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ВИКОРИСТАННЯ ІКТ ДЛЯ ЗАБЕЗПЕЧЕННЯ КОМПОНЕНТІВ МЕТОДИЧНОЇ СИСТЕМИ НАВЧАННЯ УКРАЇНСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

Анотація. Стаття присвячена дослідженню потенціалу інформаційно-комунікаційних технологій під час навчання української мови за професійним спрямуванням майбутніх фахівців педагогічної галузі. Проблема застосування інформаційно-комунікаційних технологій у процесі дистанційної освіти загострилася у 2020 році у зв'язку з пандемією COVID-19 та набуває все більшої актуальності в умовах воєнного стану в Україні. У процесі дослідження застосовано комплекс теоретичних, емпіричних і візуально-графічних методів: вивчення наукових джерел – для встановлення ступеня розкриття проблеми; абстрагування, зіставлення, узагальнення – для обґрунтування понятійного апарату дослідження; спостереження, самоспостереження, експериментальне навчання – для упровадження і перевірки системи дистанційного навчання

УМзаПС; методи структуризації та моделювання об'єктів – для візуалізації і узагальнення результатів дослідження.

У межах статті вивчено можливості інформаційно-комунікаційних технологій щодо забезпечення усіх компонентів методичної системи навчання української мови за професійним спрямуванням: методологічно-цільового, змістового, процесуального, результативно-оцінного. З цією метою проаналізовано дидактичний і технічний потенціал платформи дистанційного навчання D-Learn Прикарпатського національного університету імені Василя Стефаника, реалізовано структурування і покроковий опис експериментального дистанційного курсу, упорядковано сервіси інформаційно-комунікаційних технологій відносно компонентів методичної системи навчання української мови за професійним спрямуванням, а також здійснено їх візуалізацію. Наголошено на зростанні ваги самостійної роботи студентів під час виконання інформаційних і дослідницьких проєктів, запропоновано зразки завдань для науково-дослідницької роботи у мережі інтернет. Розкрито потенціал мережевих програм щодо контролю, оцінювання та фіксації результатів навчання, завдяки чому нівелюється можливість суб'єктивних неточностей.

Ключові слова: інформаційно-комунікаційні технології, методична система, українська мова за професійним спрямуванням, дистанційне навчання, мобільне навчання, комунікація, гейміфікація.

THE USE OF ICT TO PROVIDE THE COMPONENTS OF THE METHODICAL SYSTEM OF TEACHING UKRAINIAN LANGUAGE FOR PROFESSIONAL PURPOSES

Abstract. The article studies the potential of information and communications technology in teaching Ukrainian Language for Professional Purposes to future experts in pedagogy. The matter of applying information and communications technology in the process of distance education became relevant in 2020 due to the COVID-19 pandemic and is gaining more and more importance during the martial law in Ukraine. In the research process, a set of theoretical, empirical, and graphical

methods has been used: studying the scientific sources in order to establish the degree of resolution of the problem; abstraction, comparison, and generalization to substantiate the conceptual apparatus of the research; observation, self-observation, and experimental teaching to implement and verify the distance learning system of Ukrainian Language for Professional Purposes; the methods of structuring and modeling objects for visualization and generalization of the research results.

Within the article, the ability of information and communications technology to provide every component of the methodical system of teaching Ukrainian Language for Professional Purposes is examined: methodological and target-oriented, content-based, procedural, and evaluative. For this purpose, the didactic and technical potential of the D-Learn distance education platform of Vasyl Stefanyk Precarpathian National University has been analyzed, the structuring and step-by-step description of the experimental distance course have been conducted, and the services of information and communications technology have been organized according to the components of the methodical system of teaching Ukrainian Language for Professional Purposes and visualized. The increasing importance of students' independent work during informational and research projects is emphasized, and sample tasks for their research work on the Internet are provided. The potential of online programs for monitoring, evaluating and recording learning results has been revealed, due to which the possibility of subjective inaccuracies is eliminated.

Keywords: information and communications technology, methodical system, Ukrainian Language for Professional Purposes, distance learning, mobile learning, communication, gamification.

INTRODUCTION

The global economic and social changes of the 21st century necessitated fundamental educational transformations and modernization of both the entire education system and specific methods, forms, and means of presenting information and learning. Naturally, in the conditions of informatization of society, the leading place among such means and the related forms and methods belongs to information

and communications technology (ICT), which exhibits high efficiency in the educational process. On the basis of analysis of scientific works in this direction, ICT is understood as network technology used to ensure synchronous and asynchronous interaction between the teacher and the student. Moreover, it concerns not only the use of personal computers with appropriate system and applied software, but also other means of video and audio communication, information reproduction, multimedia systems (whiteboards, projectors), tablets, e-books, etc.

Analysis of scientific research. Distance learning of Ukrainian Language for Professional Purposes had not been a subject of scientific research before 2013, when the study of L. Lysenko and N. Doroshyna on the specificity of the work of a philologist tutor in the process of implementing the distance education technology in the Ukrainian Language for Professional Purposes course was published. Since then, the types of information technology support for the educational discipline have been studied by I. Babii, T. Hromko, O. Dovhopol, I. Zalipska, L. Lysak, T. Makarova, I. Nahrybelna, L. Sviatetska, L. Suheiko, Yu. Melnychuk, S. Shyika. In particular, I. Zhytar and T. Matviichuk have studied the capabilities of the Classtime platform in the context of Ukrainian Language for Professional Purposes (Zhytar & Matviichuk, 2021); O. Dovhopol, Yu. Melnychuk, I. Nahrybelna, and L. Suheiko have examined the use of the LMS MOODLE platform (Dovhopol, 2019; Nahrybelna, Suheiko, & Melnychuk, 2020); L. Sviatetska has investigated the use of MyTestX and Testing computer testing systems in the process of teaching the Ukrainian Language for Professional Purposes course (Sviatetska, 2020). The issue of applying ICT during distance education became relevant in 2020 due to the COVID-19 pandemic, and therefore requires a thorough search for its solution in the context of teaching the analyzed discipline.

RESEARCH AIM AND TASKS

The aim of the article is to examine the potential of information and communications technology in order to provide every component of the methodical system of teaching Ukrainian Language for Professional Purposes.

Resolution of the following specific tasks will facilitate achieving the goal:

- 1) detailed analysis of didactic and technical capabilities of the D-Learn distance education platform of Vasyl Stefanyk Precarpathian National University;
- 2) structuring and step-by-step description of the experimental distance course of Ukrainian Language for Professional Purposes;
- 3) organization of the ICT services according to the components of the methodical system of teaching Ukrainian Language for Professional Purposes and their visualization.

RESEARCH METHODS

During the research process, a set of theoretical, empirical, and graphical methods has been used: studying the scientific sources in order to establish the degree of resolution of the problem; abstraction, comparison, and generalization to substantiate the conceptual apparatus of the research; observation, self-observation, and experimental teaching to implement and verify the distance learning system of Ukrainian Language for Professional Purposes; the methods of structuring and modeling objects for visualization and generalization of the research results.

RESEARCH RESULTS

The wide opportunities of using the modern ICT have been reflected during the implementation of the distance course of the Ukrainian Language for Professional Purposes academic discipline on the D-Learn platform of Vasyl Stefanyk Precarpathian National University (Humeniuk). The distance learning system is protected from third-party interference: students log in based on the received password and the permission of the course leader (attached group). Teachers have access only to their courses, forming their step-by-step structure.

Taking into account the methodical segmentation of the educational discourse of Ukrainian Language for Professional Purposes (Humeniuk & Oliiar, 2019), the experimental distance course has been divided into 8 steps. The first 3 steps are modular distribution according to the content of the discipline; each one consists of concise lecture notes, tasks for independent work on each topic, and educational thematic testing. In addition, step 1 includes introductory testing to determine the

initial level of the students' knowledge and skills with the aim of further correction of practical work in the necessary direction.

Control tests from Ukrainian Language for Professional Purposes and thematic tests in the MS Word editor have been introduced as a separate step to ensure access to them by students from remote mountain settlements with low-quality Internet connection. The "Resources" step allows you to download attached documents and contains topics for information projects, scientific articles for bibliographic description, annotation, abstracting, and making plans, tasks for control work, methodical recommendations for conducting practical classes, methodical recommendations for independent work of students, Terminological Dictionary of the Ukrainian Language for Professional Purposes Discipline, Ukrainian Orthography (2019 edition), and direct links to useful resources and other necessary methodical materials, which are regularly updated.

The practical step is filled with summaries of practical classes that reflect their structure, exercises to be performed, and additional tasks, which give the students an idea about the course of the class and the order of preparation for it. The examination step covers test tasks uploaded to the system for full-time and part-time students, as well as testing for the 2nd and 3rd attempts.

In addition, students have free access to the register of academic texts in the repository (electronic archive) of Vasyl Stefanyk Precarpathian National University, which currently contains more than 60 authorial scientific and methodical materials on Ukrainian Language for Professional Purposes (Repozytarii Prykarpatskoho). Working with the repository is a part of students' independent work during informational and research projects and contributes to the formation of their general scientific competence. The content of the Ukrainian Language for Professional Purposes course regarding mastering the rules of compiling a bibliographic description of sources, the structure of a scientific article and the requirements for it, familiarization with specialized periodical publications of the university, scientific works of teachers, and educational publications receives methodical support from the repository. Including students' scientific works in the repository acts as a motivational

factor in the process of self-development and readiness for self-education throughout the life of future specialists in pedagogy.

Ukrainian Language for Professional Purposes lectures and practical classes in the conditions of distance education took place synchronously on the Zoom and D-Learn platforms via elements of mobile learning, Microsoft PowerPoint software environment, and partial use of Google Classroom, Google Sheets, and Google Forms services. Direct video communication during classes permits avoiding one of the main disadvantages of distance learning, which is the lack of direct communicative interaction between the teacher and the students. Thanks to the use of the modern ICT (technologized testing, video fragments, presentations, shared access to the screen, the possibility of commenting), the gamification component in the educational process diversifies the classes, increasing the interest and motivation for studying.

Examples of tasks that involve scientific research work of students on the Internet:

1. With the help of Internet resources, compile a list of scientific publications on a topic (of your choice):

1. Formation of dialogical speech of primary school students.

2. The use of linguistic fairy tales in the process of teaching the Ukrainian language to primary school students.

3. Development of figurative speech of primary school students during Ukrainian language lessons.

4. Formation of orthographic literacy of primary school students (for students of specialty 013 Primary Education).

1. Enrichment of the speech of older preschoolers with phraseology.

2. Development of coherent speech of older preschoolers by means of game activities.

3. Development of dialogic speech of older preschoolers by means of role-playing games.

4. *Formation of speech etiquette of older preschoolers (for students of specialty 012 Preschool Education).*

Submit the information in the form of a table:

<i>Author</i>	<i>Article title</i>	<i>Journal title</i>	<i>Publication year</i>	<i>Number / issue</i>	<i>Pages</i>	<i>Subject and research aim</i>

II. With the help of the Internet, using the keywords "professional speech", "business language", "business communication", and "professional communication", compile a list of websites dedicated to the formation of professional speech according to the example:

<i>Website</i>	<i>Addressed problems</i>	<i>Keywords</i>	<i>Concise plan of basic information</i>

III. Write out the available educational and methodical works on the Ukrainian Language for Professional Purposes course from the electronic repository of Vasyl Stefanyk Precarpathian National University and organize them in tabular form.

IV. Compose 10 original test tasks on each topic of the discipline and submit them on Google Forms.

Textual support for completing Ukrainian Language for Professional Purposes tasks can be obtained from the General Regionally Annotated Corpus of Ukrainian (GRAC) (Heneralnyi rehionalno, 2017–2021), which represents a large collection of Ukrainian texts and an accompanying program for finding grammatical forms and word combinations, as well as sorting and statistical processing of results. The website is supported by Friedrich Schiller University Jena, the Ukrainian Catholic University, Lviv Polytechnic National University, Kyiv National Linguistic University, and Borys Grinchenko Kyiv University. It should be noted that the specified corpus does not guarantee the normativity of the submitted text samples, but this is what makes it interesting from the point of view of editing and determining the

most frequent errors. For the same purpose, the Ukrainian Web Corpus of Leipzig University (1 billion word usages) (Ukrainskyi vebkorpus), Ukrainian Brown Corpus (600 million word usages) (Braunskyi korpus) and others are useful.

Control, evaluation, and recording of the results of educational activities of students of specialties 012 Preschool Education and 013 Primary Education of the Ukrainian Language for Professional Purposes course have been carried out with partial use of ICT. In particular, the introductory, educational, and control testing, as well as examination papers, have been evaluated automatically in the D-Learn distance education system and via the Google Forms service. The recording of educational results in the discipline has taken place in the electronic journal of the DIS[WEB]-portal system intended for corporate use by scientific and pedagogical workers and students of Vasyl Stefanyk Precarpathian National University. The electronic journal has the functions of automatic calculation of points by types of work and the final grade as well as output of the semester result, which eliminates the possibility of subjective inaccuracies.

On the basis of the above-mentioned, the opportunities of using ICT in the process of teaching Ukrainian Language for Professional Purposes are schematically visualized in Figure 1:

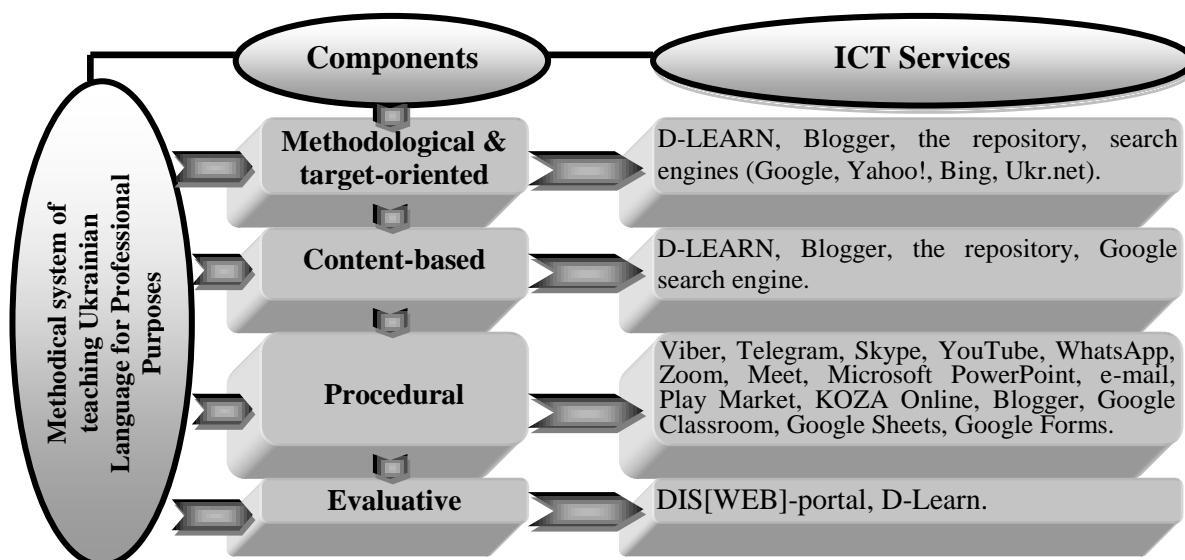


Figure 1. The use of ICT in the process of teaching Ukrainian Language for Professional Purposes

Source: Author's work.

As can be seen from Figure 1, the use of ICT in the methodological and target-oriented as well as content-based components of the methodical system of teaching Ukrainian Language for Professional Purposes is focused on platforms and services that provide the opportunity for storing information and free access to it by students and scientific and pedagogical workers. Work programs and syllabi with verified electronic resources, which are recommended for students and provide access to objective and reliable information, are posted on the Faculty of Pedagogy website, the blog, the D-Learn course page, and in the repository. These are, first of all, the State Standard of Primary Education, Ukrainian linguistic portal "Dictionaries of Ukraine" online, The Academic Explanatory Dictionary (1970–1980), General Regionally Annotated Corpus of Ukrainian (GRAC), DSTU 4163-2020, the educational blog of Ukrainian Language for Professional Purposes, Ukrainian Orthography (2019), Ukrainian Language Stack Exchange (a question and answer website), current educational and regulatory documents, etc. The procedural component is provided by ICT for instant communication, audio and video communication, group communication, visualization and structuring of material, and individualization of distance learning. In order to ensure the evaluative component, network programs are used, which provide the opportunity to record and automatically evaluate the results of studying Ukrainian Language for Professional Purposes.

CONCLUSION AND PROSPECTS FOR FURTHER RESEARCH

Consequently, on the basis of the conducted research, the potential of mobile learning and the implementation of the Ukrainian Language for Professional Purposes distance course via the available platforms and services that provide all the components of the methodical system are attributed to the features of the use of ICT during teaching the discipline. Applying ICT tools in the process of teaching Ukrainian Language for Professional Purposes necessitates the intensification of students' independent work and causes the increase of its importance in the total volume of activities that ensure the achievement of the predicted results. The outlined aspects determine promising directions for further scientific research.

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