

However, distance education brings opportunities to modern society and also brings problems that cannot be ignored: the teaching mode is single, poor teaching interaction, network distance education lacks true feelings.

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INNOVATIONS IN DISTANCE EDUCATION

Open distance education has the characteristics of adult on-the-job, independent and decentralized learning. Students have complex learning backgrounds, learning foundations and knowledge levels are uneven, especially for administrative management students. The professional level is more complicated than other majors are. It is far from this major. Students have generally poor cultural foundation and low theoretical literacy. Most of them belong to disadvantaged groups in learning, and their teaching is relatively difficult. Under such special circumstances, practical teaching needs more targeted innovation:

1. Clarify the teaching objectives of the social practice link. The purpose of the social practice of administrative management specialties should be to promote the combination of theory and practice, based on social reality, with the primary goal of training students in various abilities of social investigation and administrative work, in order to strengthen students' understanding of my country's national conditions, people's conditions, especially administrative management. On the basis of the system, let students receive basic training in systematic and scientific administrative thinking and social investigation skills, and improve their basic ability to use administrative management theory and administrative knowledge to analyze

problems, solve problems and conduct social investigations.

2. Practical teaching should enhance the relevance of reality. Open distance education is mainly to cultivate applied management talents at the grass-roots level rather than theoretical research talents. Most of the students at the specialist level of administrative management are from the front line of social production. Although they have certain social experience and work practice, their cultural foundation is weak, and their understanding of things is mostly low-end perceptual knowledge, and it is difficult to apply the theories and methods they have learned independently. To guide the actions of social practice, and to effectively combine the learned theories and scientific working methods with one's own work practice and social experience in the teaching process. Therefore, practical teaching must not copy the practice of traditional education in ordinary colleges and universities. It should appropriately dilute the theoretical color of practical teaching according to the actual situation of students, enhance its practical relevance, and combine social practice with students' work practice and social experience.

3. Practical teaching should be combined with the actual situation of students, and adopt layered (classified) teaching to meet the individual learning needs of students. The composition of students majoring in administration and management of Open Education in TVU is relatively complex, and most of them are engaged in occupations that are far from their majors. Students of these different occupations have different specific requirements for practical teaching and different problems to be solved. Therefore, the paths and means to meet their needs should also be different. In the reform and exploration of practical teaching, different types of students should be subdivided according to different characteristics of students, different management methods should be formulated, different requirements should be put forward, and different guidance should be given.