

## **PLATFORMS FOR ORGANIZING DISTANCE LEARNING**

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Summary: 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, the Webinar.ru platform, the Blackboard platform.

Key words: distance learning, platforms for distance learning, components of distance learning, Moodle, Webinar.ru, Blackboard.

## **ПЛАТФОРМЫ ДЛЯ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ**

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Аннотация: рассматривается понятие дистанционного обучения, ее преимущества перед контактным обучением. Для организации дистанционного обучения используются различные образовательные платформы. В данной статье мы рассмотрим основные платформы для дистанционного обучения, такие как Moodle, платформа Webinar.ru, платформа Blackboard.

Ключевые слова: дистанционное обучение, платформы для дистанционного обучения, компоненты дистанционного обучения, Moodle, Webinar.ru, Blackboard.

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 long-distance learning. Distance learning defines as the «linking of a teacher and students in several geographic locations via technology that allows for interaction» [1, p. 1170]; is a technologically proven sequence of

providing the student with fixed volumes of structured meaningful educational 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 telecommunication technologies.

Open learning involves self-organization of the student in the process of mastering the qualification. Having received a study plan, the student himself determines how he will study. In a convenient mode, the student works in the library, laboratory, receives advice from mentors, and so on. Computer training involves both the use of appropriate training programs and the organization of communication between the student and the teacher using e-mail, mailing list, teleconferences, etc. [2].

Distance learning has some advantages over contact learning. Its main advantages can be summarized as follows the individuality of training, which lies in the fact that due to the use of the latest information technologies in the educational process, personal communication between the teacher and the student and control 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 a course of lectures both in recording and in real time; to take part in a seminar on the topic of lectures in real time; to get access «on-line» to educational and methodological materials; to hear and see the teacher, receive educational video materials and advice on them; to perform laboratory or practical work using both virtual and real physical installations; to present your practical work to the teacher for verification.

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 presence in the system of 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 function-

ality; 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, created by an experienced teacher, looks like a structure of complementary 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. It is worth noting the well-developed Moodle communication system. 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. In the chat, the discussion takes place in real time [1, p. 1172].

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 a 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 Internet seminars, which, due to their specifics, received a new name – a webinar. 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 several thousand participants. The platform allows for video conferences, demonstrations of presentations and videos, demonstration of 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 **Blackboard** platform is the most popular among the world's leading universities and is distinguished by its advanced functionality.

The electronic course contains the following types of educational activities and their organizational forms: participation in interactive classes in the form of webinars; viewing recordings of classes held in the form of webinars; independent study of interactive electronic educational materials; independent control of the level of development of educational material in the form of computer tests; control measures in the form of computer tests; independent performance of individual practical tasks using a modeling program; performance in the form of webinars of virtual laboratory work, providing for remote access to equipment; consultations with teachers and communication with other students, using the means of asynchronous (forums, e-mail) and synchronous interaction (webinars); study of additional electronic and printed educational materials [1, p. 1176].

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 e-learning and distance learning models. With the right methodological approach, these classes can be held at a level as close as possible to the classroom, and perhaps even at a higher level. The choice of platform depends on the specific requirements of 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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