Society informatization is a global social process, the feature of which is that the dominant activity in the field of social production is collection, accumulation, production, processing, storage, transmission and use of information based on modern means of high technologies, as well as on the basis of various means of information exchange. The processes taking place in connection with the informatization of society contribute not only to the acceleration of scientific and technological progress, intellectualization of all human activities, but also to the creation of a qualitatively new information environment of society that ensures the development of creative potential. One of the directions of modern society informatization process is education informatization - the process of research and providing education sphere with methodology and practice of development and optimal use of modern or, as they are called, new information technologies aimed at implementing psychological and pedagogical learning goals.

In today’s digitalized world, and in particular in the context of a global pandemic, distance (remote) education has become one of the most common forms of knowledge acquisition. Independent work of the student in the system of distance learning (DL), the activity of the teacher-tutor, technical and software of remote education were determined as the main topics of today in the education system.

In accordance with the general trends of university education in the world, the introduction of remote technologies and pedagogical experiment on the transformation of traditional education into remote form has long been taking place in higher education institutions of Ukraine, but the global pavidemic of Covid-19 accelerated the process of remote learning.

Remote learning is a new organization of education based on the use of both the best traditional methods of acquiring knowledge and new information and telecommunication technologies, as well as the principles of self-education. It is intended for the general population, regardless of material security, place of residence and state of health. Remote learning allows you to implement interactive technologies for teaching material, obtain a full higher education or training and has advantages such as flexibility, relevance, convenience, modularity, cost-effectiveness, interactivity, no geographical boundaries for education.

The flexibility of remote learning is the ability to teach course material based on the training and abilities of students. This is achieved by creating alternative sites to obtain more detailed or additional information on complex topics, or a number of questions tips. The relevance of remote learning is manifested in the possibility of introducing the latest pedagogical, psychological and methodological developments with the division of material into separate functionally complete modules (topics), which are studied as mastered and meet the abilities of individual students or groups
as a whole. In order for remote learning to be as effective as possible, it must be properly organized through a system of organizational, technical, programmatic and methodological measures.

Since one of the strategic directions of reforming the educational system of Ukraine is the active use of information and communication technologies for the development of remote learning, it is necessary to focus on the study of the use of remote learning platforms, without which such type of education is impossible. The choice of remote learning platforms is a very important step.

The remote learning platform is a software to support remote (distance) learning, the purpose of which is to create and manage pedagogical content, individualized learning and TV tutoring. It includes the tools needed for the three main users - teacher, student, administrator. That is, the remote learning platform is the central element around which education participants gather. In this system, the teacher creates a general course of study, using multimedia pedagogical resources, individualizes it to the needs and abilities of each student, and supports student activities.

The student studies or uploads the pedagogical content recommended to him, organizes his work, performs exercises, he can see the evolution of his activities on the computer interface, perform tasks for self-assessment and transfer the completed tasks to the teacher. Teachers and students communicate individually or in groups, suggest topics for discussion, and collaborate in the study or creation of common documents.

The administrator provides and maintains system maintenance, manages access and rights of teachers and students, creates links with external information systems (administrative documents, catalogs, pedagogical resources, etc.). That is, the platform administrator has a specific role that differs from the role of the institution administrator.

Today in the world there are a significant number of e-learning platforms for e-learning, which are divided into two major categories: closed source (commercial); open source (distributed free of charge) [4,5].

The remote learning system is currently spreading rapidly. There is no doubt that remote (distance) learning will enter the 21st century as the most effective system of training and continuous support of a high level of qualification of specialists. Any higher education institution or teacher can no longer be considered a bearer of high pedagogical skills, if he does not have the means, methods and technologies of distance learning.

The activity of the teacher during the organization of distance learning is subject to significant changes. His priority is to prepare a distance learning course based on existing sources, original author’s work, which are part of its thematic sections. Specialists in information technology can help him create an electronic version of the course. But still the main part of the work he has to do himself.

The rapid spread of distance learning has led to the emergence of a large number of training programs and systems, as well as educational environments and distance learning platforms. The best of them should become a daily working tool of the teacher.

References: