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**FOREIGN EXPERIENCE OF INTRODUCTION OF REMOTE**

**TRAINING IN UNIVERSITIES**

**Summary**

The article considers the possibilities of using distance learning in leading foreign universities. The author reveals the main theoretical and methodological aspects of distance educational technologies in the process of professional training of students of higher educational institutions in the leading countries of the world. The essence, signs and features of remote educational technologies in the process of preparation of future specialists in the leading countries of Europe and the USA are determined. It is proved that remote educational technologies may differ depending on different requirements and their characteristics: by the source of origin, by goals and tasks, by the possibilities of pedagogical means, by the functions of the teacher, which he carries out with the help of remote educational technologies. The ways of author's personalization of the original technological algorithm, individualization of the style of their own pedagogical activity and the possibility of performing by the teacher of vocational-pedagogical functions, tasks, abilities at the level determined by the educational and qualification characteristic of the teacher of a certain specialty are revealed. It has been established that scientific knowledge in the professional activities of future specialists is partly manifested in specific professional activities when using remote educational technologies in the educational process of a higher educational institution.

The author points out that remote educational technologies should be introduced into the classical forms of education in various organizational options: as an addition to traditional occupations by day and correspondence forms; As a new advanced form of distance learning, especially in the system of additional vocational education, postgraduate studies, first and second higher education, as well as teacher training programs, pre-university training programs. The key aspects of the distance course include the flexibility and mobility of access to educational services, the individualization of the learning process (person-oriented approach), the high quality and variability of educational materials, and the economic efficiency of the service. The experience of implementing distance learning in the educational process of leading countries suggests that modern universities should have technical support from leading companies and firms in the field of IT technologies. All this contributes to the further development of the concept of organizing distance learning at Ukrainian universities.

**Key words**: distance learning, university, teacher, student, experience, foreign countries.

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