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Essential features of open education

Summary. The article is devoted to reasoning of basic characteristics of open education, the analyses of its structural components, systematization of priority tasks and tendencies of its development. The paper analyzes the essential characteristics of open education, such as availability, flexibility, concurrency, modularity, internationality and co-ordination. The article reveals the main tasks of open education such as the following: progressive implementation of the elements of open education in traditional educational practice; improving the system of education management and quality control; development and implementation of a learning process methods and means of open learning.

Key words: open education, open educational resources, open learning, massive on-line courses.

Background. With the development of information society becomes particularly relevant open higher education, which is provided free to those who want access to quality education. Thus, the need to use elements of open education in the educational practices observed in the Address of the President of Ukraine to the Ukrainian people (2010) [2].

Open Education - a phenomenon that has gained significant development over the past decade. Its considerable potential to upgrade quality educational system and the evolution of society explains increased scientific interest in the subject of research. Thus, the individual characteristics of open education presented in the Ukrainian researchers R.Buzhykovoyi, V. Bykov, L. Vinogradova, O. Vysotsky, V. Lutsenko, B. Shunevycha. Establish its role in social development is devoted to scientific work of O.Zaharova, and. Kolesnikova, A.Hutorskoho and others. The delineation of the main objectives of open education given in the research of
 V. Moiseeva and Zh.Chupahinoyi. In the global scientific space this phenomenon is investigated by G. Siemens, P.Bauen, D.Preston, W. Wilson, S. Anthony,
D. Willy and others.

The aim of the article. The article is devoted to grounding of essential characteristics of open education, analysis of structural components and defining trends of open education in the modern world.

The main material.

The term "open education" reveals institutional practices and program initiatives to expand access to education and training, traditionally offered in the formal education system. The concept of open education means removing barriers to learning, ie:

1) the ability of everyone to receive education regardless of residence, age, nationality, physical condition;

2) state support for education in the form of incentives, scholarships;

3) the use of new learning technologies [1].

Represented in the works of G. Siemens, Willy D., F. Mulder interpretation of the essential characteristics of open education indicates the existence of different perspectives on the phenomenon.

Thus, a representative global network of Open Education Consortium G. Siemens believes that education is an open system that covers the resources, tools and techniques that are used in an open exchange to improve access to education and improve its efficiency [6] . Open Education has the following features as informative, accessibility and openness. Thanks to modern digital revolution, global audience has the opportunity to gain unprecedented access to free, open and high-quality educational resources. According to D. Willy, open education is a training system that relies on open educational resources and open technologies that facilitate collaborative learning, making it more flexible and provide opportunities for open exchange of teaching practices, and includes new approaches to assessment, accreditation and collaborative learning [17].

The structure of open education consists of three components:

1) open educational resources which are presented as websites, videos, books and even lectures;

2) open education that provides social interaction from participants for the conceptualization and study of the concept under study;

3) open certification that helps determine the level of success of the student.

According to F. Mulder essential features of open education are revealed through such concepts as "open education", "open educational course", "open educational resources" and "massive open online educational courses." [7]

Let us see more detail the characteristics of open education represented in the works of Ukrainian authors. For example, researchers V.Bykov and V. Lutsenko, consider the concept of "open education" system of education that is available for students, and the implementation of which does not require analysis of the entry-level knowledge and which uses the technology and methods of distance learning and provides training in a comfortable rhythm. V. Lutsenko says that the system of open education designed to promote compliance with the requirements of modern education of information society. Among the principles of open education Ukrainian scientists are the following: compliance with fundamental cognitive educational needs of students, individual educational activities of students, virtualization and education system structuring, creation personal educational products by listeners, etc. [1].

B. Shunevych considers the term open education synonymous with the term

 "e-learning", "an online learning", "virtual learning". The main features of open education researcher names interactivity and access to education for all. [5]

A.Hutorskyy believes that open education, especially distance learning, refers to the so-called heuristic education, implemented through the Internet and is based on the use of telecommunication methods of constructing knowledge by students while obtaining the skills of communication with the world [4].

A. Kalmykov, O.Orchakov define the concept of "open education" as a weakly-formalized educational system in which access to educational resources provided to anyone interested without checking the input parameters of knowledge (exams), which uses technology (including distance) that maximize the willingness and capacity of listeners. In their view, the task of open education is to prepare

students for full and effective participation in social and professional areas of life in the information society [3].

The concept of open education provides the integration of all the ways of mastering a man of peace; development and inclusion in the process of synergistic concepts of openness to the world, and the integrity of the relationship of man, nature and society; free use of various information systems, which play the same role in the educational process, as well as direct the learning process; personal orientation of the learning process; development of information culture; the changing role of the teacher.

Note that S. Anthony consider "open learning" the innovative education movement, which emerged in the 70 years of the twentieth century. In his view, the term used to identify activities or creates more favorable conditions for learning within the formal education and expanding its capabilities. Open learning involves the use of traditional teaching methods and interactive, expanding the boundaries of classrooms field of culture on the principles of active use of open educational resources [6].

D. Preston uses instead the term "open education" concept "open source learning." The scientist says "open source learning" modern educational practice that allows students to gain knowledge through online resources, and create and manage their own learning experience and reproduce interactive online material available to everyone. In an open learning environment individual work of students, guided by a teacher-mentor primarily through on-line technologies. Thus, open learning system helps get the skills, such as technological knowledge, knowledge network as a social system, cooperation, creativity, communication, critical thinking and entrepreneurship [8].

Representatives of international organizations The Commonwealth of Learning J. Keegan, B. Cole, J. Mahridzh, J. Syuart, J.Sparks noted that the open distance learning combines the features of open learning and distance education "open education" - a philosophy based on the principle of flexibility training methods and principles relevant to students with disabilities and / or learning complicated

geographical conditions; "Distance education" - the process of learning through ICT where the main role belongs to a tutor, who manages the process of obtaining and learning [11].

Thus, the "open education" combines the features of traditional and distance education. Thanks to modern means of communication there is the implementation of the principles of formal education that provides opportunities for those who wish to get an education regardless of their place of residence and at a convenient time for students.

The essential characteristics of "open educational resources" are presented in the materials of a number of official organizations and institutions of open education: international organization UNESCO, The Organization for Economic Co-operation and Development, The William and Flora Hewlett Foundation, The Commonwealth of Learning, etc.

Most of them emphasized that the use of the term "open educational resources" associated with the use of documents licensed by these institutions and which are held in the public domain and also media used for teaching, learning, assessment and implementation of scientific research in the context of open education [12].

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials or techniques used to support access to knowledge. It is worth mentioning that the William and Flora Hewlett Foundation contributed to the emergence of website Open Learning (OpenLearn) at the Open University of the United Kingdom, by enabling free access to Open Educational Resources of Open Training Courses (Free Open Learn courses).

The most complete characterization of open educational resources is presented in the materials "Giving knowledge for free. The emergence of open educational resources" by Organization of Economic Cooperation and Development. Open educational resources identified as digitized materials which are in the public domain for teachers and students while teaching, learning and research [13].

In the context of open education concept "openness" of educational resources has conceptual meaning. "Open source" - a source that never lose their ability to provide services that provides instant access to specific information; provides non-discriminatory access to information resources; may be adjusted, modified and be open to the public.

To "open educational practice subjects" belongs providers, demonstrators, coordinators, tutors, developers and supporting staff members.

ISP is an organization that provides services to access, use, or participate in the Internet. Internet service providers include Internet access system, the possibility of Internet transit. As the representatives of the Organization for Economic Cooperation and Development state, there are two types of providers in open education: institutional and community [15].

Institutional providers are presented by activities of powerful and small institutions. Public providers who also provide services within small and powerful institutions are presented by multilingual, open design electronic encyclopedia Wikipedia, Multimedia Educational Resource for Learning and Online Teaching MERLOT and others (are powerful); Open Course, general content Common Content and information repository (are small).

According to scientists A. Gibney and K. Hans "demonstrator" within open education has several characteristics. It is presented as a person who holds a demonstration to justify research or technology; professors or graduate students who are able to carry out research using new concepts, demonstrate skills and competence in practice. Their responsibilities include interaction with the coordinators of modular programs responsible for group classes and practical demonstration materials [16].

Coordinators within open education – are lecturers which are engaged in coordination of practical exercises, experiments and lectures. Coordinators must interact with tutors and demonstrators in the process of conforming assessment of teaching educational needs of students.

Representatives of Open University of United Kingdom A. Vizenberh, H. Patel, D. Faulkner, H. Fisher believes that the obligations of "tutor / teacher" in the open training practice fulfill the associate lecturer, who teach discipline (have a significant contribution to improving the quality of teaching, learning and student support during the research, and provide feedback to help students to learn the material modulus and prepare for the exam); practice tutor – is a specialists who teaches specific subjects for professional specialization (such as "childcare", "Social Work" and so on), specialist tutor provides support to the subjects of open learning during their interaction with public content as part of the education program "Teacher- beginners of Open University [18].

Analysis of scientific literature on the study allowed us to determine the essential characteristics of open education such as information content, availability, flexibility, openness, and identify its structural components - open education, open educational resources and subjects of open educational practice.

Conclusions. During the investigation it was found that open education has gained considerable development in the result of the emergence of the urgent need to ensure everybody by quality and affordable education. Open education allows every person to receive education regardless of residence, age or nationality through the use of new learning technologies. The presence of certain structural components of the open education provides the implementation of its key objectives: access to digital content, enhancement of education management system and quality control.

It was found that the main trend of open education in Ukraine is progressively introducing elements of open education into traditional educational practice; development and implementation of the learning process methods and means of open learning. Prospects for further research we consider analysis of foreign technologies of open education aimed to improve its quality management system.