология, политология и международные отношения)

##### **Humanities and Social Sciences**

(Theology, Oriental Studies, Literary Studies, Jurisprudence, Journalism, Linguistics, Pedagogy, History, Sociology, Economics and Management, Philosophy and Psychology, Political Science and International Relations)

ЕРЕВАН - YEREVAN  
ИЗДАТЕЛЬСТВО ЕГУ - YSU PRESS  
2019

## ԵՊՀ ՌԻԳԸ ԳԻՏԱԿԱՆ ՀՈԴՎԱԾՆԵՐԻ ԺՈՂՈՎԱԾՈՒ

### 1.4 (30)

#### **Հասարակական և հումանիտար գիտություններ**

(Աստվածաբանություն, արևելագիտություն, գրականագիտություն, ժուռնալիստիկա, իրավագիտություն, լեզվաբանություն, մանկավարժություն, պատմություն, սոցիոլոգիա, տնտեսագիտություն և կառավարում, փիլիսոփայություն և հոգեբանություն, քաղաքագիտություն և միջազգային հարաբերություններ)

**Հրատարակվում է ԵՊՀ գիտական խորհրդի որոշմամբ**  
**Издаётся по решению Ученого совета ЕГУ**  
**Published by the Resolution of the Academic Council of YSU**

**Խմբագրական խորհուրդ՝**

բ.գ.դ., պրոֆ. Դ. Պետրոսյան  
բ.գ.դ., պրոֆ. Լ. Մաթևոսյան  
բ.գ.դ., պրոֆ. Յու. Ավետիսյան  
բ.գ.դ., պրոֆ. Ս. Մուրադյան  
բ.գ.դ., պրոֆ. Վ. Հարությունյան  
հ.գ.դ., պրոֆ. Հ. Ավանեսյան  
պ.գ.դ., պրոֆ. Ս. Մկրտչյան  
տ.գ.դ., պրոֆ. Հ. Մնացականյան  
տ.գ.դ., պրոֆ. Հ. Սարգսյան  
ք.գ.դ., պրոֆ. Գ. Քեոյան  
բ.գ.դ., դոց. Շ. Պարոնյան  
բ.գ.թ., դոց. Ն. Վարդանյան  
բ.գ.թ., դոց. Վ. Եղիազարյան  
տ.գ.թ., դոց. Կ. Խաչատրյան  
բ.գ.թ., ասիստ. Ն. Պողոսյան  
ի.գ.թ., ասիստ. Վ. Գրիգորյան  
ի.գ.թ., ասիստ. Տ. Սուջյան  
ի.գ.թ., ասիստ. Ա. Թավադյան  
հ.գ.թ., ասիստ. Դ. Սարգսյան  
պ.գ.թ., ասիստ. Ռ. Կարապետյան  
փ.գ.թ., ասիստ. Կ. Յարալյան

**Редакционная коллегия:**

д.ф.н., проф. Д. Петросян  
д.ф.н., проф. Л. Матевосян  
д.ф.н., проф. Ю. Аветисян  
д.ф.н., проф. А. Мурадян  
д.ф.н., проф. В. Арутюнян  
д.п.н., проф. Г. Аванесян  
д.и.н., проф. С. Мкртчян  
д.э.н., проф. А. Мнацаканян  
д.э.н., проф. А. Саргсян  
д.п.н., проф. Г. Керян  
д.ф.н., доц. Ш. Паронян  
к.ф.н., доц. Н. Варданын  
к.ф.н., доц. В. Егиазарян  
к.э.н., доц. К. Хачатрян  
к.ф.н., ассист. Н. Погосян  
к.ю.н., ассист. В. Григорян  
к.ю.н., ассист. Т. Суджян  
к.ю.н., ассист. А. Тавадьян  
к.п.н., ассист. Д. Саргсян  
к.и.н., ассист. Р. Карапетын  
к.ф.н., ассист. К. Яралян

**Editorial Board**

DSc, Prof. D. Petrosyan  
DSc, Prof. L. Matevosyan  
DSc, Prof. Y. Avetisyan  
DSc, Prof. S. Muradyan  
DSc, Prof. V. Harutyunyan  
DSc, Prof. H. Avanesyan  
DSc, Prof. S. Mkrtchyan  
DSc, Prof. H. Mnatsakanyan  
DSc, Prof. H. Sargsyan  
DSc, Prof. T. Keryan  
DSc, Associate Prof. Sh. Paronyan  
DSc, Associate Prof. N. Vardanyan  
DSc, Associate Prof. V. Yeghiazaryan  
PhD, Associate Prof. K. Khachatryan  
PhD, Assistant Prof. N. Poghosyan  
PhD, Assistant Prof. V. Grigoryan  
PhD, Assistant Prof. T. Sujyan  
PhD, Assistant Prof. A. Tavadyan  
PhD, Assistant Prof. D. Sargsyan  
PhD, Assistant Prof. R. Karapetyan  
PhD, Assistant Prof. K. Yarlyan

**Tuczyński Krystian**

University of Rzeszów

Scientific adviser: dr hab., prof. UR Wojciech Walat

E-mail: [ktuczynski@ur.edu.pl](mailto:ktuczynski@ur.edu.pl)

## **CIVILIZATION NECESSITY OF USING E-LEARNING IN HIGHER EDUCATION**

In the era of the information society, the world is characterized by dynamic changes. Rapid development can be observed in five basic areas: technological, economic, professional, spatial and cultural.

The observed phenomenon also affects the necessity to introduce changes in the aspect of the education process, with a clear focus on academic education.

The task of modern education is to make key changes in the aspect of teaching (taking into account the current role of the teacher) and the need to introduce reforms in education systems, including school at every level of education (along with academic education).

The solution to the problem of Polish education may be the application of the benefits of using information technology in curricula (following the example of highly developed countries). We are talking primarily about distance learning, generally called (imprecisely) e-learning or e-education.

This type of teaching is successfully used in many European countries at every level of education: from primary school to teaching in higher education. E-learning is a very attractive alternative to traditional education, as it gives access to knowledge to people for whom learning in a conventional form is difficult (e.g. disabled people).

The contemporary concept of e-learning education, in the practical layer, is based on the use of advanced information and communication technologies for this purpose, and at the theoretical level on the cognitive-constructivist theory of human learning. According to her assumptions, the teacher is not the only person responsible for providing ready knowledge, but his role is extended to create an appropriate learning environment [2].

**Historical retrospection of distance education.** In the present world, nobody is surprised by the use of modern form of education, which is e-learning. It is worthwhile noting, however, that the specific naturalization of this form of education has not become a result of chance, but the result of great progress in the field of science, which creates a lot of possibilities for those responsible for the implementation of the teaching-learning process. Among them, one should distinguish easy supervision over students' educational progress or the ability to access many interesting data.

The event initiating the introduction of an alternative form of education falls on 1728, when an announcement about the possibility of a correspondence course appeared in the United States. The implementation of the course consisted in sending specific training

materials by post (between the leading persons and students). The aforementioned form was called so-called 'Correspondence teaching', as remote learning was carried out in the form of a letter.

The 19th century brought a significant development of this educational method. The correspondence courses implemented at that time extended their thematic scope to include various language or stenographic courses [3].

When making a historical retrospection in the field of key events that revolutionize the way of teaching, the great event that was the invention of the radio is here highly justified. Even though seemingly unrelated to the education of technology, this enabled an alternative implementation of the education process, as the student could acquire through it valuable knowledge from a given lot of didactic material. Another equally important turning point in the teaching-learning process was the dissemination of television. The implementation of this kind of medium into the education process was invaluable in the 1960s. In addition to the possibilities of listening to interesting scientific programs, the student also had the opportunity to see interesting experiences, exercises or tasks solved through the vision, which certainly constituted an additional asset with an activating character. One of the classic examples of using television as a didactic role for higher education was the implementation of a series of so-called 'Television Polytechnic', which was implemented by qualified staff in the field of mathematics and physics. The result of the series of lectures were scripts written by R. Leitner and W. Żakowski. It is worthwhile mentioning that this form of education was an invaluable alternative to people who lived in small towns where access to academic centers was limited.

While discussing the turning moments that make a kind of revolution in the use of the innovative form of education, the teaching-learning process should also mention the invention of a computer.

In 1966, P. Suppes and R. C. Atkinson (professors at Stanford University) for the first time used the computer for educational purposes. The didactic process concerned the study of reading and the basics of mathematics [4].

Another important event that revolutionized both the way of education and the form of its implementation was the creation of a network connecting computers into one coherent and logical whole called the Internet.

The emergence in the 1990s of websites as a service accessible to civilians enabled education through the Internet, which became a kind of breakthrough in the use of e-learning for educational purposes.

**Explication of e-learning concepts:** Analyzing the literature devoted to the phenomenon of distance education, we can note that we can call e-learning all activities supporting the education process, using ICT technologies [5].

Equally accurate definition presents e-learning as a complex form of education, which consists of didactic activities carried out with the use of modern technologies and ICT

devices. The teaching content is transmitted via electronic media (e.g. television, radio, Internet) with the use of computer equipment (including mobile devices) and software [6].

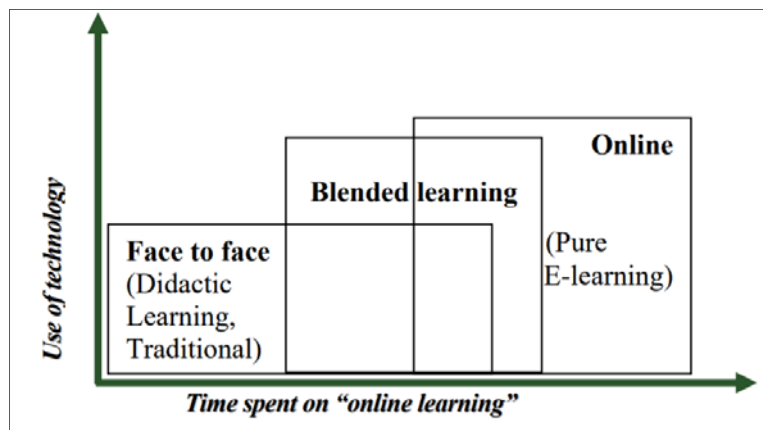
E-learning, in its modern form, has been divided into two basic modes, which include CBT (Computer Based Training) and WBT (Web Training, online learning).

CBT is a training mode in which a learner uses a computer with programs provided in the form of typical data carriers. Among them, we can distinguish CDs, DVDs and Flash memories. The programs used may be specialized applications for learning flight simulations for students of aviation-related fields of study. An important point characterizing the downloading of teachings through the CBT mode is a large dose of self-discipline of students and a significant motivation in expanding their knowledge and skills [7].

WTB is a training mode in which teaching is based on the use of desktops, laptops or other IT devices using a local or external computer network. An important advantage of WTB is the possibility of efficient communication on the teacher-student line, both in real time and through various online tools, e.g. e-mail, chat, forum [7]. The common denominator of these forms is the use of educational resources anywhere, anytime.

Another synonymous definition is distance learning, during which direct contact between the teacher and the student is omitted, both in terms of time and place of teaching [8].

In order to fully understand the phenomenon discussed, it is worthwhile analyzing the definition of the so-called hybrid education called blended learning. The mentioned method of education consists in mixing various educational methods, including the use of e-learning. This method is also called mixed learning (mixed model), in view of the visible elements of traditional education and e-learning [9].



**Figure 1.** Graphical interpretation of blended learning [10]

**E-learning implemented in higher education:** Many universities noticed in e-learning a chance to master the newly emerging market and initiated large-scale activities aimed at preparing an attractive educational offer.

It is worthwhile mentioning, however, that contrary to popular opinion, the goal of implementing e-learning is not only to make the education process more attractive. Teaching using modern information and communication technologies is, in a way, a solution to the key task that must be met by Polish universities which is the implementation of continuous improvement of quality. This requirement is dictated by competition, which is the entire spectrum of universities and other universities [11].

E-learning in the academic school environment is increasingly implemented in the form of mixed education (b-learning). In the practice of academic education implemented in Poland, this synergy consists in using a specific part of classes (up to 60% of the scheduled hours) of the educational platform on which e-learning courses are embedded. The traditional form of meetings on the line of leading-students mainly concerns the aspects of passing the given subject and the most important issues, the implementation of which could be significantly impeded via information and communication technologies.

In some countries around the world, classes can be implemented almost entirely in e-learning mode. World trends for this form of science and training are optimistic, as evidenced by the fact that in 2011, the entire global e-learning sector was worth over 35 billion dollars, while in 2013 its value increased to over 56 billion. In 2015, this sum was already 107 billion dollars. It is estimated to as much as 46 percent. Students of at least one subject in the world are taught online. It is also worth adding that Poland is at the forefront of the countries with the most dynamic development of the e-learning sector - in the fifth place, with an increase of 28% [12].

The introduction of blended learning (b-learning) as a form of education is a testimony to modernity, which is a very desirable feature in the aspect of the mission that modern universities have to fulfill, namely the education of students tailored to the needs of the information society and knowledge-based economy. In addition, the use of b-learning significantly broadens the didactic offer of the university and gives the chance to students living outside the place of the university's location for the partial implementation of classes in b-learning mode [13].

The advantages of using blended learning in the education process include: the ability to conduct interesting topics on discussion forums, easy monitoring of students' educational progress, easier access to knowledge provided by lecturers or the possibility of self-education of students.

The invaluable range from the use of an innovative form of education may result in the false impression that both the role of a student and that of an academic teacher boil down to passive participation. In fact, the time that participants in the educational process should sacrifice does not deviate in any way from what is intended for the traditional form of teaching.

Illusive passivity presented in the form of downloading ready-made materials is only an elementary contribution which an academic teacher should put into an alternative form



of teaching. Among the tasks carried out by the lecturer we should also distinguished discussions with students on forums or through chat, control of the actual work of students, or preparation of e-learning courses.

It is also worthwhile noting that the notorious discretion as regards the time of organizing the education process is also disturbed, because in many cases there are strictly fixed deadlines for the implementation of specific tasks, within which both the academic teacher and students should fit.

Summing up the considerations regarding the use of the innovative form of education, it is also worth mentioning self-discipline, which in the case of b-learning is a necessary feature for the proper implementation of the educational process.

## BIBLIOGRAPHY

- [1] **Webster F.**, Theories of the Information Society, London and New York, Routledge, 2014, p. 10.
- [2] **Sidor D., Michałowicz, B.**, Metody aktywizujące w konstruktywistycznym środowisku uczenia się na e-zajęciach, W: M. Dąbrowski, M. Zając (red.) E-learning w szkolnictwie wyższym – potencjał i wykorzystanie, Warszawa: Fundacja Promocji i Akredytacji Kierunków Ekonomicznych, 2010, s. 111-7.
- [3] URL: <http://www.heuristic.pl/blog/e-learning/Historia-e-learningu-na-swiecie-i-w-Polsce;161.html> (Accessed: 29.04.2018).
- [4] URL: <http://www.webcomm.eu/zobacz-jak-i-kiedy-narodzil-sie-e-learning/> (Accessed: 29.04.2018).
- [5] **Hyla M.**, Przewodnik po e-learningu, Kraków: Oficyna Ekonomiczna, 2005, s. 19.
- [6] **Zieliński Z.**, E-learning w edukacji, Gliwice: Wydawnictwo Helion, 2002, s. 5.
- [7] **Hoppe G., Breitner, H.**, Business Models for E-learning, Essen: Uniwerstitat Hannover, 2004, p. 12.
- [8] URL: <http://www.e-mentor.edu.pl/mobi/artukul/index/numer/28/id/611> (Accessed: 29.04.2018).
- [9] **Buriak J.**, Blended-learning w nauczaniu przedmiotów nieinformatycznych, in: D. Świsulski (red.), Zeszyty Naukowe Wydziału Elektrotechniki i Automatyki Politechniki Gdańskiej, Nr 37. Gdańsk: Politechnika Gdańska, 2014, s. 89-93.
- [10] **Heinze A., Procter C.**, Reflections on the use of blended learning, Salford: Education Development Unit, 2004, p. 8,  
URL: [http://www.ece.salford.ac.uk/proceedings/papers/ah\\_04.rtf](http://www.ece.salford.ac.uk/proceedings/papers/ah_04.rtf) (Accessed: 21.02.2018).
- [11] **Zalewska E.**, Jakość kursów e-learning, W: P. Wdowiński (red.), Nauczyciel akademicki wobec nowych wyzwań edukacyjnych, Łódź: Wyd. UŁ, 2015, s. 70-81, 106.
- [12] URL: <https://www.polityka.pl/tygodnikpolityka/ludzieistyle/1676536,1,studia-w-sieci-czyli-e-learning-na-uczelni.read> (Accessed: 29.04.2018).

[13] **Tuczyński K.**, Kryteria oceny jakości kursów e-learningowych w szkolnictwie wyższym, in: W. Walat, W. Lib. (ed.), Edukacja - Technika - Informatyka: kwartalnik naukowy, Nr 4. Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2017, pp. 341-6.

Tuczyński Krystian

### **CIVILIZATION NECESSITY OF USING E-LEARNING IN HIGHER EDUCATION**

**Key words:** information society, educational space, remote education, e-learning, blended learning.

The article presents one of the key tasks of the information society, which is the adaptation of educational systems to the needs of modern times. The aim of this article is to present the most important events that revolutionize the way the education is implemented and identify the elements that make up the educational space from the point of view of academic e-learning.

The article also presents the method of implementing this innovative form of education in higher education.

Տուշինսկի Քրիստիան

### **ԲԱՐՁՐԱԳՈՒՅՆ ԿՐԹՈՒԹՅԱՆ ՄԵՋ ԷԼԵԿՏՐՈՆԱՅԻՆ ՈՒՍՈՒՑՄԱՆ ՔԱՂԱՔԱՑԻԱԿԱՆ ԱՆՀՐԱԺԵՇՏՈՒԹՅՈՒՆԸ**

**Բանալի բառեր՝** տեղեկատվական հասարակություն, կրթական մթնոլորտ, հեռակա ուսուցում, էլեկտրոնային ուսուցում, խառը ուսուցում:

Հոդվածում ներկայացված է տեղեկատվական հասարակության կարևորագույն խնդիրներից մեկը, այն է՝ կրթական համակարգերի հարմարեցումը մեր օրերի կարիքներին: Սույն հոդվածի նպատակն է ներկայացնել այն ամենակարևոր իրադարձությունները, որոնք հեղափոխություն են իրականացնում կրթության ոլորտում, և գտնել այն տարրերը, որոնք կազմում են կրթական տարածքը ակադեմիական էլեկտրոնային ուսուցման տեսանկյունից:

Հոդվածում ներկայացված է նաև բարձրագույն կրթության ոլորտում կրթության այս նորարարական ձևի իրականացման եղանակը:

## **ГРАЖДАНСКАЯ НЕОБХОДИМОСТЬ ИСПОЛЬЗОВАНИЯ ЭЛЕКТРОННОГО ОБУЧЕНИЯ В ВЫСШЕМ ОБРАЗОВАНИИ**

**Ключевые слова:** информационное общество, образовательное пространство, дистанционное обучение, электронное обучение, смешанное обучение.

В статье представлена одна из ключевых задач информационного общества - адаптация образовательных систем к потребностям современности. Цель этой статьи - представить наиболее важные события, которые революционизируют способ реализации образования, а также определить те элементы, которые формируют образовательное пространство с точки зрения академического электронного обучения.

В статье также представлен метод реализации этой инновационной формы высшего образования.