

E-LEARNING EDUCATION AS A MEANS OF PROFESSIONAL SELF-REALISATION OF STUDENTS IN US HIGHER EDUCATIONAL ESTABLISHMENTS

This article reviews the experience of organizing and developing an e-learning system in US state universities. The features and technologies of US e-learning are described. The domestic experience of organization and development of distance learning in higher educational institutions is analyzed. The emphasis is placed on the fact that e-learning technologies can be used not only in distance learning, but also in other forms of learning. The requirements of the Concept of Development of Distance Education in Ukraine are specified.

E-learning is a form of organization of the educational process, which, through the use of ICT, can be realized both in the conditions of the geographical distance of the student and the teacher, and directly at the university for the formation of the independent activity of the student in relation to the mastering of the program of training in the specialty. Characteristics of e-learning process: flexibility, modularity, parallelism, large audience, economy, technological ability, social equality, internationality, new role of a teacher, positive influence on student (student, listener), increase of creative and intellectual potential of a person obtaining distance education, quality.

There are several models of distance learning: education by type of externa; university studies; cooperation of several educational establishments; autonomous educational institutions; autonomous training systems; informal, integrated distance learning based on multimedia applications.

Through distance learning, US universities form consortia for educational services for geographically-distant students.

In the United States, universities offer two types of courses through a distance learning system: credit rate – aimed at obtaining a degree on the condition of successful completion; non-credit courses and professional certification courses.

Such programs promote the acquisition of specialized knowledge in a "compressed" form and a fast pace to promote awareness of the latest achievements. A large number of such university programs are developed with professional associations, and therefore courses are based on real needs, and the acquisition of skills can be applied immediately after the completion of the program.

Having reviewed the experience of organizing and developing a distance learning system at US state universities, we came to the conclusion that in general universities offer distance courses and programs at all levels of training with the most diverse platforms and features. This diversity is one of the prerequisites for the high international competitive status of the higher education system and individual US universities.

Key words: *e-learning, distance education, distance learning technology, US education system, higher education, US experience, educational interaction, professional competence.*

Formulation of the problem. The need for implementation of electronic technologies is reflected in the national “Innovative educational activity”, in the Law of Ukraine “On the National Program of Informatization”, the Decree of the President of Ukraine “On Measures for the Development of Components of the Global Internet Information Network and Access to this Network in Ukraine and Other Regulatory Documents”.

Today it is necessary to develop a distance education at a rapid pace. That is why the first step towards developing an effective distance learning system is to study the experience of leading US universities.

Analysis of recent research and publications. The analysis of scientific psychological and pedagogical literature shows a considerable attention to the problems of introduction of remote technologies in the educational process of universities. The scientific and pedagogical principles of distance learning were developed by Ukrainian scientists V. Kukharenyk, V. Oliynyk, V. Rybalko, N. Syrotenko, P. Stefanenko and others. Significant interest in the survey is the work of foreign (R. Bel, J. Blumstuck, D. Kigan, J. Coumi) and Russian (O. Andreev, M. Moiseyev, E. Polat, V. Soldakin, A. Khutorskaya, etc.) researchers.

The purpose of the article is to analyze the experience of organizing distance learning as a means of professional self-realization of students of higher education in the United States.

Presentation of the main research material. Investments in education have always been given a great deal of attention in order to improve certain skills of future specialists, which are so necessary for employers. Actualization, for example, of information technologies, helps to eliminate geographic influence by introducing distance learning forms, helps to increase the possibilities to process large masses of information, and to provide educational services cheaper. According to the National Center for Educational Statistics of the United States, about 100 million people would like to continue to receive education, but lack of places prevents it. Colleges providing higher education in a position to provide only 15 million willing [6, p. 60].

Obtaining education by traditional means is too expensive, every year the cost of training increases. As proof, we give an example of the cost of studying in the US: 1970-1990 - the cost of public education increased by 38 %, and private – by 81 %. Sharan R. reveals one of the causes of the factor that contributed to the development of distance education. It's about the 2008–2009 Economic Crisis in the United States, when demand for better job search and professional conversion opportunities has grown. In turn, distance education was the beginning for the emergence of continuing education in the United States [5, p. 36].

About 90% of accredited US universities that have more than 10,000 students enroll in distance learning. It is about synchronous and asynchronous distance learning. Synchronous training involves receiving the instructor's

instructor's directions at a specific time and city. Asynchronous learning is characterized by freedom for the student to choose the time and place for instruction. But most distance programs require periodic visits to university students.

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In the United States, distance learning consortia provide students with access to e-courses offered by consortium-based institutions. We can mention multi-level and single-staff consortia. Multi-member consortia combine both state and private institutions. For example, the Southern Regional Educational Council (SREB)). The consortium was created by the Southern Regional Electronic Campus (<http://www.electronic-campus.org>), which has 244 colleges and universities programs in as many as 16 states. On-site students can get information on distance learning courses, content of programs, assessment methods, registration conditions, admission conditions and tuition fees.

An interesting form of consideration for us is the form of functioning of the Southern Regional Educational Council. It is characterized by decentralization. Most of the issues are solved by the Council itself, and its authority includes the establishment of a mandatory number of transformed loans passed, the cost of training, and conditions for access to types of educational services.

There are single-member consortia. Common consortia are generally common. For example, the Kentucky Commonwealth Virtual University (KCVU) (<http://www.Nku.Edu/-kycvu/>). More than 50 universities participate in the program. There are basically three components of the activity of such a virtual university:

- certification courses;
- certification committee;
- shared library access.

The University of Kentucky is the only Kentucky consortium that includes state and private institutions. There are also single-member consortia of public higher education institutions: (in Illinois, Tennessee, South Dakota, Oklahoma, Ohio, Michigan, New Jersey, Oregon). The position of the teaching staff regarding consortia is such that it is sometimes advisable to use the services of all universities at the same time. For example, some students use the services of modern private university consortia to study one course on different campuses and at the same time participate in other virtual programs. Such a process is possible under asynchronous training conditions.

For our study, attention should be paid to professional training when using the services of specialized consortia. For example, the National Technological University (NTU)) is the oldest consortium (<http://www.ntu.edu>). It employs 1200 programs online and provides training to 50 universities in the country. Now you can get a master's degree through 14 programs. Also National Technological University carries out technical trainings for its employees [2, p. 159].

The American Inter-Continental University Online (AIU Online) offers training at any time via the Internet or by telephone. It is only necessary to have a TOEFL test result (for foreigners), formal papers for completed secondary education to become a student of one of the most successful Universities in North America.

There are some peculiarities of studying in US consortia.

Transformation of loans is different even within one consortium; as a rule, the cost of training among consortium members is not consistent. In different consortia, the cost of training is also different; some virtual universities that are members of the consortium may require the presence of those studying at the university when it comes to certification programs; the success of the study programs by students is fixed by electronic journals.

Those wishing to study remotely are guided by the following requirements for the entrants:

- complete successfully the Scholastic Aptitude Test (SAT), the Graduate Record Examination (GRE) Test and the Test of English as a Foreign Language (Test of English as a Foreign Language (TOEFL));
- fill in application forms;
- provide letters of recommendation, application essays, works-justification of the purpose of study [2, p. 161].
- We will generalize the views of scholars that distance learning provides:
- professional certification. Programs that emphasize the qualifications of the employee, especially since most professions in the United States require periodic training, which must necessarily be certified by a certificate;
- degree programs. Many full-time people work for graduate degree programs. Because they can be completed without even attending a university.

American universities offer the following benefits of distance learning: direct referral to students, introduction of discussions, ensuring lifelong learning, flexibility [2, p. 154].

When comparing distance and distance learning, the difference lies in the methods of giving instruction (teaching). Part-time education is a form of distance learning, which involves communication by mail and is carried out individually, without classroom classes. It is offered time to perform tasks. In turn, forms of distance learning include the creation of simulations of classroom activities, such as online discussions, videomonitoring, electronic meet-

ings, when discussing and commenting on topics. Formation of competencies of students during distance learning is reflected in the organizational forms: webinar, execution of control works, videoconference, virtual consultation, virtual tutorial, group protection of projects, business game, exam, individual project protection, consultation, conference, coaching, circular feedback, laboratory work, lecture, master class, mentoring, Sunday school, educational competition, educational expedition, transfer of authority, practical employment I, presentation, project-analytical session, work with cases, work on the project, rotation, independent work, seminar (conference): offline or online, internship or industrial practice, tutorial, training, participation in the project [3, p. 305].

Andreev distinguishes the following forms of employment:

- lectures (audio, video, slide lecture, text lecture);
- consultations (individual, group, e-mail);
- seminars (audit conference, videoconference);
- laboratory and practical classes;
- course projects (group, individual, research, creative, informational);
- individual (home) tasks (essays, abstracts, tasks, etc.);
- testing;
- exams, credits;
- gaming activities;
- situational workshops (case studies);
- educational research work;
- excursions and master classes;
- educational electronic portfolio [1, p. 305].

Gradually and changing forms of work associated with the introduction of e-learning. These are forums, chats, blogs, audio and video conferences, business games, computer games, joint designing and editing of resources, creation and storage of syllables on training resources, participation in projects of network communities, interactive translation, affiliation of events, processes to coordinates, polls, voting, computer control of knowledge, skills and abilities [4, p. 29].

There is a problem of the need for a deeper analysis of the methodology of conducting training sessions, for example, video conferences and lectures. The lecture in the format of the video conference is based on the creation of a presentation material, which should emphasize the pedagogical impact on the audience. Using presentations allows:

- realize the principle of visibility;
- emotionally decorate the explanation of the educational material;
- create a teaching material for easier perception by its students;
- to monitor the work of students while presenting lectures in interactive mode [4, p. 31].

Conclusions. Since today, distance learning in the United States is the main tool for all professional activities of the individual, then professional self-realization of future professionals cannot occur in his absence, but directly based on it.

The use of distance learning through the computer network of the Internet contributes to the provision of access to the information necessary for the professional self-realization of future specialists, and electronic media facilitate communication with the aim of exchanging professional experience, implementing the cognitive and creative potential of the individual.

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Гаврилюк Н. М. Онлайн-освіта як засіб професійної самореалізації студентів вищих навчальних закладів США

У статті розглядається досвід організації та розвитку системи онлайн-освіти у державних університетах США. Описано особливості та технології онлайн-навчання США. Проаналізовано вітчизняний досвід організації та розвитку дистанційного навчання у вищих навчальних закладах. Акцент робиться на тому, що технології онлайн-навчання можуть використовуватися не тільки в дистанційному навчанні, але і в інших формах. Визначено вимоги Концепції розвитку дистанційної освіти в Україні.

Онлайн-навчання – це форма організації навчального процесу, яка за допомогою ІКТ може бути реалізована як в умовах географічної відстані студента і викладача, так і безпосередньо в університеті для формування самостійної діяльності студента щодо засвоєння програми підготовки за спеціальністю. Ознаками дистанційної освіти є гнучкість, модульність, паралелізм, велика аудиторія, економіка, технологічні здібності, соціальна рівність, інтернаціональність, нова роль вчителя, позитивний вплив на студента (студента, слухача), підвищення творчого та інтелектуального потенціалу людини освіта, якість.

Є кілька моделей дистанційного навчання: освіта за типом зовнішнього навчання, університетське навчання, співпраця декількох навчальних закладів, автономні навчальні заклади, автономні навчальні системи, неформальне, комплексне дистанційне навчання на основі мультимедійних додатків.

У Сполучених Штатах університети пропонують два типи курсів за допомогою системи дистанційного навчання: ставка за кредитами, спрямована на отримання ступеня за умови успішного завершення; некредитні курси та професійні сертифікаційні курси.

Такі програми сприяють придбання спеціалізованих знань у “стислому” вигляді та швидкими темпами для підвищення обізнаності про останні досягнення. Велику кількість таких університетських програм розроблено з професійними асоціаціями, тому курси ґрунтуються на реальних потребах, а придбання навичок може бути застосовано відразу після завершення програми.

Розглянувши досвід організації та розвитку системи дистанційного навчання на американських державних університетах, ми дійшли висновку, що університети пропонують дистанційні курси та програми на всіх рівнях навчання з найрізноманітнішими платформами та функціями. Це різноманіття є однією з передумов високого міжнародного конкурентного статусу системи вищої освіти та окремих університетів США.

Ключові слова: онлайн-навчання, дистанційна освіта, технології дистанційного навчання, система освіти США, вища школа, досвід США, навчальна взаємодія, професійна компетентність.

Гаврилюк Н. М. Онлайн-образование как средство профессиональной самореализации студентов высших учебных заведений

В статье рассматривается опыт организации и развития системы онлайн-образования в государственных университетах США. Описаны особенности и технологии онлайн-обучения США. Проанализирован отечественный опыт организации и развития дистанционного обучения в высших учебных заведениях. Акцент делается на том, что технологии онлайн-обучения могут использоваться не только в дистанционном обучении, но и в других формах обучения. Определены требования Концепции развития дистанционного образования в Украине.

Онлайн-обучение – это форма организации учебного процесса, которая с помощью ИКТ может быть реализована как в условиях географического расстояния студента и преподавателя, так и непосредственно в университете для формирования самостоятельной деятельности студента по усвоению программы подготовки по специальности. Характеристиками дистанционного образования являются: гибкость, модульность, параллелизм, большая аудитория, экономика, технологические способности, социальное равенство, интернациональность, новая роль учителя, положительное влияние на студента (студента, слушателя), повышение творческого и интеллектуального потенциала человека образование, качество.

Существует несколько моделей онлайн-обучения: образование по типу внешнего обучения, университетское образование, сотрудничество нескольких учебных заведений, автономные учебные заведения, автономные обучающие системы, неформальное, комплексное дистанционное обучение на основе мультимедійних приложень.

В Соединенных Штатах университеты предлагают два типа курсов через систему дистанционного обучения: ставка по кредиту, нацеленная на получение степени при условии успешного завершения, некредитные курсы и курсы профессиональной сертификации.

Такие программы способствуют приобретению специализированных знаний в “сжатой” форме и быстрыми темпами, способствуя осведомленности о последних достижениях. Большое количество таких университетских программ разрабатываются с профессиональными ассоциациями, и поэтому курсы основаны на реальных потребностях, и приобретение навыков может быть применено сразу после завершения программы.

Рассмотрев опыт организации и развития системы онлайн-обучения на американских государственных университетах, мы пришли к выводу, что в целом университеты предлагают дистанционные курсы и программы на всех уровнях обучения с самыми разнообразными платформами и функциями. Это многообразие является одной из предпосылок высокого международного конкурентного статуса системы высшего образования и отдельных университетов США.

Ключевые слова: онлайн-обучение, дистанционное образование, технологии дистанционного обучения, система образования США, высшая школа, опыт США, обучающее взаимодействие, профессиональное обучение.