

Development of learning technologies in the global educational space in the XXI century

Romanova O.O.

*PhD in Philology, Associate professor, Head of the Department of Foreign Languages
Kharkiv National Academy of the National Guard of Ukraine
Kharkiv, Ukraine
e-mail: ksansanna70@gmail.com*

Traditional teaching technologies are still among the most common. Their essence is that students learn new material provided by the teacher, consolidate it, control and evaluate it. The result of learning using traditional technologies is a stable body of knowledge. In other words, teaching, learning and reproduction are the main stages of traditional teaching technologies.

The main idea of reforming the higher education system can be summarised as follows: the effectiveness of teaching and the development of learning and cognitive skills among higher education students can be improved through the design and implementation of innovative educational systems and technologies.

Any learning technology is a well-considered model of joint activities for designing, organising and conducting the educational process, with unconditional provision of the most comfortable conditions for both the teacher and the student.

The active involvement of gadgets and the Internet in the educational and cognitive process, the growing popularity of the concept of lifelong learning, and the blended learning format are just some of the factors that transform the traditional learning model into an interactive one between teacher and student. In addition, all of these factors define qualitatively new opportunities and ways to develop students' digital literacy skills.

Digital literacy means the readiness and ability of an individual to use computer technologies confidently, effectively, critically and safely in various spheres of life (in education, in a future profession, in everyday life). According to Monika Hrebaskova, digital literacy is not only in demand due to the challenges of the economy, but also a guarantor of information security in society [1].

Many scientists have studied and researched the problem of using cloud technologies in the digital educational space of higher education. However, some of them convincingly show that teachers use cloud services mainly for the transfer and storage of educational material.

The problem of creating and using a cloud-based learning environment as a support for teachers' pedagogical activities is the subject of the works of domestic researchers V. Bykov, S. Lytvynova, V. Oleksiuk, S. Semerikova, K. Slovak, A. Stryuk, M. Shyshkina and others.

As defined by Svitlana Litvinova, a cloud-based learning environment (CBLE) is an artificially constructed system that, with the help of cloud services, provides learning mobility, group collaboration of teachers and students for the effective, safe achievement of didactic goals. The author notes: 'The inherent advantages of cloud computing may lead to a gradual shift away from providing information services and placing various data on the computers of educational institutions. Increasingly, services will be provided to students and teachers via the Internet, which they will receive for free or for a small fee, and such services are more accessible, reliable, and personalised' [2, p. 132].

The mandatory components of the concept of 'digital literacy' include the following: safe use of technologies and Internet resources (search, analysis and exchange of information, ability to perceive information in different semiotic systems); effective use of technologies and Internet resources (for example, network etiquette); ability to create programs using digital technologies; programming; ability to work in office programs.

The design of the process of forming teachers' digital awareness in the modern information educational space is considered from the standpoint of the methodological principles of the system-activity approach. Modern digital tools (including Google Classroom) have allowed teachers not only to receive information from a computer network, but also to imagine themselves as a personality, a professional in the information environment.

Google Classroom is a tool that connects Google Docs, Google Drive, and Gmail, helping you create and organise assignments, grade, comment, and organise effective communication with students in real time. The main element of Google Classroom is Groups. Functionally, groups resemble the structure of forums, as they allow users to easily send messages to other users with whom they frequently communicate within the group.

Let's highlight the functionalities of Google Classroom that teachers use to present the results of their teaching and learning activities in the digital educational space:

- creating and activating an account in compliance with all information security rules and regulations;
- selecting the status of a student or a teacher; defining the characteristics of the course being created (feed, tasks and users);
- publishing a message immediately after it is written, indicating the date of its appearance in the feed;
- organising access to the Classroom folder on Google Drive, which is shared by all course participants (a link to the added material is displayed in the Feed);
- attaching additional information to the assignment: a file, a link to an Internet resource, full-screen photos, various photo galleries, ready-made video lessons;
- adding students, parents, other teachers for collaboration and networking;
- checking, commenting and evaluating (self-assessment) of group work by all participants of the 'virtual classroom';
- organisation and management of the Course Calendar.

In the presented study, the Google Class service is considered as one of the modern ways of integrating students and teachers into a single information and educational space, which expands the possibilities of learning and communication.

Thus, the Google Classroom service provides opportunities to support the safe use of technologies and Internet resources; learning the rules of network etiquette; designing and creating applications using digital technologies; programming; and the

ability to work in office applications. All of the above capabilities are aimed at solving professional tasks and a variety of ways to present them.

Cloud technologies can partially free a future digital school mentor from routine operations, allowing them to focus on helping students. Google Classroom tools support the teacher in solving problems related to 'forgetting an assignment for independent work'. This is realised through the functional ability to specify deadlines for work; use tools for both grading and commenting in real time, etc.

Also, the use of the 'virtual classroom' for management, solving possible professional problems is a continuous exchange of reflective notes and comments between students, evaluation of content by the teacher and other people in the network, mutual evaluation and self-evaluation of their own results.

The 'virtual classroom', implemented by the tools of the Google Classroom cloud service, is an effective means of supporting the formation of the relevant components of teachers' digital literacy, which follows from its didactic properties and methodological functions. It is the wide range of cloud technology capabilities demonstrated by Google Classroom tools that allows it to be used to support educational courses in the information environment of a higher education institution based on a blended learning model, taking into account the personal, communicative and professional development of students. For the successful formation of digital literacy of educators using cloud technologies, it is recommended to

- create a secure digital information environment that accompanies the development of a system of significant social and interpersonal relationships, values and attitudes;

- provide conditions for the development of action planning, self-criticism and self-analysis, and project skills;

- management of individual educational trajectory;

- to include tasks for professional self-determination in educational and cognitive activities in order to obtain professional and supra-professional competences demanded by the digital community;

- to use the capabilities of cloud technologies not only for motivation, but also for studying theoretical concepts and fundamental scientific laws.

So, it should be noted that using Google Classroom is not just about replacing paper-based media with electronic ones. The service allows you to combine the processes of studying, consolidating and mastering educational material, which are separated from each other in traditional education.

The ease of use, free of charge and high level of accessibility of Google Classroom and other Google services, which the digital giant Google is constantly updating and improving, enables teachers to organise ICT support for conventional forms of education, as well as for blended and distance learning, to individualise learning and to make extensive use of group work. Learning is not limited to the classroom. Students can view materials posted on the cloud at home to review what they have learned in class or to better understand the topic if they did not understand something during the class. The materials can be accessed from a computer, smartphone or tablet. To learn the material, each student will be able to choose the pace of perception, processing and assimilation of information. This will help to increase motivation to learn and improve the learning experience.

Massive online courses also play an important role in the development of teachers' IR competence, as they promote lifelong learning by providing flexible learning and addressing pressing issues in education and society. At the same time, environments and software products are created by corporations that focus on the current needs of the market, which includes educational institutions, teachers, pupils, students, parents, etc. The combination of the potential of international strategic directions, information products and environments and the participation of representatives of the educational community, including teachers and students, is the most effective mechanism for building a learning environment that promotes the development of IR competence of participants in the educational process.

References:

1. Hřebačkov M. Teaching intercultural communicative competence through virtual exchange. *Training, Language and Culture*. 2019. Vol. 3. no. 4. pp. 8-17. DOI: 10.29366/2019tlc.3.4.1
2. Lytvynova S. H. Teoretyko-metodychni osnovy proektuvannia khmaro oriientovanoho navchalnoho seredovyshcha zahalnoosvitnoho navchalnoho zakladu: dys. ... d-ra ped. nauk : 13.00.10 In-t inform. tekhnolohii i zasobiv navchannia NAPN Ukrainy. Kyiv, 2016. 601 s.
3. Malyska I. D. Khmarni tekhnolohii u shkolakh Velykoi Brytanii. *Instytut informatsiinykh tekhnolohii i zasobiv navchannia NAPN Ukrainy. Informatsiinyi biuleten*. № 6, 2017. URL: <http://lib.iitta.gov.ua/709396/>.

Способи інтеграції стилістики до курсу навчання іноземної мови

Сасенко Н.В.

*д. пед. н., проф., проф. кафедри іноземних мов
Харківський національний автомобільно-дорожній університет
м. Харків, Україна
e-mail: saienkonv@ukr.net*

Кінцевим результатом традиційної іншомовної освіти студентів немовних вишів є оволодіння ними певним словниковим запасом, базовими знаннями граматики та деякими навичками усного спілкування. При цьому студенти рідко мають поняття про стиль та особливості викладу текстів, що перешкоджає розвитку їхньої здатності розуміти та критично оцінювати прочитане чи почуте. Тому останнім часом стилістика стає важливим інструментом у викладанні іноземної мови, оскільки її використання може допомогти студентам зрозуміти нюанси мови та оцінити її красу, стаючи таким чином ефективнішими комунікаторами.

При вивченні стилістики у студентів формуються навички використання стильових особливостей мови у різних формах спілкування, включаючи літературний, суспільно-політичний та повсякденний дискурс [3].

З розвитком стилістики її застосування розширилося за межі вивчення літературних текстів і почало включати в себе тексти з науки й техніки, засобів масової інформації, популярної музики, новин, реклами тощо.