

Philology

UDC 378.147:81'243

Ahibalova T.M.,*Ph.D (Philology), Department of Business Foreign Language and Translation, National Technical University «Kharkiv Polytechnic Institute», tanika.fem@gmail.com***Halahan Y.V.,***Ph.D (Philology), Foreign Languages Department № 2, Yaroslav Mudryi National Law University, janegalagan05@gmail.com**Ukraine, Kharkiv*

THE USE OF E-LEARNING STRATEGY IN TEACHING FOREIGN LANGUAGES AT THE HIGHER EDUCATIONAL INSTITUTION

The requirements of the era of globalization and internationalization set before Ukrainian universities the goal of creating a multilingual educational space that promotes the integration of Ukraine into the international scientific and educational community and promotes the study of the Ukrainian language as a foreign language for intercultural understanding and fruitful cooperation. The article is devoted to the use of e-learning strategy in teaching foreign languages in a multilingual educational space. This study aims to introduce an e-learning course containing educational and control materials given in an effective interactive form.

Key words: *information and communication technologies, LMS Moodle distance learning, multilingual educational space, electronic training courses.*

The statement of the problem. The analysis of the current situation of teaching foreign languages at universities has shown that traditional methods of teaching based on the knowledge paradigm of education still prevail. Undoubtedly, it is necessary to preserve the traditions of classical academic education. On the other hand, the informatization of society has changed the attitude to knowledge, information and teaching methods and objectively changed the modern student. At the same time, the requirements for the results of a graduate's education by the state and employers have changed. Over recent decades there is a significant interest in using innovative practices. At present, this issue is still actual. It is confirmed by a number of publications on this theme [1-4]. The term «e-learning» can literally be understood as electronic training. Also, the concept of on-line is sometimes used as its synonym, although it's not the same thing. Online learning is an integral part of e-learning because a person can learn not only on-line and off-line, but also using a computer. E-learning allows students from anywhere with an internet connection to download learning materials, consult with the teacher, transfer completed tasks, etc. The widespread use of new information technologies and electronic tools on a global and international scale is fundamentally changing the paradigm of modern technology of learning and information technology. Therefore, in applying the term e-learning, we will rely on the definition given by UNESCO. E-learning is internet and multimedia training. The concept of digital-learning has also been added to e-learning, which means digital training. Results of researches and practical experience show that the use of electronic learning will allow universities to organize educational processes more dynamically, effectively and mobile. It does the more intensive process of exchange of knowledge, actualizes process of acquisition of knowledge by students themselves and that is important for

the decision of a problem of optimization of educational institutions, reduces the expenses connected with carrying out of face-to-face occupations. In the concept of e-learning, a major role is given to self-education.

The requirements of the era of globalization and internationalization set before Ukrainian universities the goal of creating a multilingual educational space that promotes the integration of Ukraine into the international scientific and educational community and promotes the study of the Ukrainian language as a foreign language for intercultural understanding and fruitful cooperation. Nevertheless, the information society and information technology are changing the educational process. Two fundamental changes are taking place. They are topos and temporality. Moreover, there is a significant gap between a high-speed flow of information in e-learning and a step-by-step classical classroom education. Openness, accessibility, flexibility, virtuality are increasingly becoming an important part of education. Thus, the role of universities is gradually changing. Learning content is available on LMS, MOOC, YouTube, Facebook, Instagram, and even Tic Toc. At present, universities often organize mixed learning to stimulate the motivation of their students. In this type of training, the use of e-learning, distance learning, and traditional classroom training are successfully combined and complement each other. There are different types of LMS: commercial and open-source solutions. Among them, Moodle (Modular Object-Oriented Dynamic Learning Environment) is the most used platform in higher education, as well as the easiest to use [5]. It represents open-source solutions and enables teachers to create, edit and share documents with students easily. The younger generation can acquire knowledge and interact electronically with each other and their teachers during forums, via forums, chats, and video-conference.

The purpose of this study is to introduce an e-learning course containing educational and control materials given in an effective interactive form.

The statement of the main material. We have chosen the software of Moodle because it is free to download and upgrade. Besides, it can be used on any computer. Our course is intended for foreign students studying Ukrainian as a foreign language of the first certification level of general language proficiency. The course can also be interesting and useful to any foreigner who studies Ukrainian as a foreign one with a teacher or independently.

The course is logically structured. At the beginning, students receive information about the course (a title, a short description) and a tutor of the course. It should be noted that a surname, a first name and a patronymic of the tutor is a link. It opens, a page with his or her personal profile. Besides the teacher's photo, students can send a private message to the author of the course to solve questions without delaying until a face-to-face meeting. At the beginning, there is an instruction section where the instructor introduces the course. Special attention is paid to the instruction and a structure of the course. On this page, the student can find information about the main dates and points of this course. In addition, the instructional section has a list of literature, a vocabulary of key terms, as well as a forum and chat room for communication between students and the tutor. The course includes a system of phonetic, lexical and grammar exercises.

Phonetic exercises include the repetition of personal names, key words, collocations, sentences, replicas of the dialogue after the announcer using the pause button; viewing video clips with simultaneous selection in the text of words with a given sound; repetition of these words in pauses after a native speaker.

Lexical exercises include predicting words or phrases of video characters; recognition in a video fragment of certain objects, actions; correlation of adjectives recorded on the board or on the card, with one or another character of the video episode. In teaching dialogic speech, exercises are used to restore the dialogue presented in the video episode based on individual replicas; recovery of missing replicas of one of the characters; correlation of replicas with a specific character. Exercises designed to teach monologue speech include writing a story about what has already happened at a particular point in the episode; restoration of the missing part of the plot of the video fragment; retelling preparation.

The development of reading skills takes place mainly in the process of working on a short or complete script for a video. Students can read the contents of the text before watching the video fragment, followed by filling in the blanks with missing words, phrases.

Writing skills can be activated by writing an imaginary biography of one of the characters in the video episode; presenting the contents of the video episode in the form of a letter to a friend; Writing a short video ad; writing a short story based on the words / phrases suggested by the teacher, in order to predict the plot of the video. Tasks proposed to overcome the cultural barrier provide for the identification of similarities and differences in foreign and domestic cultures regarding specific objects, environmental phenomena, and people's actions; watching a video clip without sound and analyzing various aspects of non-verbal behavior:

determining emotions and feelings by facial expression, gestures; watching a video of an episode representing an event from the cultural life of the country of the language being studied, and making assumptions about the changes that would have occurred during this event in the conditions of their / other country; correlation of objects and heroes with their social status, verbal and non-verbal behavior; disclosure of elements of a foreign language culture due to voice-over commentary by a teacher of lexical units.

Moodle also has a "Test" element that allows to create different types of tests. Control elements are provided after studying each block of material. A file with options for each student's control tasks is attached to the assignment. It specifies the criteria by which the student should choose this option. A maximum number of points for a given task and deadline for delivery of material are specified. It is stipulated that the student performs the task on his/her local computer, puts the title of the file (student's name, variant number, page number without punctuation marks, for example, Petrov11), attaches and sends it to the tutor. The student sees the status: «sent for grading». After the instructor's review of the assignment, the student sees the status «graded» and the number of points for that assignment. Tests are markers of the student's progress because a learner is not allowed to go to the next modules without getting a certain score for the test. A test is always limited by dates, a number of attempts, and time of completion. If there are doubts about the correctness of the answers, a student can go back to the test and enter other answer. After that, the student completes the test and sends it to the teacher. The test is evaluated immediately. The student sees his/her result and scores. He can use the second attempt. The system allows to create different types of tests: yes/no, right / wrong, numerical answer, essay. The task of multiple choice can be implemented in the form of a test question "multiple choice", "nested answers", "selection of missing words" or "drag and drop into the text". The probability of guessing the correct answer in such tasks is very small.

In addition, there are other elements in Moodle that have interactive capabilities that allow to organize communication and interaction. Consider their capabilities. "Task" element allows you to create a practical task, the answer to which may involve loading one or more files, typing the text of the answer directly in the editor window, or an answer outside the site. The answer to the assignment is available for review and assessment only to the teacher of the course, which can set the deadlines for the assignment, types of feedback (comment, file or statement sheet with assessments), response parameters (number of attempts, conditions for submitting answers), notifications, assessment parameters. "Forum" element is intended for general discussion, simple discussion, "question and answer". The "Chat" element is intended for online communication. The teacher can set the start time of the chat, the duration of the session, its repeatability. The interactive element "Lecture" makes it possible to structure the material into blocks, sharing them with test questions and assignments. The teacher sets up the lecture time, the number of attempts, the category and grade scale, the passing and maximum points, and other parameters. The «Workshop» allows a tutor to organize the practical work of students with mutual evaluation, and the

final grade may consist of an assessment of the work itself and an assessment for evaluating the work of other participants in the course.

Based on the test results, students fill in a questionnaire that evaluates the course work form, the control form and makes comments and suggestions.

Conclusions. Our practice has shown that the use of e-learning strategy in teaching the Ukrainian language as a foreign language is an effective means of teaching foreign students. With the help of computer and Internet, e-learning brings the changes of pedagogical strategies and ultimately improves the efficiency of teaching and learning. The electronic course enables students to master Ukrainian as a foreign language quickly and effectively. It demonstrates how using the educational elements of the Moodle system a foreign language teacher can place educational and control materials in an effective interactive form, introduce an unlimited number of additional materials, improve the quality of students' self-control and provide objective control of their learning of educational material. The use of Moodle contributes to the creation of an interactive multilingual educational space, plunging into which foreign students not only learn the basics and secrets of the Ukrainian language but also learn the peculiarities of the culture and life of the Ukrainian people. They form respect for the culture of other people and tolerant attitude to

representatives of a different culture, which contributes to the formation of a multicultural personality with a characteristic awareness, understanding of their behavior in interaction with representatives of different cultures based on mutual respect, mutual acceptance and mutual understanding.

Literature

1. Bryantseva M.V., Vittenbek V.K., Yadrov, K.P. Study on the motivation and needs of students for e-learning at a university / M.V. Bryantseva, V.K. Vittenbek, K.P. Yadrov, // *Amazonia Investiga*, Volume 8 (24), 2019, – pp. 431-440.
2. Gibiani D., Mozetic M., Seljak BK, Urbancic T. E-learning experiment: web conference activities in teaching at a traditional university / D. Gibiani, M. Mozetic, B.K. Seljak, T. Urbancic // *International journal of innovation and learning*, Volume 27 (1), 2020/ – pp. 37-57.
3. Fannaqhsrow M., Nourabadi S. Blended learning, innovative pattern in teachers' professional development in educational system of Iran / M. Fannaqhsrow, S. Nourabadi // *Revista Praxis Educational*, Volume 16 (38), 2020, – pp. 306-322.
4. Littlejohn A; Pegler C. Preparing for blended e-learning Book Series: *Connecting with E-Learning*, Oxford, 2007, – p. 250.
5. Paulsen, M., 2003, *Experiences with Learning Management Systems in 113 European Institutions*. *Educational Technology & Society*, 6(4), pp. 134-148.

Азібалова Т.М.,

к.філол.н., кафедра ділової іноземної мови та перекладу, Національний технічний університет «Харківський політехнічний інститут», tanika.fem@gmail.com

Галаган Я.В.,

к.філол.н., кафедра іноземних мов № 2, Національний юридичний університет імені Ярослава Мудрого, janegalagan05@gmail.com

Україна, м. Харків

ВИКОРИСТАННЯ ТЕХНОЛОГІЙ ДИСТАНЦІЙНОГО НАВЧАННЯ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ У ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

Вимоги епохи глобалізації та інтернаціоналізації поставили перед українськими університетами проблему створення якісного багатомовного освітнього простору, який сприятиме інтеграції України до міжнародного науково-освітнього співтовариства й пріоритизує авторитет української мови як засобу міжкультурної комунікації і плідної співпраці. Статтю присвячено аналізу особливостей стратегії дистанційного навчання у викладанні іноземних мов у мультилінгвальному освітньому просторі. Це дослідження має на меті запропонувати дистанційний інтерактивний курс, що міститиме навчальні й контрольні матеріали для організації ефективної роботи студентів.

Ключові слова: інформаційно-комунікаційні технології, дистанційне навчання СУН Moodle, багатомовний освітній простір, електронні навчальні курси.



Scientific Journal

VIRTUS

#43, April, 2020
published since 2014

2020