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# DISTANCE LEARNING AND GLOBAL EDUCATIONAL PRACTICES: A MODEL FOR INTERNATIONAL DIGITAL PEDAGOGICAL SUPPORT

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## ABSTRACT

**Objective:** This study analyzes the necessity, viability, and effectiveness of digital distance support applied to the pedagogical practice of students in teacher education, situating the proposed model within global educational trends and international policy frameworks such as UNESCO, OECD/TALIS, and the EU Digital Education Plan. The objective is to demonstrate how online technologies and digital environments enhance professional teacher training in an internationalized context. **Method:** The research adopts a system-activity approach, conceptualizing remote support as an integrated system of goals, content, methods, tools, and results. The study includes theoretical analysis, an extensive literature review, and the design of a digital support model based on LMS platforms and interactive online resources. The model incorporates static components (informational, methodological, and organizational materials) and dynamic components (forums, chats, wikis, and interactive modules). **Results:** Findings reveal that digital support strengthens communication among student interns, university instructors, and school teachers, overcoming spatial and communicative barriers. A digital support model integrated with Moodle was developed, defining effectiveness criteria, information-management levels, and pedagogical, organizational, and technical conditions. The model demonstrated a positive impact on the development of professional competence, enhancing interaction, feedback, reflection, and monitoring within teacher training, with applicability in international contexts. **Conclusion:** The study confirms that distance learning and structured digital support are essential for modernizing teacher education in a globalized environment. Integrating digital technologies aligned with international educational policies fosters flexible, collaborative, and efficient pedagogical practices. The proposed model reinforces professional competence in future teachers and expands their ability to operate in technologically enriched and globally connected educational environments

**Keywords:** Education; Distance Support; Pedagogical Practice; Innovation; System.

# DISTANCE LEARNING AND GLOBAL EDUCATIONAL PRACTICES: A MODEL FOR INTERNATIONAL DIGITAL PEDAGOGICAL SUPPORT

# APRENDIZAGEM A DISTÂNCIA E PRÁTICAS EDUCACIONAIS GLOBAIS: UM MODELO INTERNACIONAL DE SUPORTE DIGITAL À PRÁTICA PEDAGÓGICA


## RESUMO

**Objetivo:** O estudo analisa a necessidade, a viabilidade e a efetividade do suporte digital à distância aplicado à prática pedagógica de estudantes em formação docente, situando o modelo proposto no contexto das tendências e políticas educacionais globais, incluindo referenciais como UNESCO, OECD/TALIS e o Plano Europeu de Educação Digital. O objetivo central é demonstrar como tecnologias digitais e ambientes online podem fortalecer a formação profissional de futuros professores em um cenário internacionalizado. **Método:** A pesquisa adota a abordagem sistema-atividade, compreendendo o suporte remoto como um sistema integrado de objetivos, conteúdos, métodos, ferramentas e resultados. O estudo envolve análise teórica, revisão de literatura e desenvolvimento de um modelo digital baseado em plataformas LMS e recursos interativos. O modelo inclui componentes estáticos (materiais informacionais, metodológicos e organizacionais) e componentes dinâmicos (fóruns, chats, wikis e módulos interativos), estruturando o processo de apoio pedagógico. **Resultados:** Os achados mostram que o suporte digital fortalece a comunicação entre estagiários, docentes universitários e professores da escola, superando barreiras de distância e descontinuidade informacional. Foi desenvolvido um modelo integrado ao Moodle, com definição de critérios de eficácia, níveis de gestão da informação e condições pedagógicas, organizacionais e técnico-materiais. O modelo apresentou impacto positivo no desenvolvimento da competência profissional, ampliando interação, feedback, reflexão e monitoramento contínuo na prática pedagógica, com potencial de aplicação internacional. **Conclusão:** O estudo confirma que a aprendizagem a distância e o suporte digital estruturado são essenciais para modernizar a formação docente em um ambiente globalizado. A integração de tecnologias digitais alinhadas a políticas internacionais promove práticas pedagógicas mais flexíveis, colaborativas e eficazes. O modelo contribui para o fortalecimento da competência profissional de futuros professores e para sua atuação em ambientes educacionais tecnologicamente avançados e globalmente conectados.



**Palavras-chave:** Educação; Suporte à Distância; Prática Pedagógica; Inovação; Sistema.


## 1 INTRODUCTION

Modern society and the state make new and higher demands on the professionalism of teachers than before. A modern teacher must have new pedagogical thinking, implement the pedagogical process in the context of a system-activity, competence-based approach, master innovative teaching technologies, and develop the creative abilities of students (Bers, Smith, 1991). There is a need to improve the entire system of professional and pedagogical training of future teachers, the most important component of which is their practical training.

The works of a number of leading scientists are devoted to the problems of development of pedagogical education: (Kuh, Cruce, Shoup, Kinzie & Gonyea,

2008), (Kim, Bastedo, 2016), (Kilgo, Sheets, Pascarella, 2015), (Cole, Rubin, Feild, Giles, 2007), (Astin, 1984).

A number of studies have been devoted to identifying effective ways to solve problems of pedagogical practice of students of pedagogical universities in the last decade: (Hand, Betters, McKenzie, Gopalan, 2011), (Epstein, Santob, Guillemina, 2015), (Douglass, Thomson, Zhao, 2012), (Chesnut, Hitchcock, Onwuegbuzie, 2018).

At the same time, these studies do not specifically consider the features of interaction between participants in pedagogical practice related to their spatial separation and difficulties in operational communication; issues of preparing student interns to work in an information-rich school environment have been poorly studied; no attempts have been made to use information and communication technologies for a systematic solution to the problems of organizing and conducting pedagogical practice. The following studies are devoted to the analysis of the selection of modern information and communication technologies that allow all subjects of the pedagogical process to effectively interact in solving a particular educational task, and the didactic capabilities of these technologies: (Fredricks, Filsecker, Lawson, 2016), (Foreman, Retallick, 2012). However, these studies do not directly address issues of organizing and conducting pedagogical practice for students of pedagogical universities.

All of the above allowed us to identify the existing contradictions:

— between the requirements for modernizing the system of professional training of a modern school teacher, conditioned by public expectations of increasing the level of professionalism of a modern teacher, on the one hand, and the traditional organization of the pedagogical practice of future teachers, on the other;

— between the growing need to use the didactic capabilities of information and communication technologies (ICT), on the one hand, and the lack of a model of systemic support for students' pedagogical practice by means of information and communication technologies, on the other.

The identified contradictions indicate the existence of an objective problem, which consists in developing systemic support for the pedagogical practice of future teachers, ensuring:

— timely and distance-independent interaction of the main subjects of pedagogical practice based on modern ICT;

— access to a constantly updated resource base of materials on the problems of

pedagogical practice;

— reflection and ongoing monitoring of the results of pedagogical practice. It seems that this problem can be solved by generalizing the existing knowledge about the didactic capabilities of modern ICT and developing on this basis a system of networked distance support for students' pedagogical practice, based on the use of Internet technologies and considered as an integral part of the holistic educational process of training future teachers (Panagiotou, 2025).

The **object** of the article: pedagogical practice in the professional training of future teachers.

**Subject** of the article: network distance support for students' pedagogical practice.

The **purpose** of the article: scientific substantiation, development and implementation of distance support for students' pedagogical practice.

**Hypothesis**: the use of distance support for students' teaching practice will contribute to the development of professional competence of future teachers if the pedagogical, organizational, material and technical conditions for its (distance support) effectiveness are determined and implemented in their unity.

The conceptual basis of the model can be significantly enriched by reference to key international frameworks guiding global digital education. Key documents such as:

– UNESCO ICT Competence Framework for Teachers,

– OECD Teaching and Learning International Survey (TALIS),

– EU Action Plan on Digital Education,

– set widely recognized standards for teachers' digital skills, institutional capacity building and innovative pedagogical practices. Aligning the article with these global initiatives strengthens its theoretical foundation and positions the proposed model within the broader landscape of internationally endorsed education policies.

The development of distance learning practices today is closely linked to global educational dynamics, making it important to consider national models in a broader international context. A comparative analysis of teacher training policies and digital learning strategies in countries such as Finland, Canada, South Korea, and the United States demonstrates different approaches to integrating online formats into teacher education. Placing the proposed model within global educational frameworks, including UNESCO, the OECD Educational Framework, and the European Higher Education

Area (EHEA), provides a broader analytical framework and increases the relevance of the article for international readers. Such contextualization allows us to identify common global trends in distance pedagogy, as well as differences shaped by cultural, economic, and technological factors.

Distance learning has become a central level of educational sustainability and innovation worldwide, especially after the accelerated digital transformation caused by the COVID-19 pandemic. The integration of the proposed model into current global debates, such as digital equity, cross-border education, international teacher mobility and the development of global competence, highlights its importance. International policy documents emphasize that modern educators must be able to teach in digital, multicultural and virtual environments. Thus, distance support for pedagogical practice is evolving with the global transition to flexible, technologically enhanced learning ecosystems that transcend traditional geographical and institutional boundaries.

## 2 METHODS

The methodological basis of the study was the system-activity approach, within the framework of which remote support of students' pedagogical practice was considered as a system of activity, including: goal, content, methods, tool, result, and as components of the structure - subjects of pedagogical practice, means of activity and connections between them.

The theoretical significance of the study is that the theory and methodology of professional education are enriched with knowledge about the nature, methods of organization and results of implementation of distance support of students' pedagogical practice, about various options for interaction of subjects of pedagogical practice using distance support and conditions for inclusion of distance support of students' pedagogical practice in the process of professional training of future teachers. The practical significance of the study is that for the successful solution of problems of students' pedagogical practice, a toolkit has been developed that helps to organize communication between subjects of pedagogical practice, including a set of network technologies that ensure interactive interaction of practice participants with each other, their interaction with organizational, information, methodological resources and preparation of their own resources.

To enhance the methodological rigor of the study, it is useful to describe in more detail how the proposed system-activity model can be replicated in different national contexts. This includes specifying the technological platforms used (LMS systems, digital classrooms, videoconferencing tools), outlining the universal components of the model (communication, feedback loops, assessment mechanisms), and highlighting adaptive elements shaped by local infrastructure or educational standards. Emphasizing the flexibility of the model increases its relevance to countries with different levels of digitalization and supports its potential application in international teacher education programs.

## 3 RESULTS AND DISCUSSIONS

Theoretical foundations of the premise of the study of distance support for pedagogical practice - reveals the essence of the competence-based approach to the practical training of a teacher, considers the importance and role of pedagogical practice in the teacher training system, analyzes the problems in its organization and implementation, identifies the importance of Internet technologies in the practical training of a teacher, defines the concept of "distance support for students' pedagogical practice", substantiates the feasibility of using a system-activity approach as a methodological basis for step-by-step design of network distance support for students' pedagogical practice.

Based on the theoretical analysis, systematization and generalization of scientific and pedagogical literature on the problems of a competence-based approach to practical training, it was established that the basis for the modernization of pedagogical education at the present stage is the widespread use of a competence-based approach (Creswell, 2014), (Astin, 1993). The competence-based approach involves changing the results of education, which are expressed in the language of competencies, and the goal of a teacher's professional training as an expected result is the formation of his or her professional competence. An important component of the integral process of teacher training is his practical training, which presupposes the definition of the goal of practical training as assistance in the development of professional competence of future teachers.

The new quality of practical training of future teachers is achieved through the selection and structuring of the content of practical training taking into account the main trends in the development of education, in accordance with modern tasks and typical problems of the professional activity of an education specialist, relying on the achievements of pedagogical science and practice; through the use of various technologies for organizing practice, which act simultaneously as elements of the content of pedagogical education and as means of practical training of students.

Based on the above, it is noted that the analysis of the results of practical training of a teacher is associated with measuring the growth of the relevant competencies.

Based on the analysis of scientific and pedagogical literature on the problems of practical training of a teacher, the essence of the concept of "pedagogical practice" is considered and the significance and role of pedagogical practice in the system of teacher training are revealed. It is emphasized that its significance lies in updating the theoretical knowledge acquired by students, identifying educational deficiencies in their theoretical and practical training, understanding the extent to which the future teacher possesses professional competencies and how ready he or she is for independent professional activity. Problems associated with the organizational, substantive aspects of pedagogical practice and its methodological support are identified.

It is noted that in scientific and pedagogical literature, issues related to the peculiarities of interaction between participants in pedagogical practice, their spatial separation and difficulties of operational communication have not received sufficient coverage; issues of preparing student interns to work in an information-rich school environment have been poorly studied (Axelson, Flick, 2011); no attempts have been made to study the systematic use of ICT to solve problems of organizing and conducting teaching practice.

At the same time, it is noted that the introduction of modern ICT into the educational process of the university solves the main task of education development at the present stage, which consists in achieving its new quality due to a wide range of its didactic capabilities (Louis, 2025). Let us give examples of the experience of using Internet support in the training and advanced training of teaching staff, on the basis of which an opinion is expressed about the possibility of using Internet technologies to support student interns who for the first time find themselves in the conditions of a real school

during their pedagogical practice and begin independent professional activity. It is noted that this support, aimed at increasing the efficiency of pedagogical practice and providing targeted assistance to its subjects, primarily student interns, is essentially a type of pedagogical support.

The analysis and generalization of scientific and pedagogical literature on pedagogical support issues allowed us to identify the essence of the concept of "pedagogical support", the possibility of its use in relation to pedagogical practice and define it as a process of joint activities of students, university lecturers and school teachers aimed at overcoming obstacles caused by the communicative disunity of subjects of pedagogical practice during its implementation and thereby hindering the development of professional competence of the future teacher (Tutida, A. Y., Rossetto, C. R., Santos , R. C. dos, & Mazon , G. 2022). Based on the study of general and technical issues of the use of network technologies in education, as well as the experience of organizing various forms of pedagogical activity using Internet technologies, an analysis of the concept of "pedagogical support" and the problems of a competence-based approach to organizing and conducting pedagogical practice, the concept of "remote support for students' pedagogical practice" is defined. It is emphasized that the phrase "support" in the context of this definition appears in two semantic meanings, the first of which denotes the technologies used in its organization, and the second reflects the result, which consists in creating a community of subjects of pedagogical practice.

Let us justify the use of the system-activity approach as a methodological basis for the step-by-step design of a model of distance support for students' pedagogical practice. In line with this approach, in accordance with the principles of designing pedagogical objects and systems within the framework of constructing a theoretical (ideal) model of distance support for students' pedagogical practice, the components of network distance support are defined as a system of activity (goal, content, methods, tool, result), its structural elements (subjects, means of activity, connections between them), as well as system-forming and system-destroying factors.

Let us present a description of the project model of distance support for students' pedagogical practice based on filling the components of the ideal model with specific content (Chia, 2005), (Arum, Roksa, 2011). The project model specifies the tool for

network support activities in the form of a complex, the basis of which is a site integrated with the Moodle distance learning system and the services included in it. The activities of the subjects involved in pedagogical practice include the development of supporting documents (materials) - methodological, didactic, informational, organizational - and the interaction of subjects. The structure of the complex includes two-structural components: static and dynamic. It is emphasized that the static component is intended to support the activities of subjects associated with obtaining information and includes semantic blocks: didactic, methodological, organizational, informational. Dynamic — is designed to provide interactive interaction of subjects of pedagogical practice with the level of reliability, speed and convenience that are not achievable with the traditional organization of pedagogical practice, and is a communicative semantic block based on a combination of the following technologies: a forum for support during consultations, discussion of various professional topics; wiki — as a means of reflection; chat — as a tool for on-line discussions, etc. The complex identifies and describes four functional levels of information management, established both in static and dynamic components: university, faculty, department and student.

Distance support for students' pedagogical practice is a system of joint activities of subjects of pedagogical practice based on the use of Internet technologies, consistent with the goals and content of pedagogical practice and resulting in the creation and updating of an information and communication resource that facilitates the solution of immediate tasks by subjects of pedagogical practice.

The model of distance support for students' pedagogical practice (figure 1) based on an Internet resource includes: a description of the components of network distance support, considered from the position of the activity system, and a description of the structure of network distance support. The components of the activity system of network distance support include:

— intended purpose — to promote the development of students' professional competence by creating a high-tech information and pedagogical environment for pedagogical practice;

— content — includes the interaction of participants in pedagogical practice with each other — students, university teachers, teachers, as well as their work with information, organizational, methodological, and didactic resources;

— methods — posting information on the website, providing the opportunity to create and post the results of the activities of subjects of pedagogical practice, providing the opportunity for interactive interaction;

— tool — a set of technologies that ensure the creation of a high-tech information and pedagogical environment for pedagogical practice;

— result — creation of a high-tech information and pedagogical environment for pedagogical practice that promotes positive dynamics in the development of students' professional competence.

The results of the implementation of distance support for teaching practice have important implications for the global education community. The model contributes to the ongoing international debate on the future of teaching and learning in the digital age, supports cross-border collaboration in teacher training, and promotes the development of global digital competence among future educators. Going beyond the local context, the model helps prepare teachers who are able to participate in international professional networks, implement global pedagogical innovations, and contribute to the creation of inclusive, technology-rich learning environments worldwide.

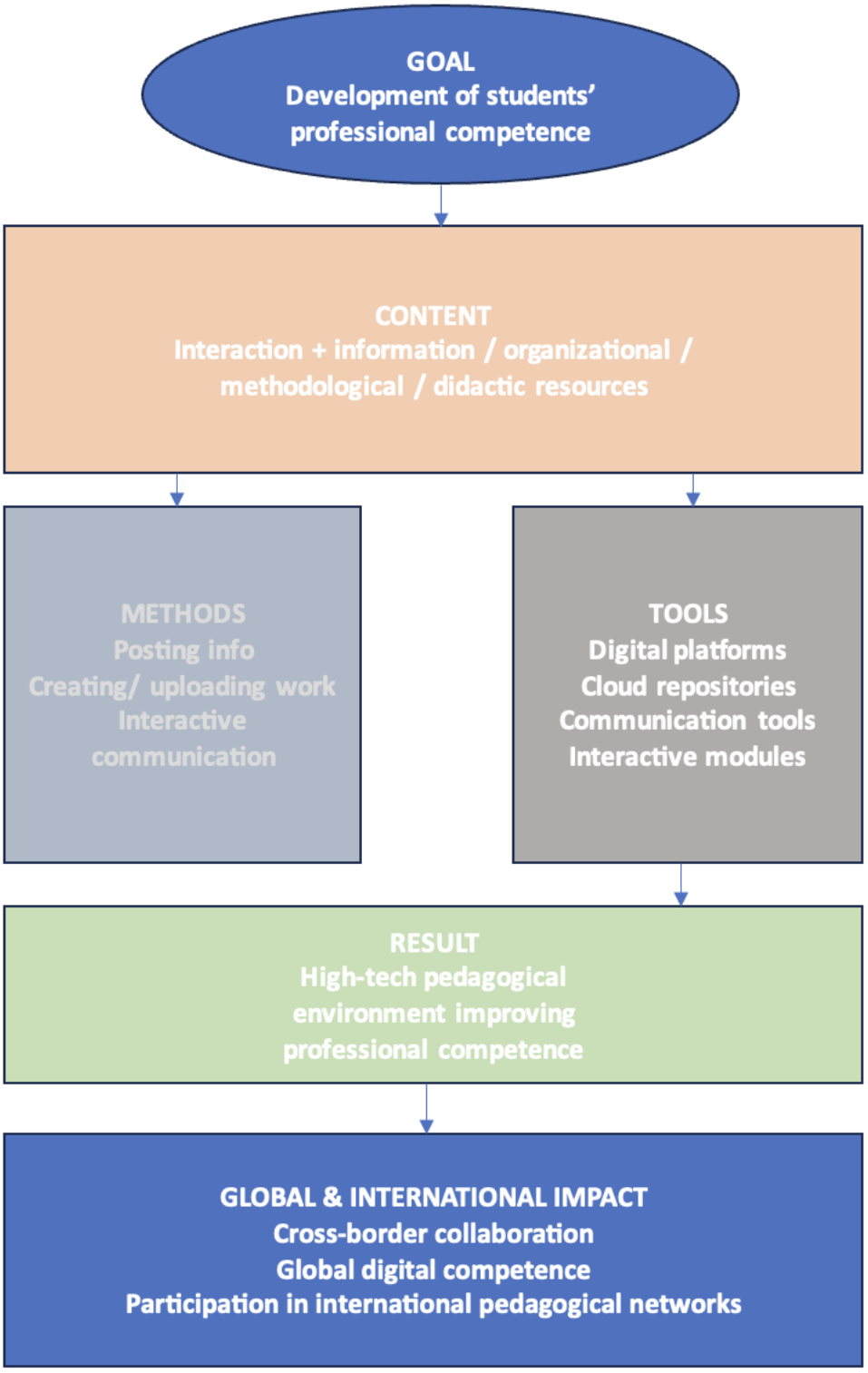


**Figure 1.** Model of distance support for students' pedagogical practice

The structure of network distance support for students' pedagogical practice includes subjects of pedagogical practice (students, teachers responsible for organizing and conducting pedagogical practice, school teachers), means of activity

(hardware, software, information, methodological, didactic, organizational materials) and the connections between them.

The performance criteria for the model of network distance support for students' pedagogical practice are:

— the positive impact of distance support for pedagogical practice on the development of students' professional competence; — demand for the portal of network distance support of students' pedagogical practice by its participants;

— satisfaction of subjects of pedagogical practice with the level of comfort provided by distance support.

The effectiveness of distance support of students' pedagogical practice is determined by the implementation in unity of three groups of conditions: pedagogical, organizational and logistical.

The pedagogical conditions include:

— the presence of a structured high-tech information and pedagogical environment of the portal of network distance support of students' pedagogical practice;

— diagnostics of the level of information competence of subjects of pedagogical practice in terms of skills and abilities in working with a personal computer and on the Internet;

availability of an educational course (practical seminars) to improve the qualifications of university teachers responsible for conducting pedagogical practice, and teachers on the use of distance support for students' pedagogical practice;

- adjustments to the content of courses on the methodology of teaching subjects, in the courses of disciplines of the psychological and pedagogical block taking into account the use of distance technologies;

- the only alternative to accessing the portal system for the successful completion of substantive tasks of pedagogical practice and, in general, for its successful completion.

Organizational factors include:

- involvement of administrative resources to resolve organizational issues of introducing distance support into the process of pedagogical practice;

- the availability of a program for the implementation of network distance support for students' pedagogical practice at various faculties of the university, which includes making the necessary changes to the regulatory framework determining the conduct of pedagogical practice, and organizing advanced training for university teachers on the use of distance technologies in the process of pedagogical practice.

**Integration of online media into educational processes and formation of digital literacy**

Modern online media have become an important component of the educational environment, providing students and teachers with prompt access to up-to-date information, analytics and verified sources. Thanks to multimedia formats - videos, interactive infographics, podcasts, short explainers - the educational process becomes more dynamic, visual and accessible to different audiences.

The key task of education is the formation of media literacy and critical thinking: the ability to identify manipulations, check sources, distinguish fact from assessment. Online media play a dual role here: on the one hand, they provide access to high-quality content, and on the other, they create risks of disinformation. Therefore, connecting professional online knowledge, fact-checking platforms and analytical resources to educational programs contributes to the development of appropriate cultural interaction with the digital environment.

Education is transforming into models in which traditional lectures are supplemented with elements of media education, digital platforms, simulations, and interactive practices, allowing students to learn the material comprehensively and adapt to the modern information space.

The development of online journalism is accompanied by an increase in the amount of unstructured content, competition for audience attention and the spread of disinformation. In these conditions, journalism is faced with the task of maintaining professional standards, ensuring accuracy, fact-checking and responsibility for the public word.

The online environment stimulates the emergence of new ethical challenges:

– the use of algorithms and artificial intelligence to generate news;

– possible distortion of facts due to the speed of publications;

– the problem of privacy, personal data and digital footprint;

– manipulation through clickbait, emotional headlines and sensationalism.

In response to this, we are forming a new paradigm of digital ethics of a journalist, which involves:

– strengthening fact-checking and verification mechanisms;

– transparency in the use of technologies, in particular AI;

– responsibility for algorithmic influence on the audience;

– compliance with rules on the protection of personal data;

– building trust through open editorial policies.

Thus, modern journalism is on the border between traditional values and innovative approaches, and it is the ability to balance between them that determines its future effectiveness and social significance.

## 4 CONCLUSIONS

Summing up the results of the study, it can be stated that the initial hypothesis was comprehensively confirmed, and the objectives of the study were fully achieved. The analysis made it possible to systematically identify and conceptualize key problems inherent in the organization and implementation of pedagogical practice in teacher education institutions, with a special emphasis on the constant information and communication discontinuity between its participants. It was shown that this fragmentation significantly hinders coordination, methodological coherence and overall effectiveness of the practical component of teacher training.

The study empirically substantiates the positive impact of Internet technologies on the structure, content and organizational parameters of pedagogical practice. It was demonstrated that the integration of digital tools expands the didactic potential of the practical environment, diversifies students' activities, transforms the roles of all subjects of the educational process and contributes to the formation of more flexible, interactive and feedback-oriented models of pedagogical interaction. Particular attention was paid to the clarification of the didactic and organizational capabilities of the Internet portal as a systemic mechanism for mediating communication, distributing

methodological resources and supporting the continuity of professional activity during pedagogical practice.

A significant theoretical contribution of the study is the conceptual clarification of the distance support of students' pedagogical practice, which is defined as a structured system of joint activity of all subjects of pedagogical training, mediated through Internet technologies and coordinated with the goals, content and procedural logic of pedagogical practice. Within this framework, distance support functions as a developing information and communication resource that allows for timely resolution of pedagogical, methodological and organizational tasks arising in the process of professional training.

Based on this conceptual framework, a model of distance support of pedagogical practice has been developed and substantiated. The model, implemented through an Internet resource that operates on the principles of distance learning, contains interrelated components - goal, content, methods, tools and expected results. The study further outlines the structure of network interactions between participants, the technological tools available to them, and the system connections that ensure the coherence of the remote support mechanism.

The criteria for assessing the effectiveness of remote support of pedagogical practice are theoretically substantiated and operationalized. Empirical testing of the model confirmed its effectiveness, demonstrating that the effectiveness of remotely mediated support is determined by the joint implementation of three interdependent groups of conditions: pedagogical (quality of educational content and leadership), organizational (coordination of participants' activities), and logistical (technological infrastructure and accessibility). The unity of these conditions ensures a stable improvement in the quality and results of students' pedagogical practice.

In general, the results of the study substantiate the conclusion that Internet technologies and online educational media are not auxiliary, but structurally significant components of modern teacher training. Their integration contributes to overcoming information and communication barriers, strengthening methodological support, and forming a more adaptive, networked, and professionally oriented environment for organizing pedagogical practice.

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