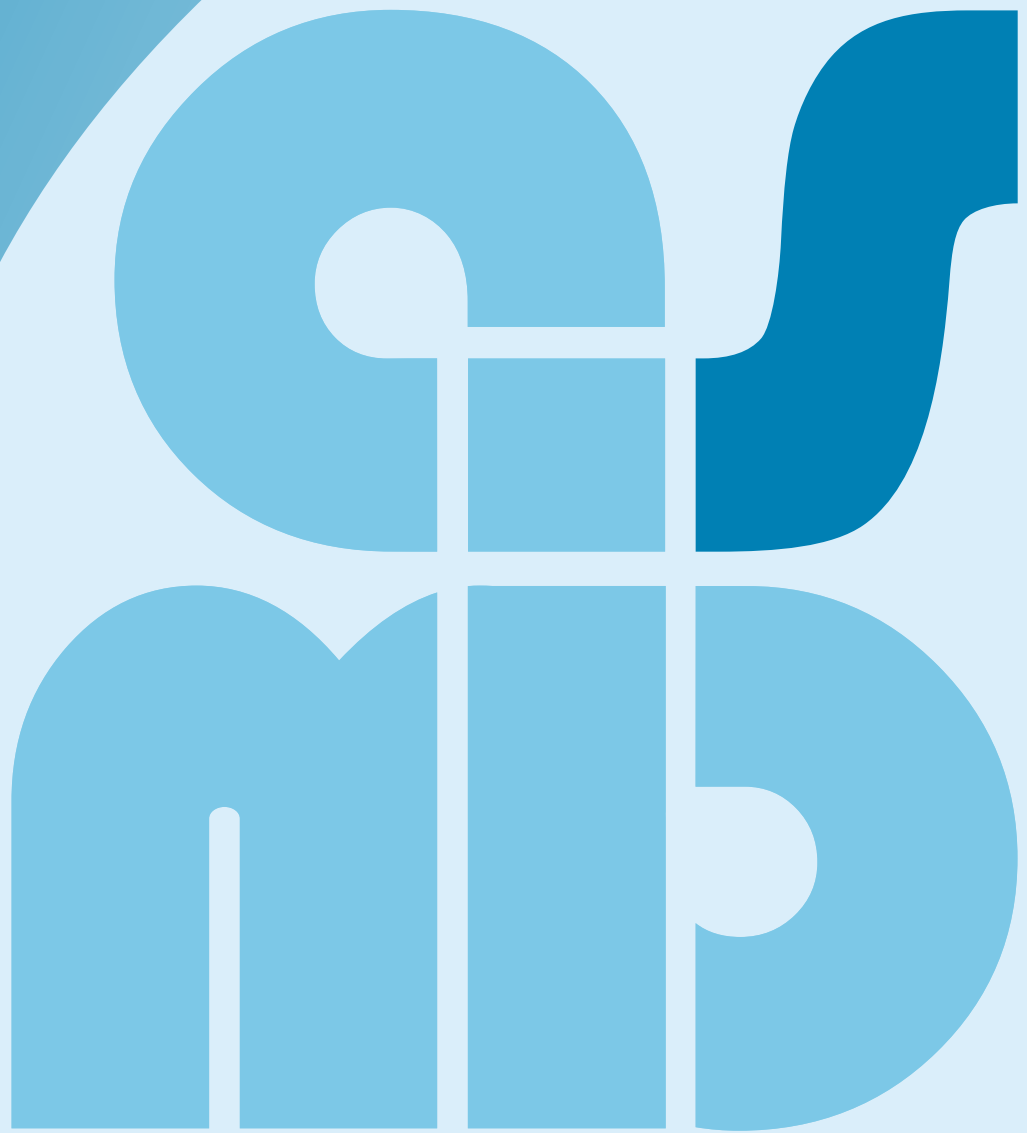


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Dovhan Larysa, Tymoshchuk Nataliia

BENEFITS AND CHALLENGES OF THE MOODLE PLATFORM APPLICATION WHEN TEACHING FOREIGN LANGUAGES

Annotation

The article analyzes key benefits of the Moodle platform application when teaching foreign languages to non-linguistic students at the higher educational institutions. It is determined that digital resources and technologies are becoming an integral part of the educational process. It is stated that both the COVID-19 pandemic and advanced developments have made conventional teaching forms and methods obsolete and have given way to new, more innovative trends in teaching, which have been designed to meet expectations and needs of students. It has been found that more student-centred approaches, blended learning and distance learning have emerged recently. The main benefits and challenges of using the Moodle platform under current conditions of online education are determined. Possibilities of applying Moodle to organize individual work of students are identified. It is established that the Moodle platform creates a dynamic environment of interaction and collaboration, which combines lots of different systems, such as websites, blogs, forums, seminars, chats, newsletters, etc. It is concluded that application of innovative technologies for teaching foreign languages makes the learning process more student-oriented and time-efficient maximizing feedback and cooperation. When using the Moodle platform, a foreign language teacher can ensure high-quality education through individualized and personalized training and create the environment for lifelong learning. It is suggested that technical and computer training of both teachers and students is important for fruitful work and achievement of the goals set. Therefore, it is recommended to conduct trainings to improve the professional level of foreign language teachers who administer Moodle courses and students who use them.

Key words: Moodle platform; distance learning; online education; individualized learning; foreign language teaching.

Довгань Лариса, Тимошук Наталія

ПЕРЕВАГИ ТА ВИКЛИКИ ЗАСТОСУВАННЯ MOODLE PLATFORM ПРИ ВИКЛАДАННІ ІНОЗЕМНИХ МОВ

Анотація

У статті проаналізовано головні аспекти застосування платформи Moodle при викладанні іноземних мов студентам немовних спеціальностей у вищих закладах освіти. Визначено, що сучасні цифрові ресурси та технології стають невід'ємною частиною навчального процесу. Зазначається, що за умов запровадження передових розробок і у той же час пандемії COVID-19 традиційні форми та методи навчання стають застарілими, поступаючись місцем новим, більш інноваційним тенденціям у навчанні, які були розроблені з урахуванням очікувань та потреб студентів. Встановлено, що останнім часом почали активно впроваджуватися студенто-центровані підходи, змішане навчання та дистанційне навчання. Встановлено основні переваги використання платформи Moodle за сучасних умов онлайн-освіти. Визначено можливості застосування Moodle для організації індивідуальної роботи студентів. Досліджено, що платформа Moodle створює динамічне середовище взаємодії та співпраці, що поєднує безліч різних систем, таких як веб-сайти, блоги, форуми, семінари, чати, інформаційні бюлетені тощо. Зроблено висновок, що застосування інноваційних технологій для навчання іноземних мов робить навчальний процес більш орієнтованим на студентів та ефективнішим у часі, максимізуючи зворотний зв'язок та співпрацю. Використовуючи платформу Moodle, вчитель іноземних мов може забезпечити якісну освіту за допомогою індивідуалізованого та персоналізованого навчання та створити середовище для безперервного навчання. Зазначено, що технічна та комп'ютерна підготовка як викладачів, так і студентів є важливою для організації плідної роботи та досягнення поставлених цілей. Рекомендовано проводити тренінги для підвищення професійного рівня викладачів іноземних мов, які використовують платформу Moodle під час викладання іноземних мов, та студентів, які працюють у цій системі.

Ключові слова: платформа Moodle; дистанційне навчання; онлайн-освіта; індивідуалізоване навчання; викладання іноземної мови.

1. Introduction

Foreign languages have been taught without computers and the Internet all over the world for ages. Teachers have been actively using chalk, boards, and markers and their physical presence at the lesson has been inseparable with the concept of education. However, growth and technological progress have drastically influenced teaching methods. Recently, the role of digital resources and interactive techniques in teaching has increased rapidly. Implementation of up-to-date educational digital techniques and the use of electronic didactic tools make the teaching practice far more effective. The Internet has become one of the most important means of obtaining and distributing information for both teachers and learners. Today, online teaching is a necessity because a deadly disease Covid-19 has shaken the entire world. A lot of students study online; blended learning is also widely used. Traditional teaching has been replaced by so called digital one using the convenience and popularity of the Internet. Thus, technologies have become an integral part of both teaching and learning processes.

I. Robert, I. Bulakh, Yu. Bykov and L. Petukhova have researched issues concerning application of information technologies in the teaching process. The distance learning peculiarities have been analyzed by Ye. Polat, A. Khutorskyi, and R. Sharan. Such scholars as T. Koval, Ye. Smyrnova-Trybulska, M. Pradivlianyi, and H. Yatsenko have used distance learning elements at higher educational establishments. O. Matsiuk, A. Yankovets, and L. Morska

deal with the methodological principles of teaching a foreign language using information and communication technologies as distance learning tools. Theoretical and methodological aspects of using LMS Moodle for distance teaching and learning have been researched by V. Bykov, I. Herasymenko, K. Kolos, V. Kukhareenko, Ye. Smyrnova-Trybulska, O. Spirin, Yu. Tryus and others. Foreign scientists Ch.-H. Lin, W. Rice, W. Wu have investigated the peculiarities of distance course designing for teaching English as a foreign language based on LMS Moodle.

The aim of the article is to analyze the opportunities, advantages and disadvantages of using Learning Management System Moodle to learn English as a foreign language by the students of non-linguistic specialties.

2. Research materials

Both the latest education developments and COVID-19 pandemic in the world have made traditional notions of education out-dated and have given way to new, more innovative trends in teaching. They have been designed to meet student expectations and needs. As a result, more learner-centred approaches were used in teaching any subject, including languages. Blended learning as an approach combining face-to-face teaching with e-learning programs like Moodle, has emerged recently.

Moodle stands for Modular Object-Oriented Dynamic Learning Environment. It has complete features for distance learning (e-learning). The main task of the system is to expand teaching opportunities, master the educational material remotely, independently create training courses in various areas, perform the task by students and send it for the teacher's review, send messages, introduce an electronic journal of grades and attendance, etc. The central principles of operation of this software product can be formulated with the following characteristics: reusability; adaptability (ability to supplement the platform with other information technologies); availability (ability to work with the platform from different places) [1, p. 18].

Learning Management System (LMS) is a system to facilitate the management of learning based on information and communication technology that integrates several aspects of modern education. LMS can be used in Internet-enriched learning. However, it is more suitable for blended learning and more complex full online learning. Moodle is one of LMS widely used all over the world (more than 235 countries) for a long time. There are now more than 68,000 registered Moodle sites, 28 million users, and 2.5 million courses. London School of Economics and Political Science, the State University of New York, the Open University, and Microsoft Corporation are its most famous users. In March 2020, 330 Moodle sites were registered in Ukraine. The number of Ukrainian universities offering Moodle training is constantly growing, for example, Kyiv-Mohyla Academy, Bukovynian State Medical University, Vasyl Stus Donetsk National University, Kyiv National University of Trade and Economics, etc.

Successful language learning depends on the on-going learning process. It should be noted that the Moodle platform creates a dynamic environment of interaction and collaboration, which combines lots of different systems, such as websites, blogs, forums, seminars, chats, newsletters, etc. The students who were unable to attend classes in the classroom can view the missed material through Moodle courses.

In 2004, scholars Goba, Nimrod, Gareth concluded that Moodle could meet different social, political, linguistic and cultural needs offering a common student-teaching space for learning; storage and archiving of materials (tasks for individual/test work, exercises, schedules, programs, etc.) [2].

Moodle courses can use texts, html documents, and multimedia materials. There are such types of tasks as filling in the gaps, true and false, multiple choices and others. Moreover, students can evaluate each other's work with possible further analysis of errors which stimulates critical thinking. The main aim of Moodle courses is the effective interaction. Students can listen to audio recordings, watch videos, answer questions, expand their vocabulary, participate in quizzes covering grammar, intercultural, and lexical topics.

According to L. Bakhmat, there are several formats for creating Moodle based e-learning courses, i.e., calendar (weekly) and thematic formats. The educational material can be structured weekly (calendar format); if the structuring is organized by modules, topics, and sections we deal with the thematic format. The last one is considered as one of the most acceptable formats in the organization of distance learning for students [3, p. 43–50]. You can use both calendar or thematic structuring of the course in Moodle. The thematic structuring means the course is divided into sections on topics. The calendar structuring means each week of the course studying is a separate section [1, p. 86–95].

According to researchers (Osadcha et al.), the Moodle platform application ensures adequate quality of the higher education system through the individualized and personalized learning [5, p. 38–43]. We agree with this position and share the conclusions of the authors. To support the concept of individualized learning by means of the Moodle platform, one can use various settings of individual modules, elements and resources, in particular: formation of the content of the course in the form of a modular structure; creation of multilevel tests; use of tools for portfolio formation; means of forming a learning route by imposing necessary restrictions on the elements of the course, tracking the level of assessment, multicriteria assessment; multivariate presentation of educational information; setting up the work of minigroups; use of a system of roles; application of mobile learning technologies. To ensure personalized learning, the Moodle platform has such important characteristics such as flexibility, convenience, modularity, efficiency, interactivity, availability of the assessment journal, etc.

Considering the innovative technologies of the Moodle platform using, it is important to note that the main problem is their effective and correct application, and the work of the teacher is a key component. Warschauer and Meskill note that the human factor is the basis for the successful use of innovative technologies to learn English because the Moodle platform does not stimulate teaching or learning, its effectiveness lies in the active and interactive participation of teachers [4]. Thus, Baylor and Ritchie note that regardless of the availability degree and ease of use of a particular technology, teacher educators need additional training to maximize learning opportunities [2]. That is why it is

advisable to hold seminars on the Moodle information environment system from a technical and pedagogical point of view.

We share the opinion of researchers that application of digital resources within the Moodle platform enables the teachers to organize the teaching process effectively and facilitates the learning process, so that the students can find their way among various sources of information and the teachers can get feedback from the students on how well they master the content of the course, etc. [6, p. 7]. The Moodle platform provides opportunities for the teachers to control students' activities, assess them, make comment on their works, offer individuals assignments, tests for self-control etc.

At the same time, organization of the students' activities in the Moodle platform only has lots of challenges. Firstly, the students get used to working individually and try to avoid online classes. This leads to lower mutual interaction, lack of face-to-face communication, control of oral speaking though these are one of the important components of the communicative approach to teaching foreign languages. As a result, the students are becoming much less communicative and sociable and sometimes afraid of speaking a foreign language. In addition, active work in the Moodle platform requires high level of self-discipline and motivation.

3. Conclusions

Application of the innovative technologies for teaching foreign languages makes the learning process more student-oriented and time-efficient maximizing interaction and collaboration. When using the Moodle platform, a foreign language teacher can ensure high-quality education through individualized and personalized training and create the environment for lifelong learning. Technical and computer training of both teachers and students is important for fruitful work and achievement of the goals set. Therefore, it is recommended to conduct trainings to improve the professional level of foreign language teachers who administer Moodle courses and students who use them. Prospects for further research involve the analysis of the effectiveness of student perception and respond to this platform application when learning a foreign language.

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