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FEATURES OF VIRTUAL LEARNING OF STUDENTS BY MEANS OF THE EDUCATIONAL MOODLE PLATFORM

Introduction. Gradually, Ukrainian universities are increasingly adopting e-learning. Various software systems such as commercial (BlackBoard, Lotus Learning Space, etc.) and systems distributed under open licenses (Moodle, ILIAS, Sakai) are used for developing and organization of distance learning systems. The platform Moodle (Modular Object-Oriented Dynamic Learning Environment), which is designed to create educational websites and online courses, is frequently used for distance education students. Illustrative example of its use is the experience of other countries. In particular, in the UK more than 50 institutions are engaged in distance learning. One of the most powerful one is London Education Centre, in which 150,000 students are enrolled remotely. Almost all leading higher education institutions of the USA offer distance learning therefore knowledge acquisition by means of the computer for most of the American students became an everyday affair [2].

Technologies of distance education are an integral part of the learning process. In Ukraine distance learning is used not only as a new and modern type of educational services in higher education, but also in the full-time and distance learning. For the future specialists of full-time and extramural studies learning course can be made so that the tasks, while the Internet access is available, are done in class, and another are

done in the course of independent work. Independent work of students in virtual educational environment is inextricably linked to all components of the educational process: auditorium classes, teaching and research work, support of students in personal and professional self-determination [1]. However, features of students' independent work with the help of the Internet are not yet fully studied and require further development.

The analysis of recent research and publications. The importance of independent work in learning has been in detail considered in pedagogical literature. The scientists proved that independent work largely determines the quality of training. In theory and methodology of professional education independent work of students of different specialties studied Aleksyuk A., V. Korneschuk, G. Shaydur, N. Shishkin, etc. However, there is an unresolved question of the optimum choice of technology of the organization of students' independent work in the virtual educational environment, stimulations of their interest in self-educational activity.

The purpose of the article: analyse features of the organization of students' independent work, enrolled in virtual learning environment; disclose the content of pedagogical technology of the organization of independent work of students with the use of the Moodle platform resources.

Presenting main material. Considering the diversity and complexity of modern scientific knowledge, growth of requirements to the level of professional competence of future specialists, we consider independent work of students from the point of view of a competence-based approach as a capability to acquire new knowledge and abilities independently, readiness for fixed increase in educational level constitute the essence of personal competence of specialists [2]. In this regard, independent work of students in virtual learning environment we characterize as specifically organized, controlled self-education activities using ICT as a way to implement individual trajectory of cognitive development and professionalization of the student.

Development of methodical and technological bases of independent work of students in virtual learning environment requires generalization of scientific information on the main types of independent work on different classification criteria. Note that any type of independent work should be based on individual approach considering interests, motivations, personal potential of each student.

Effectiveness of independent work in virtual learning environment largely depends on the characteristics of their organization, considering that remote technology technological declare another form of presentation material and the interaction of participants in the educational process. In this regard, we have developed and implemented pedagogical technology of independent work of students using Moodle platform resources, which includes three stages: information and adaptive, procedural, control and analytical.

On the information-adaptive stage a lecturer: 1) determines diagnosed goals and requirements for students learning outcomes; 2) creates an information resource in electronic format according to the working curriculum subjects, namely, conducting selection and structuring content information content using text, graphics, video, Internet resources; designs tasks for independent work, intermediate and final control of students' knowledge; 3) formulates guidelines and instructions for students to implement independent work (deadlines, guidelines for the content and format of reporting),

features of regulations of remote communication (time remote consultations, chat); 4) places the content created in the Moodle system.

Procedural stage includes private independent educational activity of students in virtual learning environment involving a lecturer who acts as a consultant tutor. In the long term there can be useful experience of foreign practice of distance learning where branched classification of tutors works: lecturer-developer of educational and methodical materials; lecturer-consultant; lecturer who is carrying out current methodical support; specialist in control methods of results of performance of students' individual independent work.

Features of virtual learning environment mean a combination of various educational technologies in the organization of independent work of students: 1) personal separated independent work – personalized learning through interaction with educational resources without a lecturer; 2) online interaction between participants of educational process: lecturer-student, student-student.

The organization of independent work in the system uses a variety of interactive elements: 1) problem - presentation element allows to set task that requires students to prepare answers electronically (in any format) and upload it; 2) forum - designed for sharing information among all the participants of the learning process, 3) chat - allows you to exchange text messages in real time; 4) web consultation - can be used for joint consultation Skype-on-line mode; 5) personal message - organization of text messaging between a tutor and students; 6) tests. This element allows the teacher to create a set of test questions with answers wording in closed form (multiple choice), with a choice of options "right" / "false", filed in the form of questions on compliance, suggest short text or numeric answer. All questions are stored in a database and can be used again later; 6) SCORM / AICC - this item allows to use a system of training courses developed by third-party programs. This course may include web pages, graphics, programs written in Javascript, Flash animation.

To control the impact of effectiveness of students' independent work, we offer four levels: 1) job level 1 (reproductive) - recognition of objects with repeated perception of previously learned material and perform actions with them; 2) job level 2 (play) - reproductive performance through self-reproduction previously performed actions; 3) job level 3 (knowledge, skills) - productive effect of new knowledge through action on the model; 4) goal 4 level - providing creative activities aimed at obtaining new knowledge self. Tools LMS Moodle allows a lecturer to not only edit the previously created task, but gradually add new, thereby continuously generate database (file storage).

A student interacts with the system through interactive training module. In the process of self-learning using the Internet, in our opinion, the important role played by the specific ability to effectively organize the self-education, which should be developed, such as the ability to: 1) build an individual plan of independent educational activity, given the time constraints grandfather-line, 2) conduct registration, systematization, preservation of scientific information; 3) use the basic software, search engines, electronic catalogs; 4) analyze, interpret, evaluate new information; 5) exercise self-control in learning.

Control-analytical phase involves checking the efficiency of the use of remote technology in the organization of independent work of students; ranking students based on the results of actual tasks for independent work.

The advantages of Moodle in the context of the impact assessment of students' independent work are: detailed information about each student's work (activity, time of work, register); extensive opportunities for communication, file sharing, support of any formats, newsletter, forum, chat, the ability to review student work, use of corporate email, etc., the applicability of various systems of evaluation (scoring, verbal).

Conclusions. We have generalized main types of independent work of future specialists; features of the organization of independent work of students in virtual educational environment are defined; content of pedagogical technology of the organization of independent work of students with use of the Moodle platform is disclosed.

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МОДЕРАЦІЯ ЯК МЕТОД ФОРМУВАННЯ ПРАВОВОЇ КУЛЬТУРИ СТУДЕНТСЬКОЇ МОЛОДІ

Через засвоєння студентами основних теоретичних положень та понять національного права України, розуміння ними Конституції України та чинного законодавства, в них має формуватися високий рівень правової свідомості та правової культури. При цьому правова культура розглядається в аксіологічному аспекті, тобто як система правових цінностей, що відповідає конкретно-історичному рівню розвитку уявлень людства про суспільство, людину та її місце в ньому. Сучасна європейська світоглядна парадигма є антропоцентричною та не просто збагаченою ідеями гуманізму: вона скрізь просякнута гуманізмом. Гуманізм як світоглядна позиція, яка наголошує найвищою цінністю людину та її права, виключає будь-яке насилля над нею, у тому числі і в освіті. Тому «псевдоакадемічність» у викладанні гуманітарних дисципліни не наближає до досягнення педагогічних цілей, які, як зазначалося вище, виходять за межі простого передання студентам знань, накопиченим у науці. Молодь не сприймає схоластичного навчання [1, с. 16]. Разом з тим руйнується звична вертикальна вісь «вчитель» - «учень», в якій вчитель апріорно вважається вище за своїх учнів, та виступає принаймні у ролі наставника. Сучасна концепція філософії освіти вимагає від освітян пошуку таких педагогічних технологій, які б ґрунтувалися на принципах рівності усіх учасників освітнього процесу, незалежно від статусу. Саме такий підхід, на нашу думку, сприятиме активізації внутрішніх ресурсів людини та взаємозбагаченню студентів та викладачів.