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DIGITAL TRANSFORMATION OF TEACHING UKRAINIAN AS A FOREIGN LANGUAGE: METHODOLOGICAL ASPECTS

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Abstract: The paper examines the methodological aspects of integrating computer and pedagogical technologies in teaching Ukrainian as a foreign language (UFL). It explores new concepts and terminology for computer linguodidactics, including the concept of an "information format" in teaching UFL. Attention is drawn to specific challenges in practical language teaching methodology that have arisen following the introduction of electronic teaching into the field of UFL. The study presents various characteristics of pedagogical and information-communication technologies used in UFL instruction and addresses the issues surrounding the integration of information-communication and pedagogical technologies within an electronic format.

Keywords: electronic format, information format, information technologies, linguodidactics, Ukrainian as a foreign language.

Problem statement. Progress in the development of technical teaching aids and language learning technologies, the contemporary educational paradigm centered on the learner, and global information resources must find ways to synchronize, including within the sphere of teaching Ukrainian as a foreign language (hereinafter – UFL). Challenges in maintaining a high level of language learning effectiveness are

being addressed through integration processes by promoting the fundamental principles of practical methodology into new organizational learning contexts. This requires the use of modern information technologies based on theoretical research aimed at resolving integration issues.

The use of digital tools in teaching foreigners is vital, as it enables the simulation of a foreign-language environment, enhances motivation to study the Ukrainian language, and accelerates the development of language competencies. The advantages of electronic learning tools, particularly in the context of personalizing the educational process, fostering student autonomy, and visualizing content, have been repeatedly confirmed by scientific research.

At the same time, educators point to a significant contradiction: despite the high demand for digital resources, existing commercial products have a number of shortcomings. In particular, V. Yu. Bykov, Yu. V. Trius, and O. O. Hrytsenchuk emphasize the lack of an individualized approach, the "template" nature of the content, information overload, and the absence of logical consistency in such complexes. This compels instructors to adapt ready-made resources to their specific methodological tasks.

The aim of the paper is to highlight the methodological aspect of implementing information technologies and their integration into distance learning of UFL.

Analysis of current research. The theory and practice of creating modern digital learning tools are among the priority areas in both national and global pedagogical science. The theoretical and methodological foundation of our research is based on works grouped by the following key aspects:

- Implementation of ICT in the educational process: fundamental aspects of using digital tools are examined in the works of O. O. Hrytsenchuk, N. V. Morze, O. V. Spivakovskiy, et al.
- Development and integration of electronic educational resources for optimizing the quality of education: this issue is thoroughly covered in the works of Yu. V. Trius, E. V. Herasymenko, V. V. Hura, V. Yu. Bykov, S. M. Lapaenko, et al.

- Didactic principles of structuring electronic educational publications: theoretical approaches to organizing the content of electronic textbooks have been studied by M. V. Bulhakov, O. M. Spirin, A. M. Hurzhii, et al.

- Linguistic features of Internet communication and hypertext organization of web resources: issues of electronic discursivity and the specifics of network document structure are analyzed by N. M. Kiyanovska, E. I. Horoshko, O. S. Zahnitko, O. V. Kovalevska, et al.

- Text functioning in virtual space and linguocognitive aspects of Internet communication: the specifics of language in a digital environment have been studied by L. I. Shevchenko, O. L. Selivanova, E. A. Kyrychenko, M. Ya. Pentylyuk, O. O. Taranenko, et al.

Main material. The integration of computer technologies is a significant factor in the modernization of methodological tools. As M. Kozub rightly asserts: "computer linguodidactics – the theory and practice of language teaching using computer technologies – is becoming an organic part of the general methodology of language teaching" [3, p. 112].

When characterizing the content of education within the concept of language teaching aimed at developing students' communicative competencies, it is necessary to identify a number of didactic requirements that computer-based learning tools (hereinafter – CBLT) must meet. These tools should ensure a variety of forms for presenting the language units being studied, utilize technical means for material presentation, demonstrate linguistic phenomena in dynamics, allow for variation in the linguistic content of tasks, provide specific types of tasks that cannot be performed without a computer, and facilitate the individualization of learning, among others.

Teachers who use CBLT are well aware of the challenges posed by these requirements. Ignoring them leads to methodological problems in the practical organization of UFL instruction using information and communication technologies (hereinafter – ICT).

V. Bykov also points to the methodological problems associated with the

integration of computer technologies into the educational process. The author identifies the following main groups of computer-based learning tools: training programs, testing systems, multimedia learning programs, gaming programs, Internet databases, and communication software [2, p. 156].

Regarding multimedia learning programs, the opinion is expressed that "despite the obvious advantages of multimedia educational programs, it is a mistake to believe that the use of multimedia courses will radically change the entire process of foreign language learning solely due to the presence of animation, video sequences, and a feedback system. On the contrary: no matter how good a computer program may be, its use requires a certain amount of effort from the instructor to localize and adapt the program's content to the goals, tasks, and conditions of the educational process" [2, p. 157].

Working with Internet databases also has its own challenges. As V. Bykov rightly notes, "...unfortunately, classroom sessions do not always have sufficient time for full-scale implementation of this practice" [2, p. 159]. Therefore, in our view, the use of electronic dictionaries should be included in the students' independent work program.

The didactic advantages of modern foreign language teaching tools lie in ensuring free access to global information resources, individualizing the pace of material acquisition, simulating a subject environment, developing skills for working with authentic sources, and ensuring systematic monitoring through effective feedback. The integration of electronic communications into working with educational content (textual, graphic, multimedia) is a defining feature of the electronic format in teaching Ukrainian as a foreign language (UFL), which lays the foundation for transitioning to instruction in an information format.

The development of computer technologies and the emergence of new teaching tools, such as electronic textbooks, specialized courses, testing systems, or interactive whiteboards, are constantly expanding the teacher's didactic arsenal. At the same time, the evolution of these technologies not only improves the quality of the educational process but also gives rise to new methodological challenges that require

scientific reflection and systematization within the framework of computer linguodidactics.

According to M. Kozub's observation, "new specialized areas of research are emerging in computer linguodidactics. An electronic learning format is manifesting itself, which involves the methodological organization of teaching Russian as a foreign language for conditions of learning in an electronic format" [3, p. 112].

The conditions for language learning in an electronic format, which necessitated a new methodological organization of teaching UFL, were formed in connection with the introduction of computer-based learning tools and the development of electronic learning systems on this basis. Distance learning systems, which incorporated electronic means of communication, are the first full-scale electronic educational systems. To address distance learning of UFL and the use of information technologies in this process, it is necessary to examine certain aspects of their study in electronic learning.

The need for educational communications in UFL instruction has always existed. For example, in correspondence learning, these communications were carried out via mail: delivery of teaching materials, management of learning, and assessment. In distance learning, such educational activity is realized through electronic software, that is, in an electronic format.

Digital delivery of educational materials, the possibilities of hosting content in an electronic environment (in computer memory or on the Internet), and the inclusion of this material in communications via electronic communication channels enable effective support for language learning in an electronic format in each of the three aforementioned aspects.

Regarding distance learning, the solutions for organizing electronic UFL instruction manifest themselves quite clearly. Using this example, one can examine certain features of the integration of information and pedagogical technologies for teaching UFL in an electronic format.

Today, we can distinguish two general target areas in the implementation of distance learning for Ukrainian as a foreign language (UFL).

The first area is distance learning (DL) of UFL teaching methodology, which is conducted through professional development courses. The entire process of learning within these courses and the preparation of teaching materials is carried out and defined within the framework of the basic aspects of e-learning: course development, delivery of materials to learners, and course administration within the DL system. The fundamental principle of communicativeness in language teaching is supported by the interactive engagement of the instructor and the trainee in the Moodle DL system, which is widely used and well-known in distance education at higher education institutions both in Ukraine and abroad. The use of this system removes many of the difficulties in connecting DL course instructors to professional development programs.

The second target area is the practice of language teaching — distance UFL courses for those learning Ukrainian as a foreign language. This area of UFL e-learning has emerged and is developing primarily as an author's methodology, with a range of offerings from providing access to digital educational resources for UFL to offering distance learning courses based on proprietary methods.

Let us provide an example: the "Ye-mova" platform (the course "Ukrainian in 20 steps") provides the opportunity to learn through the course in an electronic format, presented as an online course for beginners learning UFL. The course is intended for self-study. The leading methodological principle is "edutainment" (education through entertainment), which corresponds to the set goals and objectives of the training. Accordingly, the main components of the course are game-based electronic computer forms of presenting educational material, training tasks, and tests. Course materials are provided to learners via the Internet, with the possibility of real-time online access.

Learning management and progress monitoring, which are built into the course architecture, do not involve the participation of an instructor. Course administration is limited to registering users on the website and communicating via email. Thus, learning is defined in an electronic format. The introduction of electronic teaching into the field of UFL has given rise to a number of new problems for practical

language teaching methodology.

The first of these, which can be linked to the transition to a market economy, should be called the commercialization of the UFL teaching sector. The methodology began to be determined by two necessary progressive factors: the intensive development of information technologies and the formation of an educational services market with fierce competition. The inclusion of information technologies is also associated with additional financial costs.

The development of the global network and web technologies proved to be a priority in this competitive struggle, making the Internet not only a source of information and a tool for educational activity but also a part and a way of life for both students and instructors. This propelled web technologies into the sphere of educational services. The question of optimizing the use of Internet resources to solve UFL teaching tasks has become highly significant. This situation is one of the consequences of the commercialization of education.

The second problem, which concerns the quality of educational services — and consequently their demand — is the pedagogical component in the organization of electronic learning systems. In the literature, it is defined by the term "instructional design." The problem of effectively organizing electronic textbooks and courses emerged immediately with the appearance of the first digital learning materials. It stems from the incompatibility of technological standards for content preparation, methods of content delivery, and mechanisms for managing the educational process (various file formats, data exchange protocols, etc.). However, it is worth noting that basic standards have already been established, and the professional community — both technologists and methodologists — is gradually reaching a consensus on ways to solve this problem.

Regarding the understanding of the term "instructional design," V. Ponomarenko, for instance, reflects in a monograph on the instructional design of e-learning tools: "...we should be talking not so much about textbooks, or even about teaching and learning kits, but about building an effective learning surrounding, a 'learning environment'" [4, p. 117]. It is in the context of the learning environment

that "teaching and learning" take place. The concept of instructional design as the planning of a learning environment in e-learning must encompass these foundations.

The approach to forming a system of computer-based tasks in a distance learning course, highlighted by Yu. Trius, illuminates another trend that did not appear today, is actively manifesting itself in practice, and will, in our view, remain relevant in the future. "The main thing in the organization and use of a computer-based task is that the basis of learning is not information itself, but the productive personal activity of students, which is related to the study of new material, in which the activity-based approach to learning has priority over the informative one" [5, p. 97].

Today, the instructional designer is responsible for creating an effective learning environment, the quality requirements for which are steadily increasing. Along with the expansion of technological capabilities, new methodological challenges arise, characteristic of various forms of learning: "blended" (combining face-to-face and distance learning), network-based (using social networks), mobile (involving mobile devices), and informal, which is actively developing thanks to the structured Internet space. It is evident that effective management of e-learning is becoming a key factor in the innovative development of modern education.

One of the most important tasks in the methodology of teaching Ukrainian as a foreign language (UFL) today is increasing the effectiveness of instruction under the conditions of active use of information and communication technologies in the educational process. A decisive factor for successful progress in this direction is the work on integrating information and pedagogical technologies in the field of UFL instruction. The practical absence of targeted studies on this topic, where the problems of implementing information and communication technologies in UFL instruction would be a priority and justified by solving the problems of integrating traditional pedagogical technologies into the modern ICT sphere, points to an urgent need to develop a methodology for such integration.

Conclusions. The study examined the methodological aspects of the process of integrating computer and pedagogical technologies in UFL instruction and explored

new concepts and terms for use in computer linguodidactics, including the concept of an "information format" in teaching UFL. The paper draws attention to some problems of practical language teaching methodology that have been triggered by the introduction of electronic teaching into the sphere of UFL. Various characteristics of pedagogical and information-communication technologies used in UFL instruction in an electronic format are presented. Using the example of an author's teaching methodology, it was shown how the electronic format manifests itself systematically and holistically in distance UFL learning. With the emergence of the electronic format as a new phenomenon in computer linguodidactics, new methodological problems related to UFL instruction under these conditions have been identified.

The materials, theoretical, and methodological issues of integrating computer technologies in UFL instruction considered in this study allow us to conclude that the transition to an electronic format not only expands the instructor's methodological toolkit but also requires a fundamental rethinking of the organization of the educational environment. The obtained results demonstrate that an effective combination of linguodidactic approaches with the possibilities of hypertext and cybertext ensures the qualitative optimization of the educational process, making it more personalized and adaptive. The systemic implementation of the author's methodology confirms that in the context of distance education, the electronic format becomes the foundation for forming stable foreign-language competence in learners. Thus, we see further prospects for research in the development of algorithms for creating flexible educational-methodological complexes that would allow educators to independently overcome the challenges of the digital transformation of language education.

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ENSURING THE EFFECTIVE ARTIFICIAL INTELLIGENCE TECHNOLOGIES USE IN THE EDUCATIONAL PROCESS

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Abstract: The study examines the specific features of artificial intelligence technologies using in educational and research processes, as well as their impact on academic integrity, the quality of learning, and the application of scientific research methods. The advantages and risks of using generative artificial intelligence are analyzed, including its influence on the development of critical thinking, research competencies, learners' autonomy, as well as issues related to information reliability, academic integrity, personal data protection, and copyright [1, 2].

The necessity of combining the capabilities of artificial intelligence with classical scientific research methods is substantiated as a prerequisite for obtaining objective, reliable, and scientifically grounded results. The role of theoretical, empirical, analytical, and statistical methods in ensuring the effective use of intelligent technologies is defined. Approaches to improving mechanisms for ensuring academic integrity are proposed through the implementation of process-oriented models for assessing learning outcomes.

Keywords: artificial intelligence, generative artificial intelligence, academic integrity, scientific research methods, education, digital technologies, critical thinking, research methodology.

Initial studies indicate that the use of artificial intelligence can significantly affect the traditional teaching methods effectiveness. In particular, certain approaches may become less effective if students, instead of independently searching for,