Internet as a Channel of Distance Education in the Context of Secondary Socialization

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Abstract —**The authors consider secondary socialization as a process of gradual change of ideas about the surrounding reality in the individual's mind under the influence of some social institutions. As the state of the modern world could be characterized with the terms of information age or information society the information is both the main resource and the main value nowadays, this was predicted by the proponents of this phenomenon. In our opinion one of the most significant institution impacting the process of the secondary socialization are the media and Internet in particular. Today the Internet is the main channel for the transfer of socialized content within the framework of formalized secondary socialization. One of the form of the influence is distance education. Distance education is aimed to people who have already passed the stage of primary socialization, except for individual cases when distance learning is used in the framework of primary socialization. Within the Internet there is a fairly large number of types of distance learning, which now are an effective educational tool. The Internet is developing as a system so remote education with the help of net resources will be in demand increasingly, gradually replacing the traditional forms of education with technology development.**

Keywords— secondary socialization, distance education, Internet.

I. INTRODUCTION

The current state of the world could be described as the information age in which information comes to the first place: as the main resource and as the main value and as the main productive force. This social development was predicted by many authors and the most significant of them in our opinion were: E. Toffler [1], D. Bell [2], Z. Brzezinski [3], M. Castells [4,5]. These scientists believed that in a post-industrial or information society, information as it is, as far as information technology, digital technology, computer technology and the media were of paramount importance.

The Internet being of special importance among all the mass media today is most closely matches and reflects the format and essence of the information society. Firstly, this could be explained with its network nature. Firstly, this could be explained with its network nature. According to M. Castells the information society is primarily a network society, or in other words, a type of society in which networks dominate. Furthermore, if we mention M. Castells again, the Internet gives a completely new form of two-way communication, which results in real interactivity. These factors lead to the fact that the Internet is actively distributed globally, covering new territories and attracting new users.

II. RESEARCH

If we turn to the statistics, the number of Internet users in the world at the beginning of 2018 numbered 4,021 billion people (which is 7% more than the last year), in Russia there are 110 million Internet users -76% of the total population [6]. At the same time, the average Russian spends almost 6.5 hours a day on the internet. It is worth noting that 85% of people in Russia go online every day [7]. The different types of technologies are developing: the Internet is moving to new communication platforms, and now a new kind of Internet is becoming prominent: the mobile Internet, which can be used through mobile devices such as smartphones, tablets, netbooks and so on. This in many ways expands the possibilities of the Internet and therefore the possibilities for the users. According to some researches, the mobile Internet has already bypassed the classic version in popularity. "People all over the world prefer to go online from smartphones. They generate more web traffic than all other devices in total" [7]. According to the statistics by the beginning of 2018, 43% of users (- 3%) went online via desktop computers, 52% via smartphones (+ 4%), 4% with tablets (- 13%) and 0.14% with other devices (+17%). This data shows that the mobile Internet has already overtaken its classical predecessor in popularity and at the same time shows further growth, while the Internet from stationary sources shows a reduction in users.

Analyzing the data from Russia, we can see that in general our country follows the world trends of the mobile Internet

development. "91.4 million people actively use the mobile Internet. The amount of traffic from smartphones is 21%, which is almost a third more than the last year's statistic. Tablet users go online less compared to the previous year (-9%). Traffic from laptops and PCs decreased by 5%" [7]. The popularity of the mobile Internet among the population is actively increasing, the number of Internet users via smartphones is growing, the number of Internet users via stationary devices and tablets are decreasing. According to the data from the same source, the main difference between the Russian realities and the international trend is that in Russia access to the Internet through stationary devices (75%) still dominates access to the Internet through mobile devices (21%). We must take into consideration the rapid growth of the mobile Internet: throughout the last year it increased by 28% in Russia [7], we can conclude that this situation will change in the next 2-3 years in the direction of mobile Internet domination.

Such a large-scale takeover of the Internet into the life of the modern world leads to the fact that this phenomenon has already had a huge impact on the existence of modern societies, the level of this influence is growing. Socialization processes are not an exception within this trend. Today, the Internet is the main form of socialization with reference to secondary socialization.

I. Frønes, the author of ―The Autonomous Child: Theorizing Socialization" considers media to be one of the most influential factors of secondary socialization: «Secondary socialization came later and was related to agents as significant others, educational institutions and the media» [6, p. 14].

We consider formalized secondary socialization as the process of the development of a socially mature person via formal institutions taking place in compliance with the admission requirements, academic schedule, syllabi and final certificate.

The phenomenon of unformalized secondary socialization is proposed to be a more liberal, free-flowing and a more uncontrolled process without any special requirements to the learning and documentation of the learning process but also having a socialized personality as a result.

One of the forms of formalized secondary socialization is distance education. Farhad Saba in the context of the postindustrial and the postmodern era, defined distance education as ―a complex, hierarchical, nonlinear, dynamic, self-organized, and purposeful system of learning and teaching" [9].

Distance education is aimed at people who have already passed the stage of primary socialization, except some cases when distance learning is used for the purposes of primary socialization. There are numerous amounts of different types of distance learning on the Internet, currently most of these types are considered effective tools for education.

First and foremost, open distance learning systems could be mentioned here as an example of formalized secondary socialization. These systems are divided into two groups: asynchronous and synchronous learning systems.

Asynchronous systems do not require simultaneous interaction between the mentor and the students. They include educational platforms called Learning Management Systems (LMS), and serve as a basis for the development of various academic courses. Additionally, there are substitutes of LMS engineered by educational institutions themselves. Synchronous systems require the simultaneous participation of the teacher and students. For example, web chats and webinars are popular educational tools in this area. For synchronous systems, time matching for the recipients and mentor is of integral importance (in addition to the availability of technical facilities).

Moreover, there is also a new movement of distance education as massive open online course (MOOC) – open online courses with mass interactive participation. The MOOC are focused on a large number of participants (up to 100,000 students and over) [10]. Some authors point out three main sectors of the distance education system: distance learning in higher and secondary education, distance learning in government and local government and corporate ones. In connection with this classification, in addition to MOOC, such a phenomenon as SPOC (Small Private Online Courses) should be mentioned. SPOC is specifically for the corporate education sector.

In addition, the training courses on social networks such as Facebook, Vkontakte (vk.com) provide secondary socialization. For example, YouTube video hosting is a prominent place for broadcasting different types of socializing content including educational programs. Social media has laid the groundwork for the process of unformalized secondary socialization.

III. CONCLUSION

Our observations show that according to the models of electronic commerce (as distance education can be referred to this field according to [14] we can distinguish B2B sector (corporate education), B2C (private institutions), C2C (customers, individuals), G2C (public institutions).

In our opinion, the C2C sector is evolving quickly, especially in the field of informalized secondary socialization. According to our estimates, this sector is growing exponentially.

Let's turn to the statistics. According to [12], the volume of the world education market is $4.5 — 5.0 trillion, and in the coming years it promises to increase to $6-7 trillion. The share of online education in this volume is about 3% or $165 billion. Due to the sustained growth rate the digital part of the industry promises to overcome the mark of $240 billion by 2023 adding more than 5% per year. The US is the largest and most mature market, but its growth rate is slowing - about +4.0-4.4% annually. The second largest region is Southeast Asia, primarily China and India, which is gaining momentum much faster (+17%). In 2016 it overtook Western Europe: $11.7 billion against $6.8 billion. Eastern Europe with its $1.2 billion market volume gathers pace much faster than Western Europe (+17%). The driver of the Eastern European market is Russia, with an average annual growth according to various estimates around 17-25%. In 2016 the share of online

education in Russia was 1.1%, according to the forecast this figure will increase to 2.6% by 2021.

Therefore, we see that the share of distance education is steadily increasing and will continue to grow due to online services. In the Russian context these processes are not dramatically large-scale but taking into account the development of the Internet in our country, it is possible that the real figures of the development of distance education in Russia will far exceed these forecasts in the future. The Internet is developing as a system with reference to all its elements, so we can state that over time distance education based on network resources will be increasingly in demand, gradually displacing the development of traditional forms of education technologies.

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