«investment» can be realized given the disadvantage they experience in the employment market.

Inclusion in higher education is experienced on a personal level. It is facilitated by the removal of barriers to access and participation, enabled by high quality, inclusive learning environments and enhanced by effective student support. Disability practitioners play an important role interpreting legislation, translating equity policy into practice, and coordinating support. Future higher education equity policy must result in people with disabilities having access to the «full spectrum of opportunity» including «the opportunity to excel», enabling those participating in higher education to say, as Student B did, «University has allowed me to develop myself professionally and personally in the most phenomenal and life-changing way» [p.416, 4].

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MODERN ONLINE AND DIGITAL TEACHING METHODS AS THE MAIN FORMS OF NATONAL NON-INSTITUTIONAL MODEL OF EDUCATION

Анотація. У статті відзначається проблема імплементації сучасних методів онлайн освіти та формування неінституційних закладів онлайн освіти, також задля забезпечення навчального процесу внаслідок карантинних заходів та інших ризиків. Недостатня розвиненість методологічного забезпечення розглядається в контексті сучасного освітнього процесу, пов'язаного з дистанційними заняттями та онлайн-освітою. Дане питання розглядається як можлива додаткова національна освітня стратегія із залученням комерційних, державних, некомерційних та міжнародних установ задля покращення національної системи освіти та створення її неінституційної частини.

Abstract. The article notes the problem of implementation of modern methods of online education and the formation of non-institutional facilities of online education, as well as to ensure the educational process due to quarantine measures and other risks. The insufficient development of methodological support is considered in the context of the modern educational process associated with distance learning and online education. This issue is considered as a possible additional national educational strategy with the involvement of commercial, state, non-commercial and international institutions to improve the national education system and create its non-institutional part.

Ключові слова: освітня система, неінституційні заклади, взаємодія особиста, глобалізація, діджиталізація, база даних, глобальна пандемія.

Modern educational system inevitably requires to be restructured according globalization processes for the purpose of sustainable economic and cultural development. Nevertheless, the society has an increasing tendency to be uncertain about real efficiency of national institutional education. The knowledge-based society tends to have new demands in the educational system. The first is the continuing development of new knowledge, making it difficult to compress all students need to know within the limited time span of a post-secondary program or course. This means helping students to manage knowledge — how to find, analyze, evaluate, and apply knowledge as it constantly shifts and grows.

The second demand is the increased emphasis on applying knowledge to meet the demands of 21st century society, using skills such as critical thinking, independent learning, the use of relevant information technology, software, and data within a discipline, and entrepreneurialism. The development of such skills requires active learning in rich and complex environments, with plenty of opportunities to develop, apply, assess and practice such skills. Thus, changes in society, student expectations, and technology are motivating university and college faculty and instructors to rethink pedagogy and teaching methods [1].

As a non-institutional form of education, commercial, non-commercial and public teaching platforms with the usage of modern software can create a new national model of education. The only issue about such models is about accreditation, certification and states position.

The main methodology advices are concentrated on several points:

– focus on the pedagogy, not just the platform: the attributes of a physical classroom don't guarantee that a class is effective or engaging;

– take advantage of interactivity: online technologies can encourage and facilitate more "lean forward" behaviors than the traditional classroom

– this is an opportunity to innovate: although the online environment removes access to certain modes of teaching, it opens up a number of new possibilities [2].

Most of students are digital natives who already use remote technology for their own meetings and gatherings. Especially, after the quarantine measures online education had a great chance to show its advantages and possibilities.

Even the most idealistic students expect to find good jobs after several years of study, jobs where they can apply their learning and earn a reasonable income. This is especially true as tuition and other educational costs increase. Students expect to be actively engaged in and see the relevance of their learning to the real world.

Today's students grew up in a world where technology is a natural part of their environment. Their expectation is that technology is used whenever appropriate to help them learn, develop essential informational and technological literacy skills, and master the fluency necessary in their specific subject domain.

Online education offers many positive benefits since students:

– have flexibility in taking classes and working at their own pace and time;

– face no commuting or parking hassles;

– learn to become responsible for their own education with information available at their fingertips;

– find the submission of assignments easy and convenient;

– are more apt to voice their own opinions and share and debate issues with other students, as well as learn from other students during the group discussions.

Possible negative effects of learning online are that some students:

– may miss the face-to-face interaction with the instructor and among students;

– may prefer to attend traditional classes with an instructor who teaches and guides them through the course;

– find access to the necessary technology challenging and the availability of technical support limited [3].

One of the intermediate stages that could be realized in terms of a new education strategy is creating national open educational resource. Such an open database or a network must be necessary for certifying and confirmation of the materials and study courses with national standards.

Thus, governmental institutions must support an idea sharing culture as a part of national strategy, but also motivate and create an environment for new facilities and databases [4].

In conclusion, digitalization, global pandemic and several global and regional tension create the demand of hedging the national education system, naturally with the usage of the Internet. Therefore, national non-institutional forms of education require to be improved in the regard of educational system restructuring to increase allowance of education and to give an opportunity to those who are unable or demotivated to attend institutional (read – traditional) educational facilities.

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