

навыками и умениями в чтении аутентичной литературы специалист может считаться высококвалифицированным.

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Modern Trends in Online Education

В статье отражен поиск инновационных методов обучения. Автор рассматривает предпосылки создания онлайн-образования, тенденции его развития, обсуждает его современное состояние, выявляя слабые и сильные стороны.

Ключевые слова: инновации в образовании, онлайн-обучение, персонализация, MOOC, смешанное обучение, социальные сети, перевернутый класс

The article reflects the search for innovative teaching methods. The author examines the prerequisites for creating online education, its development trends, discusses its current state, identifying strengths and weaknesses.

Keywords: innovation in education, online learning, personalization, MOOCs, blended learning, social networks, flipped classroom

With the development of the modern education system it has become increasingly common to talk about distance learning format in the educational process [1], [2], [4], [8].

Speaking about the prerequisites for the emergence of online learning in general and online courses, in particular, the following practices are distinguished in the field of modern learning. Firstly, it is the mass nature of education. Nowadays, online

learning is available to anyone anywhere in the world with an internet connection. Thus, any person can get access to education, including those educational materials that are developed by the world's leading educational organizations.

Secondly, lifelong learning is prevailing nowadays. This means that a person studies constantly, gets education more than once and uses new acquired knowledge and skills throughout his life. Based on the fact that we live in a rapidly changing world, knowledge can become outdated. Accordingly, if a person wants to have modern professional competencies, or someone needs to change his professional affiliation, then he is forced to constantly learn. To do this, one needs the possibility of continuous learning and continuous education. As a result, education is received not for life, but throughout life [6].

Thirdly, the modern traditional learning model is becoming ineffective in terms of achieving learning outcomes for students. Thus, some school teachers and university professors note the difficulties of working due to the weak motivation, and sometimes even academic performance of modern students and schoolchildren. That is, those teaching methods that have been used traditionally do not work effectively with modern students and schoolchildren.

We should also point out the other side of the inefficiency of the traditional model – economic inefficiency. Speaking about the fact that modern education should be personalized, it becomes clear that the ideal, from the point of view of pedagogy, education option “one student – one teacher” is absolutely inefficient economically. Due to economic costs such education will be very expensive and will not be able to become widespread.

Thus, the prerequisites described above lead to the identification of modern education trends.

Firstly, this is the aforementioned *personalization*. Nowadays learning is largely adjusted to the one who is studying: the center of learning is the student, schoolchild, student, and not the one who gives knowledge. Accordingly, this knowledge becomes personalized. Modern students have the opportunity to manage their learning path, choose the material that is interesting or uninteresting to them, and choose the pace at which they master the program.

Personalization of learning is learning tailored to the interests, experience, preferred ways and pace of learning for a particular learner. Personalization of learning contributes to the creation of an individual educational trajectory, providing for the active participation of the student in its formation. An individual educational trajectory is a personal way of creative realization of the each student personal potential; the meaning, purpose and components of each successive stage of which are comprehended independently or in collaboration with the teacher [3].

The next trend in education is the development of *Massive Open Online Courses* (MOOCs). Such online learning platforms as Coursera, FutureLearn, edX.org, Stepik, openedu.ru, MOOPED and others provide free online academic

courses of leading universities and cultural institutes. National Research Ogarev Mordovia State University (MRSU) offers E-learning courses of institutes and faculties, massive open lectures and massive open online courses (MOOCs) on the unified regional educational online platform of higher education institutions of the Republic of Mordovia “Ogarev-University” (<https://mooc.mrsu.ru>) [9].

Currently, *blended learning* is of particular interest. Many universities both abroad and in the Russian Federation, including MRSU, use blended learning when working with their students. It allows you to achieve better results compared to the traditional model and the pure online learning model. Blended learning combines *face-to-face education* (classic classroom sessions or webinars), *self-study learning* (independent work of students using a variety of electronic resources) and *online collaborative learning* (work of a teacher and students online). Due to the use of electronic resources, blended learning allows, among other things, to implement the methodological model of *a flipped classroom* [4]. This model is based on the independent work of students with the theoretical part of the educational material and the orientation of classroom activities towards practical activities. Thus, blended learning is a kind of golden mean in learning.

Initially not being educational resources, but created for the purpose of communication, *social networks* are now becoming widespread. Teachers using a blended learning model note student suggestions to transfer learning to social networks (facebook.com, vk.com, twitter.com, etc.). This format of communication is the result of the usual interaction of modern students in social networks around the world, which is convenient, accessible and understandable for them [7].

It is impossible not to mention *gamification of learning*, the use of gaming technologies that allow students to be involved in the learning process, and then maintain their interest throughout the course.

Mobile learning (m-learning) is becoming more widespread. After the training materials appeared on the Internet, they eventually became available on mobile devices. The emergence of an increasing number of mobile applications allows the use of students’ portable devices (smartphones, tablets, etc.) in the classroom for various purposes: from engagement and maintaining interest to conducting general questioning and even quizzes [10].

Virtual reality (VR) and *augmented reality (AR)* are also should be noted. Virtual reality is the reproduction of the environment and the simulation of the physical presence with the help of various computer technologies. Augmented reality is the combination of real and virtual in real time, the use of three-dimensional space [5].

Virtual and augmented realities require significant computing power; you need the appropriate hardware and software. Despite the fact that modern digital technologies are becoming more and more compact at the present time, which provides more opportunities for the use of virtual and augmented realities in the real learning process, it should be admitted that their use requires significant financial costs. It is fair

to say that when it comes to high-tech equipment, for example, in the air force, these virtual simulators and augmented reality can significantly save on resources associated with the mistakes of future pilots.

In conclusion, it should be recognized that online education has great didactic potential; it is able to cover a wider range of students, provides opportunities for creating new forms of independent cognitive activity and contributes to the effective use of Internet resources in the educational process.

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