NEW APPROACHES TO THE TEACHING OF THEORETICAL DISCIPLINES OF THE "FOREIGN LANGUAGES" CYCLE IN THE CONTEXT OF INFORMATIZATION OF THE EDUCATIONAL PROCESS

Alla Paladieva[1]

[1]*Ph.D. (Pedagogy), Associate Professor of the Department of Theory and Practice of foreign languages, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, e-mail: alla-paladieva@ukr.net, ORCID: https://orcid.org/0000-0002-8182-679X*

Abstract. *The article studies peculiarities of organization of teaching of theoretical linguistic disciplines in the context of informatization of education. It emphasizes the importance of using internet technologies in the system of higher education, reveals main theoretical groundings of their implementation into the educational process and training teachers of English as a foreign language. The author analyses didactic parameters of using web-resources in the process of teaching linguistic theoretical academic subjects, taking as an example Theoretical grammar of the English language. The article gives an overview and brief analysis of some on-line linguistic databases, resources, free language theory courses which are widely available. The author demonstrates various possibilities of using specialized on-line resources for teaching the theory of the English language and organizing research work of undergraduate and graduate students. Reform of higher education in Ukraine is caused the needs of today society due to the building of information society and integration in the global intellectual space dimension. Modification of the requirements of educational process in higher education, its quality and semantic parties should ensure the quality of training to world standards. That is one of the main vectors and targets of the improvement of higher education in Ukraine should create a system of quality assurance and professional development aimed at forming professional independence and acquire new knowledge and skills in the conditions of intensive informational society. In this context particularly urgent search for new and upgrade existing forms of educational process appears. Thus, approaches to teaching theoretical subjects in a foreign language must be updated in view of the need for a informative professional competence. The systematic use of the Internet for relevant practical, research, creative tasks will improve professional skills improvement, skills will form the search, selection and analysis of scientific material. Further research prospects seen in a detailed study of the experience of using online technology in teaching linguistic disciplines at leading universities abroad.*

Keywords: *theoretical course; foreign language; linguistics; informatization of education; Internet; self-learning; e-learning; students' research skills.*

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Introduction. The reform of higher education in Ukraine is conditioned by today's needs, taking into account the processes of informatization of society and the integration of the intellectual space in the global dimension. Modification of the requirements for the organization of the educational process in higher education, its quality and content side should ensure compliance of the quality of specialist training with international standards. That is, one of the main vectors and tasks of improving higher education in Ukraine should be the creation of a system for ensuring the quality of education and professional development, aimed at the formation of a specialist capable of independently acquiring new knowledge and skills in conditions of intensive informatization of society. In this context, the search for new and modernization of existing forms of organization of the educational process is particularly relevant.

Literature review. Issues of development and reform of higher education, improvement of the process of training foreign language teachers were the subject of scientific research by a number of Ukrainian scientists (V. Bazurina, O. Bigich, N. Bidyuk, I. Biletska, O. Holotyuk, S. Hryniuk, V. Zhukovsky, L. S. Wilson and others). Research on the effectiveness of the introduction of information and communication and Internet technologies into the educational process of a higher school is actively developing (V. Bykov, M. Zhaldak, Yu. Zhuk, I. Ivanyuk, V. Lapinskyi, S. Lytvynova, L. Lyakhotska, A. Manako, O. Sokolyuk, N. Soroko, O. Shiman, etc.). We have a number of works devoted to the use of Internet resources in foreign language teacher training (I. Gritchenko, P. Grabovy, S. Itz, O. Kysynska, etc.).

Such a situation testifies to the relevance of the investigated problem and at the same time speaks of the need for a separate study of the features of the systematic purposeful practical use of Internet resources in the process of teaching theoretical disciplines during the training of a foreign language teacher, which has not yet been the subject of a separate scientific search.

Aims. Based on the relevance of the given topic and its importance for the theory and practice of professional training of teachers of foreign languages, we aim to analyze the theoretical foundations of the use of information and communication technologies in the educational process, to consider the didactic features of using online resources during the training of linguistic theoretical disciplines, to demonstrate the possibilities the use of modern online resources on the theory of the English language in the educational process and in the organization of student scientific activity.

Methodology. Analysis, synthesis and modeling methods were used to study the state of research. The results of our research was carried out with the help of empirical methods: pedagogical observation, questionnaires, interviews, testing, the method of experimental evaluations. Mathematical statistics methods were used to process the research results.

Results. A feature of theoretical courses is a greater level of abstraction and the difficulty of learning the material. At the same time, it is impossible to imagine the process of training a foreign language specialist in higher education without linguistic theoretical courses. As V. Ortynsky notes, "scientific theories play a leading, determining role in the organization of education in a higher educational institution" [3, p. 178].

The above especially emphasizes the importance of updating approaches to teaching theoretical disciplines in the process of foreign language teacher training. The use of information technologies in the process of training a specialist is determined by global trends, and information competence, in turn, becomes mandatory in the educational and qualification requirements for a specialist. This is related to the global informatization of society, which affects all aspects of life, in particular, education. As the scientists note, "the dominant trend in the development of modern civilization is its transition to an information society, in which the objects and results of the work of the majority of the population will be information resources and knowledge, which accordingly requires thorough training of all members of society to use information and communication technologies in their professional activity" [2, p. 5, 7-12].

Thus, in the educational context, access to information, as well as the formation of skills to obtain it, are extremely important.

Of course, the foreign language teacher training program includes as a mandatory component a number of disciplines aimed at developing students' information and communication skills. However, even if students successfully study a specialized course, the formation of information competence is possible only if the acquired knowledge is applied practically and used in view of the student's future professional activity.

Quite often, we can observe a situation when general university disciplines, such as "Student's Information Culture" or "Fundamentals of Scientific Research", are taught without taking into account the specifics of the students' future major, using examples that are far from practical activities and focusing on completely irrelevant aspects. This approach, in turn, negatively affects the cognitive interest of students who do not understand the applied application of the information offered.

In this context, it would be useful to study the foreign experience of implementing cross-disciplinary special courses, for example, "Computer linguistics", "Programming for linguists", etc. As a result, students of leading foreign universities are already independently conducting online questionnaires for conducting research, using specialized programs. It is obvious that the skills of finding necessary, adequate and relevant information from a highly qualified specialist should be brought to the level of automaticity. At the same time, it is clear that achieving such a level of professional information competence is impossible without systematic practical activities.

Discussion. Let's consider possible ways of modifying the traditional course "Theoretical English Grammar" with regard to information technologies. It is clear that, given that this discipline is taught at the bachelor's level, its main task is first of all to master the basic theoretical material and to develop the skills to use it in practice (for example, to analyze grammatical forms).

However, in view of the reform of higher education, the reduction of the number of classroom hours, the independent work of students becomes even more important. Information resources of the Internet network contain text, video and audio materials on various topics and in various languages. Thus, the problem does not seem to be the search for information, but the selection of quality content that corresponds to both the

psychological and pedagogical principles of learning, as well as reliable and relevant scientific provisions from the relevant discipline.

The analysis of available Ukrainian manuals and textbooks on theoretical disciplines indicates that the authors, in our opinion, pay too little attention to the information provision of educational subjects using Internet technologies. So, for example, I. Kharitonov's textbook on theoretical grammar of the English language is aimed, according to the author, at "increasing the independent work of students, developing their abilities and skills of independent critical analysis of theoretical literature on grammar, creative independence and independence of judgment" [5, with. 197].

Without at all diminishing the didactic value of the given manual, we note that in the list of literature for seminar classes we do not find any Internet resources at all, and the years of publication of the proposed scientific sources vary from 1967 to 1993. Strange as it may sound, but in many domestic textbooks and manuals from the theoretical grammar of the English language [1; 4; 5], unfortunately, we do not find any references to contemporary authoritative foreign publications, say, from Oxford University or the publicly available works of David Crystal or Noam Chomsky.

It is clear that the need to obtain access to high-quality scientific content, which does not always seem possible in the realities of Ukraine, becomes of primary importance. This is related not only to limited access to prepaid scientific, informational, bibliographic web resources, but also to the permanence of such access. Temporary subscriptions to online libraries, short-term access to information resources actually negate their didactic value, since truly high-quality teaching of a discipline is necessarily preceded by many hours and weeks of preparatory work, and the approval of the course and teaching-methodical materials is also extremely important.

At the same time, the already developed course should be improved and modified mainly in connection with the identification of new trends in the relevant scientific field and updating of psychological-pedagogical and methodical approaches to teaching the specified discipline. Of course, the involvement of Internet resources and online libraries is possible under the condition that the teacher-developer is sure that students will be able to access the materials provided by the course in the future.

Thus, we consider permanent access to online library resources (for example, Wiley Online Library or Springer) to be a mandatory element for the information provision of an educational discipline. The program of the academic discipline must necessarily provide for the work of students with authentic scientific and scientific-methodical works of leading scientists in the field of linguistics. For example, it will be useful for future foreign language teachers to study interdisciplinary research that analyzes the importance of theoretical linguistics for teaching English at school [6].

Traditionally, in many universities, a similar task has existed for many years under the name "Readings" and involved studying and annotating textbooks from theoretical courses of a foreign language. Of course, this task can be implemented in the presence of electronic copies and electronic books in the educational and methodological complex of the discipline, however, in our opinion, it is better that students have access to Internet resources and, thus, also develop the skills of working

with a scientific online library . Unfortunately, in Ukraine, access to such libraries is only in the local network of educational institutions or scientific libraries, while in all countries of the European Union, a student can remotely use the online library of his university and prepaid resources only by entering his ID number and password.

The use of online course systems in various disciplines seems to be promising. Let's consider some of them, from the point of view of the possibility of application in the process of independent work of students. Yes, the Future Learn platform (https://www.futurelearn.com/) offers free online courses in various disciplines, including linguistics. For example, in September 2015, the platform offered an 8-week Corpus Linguistics course. Among the advantages of the platform, we can mention full interactivity, use of video lectures, ergonomics and multifunctionality of the platform in general.

The disadvantage of this system is the limited access to courses after their completion, which makes it more suitable for use in university scientific circles than as a systematic component of educational activities. A number of free theoretical online linguistics courses can be found using open specialized platforms, for example, MyFreeCourseOnline (http://www.myfreecoursesonline.com/linguistics-courses), among others, contains a list of free open courses offered by the Massachusetts Institute of Technology (http://ocw.mit.edu/courses/linguistics-and-philosophy), which is among the top ten universities in the world.

The platform provides free access to educational and methodological complexes of courses taught by leading linguists. Among the shortcomings, we can mention the lack of video lectures and the lack of interactivity of the courses, which, however, does not reduce the didactic value of such material.

The online resource The Virtual Linguistics Campus of the Philipp University of Marburg (http://linguistics.online.uni-marburg.de) has significant didactic value. Some of the materials are in restricted access, but the resource offers a number of video lectures of varying complexity, including theoretical grammar, which are posted on the publicly available YouTube video hosting. In addition to the already mentioned resources, the use of specialized professional platforms by students, for example, http://linguistlist.org/, seems promising. The site is intended for specialists in the field of linguistics, but it can be used not only by teachers and researchers, but also by students. The portal contains a bibliographic database of articles, monographs, textbooks and manuals on various fields of linguistics, links to current software for conducting linguistic research, newsletters of current conferences, etc.

The proposed list can be extended. As you can see, the available Internet resources offer a wide selection of educational, scientific and research tools in the field of linguistics, which can and should be used in the process of training foreign language teachers.

Conclusions. Thus, approaches to the teaching of theoretical disciplines in a foreign language should be updated in view of the need for the formation of informative professional competence. Systematic use of the Internet for the performance of relevant practical, research, and creative tasks will improve professional self-improvement skills, and will enable the formation of skills in searching, selecting, and analyzing

scientific material. We see further research prospects in a detailed study of the experience of using online technologies in the process of teaching linguistic disciplines in leading universities abroad.

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