TECHNOLOGICAL COMPONENT OF THE PHENOMENON OF OPEN EDUCATION.

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Introduction. Open education is a complex social phenomenon, the study of which involves a holistic study, systematization and classification of sources in many fields of knowledge, which have formed over the past decades developed multidisciplinary and interdisciplinary discourse. The most developed components of this discourse include research in the field of philosophy of education, sociology of education, educational policy, higher school didactics, information and communication technologies, pedagogical innovation, theory of organizations, comparative pedagogy and more. The complex nature of the studied problem involves a systematic review of external and internal factors of its development, educational and political processes and regulations, goals, objectives, principles, functions, content, forms, methods, tools, technologies, results, criteria and procedures for quality assessment. We have grouped all the variety of scientific research of domestic authors, the object of which is open education, into several thematic groups depending on the specifics of the subject, and singled out such aspects of consideration as theoretical-methodological, educational-political, professional-pedagogical, socio-pedagogical, methodical, technological. The affiliation of our research to the field of pedagogical comparative studies presupposes recourse of sources of comparative pedagogical nature, namely, to research in the field of comparative pedagogical British studies, which examines certain aspects of the educational phenomenon we study.

The aim of the article is a study of the technological aspects of the development of open education in British universities.

Realization of the outlined purpose provides the decision of such **tasks:** the characteristic of the basic factors of development of open education; concretization of actual tasks and directions, revealing of perspective development of open education.

Materials and methods. Considering the technological aspect of the problem, scientists believe that as a result of the rapid technological development of society there are new opportunities for quality education. Comparative studies show an increasing need for the use of open education technologies that focus the educational process on a comprehensive study and careful study of the processes associated with the formation of technological skills as integrative characteristics of the modern teacher.

In the context of considering the technological aspect of the research problem, we will focus further on the research of domestic and foreign comparativists. In particular, G. Davydenko and M. Tchaikovsky are considering the importance of using open education technologies in the system of inclusive education; the use of distance learning in the training of specialists in the field of social work is covered in the works of I. Kozubovska, O. Pichkar. V. Bykov, R. Buzhikov, L. Vinogradova, O. Vysotska are engaged in research of features of use of technologies of open education.

To achieve this goal, the following methods were used: analysis, synthesis, comparison and generalization of scientific literature and Internet sources.

Results and discussion. Systematization of research of scientists in the field of pedagogical innovation allowed us to single out such an aspect of the problem as technological. Coverage of the technological aspect of the development of open education is an important task of our study, as the information and communication platform of open education is based on computer-based tools and information and

communication technologies V. Bykov, R. Buzhikov, L. Vinogradova, O. Vysotska, O. Zakharova, O. Lokshina are engaged in research of features of use of technologies of open education. O. Ovcharuk and others. According to the research of these scientists, the main technologies used in open education include the following: a) case technology, which is a close analogue of distance learning technologies; b) TV technology; c) network technology based on the use and transmission of educational materials on the Internet. The most comprehensive classification of open education technologies in Ukrainian science is V. Bykov's classification, which, given its relevance and importance for the implementation of our research, we present in full: 1) scientific and educational information networks filled mainly with educational and scientific information and designed to support education and science; 2) technologies to support virtual learning (in particular, web 2.0, etc.), their use involves the inclusion in the educational activities on the Internet pupils / students, teachers from different educational institutions and different countries during the implementation of joint international educational projects in different disciplines; 3) the global network "Partners in Learning Network", created by Microsoft, in order to support virtual communities of educators from different countries, who join forces to share pedagogical experience and test modern teaching aids, discuss pedagogical innovations, perspective issues of education development, providing access to national and international educational electronic resources, etc .; 4) technologies of electronic design of pedagogical systems in order to increase the efficiency of automated design and use of computer-based educational systems; 5) technologies of network e-distance learning, which contribute to the implementation of a single scientific, technical and educational policy in the educational space, and are based on the principles of open education. Such technologies include: educational, scientific and educational-organizational resources created by educational institutions and scientific institutions, unified means of navigation in the information space and search for the necessary information in it; 6) electronic libraries, on the basis of which local and network access to digital scientific and educational resources is provided; 7)

near-area communication technologies, in particular, mobile electronic technologies and special means, thanks to which it is possible to: unload the Internet from a significant number of relatively small local and global electronic communications (with access to Internet resources and services). The use of mobile devices by the participants of the educational process allows access to electronic resources of computer networks of different levels and subject areas; 8) electronic project management technologies, which provide support for automated project management and programs of innovative development of various technical and socio-economic systems, including education and its components.

The importance of the formation of digital competence within school education is emphasized in a study by a leading Ukrainian comparative scientist O. Lokshina. Digital competence, O. Lokshina insists, presupposes the confident use of information society technologies for work or leisure. A necessary component is the availability of basic ICT skills, namely, the use of computers to collect information, process it and further use it, including online communication while participating in interactive networks via the Internet. According to the researcher, the ability to be critical of available information, the responsible use of interactive media, and the interest in participating in communities and networks to achieve cultural, social, or professional goals are important. On the example of European countries (Germany, Spain, Czech Republic, Great Britain) O. Lokshina investigated common approaches in the dynamics of ICT implementation in education, which include the use of interdisciplinary approach, integration of ICT knowledge into the content of subjects, introduction of a separate subject.

Researcher O. Vysotska emphasizes the need to use various means of forming ICT competence in open education, through which the student not only acquires knowledge, but also realizes the need for continuous updating, as well as a creative approach to knowledge throughout life. Among the main tasks of formation of ICT competence in the field of education O. Vysotska names the following:

-development of ICT culture and media literacy of the individual, as a combination of Internet communication skills with the formation of critical thinking about the means of communication;

-formation of skills of research, exploration activities;

-activation of creative thinking, the need for constant self-realization and self-improvement of the individual.

In accordance with this, there are new requirements for modern education, namely: to contain the features of innovative, projective, advanced learning; take into account the systematic and integrative development of modern science; to form stable models of the future - personal and social development on the basis of own creativity and tolerance in relations; aim to support effective strategies for human self-realization.

On the other hand, O. Vysotska notes, the formation of the information society requires purposeful preparation of the individual for the safe and skillful use of ICT. Based on this, the main tasks of open education are to promote the formation of media immunity (the ability to filter the necessary information), reflection and critical thinking (adequate assessment of information content, its full and critical interpretation), the ability to media creativity in all its forms (skills independently create media products).

Researcher O. Zakharova believes that an important component of open education is informatization, which promotes active social creativity and integration into the open social environment. An integral component of modern education is not only the computerization of universities, but also the introduction of current Internet technologies. Special importance is attached to the open form of education, because it is convenient and progressive. The basis for creating an open education system are two approaches: methodical, which relates to teaching methods, and management. An important task is the effective use of methods to enhance learning in the process of face-to-face classes and in the organization of work with electronic learning resources.

An important principle of open education is, according to the conclusions of O. Zakharova, the principle of openness, which is determined by the presence of feedback from the environment. According to the researcher, the purpose of open education is to prepare the individual for full and effective participation in innovative social life and professional activities in the information society. O. Zakharova defines the object of open education as the interaction of the following components of the system: "learning", "curriculum", "educational institution", "teaching methods". Thus, the Ukrainian scientist concludes, open education is a form and method of self-organization, in which the educational institution creates conditions for involving students in the choice of individual trajectory and innovative teaching methods.

Conclusions. Thus, the generalization of numerous studies of domestic scientists allows us to state that due to the use of information and communication technologies, open education acquires such qualities as:

- accessibility (possibility of access to education of different social groups);
- flexibility (ability of students to study at a convenient time and in a convenient city);
- modularity (opportunity to form an individual curriculum, which consists of a set of independent courses-modules);
- parallelism (training simultaneously with professional activities, without separation from production or other activities);
- cost-effectiveness (cost savings of material, financial and human resources through the use of open education technologies);
- inclusiveness (implementation of the ideas of social inclusion in education for people with special educational needs before obtaining it);
- interactivity (transformation thanks to modern online technologies of students into subjects of educational process)

- internationality (the opportunity to get an education in educational institutions of foreign countries without leaving their country and provide educational services to foreign citizens and compatriots living abroad).

Clarification of the state of development of the researched problem in the domestic scientific thought allowed to conclude that the subject of consideration of domestic scientists were, as a rule, some aspects of the development of open education in British universities (theoretical and methodological, educational and political, professional and pedagogical, socio-pedagogical, methodical, technological). There has been no comprehensive consideration of the problem, namely, the genesis, theoretical, normative-legal, content-methodological and organizational aspects of open education in British universities, which confirms the expediency of addressing the chosen problem.