SCIENTIFIC LETTERS

OF ACADEMIC SOCIETY OF MICHAL BALUDANSKY

TO OUR READERS

This Journal, Scientific Letters of Academic Society of Michal Baludansky has been conceived by the founders of Academic Society of Michal Baludansky as a printed platform for exchanging knowledge between university scholars and experts from different countries who take a keen interest and activities of the outstanding scientist, educator and statesman Michal Baludansky. The journal is published six times a year. The fifth A issue of year 2017 is devoted to the **Volodymyr Hnatiuk Ternopil National Pedagogical University** and the members of the **International Pedagogical Club "Professional Portfolio"**.

Volodymyr Hnatiuk Ternopil National Pedagogical University is one of the oldest higher education institutions in western Ukraine, which is now established as a recognized education and culture, science and methodology centre of pedagogical education in Halychyna. Its history dates back to 1620 when a brethren school was opened and provided the training of primary school teachers. Volodymyr Hnatiuk Ternopil National Pedagogical University is modern state-owned educational institution which is one of the leading pedagogical institutions of Ukraine and the regional center of pedagogical education in Western Ukraine. According to the ranking of higher educational institutions of Ukraine the university belongs to the top three humanitarian and pedagogical universities, and has been awarded a Laureate Diploma of International Academic Rating of popularity and quality "Gold Fortuna". The university comprises 9 departments, 1 institute and centers of pre-university training and postgraduate educational. 39 subdepartments currently employ 533 teachers, including 1 academician of Academy of Pedagogical Studies of Ukraine, 1 corresponding member of Academy of Pedagogical Studies of Ukraine, 7 academicians of specialized academies, 53 Doctors of Sciences, professors, and 352 Candidates of Sciences, associate professors. There are close to 4500 fell-time and part-time students studying at the university, 5 dormitories, 6 gyms, an indoor training area, a stadium, biological station, medical care center, sanatorium-preventorium, computer labs providing access to the Internet, library, reading halls, dining hall and cyber-café are designed to serve the students' needs. The University provides opportunities for professional mastering specialities and specializations, allowing graduates to feel confident in the labour market, creating conditions for mastering innovative teaching and information technologies. In general, today the university concentrate efforts on training highly qualified specialists, young, educated people whom our society needs in times of rapid development of science.

The International Pedagogical Club "Professional Portfolio" is the association of teachers of higher and secondary educational establishments whose aim is to share their professional experience, accumulate and preserve the best teaching methods approved in real life classrooms. The Club was initiated by Olena Dobrotvor, the assistant professor of Pedagogy and Psychology of Professional Education Humanities Institute of National Aviation University and Alexander Skakunov, the author of IT-education project "Zero to Hero" who decided to change the format of traditional training courses completely and create the new informal space for communication and constructive work. To explain more clearly, the feedback from colleagues makes it possible to objectively reflect on teaching practices and prove their own professional achievements, be open to the criticism and recommendations, plan more effective approaches to new classroom situations. Since May 14, 2016 the project has registered 48 participants from different regions of Ukraine as well as Slovakia, Poland, Germany, Bulgaria, Georgia (https://www.facebook.com/groups/234752410 224796/?fref=ts). Among them are the heads of teaching departments of the universities, the authors of educational projects (including those based on online platforms), scientists and school teachers.

The organizers of the Club launched a series of training workshops and alternative so called anti-conferences named «Self-Teacher». In the given format of pedagogical discussions club members inform colleagues on the ways of improving teaching-learning practices and demonstrate working techniques and ways of evaluating training results. ***The following issues have already been discussed:*** Critical thinking of the young people, their ideas on training and lectures, Learning a foreign language by "ear-mouth-eyes-hand method", Visualization cognitive activity of students in the classroom, Academic integrity, A workshop on poetry for everybody, Establishing criteria for assessment of student's achievements, Probability theory in the interaction between children and students. In the near future they plan to create a permanent International Open Methodical Center the aim of which will be to organize systematic communication between the teachers of different countries, to issue electronic Portfolio to support current teachers, to expand best practices and support international and democratic education.

Lenka Dubovická, editor

CONTENTS

CHARACTERISTICS OF FORMSOF FOREIGN LANGUAGE DISTANCE LEARNINGBY MEANS OF COMPUTER-CENTERED TECHNOLOGIES

Chernii Liudmyla

Abstract

It is possible to change the system of education by using modern Internet technology. During recent years the importance of distance learning has increased considerably. Face-to-face communication between teacher and students is not essential nowadays. Distance learning brings education to the student and the student no longer needs to go to the educational institute. The article deals with short description of distance learning paculiarities. The main forms of computer-centered technologies are described. Reasons to use them while studying a foreign language are grounded.

Keywords: distance education, computer-centered technology, distance foreign language learning.

ХАРАКТЕРИСТИКА ФОРМИ ІНСТРУМЕНТУ ДИСТАНЦІЙНОГО НАВЧАННЯ З ЗАСТОСУВАННЯМИ КОМП'ЮТЕРНИХ ТЕХНОЛОГІЙ

Черній Людмила

Анотація

Стрімкий розвиток Інтернет-технологій суттєво вплинув на формування системи освіти. В зв'язку з цим протягом останніх десятиріч дистанційна освіта стала глобальним явищем освітньої та інформаційної культури. Дистанційна освіта передбачає використання нових засобів телекомунікацій, залучаючи студентів до широкого відкритого інформаційного світу. У статті охарактеризовано основні форми комп'ютерно-орієнтованих технологій дистанційної освіти та обґрунтовано причини їх використання під час вивчення іноземної мови.

Ключові слова: дистанційна освіта, комп'ютерно-орієнтовані технології навчання, дистанційне вивчення іноземної мови.

The development of computer technologies has been reflected in all spheres of public life. On the basis of modern information and communication technologies, a new knowledge-sharing system of education, called distance learning, was formed. The emergence of this learning method is due to various factors, including the need for interactive interaction between students and teachers; giving students the opporttity for independent work on the researched materials; possibility of choosing time and place of learning; the opportunity to study for those who can not do it in educational institutions for some reason.

Distance learning is a form of vocational education that contributes to the implementation of the world-wide concept of lifelong learning. Almost all higher educational institutions of the leading countries of the world use the elements of distance learning and electronic materials. It helps to save the resources and time, gives the opportunity to receive education without interruption from workduties.

Distance learningprovides an indirect interaction between the teacher and the student through the use of information and communication technologies and independent work of students on the basis of clearly structured study material in electronic version. When developing virtual courses, the following principles of learningshould be considered:

1. Flexibility, which allows the student to choose the time and the place of study independently.

2. Modularity. The basis of the program of distance learning is the modular principle. Each individual course creates an integral understanding of a specific subject area that allows to form a syllabus of training that corresponds to individual or group needs of students.

3. Large-scale involvement. Simultaneous access to many sources of educational information for a large number of students, communication between students and teacher by means of computer-centered technologies.

4. Technological support, which provides educational use of new information technology achievements that helps students to be a part of global information space.

5. Social equality. Equal opportunities for education regardless of place of residence, state of health, age or social status.

6. Interactive communication and variation of communication channels.

7. Learning technologies (technology of individualization of training, interactive learning, multimedia technologies).

8. Individuality of each student such as physical, intellectual, and emotional development.

9. Orientation to students' autonomy, motivation and personal experience.

10. Use of educational Internet resources [10].

The **purpose** of foreign language distance learningis the formation of intercultural communicative competence. By intercultural communicative competence one should understand the level of language, linguistic, socio-cultural and vocational knowledge, skills and abilities in the native and foreign languages, which allows person to communicate at the appropriate level.

The success and quality of foreign language distance learning primarily depends on the effectiveness of the organization and methodological quality of the materials used as well as the teachers' skill that participate in this process. For the successful achievement of course's objectives it is very important to realize and implement an integrated approach to the organization of the teaching materials and its processing sequence. In addition, it is necessary to ensure the unity of educational and developmental functions of education, the autonomy of students' educational and cognitive activity. To fulfill such didactic requirements the following methods of foreign language distance learning are used: 1) informative and receptive, which involves the perception of the educational material, its understanding and adoption; 2) reproductive learning methods; 3) methods of theoretical and practical language study which are based on the implementation of training exercises through various educational techniques.For submitting information the following ways are used: demonstration, illustration, explanation, conversation, story telling, repetition, implementationof practical tasks. Modern computer technologies help to fulfill these tasks [Antoniv, 2007, 48-49].

Teachers' rolealso changes significantly in distance learning. Their main functions are: coordination of the cognitive process, consultation of the students, organization of an individual curriculum, distribution of training load, management of educational projects, verification of performed tasks, etc. The activities of the student vary in the direction from obtaining information to its investigation and search. So, in distance learning the main role of a teacher is to provide timely assistance to the students.

Modern computer-centered technologies are the most common learning tools of providing distance learning teacher-

student interaction. They make the teacher to think and create new approaches, forms and methods of teaching and allow students to be engaged independently in a variety of domestic and foreign information sources (forums, libraries, journals, universities, scientific conferences etc.).

In foreign language distance learning different forms of presenting information and conducting educational process are used. The simplest way of teacher-student interaction is **email.**It is an online service that makes it possible to exchange information (text documents, audio and video files, archives, programs, PDF).Having analyzed the feedbacks the teacher can determine how well the student understands and fulfills the task, correct grammar mistakes, helps to enrich vocabulary.This approach is mainly used at the initial stage of distance learning.

Later web forums, chat technology, teleconferencing, telecommunication projects, web quests are used.**Webforums** are asynchronous and allow students to plan their learning time, discuss certain topics, express different thoughts. Questions and answers are stored in the forum's database and in the future may be useful both to forum members and to anyone who can enter the forum. Participating in forums students learn to communicate in a foreign language, express their own point of view, participate in on-line discussions. At the same time, students' vocabulary is enriching, grammar knowledge is improving, understanding of the foreign language is becoming better. At this stage teacher only corrects language inaccuracies and mistakes [3].

Another form of foreign language distance learning is **chat technology**which requires the presence of all participants. Chat messages are generally short in order to enable other participants to respond quickly because the time for the answer is limited. This form of interection creates the atmosphere of live spoken conversation in which its parcicipants can help and correct each other.Online chat may address point-to-point communications as well as multicast communications from one sender to many receivers, or may be a feature of a web conferencing service. In many distance education institutions there is a chat school in which the activities of teacher-students interaction are organized with the help of chat rooms.

The most dynamic representative of off-line methods of computer-centeredtechnologies is **teleconferencing** or as they are called "newsgroups" and close to them "mailing lists", which allow to distribute messages from individuals to the audience for a short period of time. It provides the opportunities for mass discussions and exchange of ideas. Teleconference is a stream of messages that are visible to each participants. This steam is formed by the participants themselves, because everyone can write a new message to the conference or answer for the already existing one. Teleconferences are closely connected to e-mail. The difference is the following: in email the message is sent to a specific recipient or recipients, and in teleconferences a message is addressed to all its members and they can leave their comments under it[4; 15].

Another methods of preseting information to students is **telecommunication project**. It is educational, cognitive, creative or gaming activity of students that is organized on the basis of computer telecommunications which has a common goal - the study of a problem, defining methods and activities for achieving objectives [Dementievska, 1999, 15].Preparing a telecommunication project teacher offers contradictory information to the students. Students search for the answerindependently on theInternet, agree or refuse with the teacher's statements. The telecommunication project activity is the most effective when it is combined with the software content of the electronic manuals, which helps to enrichstudent's knowledge [3].In telecommunication project its participants use a foreign language activelyto formtheir

own opinions. The goal of the project is to increase students' proficiency in a foreign language through written communication with other participants, to enrich language arts, to exchange cultural knowledge via regular mail (letters, potographs, drawings, audio and video tapes).

Any telecommunication project has got several stages which are carefully planned and thought out. They are:1) organizational; 2) discussion of the main idea, goals and objectives of the future work; 3) discussion of methodological aspects and organization of students' work; 4) division of the assignment into subtasks, selection of necessary materials; 5) project work; 6) summing up the results; 7) project presentation [6].

Projects can be done in the form of teleconferences or web quests. Forms of organization depend on topic, objectives, interests of the participants. The success of the project largely depends on the work group organization, the clear division of responsibilities between its participants.

Webquest also belongs to the forms ofcomputer-centered technologies. It is a web site where students or teachers work on a particular learning tasks. There are two types of web quest: for short-term and long-term work. The task to collect materials on the Internet on a particular topic and solve a problem using these materials is given to students. Links to some sources are also given by the teacher and some of them can be found by using different search browsers. Final results of students' web quest work are published in the form of web pages and websites. Working on the quest's tasks, participants develop written foreign language skills, learn to communicate in virtual reality (by means of e-mail, Skype, Viber, Telegram, Twitter, etc), coordinate their work. Web quest technology allows to form such competencies as use of information technologies for solving professional tasks (searching for the necessary information, processing of the results in the form of computer presentations, websites, flash-videos, databases, etc.); self-training and self-organization; team work (planning, discussion, division of responsibilities, mutual assistance and control); ability to find several ways to solve the problem; choosing the best way to solve a problem; public speaking skills [10].

In conclusion, distance education today uses teaching and learning resources that are independent of real time contact with teaching staff. These teaching resources may take a variety of forms including computer-centeredcommunications (such as e-mail and Internet conferencing), printed materials, audio/videotapes, digital databases, CD-ROMs, etc.

The combination of particular resources that is used depends on the educational objectives of the course, expected characteristics of the students, institutional requirements, and is largely determined by the instructor, often in consultation with information professionals.

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