

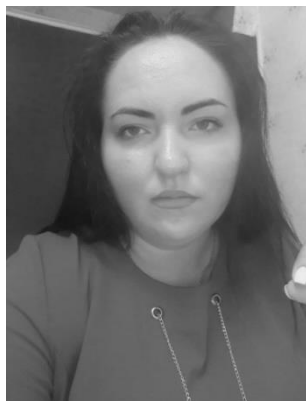
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## PECULIARITIES IN DISTANCE LEARNING OF FOREIGN LANGUAGE USING MOODLE PLATFORM

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### ABSTRACT

*This article gives an overview of Moodle Learning Environment, what it involves, how it can benefit your teaching. The **purpose** is to clarify the appropriate way to reform education and to increase the learning effectiveness, create and introduce the advanced educational systems and technologies. Information and communication technologies have been adopted in education through online learning environments “platforms” and are used worldwide to offer complete courses, or even entire programmes in e-learning mode.*

*Theoretical and **methodological** base of the research in distance learning is raising the level and quality of methodological, didactic and information-related support of organizing the educational process for students and teachers. Technically, e-Learning system is constructed on the basis of a wide range of software products. As a methodological basis during this study, a descriptive method is employed that permits to look at the issues and advantages of distance learning from different sides. Besides general scientific methods of study, comparison and generalization are utilized in the article.*

*The **results** are the following. Nowadays, studying has essentially speeded the implementation of various forms and technologies of the e-learning, search for efficient methods of studying, has provoked the necessity for teachers to reinforce their level of mastering information and communication technologies, especially using the Moodle platform. Its main advantages are open, and free access, user-friendliness, tons of activity types aimed toward improving motivation and the*

*interest of teachers, students. The article pays much attention to the peculiarities of using the platform also as offers several solutions for reported issues.*

*Thus, it is **concluded** that distance learning allows solving a variety of primary problems, which modern society poses to studying, and meets the requirements, and opportunities of recent students. But, like all tools, distance learning has its own strengths and weaknesses.*

**KEY WORDS:** Moodle, Platform, Course, Virtual Learning Environment (VLE), Blended Learning (BL), Foreign Language, Distance Learning, Information and Communication Technologies (ICTs).

## INTRODUCTION

Globalization has become a widespread idea in national and international issue in the 21st century. The use of Information and Communication Technologies in educational process provide expanding access, eliminate distance and increase the quality of education in terms of learning. In general, ICT are a set of different technological tools and resources, use to communicate, develop, spread, save and manage information.

Within the educational context, ICT promote digital literacy by generating essential skills and abilities. The effectiveness and motivation for e-learning are higher than providing traditional methods of learning. New prospects and possibilities for teaching and learning are opened.

The relevance of the study of the problem of using ITC in the educational process, especially in the study of foreign languages is due to the socially recognized need to improve pedagogical system and increase its competitiveness.

According to the latest statistics, the number of people teaching English, doubled in 10 years; more people are talking now English as a non-native language rather than a native language. This fact is due to growing computerization of society, because

in the latter years of learning English are inextricably linked to use the latest information technologies.

Professionally and correctly selected software can develop all types of speech activities:

- audio programs provide an opportunity not only to improve pronunciation skills, but also accompanied by visualization;
- using special programs to improve speech (pronunciation, intonation, rhythm and speed of pronunciation), students can record their pronunciation and compare it with the pronunciation of native speakers;
- there is software for reading skills which includes a wide range of tasks;
- writing and literacy programs that include assignments from beginner to professional levels designed to shape skills of writing research papers, works, grammar exercises and even business projects.

An appropriate way to reform education and to increase the effectiveness of learning is to design, create and introduce the advanced educational systems and technologies. Information and communication technologies have been adopted in education through online learning environments “platforms” and are used worldwide to offer complete courses, or

even entire programs in e-learning mode. With the Web-based educational technologies, the quest of better, more flexible but still manageable learning environment has continued.

This is a generation that has never known a world without Google, the Internet or even smart electronic devices. Technology is at the essence of their lives, affecting every aspect of their day-to-day experiences and influencing their decisions like google assistance google map, etc.

Nowadays basic needs and essential requirements of the students are to learn effectively, using systems that fully embrace the potential of digital learning. Moreover, Information and Communication Technologies are crucial part of their educational experience.

The Internet has become the way of learning that gives the access to education for free, or for fewer costs for people all around the world. Today, the use of web is unavoidable for both Lecturers and students (Khusainova, 2013). Online courses are becoming more and more obligatory for spreading knowledge.

Thus, lecturers should think about this trend in educational process and be prepared technically and pedagogically to take online teaching in consideration. In turn, students need to get adequate skills that will help them effectively benefit from the advantages which e-learning is providing (Belyayeva, 2013).

A number of proprietary products are offered commercially, a noticeable trend in the sphere of Virtual Learning Environments (VLEs) is the development of Open Source Course Management Systems, an example of which is Moodle (Jonassen, 2011).

Moodle was originally developed by Martin Dougiamas to assist lecturers create online courses with attention on interaction and collaborative construction of content, and is in continual evolution. The primary version of Moodle was released on 20 August 2002.

He hooked to the thought of Moodle remaining free: "It feels wrong to place a price on educational software. Not only does it open up experimentation and contributions from the community, but software costs nothing to duplicate once we've got written it. I like better to find other ways to fund development" (Belyayeva, 2013).

Moodle is free to download, to install, to host, to update with latest developments, and to use for educational and communicational purposes. Its aim is to provide the educator with tools supporting creative design and to establish and maintain active online learning communities. The constructivist model of learning implies that knowledge is not transferred but is created by the learner (Bodnar, 2014).

With Moodle, it is created learning spaces called 'courses'. Each course has its own set of resources and activities, called 'modules' in Moodle, and may be customised in terms of organization and appearance.

All marks are often stored within the Moodle grade book. The built-in Chat module may be a handy teaching tool for groups of scholars working with or without the Lecturers who have access. You will also determine deadline access to courses. Students also are liberal to access those tasks when it suits them.

Information available on Moodle provides tons of data about the student's usage of the platform and also about their performance. This information is often obtained for one person, for a whole group of individuals or

maybe for all the scholars at a worldwide level.

On a private basis, the teacher can know all the activity administered by each student within the platform: number of visits, time spent doing each task, scores, etc. Moodle also automatically calculates some indicators that give a thought about the problem of various activities. This information can then be went to improve the standard of various activities implemented in Moodle (Kapsargina, & Olentsova, 2019)

Moodle logs every click that students bring navigational purposes. For activities, like quizzes, not only the score and time period are available, but also an in depth analysis of every student's responses and item analysis of the things themselves.

Lecturers can easily get full reports of the activities of individual students, or of all students for a selected activity (Mineeva, & Klopova, 2016) Another feature that is used successfully may be a quiz. Quizzes are often easily found out in Moodle.

With closed questions, the scholar can get immediate feedback to assist learning. Open questions are often marked by the tutor and feedback accessed via Moodle. I used a brief quiz about learning styles with two of my groups on an introductory teacher training course.

The development of Moodle has shown that online learning can change and positively influence students' approach to studying a far off language and other subjects. Students even have the chance to use the web resource of a digital library containing the entire texts of works of literature in English (poetry, prose and drama), all full text search, including criticism and bibliographies.

Using Moodle poses important educational issues for Universities. Educators got to recognize that learning may be a human process which providing an efficient learning environment which facilitates the active acquiring of subject-specific and public knowledge, and addresses the necessity to adopt a selected subject or professional culture, requires quite electronically delivered course notes and email discussion.

Quality in fact design, use of appropriate tools and therefore the context during which learning takes place are prime factors affecting success within the era of mass education, and lifelong learning (Shmeleva, Kapsargina, 2019).

The purpose is to clarify the appropriate way to reform education and to increase the learning effectiveness, create and introduce the advanced educational systems and technologies. It gives an overview of Moodle Learning Environment – what it involves, how it can benefit your teaching. An appropriate way to reform education and to increase the effectiveness of learning is to design, create and introduce the advanced educational systems and technologies.

It is commonly thought that new technologies make a big difference in education. Everyone must have basic knowledge of technology, as well as use it as a means for reaching educational goals.

A typical Moodle homepage includes login and password box across the top. The rest of the page is a collection of blocks and activities (modules). Blocks are typically used to provide key information or to point users to useful pages or links. They often contain menus, message alerts, administrative control panel and 'who's online' information (Vasilchuk, 2015).

Home page of a Moodle Learning Environment consists of:

Activities Menu side-block.

This menu provides quick links to the different tools and resources within the site. It is used to describe a range of integrated web based applications that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management. Announcements and latest news allow you to see all important upcoming events. Moodle learning environment profile consists of:

- User login;
- Calendar tool;
- Students who are online;
- Navigation;
- Site news.

MLE content is delivered via the password-protected lecturer area. Students can log in to the class website to view all information and may also d

ownload assignments and required reading materials to their computers. MLE even allows assignments and tests to be completed online.

MLE is relatively easy to use and help teachers to work and create distance learning courses, e-books e.g. among the most popular of them can be singled out system Moodle. We can learn through:

- Learning materials;
- Online database library;
- Practical assignments;
- Test papers;
- Timetable;
- Exchange of Personal Messages and E-mails.

This development of MLE has shown that online learning can change and positively influence students' approach to studying a foreign language and other subjects. Students also have the opportunity to use

the online resource a digital library containing the complete texts of works of literature in English (poetry, prose and drama), all full text search, including criticism and bibliographies.

## METHODOLOGY

Distance learning is raising the level and quality of methodological, didactic and information-related support of organizing an educational process for students and teachers. Technically, e-Learning system is constructed on the basis of a wide range of software products.

As a methodological basis during this study, a descriptive method is employed that permits to look at the issues and advantages of distance learning from different sides. Besides general scientific methods of study, comparison and generalization are utilized in the article.

## RESULTS

Now in Ukraine the most common virtual learning platform is Moodle. The Moodle platform is free and available in 75 languages. In addition, it is easily adapted to the training requirements and is simple in use. Its pedagogical potential is invaluable for the creation of online societies to collaborate, learn and manage educational institutions.

There are now more than 68,000 registered Moodle sites in 235 countries. Among the most famous users of this platform include: London School of Economics, State University of New York, Open University of Great Britain and giant companies Microsoft (Shmeleva, & Kapsargina, 2019).

As of March 2014, 330 Moodles were registered in Ukraine sites, but only some of them provide distance learning. Constantly the number of Ukrainian universities offering Moodle training is growing, for example, Kyiv-Mohyla Academy, Kharkiv

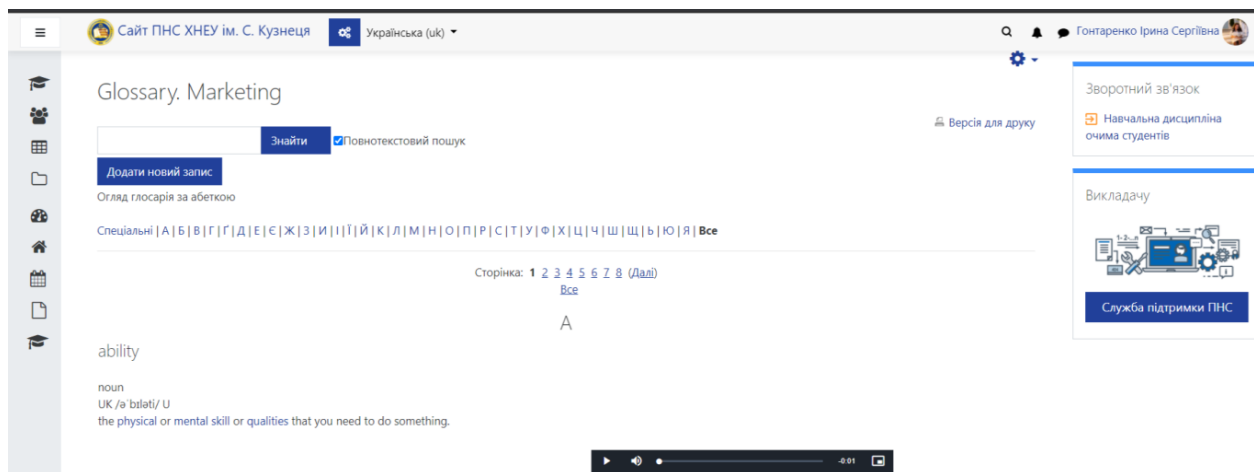
national University of Economics, Bukovynsky State Medical University and many others.

Due to implementation of quarantine, the period of distance learning has set worldwide. Simon Kuznets Kharkiv National University of Economics (KhNUE) has not been an exception either. Its distance learning is supported by PLS (personal learning systems) placed on the platform Moodle.

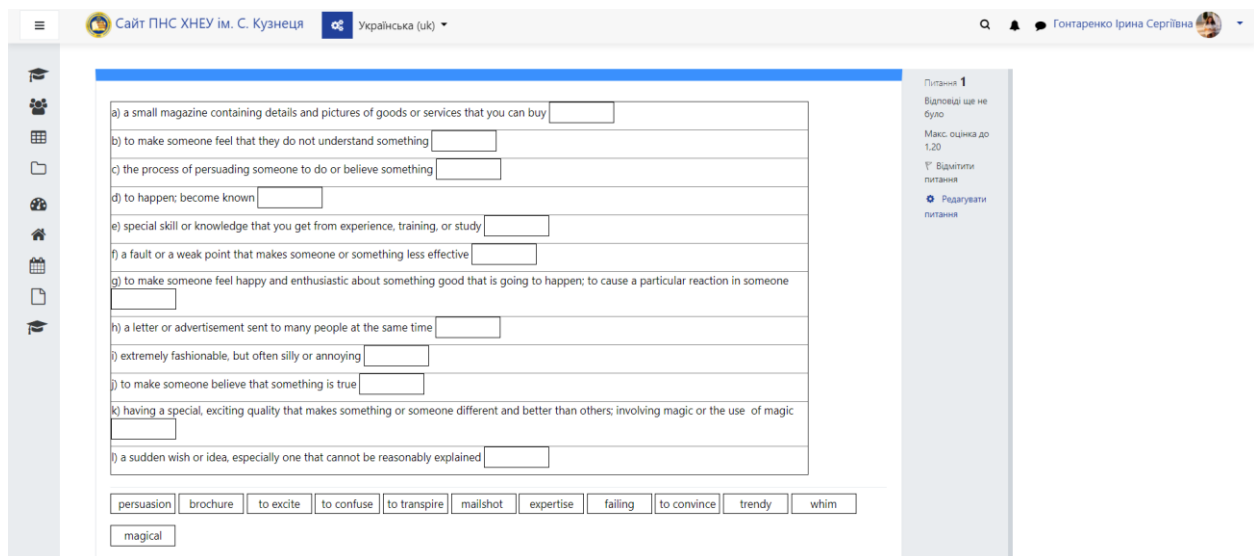
PLS was created in 2009 with the aim to monitor and coordinate students' work, provide qualitative content of the

educational environment, equal access of participants of the educational environment to qualitative educational and methodical materials (notwithstanding their place of living and form of studying), creating conditions for personalization of studying.

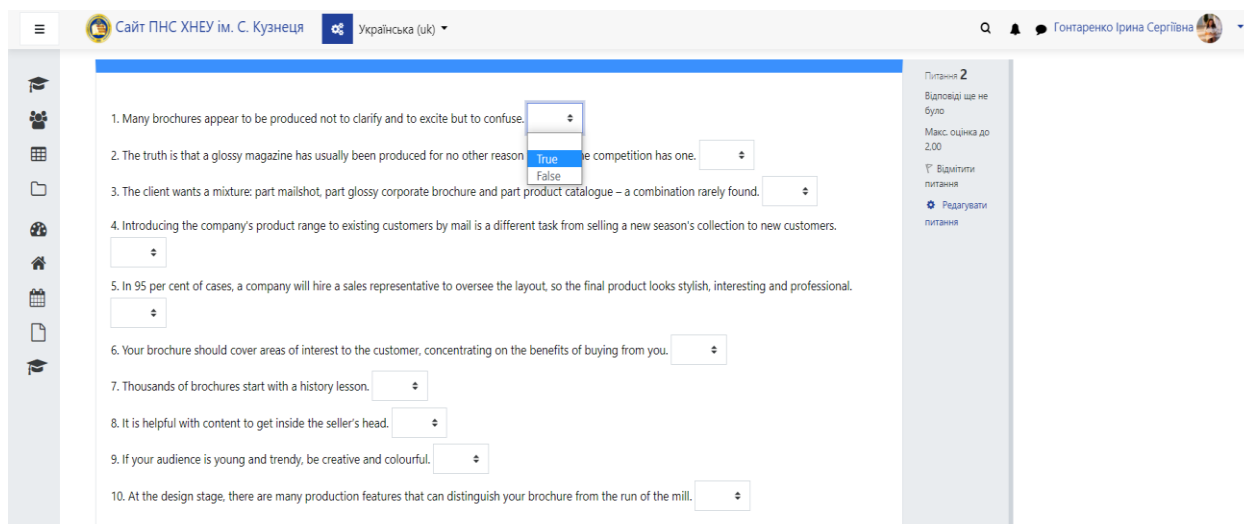
For lecturers, PLS offers a platform where the constructivist approach is often implemented and extended to incorporate social interaction. Its features include tools supporting interactive activities like assessment tasks, discussion forums, chat rooms, journals, quizzes, glossaries (Figure 1, 2, 3).



**Figure 1.** Glossary. Development of the course “Foreign language of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics.



**Figure 2.** Interactive test. Definitions. Development of the course “FL of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics



**Figure 3.** Interactive test. True/ False. Development of the course “Foreign language of academic and professional communication” in Simon Kuznets Kharkiv National University of Economics

The system maintenance is streamlined and straightforward to perform. Lecturers and students enjoy significant rights as participants and contributors to the course sites they're involved in. The site is provided with tutorials, demos, and practical hints for beginners.

Within each topic or week the teacher can use different activities: forums – to present students' contributions and stimulate discussion, journals to form the scholars describe the procedure when fulfilling a more complex or difficult task, or quizzes to check the students' progress in mastering the fundamentals of translation theory (different kind of tests).

Resources are the content of the course. Lecturers may have existing content that they need to feature to the course, like sites, Word documents etc. Any sort of file that exists are often uploaded into the course and stored on the server. While the files are on the server they will be moved, renamed, edited or deleted.

Updating materials is therefore very easy and may be done fairly quickly. An assignment is typically set with a maturity and a maximum grade. Students are ready to upload needed files (Hontarenko, 2020).

Even though the rapid climb of educational technologies create a broad spectrum of methods during which technology is often integrated into classroom instruction, the event of communicative skills in learning has its unique characteristic – it requires social interaction between the teacher and therefore, the students and among the scholars themselves.

Therefore, the appliance of computers has for an extended time been regarded only as an aiding tool with reference to certain skill areas like speaking and writing. Nevertheless, recent advances in technology, cheaper and powerful computers, and more web-based, cross-platform applications make the implementation of synchronous and asynchronous learning tasks, even in oral and written modes.

Students and Lecturers can develop the tutorial experience in some ways using this system. A learning environment must be flexible and adaptable, in order that it can quickly answer the requirements of the participants within it (Yakimanska, 2000).

Without doubt, Moodle may be a powerful and user-friendly system, and it can effectively help lecturers organize their

teaching materials, improve their means of communication, and retrieve their records of interaction with students when necessary. However, when the Moodle system is employed within the writing class, some technical difficulties and pedagogical challenges can't be ignored (Yakimanska, 2000).

Students just like the large user community that fosters review, quality, reliability, accuracy, accountability, collaboration, and greater communication. Moodle users can communicate with a developer or download a patch at any time of day, anywhere. Moodle helps the education world set, follow, and maintain standards.

Others suggest that Moodle developers are leading the way in e-Learning technology innovation because they will work as a community with common interests, and foster collaboration within the pursuit of data sharing and rapid development.

New functions are often created and activated merely by dropping them into the site's directory where all of the plug-in modules are stored. Additional languages are often added during a similar fashion. There's a continuing flow of recommendation on the location on the way to tweak the code to show off a selected display element or add a replacement one.

New functions and tweaks to old ones that are of lasting value often find their way into future versions of Moodle. When a user logs on, there's a dropdown menu from which they will select interface language. Once set, that language choice remains unless another language is chosen.

The primary sort of questions are often a multiple choice question clarifying what learning styles are. On this question students got immediate feedback. A subsequent question might be asked, them to point what the result was of the training

styles questionnaire that they had taken. This was just an operation exercise. Within the third question, the scholars had to match different activities to the training style it might most benefit. For this activity, they might get feedback after that they had selected all the individual activities. The last question might be an open question where the scholars had to explain how they might accommodate all 4 learning styles in their teaching (Almazova, Khalyapina, & Popova, 2017).

## DISCUSSION

The research has proved that the stages of the pedagogical technology studied in this article can be applied efficiently in distance learning. PLS (personal learning systems) placed on the platform Moodle helps students to gain knowledge and competences on the basis of efficient comprehensive usage of educational innovative information technologies. Thus the efficiency of managing the pedagogical process is improved significantly.

## CONCLUSIONS

Moodle may be a widely available resource, which may be utilized in some ways. In practice there are a lot of new technologies. Using Moodle as a repository for resources associated with a course may be a straightforward thanks to start using Moodle and may be beneficial to students because it gives them a root for his or her research and to tutors to stay all the resources associated with a specific course in one place.

Other Moodle activities can easily be integrated with classroom teaching. Thanks to the utilization of innovative technologies in English learning is becoming more student-centered and time-efficient.

Virtual learning environments maximize interaction and cooperation, interest in

learning and obtaining no new information. Using the Moodle platform for teaching English language lecturers can create an environment for lifelong learning with unlimited control, making changes, archiving, viewing, etc., and most significantly – for close interaction of scholars with the teacher.

Moodle provides various functionalities that are vital to support interactive and effective learning within the 21st century, where structural changes in our industries and economics, globalization of our world need more specialize in new challenges for the upper education and learning culture are continued and new possibilities, dimensions, and solutions are opened for college kids.

Moodle may be a good way for lecturers to arrange, manage and deliver course

materials. Lecturers can provide students with an excellent number of resources that sometimes they can't show within the classroom thanks to the shortage of your time.

Moodle also makes easier the interaction with the teachers and students in real-time and also allows receiving their opinions and suggestions; as a learning community, Moodle makes possible for college kids to share their knowledge and difficulties, in order that they can help one another via forums and chats.

It's vital that the scholars feel involved in their own educational process. It also can be noted that the amount of visits to the platform is increasing over time which suggests that the teachers and students have an interest in such e-learning techniques.

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## CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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## АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

**ОСОБЛИВОСТІ ДИСТАНЦІЙНОГО НАВЧАННЯ ІНОЗЕМНОЇ МОВИ З  
ВИКОРИСТАННЯМ ПЛАТФОРМИ MOODLE**

**Мета** – пояснити відповідний шлях реформування освіти та підвищити ефективність навчання, створити та впровадити передові освітні системи та технології. Інформаційно-комунікаційні технології були впроваджені в освіті через «платформи» середовищ для навчання в Інтернеті і використовуються для пропонування повних курсів або навіть цілих програм в режимі електронного навчання.

Теоретичною та **методологічною** базою дослідження дистанційного навчання є підвищення рівня та якості методичного, дидактичного та інформаційного забезпечення організації навчального процесу для студентів та викладачів. Технічно система електронного навчання побудована на основі широкого спектру програмних продуктів.

**Результати:** у наш час навчання суттєво пришвидшило впровадження різних форм та технологій електронного навчання, пошук ефективних методів навчання, сприяло необхідності підвищення рівня освоєння інформаційно-комунікаційних технологій, особливо за допомогою платформи Moodle. Основними перевагами електронного навчання є відкритий та вільний доступ, зручність для користувачів, безліч видів діяльності, спрямованих на покращення мотивації та зацікавленості викладачів і студентів. У статті приділяється велика увага особливостям використання платформи, пропонується кілька рішень вирішення поставлених завдань.

Таким чином, зроблено **висновок**, що дистанційне навчання дозволяє розв'язувати різноманітні проблеми, які сучасне суспільство висуває перед навчанням, і відповідає вимогам та можливостям студентів. Але, як і всі засоби, дистанційне навчання має свої сильні та слабкі сторони.

**КЛЮЧОВІ СЛОВА:** Moodle, платформа, курс, віртуальне навчальне середовище, змішане навчання, іноземна мова, самоосвіта, дистанційне навчання, ІКТ.

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