USING MOODLE PLATFORM IN TEACHING PROCESS AT HIGH SCHOOLS IN UKRAINE

Forostiuk I.
Ph.D in Pedagogy,
Associate Professor at the Department of Foreign Languages for Professional Use

National University of Food Technologies

Kyiv, Ukraine

Forostiuk O.

Ph.D in Law,

Associate Professor at the Department of History and Theory of State and Law

European University

Kyiv, Ukraine

The development of information technologies affects all spheres of life, including education. Distance learning is becoming increasingly popular as it allows young people to obtain higher education even being far from the university. This form has already become widespread and is used by many educational institutions from different countries. Today in Ukraine, distance learning is at the stage of formation and active implementation. Higher education institutions develop effective methods and create their own courses. Most of this work is based on the Moodle system - a modular object-oriented dynamic learning environment.

Taking into consideration the goal of giving young people the chance to master the foreign languages at a high level, Ukrainian high schools are actively implementing a distance education system.

The concept of distance education calls the following characteristic features of this type of learning: flexibility, modularity, parallelism, the ability to attract a large audience simultaneously, profitability, technological capacity, social equality, internationality, receiving a new role in the teaching process by the teacher, positive impact on a student, and quality [1].

To implement the concept of distance education Ukrainian universities for a certain period have already been actively developing different courses in the Moodle learning environment.

With the help of Moodle platform the teacher provides a student with the necessary resources, assistance in assimilating old and new knowledge. There are two main principles that form the basis of this learning environment - the principle of social constructivism and the principle of constructionism. The first is considered from the point of view that students, with the help of a teacher, construct new knowledge through active interaction with the environment. And at the same time, the idea of constructionism (the second one) is that the learning process gets the best result when you construct knowledge for others [2]. The teacher creates an environment where students can freely ask questions. "Constructivization" of training is carried out by creating situations that are as much close to life as possible [3].

However, specialists having the experience in the field of distance education determine both the advantages and some of certain disadvantages when working with the use of any platform. It is possible to outline two categories of disadvantages relating to students and teachers as well as the institutions conducting distance learning. The first is the lack of social interaction, as a consequence of distance learning, and the technological problems that often occur at the moments, such as fears of new technologies or the lack of access to them in certain situations; attitude to the portability of materials in the electronic form - it is usually convenient, but not always one hundred percent better than traditional textbooks [4, p. 172].

The main factor in the distance learning process in the Moodle environment is the interactive activity of teachers who involve students, using all the capabilities of the platform [5, p. 21]. To do this, teachers need to understand the platform well, and act as a moderators of the course.

Here we come across the second category of disadvantages - the ability and desire of teachers and students to understand the principles of working with distance courses, and (for teachers) to create these courses independently (even if there is a technical base).

In practice, using the Moodle platform, creative teachers find more and more benefits. The Moodle is ideal for distance learning as it is a communicative platform in a multi-channel environment. Due to the large amount of resources, the Moodle system provides an opportunity to organize a complete educational process, including teaching aids, a system for monitoring and evaluating student learning activities [6, p.6].

To create courses at the teacher's disposal there is a wide arsenal of programs and capabilities, not only the usual texts and tasks created in Word. Text material today is not difficult to sound in MP3 format for training listening skills in foreign languages studying. From practice, we also see that the presentations created by the Power Point program are very effective for explanation of the grammatical material. They can be short, use the tables only, which usually reduce the amount of material and psychologically tweak to the fact that the rule is not that complicated. At the same time, we can give the necessary explanations to complex topics and give additional examples in the big presentations.

When creating courses for students of different specialties, the foreign language teacher can easily focus on priority of activities. For example, for lawyers, this is the possession of the ability to write, read and understand the legal texts, which directs the teacher to create tasks for the acquisition of a large volume of lexical material.

Students can also be involved in a creative work at certain stages of making courses. So, while studying grammar, they can get the job of submitting material to the topic in the form of their own presentations. It is such a "constructivism" activity and it makes distance learning fruitful and interesting. After checking and correcting (if necessary) by the teacher, student's presentations can be also used as an illustrative material for other students. From the constructivism point of view, the tasks where students take part in the filling the resource on the certain topics can be quite useful and estimated. All teachers understand that distance learning courses are not automatically a motivating factor for learning. While the mark serves as an external motivation.

For teachers of foreign languages, forum and chat resources may be important and useful as well. The Forum offers non-synchronous communication, provides an opportunity to present information in the form of answers to a discussion topic, as well as offering text information (essay) for further evaluation, additional explanation of unclear issues, etc.

The Chat module is a kind of activity that is designed for synchronous use. It can be led by a teacher, or work in an arbitrary mode. Free use of chat also involves more "free" possession of written language in order to express the main idea, despite certain grammatical mistakes. Chat simulates the real situation of exchanging opinions "here and now," more spontaneous, live conversation than exchanging opinions in the Forum.

Thus, we see that using the Moodle platform for the teachers receive a modern powerful resource through which they can present the material, monitor and evaluate the performance of the students. It has a large number of tools that help in this rather new process.

At present, along with unconditional advantages, there are certain disadvantages that are both objective and subjective. Therefore, for the best result, teachers and students need to have the desire to learn how to work in this initial environment, not to be afraid and be able to change the view on the modern reciprocal process of teaching and learning. Further theoretical and practical work in this direction is currently very relevant.

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