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PEDAGOGICAL SCIENCES

УДК 81.004

INFORMATION FORMAT OF TEACHING UFL: LINGUOMETHODOLOGICAL POTENTIAL OF THE TEXT AND INFOCOMMUNICATION TECHNOLOGIES

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Abstract: This paper examines the linguomethodological potential of the text as the primary unit of instruction within the information format of teaching Ukrainian as a Foreign Language (UFL), as well as infocommunication technologies and the challenges of their integration into the information format of UFL instruction. The paper explores several aspects of the electronic and infocommunication organization of the educational process. Particular attention is focused on the transformation of the teacher's role in cyberspace, where moderating students' independent learning activities becomes a key task. It is proven that the effectiveness of the information format of instruction directly depends on the ability to integrate traditional texts into digital infocommunication environments.

Keywords: linguodidactics, methodological aspect, information format, infocommunication technologies, Ukrainian as a Foreign Language.

Problem Statement. In the information space, information technologies both open up new modes and forms of linguistic activity within the educational environment and, simultaneously, strictly define the conditions for the educational and activity-based presence of instructors, students, and organizers within this space.

Consequently, linguodidactics, as a general theory of language teaching that develops its methodological foundations, is evolving through the addition of new specialized branches of research: computer-assisted linguodidactics and, in a narrower sense, electronic linguodidactics.

Today, in the context of global informatization in the 21st century, computer-assisted linguodidactics may be defined as information (digital) linguodidactics, or "infolinguodidactics." Linguodidactics addresses and resolves issues related to the didactic and methodological potential of modern information and communication technologies (hereinafter referred to as ICT) and develops methodologies for utilizing ICT in foreign language instruction (E. Polat, M. V. Kozub, L. M. Zlativ, et al.).

The integration of information technologies into the teaching of Ukrainian as a Foreign Language (hereinafter referred to as UFL) cannot be viewed simplistically or one-sidedly merely as the implementation of modern technical and information tools and technologies in education. Rather, it is a mutual convergence of the language teaching process (represented by its professional participants) and infocommunication technologies, aimed at achieving integrity and effectiveness in this progression.

In this regard, it should be noted that shifts in the educational paradigm and new telecommunication and information conditions under which instruction is carried out not only resolve old problems but also raise new ones, previously unknown to pedagogy and linguodidactics.

Currently, the conceptual framework of linguodidactics includes terms such as "cyberspace," which defines the properties of the global information field; "text" (with linear characteristics); "hypertext" with non-linear content; "cybertext" as the next compositional level mediated by cyberspace, which enters the modern linguistic sphere of text; and the "information (digital) format of instruction."

These are new concepts and terms in computer-assisted linguodidactics, which, in the context of the global information field in the 21st century, may be defined as information (digital) linguodidactics, or UFL infolinguodidactics.

The aim of this work is to highlight the linguomethodological potential of the text in UFL instruction and the information (infocommunication) direction of computer-assisted linguodidactics.

Analysis of recent research and publications. The significance of research in this direction is increasing and gaining ever-greater relevance, as it is determined by the vision of new learning and educational conditions in the post-industrial, information society.

The information (infocommunication) direction is connected with the specificities of utilizing information in language teaching that has been accumulated, exists, and functions in cyberspace due to its digital representation. Such a direction of research in computer-assisted linguodidactics in the field of UFL is establishing independent positions.

Today, the scientific community is paying significant attention to issues of linguodidactics, as evidenced by a number of fundamental works. In particular, significant contributions to the development of this field have been made by scholars such as M. Pentyliuk, O. A. Kucheruk, T. V. Kulikova, O. A. Tsymbal, A. V. Kostiuk, S. O. Karaman, Yu. I. Ivanov, L. M. Zlatic, T. A. Denyshchych, and others.

The research interests of these scholars cover a wide spectrum of problems. For instance, theoretical aspects of computer-assisted linguodidactics in the professional training of philologists were developed by L. M. Zlatic, while T. A. Denyshchych focused her attention on the use of phraseological material to form students' speech culture. The issues of integrating information and communication technologies into the practice of teaching the Ukrainian language were comprehensively analyzed by Yu. I. Ivanov. The works of S. O. Karaman examine modern strategies for the linguodidactic training of future language and literature teachers. An analysis of innovative pedagogical technologies, trends in the development of electronic linguodidactics, and the methodology of computer-assisted mother tongue instruction is presented in the publications of A. V. Kostiuk, O. A. Tsymbal, T. V. Kulikova, O. A. Kucheruk, and M. Pentyliuk.

Despite a significant number of studies, the process of informatization of learning, particularly within Ukrainian language disciplines, remains an object of ongoing scientific discussion. The need for a deeper study of digital transformations in education is confirmed by the works of such researchers as V. Kolmakova, S. Tereshchuk, S. Sharov, and N. Paladii. An analysis of their works allows us to assert that the issues of adapting linguodidactics to the challenges of modern digital society still require further elaboration.

Presentation of the main material. Modern information technologies, as the result of a digital technological breakthrough – including in the field of UFL – necessitate changes in existing pedagogical teaching technologies, which is, in fact, already taking place. The digital format of new UFL teaching materials, guides, and textbooks, along with their infocommunication integration into the learning process, are currently reflected most fully and systematically (at all levels: methodological, methodical, technological, and organizational) in the new research direction of computer-assisted linguodidactics – the information direction. This corresponds to the objectives of aligning the content of instruction with the forms of its presentation in the educational process as proposed by high technologies, and the tasks of harmonizing the traditional sociocultural values embedded in the target language with the conditions of their contemporary perception in learning. Information and communication technologies, which rely on the digital nature of the existence and functioning of information, provide us with new capabilities: tools, methods, and forms for presenting and processing information.

The rapid progress in the development of computer hardware, computer networks, and telecommunications is opening up ever-new horizons in the field of utilizing information computer technologies. It is now clear that technical teaching aids, computer-based teaching aids, electronic teaching aids, and digital (information) teaching aids for UFL are, in essence, distinct technological phenomena that emerge sequentially at different stages of the development of information and communication technologies (hereinafter referred to as ICT).

The information format of instruction, unlike the electronic one, implies the

functioning of information as a digital code that circulates freely in global networks and serves as a material carrier of knowledge. Digital teaching aids, together with educational resources, form the basis of the toolkit that emerges as a result of integrating traditional pedagogical approaches with modern technologies.

Digital technologies encompass both content preparation and teaching methods that interact with information systems. In particular, traditional forms of learning (collaboration, projects, and interaction) are combined with digital tools, while remote, network-based, and mobile technologies are integrated into the standard educational process, creating a unified learning space.

Thus, information regarding the "ensemble of new tools and potentials" [2, p. 201] introduced into the field of teaching by the latest technological innovations, as well as infocommunication training and the mastery of this information by the instructor as part of professional development, is of current importance for linguodidactics and language teaching methodology, with the goal of integration into the modern information and educational space.

In terms of content, learning activity is always organized informationally – today, with the help of modern information and communication technologies within the educational environment – and is carried out through "ubiquitous" learning communications. The basis of learning is not information per se, but the "productive personal activity of the student" – as is well known, this is one of the fundamental principles of the personal communicative-activity approach to teaching UFL.

In language teaching, such productive personal activity, which is foundational to the learning process, is, of course, defined by the text, which is traditionally accepted as the primary unit of instruction [1, p. 22].

In our view, within the information (digital) format of language instruction, priority for study and application should be given to text as an information-communication technology. The best carrier of this technology is the human being, who generates text from imagery and utilizes it as the content, goal, and means (instrument) of communication, while monitoring and managing its execution. The active linguistic nature of the learning environment in cyberspace is definitive for the

information format.

At the same time, we understand that the electronic (cyber-) foundations of the information format set strict boundaries and rules for the organizers and participants of learning. Thus, there are three aspects that are necessarily present in e-learning: 1) development of the learning content; 2) delivery and provision of the content to the learner; 3) administration, management, and control of the learning process – all of which remain fundamental to the information (digital) format of UFL instruction.

Although the main stages of organizing the educational process (content development, delivery, and control) are inherent to any system of instruction, the information format supplements them with a mandatory fourth component: a dynamic educational environment in cyberspace. In such a format, all mentioned aspects of learning, where the text serves as the primary unit, are based primarily on the use of infocommunication technologies, which necessitates a re-evaluation of the methodological potential of text as a key carrier of knowledge.

In our view, the linguomethodological potential of texts is established and defined by the information about the language that the text carries, even when it takes the form of content. In other words, digitizing a text – converting it into the digital sequence of an electronic code – does not remove the information about the language from the text.

In this regard, the assertions of O. A. Kucheruk are accurate: in methodological literature, the text began to be viewed as the primary unit of instruction when "the logic of the development of linguomethodological thought in UFL and the practical value of linguistic research led to a gradual transition from displaying educational material in the form of models or structural schemes of word combinations and sentences to presenting it in the form of a text as the primary unit of instruction" [2, p. 199]. The author rightly argues that the teacher's goal is to teach the foreign student to extract information about the language from the text and then, on the basis of this knowledge, to form linguistic skills and abilities.

It should be noted that, as is well known, there is a difference between the information about the language extracted from the text and the actual

subject-semantic information that the text carries through the medium of language. O. A. Kucheruk asserts that "it is the presence and formation of these knowledge and skills that should be verified" [2, p. 209], that is, such knowledge and skills upon which the assessment of language learning mastery is built: the understanding (assimilability) of the subject-semantic content of the text.

Within the information format of language instruction, the text acts as a key unit functioning in the formats of digital text, hypertext, and cybertext. Performing an infocommunication function, the text is not only a carrier of information about the language and a means of educational communication but also a technological instrument that structures the student's productive personal activity within the electronic educational environment.

Thus, the text proves to be not only a carrier of knowledge about the language but also a carrier of action potential, as well as a carrier of the content and form of interactive contact with the learner in the information format of UFL instruction. Such is its linguodidactic potential. It can be assumed that this potential exists in digitized text, hypertext, and cybertext as new infocommunication forms of the text's existence in the cyberspace of the global Internet [3, p. 223].

As previously noted, a fourth direction of research in computer-assisted linguodidactics has existed for quite some time. This direction is the information one.

Currently, there is research and accumulated practical experience regarding the use of information technologies in language teaching under conditions of organizing instruction in cyberspace – that is, on the Internet – using web technologies. While the electronic format first manifested itself in its entirety in distance learning based on electronic (digital and telecommunication) technologies, the information format begins to manifest itself in its conceptual integrity at a later stage of e-learning development, specifically in remote network-based UFL instruction.

In network-based learning, as M. O. Skuratovska notes, "a virtual language learning environment is a structured network setting for participants in the linguodidactic process, which includes a complex of electronic educational and applied resources, as well as instrumental and communication tools" [5, p. 253]. Let

us recall that a complex of electronic educational resources and instrumental tools, structured by network technologies, acquires a new didactic quality. This facilitates a transition to information-based learning, which is grounded in the application of web technologies for the organization of content, its delivery, the management of instruction, and the creation of a dynamic educational environment. At the same time, network structuring allows for the effective construction of individual educational trajectories, the implementation of collaborative learning technologies, and the development of independent activity skills, which is key to the integration of digital technologies into the sphere of UFL.

Modern e-learning relies on a broad toolkit, ranging from webinar platforms and distance learning systems to authentic Internet resources that allow for the formation of linguistic and sociocultural competencies. The integration of ICT and pedagogical technologies creates a digital environment that ensures the development of independent activity skills and the construction of individual educational trajectories that combine general goals with the personal needs of students. As is well known, the technology of collaborative learning has natural foundations and is aimed at creating conditions for active joint activity between the instructor and students through the use of project-based methodologies. Despite traditional difficulties in management, the application of ICT allows the instructor to carry out effective monitoring of personal learning activity.

Under modern conditions of informatization, the technology of "collaborative learning" is supported and ensured by four aspects of process organization: the creation of a dynamic environment, the development of content, effective methods of presenting it, and control. Such an integration of conditions is successfully implemented in practice, proving its effectiveness, including in the field of teaching Ukrainian as a Foreign Language.

Conclusions and prospects for further research. In the real-world conditions of UFL instruction, creating the complete set of conditions supported by the specific features of the technological environment remains a challenge. By no means do every university department of Ukrainian and foreign languages possess such ICT

capabilities. However, these opportunities are growing.

The analysis conducted confirms that the transition to the information format of UFL instruction is a natural stage in the development of computer-assisted linguodidactics. In modern conditions, the main problem remains the creation of a full set of organizational-pedagogical conditions that would correspond to the specifics of the technological environment of a particular higher education institution.

It has been determined that the development of independent learning activity skills is becoming a priority of modern education, and the use of ICT is an indispensable tool for managing this process. The effectiveness of learning in the information format depends on re-evaluating the role of the instructor: they are transformed from a transmitter of knowledge into a coordinator and moderator whose competence must encompass both mastery of digital tools and the ability to organize interactive student engagement.

This work confirms that the priority in the information format is the innovative use of text as a complex infocommunication technology functioning in the formats of hypertext and cybertext. Further research should be directed toward the development of unified methodologies for forming the ICT competencies of philology instructors, as well as the study of the specifics of constructing individual educational trajectories within the conditions of global cyberspace. Also promising is the development of criteria for assessing the quality of UFL learning based on the student's productive personal activity in the electronic educational environment.

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