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DIVERSIFICATION OF DISTANCE FOREIGN LANGUAGE EDUCATION

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The world has been taken seven-mile steps towards smart-living by mastering distance learning technologies (DLT), which diversify and improve the educational process, making it mobile, virtually possible, quasi-professional, interesting and very easy. At the same time there are some difficulties for different levels of the academic community in mastering modern information and communication technologies.

Analysis of recent researches and publications has shown that the optimization of the educational process through DLT within the diversification of foreign language education has been thoroughly studied by foreign and Ukrainian scholars (Wilson R., Hook L., Kools M., Bigich O., Pratt G., Yermolaiev V.). Scientific and pedagogical workers of the higher education institutions of security and defense sector of Ukraine (Dzhuzha A., Zagorulko S., Karaseva L., Krasniyk I., Kryvych M. and many other) are also moving in the direction of the development of on-line foreign language learning. DLT are urgently needed due to emergencies in Ukraine and the world (for example: COV-19-Quarantine), their usage requires comprehensive development and study.

The problem of introducing distance foreign language education at the higher education institutions of security and defense sector determines the relevance of scientific research and requires the resolution of contradictions between European and world practice of DLT in foreign languages studying; the current state of Ukrainian distance education in general and the military educational system in particular; requirements of modern didactics, regulatory framework in the field of education and science and the closed

educational space of academic institutions of the security and defense sector that are not able to fully disclose access to their own information resources, but must develop and meet the criteria of higher quality education and the challenges of today.

The aim of this paper is to highlight basing on general scientific and specific scientific research methods. the practical ways of integrating distance learning technologies into the process of foreign language education at the academic institutions of security and defense sector of Ukraine.

Distance learning technologies allow studying remotely from the higher educational institutions at a time convenient for the participant of the educational process. Diversified forms of training in the distance learning system Moodle (E-manuals, on-line tests / surveys, webinars) in combination with the means of video conferencing (Skype, Free Conference, Zoom, Google Meet), the functionality of modern messengers (WhatsApp, Viber, Telegram) and «cloud» means of Google contribute to the general educational development of students, form their general and special competencies in the professional field, in a particular discipline. Speaking about the practical application of DLT, we strive for our own experience of teaching foreign languages and the development of educational and methodological support. Aiming at professionally-oriented foreign language learning, our Language Training and Scientific Centre [3] develops and implements modern conceptual approaches to foreign language education, introduces new principles of its organization, monitors and analyzes its effectiveness. The active usage of computer technologies in foreign language education has provided creation of multimedia linguistic laboratories and computer training local network, where the elements of distance education had been involved: E-library of educational, scientific and periodicals in foreign languages; media library (E-manuals of linguistics and professional topics, audio / video fragments). In this way a mixed form of foreign language education was introduced.

Today some academic institutions of Ukraine joined the group of leading freelancers of the security and defense sector and gained access to the distance learning platform of the Educational and Scientific Centre for Distance Learning of the National Defense University of Ukraine named after Ivan Cherniakhovskiy [2], which allowed the military academic community to use the repositories of other higher education institutions. On the platform there have been posted materials for the organization of current and final control, remote foreign language testing; foreign language courses; E-manuals, presentations, audio / video materials, which allow to implement various options for interaction between teacher and students, to test innovative approaches in foreign language studying. On the way of constant

development, the efforts of the author teams have been focused on the creation of E-manuals, analogues of which were difficult to find, for example: «Transnational Challenges: Organized Crime» (Karaseva L., Zagorulko S., Dzhuzha A.), «Federal Intelligence Service of Germany» (Kryvych M.), «Linguistics of the Middle East and North Africa» (Krasnyuk I.) and which have integrated elements of the geographic information system Google Maps, news aggregators, elements of infographics, and educational facilities H5P, what has significantly increased the clarity and informativeness of the material and, as practice had shown, enhanced the cognitive activity of users. Scientific materials of conferences and seminars, didactical and methodical materials have been located in the different sections of the platform.

Objectively evaluating the innovations and summarizing the results of remote work of higher educational institutions of security and defense sector of Ukraine, we have distinguished «Pros» and «Cons» of this no-how-pedagogical technology. *The disadvantages are:* the lack of own platform for distance foreign language learning in each academic institution; the difficulty of maintaining the current level of computer technology and related software; insufficient computer literacy of stakeholders; lack of functional formations for the development of components of distance education; lack of personal contact and real communication between teachers and students; insufficient control function on the acquired knowledge. We have emphasized *the advantages* of distance education: digitalization of learning, its accessibility and openness; expanding the circle of the academic community; centralization of the educational process in different regions; variability of application at different stages of training; multiple repetition and practice of acquired knowledge, skills and abilities; the maximum amount of knowledge provided (which does not provide traditional forms of education); study time management; intensification of the educational process; increasing the level of motivation of students; individualization of the educational trajectory; duality of education [1].

DLT contribute to the modernization, diversification and improvement of national education in general and military education in particular. Issues that must be dealt with further scientific study and solution are: the usage of computer technologies in foreign language education of security and defense sector specialists; training the teachers and methodologists to get involved in DLT-working; search for alternative information training sources (Intranet / Internet); introduction of electronic class schedule; creation the separate unit of distance learning.

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**КРИТЕРІЇ ДОБОРУ МОВНОГО МАТЕРІАЛУ
ДЛЯ ФОРМУВАННЯ ЛАТИНСЬКОМОВНОЇ
ТЕРМІНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ
ІНОЗЕМНИХ СТУДЕНТІВ-МЕДИКІВ**

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У навчальних програмах дисципліни «Latin Language and Medical Terminology» [5; 9] предметом вивчення визначено «увесь комплекс греко-латинських лексичних одиниць, що є основою для побудови анатомічної, гістологічної, клінічної, фармацевтичної, хімічної, медико-технічної термінології та граматичні принципи терміноутворення», а кінцевою метою – «правильне і коректне використання греко-латин-