

ЛЬВІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ

**АКТУАЛЬНІ ПРОБЛЕМИ НАВЧАННЯ
ІНОЗЕМНИХ МОВ
ДЛЯ СПЕЦІАЛЬНИХ ЦІЛЕЙ**

Збірник наукових статей

ЛЬВІВ - 2022

УДК 37.041:811
ББК 81.2р.
А 43

*Рекомендовано Вченою радою факультету №5 ІПФПНП ЛьвДУВС
(протокол №6 від 16.11.2022)*

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А 43 Актуальні проблеми навчання іноземних мов для спеціальних цілей: Збірник наукових статей / Укладач: І.Ю. Сковронська. Львів: ЛьвДУВС, 2022. 173 с.

До збірника увійшли методичні напрацювання, що стосуються виховання мовної культури як забезпечення лінгвістичної безпеки держави, формування іноомої компетентності правоохоронців України зокрема, та міжкультурної іноомовної компетентності загалом, організації самостійної роботи здобувачів, інноваційних форм та методів навчання мов, психолінгвістичних можливостей людини при вивченні та використанні іноземних мов, здійснення освітнього процесу у сучасних умовах з використанням онлайн-навчання як альтернативної форми традиційного навчання. Закцентовано увагу на викликах та можливостях навчання мов у сучасних умовах, мультикультурному аспекті цієї проблеми.

**УДК 37.041:811
ББК 81.2р.**

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внутрішніх справ, 2022

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USE OF MOODLE PLATFORM IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Abstract. The implementation of distance learning caused the need for the development of distance educational technologies. Online education can be just as effective as traditional education. This requires competent application of remote technologies with appropriate methodical approaches that ensure interactive interaction of students and teachers. One of such widely used platforms is Moodle. The Moodle platform can be used not only for the organization of distance learning in higher education establishments but also to support the traditional educational process or blended learning. The article reveals the advantages and possibilities of Moodle platform for teachers and for students and peculiarities of the application of the Moodle platform during the organization of educational process. The possibilities of using the platform in the process of learning and teaching a foreign language are considered. The main forms of test tasks that are used in the distance learning course “Foreign language” are highlighted.

Key words: *Moodle platform, distance learning, educational process, foreign language.*

ВИКОРИСТАННЯ ПЛАТФОРМИ MOODLE В ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ

Анотація. Впровадження дистанційного навчання викликало необхідність розробки дистанційних освітніх технологій. Онлайн-навчання може бути також ефективним, як і традиційне. Це потребує грамотного застосування дистанційних технологій з відповідними методичними підходами, що забезпечують інтерактивну взаємодію студентів і викладачів. Однією з таких платформ, яка широко використовуються є Moodle. Платформу Moodle можна використовувати

не лише для організації дистанційного навчання у закладах вищої освіти, але й для підтримки традиційного навчального процесу чи змішаного навчання. У статті розкрито переваги та можливості платформи Moodle для викладачів і студентів та особливості застосування платформи Moodle під час організації навчального процесу. Розглянуто можливості використання платформи в процесі вивчення та викладання іноземної мови. Висвітлено основні форми тестових завдань, які використовуються в дистанційному курсі «Іноземна мова».

Ключові слова: платформа Moodle, дистанційне навчання, навчальний процес, іноземна мова.

Introduction. In connection with the COVID-19 pandemic, higher educational establishments switched to distance learning. The realization of distance learning caused the need for the development of distance educational technologies. The active introduction of distance learning technologies into the educational process is a promising and extremely relevant direction in the development of modern higher education, as well as integration into European and world education. The construction of the informational educational environment of students can take place mostly with the operation and support of a certain electronic educational platform. One of such distance learning platforms is MOODLE (Modular Object-Oriented Dynamic Learning Environment). The Moodle system has become quite popular around the world among teachers as a tool for creating dynamic courses and workshops for students. Taking into consideration the above mentioned, problems related to the development of theoretical and practical issues in this direction have become relevant.

Analysis of recent studies. The question of the educational possibilities of the Moodle information environment in the practice of distance education was researched by O. Anisimov, K. Kolos, T. Myasnikova, Yu. Trius, I. Herasymenko and others. Among foreign scientists, the use of Moodle in the educational process is researched by: Rise W., Cole J. and others.

The attention of the following domestic scientists is focused on the problems of distance learning: V. Bykov, R. Gurevich, K. Korsak, V. Kukharenko, L. Leshchenko,

M. Mikhalchenko, V. Oliynyk, P. Talanchuk, O. Tretyak. Distance learning is defined by researchers as the interaction of a teacher and students with each other at a distance, which highlights all the components inherent in the educational process (purpose, content, methods, organizational forms, teaching tools) [1, p.13].

Despite the significant attention of researchers to the problem of introducing distance courses into the learning process, the issue of active use of Moodle platform in the process of teaching a foreign language remains relevant.

The purpose of the article is to reveal the peculiarities of the use of Moodle platform for foreign language teaching in non-linguistic higher education establishments. To analyze the main possibilities, advantages and disadvantages of the distance learning system.

Presentation of the main material. Among the innovative technologies, on the basis of which higher educational establishments should create a new learning environment where students can access educational materials at any time and in any place, there are technologies of electronic (distance, mobile) learning, the use of which will make the educational process more attractive, democratic, comfortable and will stimulate students to self-education. One of the means of information and communication technologies that meets the specified conditions, is a Moodle platform.

The Moodle system provides an opportunity to organize a full-fledged educational process, including educational tools, a system of monitoring and evaluating students' educational activities, as well as other necessary components of the e-learning system.

The main directions of using the Moodle platform in the educational process are: presentation of educational material in electronic form; structuring the results of educational activities; automation of work with training information; provision of network communication; organization and conducting of online interactive group and individual classes; control and monitoring of educational activities of distance course students.

Opportunities and advantages provided by the use of Moodle system in educational process to the participants of this process:

For the teacher:

- to have educational and methodological support of a discipline in a structured form;
- to have a convenient tool for evaluation and control of training student activities;
- to set the required deadlines for students to complete the tasks;
- to have software that meets European standards of organization of the educational process;
- to use text, graphics, audio and video materials during organization of the educational process;
- to change, expand, supplement and correct educational and methodical materials of the discipline;
- to organize computer testing of students knowledge control, using different types of questions;
- to have an automated rating evaluation system of students works;
- to have software that is protected against unauthorized access, changes and damage;
- to have software for performing scientific and methodical tasks development at one's own choice, sequence and pace;

For the student:

- to have access to logically structured and completed educational and methodical material that improves the conditions for independent mastering the content of the discipline;
- to have means for self-testing and performance of tasks and their evaluation regardless of the human factor (teacher);
- take a real part in the scientific and methodical work of the departments;
- extended access to Internet resources;
- the possibility to learn the educational material remotely [2, p.9];

A foreign language as a means of intercultural communication plays an important role in modern socio-economic conditions and political development of Ukraine. Various computer technologies, Internet resources, digital devices, Web 2.0

technologies, and distance learning are increasingly used in the education system. While studying the discipline “Foreign Language for Specific Purposes”, students have access to professionally oriented texts and an active vocabulary according to the topic. It is also possible to attach a link to watch a video, to each topic or audio material to listen to. After watching the video or listening to the audio, there is an opportunity to take a comprehension test. All materials attached to each topic are compiled in advance by the teacher, in a clear sequence in accordance with the program of the academic discipline.

The Moodle not only has a multifunctional module for testing, but also provides an opportunity to evaluate the work of students performed in such course elements such as Tasks, Forum, Wiki, Glossary, etc., and evaluation can be carried out according to scales created by the teacher. All grades can be viewed using the course grade book, which has many settings for displaying and grouping grades. The main forms of test tasks that we use in the distance learning course “Foreign language” are: tasks with choosing one or more correct answers from the given list; matching tasks (for instance: to match the words with their definitions or to find synonyms); tasks of an open form, it allows an answer in one or more words (phrase or sentence); essays (are evaluated manually by the teacher).

Also, the teacher can independently create tasks and write down all the requirements and the deadline for completion (for example, an essay). In this case, students download the completed task and the teacher personally checks it, evaluates the work and can add a comment with possible remarks or wishes.

However, it should be noted that any remote platform, in particular Moodle, is not a stimulating factor for teaching or learning a foreign language. If the student has no desire to learn a foreign language, completing tasks becomes just a formality. That is why the main factor in the distance learning process on the Moodle system is the interactive activity of teachers who engage students using all possible platforms.

Conclusions. Application of information and communication technologies, namely the learning platform Moodle, allows to use educational tasks developed on the principles of interactivity, problem solving, self-assessment, which has a significant impact on development of professional and personal qualities of future specialists. Such

an approach allows students to develop their own strategy in mastering foreign language and educational activity in a higher education institution; also creates conditions for access to educational classes at any time and improves time management skills. At the same time, the teacher has the opportunity to remotely observe the work of each student, to provide consulting assistance. However, it should be remembered that learning a foreign language requires communication, accordingly, video conferences should be organized in combination with different tasks and educational materials.

Using the Moodle platform, the teacher receives a modern powerful resource for presenting material, monitoring and evaluation results of students activities. This platform can be used for both distance and blended learning. Teachers need to be aware of all the possibilities of the platform, and use them, since they are in the role of course moderators.

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**ЗАСОБИ ЕКСПЕРСІЇ ДВОМОВНОГО АНГЛО-УКРАЇНСЬКОГО
ДИСКУРСУ**