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**SPECIFICS OF DISTANCE EDUCATION  
IN HIGH SCHOOL OF XXI CENTURY  
(ON THE MATERIAL OF THE DISTANCE COURSE  
«THEORY AND PRACTICE OF TRANSLATION»)**

*У статті окреслено переваги та недоліки дистанційного навчання наприкінці XX ст. – на поч. XXI ст. у вітчизняних і закордонних дослідженнях. Схарактеризовано основні положення законодавчої бази дистанційного навчання у вищій школі. Опрацьовано основні етапи створення дистанційного курсу «Теорія і практика перекладу» (освітньо-професійна програма «Прикладна лінгвістика Applied Linguistics» першого (бакалаврського) рівня (галузь знань 03 Гуманітарні науки, спеціальність 035 Філологія, спеціалізація 035.10 Прикладна лінгвістика)) на платформі Moodle.*

**Ключові слова:** дистанційне навчання, дистанційний курс, освітній компонент, освітня програма «Прикладна лінгвістика Applied Linguistics», Moodle.

Distance education technologies are positioned as a natural stage in the evolution of the traditional education system from a regular audience to a virtual one (Гринчак, Давлетханова, Длугоборська, Кислиця 2019; Кухаренко, Бондаренко 2020; Ставицька 2014). Improving the educational process in higher education institutions is impossible without the use of complex computer software solutions, so called learning management systems («Впровадження дистанційних технологій» 2015: 32, 47, 54). Such solutions are designed to create e-learning content, to manage the learning, administer the learning resources, track the progress of learning activities and to evaluate its results. The Moodle software package is provided with a significant number of software modules that enable the high-quality organization of the educational process in high school through the creation of distance education courses.

The topicality of the work is due to the need of creation of a distance course (DC) «Theory and Practice of Translation» for higher education seekers of specialty 035 «Philology» (educational program «Applied Linguistics») with a thorough analysis of its functional purpose in the educational process.

The purpose of the article: to determine the features of distance education in general and the educational environment Moodle in particular in high school with reliance on the distance course «Theory and Practice of Translation». Successful implementation of the goal involves solving the following tasks: 1) to outline the advantages and disadvantages of distance education in the late twentieth century and early twenty-first century in domestic and foreign studies; 2) describe the main provisions of the legal framework for distance education in high school; 3) to work out the main stages of the creation of the DC «Theory and Practice of Translation» on the Moodle platform with its obligatory testing.

The object of research is distance education in high school, the subject is the DC «Theory and Practice of Translation» on the Moodle platform.

The source base is established by the Moodle software package and the educational-professional program «Applied Linguistics» of the first (bachelor's) level (field of knowledge 03 Humanities, specialty 035 Philology, specialization 035.10 Applied Linguistics) of Vasyl' Stus Donetsk National University.

**1. Distance Education: Advantages and Disadvantages.** In foreign scientific circles at the end of the twentieth century, the theoretical foundations of distance education were discussed (A. Klark, D. Kyhan, U. Makyntosh, M. Moore, O. Peters, D. Stiuart, M. Tompson, etc.) with the actualization of the following features: 1) spatial and temporal separation of the teacher and students; planning and structuring of the course by the educational institution (Holmberg 1994); 2) separation of the teaching and learning process; the use of technical means; the possibility of two-way communication (Moore 1996: 664)).

O. Peters positions distance education as an «industrialized form of education» based on productivity, division of labor, and mass production. The scientist focuses on the special role of the teacher in distance education and determines the characteristics of the relationship between the teacher and students in the distance education system. These relations: a) are controlled by technological rules (not social norms); b) are supported using non-emotional language (not live speech); c) based on the limited ability to analyze and guide the needs of students (in the absence of personal communication); d) allow you to achieve the set goal through productive work (not through personal interaction) (Peters 1973: 295).

G. Kurytsyna names such characteristics of the distance education: flexibility, modularity, parallelism, long-range action, asynchrony, coverage («mass character»), profitability, new information technologies, sociality, internationality. The researcher warns: «at the same time, DE [distance education] makes certain requirements, both to the teacher and to the student, in no way facilitating, and sometimes increasing the labor costs of both» (Курицына 2016: 43).

N. Machynska and M. Nahirniak include to the features of distance education in high school flexibility (students work at a convenient time for themselves in a convenient place and convenient pace); modularity (discipline or some disciplines that are mastered by students, create a holistic view of a particular subject area); parallelism (a combination of the main professional activity with training or simultaneous training in two institutions of high school); remoteness (distance to the educational institution is not an obstacle to an effective educational process); asynchrony (implementation of training on a convenient schedule for teachers and students); mass (number of participants is not a critical parameter); profitability (economic efficiency) (Мачинська, Нагірняк 2009: 95).

The basis of distance education, according to L. Lishchynska, are distance courses, which are determined by the following positive dynamic indicators: *flexibility* (allow the release of educational material in a particular discipline, taking into account the training and the abilities of students); *relevance* (possibility of introduction of the newest innovative pedagogical, psychological, methodical developments); *convenience* (possibility of training at a convenient time without separation from the main work, absence of temporal restrictions for mastering of educational material); *modularity*

(division of material into separate functionally-completed topics, which are studied as they are mastered and correspond to the abilities of an individual student or group); *cost-effectiveness* (more efficient use of training facilities, easier adjustment of e-learning materials and access to them); *rationality* (the possibility of simultaneous use of a significant amount of educational information by a large number of applicants for high school); *interactivity* (active online communication between students of the group and the teacher, which significantly increases the motivation to learn, improves the assimilation of educational material); *diagnostics* (greater opportunities to control the quality of education, which include discussions, online chats, forums, the use of self-control, the absence of psychological barriers to communication); *geographical infinity* (lack of geographical boundaries for higher education; the ability to study different courses in different educational institutions around the world) (Ліщинська 2017: 56–57).

The most popular distance education systems include the Moodle platform, as it is the most advanced system for this purpose. Moodle is an open-source distance education environment that combines a wealth of functionality, reliability, and ease of use and is designed to create quality distance education courses. Moodle is distributed in open source, which makes it possible to take into account the specifics of each educational project, in particular: to integrate with other information systems; add new services, support functions, or reports; install ready-made or develop completely new additional modules (quoted in (Бодненко 2015: 47)). The main advantages of Moodle («Впровадження дистанційних технологій» 2015: 29) are called: *free distribution* (possibility of use without the attraction of additional financial expenses); *multiplatform* (works without modifications on popular operating systems – Unix, Linux, Solaris, Windows); *modularity* (designed as a set of modules and allows you to flexibly add or remove elements at different levels); *ease of operation* (has a simple, efficient, compatible for different browsers web-interface).

After analyzing the possibilities of using the Moodle remote system in the educational process, the following advantages for the teacher are identified:

- a) to design in a structured form the educational and methodological support of the discipline;
- b) determine the deadlines for tasks;
- c) to organize communicative interaction of subjects of study;
- d) use a convenient tool for accounting and control of students' work;
- e) use audio and video materials to organize the learning process;
- f) use a wide range of opportunities to change, expand, supplement, and adjust the teaching materials of the discipline;
- g) use tests to control and self-control students' knowledge using different types of tasks.

For higher education students, the Moodle system provides the opportunity to use («Впровадження дистанційних технологій» 2015: 29):

- a) logically structured and complete educational and methodical material that improves the conditions for an independent threat to the discipline;
- b) means of self-control of educational achievements;
- c) means of performing tasks for better memorization of professionally oriented vocabulary;

- d) expanded Internet resources;
- e) remote mastering of educational material.

The disadvantages of distance education are *the lack of face-to-face communication* between teacher and higher education seeker, which hinders the process of emotional perception of educational information, its awareness, and, most importantly – unambiguity and correct understanding of the content; *dependence* of learning outcomes on the level of *self-organization and discipline* of the applicant; *dependence* of participants in the educational process on the state of *technical access to the Internet* («Впровадження дистанційних технологій» 2015: 23).

So, features of distance education are summarized in Table 1.

Table 1 – Advantages and Disadvantages of Distance Education

Advantages of distance education		Disadvantages of distance education
Flexibility	Modularity	Lack of face-to-face communication
Parallelism	Asynchrony	Dependence on the level of self-organization and discipline
Long-range action (or geographical infinity)	Profitability (or economic efficiency)	Dependence on the state of technical access to the Internet
Coverage (mass character)	Internationality	
Sociality	Relevance	
New information technologies	Convenience	
Rationality	Diagnostics	
Interactivity		

**2. Distance Education: Legal Framework.** Higher education institutions are gradually changing the principles of the organization of the educational process, creating the conditions for realization of flexible, individualized learning, implemented in a virtual information and educational environment. Possibility of organizing such an educational process is normatively spelled out in the Law «Provisions for distance learning» (Положення про дистанційне навчання 2004).

According to this Provision, distance learning is «an individualized process of acquiring knowledge, skills, abilities and ways of human cognitive activity, which occurs mainly through the indirect interaction of distant participants in the learning process in a specialized environment that operates on the basis of modern psychological-pedagogical and information-communications technologies» (item 1.2).

In the Provision the purpose is defined and the objectives of distance learning are formulated: 1) the purpose is «providing of educational services through the use of modern information and communication technologies at certain educational or education-qualificational levels in accordance with state educational standards; according to the programs of preparation of citizens for admission to educational institutions, training of foreigners and advanced training of employees» (item 1.4); 2) the task is to enable enabling citizens to exercise their constitutional right to get education and professional qualification, further training regardless of sex, race, nationality, social or property status, gender and nature of occupation, philosophical beliefs, membership of parties, religion, denomination, state of health, place of residence in accordance with their abilities (item 1.5).

System technical support of distance learning includes (item 5.3):

a) hardware (personal computers, network equipment, uninterruptible power supplies, servers, video conferencing equipment, etc.);

b) information and communication support with bandwidth of channels, which provides all subjects of distance learning of the educational institution with round-the-clock access to web resources and web services for the implementation of the educational process in synchronous and asynchronous modes;

c) general and special purpose software, which must be licensed or based on open-source software;

d) web resources of educational disciplines (programs), necessary for providing distance learning, may contain: methodical recommendations on their use, sequence of tasks, features of control, etc.; curriculum planning documents (educational programs, educational-thematic plans, schedules); video and audio recordings of lectures, seminars, etc.; multimedia lecture materials; terminological dictionaries; practical tasks with methodical recommendations for their implementation; virtual laboratory works with methodical recommendations for their implementation; virtual simulators with methodical recommendations for their use; test task packs for control measures, testing with automated verification of results, testing with verification by the teacher; business games with methodical recommendations for their use; electronic libraries or links to them; bibliographies; a distance course that combines the above web resources of the discipline (program) into a single pedagogical idea; other educational resources.

**3. Algorithm of Processing of the Distance Course «Theory and Practice of Translation» on the Platform Moodle.** Development of the DC «Theory and Practice of Translation» on the Moodle platform after determining the benefits of distance learning and familiarity with the Moodle learning management system involves: designing the DC; ordering and installing of DC; information resources of the DC; DC testing; communication capabilities of the DC; the practice of using DC. The main stages of the algorithm for creating the DC «Theory and Practice of Translation» are: 1) preparation of an electronic version of educational and teaching materials of the educational component «Theory and Practice of Translation», aimed at the successful implementation of its purpose and the formation of competencies and program learning outcomes; 2) obtaining the role of «author of the course»; 3) structuring an empty course that meets the requirements for a distance learning course; 4) filling the course with prepared materials in accordance with the structure and content; 5) testing.

Consider each of these steps in detail.

*Stage 1. Preparation of an electronic version of educational and teaching materials of the educational component «Theory and Practice of Translation», aimed at the successful implementation of its purpose and the formation of competencies and program learning outcomes.*

Educational component «Theory and Practice of Translation» aims to know the general theoretical and methodological issues of translation, the means of adequate translation of units of different language levels.

The study of the discipline involves the formation and development of by higher education applicants of the following competencies and program learning outcomes:

a) general competence: the ability to search, process and analyze information from various sources; ability to identify, ability to pose and solve problems; ability to communicate in a foreign language in professional activities, to study professional literature in a foreign language; ability to use knowledge in practical situations; conscious respect for cultural diversity;

b) special (professional, subject) competencies: management of methods of analysis, description, classification of language units and processes; the possibility of using computer technology to study language phenomena; ability to carry out formalized analysis of language material; comparative analysis of linguistic phenomena in different languages;

c) program learning outcomes: to plan and conduct research in linguistics and information technology at the appropriate level; use linguistic knowledge to connect professional tasks; use information technology to address standard issues of professional activity; analyze language units, determine their interaction and characterize language phenomena and processes that determine them; perform linguistic analysis of texts of different styles and genres; work with information (obtain the necessary information from various sources, critically analyze and interpret it, organize, classify and systematize); analyze information about components, understand their relationship and organizational structure, see mistakes and flaws in the logic of reasoning, the difference between facts and consequences, assess the significance of data; create a linguistic algorithm for solving the research tasks; use a foreign language to organize effective intercultural communication; use the studied languages, orally and in writing, in different genres and styles and registration of communication, to solve communicative tasks in different areas of life; collect, analyze, systematize and interpret linguistic facts, translate texts of different styles and genres; to create oral and written texts of different genres and styles in state and foreign languages; know the system of languages being studied; know the norms of literary language.

*Stage 2. Obtaining the role of «author of the course».*

*Stage 3. Structuring an empty course that meets the requirements for a distance learning course.* The main components of DC «Theory and Practice of Translation» on the Moodle platform arise (Fig. 1):

1. Curriculum Planning.
  - 1.1 Curriculum Work Program.
  - 1.2 Syllabus.
2. Academic Program: 5 semester.
  - 2.1 Content Module 1.
  - 2.2 Content Module 2.
3. Materials for the Final Control.
  - 3.1 Questions for the Examination.
  - 3.2 Sample of the Examination Ticket.
4. Self-learning Materials.
  - 4.1 Literature for Notes.
  - 4.2 Texts for Translation.
5. Terminology Dictionary.

6. Test Tasks.

7. News.



Fig. 1. Main Page DC «Theory and Practice of Translation»

Stage 4. Filling the course with prepared materials in accordance with the structure and content.

The component «Curriculum Planning» contains the working program and syllabus educational component «Theory and Practice of Translation» (Fig. 2).

## 1. Планування навчального процесу

-  1.1 Робоча програма ОК «Теорія і практика перекладу»
-  1.2 Силабус ОК «Теорія і практика перекладу»

Fig. 2. Filling of the module «Curriculum planning»

The component «Academic program: 5 semester» contains two content modules:

1. Content module «Theoretical Bases of Translation Competence of a Philologist» (topics «Translation Competence as a Component of Professional Competence of Philologist» (Fig. 3), «Structure of Translation Competence of a Philologist»). The lecture material of the module is available in English;

2. Content module «Translation Theory as a Scientific Discipline» (topics «Translation as Science: History of Formation», «Ukrainian School of Translation Studies», «General Questions of Translation», «Types of Translation and Adequacy of Translation», «Concept of Translation», «Translation at Different Levels of Language», «Non-Equivalent Vocabulary and Means of its Translation»).

The topic «Translation as Science: History of Formation» contains presentations «Translation in Antiquity», «Translation of the Medieval Ages», «Renaissance Translation», «Translation of the Age of Baroque», «Translation of Classicism and English».

tenment», «Translation of the Age of Romanticism», «Translation of the Age of Critical Realism».



Fig. 3. Filling of Content Module 1

The topic «Ukrainian School of Translation Studies» contains the presentations «M. Rylsky», «V. Koptilov», «M. Lukash», «V. Mysyck», «R. Zorivchak», «T. Kyiak», «V. Karaban», «O. Cherednychenko», «A. Naumenko», «V. Demetska», «O. Oguj» (Fig. 4).

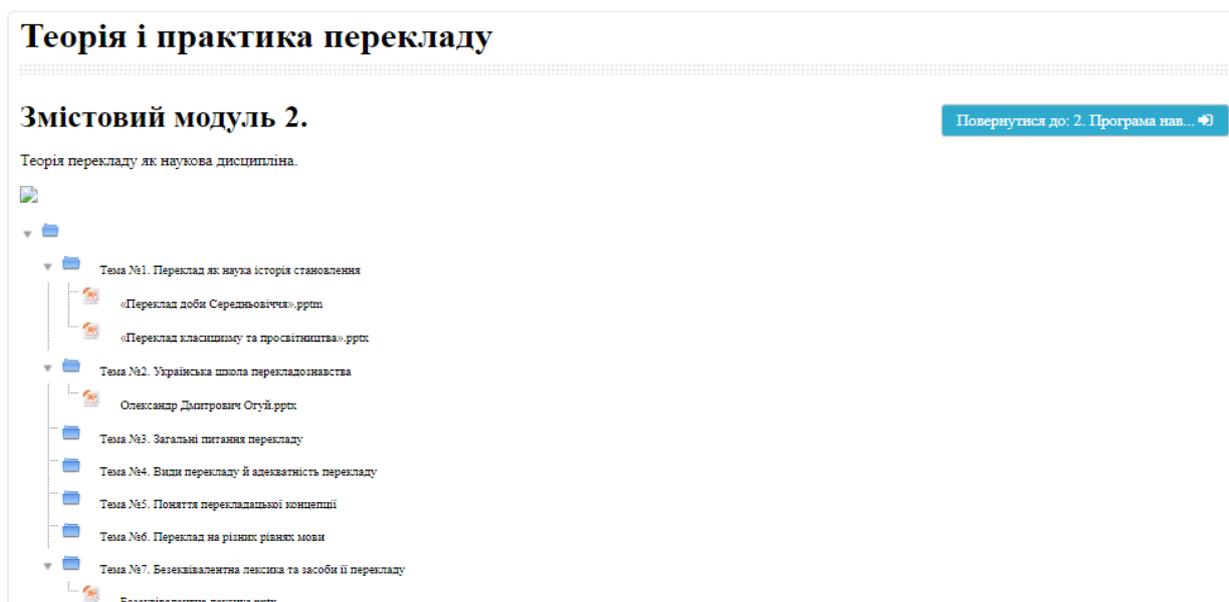


Fig. 4. Filling of Content Module 2

The component «Materials for the Final Control» (Fig. 5) forms a list of questions to the examination and a sample of the examination ticket.

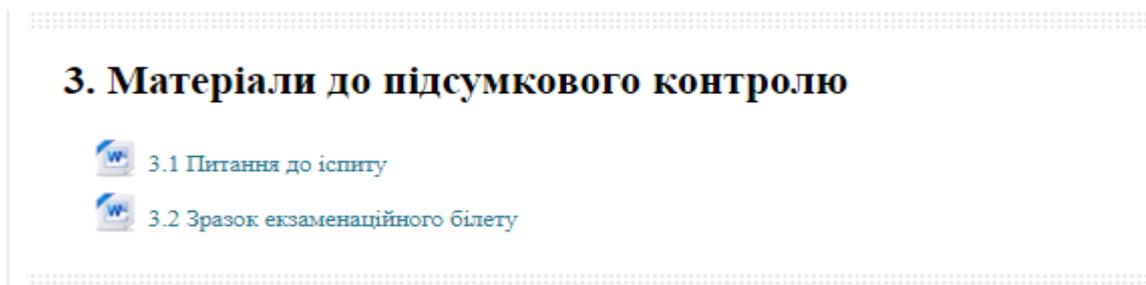


Fig. 5. Filling the module «Materials for the Final Control»

The component «Self-learning materials» (Fig. 6) contains literature for summaries, texts for translation (texts «Commencement Address at Harvard University by J. K. Rowling», «Charlie Chaplin on his 70-th birthday: As I Began to Love Myself»), samples of translations of «Zapovit» by Taras Shevchenko.

#### 4. Матеріали до самостійної роботи

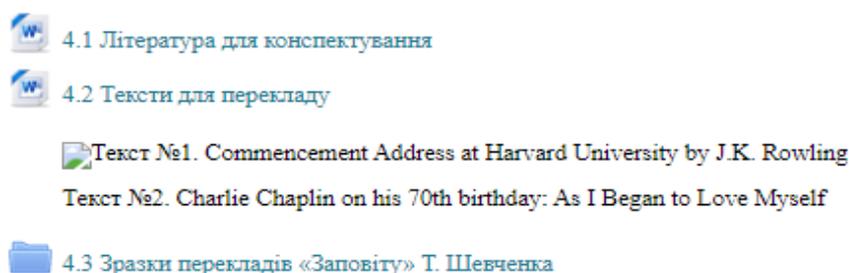


Fig. 6. Filling the module «Self-learning materials»

##### Stage 5. Testing.

In order to determine the effectiveness of the DC «Theory and Practice of Translation» on the Moodle platform there was conducted DC testing and questionnaires for applicants for higher education (30 people) who have already taken the relevant course. Students were invited to share their views on the relevance of DC, its advantages and disadvantages, suggestions for its improvement, etc.

The results confirm the efficiency and effectiveness of using the educational environment of the Moodle system to organize the work of higher education students during the teaching of educational component «Theory and Practice of Translation», as no special training is required to use this system. The main advantages named by higher education seekers are: a) the opportunity to study at any time convenient for them, that means to independently plan the time, place and duration of classes; b) a clear structure of the DC; c) effective implementation of communication with the teacher. At the same time, the following difficulties are highlighted: the lack of «live» communication, as well as the impossibility of getting an instant answer to a question of interest and advice from a teacher; lack of constant control by the teacher (control is positioned as a powerful incentive); technical aspects of the issue.

Applicants for higher education are convinced that the DC «Theory and Practice of Translation» on the Moodle platform allows to make education high qualitative, competitive, most effective and complete, as well as to make the study of educational component «Theory and Practice of Translation» as accessible as (it is) possible to a wide audience.

**4. Conclusions.** Specialists refer to the main characteristics of distance learning in the late twentieth century: separation in time and space of the teaching and learning process; participation of the educational institution in the planning and preparation of teaching materials; use of technical means by students; providing two-way communication; the possibility of holding periodic seminars / consultations; participation in the most industrialized form of education. In the twenty-first century, scientists name

among the advantages of distance learning: flexibility, modularity, parallelism, long-range action, asynchrony, coverage («mass character»), profitability, new information technologies, sociality, internationality. At the same time, the basis of the educational process is the purposeful and controlled intensive independent work of the applicant for higher education.

Distance learning in general and the educational environment of Moodle in particular make it possible to ensure a quality educational process and represent a set of educational-methodological, informational, technological and administrative-organizational components interconnected.

Significant advantages of the Moodle software package for the teacher are the relative ease of creating and entering in the system the necessary teaching materials, convenient control system for remote verification of completed tasks, the ability to quickly adjust the learning process and systematically improve improvement of the distance course.

DC «Theory and Practice of Translation» meets all the basic requirements for traditional forms of organization of the educational process. These requirements are transformed and adapted to the specifics of electronic means of communication. DC is determined by didactic properties, that allows to successfully implement the purpose of the educational component and to form competencies and program learning results. Testing of the completed course shows that working with the DC «Theory and Practice of Translation» on the Moodle platform can significantly increase the efficiency of work with higher education seekers. The questionnaire of the students made it possible to establish that DC «Theory and Practice of Translation» allows to build its strategy for studying the discipline of each higher education seeker and contributes not only to the acquisition of knowledge, skills, but also to the formation of a certain structure of personal qualities.

We see the prospect of further work in improving the DC «Theory and Practice of Translation» in order to be widely used for applicants for higher education, who study on an individual schedule.

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### **SPECIFICS OF DISTANCE EDUCATION IN HIGH SCHOOL OF XXI CENTURY (ON THE MATERIAL OF THE DISTANCE COURSE «THEORY AND PRACTICE OF TRANSLATION»)**

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#### **Abstract**

**Background:** Distance education technologies are positioned as a natural stage in the evolution of the traditional education system from a regular audience to a virtual one. Improving the educational process in higher education institutions is impossible without the use of complex computer software solutions, so called learning management systems.

**Purpose:** To determine the features of distance education in general and the educational environment Moodle in particular in high school with reliance on the distance course «Theory and Practice of Translation». Successful implementation of the goal involves solving the following tasks: 1) to outline the advantages and disadvantages of distance education in the late twentieth century and early twenty-first century in domestic and foreign studies; 2) describe the main provisions of the legal framework for distance education in high school; 3) to work out the main stages of the creation of the distance course (DC) «Theory and Practice of Translation» on the Moodle platform with its obligatory testing.

**Results:** The main stages of the algorithm for creating the DC «Theory and Practice of Translation» are: 1) preparation of an electronic version of educational and teaching materials of the educational component «Theory and Practice of Translation», aimed at the successful implementation of its purpose and the formation of competencies and program learning outcomes; 2) obtaining the role of «author of the course»; 3) structuring an empty course that meets the requirements for a distance learning course; 4) filling the course with prepared materials in accordance with the structure and content; 5) testing.

**Discussion:** Distance learning in general and the educational environment of Moodle in particular make it possible to ensure a quality educational process and represent a set of educational-methodological, informational, technological and administrative-organizational components interconnected.

DC «Theory and Practice of Translation» meets all the basic requirements for traditional forms of organization of the educational process. These requirements are transformed and adapted to the specifics of electronic means of communication. DC is determined by didactic properties, that allows to successfully implement the purpose of the educational component and to form competencies and program learning results. Testing of the completed course shows that working with the DC «Theory and Practice of Translation» on the Moodle platform can significantly increase the efficiency of work with higher education seekers. The questionnaire of the students made it possible to establish that

DC «Theory and Practice of Translation» allows to build its strategy for studying the discipline of each higher education seeker and contributes not only to the acquisition of knowledge, skills, but also to the formation of a certain structure of personal qualities.

We see the prospect of further work in improving the DC «Theory and Practice of Translation» in order to be widely used for applicants for higher education, who study on an individual schedule.

**Keywords:** distance learning, distance course, educational component, educational program «Applied Linguistics», Moodle.

**Vitae**

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