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MODERN CONDITIONS OF USING THE LEARNING PLATFORMS IN HIGHER EDUCATION

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The modern world requires not to increase the amount of knowledge, but the quality of their assimilation and the ability to apply it in practice, as well as create something new on the basis of the information received. These goals are almost impossible to achieve without the use of teaching methods that would make students not passive listeners, but active participants in the learning process. It is this opportunity that has appeared with the use of modern interactive learning technologies, the scope of which is very wide. Interactive technologies are techniques and methods of teaching, in which it is possible to react differently to any actions of the participants during their interaction [1, p.369–380]. The main goal is the purposeful involvement of each of the students in the processes of education and research, which has a positive effect on the motivation of students and the overall effectiveness of the cognitive process. And also to be able to act in a team, to express tolerance to a different point of

view, to respect the participants' right to freedom of speech, to develop life and professional experience, to have conscious competence.

A noticeable global trend in the development of higher education today is the openness of online platforms, educational technologies and web services, which has embodied in the international movement for the creation and distribution of open educational resources. The emergence of them has become a sensation, since educational materials, e-courses, multimedia educational elements constitute an intellectual asset of any educational institution, access to which has been difficult for many years. Open educational resources provided Internet users with the opportunity not only to freely study educational materials, but also to distribute and recycle them [2, p. 292–305]. For the university and teachers, the course on openness means the need to improve teaching methods and educational programs, because the quality of published open educational resources has a great influence on the university's image in the academic community and prestige in the business community. Thanks to them, teachers and students can compare freely available educational materials with materials that are used in the educational process of their institution. The modern concept of educational platform integrates a wide range of various possibilities. This concept owes its name to the fact that a wide variety of software products, systems and complexes are installed on the educational platform. Therefore, the educational platform is an integrated concept, the so-called multifunctional systems for automating the management of an educational institution, virtual and managed educational environments.

The practical implementation of educational platforms in a higher educational institution allows [3, p.128-135]:
- to develop fundamentally new pedagogical approaches to the organization of the educational process;
- to simplify the process of development and adaptation of pedagogical applications (due to the knowledge base available on the platform, electronic educational tools with links to educational portals and sites, as well as built-in instrumental systems);
- use in the educational process testing and diagnostic systems that contain a bank of questions and tasks in many disciplines with the possibility of making changes and additions to questions and tasks;
- to check the dynamics of the development of students' creative abilities.

The implementation of educational platforms simplifies the process of teachers creating their own teaching materials, test items and using the ready-made electronic educational tools and modeling programs already available in the system [4, p.86-89]. These software products are located on the school's server and can be accessed by students and teachers in a synchronous or asynchronous mode, regardless of their location. One of the main functions of the learning platform is to provide content and resources, but changing types of learning content is transforming the learning platforms themselves. To solve the problem of the effectiveness of the development and distribution of educational content, many participants in the process, including government departments, institutions and companies, have tried to develop interoperability standards. As a result, in 2005, at the initiative of the US Department of Defense, a collection of specifications and standards for distance learning was developed, known as SCORM (Sharable Content Object Reference Model). In the SCORM model, the emphasis is on individual learning objects commonly used in self-study with a computer. This type of training is characterized by individual interaction with an automated program available through the interface [5, p.49-51].

Massive open online courses are one of the most important trends in higher education in recent years. MOOCs provide open access, free video educational content, communication on forums through an online platform for a large number of listeners at the same time who decide to take a course or get an education. MOOC is an innovative direction in the field of distance education, due to flexibility in

time and place, MOOC brings together students, teachers, scientists, as well as ordinary listeners around the world. MOOCs are based on a collaborative approach, so all educational material is distributed to the audience, and the courses are designed for an unlimited number of students. Most of the online course assignments take place in social learning environments where participants share material and interact with each other [6, p. 1-16]. Online learning platforms today offer three alternatives to auto-graded assignments. The first one is verification by the teacher: in the conditions of large number of students at MOOCs, it is used extremely rarely, usually for evaluating special, for example, competitive works or for making decisions in controversial situations when the student does not agree with the assessment given to him automatically by the platform or fellow student. The second is self-assessment: the student uploads his assignment, and then receives the criteria by which he should evaluate this assignment. The third is mutual or cross-evaluation: the work submitted by one student is checked on the basis of the criteria formulated by the teacher by another student, randomly selected by the platform. Many teachers are skeptical about the second and third alternatives, as they consider the trainees insufficiently qualified to carry out the assessment procedure.

Nowadays the most popular and demanded MOOCs are: Coursera – 30 million users, edX – 14 million, Khan Academy – 9 = million, FutureLearn – 7 =.1 million users (Table 1).

Table 1 – Brief description of modern massive open online courses in the world

№	Platform name	Developers	Characteristics
1	Coursera	Stanford University, USA. https://www.coursera.org/	Each online course is taught by leading instructors from the best universities and educational institutions in the world. Courses include recorded video lectures, various assignments to consolidate the material, and forums for discussing possible problems and questions. After completing the course, students receive an electronic certificate
2	EdX	Harvard University, Massachusetts Institute of Technology, USA. https://www.edx.org/	EdX is a trusted learning platform that delivers innovative programs in architecture, culture, economics, engineering, languages, literature, jurisprudence, history. EdX offers 3courses on a variety of topics ranging from Computer Science to Leadership and Communication
3	Khan Academy	Harvard University, Massachusetts Institute of Technology, USA. https://www. khanacademy.org/	Khan Academy offers hands-on exercises, instructional videos, and a personalized learning dashboard that allows listeners to learn at their own pace in and out of the classroom. Khan Academy offers classes in mathematics, science, computer programming, history, economics, and other disciplines. Millions of students from all over the world study at their own individual pace on the Khan Academy platform every day. Educational platform resources translated into over thirty-six languages
4	Futurelearn	Open University, UK. https://www. futurelearn.com/	Futurelearn offers a variety of courses from leading universities and cultural institutions from around the world. Open online courses are available on mobile devices, tablets and desktops. Futurelearn courses are divided into two weeks. In the learning process,

			students watch video lessons, listen to audio lectures, and also perform tests to check the material they have passed. Upon completion of the course, students, subject to its successful completion and gaining the required number of points, receive a digital certificate, and later a printed copy

The origin of the above MOOCs is rooted in the concept of ideal education, open and free, where knowledge should be shared freely. This concept notes that the desire to learn must be satisfied regardless of demographic, economic and geographic constraints. Therefore, elite institutions of higher education are creating open learning platforms so that more students can take advantage of innovative online learning opportunities completely free of charge. All learning platforms increase student motivation for self-education, develop a culture of inclusion and learning [7, p.150-155]. Using the platform as a tool for personalized education, blended learning allows students to be given a more individual approach than traditional teaching usually provides. The development of national platforms for support of distance education systems, taking into account the laws of the educational process, contributes to the transformation of the education sector into a free innovative educational environment, requires a holistic and systematic approach and should be aimed at the development of intellectual human capital as a strategic resource that meets the challenges of the new digital reality and social development. MOOCs provide free access to cutting edge courses and modernize existing higher education models by combining new business models with innovative technology.

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DEVELOPING FOREIGN LANGUAGE COMMUNICATION SKILLS THROUGH DISCUSSION

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