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PLATFORMS FOR ORGANIZING DISTANCE LEARNING

The concept of distance learning, its advantages over contact learning are considered. Various educational platforms are used to organize distance learning. In this article, we will look at the main platforms for distance learning, such as Moodle, Webinar.ru, Blackboard, Skype and Claroline LMS.

Key words: distance learning; platforms for distance learning; components of distance learning.

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ПЛАТФОРМЫ ДЛЯ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

В статье рассматривается понятие дистанционного обучения и его преимущества перед контактными обучением. Для организации дистанционного обучения используются различные образовательные платформы. В данной работе мы рассмотрим основные платформы для дистанционного обучения, такие как Moodle, Webinar.ru, Blackboard, Skype, Claroline LMS.

Ключевые слова: дистанционное обучение; платформы для дистанционного обучения; компоненты дистанционного обучения.

Introduction. Deep structural changes at the present stage of the development of civilization actualize the need to transform the education system, require a scientifically based modernization of the education paradigm, taking into account its various forms. The decisive factors in this case are knowledge, experience and value preferences of a person. The 21st century is the development of the information society, the flourishing of technological culture, the presumption of respect for the world around us, the cultural heritage of mankind and man himself. Undoubtedly, the modern period of human development should be accompanied by fundamentally new educational systems that are adequate to the challenges of the time of the learning model, a modernized philosophy of education and an education paradigm that meets the requirements of the time.

Main part. The nature of the information age and communication are changing rapidly. Technologies that were previously considered advanced are becoming commonplace and new technologies are still being developed. The nature of this trend is evident in the multitude of definitions of distance learning. Distance learning defines as the “linking of a teacher and students in several geographic locations via technology that allows interaction” [1, p. 1170]; is a technologically proven sequence of providing the student with fixed volumes of structured meaningful learning material, which ensures the implementation and evaluation of the stages of the student’s cognitive activity in accordance with the content of the tasks of the functional component of the educational process [2].

Clearly, these definitions have some common ground and some differences. Most definitions of distance learning include three basic components: (1) open learning, (2) computer learning and (3) active communication between the teacher and students using modern technologies.

Distance learning involves self-organization of the student. Having received a plan, the students determine how they will study. In a convenient mode, the student works in the library, laboratory, receives advice from mentors. Computer training involves both the use of appropriate training programs and the organization of communication between the student and the teacher using e-mail, teleconferences, etc. [2].

Distance learning has some advantages over contact learning. Its main advantages can be summarized as follows: the individualization — personal communication between the teacher and the student and assessment of his independent work is possible; mobility — the physical presence of the student is not required; availability — reduction of current costs and the cost of educational services [1, p. 1170].

Modern distance learning technologies allow students to listen to lectures online and offline; to take part in a seminar on the topic in real time; to get access online to educational and methodological materials; to hear and see the teacher, receive educational video materials; to perform using both virtual and real physical installations; to present practical work to the teacher for verification.

To organize distance learning in a university, it is necessary to choose a platform on the basis of which the educational process will be organized. The platform is a complex of software and hardware that allows you to meet all the needs of the educational process.

The most important criteria for selecting a platform for distance learning are installation on any hardware and software platform; system security; simple, intuitive web interface; the functions used to organize e-learning using distance learning technologies — the development and editing of courses, a set of course elements; course modularity; integration of external modules to expand functionality; availability of forms of communication; possibility of organizing a score-rating system; using the system in blended learning [3, p. 434].

Let's take a closer look at some platforms for distance learning.

Moodle is a modular object-oriented dynamic learning environment — a freely distributed learning management system. It focuses on the organization of interaction between the teacher and students. It is suitable for organizing distance courses and for supporting face-to-face learning.

The system allows you to create a huge number of educational elements and resources. A course in the Moodle system looks like a structure of elements that differ in their form and purpose. In addition to standard learning elements, such as lectures, assignments and tests, the Moodle system uses a glossary, wikis, blogs, forums, and workshops that help diversify the learning process. On the forum, you can hold discussions in groups, evaluate messages, attach files of any format to them. In private messages and comments — discuss a specific problem with the teacher personally [1, p. 1172].

At the same time, Moodle has a significant drawback: the system does not provide for study groups, which makes it very difficult to differentiate. Groups in Moodle do not exist to manage access right to courses, but to separate groups of students in one course. So that some listeners do not see the activity of others. Groups are created within a course and cannot be transferred to others.

In addition, student grades can only be operated within the course. It is not possible to draw up a summary sheet, for example, for all disciplines of the semester, and the very concept of a semester is absent in the basic version of the system [2].

The Webinar.ru platform has a number of advantages that are convenient for practical use. Firstly, in the process of using the platform, no software installation is required on the personal computer. Secondly, the developer offers not just a solution, but a service. Thirdly, the interface itself is simple and friendly, which allows you to quickly master it even for users who do not have experience with such systems.

Webinar.ru was originally developed specifically for conducting webinars. This concept can be defined and evaluated as an event where one or more speakers can give presentations, trainings and meetings for a group from a few participants to thousands of participants. The platform allows for video conferences, demonstrations of presentations, videos, documents (Word,

Excel, etc.), screen demonstration, online surveys, etc. When demonstrating documents and presentations, it is possible to use an interactive whiteboard that allows you to focus listeners on important details. Webinar.ru also provides the opportunity to record a webinar in order to invite those who could not participate directly to watch it, or to re-listen to the material [3, p. 436].

The Skype platform differs from others in that it was originally intended for audio and video communication of subscribers and is not intended for organizing the educational process. Nevertheless, an addition to the program appeared relatively recently in the form of a virtual class for organizing the learning process and holding webinars, but its use still causes certain difficulties. The positive quality of using the Skype platform is a confident and stable connection that allows you to simultaneously transmit a video image and an audio signal. Skype allows us to share the desktop of your computer. To expand the capabilities of Skype, teachers can use the free Mikogo solution, which, among other things, supports screen sharing, whiteboard, remote computer control, and screencast recording [2].

The Blackboard platform is distinguished by its advanced functionality. The electronic course contains the following types of educational activities and their organizational forms: participation in interactive classes; viewing recordings of classes held in the form of webinars; independent study of interactive electronic educational materials; independent control with tests; individual and group control interviews in the form of webinars; independent performance of individual practical tasks using a modeling program; virtual laboratory work; consultations with teachers and communication with other students, in asynchronous (forums, e-mail) and synchronous interaction (webinars); study of additional electronic and printed educational materials [1, p. 1176].

A webinar on the Blackboard collaborate platform allows you to broadcast an image of a laboratory layout, communicate with the listener (s) and teacher (operator) through an audio and text forum, broadcast and manage layout settings through a computer to which the layout is connected. In addition, the teacher has the opportunity to ask the listener (s) prepared test questions, send and receive files.

A special advantage of the Blackboard Collaborate platform is that when preparing for a webinar, a teacher can create a lesson plan using a special application [4, p. 94].

Claroline LMS is an e-Learning and e-Working platform that allows teachers to create effective online courses and manage learning and collaborative activities based on web technologies.

When developing this platform, the wishes of teachers were taken into account, the main task during the creation was ease of use and independence from the pedagogical setting. As a result, we got a convenient tool that allows you to create various courses and manage the learning process and other actions of students, monitor their progress, just what most of the teachers participating in the project required. Claroline LMS allows you to create and administer courses online. Each course contains a number of tools that allow the teacher to: specify the course description, publish documents in any format (text, PDF, HTML, video), administer public and private forums, group students, prepare online exercises for students, view statistics user activity, use wiki technology for collaborative writing of documents, and much more [4, p. 95].

Conclusion. The analysis showed that at present there are various software and hardware tools that make it possible to successfully implement interactive classes within the framework of distance learning. Thus, conducting distance learning using e-learning technology is associated with a number of advantages and disadvantages from the point of view of the student and the teacher. Most of the difficulties in such learning are related to motivation, coordination and control. With the right methodological approach, these classes can be held at a level as close as possible to the classroom. The choice of platform depends on the specific requirements to the educational process, and may also be determined by the characteristics of telecommunication channels and the client platforms used by computer equipment.

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PLURILINGUAL COMPETENCE OF A TEACHER-RESEARCHER IN THE REPUBLIC OF BELARUS

The article is devoted to the accentuation of the role of a school teacher and a teacher of a higher educational institution in the implementation of the research component of his professional activity due to modern trends in reforming of the education system. The teacher-researcher is seen as a facilitator of the educational process. Particular attention is paid to the development of plurilingual competence in the structure of the professional competence of a teacher-researcher.

Key words: terminological culture; teacher-researcher; plurilingual competence.

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ПЛУРИЛИНГВАЛЬНАЯ КОМПЕТЕНТНОСТЬ УЧИТЕЛЯ-ИССЛЕДОВАТЕЛЯ В РЕСПУБЛИКЕ БЕЛАРУСЬ

Статья посвящена акцентуализации роли школьного учителя и преподавателя учреждения высшего образования в реализации научно-исследовательской составляющей его профессиональной деятельности, которая обусловлена современными тенденциями реформирования системы образования. Учитель-исследователь рассматривается как фасилитатор образовательного процесса. Особое внимание уделяется развитию плюрилингвальной компетенции в структуре профессиональной компетентности учителя-исследователя.