

Попри всі переваги платформи Microsoft Teams, цей сервіс не надає можливості якісно працювати з віртуальною дошкою, на відміну від Zoom і Google Meet. А використання дошки під час вивчення мовних дисциплін дуже важливе, і чат не виконує всіх необхідних функцій.

Для підтримки самостійної роботи студентів і контролю їхніх навчальних досягнень в університеті застосовують освітнє середовище Moodle. Однак, незважаючи на всі його багаті пропозиції щодо типів завдань, варіантів обміну думками зі студентами, цей сервіс не передбачає проведення занять чи консультацій у режимі реального часу (можна розмістити лише відеозапис лекції).

Досвід дистанційного навчання, набутий від весни 2020-го року, – то перші кроки в опануванні різних технік і прийомів, запропонованих сучасними інтернет-сервісами. Застосування матеріалів, створених за допомогою таких сервісів, як Kahoot, Quizizz, Factile, Classtime, Learning App, Wizer.me (тести, пазли, ігри, інтерактивні аркуші контролю), Microsoft Sway, Canva App (презентації та ін.), Render forest (навчальні відео), Draw.io, Miro, MindMeister, MindMup, Mindomo, Coogole (інтелект-карти, карти для брейнстормінгу та ін.), сприятиме полегшенню роботи на занятті, покращенню сприйняття навчального матеріалу і підвищенню рівня зацікавленості студентів.

Chaika Oksana

*PhD (linguistics), Associate Professor,
Associate Professor at Department of Foreign Philology and Translation,
National University of Life and Environmental Sciences of Ukraine /
University of Luxembourg, Esch-sur-Alzette, Luxembourg
e-mail: oxana.chaika@yahoo.es*

DIGITAL COACHING FOR MULTICULTURAL EDUCATION IN UKRAINE

These dramatic days with the military aggression of the neighboring country into the Ukrainian lands and the launched genocide of the Russians against the

Ukrainian nation, it is becoming absolutely critical to revisit many aspects in high school and university curricula as to educating the youth of Ukraine. With paying due respect to linguistic and cultural differences attributive to a wide variety of peoples globally, growing tolerance in communication and life for all the peoples including interethnic groups, minority societies, and indigenous peoples, it is important to preserve the national values, and expect the acceptance and respect of others towards the Ukrainian origin, customs and traditions, language and spiritual and modern culture, in particular.

Helping the Ukrainian youth become deeply aware of their roots and form / cultivate a sense of national identity will play its pivotal role in education, which can be implemented via modifying and amending certain blocks of knowledge and skills, competencies in the cycles of the education, social sciences and the humanities disciplines [1]. To this end, it is about including the poly- and multicultural component into teaching foreign languages in larger and broader scope and volume. Therefore, giving a quick overview of the idea will lead to differentiating polyculturalism and multiculturalism in education. Overall, the polycultural education is seen in the light of comparison of the Ukrainian and other European languages and cultures; and focus is laid on integration and assimilation of many educational, life and business components in schooling in Ukraine and the EU on the basis of shared values and understanding the shared future vision for a global world. Multicultural education in teaching foreign languages in Ukraine will strongly disintegrate the language and culture of the Ukrainians and Russians, accounting for historic, political, economic, academic, as well as spiritual, cultural, and linguistic values of these two peoples, standing at attention for the Ukrainian national identity and security as a nation with its rich ethnic roots.

To do so and achieve the desired goals in a faster and more efficient ways, the coaching technology comes of great support; digital solutions in the form of questionnaires, software programs, updates and other tools may help both teaching staff (Faculty) and students see exactly where they are, where they wish to be at the

end of the teaching and learning journeys, and find the most optimal ways of how to teach and learn best in order to maximize the students and Faculty's capacities.

Today coaching has been widely used in corporations and business and political world. Also, coaching is known to be leading in many European universities as a fundamental driver for quality education [2]. What can be more powerful is introduction of digital coaching due to its convenience and ability to scale.

As it can be derived from the term itself, digital coaching in education can be viewed as a well-delivered and education quality-enhancing service whereby coaching meetings known as coaching sessions take place between two parties – a lecturer / teacher in the role of a coach and a student or group of students in the role of a coachee; another criterion for digital coaching in education is that such coaching sessions are conducted virtually, firstly, and secondly, many aspects can be automated with the means of digital platforms.

The advantage of coaching sessions in education can be delivered via desktop or mobile device. The benefits of educational digital coaching for teaching foreign languages stimulates learning and reflection process, which is conducted both in the two settings. One setting is practical, which is carried out in a classroom, or in the teaching and learning setting per se. The other takes place in the student's everyday environment, the analogue setting. This approach enables the students who master foreign languages to better acquire and polish their knowledge, skills and competencies, as well as practice the new skills in relevant real-life situations. At the same time, this approach does not limit locations and time zones that is altogether important to physical presence of students where they stay safe or choose the place for reasons of convenience, etc. Everyone interested and eager to grow in the selected course may do it with the help of Internet and the suggested technology.

Ribbers & Waringa (2015) define digital coaching as “a non-hierarchical developmental partnership between two parties separated by a geographical distance, in which the learning and reflection process is conducted via both analogue and virtual means” [3]. According to CoachHub experts and coaching practitioners, “the

lack of a hierarchical and advisory relationship is a characteristic of digital coaching, which intrinsically distinguishes it from e-learning and e-therapy” [4].

References

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Чаплигін Олександр Костянтинович

професор кафедри філософії та педагогіки професійної підготовки,

доктор філософських наук, професор ХНАДУ

e-mail: Chaplygin.ak.46@gmail.com

Сук Олена Євгеніївна

ст. викладач кафедри філософії та педагогіки професійної підготовки ХНАДУ

e-mail: suk.elena2017@gmail.com

ВИКОРИСТАННЯ LMS MOODLE ПРИ ВИКЛАДАННІ ГУМАНІТАРНИХ ДИСЦИПЛІН

З кожним днем інформаційно-освітнє середовище вищих навчальних закладів стає все більш мобільним та персоніфікованим завдяки впровадженню таких інформаційних систем як електронні платформи.

Платформи для онлайн-навчання – це сервіси-посередники між студентом та викладачем в процесі дистанційного та змішаного навчання. Платформа одночасно є способом зв'язку, сховищем завдань, координатором процесів та набором інструментів і шаблонів для управління онлайн-навчанням, засобом автоматизованого створення дистанційних курсів.