

## A VARIETY OF DIDACTIC RESOURCES OF THE MOODLE EDUCATIONAL PLATFORM FOR TEACHING A FOREIGN LANGUAGE

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Teaching a foreign language at the present stage requires creating an effective educational environment that has the possibility of combining technical conditions and didactic opportunities, and also contributes to the intensification of the learning process foreign languages in general and, in particular, a professionally oriented foreign language.

Systematic consideration of the concept of educational environment takes one of the most important places in the theory and methodology of higher professional education. In foreign and domestic scientific literature educational environment viewed such as: 1) a set of opportunities for the development of learning strategies for students, identifying their abilities; 2) means of self-development and self-learning of students; 3) the subject of modeling and design; 4) the object of psychological and pedagogical expertise and monitoring of the educational process; 5) a system of conditions for the formation of personality according to a given pattern, and as well as the opportunities for its self-development contained in the social and spatial-subject environment [1;2].

An integral part of an innovative educational environment today is a virtual component, without which it is already impossible to imagine an effective the functioning of the educational environment in a modern institution of higher education. This problem is of particular relevance in the context of teaching students of a non-linguistic university a professionally-oriented foreign language for the following reasons:

1) the need to create an innovative educational space for organizing effective teaching of foreign language students in the process of preparing for future professional activities and intercultural communication;

2) the need to compensate for the reduction in classroom hours

allocated by the program for teaching a professionally oriented foreign language, by increasing the proportion of independent work of students;

3) the need for a comprehensive implementation of information and communication technologies in the educational process in a foreign language that can provide a situational basis for teaching a professionally oriented foreign language, varying the modes of classroom and extracurricular work of students, as well as ways of presenting didactic materials, control, etc. [2].

Despite the fact that elements of virtual educational environments are already implemented in almost all higher educational institutions, a number of issues related to the concept of their development, program content, as well as integration into the educational environment of an educational institution, still require theoretical understanding.

In this regard, it seems appropriate to analyze didactic resources of the educational platform Moodle, which are the most accessible software shell and are widely implemented in the educational system of Ukraine. This platform successfully integrated into the website of a higher education institution and contributes to the systematic organization of online learning, which represents of particular relevance in view of the massive reorientation of higher education institutions to a distance format and an increase in the proportion of independent work of students in the curricula.

Characterizing the didactic resources of the educational platform Moodle, it is necessary to highlight the following advantages of this platform:

- the system is designed taking into account the achievements of modern methods of teaching a foreign language and information and communication technologies with an emphasis on online interaction between a student and a teacher;
- the platform can be used both to organize effective distance learning and to implement face-to-face learning through information and communication technologies (chat, forum, blog);
- the system is characterized by a simple interface, the design has a modular

structure and is easily modified;

- students and teachers can edit their accounts, add photos and quickly change numerous personal data and details;
- for teachers, a full report on the work of students in the system is available (last login time, number of attempts to complete the test, test execution time, personal messages, notes on course page and much more);
- the presence of a large number of functional resources and tools for the effective organization of online learning and operational feedback between the teacher and students [4, p. 32].

When preparing and conducting online classes based on the Moodle educational platform, teachers have the opportunity to use a variable set of resources and elements for organizing a high-quality online educational process, as well as for optimizing interaction with students, taking into account the goals and objectives of education.

Taking into account the above, it seems appropriate to characterize some of the elements and resources of Moodle, which were used in the practice of teaching a professionally oriented foreign language at the Department of Foreign Languages at the Medical University, and, in our opinion, have a significant didactic resources. Let's take a closer look at each of them:

- *glossary* is a Moodle element that allows to systematize the work of students with professionally oriented vocabulary. Wherein dictionary entries can be created and updated not only by teachers, but also by students, which is especially important because it contributes formation of an individual educational trajectory of trainees. When working with this tool, lexical items entered in the online glossary are highlighted in all subsequent course materials and are at the same time hyperlinks to the corresponding articles of the glossary in a foreign language, which allows the teacher to implement the system approach to teaching vocabulary and to focus students' attention on the most significant lexical units;

- *lecture* allows the teacher to carry out a phased-concentric

organization of studying new material within the framework of online lecture courses. This element helps to divide the entire lecture material into didactic units; at the end of each of them, the teacher can control the assimilation of educational material using control questions or tests. The element is also convenient in that student assessment is recorded automatically, and all results are recorded in the statement, by viewing which the teacher can get comprehensive information about the assimilation of the material by students and correct subsequent lecture blocks;

- *task* is a kind of independent activity of the student, which usually results in the creation and upload to the server university file of any format or text creation directly in the Moodle system. The teacher can quickly check the assignments submitted by the student, comment on them online and, if necessary, offer to finalize the completed assignments or immediately evaluate them. If the instructor deems it necessary, he may open links to files submitted by course participants and organize a discussion in the forum, which allows you to liken the process of online communication to a real one communications. This makes it possible to monitor and promptly correct the work of students and achieve a complete solution set learning objectives;

- *forum* is designed to organize a network discussion of educational tasks, as well as for online consultations. The forum can also be used for uploading files by students, in this case around these files, you can build an educational discussion, give the students the opportunity to evaluate each other's work. When adding a new forum, the teacher has the opportunity to choose its type from several: 1) a regular forum with a discussion of one topic, available to everyone general forum; 2) a forum with one discussion line for each user. Messages from the forum can, at the discretion of the teacher, be automatically sent to students by e-mail 30 minutes after they are added (during this time, the message can be edited or deleted). All student messages in the forum are stored in the portfolio.

- *tests* - an element of the course that performs a controlling function

teaching a foreign language. Tests used in the Moodle system may contain questions of various types: questions in closed form (multiple Choice), Random, Numeric, Yes/No, Short Answer, Nested Answer, Matching, and etc. Test questions are stored in a database and can be reused within the same or different courses. Several attempts may be given to pass the test. It is also possible to set a time limit for working with the test. The teacher can give an assessment based on the results of working with the test or only show the correct answers to the test questions [3].

An analysis of the didactic possibilities of some resources and elements of the Moodle educational platform allows us to come to the following conclusion: the use of the Moodle software shell, integrated into the educational environment of higher education institutions, promotes organization of systematic training for professionally oriented foreign language online, taking into account the individual pace of students, opportunities information and communication technologies, program requirements university, as well as the goals and learning objectives that the teacher sets for students and yourself. Thus, it can be argued that the Moodle educational platform has significant didactic resources and contributes to the effective organization of educational process of learning a foreign language online.

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