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ABSTRACT

Long gone are the days of taking evening classes at local colleges and paying tuition. We can now take excellent courses in the comfort of own home for free. E-learning market size was valued over \$165 billion in 2015 and is likely to grow at over 5% from 2016 to 2023, exceeding USD 240 billion.

Distance education has grown significantly over the past two decades, and the need to evaluate and enforce on – line course federal accessibility standards is gaining momentum among educators, students, and legislators/

Marketing involves execute appropriate tactics, clear strategy to reach the target audience, and measure results.

Supply and demand are among the most fundamental concepts in economics.

The demand for on – line education is growing at a rapid pace and universities are trying to figure out how to participate in this trend. However, for universities to promote on – line study programs, they need to understand the global demand for on – line education. Demand for on – line and blended courses continues to grow at a rapid pace. Factors such as the possibility of allocating a lower budget for eLearning purposes (compared to traditional education methods,) together with increasing flexibility in learning are expected to drive industry growth.

Serve as the definition of blended learning for this paper:

1. Courses that integrate on – line with traditional face-to-face class activities in a planned;

2. A portion of face-to-face time is replaced by on – line activity/

Recommendations on how institutions can take steps toward meeting all accessibility standards without sacrificing rigor and dynamic on – line course design are provided.

There are huge cultural barriers to overcome in the rollout of technology to support learning in the consumer sector. There is a trend for governments to increasingly ask students to fund their own learning. In addition, learning providers are being forced to use technological solutions to reach their customers. The consumer market grows as more learners pay for their own learning.

This allows the learning model to change from a short sharp fix, when the learner is young, to a lifelong engagement with the learner. As individuals develop through life, they need new skills and new content delivered to them, allowing the e-learning delivery sector to grow in a different manner than that of classroom delivery. It can only be assumed that changes in the electronic learning marketplace and in delivery technology, such as introduction of mobile end-user devices and portable electronic books, will speed up this transition. It may also be assumed that as games-based learning is developed, the offering to the consumer segment will become more consumer-oriented.

User experience across eLearning tools continues to undergo constant improvement, as the service suppliers provide these educational tools through newest available technologies and users can benefit from a visually engaging interface and a media-driven learning experience. Further, these services are expected to boost employee productivity, a large part of the reason many firms opt for eLearning solutions over traditional learning methods. Clearly, this factor is also anticipated to positively impact the eLearning market demand over the next

five years.

The eLearning sector will most likely benefit from the rising interest in distance learning, as well as the expanded use of these services on smartphones, tablets, other mobile devices, and wearable technology. These factors open several possible growing paths for industries engaged in eLearning products and services.

The methodological basis of the study was the dialectical method of scientific cognition and a systematic approach. The main sources of this work: scientific works of scientists, official documents, Internet resources, etc. Separately, it should be noted the research of the following authors, which formed the basis of the final work: W. Radford, who states, that course features, learners are given the means to practice and acquire language (or other knowledge and skills) and collaborate with the instructor and their peers to achieve success. In the opinion of C. Dziuban the number of schools following the virtual university model has increased. What sets the virtual university enterprise apart from other enterprise models is its absence of a physical classroom. All the learning and teaching is done 100% on – line

P. Moskal approves while we are progressively entering a digital age when information explodes and Internet accessibility enhances, helping students capture the new literacy skills and strategies to cope with the novel challenges presented in the online reading environment becomes an increasingly urgent and prominent goal for teachers. Lokken, F., & Mullins, C. states, that additional research could be conducted in other non-English speaking countries to support the development of English language school programs that specifically tailor their programs to the needs of the students. The work consists of two chapters.

1. DEMAND ON PAID ON – LINE COURSES

1.1. Preparation and sale of on-line courses

In past a distance education class was defined as a course taken for credit during the academic year that was not a correspondence course but was primarily delivered using live, interactive audio or videoconferencing, pre-recorded instructional videos, webcasts, CD-ROM or DVD, or computer-based systems delivered over the Internet. A distance education degree program was defined as a program taught entirely through distance education classes. Blended learning, also known as hybrid and mixed-mode learning, is not one thing. It comes in many shapes, flavors, and colors. In one course, blended learning may be the enhancement of the traditional lecture with electronic instructor notes, additional readings, and images of charts, graphs, or other handouts. In another course, on – line learning may be combined with face-to-face instruction so that it meets two hours per week in a classroom with the third hour consisting of an on – line threaded discussion.

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