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VIRTUAL EDUCATIONAL ENVIRONMENT IN THE SYSTEM OF ESL TEACHING

The current stage of world social development is characterized by globalization processes, rapid progress in the field of IT technologies, which leads to the comprehensive informatization of all areas of public life. In this regard, they talk about the so-called information society, about netocracy as a social management paradigm that proclaims information as the main value, and the influence of the Internet - one of the determining factors in the development of human personality.

Virtualization of public life determines the virtualization of education, makes new demands on the implementation of the modern educational process. In the educational market of Ukraine, the practice of creating so-called virtual universities, distance learning centers has existed for over a decade, but in recent years, education is becoming more pronounced features of virtual environment.

Lithuanian scientist Joanna Lipeikine defines a virtual educational environment in the true sense of the word as software hosted on a specific server and designed to

manage various aspects of learning: the mechanism of courses, monitoring student performance and assessment, access to resources [1, p. 55].

The author identifies the following main features of the virtual educational environment: access control - usually based on passwords; creating and managing well-prepared course material, course material can be changed, updated whether effectively supplemented; use all types of physical media: text, 2D and 3D graphics, animation, digital audio, digital video, virtual reality; links to digital libraries and other important information on the Internet; automatic glossaries, indexes, search

engines; communication tools - e-mail, chats, presentations, announcements, discussions within the environment; connection to software required for training (if available); personal space for students in order to share materials and store them; automatic assessment tools, usually also self-assessment tools; performance monitoring students, systematization of their assessments, statistical information about the educational process for the teacher [1, p. 55].

When designing a virtual educational environment for higher education, it is necessary to take into account the tools of such widespread digital and virtual resources as computer games, mobile applications, simulators, social networks, web pages in general - first of all, we mean the predominant use of these resources of interactive content, animation, etc. as their defining feature. Thus, the current traditional, non-interactive content at the university - printed manuals, textbooks - needs to be urgently updated, giving it an interactive nature for further integration into the new virtual educational environment.

The basis for designing a virtual educational environment of Ukrainian universities today is usually the open platform Moodle, which has been freely available on the Internet since 2002 and was created specifically for online learning.

In our opinion, the technology of writing a pedagogical scenario of a computerized course developed by teacher E. Skybytsky can be used to build a virtual language environment, design distance learning courses in a foreign language [2, p. 61]. We consider it possible to present this technology in a simplified way: 1 stage - search - analysis of content information from the discipline, definition of didactic goals and objectives of the course, didactic analysis, choice of presentation of educational material, methodological analysis, choice of teaching methods and methods; Stage 2 - the main - structuring training and reference materials, selection of practical tasks (tests), forming a glossary, creating a bank of game situations, developing a testing system (current, intermediate, final control, etc.), testing the script, making necessary changes; Stage 3 - final - development of guidelines for teachers and instructions for students. Today, as noted by many scholars, objectively growing requirements for the competencies of the teacher (tutor), as pedagogical

interaction is becoming more indirect and remote, is realized by overlapping personal educational areas of its participants [3, p. 106]. A modern foreign language teacher must, therefore, acquire ICT competencies in order to be able to effectively use the technologies of the virtual educational environment in their pedagogical practice.

As you know, in highly developed European countries today is extraordinary common in the field of foreign language training so-called mobile learning, ie learning with smartphones and tablets. According to a Ukrainian scientist I. Zachepa, this implies that the textbooks offers a huge number of additional (electronic) products aimed at more intensive use of mobile devices, ie more exercises are offered for independent (autonomous) processing information on the main activities (listening, reading, speaking, writing) and active group communication instead traditional formalized grammar exercises [4, p. 194].

Some scholars make net learning a prerequisite joint teamwork. It is possible also effectively used in the process of learning a foreign language. One of the simplest methods of group learning using virtual technologies is to create a group page in the space of a virtual educational environment using the system of fast hypertext interaction WikiWiki, it can be a blog or site with links to files and applications. This page is available to all students' groups, here students can discuss, discuss, comment, leave entries on the forum. In order to implement collective project technologies can also use cloud technologies, for example, Google Groups allows you to organize discussions about student work. Text documents, spreadsheets, presentations can be saved in Google Docs.

To collect, store and access data teacher must be able to use special cloud data warehouses, to make its most important files available on any device, such as Google Drive, Dropbox, pCloud, OpenDrive, etc. To organize the storage of your own links to various sources, you can use the services-systems of social bookmarks and publications CiteULike, BibSonomy and more. You can use SlideShare services to store and share presentations; SlideBoom; to work with PDF files - Scribd web service, etc. Through the application Flipboard, the so-called online media magazine, foreign teacher languages can be selected and systematized various thematic articles.

The issue of using technologies of virtual educational environment in the process of university foreign language training is extremely relevant today. Work in the space of virtual educational environment requires from the modern teacher the formed information and communication competence, possession of knowledge of the basic software products, Internet resources, technical means of designing of virtual educational environment for learning a foreign language, the ability to understand their didactic potential.

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