

The main difference of PLE from VLE is that the student manages the process of his learning by himself. The student creates an environment in which learning takes place continuously and which is available to access everywhere. The knowledge, which he gets, is distributed among many people, thus increasing the efficiency of learning; the environment itself is a collection of many resources and services, rather than a structured system. In general, PLE is a set of tools and resources that enable students to realize and solve a variety of training tasks related to the acquisition of knowledge and skills development.

Personal Learning Environment provides more responsibility and more independence for learners. It could allow a learner to configure and develop a learning environment to suit and enable his own style of learning. Therefore, in each case the model will be unique. For example, the analysis has revealed an average student's (group 2D51) PLE diagram which is given in Figure 2. It shows that most students use Facebook, PDA, VK, Skype, WirelessApp for communication; Youtube, Pikabu – for entertainment; Ps and Word Office – for writing and drawing, thus formal learning is also involved; at the same time we see that social VK software is actively used for communication, entertainment, and as a transfer of video, music and files. This network has a really random and peculiar structure.

Internet technologies are developed very rapidly, providing many new tools, which are very reliable and easy to use. New devices, applications change our culture and society, educational system, expanding private learning environment. Moreover, people want to design their own personal space where they can access favourite and useful sites, feeds, bookmarks and photo-sharing etc. Life and work are interrelated and the profile of a PLE changes constantly. There are a lot of potential tools that you could add to a PLE. It is not suggesting that all of these tools need to be used, tools are added as people identify a need and as their experience and knowledge in the use of these tools grows and develops [4].

PLE design usually involves several stages [5]. A learner establishes personal goals for learning. They can deal with professional and personal interests. In developing a PLE the learner participates actively and performs the three key functions. He collects and selects relevant content, resources into a meaningful collection in a virtual space, He constructs and creatively develops new knowledge and understanding. This could be done through blogs, Slideshare presentations, Wikis etc. Learning always involves communicating and sharing with others. Another phase in a PLE is collaborating, working with other people to create new knowledge through digital objects, documents, etc. The learner should start slow, it takes time to learn a new application and build and develop content and resources. Moreover, since it takes time to develop and grow an effective PLE, a learner has to spend some time each week for this activity. Furthermore, it is advisable to create a diagram of the PLE (Fig. 2). The purpose of the diagram is to provide a framework for learning goals, identify tools and provide a digital footprint and record of the PLE. This way the learner manages to take control over his learning. The purposeful development of Personal Learning Environment makes the learner realize his immediate goals and develop new communication, technical and personal skills, and acquire new knowledge using different devices and interfaces on his own.

PLEs are dynamic, they change and adapt to learning needs and goals. This feature makes it a convenient tool for professionals to update their occupational skills and knowledge or to learn new occupational competences throughout their work-life. The necessity of continuous learning in the work place is due to the fact that technologies are being developed faster and they are put into the operation sooner since the production process is facilitated by computer controlled facilities. The employee is constantly experiencing the stress of becoming dismissed because of occupational incompetence.

PLE provides the learner support to set targets and manage his own learning content, and independently choose services and tools suitable to his style, thus taking control over his learning process which turns out to be continuous, since new targets and goal are constantly established. Consequently, the idea of PLE implies that the learner is involved into lifelong self-education process, which actually helps him to stay relevant in changing conditions of social life.

References

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