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INTERNATIONAL VIRTUAL LEARNING ENVIRONMENT IN UKRAINE

Розглянуто особливості міжнародного віртуального навчального середовища (англ. VLE), зокрема у вищих навчальних закладах України. Виділені переваги та недоліки цифрової освіти.

Keywords: digital education, internationalization, virtual learning, international students, electronic materials.

Universities all over the world have always had international dimensions in teaching and learning. Today, the mobility of students and scholars is the main manifestation of the agenda of internationalization in higher education. Quantitative data about the number of international degree-seeking scholars, of students going for credits abroad, as well as of co-authored international publications in high impact academic journals, have been the greatest examples of internationalization.

The process of globalization has resulted in an increasing dominance of English in research but also teaching. The increasing attention is paid to internationalization of the curriculum at home. That is why a great number of non-linguistic disciplines in Ukrainian universities are taught in English to be accessible for non-native students.

Except for using international language, we can supply our lessons with various digital learning tools. Digital learning means „learning facilitated by technology that gives students some element of control over time, place, path and/or pace”.

Modern universities create a digital learning environment to support studying activities. Students now routinely use customised 'virtual learning environment' (VLE) platforms for receiving course materials, viewing lecture podcasts, submitting assignments, and communicating with staff and other students: 1) **web and mobile applications** that allow learners to access their Moodle courses from anywhere and at any time; 2) **collaborative** virtual classrooms, email applications, chat forums, wikis, blogs and leaderboards; 3) resource sharing (course content is designed to be accessed from anywhere and shared among users), etc.

Typical features of a Virtual Learning Environment (VLE) include: 1) the use of **synchronous and asynchronous learning** in classes. For example, a teacher meets students in the first 15 minutes of the class to discuss concepts, then leaves the students to complete the work when they can;

• **an extensive array of course resources and tools:** educators can create content like lesson plans, and students can perform and submit assigned tasks using various

options. Class interaction is done via classrooms and forums. Tools such as mailboxes for communication, and office and multimedia suites for creating coursework are at the disposal of users;

- **extensive data tracking:** the ability to keep track of learner data allows educators to assess the effectiveness of their courses and the learning ability of their students. Learners can track their grades and take proactive measures if their performance is below par.

4) **off-line learning capabilities:** if online learning is not possible, e.g., poor internet connection, educators can use a module that allows offline creation of electronic records that can be synchronized back into the VLE once an internet connection becomes available;

5) **central storage of learning materials** helps users stay organized through an easily accessible location for all class materials;

6) **flexible scheduling and testing:** teachers can create tests of all kinds and allow students to select their own schedules. Learners can opt to take tests once they're ready.

The advantages of using VLE are the following:

- electronic records allow easy tracking of students who have submitted their course materials on schedule or ahead of time;

- the same material is accessible to all learners. Course content can be updated easily when required;

- course content can be created once, then disseminated to the intended audience, without the need to print;

- teachers and learners can use any of the available communication tools, including forums and message boards, to foster collaboration and a sense of community among users;

- with course content accessible from anywhere, learners can complete courses on their own time. They can also revisit and review unclear topics or retake entire courses if they wish;

- **it's a great way to explore and experiment,** since educators are left to innovate on how to better deliver their content to students. In turn, learners can work with the content in new ways.

With all the positive moments listed above, there are some disadvantages of using VLE. First of all, there are limits to what one can learn virtually. For example, medical students need to be trained in a practical way, not in classrooms alone. This is the reason why VLE cannot be fully applied to the whole range of specialties, but only partially.

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MODELING TECHNOLOGY STAGES OF EDUCATIONAL COMPUTER TASK IN THE PROCESS OF DISTANCE LEARNING OF A FOREIGN LANGUAGE

The article is devoted to the study of psychological and pedagogical features of a foreign language distance learning in higher education institutions.

Keywords: psychological and pedagogical aspects, distance learning technologies, foreign language teaching, interactive interaction, pedagogical support.

In the process of preparation and modeling of educational computer tasks it is advisable to use the following technology: definition of a specific thematic section; structuring of foreign language study material, modeling of the structural and logical scheme of the section under study; selection of the most important educational components of the research topic.

Modeling technology stages of educational computer task in the process of distance learning of a foreign language:

- Define the purpose of the task, which indicates which educational element is to be studied; to establish the required amount of knowledge about the learning elements and the list of knowledge components about the specified learning element.

- Qualify the basic knowledge necessary to use them as a basis in the process of learning new learning material.

- Based on basic knowledge to create a learning component of educational computer tasks; which has a specific character (performance of tests, exercises, sentence analysis, drawing up a translation plan, etc.).