

LINGUODIDACTIC ASPECT OF ENGLISH MULTIMEDIA CONTENT USE IN DISTANCE LEARNING

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The objective of the article – to justify the methodological principles and basic components of the model of teaching English in distance learning.

Research materials and methods include a model of organizing distance learning, which involves the use of computer technology as the basis of learning and the use of multimedia content as an integrated component of the comprehensive methodological support for learning English, in particular the process of forming English speaking skills and abilities. The method of formal analysis as well as structural and comparative methods were used in the research.

Results. The system of pedagogical conditions for distance learning of the English language as a complex application of computer and multimedia technologies is substantiated. The methodical principles and basic components of the training model are outlined. The functions of computer technology, multimedia support, tasks for the teacher and student opportunities are defined.

Conclusions. The effectiveness of these learning technologies use is determined by the specific tasks of studying the discipline and the expediency of their use to ensure the implementation of supporting functions, the main ones of which are:

1. Determination of the management degree of the student's educational activity by the teacher at all levels.
2. Determination of the management degree of one's educational activities by the student himself.
3. Statistical analysis of the results of educational activities, which ensures the avoidance of assessment subjectivism.
4. Indirect guidance of independent educational activities, which prevents psychological stress.
5. Providing a feedback system
6. Ensuring self-control.
7. Efficiency of processing the assimilation results of educational information.

Ключові слова:

дистанційне навчання,
комп'ютерні технології,
англійська мова, мультимедійні технології,
ініціативна компетенція.

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ЛІНГВОДИДАКТИЧНИЙ АСПЕКТ ЗАСТОСУВАННЯ АНГЛОМОВНОГО МУЛЬТИМЕДІЙНОГО КОНТЕНТУ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ

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Мета роботи – обґрунтувати методичні принципи та базові компоненти моделі викладання англійської мови в умовах дистанційного навчання.

Матеріали та методи. Дослідження включає модель організації дистанційного навчання, яка передбачає застосування комп'ютерної технології як основи навчання та використання медіаосвітніх технологій в якості мультимедійного контенту як інтегрованого компонента комплексно-методичного забезпечення вивчення англійської мови, зокрема процесу формування англомовних мовленнєвих навичок і вмій. У дослідженні використано метод формального аналізу, структурний та порівняльний методи.

Результати. Обґрунтовано систему педагогічних умов дистанційного навчання англійської мови як комплексу застосування комп'ютерної та мультимедійних технологій. Окреслено методичні принципи та базові компоненти моделі навчання. Визначено функції комп'ютерної технології, мультимедійного забезпечення, завдання для викладача та можливості студента.

Висновки. Ефективність використання зазначених технологій навчання обумовлена конкретними завданнями вивчення дисципліни та доцільністю їх використання для забезпечення реалізації підтримуючих функцій, основними серед яких є:

1. Детермінація ступеня управління навчальною діяльністю студента викладачем на всіх рівнях.

2. Детермінація ступеня управління своєю навчальною діяльністю самим студентом.
3. Статистичний аналіз результатів навчальної діяльності, який забезпечує уникнення суб'єктивізму оцінювання.
4. Опосередковане керівництво самостійною навчальною діяльністю, яке запобігає психологічній напрузі.
5. Забезпечення системи зворотного зв'язку.
6. Забезпечення самоконтролю.
7. Оперативність обробки результатів засвоєння навчальної інформації.

Introduction

Insignificant amount of time of the system of distant education existence based on the use of modern technical means of preservation and delivery of information, mass communication was insufficient for the creation of the developed scientific theories in this sphere. Foreign and domestic developments concern mainly technical and organizational aspects of this system functioning. There are certain directions for distance learning and in the arsenal of foreign language teaching methods. However, it should be noted that there is not enough theoretical analysis of this problem. To improve the quality of teaching with the use of information technology it is necessary to take into account the arising in addition to that psychological and pedagogical and methodological problems; teaching and controlling programs must meet all the requirements that stand before the software. However, the quality benefits of distance education in general is the subject of debate, which does not cease. And even now there is a lot of evidence that in a number of indicators the results of distance learning in some areas of study even exceed the expectations associated with it. The analysis and generalization of experience of distance education performed by [1-7] allowed us to identify a number of properties that reveal its essence. The topicality of the article is substantiated by the need to outline the methodological and didactic requirements for distance education with the aim of taking them into account in the process of shaping the model of distance and online learning of foreign languages.

The goal of the article is to substantiate the methodological principles and basic components of the model of teaching English and to identify the functions of the teacher, student and multimedia content in distance learning. The novelty of the research lies in the introduction of distance learning technologies of foreign languages from the point of view of the practical training of students of different specialties, the essence of which lies in the design of pedagogical activity of the teacher to improve the quality of students' knowledge through improving the content component and development of its methodological support: development of a system of forms and methods, forming English communicative competence of a future educator.

The objective of the article

To justify the methodological principles and basic components of the model of teaching English in distance learning.

Materials and methods of the research

Materials and methods include the model of distance learning organization. This model foresees the use of

computer technology as the basis for learning and the use of media technologies as a multimedia content being an integrated component of comprehensive methodological support for English language learning, in particular the process of English language skills and competencies development. The method of formal analysis, structural and comparative methods were used in the research.

The results and their discussion

We consider distance learning as a set of technologies that ensure delivery of the main amount of educational material to students, interactive cooperation between students and teachers in the studying process, giving students the opportunity to work independently with educational materials. Speaking about the totality of technologies, our study involves combining computer technology as the basis for the functioning of distance learning and multimedia technology as a tool for integrating multimedia content into the educational process.

Preparation for the use of distance learning begins with a thorough analysis: learning objectives, didactic possibilities of new technologies of educational information transfer, requirements for distance learning technologies of specific disciplines and psychological aspects, which must be taken into account by the teacher. Active self-study, which is a basic component of distance learning, determines the organization of the educational process using computer technology as one of the most important conditions of its functioning. That is why we base our research on the conceptual principles of computer technology application developed by [8]. We consider the computerized form as «a directed, intramotivated, structured by the subject (student), a set of practical actions and activities corrected by him/or her in the process and according to the use» of educational multimedia materials on the basis of intermediary control by the teacher [9].

New public requirements for foreign language proficiency have contributed to the development of specific methodological principles – interactivity, integration, speaking thinking activity, contextualization, the dominant role of semantization without translation, which are the basis of both teaching foreign languages (FM) in general, and the formation of socio-cultural competence in foreign languages.

The problem of integration of educational computer tools in teaching made it necessary to clarify certain principles in their current implementation in the process of teaching foreign languages. Didactic principles, on which computer teaching of foreign languages is based, were developed by P.I. Serdyukov. Among them he mentioned the following: activity, problems,

consciousness, obviousness, individualization, systematic character, functionality, integration, communication, linguistic adequacy, reactivity, adaptability, minimization of the negative influences [10].

The use of distance learning of foreign languages dictates its own pedagogical conditions and principles of the organization of the educational process. Having carefully analyzed the general methodological principles of teaching foreign languages, as well as

the principles on which computer-based teaching of foreign languages is based, we set ourselves the task to coordinate them and to develop a system of principles, which are the basis for distance learning of foreign languages. Our task was to identify the basic principles and principles that are subordinate to them. The developed Fig. 1. gives a list of the principles we have defined, taking into account their interconnection and ordering.

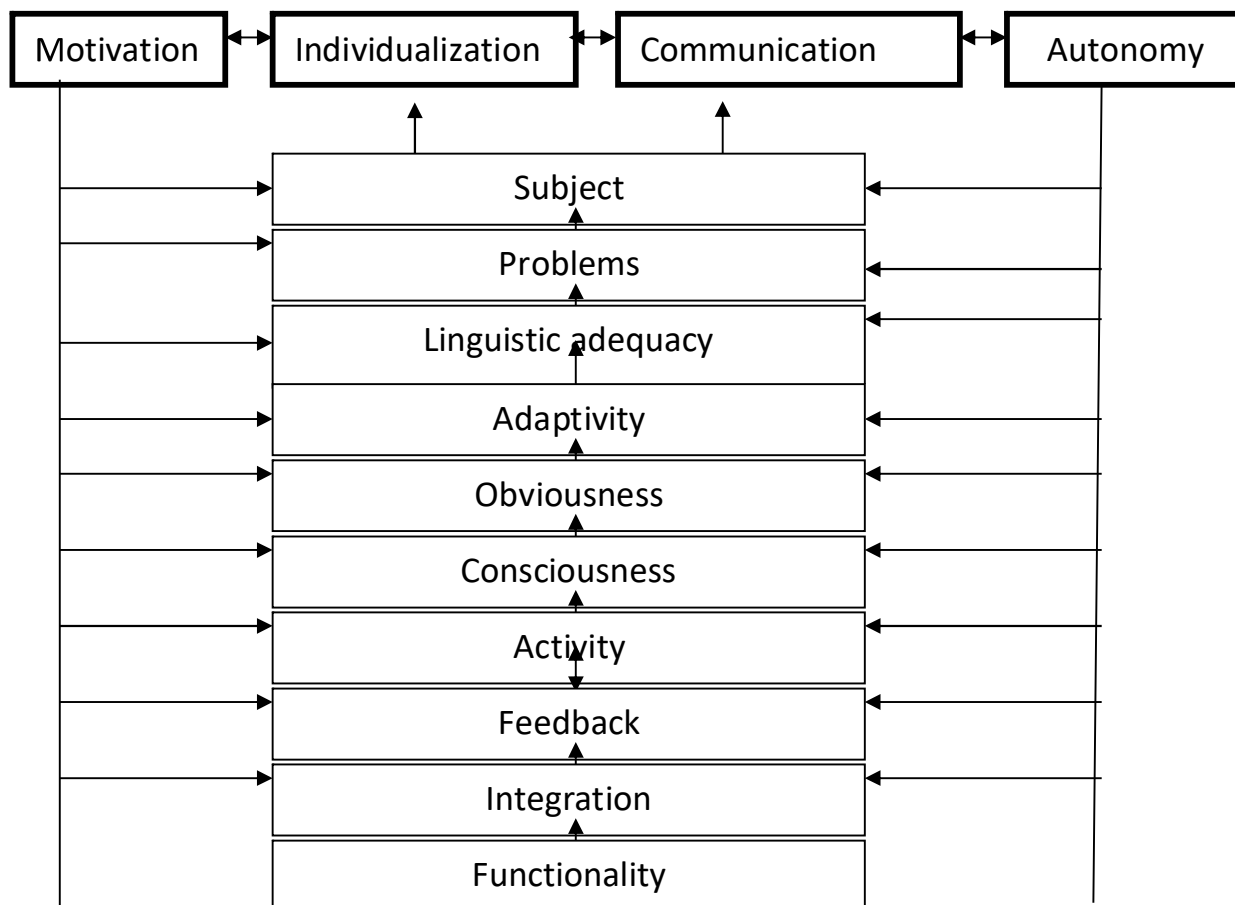


Fig. 1. Principles of Foreign Language Distance Learning.

Study of scientific and methodological literature and work experience indicate the importance of ensuring high intermotivation for the student's self-study activities. Interest, concern, which are included in the motivation sphere, significantly affect the quality of other educational material learning. Psychologists call motivation itself a «triggering mechanism» of any human activity, in particular, the student's self-study. Since active self-directed activity of students is a basic component of distance learning, we consider motivation to be one of the main principles on which the organization of distance learning of foreign languages is based. The procedural motivation is the «energetic» core of the structure, which determines the stability and peculiarities of its changes. However, other kinds of motivation should also be taken into consideration, among which the authors considers, apart from the process orientation, the result orientation, the teacher's appraisal, and the avoidance of disadvantages.

Considering the principle of individualization as one of the basic principles of organizing students' independent

work, we examined it on two planes and came to the conclusion, that the principle of linguistic adequacy of educational material should be considered as a basic one, because it is characterized by methodological competence, that is, compliance with the goals and objectives of the language competence. This principle corresponds to the stage of selection of educational support. As a rule, either software products, created indirectly by the teachers, or Internet resources are used. The possibilities of using the Internet as a source of additional materials for the teacher and the student are unlimited. Multimedia tools are characterized by great didactic potential. The teacher's task in this case is to exercise general control over the students' work, the understanding that the student is an active participant in the learning process. The development of students' creative skills contributes to their successful activity in acquiring new knowledge. There is a group of specialized educational websites designed to teach specific types of verbal activities, phonetics, grammar, vocabulary, etc. When working with educational sites, the level of complexity, that corresponds to the level of training

students, is selected. In addition to the language material, such parameters as the structure of sections, the volume of tasks, texts, tests, and the predicted teaching time of the student are taken into account. Through these parameters the ability to manage the learning activity is possible. So, considering it on a psycho-physiological plane, we can say that the indirect control of educational activity is carried out through the content and scope of the tasks.

The main principles of teaching foreign languages in a computerized environment include the communicative principle. It determines the practical goal of teaching and learning foreign languages, namely: mastery of other-speaking communication through the formation and development of communicative competence and its components.

The notion of *autonomy* in the domestic teaching methodology of FL is considered in the context of the ISW, post-graduate and other psychological self-training of specialists in methodological education. Some authors call the students' self-study and mastering of knowledge by means of the presentation of the autonomous student's own goal-directed forces, which is his/her ability to carry out the activity of learning more productive, taking on the responsibility for its effectiveness and gaining the skills and abilities of self-education and self-development [11]. Other author studied the autonomy levels issue of teaching subjects within the framework of teaching business English language, and the principle of taking into account different levels of autonomy was established by him as one of the principles, subordinated to the main principle of autonomy of creative educational activity. There is no uniform opinion on the number of levels of autonomous learning, but there is no question about attributing the principle of autonomy to one of the main ones in the process of organizing distance learning in a computerized environment. Considering the auto-linguodactic environment, following O. V. Ryabokon, as «an aggregate of external factors of foreign language self-learning, which integrates the sources of oral and written, educational and non-academic information, as well as technical and other means, we can change it and thereby change the means of influence on the subject of self-study, change the ratio of innovative and variable parameters, thus reducing or increasing the level of autonomy of the subject of learning. In the computerized environment it is realized through the following functions of computer materials: conceptual (determining goals and tasks, formulating principles of their realization); selective (selection of educational material); constructive-transformative (structure of multimedia materials).

Introducing motivation, individualization, communication, and autonomy as the basic principles of distance learning organization in the process of teaching FL, it should be noted that together with their related principles they constitute a system of principles, which are consistent with general methodological principles, they are interdependent and interrelated, and the use of such a system can lead to an increase in the effectiveness of distance learning, to the activation of the subject's capabilities.

Finding ways of optimal use of distance learning allowed us to make an assumption that the most influential

factors on the effectiveness of distance learning activities is, above all, the level of management of the educational process. Effectiveness of various forms of acquiring knowledge depends on the level of leadership of the learning system, that is, the determinacy of the level of management at all levels of the educational process is of great importance. Therefore, the level of rigor and flexibility of management is taken into account, in other words, the level of autonomy of the educational subjects is taken into account. The researchers' study of this issue allows them to conclude that distance learning provides an opportunity to increase the level of student freedom and to make the learning system more democratic, to change the model of pedagogical interaction in which the student is transformed from a learning object into a learning subject, who determines the mode of control over his or her educational activities. According to distance learning researchers, the use of new organizational (technological) forms of learning fundamentally changes the way knowledge is acquired and mastered, as well as the interaction between the student and the teacher. The source of information in these models is data bases in the educational space – accessible educational multimedia content. The other is the status of the teacher, who changes his/her functions and acts as an instructor, coordinator, and consultant, while the student is the interpreter of knowledge.

As noted above, in our study the complexity of student training in the distance learning process is ensured by the organic combination of computer technology and multimedia technologies. Speaking about the integration of multimedia technologies in the teaching of foreign languages, we mean the formation of other communicative skills through multimedia content. Today, multimedia technology is one of the areas of information technology, which is the most dynamically developing. However, until now, the selection of multimedia materials remains in the competence of the teacher, because there is no general information base. Thus, the result of using multimedia tools greatly depends on the motivation and experience of the teacher. Therefore, our further task is to identify the functions of the student, the teacher and the didactic functions of multimedia support in this new model. First of all, we should identify which educational functions are appropriate to transfer to multimedia software, as it is only a tool, not a learning object. The selection of tools for the formation competence, belonging to another language, is very important, since the success of the processes of mastering the necessary knowledge and formation of skills and competencies depends on the correctness of their selection.

Since our task is to provide the assurance that the level of formation of other communicative skills of future specialists will significantly increase, if their formation is carried out taking into account the integration of multimedia technology to the content of professional training under condition of compliance with a number of pedagogical conditions, let us define a set of such conditions. Review of the literature and work experience allows us to include:

- creation of a professionally significant motivation for the formation of other speaking language

communicative skills of students by means of multimedia technologies;

– purpose-oriented training of teachers and students to work with multimedia technologies;

– following the basic principles of multimedia content integration in the educational process;

Analysis of research on the use of computer technology as a basis for distance learning and multimedia technology as a means of providing educational material has allowed us to identify: objectives for the teacher, the functions of multimedia support and capabilities of the student according to the stages of the educational process.

Identification of the goal and objectives, analysis of specific features of distance learning in a computerized environment provide a basis for the identification of skills and abilities necessary for the formation of educational competence of the student as the basis for the activities of the principal participant in the model of pedagogical interaction «subject»-»subject». The functions of the teacher and the didactic functions of the multimedia support according to the phases of the teaching process are defined, that provided all the requirements for the use of computer equipment and multimedia educational materials are met, the developed model of distance learning organization in the process of shaping skills and competencies will ensure the conditions for the creation of an optimal learning environment, the basis of which is: motivation; provision of the call connection; possibility of operative diagnostics; b'actuality of evaluation; individualization of learning.

Self-control is essentially important for effective pedagogical interaction of distance learning model participants. In the theory of self-control the emphasis is made on the importance of students' self-acceptance of decisions in the learning process, the possibility of self-identification of topic priorities, selection of ways of activity, disclosure of language and speech by means of their pragmatic use.

In developing the training model we took into consideration two types of self-control: 1) self-control as a psycholinguistic phenomenon (internal self-control), which can be defined as mental operations for checking the correct use of language units in one's own speech; 2) outside or formal self-control as didactic notion that is provided with specially formed educational students' skills by means of the keys in the process of the self-appraisal correction of the language actions.

Conclusions

Summarizing the above, we can assert, distance learning involves the use of computer technology as the basis for distance learning and the use of media and educational technology as a multimedia content as an integrated component of complex methodological support for learning foreign languages. The effectiveness of using these teaching technologies is determined by the specific tasks of learning the discipline and the feasibility of their use to ensure the implementation of supportive functions, the main among which are:

1. Determining the level of student teaching activity management by the teacher at all levels.

2. Determining the degree of student's management of his or her own educational activity.

3. Statistical analysis of the results of educational activities, which ensures the elimination of subjective evaluation.

4. Indirect supervision of self-study activities, which prevents psychological tension.

5. Ensuring a system of feedback

6. Ensuring self-control.

7. Efficiency of processing the results of learning information assimilation.

Prospects for further research

These summaries provide a basis for further research on optimal conditions for the use of multimedia educational materials in distance learning. Distance learning, which has already become ingrained in the transfer of knowledge and the formation of students' skills, can become a trend of higher education in the coming years. It can be a follow-up, parallel or self-contained fragment in the overall system of education. At the present time in the teaching and learning process it is advisable to use a model that successfully combines traditional methods of teaching foreign language with modern computerized teaching methods. Important here is the optimal use of all possible multimedia tools, which are characterized by a great didactic potential and diversity of forms and methods of learning the appropriate teaching discipline. Our further goal is to develop a system of teaching professional English language based on multimedia tools through the combination of audio, graphic, animatic and textual influences to create an effect of immersion in an active language environment, implementing modern linguistic, technological, methodological and pedagogical technologies, while working on all aspects of the language: phonetic, grammatical, lexical and communicative, which allows you to master the language material more efficiently and quickly and to acquire language skills.

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