IMPLEMENTATION OF OPEN EDUCATION TECHNOLOGIES IN THE MODERN EDUCATIONAL PROCESS

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The development of the information society implies a qualitative modernization of the educational sector, first of all introduction of new types of education, for example, open. Open education is of particular significance in the system of global education in the conditions of the development of the information society with the use of the latest information and communication technologies (ICT), distance learning forms, mastering of relevant skills and competencies of the individual. Higher education system of the countries of EU is the example of successful implementation of ICT into education. There is a number of universities which provide training with the help of innovative technologies.

The project "Development of new models for continuing education and training " aims at developing tools, systems and resources that enable teachers and administrators to successful work in a virtual learning environment within any training course. The project aims to address the following issues: online task management, support for courses in the virtual learning environment, general content design and course design [2].

The solution of the problem of managing online tasks is to adapt the new Moodle task-based scheduler: shortening the pre-term extension of the module (both the creation of a new module and the modification of an existing one); monitoring the work process of the registry (reflecting the process of ensuring the quality of the tasks); expanding capabilities in Moodle; adding optional additional input parameters (for example, automatically counting the number of words and the anti-plagiarism program) in the "presentation of the task" item. Successful implementation of this issue simplifies and makes the student process more accessible and flexible, as well as provides time-efficient process for task management, control and audit - for teachers, registry staff and IT support staff.

The developers of the program point out that the purpose of maintaining courses in the virtual learning environment is to create not only a set of templates in the Moodle system, each of which includes certain administrative and academic content that corresponds to a certain course, but also recommendations and tools to assist users of the virtual learning environment, as well as developing an administrative interface to create a new course. The purpose of the general content design program is to identify the sources of information that can be used in the virtual learning environment and the best format and methods for presenting this material [2].

"The Coventry Online Academic Writing Lab" aims to address the problem of providing students with academic writing support. The site where the on-line lab is located is part of the "Center for Academic Writing" website. The access to website support services is open. This application works on the basis of the Moodle platform, which allows students to take part in on-line classes, download tasks, connect to on-line sessions and have the opportunity to contact tutors in non-academic time. While on-line, tutors not only provide students with knowledge, but also help them evaluate their own writing, provide tips on how to perform particular types of tasks, and students have open access to a wide range of resources that includes recommendations, rules and examples of correct writing. Among the training tools are online conferences with technology Web 2.0, which provides synchronous communication with the tutor, voice tools, such as Speaking Fox, Spoken Text, Text to Voice, text2speech, etc. Students can study online both in groups and individually [1].

In the course of the Dynamic Curriculum project, navigational dynamic curricula have been developed and evaluated. They combine the approaches of the "semantic network" and "Web 2.0" based on technologies and standards to provide a combination of resources and learning information (managed learning environments) and personal learning records (e-portfolio, blogs).The project aims to improve the understanding and navigation of the curriculum and provide students with the means to develop actively their own plan of study,

contextualization, reflection and it's study. Within the educational process, there is cooperation between the teaching staff and the student, which includes the exchange of information, assessment and discussion of issues related to curricula. The dynamism of the plans is characterized by cross-modular links, where subjects are studied more deeply with each subsequent academic year. Students can use their current plans to determine their previous and future training plans to avoid duplication of subjects, and also have the opportunity to cope with the gaps in their study through reviewing the course plan. While studying a particular subject, users not only get links to useful online materials related to the training sessions, but can also leave their own links to the sources found, which results in the ranking of "best resources." Students upload their essays, notes, personal comments on the educational materials they can chat in an e-portfolio. Teachers also have the opportunity to use dynamic curricula. In preparation for lectures, they can use the links of students to useful sources, use information from parallel disciplines, read annotations of students, which give the teacher an understanding of the assimilation of their subject and take into account their wishes [3].

The purpose of the West England College project "Television Studios on the Internet" is to provide students with the opportunity to get real experience in the field of full-featured TV production. Among the objectives of the project are: to create an Internet TV channel, which works mainly with students of the Faculty of Media Art under the guidance of experienced media professionals; Improve curricula by providing innovative learning experiences that enable students to develop modern media skills in "true" television production and broadcasting; combine the work of the learning channel with the Learning Net network on the basis of an improved college virtual learning environment; to involve media students in practical work in media production.

Implementation of the project will contribute to: improving curricula that will ensure the implementation of media production, attracting staff to develop key skills in using the innovative learning resource, creating curricula that will meet the needs of students, and increase the level of skills of media students. Thus, a

television channel and the TV-based online center "Springboard TV" were created on the basis of the College of West Anglia. They have specialized media professionals and a group of media studios. The channel is designed to provide college students with the opportunity to demonstrate their skills and results of academic research, combining their training with their practical work in the media, cinema and television. The learning process is structured as follows:

1. A "realistic" production environment is reproduced.

2. A professional of the media environment (producer, director, etc.) works with each group within practical classes.

3. Practical groups consist of students of different courses for better exchange of experience, support and assistance. For example, more experienced 3rd-year students can take on complex roles (director, producer, writer, editor, etc.), but less experienced the 2nd course receives less complex roles (sound operator, cameraman).

4. Doing blogs that allow students to exchange ideas, and teachers is an understanding of the success of student learning [4].

Senior students are required to practice self-creation of a video product on the request of external organizations or college departments. The student is assisted by a team of producer, operator, sound engineer, etc.

Golden Hour seminars were organized to improve the teaching of the college. During these seminars lecturers receive digital work experience, which further will be simplified the on-line evaluation procedure, which allows students to submit written work in electronic form, get ratings with reviews in a similar format, as well as monitor the success of the training.

On the basis of this studio there are 15 channels, among which: Real Time, History, Sport, Comedy, Experimental, News, Rewards, Euro Channel, Movies, Music, Art, Documentary, Demonstration of student works, Former student (demonstration of modern works of former students) and Advanced channel. Creating a college-based television studio helps improve teaching and teaching skills for both faculty and students at the Media Arts Faculty.

Hence, in order to improve modern education in the information society, higher education institutions implement innovative means and teaching methods by providing a process for obtaining knowledge of accessibility, mobility, flexibility, parallelism and cost-effectiveness.

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