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# E- LEARNING: SOME DIRECTIONS AND FEATURES OF APPLICATION

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The paper provides an interpretation of the basic terms of e-learning, provides a list of tasks who must decide when introducing e-learning lexes and types of classes in e-learning. A new direction in education is being considered - open education. necessary resources and software.

The article is devoted to the analysis of new trends in the organization of the educational process abroad. Currently, educational technology e- learning has become widespread. The characteristic of the history of this technology, the advantages and limitations in the use of this technology. The essence of the e-learning technology is the independent development of basic theoretical educational material outside the classroom based on the use of audiovisual didactic tools, and the practical consolidation of new knowledge and skills in the classroom under the guidance of a teacher. Currently, a number of authors have proposed a technology for developing electronic resources and their use in the e-learning model in schools and universities.

The last time in the world to become the prospects for the development of e-learning, it becomes important in the discussion plan discuss the features of the introduction and use of e-learning in Kazakhstani universities[1]. Here are some useful aspects in e-learning teaching:

- electronic learning (e-learning) - ICT training;
- mobile learning - e-learning through mobile devices, not limited to the location or change of the student's location;
- offline learning - computer-assisted learning without connection to the information telecommunication environment;
- blended learning - a combination of network learning with full-time or offline learning.

Generally speaking, the term "informatization of education" is used to a wide circle of the scientific and pedagogical community, since 1996 it has been used both in documents and in scientific publications. Indeed, informatization is an objective, universal and natural process, manifesting itself in various spheres of human life. With regard to the education sector, it is the process of providing it with the methodology and practice of developing and making the best use of ICT tools,

aimed at improving the mechanisms for managing the education system, updating the methodology and organizational forms of training, intellectualization of the activity of the student and the student, the use of complex methods of control and assessments of knowledge [2].

The increasingly popular term “e-learning” (e-learning) is somewhat narrower and does not include for example, the use of information and communication technologies (ICT) in university management and some other areas.

The range of ICT tools that can potentially be used in education is rapidly expanding.

Among them:

- computers and peripherals;
- global and local networks;
- information input devices;
- archival storage of large amounts of information;
- devices for converting data from graphic or sound forms of data presentation into digital and vice versa;
- means of manipulating audiovisual information;
- artificial intelligence systems;
- computer graphics systems;
- software systems;
- modern stationary and mobile communications;
- radio and television networks;
- cinema.

We can separately select the Internet, which literally broke into the education system, although it was not designed specifically for it. It is curious that if it took 36 years for the phone to conquer the market of 10 million users, 7 years for the computer, then only 4 years for the Internet. The global market for Internet-based educational services increased from 2003 to 2006, in some regions 3 times [3].

With regard to education, it is important to emphasize that the Internet (more precisely, the web) is a man-machine system of interconnected computers, hypermedia information in them and users. This system provides interaction between all these elements on based on the TCP / IP protocol family (rules). Didactic properties provide the ability to publish information, access to it and exchange.

As the experience of foreign and domestic universities shows, in order to implement Internet technologies, it is necessary to systematically solve a number of tasks:

- organize logistics (programs, computer park, channels);
- develop (or purchase) educational support;
- to form a management structure responsible for the introduction of Internet technologies;
- prepare personnel (teachers, methodologists, technologists);
- prepare students;
- plan the process of online learning;
- to adapt the turnover document system;
- motivate the team;
- enlist the support of leadership.

By the way, the last point is typical not only for Russian education. Studies have shown that abroad the most significant factor impeding introduction of e-learning [4].

According to the degree (frequency) of the use of Internet technologies, we can distinguish the so-called "pure Internet training", when there is no direct contact between a teacher and a student at all, and “mixed” (blended learning), when Internet technologies are embedded in the traditional full-time educational process.

An important stage in the successful implementation of e-learning is the development of content (educational software). It materialized in the form of educational and methodological complexes (CMD) of a certain structure, which consists of the following elements:

- introduction to the course (author, abstract);
- training program;
- educational information (textbook or study guide);
- course study guide;
- reader (course electronic library);
- academic calendar;
- workshop;
- collection of tests;
- glossary, list of abbreviations and abbreviations;
- conclusion

Such a complex (or its fragments) can be placed on a CD (DVD), on the Internet, on a hard carrier (paper version of the CMB fragments). Developed or acquired by the university, the CMD can be used in the educational process, realizing it in various organizational forms of conducting classes (types of occupations). They can be called traditional terms with the addition of "electronic", although they have little resemblance to the traditional full-time options for lectures, seminars, consultations, etc. Thus, today there is the following is a list of electronic occupations:

- lectures (audio, video, slide lecture, text);
- consultations (individual, group, by e-mail);
- seminars (audio conferencing, video conferencing, epistoconference);
- laboratory and practical exercises;
- course projects (group, individual research, creative, informational);
- individual (home) assignments (essays, essays, tasks, etc.);
- testing;
- exams, tests;
- play activities;
- situational workshops (case studies);
- educational research papers;
- excursions and master classes;
- educational electronic portfolio.

Note that this list is constantly expanding quantitatively and qualitatively changing. For illustration, consider some types of activities.

*Electronic lectures* can be performed in versions of audio, video, slide lectures, in text form.

The first two options are intuitive - voice recordings and lecturer's images. Slide lecture is a sequence of voiced slide presenter. The text-graphic electronic performance of the lecture material does not lose its position.

*Laboratory work* in electronic format, especially with distance learning, was held back for a long time by the insufficient level of development of ICT tools. At present, this obstacle is virtually nonexistent. In e-learning, there are two ways to organize laboratory work and their combination: 1) provide the student with remote access over the network to a laboratory installation; 2) to simulate (simulate) the process on a computer model directly at the student's workplace (virtual laboratories).

E-learning has found widespread use of the *e-learning portfolio*, which is a collection of documents demonstrating the student's educational achievements. The ideology of this form of assessment is to shift the focus from the fact that the student does not know and does not know how, to the fact that he knows and knows how to do this. The meaning of the educational portfolio is:

- in showing what a student is capable of, i.e. in demonstration of their most strengths;
- in the integrated qualitative assessment of its competencies;

- in the transfer of pedagogical stress from learning assessment to self-esteem.

We rarely find a foreign conference in the field of education, where the use of *mobile technologies* would not be actively discussed. Recall that mobile technology is a collection of personal, wearable micro-sized hardware, software, as well as techniques, methods and techniques that allow all kinds of work on electronic data collection, storage, computer processing and playback of text, audio, video, graphic data in terms of operational communication with the resources of international computer and telephone networks.

Their didactic opportunities are quite extensive: access to educational resources on the Internet, mobile media libraries, DVB-TV broadcasting on PDA and communicators, prompt communication of participants in the educational process, personal diagnostics of health, audio / video recording of events, return to the usual handwritten data entry, etc..

The use of these opportunities is constrained by the high cost of mobile devices and the insufficient technical and psychological adaptation of the majority of participants in the educational process, especially the older generation.

*Video conferencing* is a type of telecommunication between two or more subscribers, which allows them to see and hear each other regardless of the distance between them. Video conferencing technology is used to organize video conferencing. Currently, the educational process in universities rarely goes without video conferencing, which is used to broadcast lectures, conduct discussions and consultations, show "situational" material, organize role-playing games, demonstrate various interview techniques and other options for presenting information that require high-quality transmission of graphics or movement.

The main arguments for using video and teleconferencing are:

- saving money and time required for a trip to the place of employment;
- the possibility of simultaneous participation in a training session of a large number of people who are in different places;
- conducting classes by the best teachers.

It should be noted that for the effective implementation of video conferencing in the educational process, good training of teachers and students is necessary.

The list of features and directions would be incomplete if we did not mention the direction, which can be called "open educational resources". The term "open" may be replaced by the terms "public, free, freely distributed." In other words, it means free access to the use of both educational resources and software for various purposes. Metaphorically, this trend can be called "communism in education." The experience of the formation of open educational resources in the Massachusetts Institute of Technology (MIT), the University of Tübingen (Germany), and others, who offer their courses for free to everyone via the Internet, is indicative.

Among the publicly available free software that can be used in the educational process, attention is drawn to the Moodle system for distance learning via the Internet, Google services, Web 2.0 Internet services, Skype video conferencing software and others.

In connection with the constant expansion of the list of information and communication technology tools and their didactic capabilities, the development of methodological support for their use in the educational process should be initiated.

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