САМОСТІЙНА РОБОТА СТУДЕНТІВ

ELABORATION OF SELF-STUDY WORK FOR PHILOLOGISTS (PROVIDED WITH EXAMPLE OF READING LESSON SEQUENCE)

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Abstact. The article focuses on the problem of self-study work application at philological faculties. The importance of adoption and integration of information and communication technologies (ICT) in teaching foreign languages is substantiated. Owing to ICT, students' motivation improves and foreign language retention can be increased. In face-to-face learning application of ICT requires availability of infrastructure, but in out-of-class learning students can use their own devices and be ready to learn and improve their knowledge. Self-study work is viewed as a kind of distance learning that should take place in particular educational environment, for example Moodle. Moodle can help apply differentiated instruction. Tasks and exercises are differentiated according to dominant learning styles of students. The example of reading lesson sequence on Moodle (with type of exercise/activity) is proposed.
Keywords: self-study work, ICT, dominant learning style, reading.

Ярошенко О. В. Киевский национальный лингвистический университет
Разработка самостоятельной работы для филологов (на примере формирования компетентности в чтении)
Аннотация. В статье сфокусировано внимание на организации самостоятельной работы на филологических факультетах. Выделена важность адаптации и интеграции информационно-коммуникационных технологий (ИКТ) в процесс обучения иностранному языку. Благодаря ИКТ повышается мотивация к обучению, и, как следствие, улучшается усвоение иностранного языка. Использование ИКТ в аудиторной работе требует наличия инфраструктуры, а для самостоятельной работы студенты могут использовать свои девайсы для улучшения знаний. Самостоятельная работа рассматривается как форма дистанционного обучения, которое должно происходить в особенном обучающем пространстве, например, Moodle. С помощью Moodle можно построить процесс обучения на основе дифференцированного подхода. Задания и упражнения дифференцированы за доминирующим стилем обучения. Предложен фрагмент по обучению чтения на платформе Moodle (с указанием типа задания) для реализации самостоятельной работы студентов.
Ключевые слова: самостоятельная работа, ИКТ, доминирующий стиль обучения, чтение.

Ярошенко О. В. Київський національний лінгвістичний університет
Розробка самостійної роботи для філологів (на прикладі формування компетентності у читанні)
Анотація. *Вступ.* Сучасна освіта потребує гнучкішого підходу до навчання іноземних мов. Інформаційно-комунікаційні технології (ІКТ) на сьогодні є потребою, а не забаганкою молоді. Завдяки використанню ІКТ для виконання студентами самостійної роботи можна урізноманітнити завдання і способи їх подачі. Крім того, самостійна робота як одна з дистанційних форм навчання відбувається за опосередкованої взаємодії учасників освітнього процесу у спеціалізованому середовищі. Moodle визначено як навчальне середовище для виконання самостійної роботи. Завдання розроблено відповідно до домінувального стилю навчання, що дає змогу в межах гетерогенних груп використовувати диференціацію завдань за репрезентативною системою студентів. ***Метою*** статті є продемонструвати можливість використання

освітньої платформи Moodle для розвитку вмінь читання, диференціюючи завдання відповідно до домінувального стилю навчання студентів. ***Методи.*** Проведено аналіз досліджень з теми, а також визначено рівень вивченості проблеми в сучасному науковому світі. Визначено недостатній рівень розробленості питання використання ІКТ для диференційованого навчання. Розроблено фрагмент з навчання читання для студентів-візуалів на платформі Moodle. ***Результати.*** Внаслідок проведеного дослідження виявлено недооціненість адаптації ІКТ для навчання іноземних мов. Акцентовано доцільність використання освітньої платформи Moodle для організації самостійної роботи студентів, що забезпечує здійснення моніторингу їхньої освітньої діяльності. Крім того, розроблений фрагмент з навчання читання наочно демонструє практичне значення ІКТ для навчання іноземної мови.
Висновки. Внаслідок проведеного дослідження з впевненістю стверджуємо цінність і необхідність використання ІКТ в освітньому процесі. Перспективою подальших досліджень вважаємо розробку системи вправ для формування іншомовної міжкультурної компетентності на засадах диференційованого підходу.
Ключові слова: самостійна робота, ІКТ, домінувальний стиль навчання, читання.

Introduction (problem statement). Modern education faces the issue of flexible foreign language teaching. Lack of computer equipment makes it impossible to change anything at practical classes, but according to academic time distribution, more than half time is supposed to be dedicated to self-study work rather than face-to-face instruction. Studying out of class should give students opportunity to acquire more knowledge and develop better language skills.

Self-study work is to be diverse and make students interested in continuous work. Besides, foreign language instruction should motivate students and respond to their needs. This can be done by means of teaching aids (both technological and non-technological). They can be used by teachers to improve their styles of presentation and by students to stimulate themselves to learn.

The development of information and communication technologies (ICT) has changed the world perception. ICT has become an essential part of our everyday life. To keep up with the pace of life, higher educational institutions must meet the needs of society. ICT application is inevitable and it is more like a requirement than somebody's indulgence. Integrating ICT into the foreign language teaching can increase language retention (Yaverbaum, Kulkarni and Wood, 1997). On the one hand, poor infrastructure that is absence of computers, fast Internet connection and e-learning professionals makes it impossible to apply ICT in face-to-face learning. On the other hand, self-study work as part of distance learning can be supported by means of ICT. According to Proposed Regulations for Distance Learning (Положення про дистанційне навчання, 2013), distance learning is a form of individualized acquisition of knowledge and development of skills which take place in particular educational environment that can be created and sustained with the help of ICT. Nowadays advancements in ICT has resulted in a huge amount of learning platforms for schools and universities. However, the majority of these virtual learning environments offer their service for a membership fee. In Ukraine the most popular and affordable educational environment is Moodle (ModularObject-OrientedDynamicLearningEnvironment). It is considered the world's most popular open-source learning management system. It is an e-learning tool that joins together educators and learners in order to achieve learning goals.

Analysis of recent research and publications. The application of foreign language self-study work with the help of ICT is a research interest for many educators. A. Yankovets (2005) studied pedagogical background for foreign language acquisition by interpreters with the help of ICT. A. Yelizarov (2006) explored how to sustain self-study work by means of ICT. L. Morska (2008) conducted her research on ICT application at philological faculties. N. Myhailova (2012) tried to figure out how to organise effective self-study work on Moodle. V. Strilets (2012) looked into functional opportunities of Moodle for project work of technical university students. I. Postolenko (2014), I. Forstiuk (2017), O. Kudlai (2019) examined practical application of Moodle in teaching foreign languages.

Much attention has been paid to the use of ICT in teaching and learning English. Thus, S. H. Jung supported the idea that ICT can improve learning outcomes. ICT motivates students to work more effectively (Jung, 2006). G. Dudeney andN. Hockly offered practical advice on using ICT in teaching English (Dudeney, & Hockly, 2007). M. Y. Melor, A. L. Maimun, P. L. Chua studied to what extent ICT can be used in English classes, and what challenges may teachers face (Melor, Maimun, & Chua, 2009). S. Dawson, L. Heathcote, and G. Poole argued that technologies collect the data combination to "builda detailed picture of the activities students, instructors, service areas and the institution as a whole undertake" (Dawson, Heathcote, & Poole, 2010). All the information "can be used to improve relevance, efficiency and effectiveness in a higher education institution" (Dawson, Heathcote, & Poole, 2010). S. Suppasetseree and N. Dennis (2010) studied how Moodle isused in teaching English in Thai University. They concluded that Moodle facilitates students-centered learning, anytime-anywhere learning, and makes course administration easier(Suppasetseree, & Dennis, 2010). C. Buabeng-Andoh (2012) analized teacher-level, school-level and system-level barriers that may hinder adoption and integration of ICT into teaching (Buabeng-Andoh, 2012). The findings of N. H. T. Nguyen, D. H. Tri indicated that students usually have positive attituted towards ICT integration into learning English and expect that the more frequently ICT are used in class the better learning outcomes should be (Nguyen, & Tri, 2014). K. Raman and H. Yamat (2014) revealed a variety of barriers (teachers' hesitancy in integrating ICT, amount of workload, lack of time, teaching experience, age, and lack of ICT skills) that impede the educators to incorporate ICT in the instruction (Raman, & Yamat, 2014). M. Gluchmanova (2016) explored whether Moodle used for teaching English for Specific Purposes would improve students' achievements (Gluchmanova, 2016). As a result "the students recognized that the application of the latest technological achievements is very attractive and practical, because the language and form meet and are used in everyday life" (M. Gluchmanova, 2016). D. Çakici presented "a comprehensive review as to advantages and disadvantages of using ICT as an instructive tool in English as a foreign language (EFL) classrooms"(Зakici, 2017). According to D. Çakici, the implementation of ICT into EFL promotes development of "problem solving skills, gives chance learners to use higher order skills, develop critical thinking and effective information processing skills, encourages active independent, autonomous and collaborative language learning, motivates and facilitates language learning, enhances teacher training" (Çakici, 2017). J. S. McDougald states that the inclusion of ICT in the classroom brings diversity to instruction and forces educators to reflect on the content and learning objectives (McDougald, 2018).

To sum up, there are many works on ICT application but there is lack of researches on application of ICT for foreign language self-study work based on differentiated learning approach. Thus, the **purpose** of our research is to demonstrate the possibilities of Moodle application for development of reading skills.

The results of the study. The efficiency of acquisition depends on considering the students' individual sense perception (Кораева, 2012). People perceive in formation using their senses: sight, hearing and touch, taste, etc. But the most practical senses to learn the environment are sight, hearing and touch. Learners use each of the senses depending on the situation but most have dominant sense, which results in particular learning style. According to dominant sense perception, people are divided into visual, auditory and kinethetic learners.

Visual learners have creative thinking (Богомаз, 2016). They encode and decode in formation in images. Visuals benefit greatly from teaching that utilizes pictures, charts, illustrations, videos, etc. They often make notes to convert spoken language into visual form. Visual learners speak quite fast and often include descriptions of shape, colours, size into their speech (Люис, & Пуселик, 1995; Богомаз, 2016).

Kinesthetic learners percieve the world with the help of feelings (Богомаз, 2016), they capture new information through physical activity (Люис, & Пуселик, 1995).

Auditory learners have linear thinking (Богомаз, 2016). They prefer lectures, audiobooks and they are often skilled at speaking.

Having identified the dominant sensory perception system, it is crutial to work out specific exercises and tasks for every student's self-studywork. Moodle provides a possibility to apply "mixed differentiation" (Кобцева, 2007) in teaching, which means that in real life students study in difeerent heterogeniuos groups but self-study work is done online in homo genious groups organized according to the language acquisition level and dominant learning style.

Distinct exercised for specific learning styles will help students get maximum benefit from the reading. Thus, we offer an example of reading lesson sequence for students with dominant Visual learning style (see Table 1). In every exercise of the following example, the stage of reading is identified, the goalis detailed and the type of exercise on Moodle is specified.

Table 1

Example of reading lesson sequence

Stage, goal, Moodle exercise/ activity type	Content
Stage: Pre-reading **Goal:** predicting the content of the text. **Moodle exercise/ activity type:** Quiz (Essay). **Goal**: overcoming linguistic and semantic difficulties. **Moodle exercise/ activity type:** Page.	**Task 1.** Think about the job of your dream! To visualise it, find on the Internet a picture or photo that would correspond to your idea. Copy the image or link and insert it into the answer box and write 3 factors that can help you become successful in this job. **Task 2.** How to built a successful career? is the question to answer by everybody. *11 Tips for Career Success. The Keys to Being Fruitful at Work* by Dawn Rosenberg Mckay (Retrieved from https://www.thebalancecareers.com/achieving-career-success-526256) Before reading, here are some words and phrases that might help you understand it better. – **to cave in to stress** – to finally stop opposing stress;not to be able to resist stress – **to pursue** – to continue doing an activity or trying to achieve something over a long period of time – **occupation** –a job or a regular activity – **aptitude** – a natural ability or skill – **earnings** – theamountofmoney that someone is paidforworking – **to define** – to say what the meaning of something, especially a word, is – **paycheck** – the amount of money a person earns – **praise** – things that you say that expressyouradmirationandapprovalof someone or something – **at a reasonable hour** – at fair and sensibleaccording to most people's standards time – **mentor** – an experienced person who advises and helps a less experienced person – **the lowdown on something/ somebody** –the most important facts about something

Stage, goal, Moodle exercise/ activity type	Content
	– **to acknowledge** -to admit or accept that something is true or that a situation exists - **to return a favour** – do something for someone because they have done something for you – **a grave error** – a serious mistake – **to mitigate effects** - to make a situation or the effects of something less unpleasant, harmful, or serious – **to spur somebody on** - to encourage someone or make them want to do something – **to accomplish** - to succeed in doing something, especially after trying very hard ; to achieve – **to bring somebody down** - to make someone fall over; to cause someone in a position of power to lose their job – **shortcoming** – a fault or weakness that makes someone or something less successful or effective than they should be – **to prevent something/ somebody from doing something** - to stop something from happening, or stop someone from doing something – **to sap** – to make something weaker or destroy it, especially someone's strength or their determination to do something – **to built(a) rapport with somebody** – to establish a friendly relationship in which people understand each other very well – **to set somebody up for**- to put someone in a position in which they are able to do something, or in which something is likely to happen to them
Stage: While-reading **Goal:** reading for detailed comprehension. **Moodle exercise / activity type:** Quiz (Select missing words).	**Task 3.** Readthetipsandmatchpicturestoeverytip. 11 TIPS FOR CAREER SUCCESS THE KEYS TO BEING FRUITFUL AT WORK by Dawn Rosenberg Mckay What is career success? Well, it depends on who you ask. Each of us defines it differently. The one thing all of us have in common is that, given the amount of time we spend at work, wewant to at least like what we're doing every day. Life is either too long or too short to spend time in jobs we hate. We also want to be appreciated by our bosses and co-workers and not cave into job stress. Here are 11 tips that can help you get started on your way to having a successful and satisfying career. Tip #1 Before you decide to pursue any career, ask yourself this question: "Can I see myself doing this all day, every day, for many years?" When you choose an occupation, make sure it's a good match for your personality, interests, aptitudes, and work-related values. Learn as much as you can about yourself by conducting a complete self-assessment. Do extensive career research about the occupation you are considering to learn about job duties, qualifications, earnings, and employment outlook.

Stage, goal, Moodle exercise/ activity type	Content
	Tip #2 Ignore those who say, "Pick this field because it has lots of opportunities right now," or"You will make loads of money so it doesn't matter if you hate your job," or "I like this career and therefore you will too." Although they may be well-meaning, these statements are among the manymyths about career choice. All ignore one important thing: your career choice is a personal decision that will have a significant effect on your life for many years. Oh, and by the way, the relationship between earnings and job satisfaction is minimal. Tip #3 How do you define success? Is it the size of your paycheck or having the corner office? Is it the feeling you get when you know you did a great job on a project (praise from the boss doesn't hurt) or the one you get when you know you helped someone? Perhaps you feel successful after putting in a day at work and coming home at a reasonable hour to spend time with your family. Since each of us measures success differently, you are the only one who can decide what it means to you. Your satisfaction with your career is strongly linked to whether you feel you have met your own goals, not someone else's. Tip #4 As much as you think you know, you don't know it all. There are people with more experience than you, and with that experience comes knowledge. To get access to it, you needexperienced colleagues, in addition to your peers, in your network. Establish a relationship with a mentor who can guide you through your career. In addition to advising you on how to advance, a mentor can help you learn about an occupation you are considering, get the lowdown on an employer before a job interview, and solve problems at work. Tip #5 It may sound simple to acknowledgethose who offer assistance, but it's genuinely a significant gesture. Whether someone gives you five minutes of their time or introduces you to a potential employer, it's important to let that person know that it meant something to you. And when they or someone else needs help, return the favour. Consider it good karma. Tip #6 Everybody makes mistakes. Even if you try hard not to, it will happen at some point. Of course, you will do what you can to avoid making a grave error, but sometimes they happen, despite your best efforts. While your instinct may be to run away and hide, that is the worst thing you can do. Admitting your error, finding a way to fix it, or at least taking an action that mitigates its effects, will help restore your reputation. Tip #7 Root for yourself. If you aren't your own biggest fan, who will be? Take note of and pride in all your successes and positive attributes. Don't wait for someone else to tell you "job well done!" Reflecting on your achievements will spur you on to accomplish even greater ones.

Stage, goal, Moodle exercise/ activity type	Content
	Tip #8 From time to time a little voice inside your head will whisper (hopefully not shout) that you aren't good enough or smart enough. That's the voice you need to shut out. Unfortunately, there will be plenty of people quite willing to bring you down. Don't do it to yourself, too. When you make a mistake, admit it, fix it, and move on. If you are missing a skill or have some other shortcoming, take the necessary measures to improve. Tip #9 No matter how careful you are about choosing the "right" career or job, someday you may want to make a change. You will probably be able to come up with a bunch of reasons not to do it (change is scary) but consider it anyway. Take this saying to heart: "If you don't like where you are, move. You are not a tree." Tip #10 Some people see only the negative side of things and always find something about which to complain. Don't be that person. You will bring yourself and everyone else down. A negative attitude saps your energy. Don'tignore problems, but instead of just complaining, look for ways to fix them. Tip #11 You can learn a lot by listening, and you could miss a lot if you don't. Whether your boss is explaining a project to you or telling you about his weekend, it's important to understand what he is saying. Careful listening will prevent misunderstanding and help you build rapport with others. In many ways, having a successful career is less about what you choose to do, and more about how you do it. These tips are easy for anyone to apply in any field. Practicing these habits will set you up for success, regardless of your career path.
	a) b) c) d)

e)

f)

g)

h)

i)

j) EVEN IF IT'S A MISTAKE IT'S MY MISTAKE

k) NO!

Stage, goal, Moodle exercise/ activity type	Content
Stage: Post-reading **Goal:** reading comprehension check. **Moodle exercise/ activity type:** Quiz (Select missing words).	**Task 4.** Choose the most suitable heading for every tip. Listen More Than You Speak Lose the Negative Attitude Always Acknowledge People Who Help You Never Feel Like You Are Stuck Don't Beat Yourself Up Measure Your Own Success Choose Your Occupation Wisely Own Your Mistakes Be Your Own Cheerleader Don't Let Anyone Tell You What Choice Is Best for You Don't Be Afraid to Ask for Help Tip #1 a) Tip #2 b) Tip #3 c) Tip #4 d) Tip #5 e) Tip #6 f) Tip #7 g) Tip #8 h) Tip #9 i) Tip #10 j) Tip #11 k)
Goal:reading comprehensioncheck. **Moodle exercise/ activity type:**Quiz (True/ False). .	**Task 5.** Read the sentences and choose whether they are *True* or *False* according to the text above. 1. Before you decide to pursue any career, ask yourself this question: "Can I see myself doing this all day, every day, for many years?" 2. Don't do any career research about the occupation you are considering to learn about job duties, qualifications, earnings, and employment outlook. 3. Your career choice is a decision made under the influence of the relatives and it will have a significant effect on your life for many years. 4. Your satisfaction with your career is somehow linked to whether you feel you have met your parents' goals. 5. Establish a relationship with a mentor who can help you learn about an occupation you are considering. 6. It's really important to acknowledge those who offer assistance. 7. If you cannot avoid making an error, don't worry, run away and hide, that is the best thing you can do. 8. Do not waste your time on reflecting on your achievements, it will not spur you on to accomplish greater ones. 9. If you are missing a skill or have some other shortcoming, ignore it. 10. If you don't like where you are, move. You are not a tree. 11. A negative attitude weakens your brain. 12. Careful listening will prevent misunderstanding and help you build good relationships with others.

Stage, goal, Moodle exercise/ activity type	Content
Goal: reading comprehension check. **Moodle exercise/ activity type:**Quiz (Drag and drop into text).	**Task 6.**Complete the sentences. 1. Before you decide _____, ask yourself this question: "Can I see myself doing this all day, every day, for many years?" 2. Do extensive career research about the _____ you are considering to learn about job duties, qualifications, and _____. 3. The relationship between _____ and job satisfaction is minimal. 4. You feel successful after putting in a day at work and coming home _____ to spend time with your family. 5. Establish a relationship with a _____ who can guide you through your career. 6. It may sound simple _____ those who offer assistance, but it's genuinely a significant gesture. 7. And when they or someone else needs help,_____. 8. Admitting your error, finding a way to fix it, or at least taking an action that_____, will help restore your reputation. 9. There will be plenty of people quite willing_____. 10. A negative attitude _____ your energy. 11. _____ these habits will set you up for success, regardless of your career path. to pursue any career occupation earnings at a reasonable hour mentor to acknowledge return the favour mitigates its effects to bring you down saps practicing
Goal:reading comprehensioncheck. **Moodle exercise/ activity type:**Quiz (Essay).	**Task 7.**Hope this text was quite informative for you. Let's check how you understand the main ideas of Dawn Rosenberg Mckay. Answer the questions. Type your answers in the answer box**.** 1. Who should you rely on when choosing your occupation? 2. What should you consider when you decide to pursue any career? 3. Why measuring one's own success is so important? 4. If you make a mistake, what should you do? 5. Why is it significant to return the favour? 6. What can spur you on to accomplish new achievements? 7. What should you do if you are missing a skill or have some other shortcoming? 8. When is it important to make changes? **9.** What can help prevent misunderstanding and help you build rapport with others?
Goal:discussing the information from the text. **Moodle exercise/ activity type:**Quiz (Essay).	**Task 8.**You'vereadthe tips on how to succeed in yourfuture career. Saywhether you will follow them in the future, explain why. Record your short speech on <u>vocaroo.com</u> (open it in a new window), copy the link and insert it into the answer box.

Conclusion and prospects for further research. Self-study work offered on Moodle provides students with essential content, organizes collaboration between students and educators and supports teachers with tools for distant monitoring of learners achievements.

The aim of new researches is to elaborate a system of exercises for developing intercultural communicative competence of undergraduate students. Differentiation approach is to be used to prepare exercises and all of them should become part of self-study work on Moodle.

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