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ANALYSIS OF FOREIGN EXPERIENCE IN ORGANIZING THE ELECTRONIC LEARNING ENVIRONMENT OF THE HIGHER EDUCATION INSTITUTION

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ANNOTATION

In the article, it is the need of the hour to study the development achievements in the field of the most advanced education in the world experiences, to use the aspects that are suitable for our national characteristics. We will consider the experience of Great Britain, Australia, South Korea and Japan from the countries with high levels of development, with high educational development and quality indicators recognized by experts.

Keywords: Information, Communication and Technology (ICT), technology, of tools, equipment and application support.

Traditional and innovative educational tools based on the use of computer equipment and telecommunication tools and other new information technologies are used in the process of organizing and managing the electronic education process in higher education institutions. This is called "Software and technical tools of education" in the language of modern education.

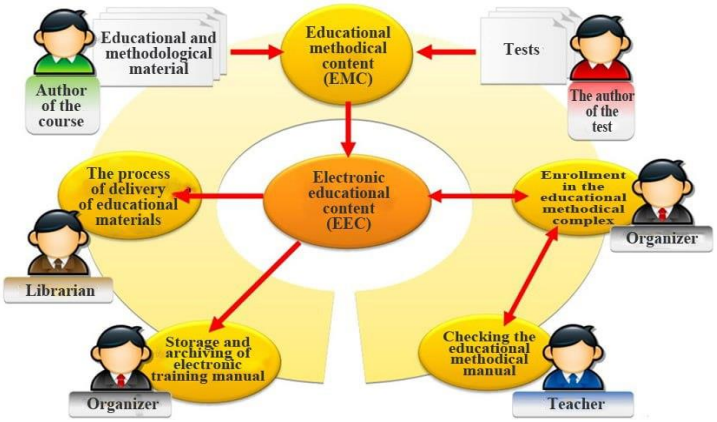

Figure 1 Organization and management of the electronic education process in higher education institutions.

The software and technical tools introduced for the organization of electronic education must solve the following pedagogical tasks:
- the possibility of independent study;
- providing favorable conditions for mastering educational material;
- working with students and carrying out interaction on the basis of collective communication.
Among the many sources of organization of the electronic education system of the higher educational institution, the following can be indicated:
- authoring software products (Authoring tools);
- LMS (Learning Management Systems) systems that control the virtual educational process;
- internal content management systems CMS (Content Management Systems).

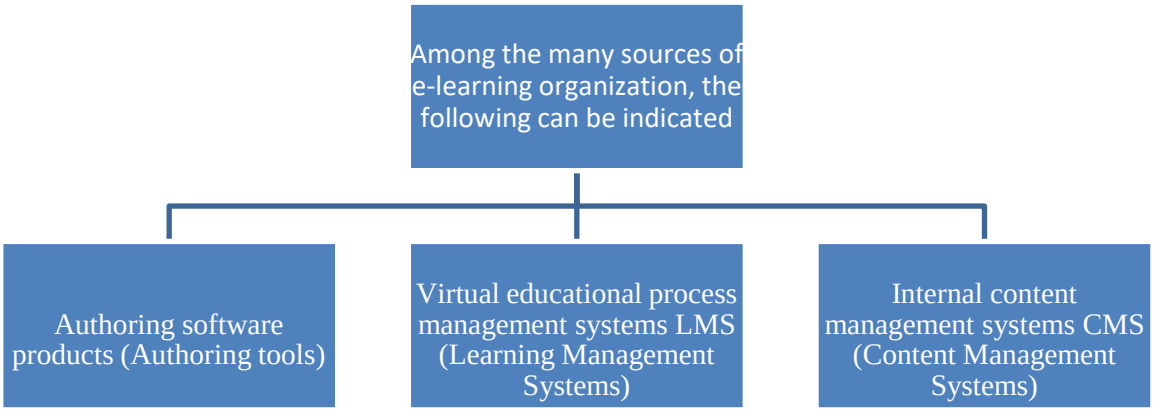

Figure 2. OTM in organizing and managing electronic education
structure of used software.

As we all know, every university or educational institution tries to create its own virtual information learning environment based on modern technologies to manage its educational process. By now, there is no need to create a virtual information learning environment, because various types of software packages adapted to the Web environment are supported by the cooperation of enthusiastic programmers and employees working in the field of e-learning, as well as by educational funds. as a result, free and open source software was created.
Studying the achievements of development in the field of the most advanced education in the world, using the aspects suitable for our national characteristics, is the need of the hour. We will consider the experience of Great Britain, Australia, South Korea and Japan from the countries with high levels of development, with high educational development and quality indicators recognized by experts.
Primary (Unity) model. According to its organizational structure, this model is organized only for the purpose of distance learning and working with students. Teaching is carried out in such a way that the daytime form of education is not necessary. All teaching is done remotely through e-learning. In this model, there are regional learning centers where students can get advice from teachers and take two final exams.

In such universities, teachers and students are given great freedom in choosing the forms and methods of educational activities. There are no strict limits on time and study schedules. Teaching in this principle is organized in Open universities, for example, in the Open University of Great Britain (United Kingdom Open University - http:www. open.ac.uk).

Dual (Dual) model. In such a system, the university trains full-time students both on a part-time and part-distance basis. Both have the same timetables, curricula, exams and evaluation criteria. Typically, universities that have developed a dual model are traditional universities that have a larger number of full-time students than distance students. That's why full-time students, who have access to a wide range of educational materials, will benefit from the combination of two forms at the same university. In such universities, distance courses are not always profitable, sometimes they are carried out partly at the expense of teaching full-time students. In such cases, the main emphasis is on experience, research on pedagogy and methodological innovations, etc. This model of distance education was established at the University of New England, Australia-http:www.une.edu.au.

Mixed model. This model envisages different forms of distance education of university students, or rather, the integration of forms. For example, full-time students study part-time courses in distance learning programs or in parallel with full-time courses taught by a teacher of this university. Also, in this model, there may be a combination of different forms of training in the form of virtual seminars, presentations, lectures within the framework of traditional courses. The higher the university is equipped with information and communication technologies, the more diverse the forms of teaching. Such integrated courses are organized at Massey University in New Zealand (Massey University, New Zealand - http:GGwww.massey.ac.nz).

South Korea's success and education system. In the field of education, South Korea's education sector takes a leading place in the world, and its scientific competence is growing rapidly. In 2015, South Korean youth took the first place among students of 19 countries in monitoring researches representing the quality of education for 18-year-olds.

There are 359 higher education institutions in South Korea, where about 3.5 million students study. 222 of these higher educational institutions are four-year colleges, 180 are private educational institutions. 85 percent of all existing higher educational institutions are private educational institutions. 78% of students in universities and 96% in vocational schools study in private educational institutions. 23 percent of the total costs of universities are financed by the state. Like other developed countries, higher education in South Korea is conducted at two levels (undergraduate and graduate).

Undergraduate programs are designed for 4 years and consist of at least 130 credit units. The first two years of the curriculum consist of general academic subjects, and the last two years of specialized subjects. Bachelors are mainly prepared in universities and colleges based on a 4-year curriculum.

In 2000, 4.5% of the South Korean government's gross national product was allocated to education. But in Europe, this indicator is much higher: it is 6.1% in Hungary and 7.5% in France. Nevertheless, the fact that the people of South Korea pay attention to education can be seen in the achievements of the country in all fields. The reason for the high performance achieved in the education system in South Korea today is indicated by experts as the following features:

-The nature of the passion for education in the people of South Korea;
-In the education system of South Korea, special attention is paid to the process of independent education of students.
- The fact that the majority of pedagogues are men in the education system in South Korea is considered to have served as a factor in the steady development of the system;
- The fact that South Korean youth spend a lot of time on education can be seen in the fact that Korean students spend a few extra hours outside of school for additional knowledge or practice. Japanese education system. The higher education system includes the following four types of educational institutions: 1) full cycle (4 years) and accelerated cycle (2 years) universities; 2) vocational colleges; 3) special training schools (technological institutes); 4) schools of post-graduate education (master's degree). Experts explain that as a result of the Japanese education system, the country is training highly qualified personnel and intensively applying scientific and technical achievements. The reasons for the high quality indicators achieved in Japan today are indicated by experts in the following features:
-The nature of the increase in the size of the private sector in the Japanese education system ensures the development of a competitive environment, as in other fields. The existence of international characteristics is the fact that exams and tests in all educational institutions are conducted in English at the same level as in Japanese, and the experiences of developed European countries are absorbed more quickly through the language.
- Scientific-research organizations operate directly in educational systems, and scientific innovations are quickly applied to practice with their responsibility and direct responsibility for the results of educational institutions.
As a result of the annual updating of educational programs of the educational system, special attention is paid to the process of independent learning of students, the ability of students to learn independently is at a high level and the nature of improvement, modern innovations in the fields of science. The fact that the changes are reflected in the educational programs shows that the educational content is improving from year to year in terms of content.
The nature of the high requirements of examination controls and the imposition of strict measures in the processes of the stages of the educational system causes an increase in the responsibility of pupils and students.
The basic knowledge, skills and abilities of students are formed only in the process of independent education, the ability to work freely develops and interest in creative work appears in them.

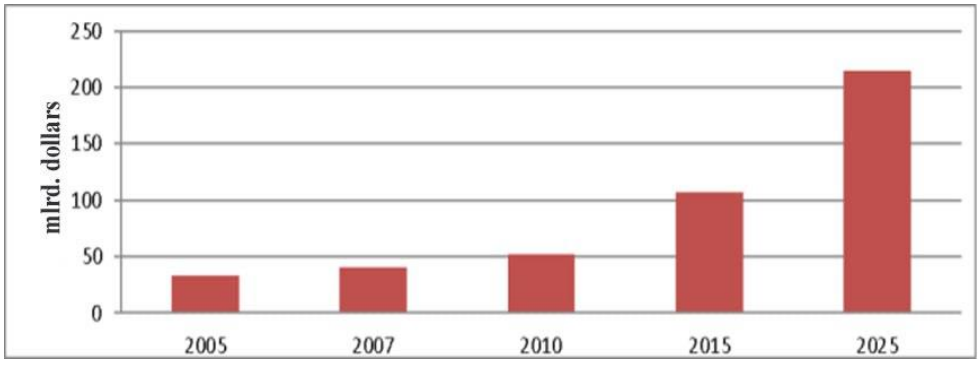

Figure 3. Global growth rate of e-learning education market

The role and importance of e-learning today and in the future can be assessed by its size in the world industry. This volume in 2005 was 48 billion. amounted to 52.6 billion dollars by 2010. made up the dollar. According to forecasts, the size of the distance education market in the world in 2015 will be 107 billion. will reach USD 215 billion in 2025. is a dollar (Figure 3).

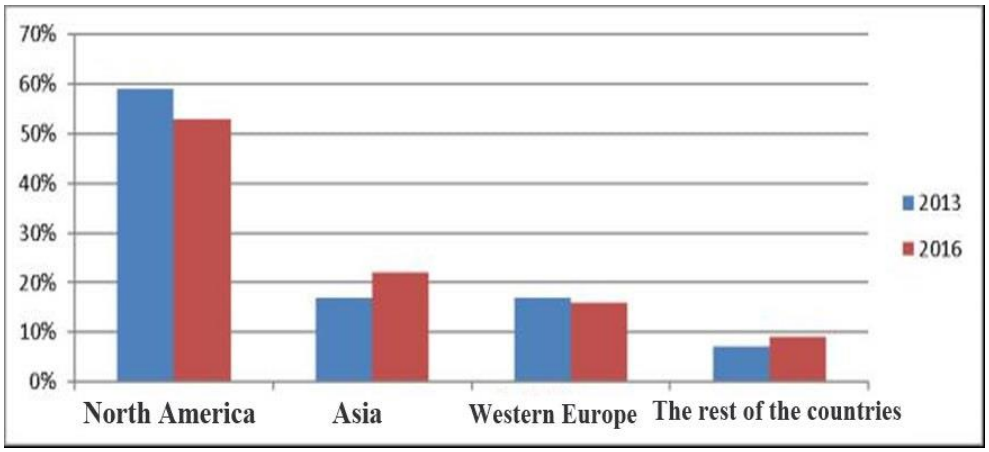

Figure 4 The largest share of the e-learning market belongs to the USA and the countries of the European Union

Share of the e-learning market corresponding to certain regions (%). Nevertheless, the growth percentage of the market corresponds to Asian countries, it is 17.5% (in the USA and Western European countries, 4.5 and 5.8%, respectively, in Eastern Europe - 16.5% and 14.5% in Latin America).

The high pace of modern development requires the use of fast and cheap methods of generating and transferring knowledge. E-learning can be considered as the best tool for these purposes.

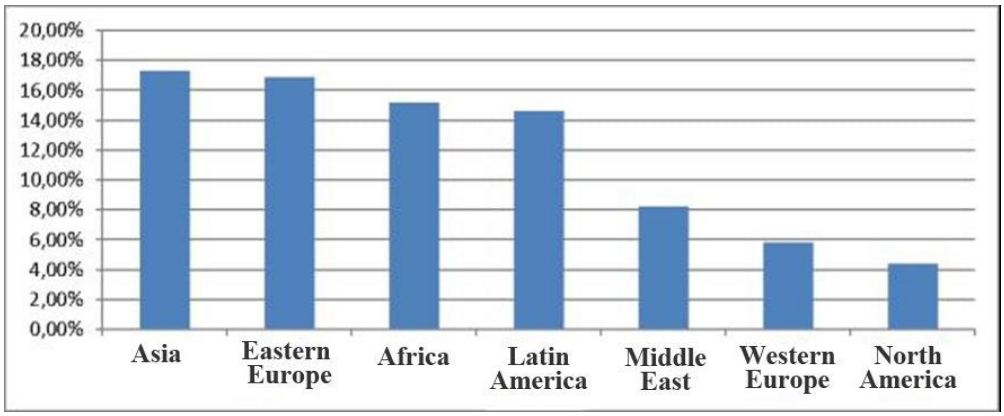

Figure 5. E-learning market growth rate in different regions

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