

**Petrova Olha, Bogun Maryna**

**Kharkiv National Medical University**

# **Strategies for providing access to distance Moodle-based learning in learner-centered education**

Introduction.

Life makes unexpected adjustments and forces everyone to urgently master digital tools and new pedagogical approaches and methods. One of the types of hybrid learning is the synchronous-asynchronous approach. The slogan of modern education has become the statement that the role of the student is shifting from the role of learning, the role of acquiring, the passive recipient of knowledge to the role of participation: changing how students should participate in the educational process. Moodle-based distance courses in English for Special Purposes (ESP) also show such a shift.

Objective

The purpose of the article is to present arguments in favor of using the Moodle distance learning platform for digital synchronous-asynchronous university education and to list strategies for providing learner-centered access to Moodle-based distance learning.

Results and discussion

The development of an electronic course involves the joint activity of group-mates and a teacher-instructor, who share a large number of projects and tasks, which are influenced by the above idea of changing the roles of students and teachers in education. Working with others to develop a deeper understanding is a central part of collaborative learning [1-5].

As you know, the synchronous mode of distance learning involves the interaction of students and the teacher, when everyone is connected to the electronic educational space at the same time. In our case, real-time training is carried out using the chosen communication tool - the Moodle distance learning platform.

Asynchronous learning is a more independent type of learning when the interaction between subjects in the educational space does not occur simultaneously. The so-called self-paced option allows students to choose the most convenient time to complete distance course tasks on the Moodle platform. Thus, learning takes place online using the Moodle platform, the messaging capabilities of both Moodle and email, forums, social networks, etc.

We consider it very convenient to use the Moodle platform for such a pedagogical approach, as it provides numerous opportunities, diversifies methodological approaches, and objectifies results. The capabilities of the Moodle remote platform allow you to provide 24/7 access to educational material and open exercises on all topics developed by our teachers in their author's courses, specially designed for student specialization, year of study, purpose, etc.

An asynchronous approach allows for the inclusion of educational material in electronic form in online availability for applicants.

Important conditions are the provision of methodological instructions for students in the electronic course for each topic and type of work before passing.

In order to maintain constant contact with students, it is important to maintain an announcements section at all times, including current news along with announcements via corporate mail, etc. A student-centered practice requires, as you know, the provision of practice opportunities according to the student's requests and needs. So, for example, for students studying at the Department of foreign languages, educational materials are downloaded online, which makes it possible to perform open tasks for topics. Closed thematic tests and final tests, which require the presence of a teacher, are performed in a synchronous format with visual control in Google Meet.

## Conclusion

Thus, based on the chosen strategies for providing access to distance Moodle-based learning in learner-centered education, we provide a synchronous-asynchronous format within a student-centered approach using Moodle that includes:

- synchronous classes according to the schedule using online material
- downloaded educational materials are available on the Internet 24 hours a day
- methodical step-by-step instructions for students
- actual announcements
- the possibility of working out according to the wishes and needs of the applicants
- final tests that require the presence of a teacher, which are available upon request.

## References

1. Amandu G. M., Muliira J. K., Fronda D. C. Using moodle e-learning platform to foster student self-directed learning: Experiences with utilization of the software in undergraduate nursing courses in a Middle Eastern university //Procedia - Social and Behavioral Sciences. – 93. – 2013. – P. 677 – 683.
2. Flores-Piñas W. V., et al. Moodle in Distance Education.// PURIQ. - 2022. – Vol.4. <https://doi.org/10.37073/puriq.4.417>. – [E-resource] – Retrieved 18.05.2023 [https://www.researchgate.net/publication/365846606\\_Moodle\\_in\\_Distance\\_Education](https://www.researchgate.net/publication/365846606_Moodle_in_Distance_Education)
3. Suksan Suppasetsee, Nakhon Ratchasima, Nootprapa Dennis. The Use of Moodle for Teaching and Learning English at Tertiary Level in Thailand // The International Journal of the Humanities. – 2010. – Vol. 8, No 6. – [E-resource] Retrieved 18.05.2023 <http://www.Humanities-Journal.com>, ISSN 1447-9508
4. Alhawiti A. S., Alqahtani A. M. Moodle-Based English Language Course Design for Medical Students. In : Proceedings of the International Conference on Education in Mathematics, Science and Technology. – Springer, 2022. – P.109-114.
5. Prasetya R.E. The Design of Moodle-Based English Language Learning Environments (Case Study of Indonesian Higher Education)// ELT Worldwide Journal of English Language Teaching. – 2021. – Vol. 8, No 2. – [E-resource] Retrieved 18.05.2023 <https://ojs.unm.ac.id/ELT/article/view/19934/pdf>