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ONLINE-COURSES IN THE CONTEXT OF THE FORMATION OF THE GLOBAL INFORMATION SOCIETY

CURSOS EN LÍNEA EN EL CONTEXTO DE LA FORMACIÓN DE LA SOCIEDAD GLOBAL DE LA INFORMACIÓN

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ABSTRACT

The article deals with the problems of creation and use in modern education and in the system of professional development of teachers of mass open online courses (MOOC). To date, mass open online courses are becoming increasingly important in higher education. For the university new tasks are set, which consist not only in the provision of educational products and services, but also in the promotion of a fairly new direction - open educational resources. A large role in this process is played by mass open online courses (MOOCs) - an educational technology that allows providing training to a wide audience of listeners, regardless of age, remoteness of residence, social status. The number of listeners of such courses can reach several tens of thousands of people simultaneously and for free. Today MOOCs provide advanced world universities and educational organizations, and the trainers of such courses are the best specialists and researchers in their field.

Keywords:

Education, university, educational process, efficiency, students.

RESUMEN

El artículo trata de los problemas de creación y uso en la educación moderna y en el sistema de desarrollo profesional de profesores de cursos en línea abiertos masivos (MOOC). Hasta la fecha, los cursos abiertos masivos en línea son cada vez más importantes en la educación superior. Para la universidad se establecen nuevas tareas, que consisten no solo en la provisión de productos y servicios educativos, sino también en la promoción de una dirección bastante nueva: recursos educativos abiertos. Un gran papel en este proceso lo juegan los cursos masivos abiertos en línea (MOOC), una tecnología educativa que permite brindar capacitación a una amplia audiencia de oyentes, sin importar la edad, la lejanía de la residencia o el estatus social. El número de oyentes de dichos cursos puede llegar a varias decenas de miles de personas simultáneamente y de forma gratuita. Hoy los MOOC proporcionan universidades y organizaciones educativas mundiales avanzadas, y los instructores de dichos cursos son los mejores especialistas e investigadores en su campo.

Palabras clave:

Educación, universidad, proceso educativo, eficiencia, estudiantes.

INTRODUCTION

The distance learning system is an information system designed for planning, conducting and managing all educational activities in the organization, including training, conducted both in full-time and in distance form. A more accurate name for the distance learning system, reflecting the functionality that modern distance learning systems have, is the Learning Management System. Among the possibilities of using the system of distance learning, one can single out the passage of instruction independently, along with the possibility of remote training. Distance learning today is primarily focused on the organization of corporate training. When passing distance learning, the majority of distance learning students should simultaneously perform their duties. As a result, it is difficult for them to draw up a training schedule for their traditional full-time studies. The ability to independently attend training, when convenient, is key to this category of students.

The development of educational content contains a set of tools that solve a wide range of tasks. From creating simple tests for testing listeners, to developing complex multimedia courses. Distance learning is closely related to information technology, in fact, being in some sense a part of them. For this reason, most of the emerging new opportunities in the field of information technology are rapidly finding their application in distance education, which takes them much faster than other forms of training. Distance learning is the majority of the students pass independently. Undoubtedly, within the framework of distance learning, students receive methodological support. Including they have the opportunity of periodic on-line communication with the teacher. However, during the training, students often face the need for additional information. Distance learning, unlike other forms of training, provides an opportunity to give the listener access to a large amount of additional material that he can use directly during training. In addition, within the framework of distance learning, the organization of group work with participants in a particular course plays a very important role. Joint telecommunication projects of course participants with partners should be provided, organizing discussions, presentations of groups and individual presentations of intermediate and final results in the course of electronic teleconferences, exchange of opinions, information with course participants, as well as with any other partners, including foreign ones by Internet.

The article is devoted to theoretical and practical issues of the development of mass open online courses in the context of higher and continuing education. The stages of the emergence of this direction of distance training, analyzed the characteristics of the two types of such courses,

highlighted their advantages and disadvantages. The article outlines possible ways of using existing mass open online courses in the Russian higher education system.

In the second half of the twentieth century there was a movement for open education, which provided access to educational materials and created conditions for the training of almost any trainee. In the XXI century. There were mass open online courses (MOOC) (English massive open online course - MEP). The prototype of MOOC can be considered the OCW Internet service (Open Course Ware), created at the Massachusetts Institute of Technology, where since 2002 the materials of different training courses are open for public access. The English-language term of the MEP was first used by D. Comier in 2008 when he discussed with his colleagues S. Downes and D. Simens the online course "Connectivism as a Learning Theory" (Connectorism and Connective Knowledge - SCQ08), which, in fact, became the first MOOC. At the time, 2,300 students were enrolled, which exceeded the expectation of the authors in ten times and allowed to call SCQ08 the first mass open online course.

The next significant event in the development of MOOC was the online course of Stanford University "Introduction to Artificial Intelligence" in 2011, sponsored by S. Trun and P. Norvig. There were 160,000 students enrolled in the course from 190 countries, and out of 200 students enrolling in the full-time course, after only a few weeks, only about 30 people attended university classes, preferring the online version. Training on the course was completed by 23,000 students who received electronic certificates.

DEVELOPMENT

In Russia, the active implementation of the of mass open online courses began in late 2013, a special breakthrough occurred in the 2014-2015 school year. Dozens of different courses in Russian are already actively functioning, which are placed on the domestic and foreign platforms intended for the implementation of the MOOC. It should be noted, however, that today these are in many respects not real courses intended for the education of schoolchildren and students, but experimental courses that are conducted by the developers to verify and develop the rules for organizing and holding the MOOC, assessing problems and risks.

At present, consumers of mass online courses in the west are:

- Higher and secondary professional educational institutions (universities and colleges) in the implementation of new educational programs, through the implementation

of courses they provide promotion of their brands, attract able young people to learn, receive additional finance.

- A system of professional development and professional retraining, which uses to promptly create the required new competencies for the working population and to obtain a certificate in various directions of professional activity at a convenient time (mostly without leaving the main job) at a pace that is convenient for the listeners.

In 2012, there was a qualitative leap in the development of Internet platforms implementing this type of online learning, which was reflected in a large number of newspaper, scientific and online publications. Today there are a sufficient number of commercial and non-commercial organizations involved in the development and support of MOOC. Work on their creation takes place within the framework of international cooperation of the world's leading universities and other educational institutions. Thus, it unites 107 universities and organizations and offers about 900 courses in 20 languages. London University, University of Edinburgh, University State of Michigan and others represent courses in economics, jurisprudence, mathematics, pedagogy and many other areas.

The edX platform, created by the Massachusetts Institute of Technology and Harvard University, hosts more than 300 courses in various fields of knowledge. Today, the audience of the three platforms mentioned above, launched in the US in 2011-2012, is estimated at millions of people, but in other countries similar projects are implemented that implement training through the MOOC.

In the UK, the Open University together with leading universities created the Futurelearn platform, in Russia the Lecterium project was launched, in which there are two directions: a media library (video lectures in the public domain) and MOOC. Open universities in Australia have launched the Open2Study project, a platform on which about 50 courses are distributed, distributed over eight categories. Work is under way to create Internet sites in Canada, countries The European Union, Latin America. In addition, there are many IECs that are offered by universities and organizations on their websites or simply on the site's own website. Moreover, some of them are built on the principles.

The use of modern educational technologies in the construction of courses (the widespread use of ICT, the use of techniques for the development of critical thinking, orientation to project technology, etc.) makes the learning process personally and activity oriented, the learner really becomes an active subject of the educational process.

The students have a chance to gain access to advanced education, an opportunity to learn from the best teachers from the world's leading universities. Courses in foreign languages, of course, contribute to their informal development. A portfolio of students is formed (the tasks themselves are completed, reviews and reviews are kept to them), in the future there is the possibility of becoming a further scientific and educational trajectory and employment. However, it is necessary to talk about the problems and risks of implementing the MOOC:

- Sufficient digital and information competence of the students is necessary, otherwise problems will arise in the performance of the course tasks;
- It is necessary to have a high-level ability to learn;
- To plan their activities, assess the results of their work, reflect on the results of training, make up their own educational route, you need a high level of self-organization;
- Different level of training of students (professional, pedagogical, cultural) in one group, significantly different age composition, and therefore different mentality can create problems with relationships within a virtual group;
- Possible inadequacy in the case of mutual evaluation, especially in the absence of clear and clear criteria for assessing the work performed;

It is impossible to establish that the task was carried out by the participant of the course, and not by someone else (verification - authentication);

- There are elements of chaos in the organization of the learning process, as participants create their own content of training and form their own educational routes;

Speaking about the use of MOOC within the framework of training in higher professional education programs it is possible to single out two directions: obtaining credit units and organizing independent work of students.

CONCLUSIONES

The development of distance learning makes it possible to create additional jobs for the staff, i.e. teachers and employees who will monitor and organize the learning process is also a perspective for the development of distance education. Getting education remotely, the population reduces the costs of training, and the material side of training is one of the key moments in obtaining education. Prospects for the development of distance education are also noted when assessing the quality of education. Using modern teaching aids, computer programs, information technologies, the Internet, remote forms, it is possible to improve the quality of education, since the student has

more opportunities for access to educational and additional material, has a faster way of communicating information and interacting with teachers and organizers of the learning process. One of the advantages of the distance education system for the Institute of Education is the compensation of the deficit of the teaching staff. Thanks to this form of education, students are provided with knowledge from leading specialists, training in various prestigious universities of our country and abroad.

Modern state standards of higher professional education assume large volumes of independent work of students, which requires the teacher to develop training materials and forms of organization of this type of work. One of the options for independent activities can be the passage of the MOOC, developed in this discipline by other educational institutions. In this case, since the teacher does not have access to the results journal, it is necessary to determine how students are monitored. When choosing forms of control, the teacher should consider the following factors: the number of students involved in this type of work; number of lecture hours; conformity of the chosen MOOC to the material studied in the class. With a high percentage of online students, the total number of students in the group should be allocated to the classroom for discussion of the online course materials, otherwise it is better to hold such a discussion in a consultation where students from different groups are invited.

The use of the ready-made MOOC requires additional training from the teacher: either passing the MOOC at the stage of choosing the appropriate

course, or work with the materials of the course in parallel with the students. The use of the IOOC for the organization of independent work is limited by a number of factors: a small number of MOOC in Russian; uneven thematic distribution, namely courses on technical, economic and natural sciences are much more humanitarian; discrepancy of the curriculum with the dates of the beginning of the MOOC.

Successful training in the MOOC requires a high level of self-organization and a good level of ICT competence. It is necessary to specially teach the participants of the course to work in it, as well as analyzing the effectiveness of their training, analyzing the results of doing homework and tests, etc.

Different specialists should participate in the design of the materials for the IOOC and in their creation. Particular attention should be paid to the design of tests and other materials aimed at evaluating the effectiveness of training.

It is very important to record high-quality video and specially train modern teachers to work in front of the camera.

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