

UDC 811:378.2:681.1:004(477)"20"

Lichman L. Yu.

BUILDING DISTANCE LEARNING SYSTEM IN THE HIGHER SCHOOL LANGUAGE DIDACTICS OF UKRAINE IN THE LATE 20TH – THE EARLY 21ST CENTURY (A RETROSPECTIVE ANALYSIS)

The article focuses on the genesis of using distance learning for improving students' foreign linguistic competence. Social and economic factors are noted to have an effect on building the distance learning system. The regulatory support for the active expansion of distance-based foreign language training in Ukrainian universities is designated. The competency-based approach implementation issues are emphasized to be topical in the language pedagogy due to developing distance education. The distance education concept scope is pointed to extend in the late 20th – the early 21st century. The language training correspondence model didactic advantages are analyzed. The order of the accelerated evolution from a linguistic self-education / training by correspondence to electronic linguistic didactics recommended practices is revealed. The process of using Internet resources is considered. There is drawn attention to the need for creating Internet-friendly training package. The prospects for globalizing the distance strategy of linguistic training are discernible.

Key words: distance education, foreign linguistic competence, language training by correspondence, electronic linguistic didactics, training package, blended learning, multi-paradigm approach.

Improving higher school students' foreign linguistic competence is among the most priority, upcoming and socially productive trends for developing the educational system of Ukraine. The emergence and expansion of a revolutionary new technological world order suggests that the academic community would be more flexible on a matter of making a wide range of decisions towards modernizing the educational space. Obviously, an effective solution considers overhauling linguistic training strategies through the world-wide distribution of educational remote techniques, which is confirmed, among other things, by the history of introducing distance learning at the Ukrainian universities in the late 20th – the early 21st century. Identifying the national peculiarities for implementing distance linguistic educational models gives some clues to their further development.

Studying the genesis and pedagogical possibilities of using remote language didactic and general educational technologies in the higher school of Ukraine is the subject of serious academic inquiry of N. Borysko, Yu. Vykhodets', V. Vyshnivs'kyi, G. Voronina, L. Gavrylova, N. Zhevakina, Yu. Katasonova, A. Marymons'ka, M. Martynenko, V. Moshkov, O. Samoylenko, P. Serdyukov and others. The scientists comprehensively address the historical, methodological, proper theoretical and methodological foundations of introducing distance learning in the economically leading countries and Ukraine's educational systems, in particular, in the higher school language didactics. Meanwhile, the problem of studying distance learning / distance education / e-learning / e-education / computer-based training / online learning genesis within Ukraine's higher school foreign-language training framework of the last decades requires a systematic analysis and comes under close scrutiny.

We have undertaken the present investigation in order to highlight the retrospective aspects of implementing distance pedagogy means and methods into building students' foreign linguistic competence.

Distance learning development in Ukraine began somewhat later as compared to one in the other, knowledge-based, states – first of all, the countries of Western Europe and North America. The key to the lag laid in economic factors: computer equipment, software language-focused products were in short supply at the Ukrainian universities in the 1990 s, as well as there were no conceptual and methodological guidelines relating to distance language education. Suffice it to cite data, in which Ukrainian universities had been in desperate need of its information and technical balance replenishment by the beginning of the 21st century: "In 2004, the number of personal computers amounted to seven per 100 intramural students, which allowed each student to use a computer 35 minutes each working day, provided that they worked 8 hours a day. Of course, the students had too little time to effectively master and use the computer technology. Therefore, in 2007, the Ministry of Education and Science set out to realize the "each student be provided with a personal computer" principle, which would make it possible to fully computerize a university" [1, p. 31].

But under such extremely unfavorable conditions, the distance learning model, among other things in the language education, was incorporated into the educational cluster of the Ukrainian social system, as it were into "the highest instance" and "the lowest instance": on the one hand, the distance paradigm was introduced by the science and education governing boards, primarily the Ministry of Education and Science of Ukraine, on the other hand, the Internet technologies rapid development caused the academic audience wide-scale pivot to the interactive foreign language training.

In Ukraine, the regulatory environment for developing distance learning is ensured with the following documents: the Law of Ukraine "On National Program of Informatization" (February, 1998), the Distance Learning Development Concept, approved by MES of Ukraine in December, 20, 2000, the Order of the Ministry of Education and Science of Ukraine "On Approval of the Regulations on Distance Learning" (04/25/2014, No. 466), the Law of Ukraine "On Higher Education" (01/07/2014).

The documents defined distance education / training concept scope stated the importance of implementing remote, primarily electronic, learning best practices, they presented the didactic productivity and prospects for

using a distance didactic communication potential. Finally, the Law of Ukraine "On Education" (September 9, 2017, No. 2145-VIII), wherein, as known, linguistic issues aroused particular interest, gave a rather detailed definition of distance learning as an individualized mode of study, which "is mainly due to the teaching / learning process participants mediate interaction in a specialized environment which operates through modern psychological and pedagogical, information and communication technologies" [2]. Concurrently, the fact that designating the main study mode content and procedural features, including distance learning, directly correspond to a modern educational competence-centered mega-term is of great importance: "competence is a dynamic combination of knowledge, skills, ways of thinking, views, values, and other personal qualities, which determines a person's adaptability to socialization, professional and / or further academic activities" [2].

Along with this, developing distance foreign language learning technologies in the higher school of Ukraine is observed to be aligned with overseas best practices, as well as with a whole range of educational doctrines, declarations and programs, in particular, such document as "UNESCO Education Strategy 2014–2021" [3], focused on the main competency-based principles – education for all, lifelong learning, education without boundaries, in which remote education and training are considered to be the most optimal educational strategies of the late 20th – the early 21st century.

Expanding distance educational clusters in the higher school of Ukraine is fraught with the country's material life level and state. Identifying far chronological poles, one should note as follows: if in the early 1990s the distance learning was realized mainly through the correspondence educational model, nowadays the distance education scales and centers have significantly – by an order of magnitude – grown; today, the national educational space global and interactive polycentric management is stated to be performed through electronic and media technologies; it can lead, on the one hand, to the converging, confluence, concentrated Internet control, and, on the other hand, to the diffusion and leveling of distinctive national features.

In the late 20th century, the broad social environment, including the university / student community, considered studying foreign languages by correspondence to be a common remote training: in the late 1980s, the European School for Correspondence Courses was established and fruitfully functioned all over Ukraine. The ESCC's outreach and educational activities essentially determined the features of Ukraine's educational system modernization under the state sovereignty declaration adoption. Arguably, the educational communication technologies, developed by ESCC typified the European models for creating and developing the educational network. By means of this, inherently total, marketing educational technology, one managed to introduce a foreign language individually-planned, multi-speed learning tradition, often outside and out of alignment with higher educational institutions. However, in the early 1990s, under severe teaching and methodological materials, library funds constraints the linguistic departments teachers used productively the guidance papers and training material, created by ESCC specialists; they also used the technical means (tape cassettes) attached to the reading materials. In the years that followed, as computer technologies were introduced, ESCC's potential was reduced to a compensatory function – the School filled in the traditional foreign language training gaps. According to V. Moshkov, "ESCC, so to speak, reclaims the spoilage of the main school – secondary and higher, substantially completing the education in its third component, in the modern understanding of this notion: specialty + computer + foreign language" [4, p. 7]. In general, the European School for Correspondence Courses had, undoubtedly, "a positive didactic effect upon the late last century development of language pedagogy in Ukraine, primarily as it implemented a common truth: a foreign language cannot be taught, it can only be learnt" [4, p. 7].

Starting from the second half of the 1990s, when the online reality, as a potentially innovative educational environment, appeared and intensively developed, and the new didactic concepts (life-long, individual-personal / personalized, autonomous etc.) emerged, the distance learning concept scope became more significant than that of the correspondence model. According to P. Serdiukov, distance learning was interpreted as "a new specific system and form of distance education, which is based on using modern computer, information and telecommunication technologies, and which is mainly designed to educate and train ... by providing students with virtually any educational services, primarily access to remote educational and information resources and possibility for special communicative activities" [5, p. 23].

However, it should be noted that, according to G. Karlovska [6, p. 8], in 1991–2000, the foreign languages learning technologies development in the higher school of Ukraine built on the achievements of the Soviet language pedagogy, which is known, due to the external circumstances, to have had no full-fledged opportunities for implementing cybernetic educational and linguistic potential. At the same time, that ushered in the integration of the in-class learning into the out-of-class one, including information and cybernetic teaching methods. This process, in G. Karlovska's idea, "...is continuing today, gaining ground mainly through introducing the latest technologies for computer-enabled learning foreign languages, powered by multimedia and remote education" [6, p. 8].

It should be noted that though at the turn of the century, the educational process weak material, technical and technological support issues became the high demand tasks for the universities of Ukraine, many teachers and students found opportunities to actively use such Internet resources as www., e-mail, IRC, etc. That made it possible to significantly expand the educational and methodological arsenal and gradually transform the teaching ideology and culture: a new component – training computer – became applicable in the teacher – pupil / student structure. Since that time, a new, more and more becoming consolidated, subject-object unity of a person and database / communication channels has been formed in the Ukraine's higher education activity: teacher – training computer – student.

Discovering almost infinite information realms and communication channels was a breakthrough in broadening the linguistic didactic space. The educational process participants were given the latest, possibly, alternative targeted infor-

mation on any curricular subject matter, which additionally allowed them to participate in discussions, both in native and foreign languages, share their impressions and vocational evaluations, join issues, conduct co-education (often while playing), take part in projects, work in a new group or with new groups, present their plans and achievements. That truly unlimited educational and information technology capital markedly "converted" students' foreign linguistic competence: there was increased the vocabulary, improved their morphologic and syntactic literacy, developed written and oral, especially dialogical, speech skills; there were updated their beliefs about the foreign cultures originality, their insight into the specificity of the living speech, social order, mentality of individuals and peoples.

At the same time, within the framework of a fundamentally new didactic reality, many methodologists and practicing teachers pardonably considered such Internet mass consumption to be fraught with many dangers. First, using the Internet required an online-focused methodology for teaching / learning foreign languages (disconcertingly, the methodology has not been introduced by the second decade of the 21st century); second, there was identified a gap between the printed, traditional, educational and methodological materials and the Internet educational resources; third, the electronic linguistic didactics, as a self-given entity, required creating relevant materials: textbooks, manuals, methodological recommendations, etc.; fourth, the real price of a person's psycho-physiological immersion into a global, uncontrolled and mental hazard interactive substance was not determined; fifth, building an electronic / engineering / digital linguistic didactics full-fledged model was subject to the cyber security principles and rules observance. It is an obvious point that those teaching and educational interaction aspects of the open structure "teacher – student – electronic machine or information community" needed special study, especially looking forward to creating an innovative methodology for building students' foreign linguistic competence.

It can be stated that since the beginning of the 21st century, the students' foreign linguistic competence distance building system has been directly identified with the information and communication technologies, their development speed and nature are associated with foreign language education dynamics, tools and model repertoire. In this regard, the variety of research studies in Ukraine postulated the view that the Ukrainian and foreign language didactics' probable future would be related to the electronic information space. The transition of the classical language didactics, including distance learning, into its electronic version marked a new phase in the development of the higher school foreign language training system; in the 21st century, the ideas and problems of building the electronic / educational / engineering / blended teaching of foreign languages are becoming more relevant and requested in teaching practice.

The distance linguistic didactic paradigm is supposed to become predominant in the short term. The nature of the modern educational space development makes it possible to consider the distance learning to be a global supranational interactive and multi-paradigm strategy, and its implementation requires implementing transformational, diverse organizational, pedagogical and methodological programs for building students' foreign linguistic competence.

References:

1. Vyshcha osvita Ukrainy v umovakh transformatsii suspilstva: stan, problemy, tendentsii rozvytku, 1991 – 2006 rr.: naukovodopomizhnyi bibliografichni pokazhchyk [uporiad. L. O. Ponomarenko ... et al.] [Higher Education of Ukraine Under Society Transformation: Status, Problems, Development Trends, 1991–2006]. – Kyiv : Ped. dumka, 2008 [in Ukrainian].
2. Zakon Ukrainy «Pro osvitu» № 2145 vid 5 veresnia 2017 roku № 2145-VIII (Vidomosti Verkhovnoi Rady (VVR), 2017, № 38-39, st. 380) [Law of Ukraine "On Education" No. 2145 dated September 5, 2017, No. 2145-VIII (Information from the Verkhovna Rada of Ukraine (IVR), 2017, No. 38-39, art.380)]. – Available at: http://search.ligazakon.ua/l_doc2.nsf/link1/T172145.html [in Ukrainian].
3. United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2014). UNESCO Education Strategy 2014–2021. – Available at: <http://unesdoc.unesco.org/images/0023/002312/231288e.pdf>.
4. Moshkov V. (2000). Navchannia inozemnykh mov: deiaki pidsumky ta perspektyvy [Teaching Foreign Languages: Some Outcomes and Prospects]. Inozemni movy, 1, 6–8 [in Ukrainian].
5. Serdjukov P. I. (1997). Didakticheskie vozmozhnosti distantsnogo obuchenija inostrannym jazykam [Didactic Possibilities of Distance Foreign Language Training]. Inozemni movi, 3, 22–29 [in Russian].
6. Karlovska H. V. (2014). Osnovni etapy rozvytku metodyky vykladannia inozemnykh mov u vyshchii shkoli (1975–2000 roky) [Basic Stages of Developing Foreign Language Teaching Methods in Higher School (1975–2000)]. – Available at: http://library.udpu.org.ua/library_files / psuh_pedagog_probl_sisk_shkolu/15/visnuk_24.pdf [in Ukrainian].

Використана література:

1. Вища освіта України в умовах трансформації суспільства: стан, проблеми, тенденції розвитку, 1991–2006 рр.: наук.-допом. бібліогр. показч. / АПН України, ДНІПБ України імені В.О. Сухомлинського, Ін-т вищої освіти; [упоряд.: Пономаренко Л. О., Моїсєєва І. П., Ніколюк Л. І., Микитенко О. С.; наук. ред. П. І. Рогова; наук. консультант Б. І. Корольов; бібліогр. ред. Л. О. Пономаренко]. – Київ : Пед. думка, 2008. – 487 с.
2. Закон України «Про освіту» № 2145 від 5 вересня 2017 року № 2145-VIII // Відомості Верховної Ради (ВВР), 2017, № 38–39, ст. 380.
3. UNESCO Education Strategy 2014–2021. – URL: <http://unesdoc.unesco.org/images/0023/002312/231288e.pdf>.
4. Мошков В. Навчання іноземних мов: деякі підсумки та перспективи / В. Мошков // Іноземні мови. – 2000. – № 1. – С. 6–8.
5. Сердюков П. І. Дидактические возможности дистантного обучения иностранным языкам // Іноземні мови. – 1997. – № 3. – С. 22–29.
6. Карловська Г. В. Основні етапи розвитку методики викладання іноземних мов у вищій школі (1975–2000 рр.) / Г. В. Карловська. – URL: http://library.udpu.org.ua/library_files / psuh_pedagog_probl_sisk_shkolu/15/visnuk_24.pdf.

Личман Л. Ю. Формування системи дистанційного навчання у лінгводидактиці вищої школи України кінця 20 – початку 21 століття (ретроспективний аналіз)

У статті досліджується генеза дистанційних форм удосконалення іношомовної компетентності студентів. Зазначається, що на формування системи дистанційного навчання впливали соціально-економічні фактори. Позначається нормативно-правовий супровід діяльного розширення дистанційної іношомовної підготовки у закладах вищої освіти України. Підкреслюється актуальність проблеми імплементації компетентнісного підходу в мовній педагогіці у зв'язку з розвитком дистанційної освіти. Указується на поглиблення смислового обсягу поняття дистанційної освіти в період кінця 20 – початку 21 століття. Аналізуються дидактичні переваги кореспондентської моделі мовної підготовки. Виявляється порядок прискореної еволюції від кореспондентських способів лінгвістичної самоосвіти / навчання до прийомів і методів електронної лінгводидактики. Розглядається процес використання Інтернет-ресурсів. Приділяється увага необхідності створення Інтернет-зорієнтованих навчально-методичних комплексів. Простежуються перспективи глобалізації дистанційної стратегії лінгвістичної підготовки.

Ключові слова: дистанційна освіта, іношомовна компетентність, кореспондентська мовна підготовка, електронна лінгводидактика, навчально-методичний комплекс, змішане навчання, поліпарадигмальний підхід.

Личман Л. Ю. Формирование системы дистанционного обучения в лингводидактике высшей школы Украины конца 20 – начала 21 века (ретроспективный анализ)

В статье исследуется генезис дистанционных форм совершенствования иноязычной компетентности студентов. Отмечается, что на формирование системы дистанционного обучения воздействовали социально-экономические факторы. Обозначается нормативно-правовое сопровождение деятельного расширения дистанционной иноязычной подготовки в вузах Украины. Подчеркивается актуальность проблемы имплементации компетентностного подхода в языковой педагогике в связи с развитием дистанционного образования. Указывается на углубление смыслового объема понятия дистанционного образования в период конца 20 – начала 21 столетия. Анализируются дидактические преимущества корреспондентской модели языковой подготовки. Выявляется порядок ускоренной эволюции от корреспондентских способов лингвистического самообразования / обучения до приемов и методов электронной лингводидактики. Рассматривается процесс использования Интернет-ресурсов. Уделяется внимание необходимости создания Интернет-ориентированных учебно-методических комплексов. Прослеживаются перспективы глобализации дистанционной стратегии лингвистической подготовки.

Ключевые слова: дистанционное образование, иноязычная компетентность, корреспондентская языковая подготовка, электронная лингводидактика, учебно-методический комплекс, смешанное обучение, полипарадигмальный подход.

УДК 373.14:004.9

Луценко О. І., Мамасва Л. Т., Кримова Т. М., Ворон Н. М.

ТЕОРІЯ АКТИВНОСТІ ЯК ОСНОВА ДОСЛІДЖЕННЯ ВИКОРИСТАННЯ ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНИХ ТЕХНОЛОГІЙ УЧИТЕЛЯМИ БІОЛОГІЇ ТА ПРИРОДОЗНАВСТВА НА ПРИКЛАДІ СУМСЬКОЇ ОБЛАСТІ

Прийняття теорії активності як теоретичної основи дає змогу ознайомитись із процесом використання інформаційно-комунікаційних технологій (ІКТ) учителями біології та природознавства, та зрозуміти, як вони використовують ІКТ у своїх класах. Крім того, застосування теорії активності до навчальної практики може сприяти технологічній творчості та співпраці вчителів один з одним. Деякі дослідників використовували цю теорію для розуміння процесів, за допомогою яких діяльність формується за своїми різними рівнями контекстів у системах діяльності. Більшість літературних джерел указують на необхідність вчителям біології та природознавства зрозуміти те, як теорія активності може бути пов'язана з використанням ІКТ у класі. Теорія активності може бути використана для вивчення технологічних питань у процесі інтеграції ІКТ на рівні класу. У своєму дослідженні ми встановили сім компонентів моделі теорії активності, необхідних для розуміння вчителями біології та природознавства, використанням ІКТ на уроках із точки зору того, як вчителі діляться ресурсами тощо.

Ключові слова: модель, теорія активності, вчитель, інформаційно-комунікаційні технології, діяльність.

Протягом останнього десятиліття використання інформаційно-комунікаційних технологій (далі – ІКТ) в освіті стало обов'язковою складовою навчального процесу. Сучасна українська освіта працює над пошуком методів та засобів побудови й подальшого впровадження таких освітніх підходів, що дозволять максимально врахувати психолого-педагогічні особливості процесу навчання в середній та вищій школі.

Саме особистість учня ставиться в центрі навчального процесу. Останнє ставить перед учителем вимогу переосмислення мети і завдань шкільної навчальної діяльності з позиції школярів. Використання різноманітних презентацій та відеоматеріалів дозволяє максимально урізноманітнити навчальний процес.

Викладання біології вимагає зміни існуючих навчальних підходів. Зменшення кількості учнів, що обирають зовнішнє незалежне оцінювання з біології, є підтвердженням існуючих проблем. Водночас серед