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E-LEARNING, ITS FUNCTIONING AND TRENDS IN THE CURRENT CONDITIONS OF THE INFORMATION SOCIETY

The article is devoted to the analysis of prospects and trends for the use of E-learning in the system of pedagogical education; the concept of «E-learning» has been clarified. E-learning means the organization of educational activities using information and communication technologies (ICT), such as: computer learning technologies, interactive multimedia, learning based on web technologies, online learning, etc. An overview of the theoretical foundations and practical means of implementing E-learning in the context of the strategic priorities of education modernization related to ensuring its availability and continuity is given. Based on the analysis of the institutional grounds for the implementation of electronic learning and distance educational technologies, sufficient conditions for its effective implementation are substantiated. It has been proven that E-learning makes it possible to implement an individual educational trajectory in accordance with the cognitive characteristics of the subject of learning, knowledge and level of training, availability of time for learning, and material capabilities. And it can also contribute to the improvement of the quality of the educational process in the conditions of the dominance of clip culture, since its implementation is accompanied by an increase in the quality of training courses and programs with an orientation to the peculiarities of clip thinking and clip consciousness, which makes it possible to form a new style of intellectual work, which includes awareness of the multiplicity of different views and alternative decisions made. The opinion is substantiated that at the current stage of education development, innovative learning technology aimed at professionalization and increasing the mobility of participants in the educational process is being approved, and ICT can be considered as a technological basis for the fundamentalization of education, which contributes to updating the forms, means, technologies and methods of teaching disciplines.

Key words: *information and communication technologies (ICT), E-learning, distance learning, learning effectiveness, culture, clip thinking, educational process, learning management system, distance learning, e-learning platforms, methodical recommendations.*

Formulation of the problem. The new conditions of the educational process require the development of modern and significant modernization of the common teaching methods, the design of innovative pedagogical technologies. With the development of information and communication technologies integrated into the learning process, the idea of open online education continues to be updated. This form of the educational process involves the applicant in an open information system, removes space-time limitations in working with various sources of information, provides for the use of new means of telecommunications, and enables a young person of a new social formation to more fully realize his\her potential. Thanks to such opportunities, the scope of the use of E-learning, which modern educational systems are oriented towards, is increasing.

The purpose of the article. The main aim of the article is the generalization of existing approaches to the interpretation of the content of the «E-learning» category, justification of its role in the modern educational system in the conditions of the dominance of clip culture.

Presenting the main material. The term «E-learning» is not new in the professional field. It is mostly understood as learning built with the use of information and telecommunication technologies. This interpretation is recorded in the UNESCO definition: «E-Learning – is the learning using the Internet and multimedia tools and aids» [1, p. 238–257]. These days, there is no single interpretation of this concept. At the same time, it is emphasized that the concept of «E-learning» is often used as a synonym for the concepts: «distance learning», «learning with the use of computers», «network learning», «virtual learning», «multimedia learning», «mobile teaching». Therefore, it is extremely important to clearly understand what is meant when talking about E-learning. In my opinion, the interpretation of the essence of electronic learning by A.F. Manako and E.M. Sinytsy, who substantiate that the researched phenomenon includes all types of educational technologies using electronic learning tools, in particular: multimedia learning; technologies of education and training (TEL); instructions placed on the computer, educational content; computer (automatically) generated instructions or consultations (CAI); online education; web training (WBT); online education, virtual education through virtual learning environments (VLE) (virtual environments are also called learning platforms); mobile learning (M-learning) and digital educational projects [2, p. 392–414]. Recently, the

term «Electronic learning 2.0» («E-Learning 2.0») has become widespread, which reflects trends in the field of E-learning organization related to the use of Web 2.0 technologies and involves the use of such Web 2.0 tools as blogs, wikis, podcasts, social media, etc.

E-learning can also be described as the networked transfer of skills and knowledge to many recipients simultaneously. Not so long ago, e-learning was not taken seriously, then it was believed that e-learning lacked the human element, but now more and more people are using this technology.

At the same time, some researchers claim that the market of ideas related to the use of new technologies has created confusion in terminology [8, pp. 20–32]. Many authors describing the use of electronic technologies in the educational process lack clarity in defining the role and functions of such technologies and emphasize the fact that electronic learning is not yet sufficiently studied as a field of knowledge and science. Thus, for instance, some definitions focus on the interactivity of online communication, while others emphasize access to large and remote data stores [3, pp. 20–32].

Conceptualization of the problem of E-learning requires specification of the essence of the concepts "E-learning" and "distance learning". Scientists and practitioners in the field of education, as a rule, use these terms interchangeably, defining E-Learning as a new generation of distance education (T.V. Yakushenok, V.A. Draves, A.V. Khutorskyi). For example, they note that "distance learning", "distance education", "distributed learning" and "online learning" are synonymous concepts. A.V. Bates emphasizes that "distance learning can exist without online learning, and online learning is not necessarily distance learning" [5, p. 67–70].

In my opinion, distance learning and electronic learning (E-Learning) have a lot in common, but they are still not synonymous categories. Distance learning has been around for decades, while E-learning is a relatively new phenomenon associated with the development of the Internet. At the same time, E-learning does not necessarily involve distance learning, since distance is not a defining characteristic of E-learning. I share an approach to understanding the essence of E-learning, which is focused on establishing proper communication and interaction between all participants in the educational process in order to constructively accumulate knowledge through dialogue and discussion between students and the teacher. In my opinion, the most optimal is mixed (combined) training, under the conditions of which part of the lesson is conducted in the classroom with the use of digital technologies (E-learning), and another part – at a distance (distance learning).

In this context, I believe that the main purpose of using distance learning technologies is to form in stu-dents the system-forming ability to learn, the ability to independently "obtain" new knowledge, and the development of thinking that will allow flexible perception of new information and its analysis. Distance learning technologies as an integral part of media education technologies should contribute to improving the quality of applicants' perception of generalized human experience: the complex use of the press, television and radio broadcasting, advertising, cinematography, new information and communication technologies should ensure the training of a professionally competent and mobile specialist [6, p. 66–80].

What is the role of the teacher in the era of digital technologies in the conditions of E-learning? Is its role in the system of subject-subject relations in the educational process still as important? In this context, the "crisis of the institute of lectures" is also relevant, which can be connected with the "clip consciousness" formed among applicants: young people want to get all the most important things in one paragraph, without insignificant details.

V. Kuznetsov notes that one of the main attitudes of fragmentary clip culture is "observation instead of reasoning." Due to the fact that a person does not have the opportunity to make sense of the information space, she\he records momentary events without burdening himself with questions about their essence and meaning [7]. As a result, there are fundamental changes in the nature of information perception: applicants for higher education lose interest in learning, finding and forming logical connections, and the need for introspection disappears. Most of them turn out to be unsuitable for serious cognitive activity, since they focus only on external surface features, and have a reduced level of critical analysis.

I should take into consideration the fact that the key statistics and E-Learning trends up to 2023 are the following ones:

• It has been the most popular form of training since 2011, with about 80% of employers using online training.

• Online learning reportedly reduces energy consumption by 70%

• More than 31% of global market spending is on mobile learning in the world

• The majority of online activity is based on video, with educational or training videos making up the majority.

E-Learning is education or training conducted electronically. It can be an online activity based on slides, an online course that helps to teach the necessary skills, etc. With the help of E-Learning, educational content is delivered to the participants of the educational process through computers, laptops, tablets or smartphones, that is, they can choose what they need to learn quickly and easily, wherever they are. This not only saves time, but also opens many doors for interactive learning. Educators take advan-

tage of technology to make learning more effective. It is possible to conduct training in real time (synchronous) via group meetings using Zoom or Microsoft Teams, and recorded (asynchronous) methodologies can also be used with a wide range of media and digital features available to enrich lessons.

In addition, in the clip forms of the cognitive sphere, the properties of objects are displayed without connections between them. That is why it is characterized as fragmentary, storied. Under the influence of clip consciousness, interest in learning decreases, the level of self-criticism, superficiality appears in the assessment of the events taking place. In addition, representatives of clip consciousness have a weakened sense of empathy and reflection.

Some researchers believe that clip thinking stimulates the renewal of pedagogical practice, "forms a mindset that allows you to live successfully and adapt to extreme situations, requires a person not only to process a large array of disparate information quickly, but also to make quick decisions" [9, p. 7].

Taking into account the fact that the new generation requires the presentation of information in a concise, "clip" form (presentations of classes, concise notes, reference schemes, etc.), we note that the question of methods of organizing subject-subject interaction. In this context, it is important to mention the concept of constructivism, which describes the process of constructing new knowledge based on existing experience [10, p. 91–109]. Teachers who introduce constructivism techniques into teaching practice actively use examples from life and give students the opportunity to reflect on their work [11, p. 3–18].

Conclusions and prospects for further research. Under the influence of information technologies, the level of requirements of consumers of educational products, including applicants for higher education, teachers, and employers, is changing. Changing needs dictate the need for constant improvement of teaching methods, techniques and methods for successful work in the market of educational services. Therefore, the development of E-learning is a necessary addition to face-to-face education to improve the quality and efficiency of education, expand access to knowledge, taking into account the possibility of building an individual educational trajectory. In the perspective of further research, the theoretical foundations of the functional approach to the use of electronic educational resources in higher education institutions are covered. Features of E-learning, new educational tools not only increase the accessibility and convenience of learning, but

also change the behavior and desire of applicants for higher education to learn. Gamification is the most popular in the educational sector of elementary education because children quickly engage in video games or get higher scores in the game. However, this does not mean that higher education or training does not need interesting elements to increase applicant engagement. New teaching methods require adaptation of all participants of the educational process to new technologies, this also requires changes in the content of educational material and its presentation. Artificial intelligence technologies and data makes it possible to bring the effectiveness of training to a qualitatively new and unprecedented level.

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Коляда І. В. Електронне навчання, його функціювання та тенденції в сучасних умовах інформаційного суспільства

Ця стаття мала на меті з'ясувати тенденції та проблеми, з якими стикаються здобувачі вищої освіти під час вивчення англійської мови як іноземної мови під час використання системи електронного навчання в немовному ВНЗ. Вона також перевіряє чи є використання електронного навчання корисним для здобувачів вищої освіти у вивченні англійської мови в очікуваному ступені. Виявлено низку можливих труднощів, які постають перед викладачами та здобувачами під час використання електронного навчання. Ці виклики включають академічні, технологічні та адміністративні проблеми. Ця стаття аналізує тенденцій використання електронного навчання в системі освіти та уточнює поняття «E-learning». Електронне навчання – це організація діяльності з використанням інформаційно-комунікаційних технологій, таких як: комп'ютерні технології навчання, навчання на основі веб-технологій, онлайн-навчання тощо. Ми бачимо, що під час пандемії та військового стану саме E-learning дає змогу реалізувати індивідуальну освітню траєкторію відповідно до особливостей суб'єкта навчання, знань\рівня підготовки, наявності часу та умов на навчання (постійні блекаути інколи роблять навіть онлайн навчання неможливим). Саме тому, завдяки швидким змінам у технологічному прогресі та тенденції глобалізації у вищій освіті та знищенню кордонів між здобувачами та викладачами, нові методи та перспективи відкрилися для освітньої практики, такі, як – електронне навчання. Нами була сформована думка, що на данний момент освіта сильно пов'язана з інноваційними технологіями навчання та спрямована на підвищення мобільності і здобувачів, і викладачів, а ІКТ ми розглядаємо як базову технологічну основу освіти та її фундаменталізації, що підштовхує до оновлення форм, технологій і методів викладання освітньої компоненти.

Ключові слова: інформаційно-комунікаційні технології (ІКТ), електронне навчання, дистанційне навчання, ефективність навчання, культура, кліпове мислення, навчальний процес, система управління навчанням, дистанційне навчання, платформи електронного навчання, методичні рекомендації.