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Editor

Komarytskyy M.L.

Ph.D. in Economics, Associate Professor

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PEDAGOGICAL SCIENCES

УДК 81.004

DIGITAL TECHNOLOGIES IN TEACHING UFL (UKRAINIAN AS A FOREIGN LANGUAGE): TEXT, HYPERTEXT, CYBERTEXT

Dragan Oksana Anatolyivna

Senior lecturer

Simon Kuznets Kharkiv National University of Economics,
Kharkiv, Ukraine

Abstract: Based on the evolution of digital technologies, the paper analyzes the dynamics of the concepts of "text," "hypertext," and "cybertext." Methodological directions for integrating digital tools into the teaching methodology of Ukrainian as a Foreign Language (UFL) are explored. Various forms of pedagogical organization of internet resources as a fundamental educational space are identified. The innovative use of text as an info-communication technology is substantiated, where the key role is played by the instructor, who transforms an image into content, purpose, and a means of educational communication.

Keywords: text, hypertext, cybertext, computer linguodidactics, Ukrainian as a Foreign Language (UFL), info-communication technologies, virtual educational environment, pedagogical design.

Problem Statement. The rapid development of information technologies is driving their active integration into the educational process, particularly in the teaching of Ukrainian as a Foreign Language (hereinafter referred to as UFL). Digital tools allow for the effective simulation of a target-language environment, increasing student motivation and intensifying the development of their communicative competence.

However, there is a contradiction between the objective need for e-learning

resources and the limited effectiveness of ready-made commercial products. Researchers (e.g., Ye. N. Morze, N. Kh. Rozov, A. Yu. Uvarov, et al.) point to a number of their shortcomings: "averaged" content, a lack of individualized approaches, difficulty in analyzing information, and a violation of the principle of logical sequencing. Consequently, instructors are forced to adapt existing resources to the specifics of their disciplines manually.

Since the level of ICT competence among educators and limited access to professional programming support complicate the creation of complex software products, there is a need for more accessible tools. In our view, an effective and simple solution to this problem is the use of hypertext and cybertext technologies.

Analysis of Recent Research. The methodology for the design, creation, and practical application of e-learning resources is attracting increasing attention from both domestic and foreign researchers. The theoretical framework for our study is based on works concerning:

- The development and application of e-learning resources to improve the quality of the educational process, by O. I. Bashmakov, V. V. Hura, L. Kh. Zaynutdinov, A. S. Polat, Yu. V. Trius, and E. V. Gerasymenko;
- Defining the specific features of hypertext information presentation, linguistic characteristics of internet communication, and the hypertext structure of web resources, by E. I. Horoshko, O. M. Baranov, S. N. Vodolad, O. A. Ivanova, O. V. Konstantynova, N. M. Kiyanovska, and V. L. Epstein;
- The specifics of using hypertext in the teaching process across various disciplines, by M. I. Belyaev, A. K. Jalaluddin, A. I. Lyzhin, and A. A. Pak;
- Studies on the language of internet communication, text structure, and its functioning in virtual space, by L. I. Shevchenko, E. A. Kyrychenko, and A. G. Yaruta.

The aim of the study is to examine and characterize the conceptual dynamics of text – specifically text, hypertext, and cybertext – as well as the concept of content, based on the development of modern technologies and their physical evolution. Furthermore, the study aims to present methodological prerequisites that can define

the direction of efforts toward integrating pedagogical and information technologies in the field of teaching Ukrainian as a Foreign Language (UFL).

Presentation of the main material. Learning is fundamentally linked to the formation of mental imagery, making the teacher the primary source and architect of these educational constructs. By serving as a mediator who introduces key concepts through vivid, meaningful representations, the instructor transforms abstract information into accessible learning tools. This process establishes a natural pedagogical regularity: the effective transmission of knowledge relies on the teacher's ability to project clear, evocative imagery, which in turn stimulates the student's own cognitive and emotional engagement with the material. By utilizing internet resources, the instructor creates a synthetic "hyper-image" from multimedia components. Their influence on the student increases, as all sensory channels are engaged and the limitations of the language barrier are overcome by emotional impact: "...music, painting, and video, synthesizing within an image and influencing independently, expand the boundaries of perception and emotional empathy, which has a beneficial effect on learning" [2, p. 57].

Cyber-info-technologies determine the functioning of information in cyberspace and its selection for teaching UFL. Concepts such as the digital electronic information field, the cyber-environment, hyper-images, and cybertexts are becoming significant for teaching methodology. Text, as the primary unit of learning, carries the cultural image of the language. As S. Chemerkin notes: "...a learning text is any fact of foreign language culture that is appropriate for educational communication and possesses a sign function" [4, p. 113]. The researcher also emphasizes: "the most important characteristic of a learning text is the presence of educational, culturological, upbringing, and developmental potential within it" [4, p. 114].

The modern anthropocentric paradigm views language not merely as a means of communication, but as a concentrate of its history and culture – a concept sphere. This requires methodologists to study the textual trinity: linear text, non-linear hypertext, and cybertext as the highest compositional level in the context of global informatization. The dynamics of these concepts reflect the evolution of

communication media, where "text," "hypertext," and "cybertext" manifest themselves as something new in the history of communication means. Therefore, these phenomena are primarily technological, capable of effectively recording and transmitting human thoughts and feelings in a digital format.

Studies on hypertext and its non-linear construction are widely represented in academic literature. Hypertext has come to be defined as a new, modern form of communication technology for the internet environment. Methodologists have conducted research on the use of hypertext as a means of language teaching. However, an understanding of the nature of hypertext reveals a "deficiency of well-thought-out and tested methodologies for its application in learning" [1, p. 5]. Today, this problem remains a topic of numerous studies.

At the same time, new text formats with new properties and capabilities are emerging. One such format is cybertext, which is based on the idea of intertextuality. For instance, L. Shevchenko points out the importance of distinguishing between the concepts of "hypertext" and "cybertext." The term "hypertext" refers to a textual formation with non-linear content. "The idea of intertextuality, the co-presence of several texts within one, is the idea of cybertext" [5, p. 85].

The digital processing of information and its visualization by technical means are based on the principle of fragmentation: the visualization of information by technical means also occurs through distribution into pixels – the smallest elements (fragments) of the visualization surface. Fragmentation is also inherent to language; however, in cyberspace, it acquires a new quality: texts are transformed into "content" – digitized "pure meaning," devoid of staticity. In the cyber-environment, any part of this content can easily be extracted and used separately or, conversely, act as a receptacle for imported content. Therefore, the instructor's task is to select this content and provide it with a coherent didactic form.

In language teaching, the simplest way to work with the network is searching for original materials (text, graphics, video) using keywords. However, it is more effective to organize activities through pre-search and post-search tasks, an example of which is the web-quest: "A web-quest is a scenario for organizing project-based

activities for students on any topic using internet resources." In this process, the instructor designs the pedagogical organization of resource selection, choosing between ready-made solutions and their own developments.

The evolution of content access has progressed from catalogs (Web 1.0) to search engines (Web 2.0). Since modern keyword-based searching is becoming insufficient, there is a need for the personalization of information and the improvement of methods for delivering it to users.

According to the observations of Yu. Trius, modern search engines are gradually shifting from universality toward individuality, where "Web 3.0 implies the total personalization of the network" [3, p. 97]. Instructors gain the opportunity to collect and adapt ready-made content, create professional networks for exchanging experience, and implement learning based on individual trajectories. The continuous development of web technologies is aimed at communication convenience and the effective delivery of learning content, and new developments in cyberspace are currently referred to as "intelligent (Smart) technologies."

This highlights the issue of management and control in distance learning, which, in modern conditions, is ensured by specialized software tools built directly into learning platforms.

An example of an effective environment is the Moodle (Modular Object-Oriented Dynamic Learning Environment) distance learning platform. It is a free learning management system (LMS) focused on the interaction between the instructor and students, which is suitable for both distance courses and supporting face-to-face learning. Moodle contains a full suite of management tools: organization of learning trajectories, testing and assessment, feedback systems, and statistical monitoring of performance.

However, the latest web technologies – blogs, forums, webinars, web-quests, and podcasts – provide greater flexibility and creative freedom. It is precisely these tools that allow one to transcend the rigid constraints of standard distance learning systems, creating additional opportunities for communication between participants in the educational process.

For instance, the primary function of an educational forum is the development of discussion skills in the target language. The instructor manages and monitors the development of the discussion on the forum using IT (synchronously and asynchronously), participating in it personally.

Webinars have become an effective tool for organizing a full cycle of online learning. They can be used as an independent format or as a supplement to learning management systems (such as Moodle), ensuring the cost-effectiveness and convenience of the educational process.

Academic literature highlights the high didactic potential of webinars and other web technologies (wikis, blogs, podcasts, microblogging services). Their key features include: multilingualism, multiculturalism, and multimedia; multi-level and multi-genre content; hypertext structure and the creation of personal user zones; the organization of both synchronous and asynchronous communication; and the automation of information-methodological support and learning control.

These functions significantly enrich students' language practice, contribute to the development of independent work skills, facilitate collaborative learning, and assist in building individual educational trajectories.

All these internet technologies, the linguodidactic application of which has been widely represented in recent literature, allow for direct pedagogical management of learning by the instructor – a process that is not determined by electronic tools and digital information technologies, but rather supported and enabled by them. Substantive work and the educational use of these technologies are defined informationally, that is, within the format of informational learning.

As we noted above, the internet is currently considered an effective educational environment, which, due to its electronic and technological capabilities, ensures the integrity of information and communication activities in virtual space. This unity is realized through: the unification of methods for accessing, exchanging, and transferring information resources; unified tools for user self-identification; standardized forms and methods of interaction with both communication partners and interactive data sources; and access to distributed databases of educational,

methodological, and technical information.

Thus, an informational educational environment is "a set of conditions ensuring unified approaches to the implementation of informational activity and informational interaction when using distributed information resources in the fields of education, science, and culture" [3, p. 151].

Today, creating an effective educational environment can be reduced to the competent application of internet information resources and the communication tools provided by web technologies to solve learning tasks.

Web 2.0 services (social networks, blogs, webinars, etc.) are being actively integrated into the teaching of Ukrainian as a Foreign Language (UFL). However, since these tools were originally created for business communication rather than for education, their direct adaptation to didactic requirements is often complicated.

In contrast, specialized distance learning platforms (Moodle, iSpring, Adobe Connect Pro) were developed specifically for educational purposes. They are comprehensive environments that provide management of learning materials, course creation, and monitoring of student performance. Today, the optimal solution is to combine the capabilities of specialized learning management systems (LMS) with the tools of the latest web technologies.

Another approach to organizing an educational environment is for the instructor to create their own original resource on the Internet. The program codes for such a resource can be obtained from the developers of such systems (Open Source, General Public License). This could be a distance learning system (e.g., Moodle), a personal website (e.g., Drupal), or a private social network (e.g., ELGG).

The set of new tools and potentials provided by web technologies is universal and uniform for all Internet users. However, the informational use of these latest technologies is becoming increasingly personalized (Web 3.0 technologies).

The informational personalization of learning is increasingly being realized through network technologies and social networks. The global trend toward open education is stimulating the development of Massive Open Online Courses (MOOCs) on platforms such as Moodle, Coursera, or Google Course Builder, which are

available for implementation in Ukraine. The digital format of learning is being transformed: materials are becoming accessible not only in book or offline formats but also through internet resources with the capability to be downloaded onto mobile devices.

Based on this, the following methodological prerequisites can be identified:

- use of internet resources: it is methodologically appropriate to utilize digitized content (hypertexts, videos, art collections, historical chronicles) for the development of speech. An important competency for an instructor is the ability to decode this content and integrate it into the student's consciousness;
- the didactic technique of "image creation": the key tool is the formation of an image through which the student extracts adequate learning content from the network;
- role of the instructor: in conditions of digital interaction, the instructor remains the central subject who generates an educational image based on internet data and directs the learning process;
- interactivity: the digital environment provides instantaneous access to online dictionaries and authentic materials, which is unattainable within the framework of traditional forms of learning.

Conclusions and Prospects for Further Research.

Global digital transformation necessitates the integration of information technologies (IT) into the educational paradigm, where digital educational technologies are becoming an integral component of pedagogical tools. In the field of teaching Ukrainian as a Foreign Language (UFL), the study of information functioning in a virtual environment is becoming a key direction of computer linguodidactics.

This work draws attention to the emergence of new concepts and terms for use in computer linguodidactics, including the concept of information format in teaching UFL. Based on the development of natural informatization technologies in their physical evolution, the conceptual dynamics of text – specifically text, hypertext, and cybertext – have been examined and characterized.

It has been established that web technologies provide the technical foundation for solving pedagogical tasks, whereas the generation of meaning and the formation of images remain the exclusive prerogative of the instructor as an active subject of the educational process. In this regard, a priority task for the instructor is the continuous updating of ICT competencies, which allow for the effective transformation of selected content into a coherent educational image.

A promising methodological approach to integrating pedagogical and information technologies is working with text as the primary unit of learning in its modern trinity: text – hypertext – cybertext. Further research should be focused on developing methodologies for the innovative use of text as an info-communication technology, where the human acts as the chief moderator of the processes of generation, management, and control of educational communication.

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