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DIDACTIC MATERIALS PERCEPTION ACTIVATING METHODS IN DISTANCE EDUCATION

The article is devoted to the creation of didactic materials on various educational subjects at various levels of distance education. The relevance of the work is determined both by the object of research, which has not yet been subject to comprehensive scientific coverage, and by the need to establish the parameters of didactic materials used in distance learning. It was determined that the systematic usage of the innovative approaches improves language competence and formats necessary skills. The materials of the article consider examples the possibilities for determining the educational goals of university students for the purpose of developing the discipline Innovative restaurant technologies, Commodity science and procurement management for the development of complex projects. Developments are carried out using modern highly effective science-based technologies of food production, for example, from types of classification-identification analysis, general concepts and requirements to types of methodology for determining quality indicators of the quality level and their evaluation through the selection of calculation algorithms at various stages of production and use of the obtained goods.

Key words: distance education, didactic materials, information and communication technologies innovative studies, project-oriented approach, innovative teaching approaches, pedagogy.

Introduction.

The processes of change in society today in general and in the education system in particular, related to the introduction of a new humanistic educational paradigm, put on the agenda the problem of the birth of a new education system, oriented to entering the world information and education space. Meeting the educational needs of a developing society is connected with the need to reorganize the education system of the population. One of these forms of reorganization is distance learning.

The problem of distance education attracts a lot of attention today because:

- on the one hand, the rapid growth of the number of people wishing to study in various educational institutions calls into question the realization of the idea of providing everyone with the opportunity and providing the necessary level of educational services within the framework of traditional forms of education;

- on the other hand, in connection with the need to ensure the material well-being of students in the conditions of real market reality, the number of students who wish to receive education without leaving the main place of practical activity has increased;

- thirdly, the introduction of various innovative technologies in the education system has increased the number of educational institutions providing training in the framework of various non-traditional methods, forms and methods;

- fourthly, distance learning provides an opportunity for any person to study in any educational institution, with any teacher, regardless of his place of residence and the location of the educational institution. The relevance and lack of development of this problem determine the topic of the study.

As a result of various types of training and research according to the developed plans, students and teachers of different departments or even institutes create a complex innovative final product or technology at the level of the educational process, the presence of an experimental and computational part is mandatory.

The introduction into the educational process of the proposed concept of complex design, which is essentially a business game, promotes the development of students' intellectual and organizational abilities, forms the skills of independent, organizational and collective activity, the creativity and personality of the student manager, which in general contributes to the intensive development of scientific and technical creativity of university graduates.

Identification of previously unsettled parts of the general problem.

The practical significance of the research topic is that the implementation of the developed methods of creating didactic materials leads to a significant increase in the quality of distance learning; the proposed methods can be used in the creation of didactic materials for a variety of educational subjects at different levels of education.

The main purposes of this paper are:

Considering ways to activate the perception of information of didactic materials by students with the help of information and communication technologies, it should be noted, first of all, the need to develop a special program of emotional reactions. Solving this problem is impossible without a proper understanding and use of all the expressive means that modern educational technology has. At the same time, it should be noted that it is necessary to use a set of expressive means of educational technology taking into account certain rules due to their specific features as a storage object, grain and grain mass is characterized by thermophysical and mass exchange properties:

1) the heat capacity consists of the heat capacities of its component parts - this is the amount of heat needed to heat the grain by 1 ºC; the specific heat capacity of the dry grain skeleton is much lower than that of the wet one (1300–1400 J/(kg K)), greater than the heat capacity of air and much less than the heat capacity of water;

2) thermal conductivity determines the amount of heat that passes through a unit of material area at

a temperature difference of one degree; the thermal conductivity of the grain mass is low, which is due to its organic composition and the presence of air in the intergranular spaces, and the coefficient of thermal conductivity is (0.13 – 0.3 W/(m K)), with an increase in the moisture content of the grain mass to certain limits, the thermal conductivity increases ;

3. thermal conductivity – an indicator of the rate of temperature change, the grain mass is characterized by a low coefficient of thermal conductivity, i.e. it has a large thermal inertia (for grain mass 7 – 10 10^{-8} m^2/s);

4. thermo-moisture conductivity – the movement of moisture in the grain mass under the influence of a temperature difference (0.4% / ºK), at different temperatures the movement of moisture in the grain mass is the result of not only thermo-moisture conduction, but also convection.

In the process of respiration, the dry substance of the grain is lost, the amount of hygroscopic moisture in the grain increases; the composition of the air in the non-grain space changes and its relative humidity increases, heat is released.

The higher the humidity of the grain, the more intensively the process of respiration takes place in it. Therefore, grain must be stored dry (for wheat and rye 14%). Grain moisture, at which the intensity of respiration increases sharply and free moisture appears, is called critical.

The training components can be defined, for example, as complex design from the "Modern Food Technologies" course taking into account the optimization of resource and energy saving processes. The students chose the approaches to solving the tasks independently, taking into account the results of the analysis of the relevant additional literature according to the plans of the Syllabus and the conducted scientific research. The object of research can be large-tonnage industries of processing raw materials into customer components, taking into account the theoretical foundations and methods of commodity science (Table 1).

Table 1. Classification-identification some components of the analysis of the characteristics of the presented

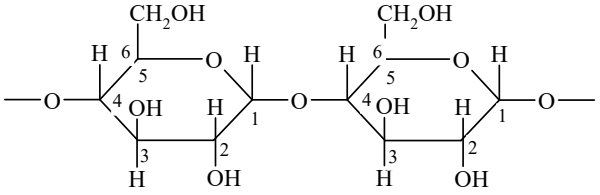
№	Examples of the hierarchy of component general characteristics.
1	Modern classification-identification and general characteristics of the analysis of catering facilities of the hotel and restaurant economy and business according to commodity indicators: analysis of the existing market of hotel and restaurant services; research of a possible contingent of potential consumers; methods of determining the usefulness and consumption value of goods, patterns of assortment formation and quality requirements, ensuring their effective production, circulation and consumption. The object, subject, methods and main categories of the research of commodity characteristics.
2	Classification-identification of general commodity characteristics of raw materials and products: chemical composition of food products. characteristics of the main macro- and micronutrients of food products, their role in the formation of quality, nutritional value and technological properties of products. according to the general characteristics and peculiarities of commodity science, as well as the essence of the purchasing activity of a hotel and restaurant enterprise.
3	Analysis of classification-identification and general merchandising characteristics to determine the assortment according to the technological processes of managing the assortment of goods from the point of view of the balance of interests of all participants of the commodity movement within the hierarchy of the selected commodity categories of the restaurant business.
4	Classification-identification of the formation of consumer properties of the assortment of products in processes and restaurant technologies of varieties of hotel and restaurant production - definition, analysis, characteristics, classification-identification of the theory and concept of modern food technologies of the restaurant business. Research analysis, classification of product assortment according to commodity characteristics, principles of assortment formation and structure of food products and non-food products.
5	Classification-identification of factors influencing the formation of product quality in production processes and technologies - the basis of rational consumption of food products; chemical composition of food products and features of transportation and storage. The main factors affecting the quality of goods, quality control, the grade of goods and the system of establishing the grade of products..

Various raw materials are used in bread baking. It is divided into two groups: main and additional. The main raw materials are what is needed to make dough and bread: flour, water, leavening agents (yeast, sourdough starter), salt. Additional raw materials are introduced into the recipe to improve the nutritional value of bread - milk and dairy products, fats, sugar, molasses, egg products, vitamins, seeds of essential oil plants: cinnamon, vanillin, saffron, etc. A large part of the additional raw materials is introduced into the ripened dough, in which the yeast has developed.

Flour is the main raw material on which the variety and quality of bread depends. Baking properties are determined by its carbohydrate-amylase and protein-proteinase complexes.

The carbohydrate-amylase complex is characterized by the presence of starch and other carbohydrates, the activity of amylolytic enzymes that break down starch.

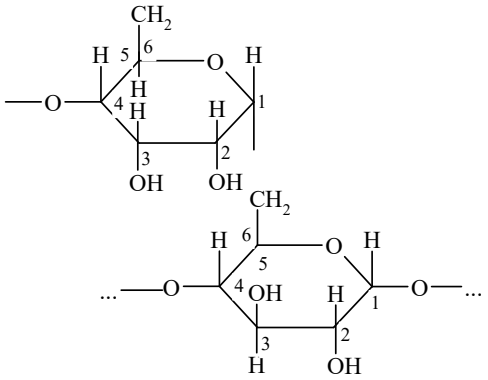
Starch $(C_6H_{10}O_5)_n$ in flour it is in the form of spherical or egg-shaped granules. In order for the dough to turn out to be loose, the starch molecules must be unfolded.



Starch consists of two fractions - amylose (molecular weight 20,000~200,000) and amylopectin (molecular weight 100,000~1,000,000), which differ significantly in their structure.

Amylose consists of glucose residues connected in an unbranched chain. The connection is formed between the first and fourth carbon atoms of neighboring monosaccharides through an oxygen bridge: Amylose contains from 60 to 300 glucose residues. It can dissolve in hot water.

Amylopectin consists of both linear and branched glucose chains. This is achieved by the formation of bonds between the first carbon of one glucose molecule and the sixth carbon of another, or between the first and fourth carbons:



At the same time, a branched starch polysaccharide molecule is formed (Fig. 1). Amylopectin with hot water forms a paste. In addition, flour contains fermentable sugars - mono- and disaccharides.

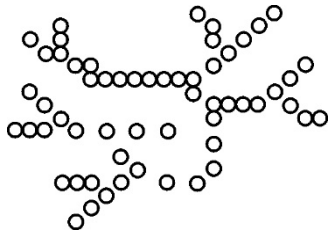


Fig. 1. Starch polysaccharide molecule

Amylolytic enzymes hydrolyze starch. Wheat flour of standardized quality contains the enzyme β-amylase, it is an exoenzyme and breaks down starch into maltose (disaccharide). In addition to β-amylase, there is also α-amylase in flour that is exposed to adverse factors (germination). The enzyme α-amylase is an endoenzyme, it acts promiscuously in the middle of the molecule, breaking it into fragments called dextrins.

If the flour contains active β-amylase and fermentable sugars, you can expect a high gas-forming capacity, the bread will be loose. If there is no β-amylase in the flour, sugar must be added for fermentation.

The protein-proteinase complex is characterized by gluten (from the French - glutenin), proteolytic enzymes and proteinase activators.

Gluten is a water-insoluble fraction of flour containing simple proteins gliadin and glutenin, they swell in water. The amount of gluten is determined after washing the starch from the dough obtained according to the specified recipe. However, it is not just the quantity, but the quality of gluten that is important. The evaluation of this quality is carried out according to the criteria for stretchability and blurring of gluten, elasticity, etc. are determined. Gluten creates the spongy-reticulated structural basis of the dough, which largely determines its physical properties.

In the presence of oxygen, the reaction occurs:

$$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 \uparrow + 6H_2O - Q_p \qquad (1)$$

This process is called breathing.

In the absence of oxygen, yeast transforms glucose in the following way:

$$C_6H_{12}O_6 \rightarrow 2C_2H_5OH + 2CO_2 \uparrow + Q_p \qquad (2)$$

This process is called fermentation, that is, carbohydrates are broken down to form alcohol.

Thus, when baking bread at the beginning of fermentation, when there is oxygen in the dough, the yeast utilizes sugar according to equation (1), after the oxygen is exhausted, the process is implemented according to equation (2). Yeast easily ferments mono- and disaccharides, and polysaccharides, including starch, only after their hydrolysis (the β-amylase enzyme found in flour hydrolyzes starch to form maltose, which is fermented by yeast).

Bakery properties are determined by such important indicators as lifting power and osmosensitivity. Determination of the lifting force can be carried out by an accelerated method - by a ball of dough. The lifting force is characterized by the time the dough balls float. Rising power is the ability of yeast to absorb flour carbohydrates.

Osmosensitivity characterizes the resistance of yeast cells to an increase in osmotic pressure in the environment. To determine it, prepare a dough with a very high salt content. Some recipes contain a lot of fat, sugar and other substances, the dough is heavy and does not rise, because the yeast does not produce carbon dioxide under these conditions.

According to the quality of gluten, flour is of strong, medium and weak strength. If the gluten is bad, then the dough does not rise, because it is not able to retain carbon dioxide.

Proteolytic enzymes are divided into exo- and endoenzymes (aminopeptidases, carbopeptidases); they break down protein. Enzymes act on the area of gluten, weakening its framework. You cannot make bread from weak gluten.

The main part.

Let's explain this provision. Having heard, for example, the word "table" in ordinary language, everyone understands that it means an object with a lid and legs, which can be used for various purposes - you can eat dinner, write, etc. However, at the same time, everyone has their own image of the table. Some imagine a square table, others a round or oval one. In some it has

four legs, in others - three. Its color, height, and purpose are also of a different nature. When the table is shown on the screen with the help of information technology, there can be no disagreements. Here, this subject must appear with the entire sum of its characteristic features. If the table is mentioned in didactic materials of technical means working on the principle of feedback, then such specificity can be achieved only by a very detailed description of the object. Not just a "table", but a selection of bright and precise words that conjure up the desired specific image.

On the one hand, the considered peculiarity of the language of technical teaching aids significantly "unburdens" students. They see a specific picture of the phenomenon, see it in dynamics with the entire set of features characteristic of it. Students only need attention and understanding of those cause-and-effect relationships that determine the development of the studied phenomenon. On the other hand, the specificity of the language can cause peculiar difficulties in the creation of didactic materials. In oral speech, many abstract or generalized concepts can be briefly defined in one word.

Using technical means of learning, we are often deprived of this opportunity. It is impossible, for example, to convey through a visual image the essence of such concepts as "universe", "infinity", "good", "gravity", "time", etc. Only the full and comprehensive use of all the possibilities of modern technology can help to generalize and typify the considered private concrete phenomena. The specificity of the language creates another difficulty, which can affect the activity of students' perception of information. Phenomena or objects, as mentioned above, in the didactic materials of technical means are given with the whole set of their characteristic features. Meanwhile, for a better understanding, in most cases, not all, but only some signs and properties of the studied phenomena and objects are important. Others may interfere with understanding the meaning. There is a need to somehow highlight the most important of all signs and properties. Researchers note that these difficulties of the language of technical means can be overcome with the help of a special assembly of didactic material, which makes it possible to build a clear program of emotional reactions of students [1].

In this regard, let's briefly dwell on some mandatory provisions about assembly, as one of the main expressive means of modern educational technology. Let's emphasize the particularly important aspect of montage - it should be the final process of creating didactic materials and technical means, because the entire basis of the program of students' emotional reactions, relatively speaking, should be montage. Confirmation of this thesis can be found if we mention the editing functions. As you know, its first function (dramaturgical) requires from the methodologist the ability to subordinate the structure and content of the demonstrated material to a certain dramaturgical plan, to express the most complete didactic goals through them. At the same time, the results of completed studies [2] indicate that the activity of perception increases significantly if the didactic materials of technical means lead students to the need to solve the problem with the help of these techniques, include them in the process of solving the topic, and have a so-called heuristic structure. It is these techniques used in the creation of didactic materials and technical tools that can attract students to participation, empathy, and create a positive attitude and position in learning. The significance of this circumstance is obvious [2].

In other words, didactic materials presented with the help of these methods can help expand the possibilities of assimilation of information, form a number of necessary links of mental activity in students. In particular, with their help, you can form observation skills. For this, it is necessary that they contain a motive or an attitude that determines the purpose of the observation, then, highlighting the main thing, ensure the selectivity of the observation, then, finally, interpret the result of the observation. They can provide tasks for independent observations and subsequent conclusions. In addition, didactic materials presented in this way can be useful for the development of creative and imaginative imagination. Separate expressive techniques of technical means are designed for this. They, based on the students' previous knowledge and experience, force them to recreate the whole from individual parts. It should be emphasized that the proximity of the created motive to the content of the solved problem or cognitive task is important. In addition, in order to ensure the sustained interest of students, it is necessary that the problematic situation cannot be presented in any other way, except with the help of selected technical means. The rhythm should affect the flow of thought, the perception of details, the characteristics of the environment, the evaluation of the object and perception. When involving other types of technical means, you should also look for techniques to change the rhythm in accordance with the tasks of activating perception. When creating a program of students' emotional reactions, special attention should be paid to the correct use of various plans and shots of the object under study in didactic materials. In this sense, plans have quite a certain meaning. A close-up should express something private, convey the state of the object, inform about the meaning of the details, reveal an essential feature of the object. It should carry the definition of some quality, characteristic. The general plan should solve other tasks – this is mainly the determination of the place and circumstances of the action. It is designed to give an idea of the sequence of events and the arrangement of objects in space, to characterize the environment and setting of the action [3].

Naturally, it should not follow from these provisions that the general plan is emotionally cold and serves only reference purposes. It should also express the author's attitude to the depicted phenomena. It cannot be considered that one of these plans - general or large - is more necessary for didactic material. In conclusion, we note that creating a program of students' emotional reactions is a difficult process that requires a deep insight into the psychology of students, knowledge of the laws

of perception. Accounting for systems of influence and perception should be the most important and integral component of work related to the creation of didactic materials for distance learning. Therefore, the system of perception and the system of influence should determine the composition of information and the composition of the lesson, because they can help activate the assimilation of educational material by students by directly including them in the process of cognition, co-creation. The developed methods ensured the creation of didactic materials and the opportunity to combine the recommendations of psychologists regarding the organization of the learning process. The well-known didactic ways and conditions for building the educational process, as well as the requirements of the general theory of management, made it possible to conduct distance learning of students [4].

Learning opportunities (didactic opportunities) are usually called provisions expressing the relationship between the objectives of training and the patterns guiding the practice of teaching:

• compliance of the didactic process with the patterns of learning;

• leading role of theoretical knowledge;

• unity of the educational, upbringing and developmental functions of teaching;

• stimulation and motivation of a positive attitude of students to learning;

• combination of collective educational work with an individual approach in teaching;

• combination of abstract thinking with clarity in teaching;

• consciousness, activity and independence of students with the leading role of the teacher;

• systematicity and consistency in teaching; • accessibility;

• strength of mastery of the content of training.

The set of known principles can be divided into three groups: 1. general, including the principles of humanization of training, scientific nature, systematicity, development, systematicity. 2. principles related to the goals and content of training (compliance of the goals and content of training with state educational standards; generalization; historicism; integrity and completeness). 3. principles covering the didactic process and the pedagogical system adequate to it with its elements (correspondence of the didactic process to the laws of learning; the leading role of theoretical knowledge; the unity of the educational, upbringing and developmental functions of teaching; stimulation and motivation of a positive attitude of students to learning; problem-solving; combination of collective educational work with an individual approach to teaching; combination of abstract thinking with clarity in teaching; consciousness, activity and independence of students with the leading role of the teacher; systematicity and consistency in teaching; accessibility; durability of mastery of the content of teaching).

As an additional, separate principle, the principle of correspondence of the educational and scientific material base to the content of teaching and the didactic system as a whole is formulated. The educational and scientific material base is understood as a material and technical system, including classrooms, technical teaching aids, educational and laboratory equipment, etc. The specified general principles are fully applicable to the distance learning system, but require supplementation and detailing, based on the specifics. Let us now consider the specific principles. The principle of interactivity reflects the regularity of not only student-teacher contacts mediated by information technology, but also between students. The principle of starting knowledge determines the need for an initial level of training of potential consumers of educational services, as well as the appropriate hardware and technical support. Effective training requires a certain set of knowledge, skills, and abilities. For example, for productive training, a candidate for study must be familiar with the scientific foundations of independent study work, have certain computer skills, etc. The principle of individualization. To implement this principle, incoming and current control is carried out in the real educational process. For example, incoming control allows not only to draw up an individual study plan in the future, but also to conduct, if necessary, additional training of the consumer of educational services in order to replenish the missing initial knowledge and skills that allow successful completion of training. Current control allows you to adjust the educational trajectory. The principle of identification. Consists in the need to control the independence of learning - more opportunities are provided for falsification of training than in full-time form. Identification of students is part of general security measures. Control of independence in completing tests, papers and other control activities can be achieved, in addition to face-to-face contact, using various technical means. The principle of regulation of training. It is advisable to introduce a schedule of independent work. There should be strict control and planning, especially for junior students.

The principle of pedagogical expediency of using new information technology tools. The principle is the leading pedagogical principle and requires pedagogical assessment of each step of design, creation and organization. Most educational institutions that begin to implement technologies are characterized by a passion for ICT [5].

This is caused, first of all, by their attractive didactic properties and sometimes leads to fetishization, and as a consequence - to an incorrect preferential orientation towards some means of teaching. The principle of ensuring openness and flexibility of education. The principle of openness is expressed in the "softness" of restrictions on age, initial educational qualification, entrance control measures for the possibility of studying in an educational institution in the form of interviews, exams, testing, etc. An important "indicator of flexibility" is the non-criticality of the educational process of distance education to the distance, the time schedule for the implementation of the

educational process and a specific educational institution. Ideally, the latter requirement is the need to create information remote distributed knowledge networks for distance education, allowing the student to easily adjust or supplement his educational program in the necessary direction in the absence of appropriate services at the university where he studies [6].

The undeniable advantages of distance learning are:

• higher efficiency of professional training compared to evening and correspondence courses at a lower cost of educational services;

• reduction of the terms of study;

• opportunities for parallel study at Russian and foreign universities;

• student independence from the geographical location of the university.

Experiments have confirmed that the quality and structure of courses, as well as the quality of teaching in distance learning are often much better than in traditional forms of education. New electronic technologies can not only ensure active involvement of students in the learning process, but also make it possible to manage this process, unlike most traditional learning environments [7]. In the materials of the article, the peculiarities of the study and determination of commodity characteristics according to the Hotel and Restaurant Management educational program are considered for the purpose of developing complex disciplines Food Chemistry, Modern Food Technologies, Commodity Science and Procurement Management, Innovative Restaurant Technologies, for the components of complex innovative projects.

When writing the article, an analysis of the experience of teaching the above-mentioned disciplines at the National Technical University "Kharkiv Polytechnic Institute" at the Department of Integrated Technologies, Processes and Devices in 2002–2024 was used. Complex systems for determining the components of the discipline determined the competence and quality of the material, and the issues under consideration were omitted due to the prism of one's own creative perception, which makes the material especially valuable. The developments were carried out using modern, highly effective, scientifically based technologies for the production of caramel, for example, from types of classification-identification analysis, general concepts and requirements to types of methodology for determining quality indicators and their evaluation through the selection of algorithms for analysis and calculations at various stages of production and application of the obtained goods.

In order to successfully solve the tasks, it is necessary to provide educational and methodological support for all planned control measures - RGZ, control papers, essays, questions for the analysis of independent works, cooperation with students of other institutes and universities in the fulfillment of the main goals of the complex project, etc. New methods of evaluating learning outcomes are, for example, complex innovative game design projects or assignments for essays that apply to each student and have evaluation algorithms.

The presented possibilities of comprehensive innovative training of students can be applied to various branches of modern food technology, taking into account the development of the activities of the public organization "Ukrainian Association of Chemical and Food Engineering" (representative at the department of ITPA of NTU "KhPI") – search and scientific substantiation of rational parameters of food and chemical processes engineering [19–30].

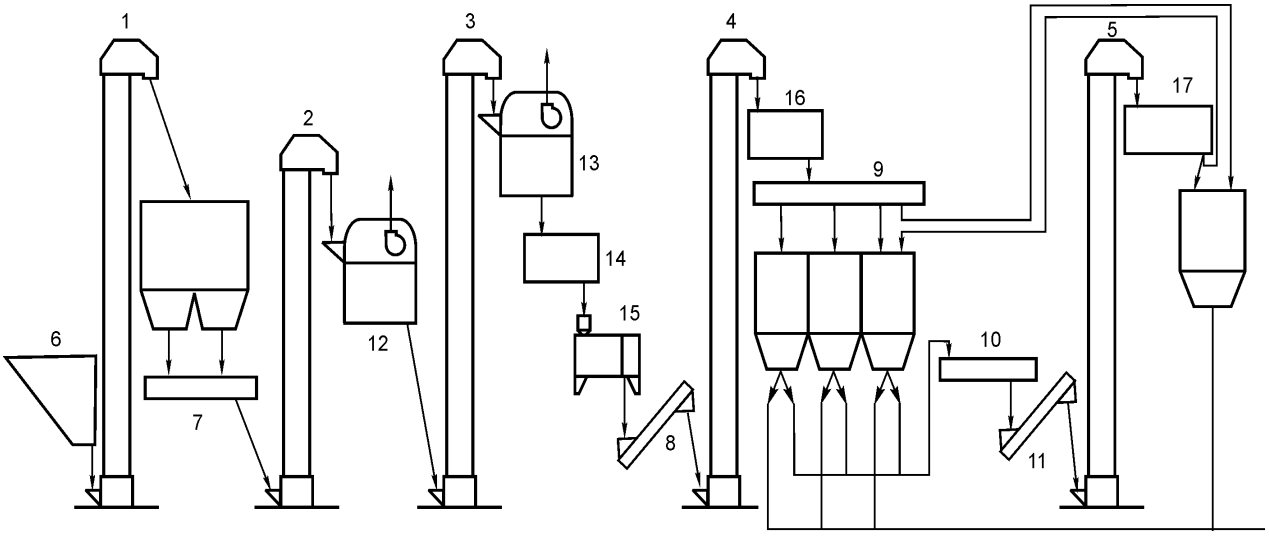


Figure. 2. Technological scheme of the grain cleaning department:
1, 2, 3, 4, 5 – noria; 6 – receiving bunker; 7, 8, 9, 10, 11 – screw conveyor; 12, 13 – separator; 14 – trier; 15 – upholstery machine; 16, 17 – a moisturizing machine.;

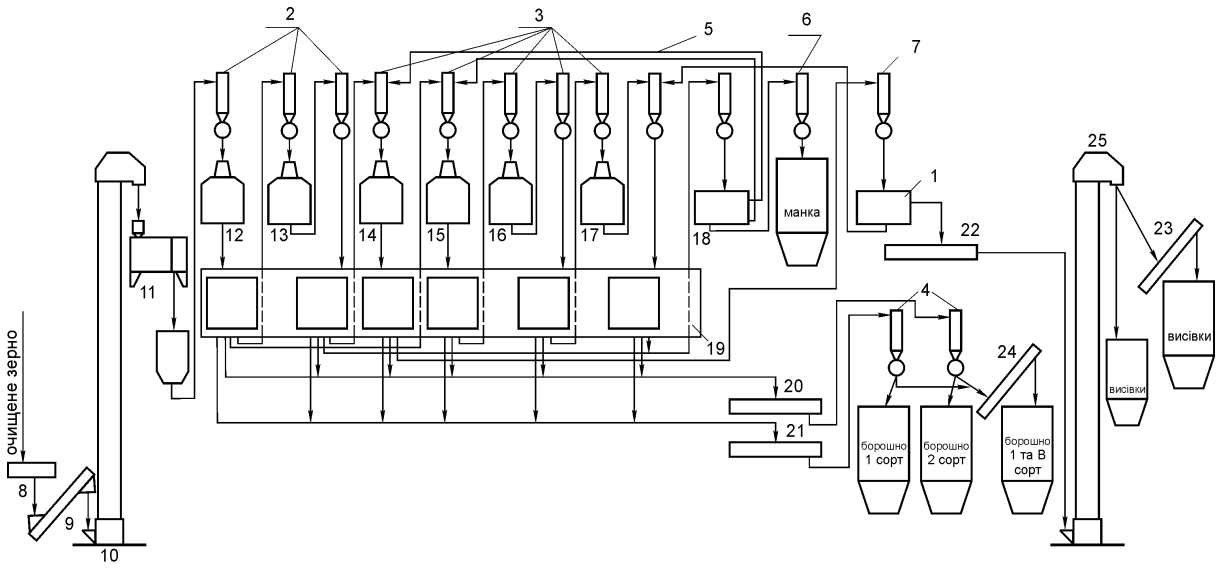


Figure. 2. Technological scheme of the grinding department:
1 – grinding machine; 2, 3, 4 – unloader unit; 5, 6, 7 – unloaders; 8, 9, 20, 21, 22, 23, 24 – screw conveyor;
10, 25 – noria; 11 – upholstery machine; 12, 13, 14 – roller machines of the stripping system;
15, 16, 17 – roller grinding machines; 18 – sieve winnowing machine; 19 - seeded.

Conclusions and ideas for further investigation

The integration of sound, movement, image and text creates a new learning environment that is unusually rich in its possibilities, the development of which will also increase the degree of student involvement in the learning process.

The interactive capabilities of the programs and information delivery systems used in the distance learning system make it possible to establish and even stimulate feedback, provide dialogue and ongoing support, which are impossible in most traditional learning systems.

Modern computer telecommunications are capable of providing knowledge transfer and access to various educational information equally, and sometimes much more effectively, than traditional means of teaching. Advantages of distance learning:

• low costs compared to the traditional method of conducting one- or two-week advanced training courses, which require the direct presence of all seminar participants in one place;

• high level of teaching, achievement by students of a deep level of knowledge and skills, which is due to the variation of the duration of teaching the course, active involvement of course participants in discussions and debates, serious and thoughtful work of the students themselves;

• flexibility of the training schedule: students can take training not on strictly defined days and hours, but in any convenient mode, without interruption from work;

• wide audience coverage, no need to gather in a certain place at a certain time, the ability to attract the most highly qualified specialists to work with the course, regardless of what city or country they are in at the moment.

The topics of individual tasks and requirements for their content and design are related to the materials of the current control of individual topics of the lecture material of the discipline: studying the essence of the main chemical processes of production, modern food technologies, categories of commodity science. For example, acquiring knowledge and skills regarding the analysis of the range of goods; acquiring knowledge and skills regarding control and evaluation of the quality and competitiveness of goods, coding and labeling; studying the properties of the most important substances, etc. Students are given opportunities to access a variety of lecture and teaching-methodical materials on the organization of independent work [11–18].

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МЕТОДИ АКТИВІЗАЦІЇ СПРИЙМАННЯ ДИДАКТИЧНИХ МАТЕРІАЛІВ В ДИСТАНЦІЙНОМУ НАВЧАННІ

Стаття присвячена створенню дидактичних матеріалів з різних навчальних предметів на різних рівнях дистанційної освіти. Актуальність роботи зумовлена як об'єктом дослідження, який ще не підлягав комплексному науковому висвітленню, так і необхідністю встановлення параметрів дидактичних матеріалів, що використовуються в дистанційному навчанні. Визначено, що систематичне використання інноваційних підходів покращує мовну компетенцію та формує необхідні навички. У матеріалах статті на прикладах розглянуто можливості визначення освітніх цілей студентів ВНЗ з метою освоєння дисципліни «Інноваційні технології ресторанного господарства», «Товарознавство та управління закупівлями» для розробки комплексних проектів. Розробки ведуться з використанням сучасних високоефективних науково-обґрунтованих технологій виробництва харчових продуктів, наприклад, від видів класифікаційно-ідентифікаційного аналізу, загальних понять і вимог до видів методології визначення показників рівня якості та їх оцінки шляхом вибору алгоритми розрахунку на різних етапах виробництва за технологічною схемою відповідно до нормативно-технічної документації з метою використання отриманої продукції.

Ключові слова: дистанційна освіта, дидактичні матеріали, інноваційні дослідження інформаційно-комунікаційних технологій, проектно-орієнтований підхід, інноваційні підходи до навчання, педагогіка.