

*modul'nogo obuchenija v vuze.* [Formation of professional competencies of future agricultural specialists in the process of integrative-modular training at the university]. Sankt-Peterburg.

11. Tkach, M. M. (2018). *Stvorenniya osvithn`ogo seredovy`shha u profesijnij pidgotovci bakalavriv lisovogo i sadovo-parkovogo gospodarstva.* [The establishment of the sanctuary of the professional education bachelors of the forest and gardening state].

#### ВІДОМОСТІ ПРО АВТОРА

**ХРИК Василь Михайлович** – кандидат сільськогосподарських наук, доцент, завідувач кафедри лісового господарства Блоцерківського національного аграрного університету.

**Наукові інтереси:** підготовка майбутніх фахівців лісового господарства, формування у них готовності до професійної діяльності.

#### INFORMATION ABOUT THE AUTHOR

**HRYK Vasyl Mykhailovych** – Candidate of Agricultural Sciences, Associate Professor Associate, Head of the Department of Forestry, Bila Tserkva National Agrarian University.

**Circle of scientific interests:** training of future forestry specialists, formation of their readiness for professional activity.

*Стаття надійшла до редакції 14.09.2021 р.*

UDC 378:371.315

DOI: 10.36550/2415-7988-2021-1-199-171-175

**CHERNIONKOV Yaroslav Olexandrovych** –

Candidate of Pedagogical Sciences, Associate Professor, Department of Linguodidactics and Foreign Languages, Volodymyr Vynnychenko Central Ukrainian State Pedagogical University

ORCID: <https://orcid.org/0000-0001-6598-1581>

e-mail: [yarcher78professor@gmail.com](mailto:yarcher78professor@gmail.com)

### CONCEPTUAL THEORETICAL CHARACTERISTICS OF DISTANCE STUDYING OF FOREIGN LANGUAGES AT NON-LINGUISTIC FACULTIES

**Defining of the problem and the analysis of the last researches and publications.** In today's global world, which is connected by economic relations, scientific relations in various fields, which speak English to each other in different countries the importance of knowledge of English by all specialists is growing. And today, when we look at Ukraine, of the non-English-speaking European countries, of which there are 32, we are in 28th place out of 32 in terms of English language proficiency. And this shows that we are very losing our potential because our specialists do not know English. There is only one solution – to provide entry at the B1 level for all students at the beginning of their studies. The goal is that by 2023 all students should have mastered the language at the appropriate level. To do this, the concept stipulates that by 2023, English proficiency at B1 will be required when entering the bachelor's degree. In the short term, extend the Unified Entrance Examination (EMI) – i.e. «External Examination for Master's Degree» in a foreign language – to all master's specialties to confirm the level of B2 [6].

The scope of state policy on the development of the English language in higher education in Ukraine includes:

– Teaching English as a foreign language, including English for Special Purposes (ESP)

– Teaching professional disciplines in English as part of the Ukrainian-language program

(English as Medium of Instruction for Ukrainians – EMI-u)

– Providing a full educational program in English for foreign students (English as Medium of Instruction for Foreigners – EMI-f) [4].

To ensure the effectiveness of higher education and to achieve the target level of English proficiency among graduates of at least B2, the government may *require English proficiency*:

– **Compulsory «screening» EIT in English for all applicants** in order to establish the level of language proficiency. The control of achievement B1 takes place in a year, during the next introductory campaign. In case of failure, the student is expelled.

– **Language intensity for entrants to achieve level B1.** Language intensity is needed to overcome «language inequality» after secondary education, in particular between urban and rural entrants, and to ensure access to higher education for academically able young people who have not had the opportunity to receive language education levels. According to research, the required number of hours of training to move to one language level is 150-180 hours (6 ECTS credits). Accordingly, entrants of level A2 need language intensity for 1 month, and level A1 – for two months. It is proposed to create two variants of language intensives: for full-time study and for distance learning at the choice of the entrant [4].

Studying of a foreign language (English) by students of non-language specialties of the

Volodymyr Vynnychenko Central Ukrainian State Pedagogical University is considered as a mandatory component of their professional training and as one of the indicators of education of a modern person.

Summarizing all the above, we should note that we are considering distance studying of a foreign language as an ESP at the bachelor's degree not only to improve the quality of foreign language proficiency, but also as a period of preparation for the EMI (master's degree exam).

Recently, the term **distance education** has gained unprecedented popularity. This was due to several factors: the COVID-19 pandemic; people's desire to view online courses instead of attending academic classes at High Educational Institutions; requirements for qualitative improvement of foreign language studying / teaching; training requirements for people with special needs.

**Analysis of recent research and publications.** Theoretical and practical aspects of distance studying have been considered in the studies of both foreign and domestic scientists: J. E. Adams, F. Bodendorf, H. Dichanz, G. Hoppe, J. Kettunen, A. Andreeva, V. Vashchenko, K. Kolos, V. Kukleva.

Conceptual and ideological positions of informatization of educational process were considered in works of foreign scientists C. Chapelle, G. Davies, E. Gaiek, N. Hativa, M. Wallace, M. Warschauer. Possibilities of using information and telecommunication technologies in the educational process in general and in teaching foreign languages in particular were analyzed in scientific publications of Ukrainian E. Mashbyts, N. Morse, I. Podlasyi, P. Serdyukov and Russian V. Bepalko, M. Bovtenko, I. Zakharova, V. Monakhov, O. Smolyaninova scientists.

In the researches of S. Volodko, L. Derkach, L. Kravchenko, Y. Kravtsova general provisions that are important for solving socio-psychological problems of training professionals to use IT in their professional activities have been highlighted.

Some issues of teaching various aspects of a foreign language by IT are clarified in the dissertations of E. Azimov, I. Zymnaya, O. Paliy, Y. Gapon, I. Chursina, M. Warschauer and others.

The scientific works of D. Chun, J. Plass, R. Oxford, E. Polat have been characterized by a thorough analysis of the possibilities of distance studying of foreign languages and professional training of future teachers for such learning.

The subject of dissertation research by R. Gurevich, R. Potapova, M. Peterson, P. Sutherland was a linguistic-methodological analysis of existing on the market of educational resources software for computerized learning of foreign languages.

In Azerbaijan and in most of the non-native speaking countries, English is used as a second or third language and for some people as a first language. With the spread and progress of English around the world, it has become an essential mean of communication among the people of different languages and cultures. At present, the role and status of English in Azerbaijan is higher than ever as it is a medium of instruction and curriculum in educational institutions. As the number of English learners is increasing, different teaching methods have been experimented to see the effectiveness of English language teaching. The use of technology in the form of films, radio, TV and tape recording has been repetition for a long time as well. At the same time, while discussing the negative effects of digital devices, all the teachers seem to indicate at least one drawback. Majority of participants stressed that despite their privileges on second language teaching and learning process, they can also distract students from the main topic. Since the technology became a fundamental temptation of youth, it might be misused during the classes [5, p. 364–372].

We consider *distance learning of a foreign language at non-linguistic faculties* as:

- a process that takes place mostly asynchronously in time and takes place through the delivery of training materials by mail or telephone;
- a process that occurs both asynchronously and synchronously. The subjects of the process communicate and exchange educational materials exclusively through ICT tools;
- a process of using multimedia technologies, students must be independent and use new strategies (including foreign language platforms).

**The purpose of writing the article is:**

- to determine the conceptual role and qualitative impact of distance studying in the bachelor period;
- to analyze the essence of the concept of «distance studying of foreign languages at non-linguistic faculties»;
- to investigate theoretical conceptual foundations of the studied theme in the conditions of high school bachelor period.

**The main material of the study.** In the process of distance studying of a foreign language at the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University during the quarantine 2020–2021, the Department of Linguodidactics and Foreign Languages used both synchronous learning tools (Zoom, Skype, Google Classroom, Viber video communication) and asynchronous (e-mail, blogs, online video lessons, materials for study, including in the form of audio and video files, to which students recorded their answers and sent to the teacher). Teachers widely used e-mail to provide feedback to students. In particular, the

Internet provided access to remote databases, information and reference systems, libraries for studying foreign languages (electronic textbooks, videos, computer testing, control and self-control of knowledge).

In the process of distance studying of foreign languages, a combination of online, traditional and individual learning was carried out. The following forms of training were used: consultations (group and individual), individual lessons, independent work, project work, video conferences, online lessons, audio recordings. Online testing was conducted; online simulators were used to study grammar and vocabulary, photo, video and audio materials from YouTube. Online evaluation was carried out (semi-automatically and automatically) mainly in «Zoom» (60 %), as well as by e-mail (7 %), «Skype» (8 %) and «Viber» (25 %). Oral and written works were evaluated, audio and video files were sent, tests were performed. When using Viber communication, students sent photos of completed tasks; the teacher evaluated and provided recommendations in writing or by phone. Student's speech was assessed through an oral online survey; reading, listening and writing – through online tests.

While preparing of advanced digital curricula, we had to keep in mind a number of methodological and didactic aspects. These restricted the development directions. Such criteria were as follows:

- The developed curricula should be user-friendly, with easy usability;
- The content on the screen should be responsive and adaptive to various frames and resolutions;
- The structure of curricula has to be simple and multi-leveled;
- It is important to provide a constant possibility feedback in form of tests that can be taken independently by students;
- Feedback solutions are supported by a number of other methodological possibilities for example a series of tasks to be sent;
- It is also necessary to track student progress in a form of continuously monitoring their activity;
- In addition, curricula should be easy follows with a low number of steps, and each curriculum should have a short extract content that is freely available [1, p. 349–356].

For an individual educational institution, which in its activities plans to use distance studying technology, it is necessary to develop specific requirements (methods) for which a distance studying course should be developed and what requirements such a training course should meet. The generalized approach to the creation of distance studying courses in their systematic and structurally identical (similar) form will simplify the psychological algorithm in the systematization

of knowledge acquisition for students of this institution, i.e. the university will develop skills in obtaining knowledge using distance technology. In addition, the same requirements for the creation and content of a distance studying course will simplify (systematize) the work of the teacher in finding and preparing educational material [8, p. 15–18].

In the process of distance studying the following forms of interaction should be realized:

1) *Student – educational material*. It provides for student interaction with the content of what is offered for study. Interaction with educational material takes place with the help of radio and television programs, electronic recordings of audio and video materials, computer software;

2) *Student (subject of study) – teacher*. After students receive the study material, teachers help them to master it, stimulating their interest in learning, increasing motivation; organizing practical activities based on the acquired theoretical knowledge, testing knowledge and assessing the level of their mastery, providing advice;

3) *Student – student*. Partnership of students in the process of learning can take place with the participation of the teacher and without him. It contributes to the formation and development of communication skills, giving them access to the best examples of learning tasks [7, p. 36–39].

The first year was a trial and experimental one in terms of the use of distance studying. Each teacher decided which platform to use to communicate with the students. With the beginning of the new academic year 2021–2022, the leadership of CUSPU came to the conclusion to introduce a single platform GOOGLE MEET throughout the university. To give a brief view of the proposed model here are a few things that had been implemented. A Google group was created using the email addresses of the teachers. Teachers were trained to use Google drive. All the required resources like, pictures, lesson plans, vocabulary exercises, activities, games, dictionary links, presentations, word files, poems, rhymes were stored in the Google drive. So the drive acted as the knowledge hub for the teachers. Teachers would just login from their accounts and click on the link of the Google drive. This helped the teachers to prepare their lesson plans for teaching. The researcher would interact with the teachers on regular basis using what's app and video calling facility. As a result the interest of the teachers was developed. The researcher would conduct a formal training session every month, for the teaching of acquisition and phonology. The training session provided a scope for personal interaction with teachers. The regular interactions boosted the morale of the teachers. The resources used by the researcher were exclusively downloaded from

various English websites and teaching forums online.

The Department of Linguodidactics and Foreign Languages approved the use of the Pearson's distance platform to improve the study of a foreign language, thanks to which a large number of students not being able to go on the online-lessons every day was able to increase their level of proficiency in a foreign language [2, p. 322–325].

In order for distance studying to become an organic continuation or addition to the traditional one, the following measures should be taken, in particular: 1) to develop a national program for the introduction of distance studying tools with accessible and wide functionality, where teachers and students can cooperate; 2) create a national electronic platform for distance and blended studying; 3) to develop a modern regulation on distance studying; 4) develop guidelines for the organization, planning and structure of online classes in all subjects, including foreign languages; 5) to provide participants of the educational process with high-speed Internet and modern technical equipment in sufficient quantities, which will allow equal and high-quality access to the provision and receipt of educational services; 6) systematically conduct seminars, trainings, courses for teachers to gain practical skills in working with distance studying technologies; 7) consider the development of electronic applications to domestic textbooks, which would contain materials for use in force-majeure situations [3].

**Conclusions and prospects for further researches.** Teaching of English as a second language is the need of the hour and indeed a cardinal aspect of study. The model of distance studying in foreign language has not yet been implemented in the practice of high school in full. Teachers work to create a logistical, methodological and didactic base of the model. Work plans of circles, mini-textbooks, electronic manuals, other materials are developed.

Therefore, the integration of distance studying will maximize the continuous studying of both students and teachers and achieve high performance. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the practical-methodical system of SMART-studying of future teacher of foreign languages.

#### СПИСОК ДЖЕРЕЛ

1. András Benedek1, György Molnár. E-teaching and Digitalization at BME. – Materials of 19th International Conference on Engineering Education, July 20–24, 2015, Zagreb, Zadar (Croatia). pp. 349–356.
2. Chernionkov Yaroslav. Experimental distance studying of English at non-linguistic faculties: Pearson's

Platform. – Online Book of abstracts of the fifth International scientific and practical Internet conference «Foreign language in professional training of specialists: issues and strategies». Kropyvnytskyi: EPC of Volodymyr Vynnychenko Central Ukrainian State Pedagogical University, 2021. 322–325 p.

3. Валерій Редько. Особливості дистанційного навчання іноземних мов у закладах загальної середньої освіти в умовах карантину [Electron resource] – Available from: [http://naps.gov.ua/ua/press/about\\_us/2243/](http://naps.gov.ua/ua/press/about_us/2243/). дата звернення: 01.09.2021)

4. Концептуальні засади державної політики щодо розвитку англійської мови у сфері вищої освіти [Electron resource] – Available from: <https://www.businesslaw.org.ua/konceptualni-zasady-derzhavnoi-polityky-schodo-rozvytku-angliiskoi-movy/>. (дата звернення: 09.09.2021)

5. Milana Abbasova, Narmin Mammadova. The Role of Digital Technology in English Language Teaching in Azerbaijan. – International Journal of English Linguistics; Vol. 9, No. 2; 2019. pp. 364–372.

6. МОН створило концепцію розвитку англійської в університетах [Electron resource] – Available from: <https://mon.gov.ua/ua/news/mon-stvorilo-konceptiyu-rozvitku-angliiskoyi-v-universitetah-u-dodatku-riven-v1-obov'yazkova-umova-vstupu-v2-vipusku-vikladannya-profilnih-disciplin-inozemnoyu-ta-movni-skriningi>. (дата звернення: 10.09.2021)

7. Наталя Латигіна, Алла Латигіна. Дистанційне навчання і форми взаємодії у системі «викладач-студент» / Наталя Латигіна, Алла Латигіна / Smart-освіта: ресурси та перспективи : матеріали III Міжнар. наук.-метод. конф. (Київ, 7 грудня 2018 р.) : тези доповідей. К. : Київ. нац. торг.-екон. ун-т, 2018. С. 36–39.

8. Сергій Гахович, Тетяна Савченко. Реалізація дистанційного навчання на основі програмно середовища MOODLE / Сергій Гахович, Тетяна Савченко / Smart-освіта: ресурси та перспективи : матеріали III Міжнар. наук.-метод. конф. (Київ, 7 грудня 2018 р.) : тези доповідей. К. : Київ. нац. торг.-екон. ун-т, 2018. С. 15–18.

#### REFERENCES

1. András Benedek1, György Molnár. (2015). [E-teaching and Digitalization at BME]. Zagreb, Zadar (Croatia).
2. Chernionkov Yaroslav. (2021). [Experimental distance studying of English at non-linguistic faculties: Pearson's Platform.]. Kropyvnytskyi.
3. Valerii Redko. (2021). *Osoblyvosti dystantsiinoho navchannia inozemnykh mov u zakladakh zahalnoi serednoi osvity v umovakh karantynu*. [Features of distance learning of foreign languages in general secondary education in quarantine]. Kyiv.
4. *Kontseptualni zasady derzhavnoi polityky shchodo rozvytku anhliskoi movy u sferi vyshchoi osvity*. (2019). [Conceptual principles of state policy on the development of the English language in higher education]. Kyiv.
5. Milana Abbasova, Narmin Mammadova. (2019). [The Role of Digital Technology in English Language Teaching in Azerbaijan.]. Richmond.
6. *MON stvorilo kontseptsiuu rozvytku anhliskoi v universytetakh*. (2019). [The Ministry of Education and

Science has created a concept for the development of English in universities]. Kyiv.

7. Natalia Latyhina, Alla Latyhina. (2018). *Dystantsiine navchannia i formy vzaiemodii u systemi «vykladach-student»*. [Distance learning and forms of interaction in the system «teacher-student»]. Kyiv.

8. Serhii Hakhovych, Tetiana Savchenko. (2018). *Realizatsiia dystantsiinoho navchannia na osnovi prohranno seredovyshecha MOODLE*. [Implementation of distance learning based on the MOODLE software environment]. Kyiv.

#### ВІДОМОСТІ ПРО АВТОРА

**ЧЕРНЬОНКОВ Ярослав Олександрович** – кандидат педагогічних наук, доцент кафедри лінгводидактики та іноземних мов Центрального державного педагогічного університету імені Володимира Винниченка.

**Наукові інтереси:** процеси індивідуалізації підготовки майбутніх учителів іноземних мов; методи навчання іноземних мов на нелінгвістичних факультетах; формування майбутніх учителів іноземних мов.

#### INFORMATION ABOUT THE AUTHOR

**CHERNIONKOV Yaroslav Olexandrovych** – Ph.D, Candidate of Pedagogical Sciences, Associate Professor of the Department of Linguodidactics and Foreign Languages Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

**Circle of scientific interests:** processes of individualization of training future teachers of foreign languages; methods of teaching foreign languages at the non-linguistic faculties; formation of future teachers of foreign languages.

Стаття надійшла до редакції 01.09.2021 р.

УДК 378.147

DOI: 10.36550/2415-7988-2021-1-199-175-180

**ЩЕРБИНА Світлана Володимирівна** –

кандидат педагогічних наук, доцент кафедри іноземних мов Центральноукраїнського національного технічного університету

ORCID: <https://orcid.org/0000-0003-2729-4267>

e-mail: 2108sveta64@gmail.com

**ГОЛОВКО Ірина Олексіївна** –

кандидат педагогічних наук, старший викладач кафедри іноземних мов Центральноукраїнського національного технічного університету

ORCID: <https://orcid.org/0000-0001-6690-4043>

email: irinagolovko873@gmail.com

**ГАВРИЛЕНКО Ольга Миколаївна** –

кандидат педагогічних наук, доцент кафедри іноземних мов Центральноукраїнського національного технічного університету

ORCID: <https://orcid.org/0000-0003-4653-8183>

e-mail: olga\_kr@i.ua

### НАВЧАННЯ ІНТЕРАКЦІЇ ЯК ЗАСІБ ІНТЕНСИФІКАЦІЇ ПРОЦЕСУ ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ

**Постановка та обґрунтування актуальності проблеми.** В останні роки відбулися значні зміни в системі викладання іноземних мов, зокрема англійської, але рівень володіння нею значної частини випускників ЗВО поки що не відповідає вимогам, які ставляться до спеціаліста. Зокрема, це зумовлено недостатньою ефективністю всього навчального процесу вивчення іноземної мови, що спричинено неналежною розробленістю теоретико-методологічних аспектів проблеми організації процесу викладання іноземної мови у ЗВО.

На сучасному етапі одним із головних напрямків підвищення ефективності у вивченні іноземної мови є усунення або зменшення впливу певних проблем і протиріч, що спостерігається у практиці викладання іноземної мови. До актуальних проблем

сучасного навчання іноземних мов відноситься комплекс об'єктивних і суб'єктивних причин, серед яких: застарілі форми роботи з тими, хто навчається (фронтальна організація роботи, авторитарний стиль спілкування суб'єктів навчального процесу, недостатній підхід до формування саме комунікативної компетенції).

Сучасний стан теорії навчання іноземних мов вимагає подальшої розробки концепції комунікативного навчання. Воно представляє собою викладання, яке організовано на основі завдань комунікативного характеру. Комунікативно-орієнтоване навчання має на меті навчити іншомовній комунікації, використовувати для цього всі необхідні завдання і прийоми.

Особливості комунікативного підходу до навчання іноземних мов найбільш чітко відтворюються в положеннях, що