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METHODOLOGICAL ASPECT OF INTEGRATING INFORMATION TECHNOLOGIES AND THEIR IMPLEMENTATION IN DISTANCE LEARNING OF UKRAINIAN AS A FOREIGN LANGUAGE

МЕТОДОЛОГІЧНИЙ АСПЕКТ ІНТЕГРАЦІЇ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ ТА ЇХ ВПРОВАДЖЕННЯ У ДИСТАНЦІЙНОМУ НАВЧАННІ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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Abstract: *The article provides a comprehensive methodological analysis of the processes of integrating modern information and communication technologies into the system of teaching Ukrainian as a foreign language. The transition from traditional pedagogical methods to learning in electronic and information formats is substantiated. The paper introduces new terminological concepts that expand the categorical apparatus of computer linguodidactics and offers a critical reflection on practical methodology problems that arise during the implementation of digital tools. Special attention is paid to the comparative characteristics of pedagogical and infocommunication technologies, as well as the role of "pedagogical design" in the development of an effective virtual learning environment. The article highlights strategies for harmonizing traditional teaching with the requirements of the digital age, which is a decisive factor in the intensification of the educational process under the conditions of global informatization of education.*

Key words: *linguodidactics, methodological aspect, information format, information and communication technologies, Ukrainian as a foreign language.*

Problem Statement. Progress in the development of technical means and language teaching technologies, the educational paradigm that places the learner at the center today, and global information resources must find pathways and practical levers for their synchronization, including in the field of teaching Ukrainian as a foreign language (hereinafter – UFL). The problems of maintaining a high level of effectiveness in language learning are being solved within the framework of integration processes by advancing the fundamental principles of practical methodology into new conditions of learning organization, which involves the use of modern information technologies based on theoretical inquiry into solving integration problems.

The implementation of the latest information and communication technologies (hereinafter – ICT) in the educational process of higher education institutions requires

substantial changes in the teaching methodology for all disciplines provided by academic programs. Higher technical schools demonstrate a specific approach to informatization, which is conditioned by a number of factors: better technical equipment, systematic integration of information and communication technologies into curricula, and the involvement of senior students in actual professional work. This leads to higher requirements for ICT competencies among students and faculty of higher education institutions; therefore, these circumstances actualize the need to apply progressive approaches to the organization of learning in the modern higher education institution.

The purpose of the article is to provide a theoretical substantiation and methodological overview of the features of integrating information technologies into the distance teaching of Ukrainian as a foreign language.

To achieve this goal, the following tasks are addressed:

- systematization of the theoretical foundations of computer linguodidactics in the context of modern digital transformations;
- identification of key didactic problems that arise during the implementation of information and communication technologies in the educational process, and the search for ways to overcome them;
- analysis of the effectiveness of pedagogical design and the tools of electronic learning systems (in particular, platforms such as Moodle) for creating an effective educational environment;
- identification of the features of interaction between the teacher and the learner in a distance format to ensure high-quality language acquisition in the conditions of a competitive educational market.

Modern educational development is directly linked to the formation and progress of multimedia, information, and communication technologies. The technological breakthrough has triggered qualitative transformations that are prompted by changes in the life of society itself and its information-based existence.

Before our eyes, three revolutions have occurred based on the technological breakthrough: digital (informational), communication, and virtual.

The information revolution is associated with solving the problems of representing analog, mechanical, and electronic information in numerical form; thanks to this representation, a person becomes capable of processing an amount of information that exceeds their physical capabilities with the help of electronic computers.

The communication revolution is linked to solving the problems of ensuring high-speed transactions within the digital communication space. Today, these speeds are high and allow a person, using modern information technologies, to multiply their physical capabilities, increasing the number and volume of communications.

Finally, the virtual revolution manifests itself in the creation of an information field of an ideal nature within global cyberspace. Here, "objects and states" signified by words are represented in numbers as "ratios and processes," which circulate on electronic digital media through communication channels and, it seems, appeal to the ideal within a person if they carry infocommunication potential. This potential is realized today in new forms of educational activity that did not exist before, organized within an information-educational environment (interactive slide-lectures, webinars, training sessions and computer simulations, telecommunication discussions with the participation of specialists from domestic and foreign educational institutions and other universities, educational-training tasks, slide-presentations, educational podcasts, web-projects, etc.).

However, alongside the positive effect—the expansion of didactic capabilities of learning tools and technologies—new difficulties and problems arise that were previously unknown in pedagogical tradition and are not yet adequately reflected in the concepts and terms of computer linguodidactics.

The current problems are evident: an insufficient level of ICT competencies among UFL (Ukrainian as a Foreign Language) instructors; a shortage of methodological developments for UFL instruction in a digital format; a lack of information resources that are user-friendly and accessible; the absence of an information-educational environment in higher education institutions; insufficient motivation among educators; problems related to ensuring cybersecurity in the

educational process; technical equipment and Internet access, among others. These have emerged as consequences driven by the technological progress of education at its latest—virtual—stage. Technical-financial issues and the problems of developing methodological materials that meet modern requirements are mutually determining.

Analysis of recent research and publications.

Currently, distance learning technologies are widely used in various variations and forms—in blended, mobile, and distance learning—which ensures the implementation of a high-quality educational process and allows graduates to receive state-recognized diplomas for the corresponding educational-qualification level. The problems of implementing distance learning technologies have been studied by both foreign and domestic researchers, including J. E. Adams, F. Bodendorf, H. Dichanz, B. Eckert, G. Hoppe, J. Kettunen, H. Lobin, A. A. Andreev, V. Yu. Vashchenko, V. Yu. Bykov, V. O. Kukliev, V. M. Kukharenko, E. S. Polat, O. V. Rybalko, O. M. Spirin, S. O. Semerikov, N. G. Syrotenko, E. M. Smirnova-Trybulska, P. V. Stefanenko, Yu. V. Trius, A. V. Khutorskoy, B. I. Shunievych, and others.

The issues of building e-learning systems are an object of scientific interest for many scholars and educators-practitioners, among whom are O. Andreev, V. Bykov, Yu. Bohachkov, R. Hurevych, A. Hurzhii, M. Kademiia, V. Kukharenko, and L. Shevchenko. These authors emphasize the importance of modern computer systems in learning and the urgent need for their integration into educational practice. The scientific and methodological foundations of distance and computer-based learning have been thoroughly developed in the works of N. Basov, V. Hrytsenko, N. Zhevakina, H. Kozlakova, S. Kudriavtseva, N. Nychkalo, A. Khutorskoy, V. Kobysa, B. Shunievych, H. Yatsenko, and others. Furthermore, the elucidation of the psychological and pedagogical features of e-learning is a key research area for V. Dolinskyi, O. Karelina, Yu. Ovod, V. Oliinyk, A. Semenova, and P. Stefanenko.

The issues of using progressive educational technologies are in the focus of such researchers as E. Dmitrieva, I. Makarevich, N. Platonova, E. Polat, S. Fadeev, and others. According to E. Polat, the integration of multimedia tools, video materials, and Internet resources into the educational process, as well as the implementation of

project-based learning and collaborative learning, are effective mechanisms for realizing a learner-centered educational paradigm. This toolkit creates appropriate conditions for differentiated and individual learning, based on the real needs, abilities, and knowledge levels of the learners [1, 13].

Presentation of the main material.

Computer-based learning technologies define one of the directions in the development of methodology. As M. Kozub rightly asserts, "the introduction of information technologies into the educational process is provided for by the program of reforming the education system in Ukraine and, undoubtedly, requires study and improvement, which is precisely what 'computer linguodidactics' deals with" [2, p. 110].

Characterizing the content of learning within the concept of language teaching oriented toward the formation of communicative competencies in students, the aforementioned author lists a number of specific didactic requirements that computer learning tools must meet. To satisfy these requirements, computer tools and technologies must ensure:

- a variety of forms for presenting the language units being studied;
- complex use of technical means for presenting material (sound, graphics, animation, video, text);
- the demonstration of linguistic phenomena in gradual dynamics;
- variation of the linguistic content of tasks;
- acceleration of the completion of traditional "paper-based" types of tasks;
- the existence of specifically computer-based types of tasks that are difficult or impossible to perform without a computer;
- the possibility of reviewing, analyzing, and correcting errors;
- the comprehensiveness of didactic materials (inclusion of dictionaries, reference books, text editors, etc., in the program structure, or ensuring compatibility with similar programs);
- individualization of learning (adaptability of the program, the possibility of choosing the level of difficulty and the volume of the material being studied; the

format of information presentation: video, audio, text; the sequence of working with the program; the time for completing tasks, etc.);

- the presence of a user-friendly interface in educational programs that makes maximum use of the language being studied, as well as necessary reference materials and methodological recommendations for the instructor, etc.

An instructor who uses computer learning tools is well acquainted with the difficulties consonant with these requirements for computer tools and technologies involved in the educational process. Ignoring these requirements gives rise to methodological problems in the practical organization of teaching Ukrainian as a foreign language (UFL) with the help of ICT. Thus, T. Sydorenko points to methodological problems associated with the introduction of computer technologies into the educational process and identifies the following main groups of computer learning tools:

- training programs;
- testing systems;
- multimedia educational programs;
- game programs;
- Internet databases;
- communication software tools.

The author notes the positive aspects of using these learning tools and points to the methodological problems that arise during their application.

For example, training computer programs, among other inconsistencies with didactic requirements, are characterized by the "isolation of tasks from the linguistic social context," which does not lead to significant improvement in the practical acquisition of a foreign language.

As for testing systems, such programs practically exclude dialogue in a natural language and the possibility for students to input answers in a freely constructed, arbitrary form.

Regarding multimedia educational 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, solely due to the presence of animation, audio and video sequences, and an instant feedback system, will fundamentally change the laborious process of teaching and learning a foreign language. Quite the contrary: no matter how well a computer program is designed, its use requires certain efforts from the instructor to localize and adapt the content of the program to the goals, tasks, and conditions of the educational process" [3].

Working with Internet databases, specifically working with electronic dictionaries, also has its problems: "unfortunately, classroom sessions do not always have sufficient time resources to carry out this practice in full; therefore, it is logical to include work with electronic dictionaries in the program of independent student work."

Regarding communication software tools, T. Sydorenko notes only the advantages and strong didactic capabilities of electronic communication tools: "the primary didactic capabilities of these foreign language learning tools, compared to other means, should include:

1) free access to necessary information through connection to the databases of virtually any global information center;

2) optimization of the students' pace of work, which ensures the individualization and differentiation of the learning process;

3) modeling of the subject environment;

4) development of professional skills in searching for information in various authentic sources and processing it with the help of modern information technology tools;

5) systematic monitoring and organization of feedback, which allows for flexible management of both the educational process as a whole and independent student work in particular" [3].

The absence of the aforementioned shortcomings in such a group of computer tools as communication software, in our view, can be explained by the fact that it involves computer devices and communication links—that is, tools for facilitating communication. These tools provide communication channels that enable educational communication. Digital teaching and learning content, combined with electronic

communication tools, forms the basic technological foundation of modern e-learning for languages. Here, the subject matter of electronic communications proves to be digitized educational content. This is a revolutionary advancement in the methodological organization of learning—from using computers in teaching UFL (Ukrainian as a Foreign Language) to conducting language learning in an electronic format.

The organization of work with teaching and learning materials (digitized text, graphics, multimedia content) through the inclusion (at the instructor's discretion) of electronic communications into the educational process is already a hallmark of the electronic format in teaching UFL, which, in turn, lays the foundation for organizing UFL learning in an information (digital) format.

It follows from the above that new computer-based electronic learning tools and technologies, in their development and the discovery of new didactic capabilities determined by the quality and target architecture of the computer devices (programs) themselves, also dictate the parallel development and renewal (innovation) of problems in methodology that previously lacked terminology.

As noted above, promising new computer-based learning tools and new methods and forms of working with them, as they expand in capability, introduce new problems into learning, which necessitates systematic solutions for mitigating them.

New special research directions are opening up in computer linguodidactics. An electronic learning format is emerging, which involves the methodological organization of teaching Ukrainian as a foreign language for the conditions of learning in an electronic format [2, p. 114].

The conditions for language learning in an electronic format, which have necessitated a new methodological organization of UFL teaching, have taken shape as computer-based learning tools have been implemented and electronic learning systems have been deployed on this basis. Distance learning systems that have incorporated electronic communication tools into their architecture are the first full-format electronic learning systems. Initially, the features and advantages of the electronic learning format manifested themselves most vividly specifically in distance learning

forms.

Currently, the integration of digital technologies into learning has become a mandatory component of higher education in Ukraine, which leads to a constant increase in interest in this field of methodology.

When characterizing the content of learning within the concept of language teaching oriented toward the formation of communicative competencies in learners, it is necessary to name a number of didactic requirements that computer learning tools (hereinafter – CLT) must meet. They should ensure: a variety of forms for presenting the language units being studied; the use of technical means for presenting material; the demonstration of linguistic phenomena in dynamics; the variation of the linguistic content of tasks; the presence of special types of tasks that are impossible to perform without a computer; the possibility of reviewing, analyzing, and correcting errors; the individualization of learning, etc.

An instructor who uses CLT is well acquainted with the difficulties caused by these requirements. If they are ignored, it leads to the emergence of methodological problems in the practical organization of teaching Ukrainian as a foreign language using information and communication technologies.

T. Sydorenko also points to the methodological problems associated with the introduction of computer technologies into the educational process. The author identifies the following main groups of computer learning tools: training programs; testing systems; multimedia educational programs; game programs; Internet databases; and communication software [3].

Thus, training computer programs, among some other inconsistencies with didactic requirements, are characterized by an "isolation of tasks from the linguistic social context," which does not lead to improvement in the practical acquisition of a foreign language.

Regarding multimedia educational 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, solely due to the presence of animation, video sequences, and a feedback system, will fundamentally change the entire process

of teaching a foreign language. Quite the contrary: no matter how good a computer program may be, its use requires certain efforts from the instructor to localize and adapt the content of the program to the goals, tasks, and conditions of the educational process" [3].

Working with Internet databases also has its problems. As T. Sydorenko rightly notes, "...unfortunately, classroom sessions do not always have sufficient time resources to carry out this practice in full" [3]. Therefore, in our view, work with electronic dictionaries should be included in the students' independent work program.

The primary didactic capabilities of such foreign language learning tools, in comparison with others, include: free access to necessary information through connections to databases of any global information center; optimization of student work pace, which implies the individualization and differentiation of the learning process; modeling of the subject environment; development of professional skills in searching for information in various authentic sources and processing it using modern information technology tools; and systemic monitoring and the organization of feedback, which allows for flexible management of both the educational process as a whole and the independent work of students in particular.

Digital educational and methodological content, combined with electronic communication tools, forms the basic technological foundation of modern e-learning for languages. In this case, the subject matter of electronic communications is the digitized learning content. This is a revolutionary advancement in the methodical organization of learning—moving from the use of computers in teaching Ukrainian as a Foreign Language to the implementation of language learning in an electronic format.

The organization of work with educational and methodological material (texts, graphics, multimedia content) through the integration of electronic communications into the educational process is a hallmark of the electronic format in UFL teaching, which, in turn, lays the foundation for organizing UFL teaching in an information-based format.

Thus, new computer-based electronic learning tools and technologies, through their development and the acquisition of new didactic capabilities determined by the

quality and design of computer devices, define both a parallel development and an innovation of problems in methodology that previously had no designation.

Computer devices, educational software, digital dictionaries, and multimedia presentation tools are constantly being improved, refined, and updated; specialized computer-based learning tools, developed based on didactic requirements, are being introduced. Examples of such computer-based tools, alongside electronic comprehensive learning aids, electronic textbooks, training courses, and testing systems, include the interactive whiteboard.

The conditions for language learning in an electronic format, which necessitated a new methodological organization of UFL (Ukrainian as a Foreign Language) teaching, took shape as computer-based learning tools were implemented and electronic learning systems were deployed on this basis. Distance learning systems, which incorporated electronic communication tools into their structure, are the first full-format electronic learning systems. Initially, the features and advantages of the electronic learning format manifested themselves most vividly specifically in distance learning forms.

For distance learning of UFL (Ukrainian as a Foreign Language) and the use of information technologies in this process, it is necessary to examine certain aspects of their research in e-learning.

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

Developers of electronic learning technologies point to three aspects that are necessarily present in e-learning:

- Pedagogical aspect: development of electronic educational content (lectures, assignments, distance courses, tests, etc.), delivery and provision of course materials to learners, and course administration (learning management, assessment).

- Technological aspect: creation of a virtual learning environment, for example,

platforms such as Moodle or Google Classroom, which ensures the delivery of materials and the ability to monitor student performance.

- Communicative aspect: Communication between participants in the educational process remains a determining condition for learning even in a virtual environment, which requires the establishment of both synchronous dialogue (webinars, consultations) and asynchronous interaction (forums, chats).

The digital provision of educational materials, the ability to host content in an electronic environment (in computer memory or on the Internet), and the inclusion of this material in communications via electronic communication channels make it possible to effectively support language learning in an electronic format in each of the three aforementioned aspects.

Regarding distance learning, the solutions for organizing e-learning for UFL (Ukrainian as a Foreign Language) manifest themselves quite clearly here. Using this example, one can examine certain features of integrating information and pedagogical technologies for UFL learning in an electronic format. Today, one can speak of two general target directions in the implementation of distance learning for UFL.

The first direction is distance learning (hereinafter – DL) of UFL teaching methodology, which is carried out in professional development courses. The entire learning process for these courses and the preparation of teaching materials are carried out and defined within the framework of the basic aspects of e-learning: course development, provision of materials to learners, and course administration within the DL system.

The fundamental principle of communication in language learning is supported by the interactive inclusion of the instructor and the learner in the Moodle DL system (http://moodle.org/) [4], which is used for distance professional development. The Moodle DL system is widely spread and well-known in distance learning at higher education institutions both in Ukraine and in other countries. The use of this system removes many difficulties in connecting DL course instructors to professional development programs.

An interactive teaching and learning complex has been developed with the placement of distance course materials: in a traditional form (textbooks in printed editions); with placement on DVD for use on the local computer of a participant in the learning process (student and instructor); and on the Internet within the Moodle DL system with the possibility of virtual controlled access by the learning participants [4, p. 556].

Another target area is language teaching practice – distance learning courses in UFL (Ukrainian as a Foreign Language) for those who are studying the language. In e-learning for UFL, this direction has emerged and is developing primarily as an author-based methodology, with a range of offerings spanning from providing access to digital educational resources for UFL to offering distance learning courses based on specific proprietary methods.

The introduction of electronic teaching into the sphere 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 termed the commercialization of the UFL teaching sphere. The methodology began to be defined by two necessary progressive factors: the intensive development of information technologies and the formation of an educational services market characterized by fierce competition. The integration of information technologies also involves additional financial costs. The development of the global network and web technologies proved to be a priority in this competitive struggle and made the Internet not only a source of information and a tool for learning 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 issue of optimizing the use of Internet resources to solve UFL teaching tasks emerged in all its significance. This situation is one of the consequences of the commercialization of education.

The second problem, which concerns the quality of educational services – and, in turn, their demand – is the pedagogical component in the organization of electronic learning systems. In literature, this is defined by the term "instructional design." The problem of the competent, goal-oriented organization of an electronic textbook or

course became apparent immediately after the development of the first teaching and learning materials for use in an electronic language learning format. It lies in the incompatibility of technological standards in the preparation and use of electronic teaching and learning content, as well as the electronic method of delivering it to the user and managing its usage (file formats, electronic digital information exchange protocols, etc.). Although, it should be noted that basic standards have been formed, and there is a certain understanding of this problem among both technologists and methodologists.

The understanding of the term "instructional design" is explored, for instance, by V. Ponomarenko, O. Pushkar, and T. Andriushchenko in a series of materials on instructional design: "...in its essence, instructional design is the projection of a learning environment in which, based on the most rational presentation, interconnection, and combination of various types of educational resources, the psychologically comfortable and pedagogically grounded development of subjects is ensured" [8]. It is precisely in the context of the learning environment that "learning and teaching" are carried out. The concept of instructional design as the projection of a learning environment must also include these foundations in the context of e-learning.

According to I. Chernets and S. Dansheva, "...the main feature of virtual learning environments, and Moodle in particular, is that they allow each student to create their own educational space and independently plan their preparation time for classes, and are intuitively understandable" [10, p. 236]. For the UFL (Ukrainian as a Foreign Language) e-learning format, this issue is also relevant.

The approach to structuring a system of computer-based tasks in distance learning (DL) courses, as highlighted by I. Herasymenko, sheds light on another trend that did not emerge today, is actively manifesting itself in practice, and will, in our view, remain relevant in the future. According to the researcher, the key to the organization and use of a computer-based task is that the foundation of learning is not the information itself, but the student's productive personal activity related to studying new material, in which the activity-based approach to learning takes priority over the informative one [11, p. 237].

The scope of issues that an instructional designer must resolve also includes the organization and construction of an effective learning environment. The requirements for quality and developer professionalism, and consequently for the effectiveness of learning in an electronic educational environment, are increasing. The opportunities for its realization are also multiplying. In our opinion, the following statement by O. Romashko is accurate: "The idea of the necessity of organizing an active learning environment within the educational space remains crucial, and this is well-understood in the methodology of teaching foreign languages" [12, p. 9].

At the same time, one must not forget the emergence of new methodological problems in organizing e-learning, and not only in the distance format. These include: "blended learning (in-person, using the possibilities and forms of distance learning); network learning (using the capabilities of the Internet and connecting to social networks); mobile learning (network, distance, or blended learning using mobile communication devices); and informal learning, which is gaining momentum today with the formation of a structured information space on the Internet."

It is evident that effectively managed e-learning is one of the most significant factors in the innovative development of modern education as a whole.

One of the most important tasks facing the methodology of UFL (Ukrainian as a Foreign Language) teaching today is to increase the effectiveness of learning the Ukrainian language as a foreign language in conditions where information and communication technologies are actively used in the educational and pedagogical 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 research on this topic, in which the problems of implementing information and communication technologies in UFL teaching would be prioritized by solving the issues of integrating (incorporating) 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 (Ukrainian as a Foreign Language) instruction and considered new concepts and terms for use in computer-assisted linguodidactics, including the concept of information format in UFL teaching. The work draws attention to several problems in practical language teaching methodology that have arisen due to the introduction of e-learning into the sphere of UFL.

The study presents various characteristics of pedagogical and infocommunication technologies used in UFL instruction. It also examines the problems of integrating infocommunication and pedagogical technologies for UFL learning in an electronic format. With the emergence of the electronic format as a new phenomenon in computer-assisted linguodidactics, new methodological problems have surfaced, related to UFL instruction under these conditions. These, without a doubt, require further research.

The materials and issues of theory and methodology regarding the integration of computer technologies in UFL instruction discussed in this work are intended to help researchers, methodologists, and UFL instructors successfully solve the challenges of intensifying the educational process. Furthermore, the practical implementation of these methods will contribute to increasing the effectiveness of UFL instruction amidst the informatization of this field of learning.

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Анотація: *У статті здійснено комплексний методологічний аналіз процесів інтеграції сучасних інформаційно-комунікаційних технологій у систему викладання української мови як іноземної. Обґрунтовано перехід від традиційних педагогічних методів до навчання в електронному та інформаційному форматах. У роботі введено нові термінологічні поняття, що розширюють категоріальний апарат комп'ютерної лінгводидактики, та проведено критичне осмислення проблем практичної методики, які виникають під час впровадження цифрових засобів. Окрему увагу приділено порівняльній характеристиці педагогічних та інфокомунікаційних технологій, а також ролі «педагогічного дизайну» у проектуванні ефективного віртуального навчального середовища. Стаття висвітлює стратегії гармонізації традиційного викладання з вимогами цифрової епохи, що є визначальним фактором інтенсифікації навчально-виховного процесу в умовах глобальної інформатизації освіти.*

Ключові слова: *лінгводидактика, методологічний аспект, інформаційний формат, інфокомунікаційні технології, українська мова як іноземна.*

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