

Pedagogical sciences



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**THE POSSIBILITIES OF USING THE INFORMATION
TECHNOLOGIES IN TEACHING A FOREIGN
LANGUAGE AS A COMPONENT OF THE
CULTUROLOGICAL TRAINING OF CADETS
AT THE UNIVERSITIES OF THE MINISTRY
OF INTERNAL AFFAIRS OF UKRAINE**

INTRODUCTION

The modern national educational system which has successively implemented the best traditions of the world experience on the basis of the priority of the universal valuables, synthesis of the environmental friendliness and humanity, continuous generally available education of a free personality, anthropocentricity, and harmonious development is called to provide a high educational level of the population of the country, which can determine a worthy place for Ukraine in the world community.

The last years of the 20th century and the beginning of the 21st century are marked by the essential changes in the socio-economic development of Ukraine, particularly in the educational sphere. The international connections of our country have increased considerably, its authority in the world and European space has strengthened, the intercultural relationships with the representatives of other states and their striving to establish the contacts and interaction, mutual respect, mutual understanding and mutual benefit acquire great significance. All this has become the precondition for the great transformational processes that are taking place in Ukrainian education.

The modernization of the system of education in Ukraine increasingly correlates with the processes taking place in Europe. The united Europe today

is a great multicultural society, where the Europeans develop their ability to communicate with each other by means of the better command of the modern European languages. The new national and global realities need education which is qualitatively modernized, and education, in its turn, needs the new technologies, ideas, approaches, and great capital investments. The educational branch in Ukraine, which has chosen the way of the cardinal reforms, entry into the European educational space, improvement of the quality of education needs to coordinate all its components with the general world norms that meet the best world standards. The modern society, and labor market that develops quickly need all the above mentioned; the new requirements to the countries that form their own democracies are made, the citizens aspire it on the way of the growth of well-being and the general human development¹.

Reforming higher education in Ukraine provides the qualitatively different level of a personality and professional development of the future specialist at a university. The urgent problem of professional education determines the conditions that guarantee the efficient professional training, particularly of the future specialists of the organs of internal affairs of Ukraine in the process of the realization of the reorganization and modernization of the system of higher education. The orientation of the higher school towards the quality increase and the improvement of the professional training of the specialists needs the search for the new methods and techniques of education and their implementation into the educational process. The training of the future law enforcement practitioners in Ukraine is a very important component of the state activity concerning education, corresponding condition of law and order, public tranquility, defense of the rights, freedoms and legal interests of the citizens. The professional training of the police officers in Ukraine is one of the main sources of forming the qualitative corps of the law enforcement practitioners and one of the most important branches of the public relations.

The transition to the new technologies of education, oriented not to the priority of knowledge and up-bringing, but to the cultural appropriateness, variability, subjectivity, individual creative, personally centered forms and methods of the professional training and up-bringing is carried out with the change of the educational paradigms at the higher school. The new system of

1 Овчарук, О. Якість освіти: світовий контекст. Кращі науково-педагогічні працівники вищих навчальних закладів України. К.: Вид-во «Болгов Медіа Центр», 2006. Вип. 3. С. 102.

the valuables and ideas of education appears and is widely discussed in the world educational process today, the concept of a personality, which is based on the ideas of the conformity to nature and cultural self-identification, and on the individual development is revived². The systems of education in any country are specified for promoting the realization of the main tasks of the socio-economic and cultural development of the society, because school and higher school themselves prepare a person for an active work in the various spheres of the economic, cultural and political life of the society. The issue of using the new effective methods of education, particularly of a foreign language at the establishments of higher education, and forming the active motivation for its learning remain urgent today. In our opinion, the personality oriented technologies, the technology of content-learning, particularly using the method of immersion teaching, the intensive technologies, the essence of which is communicativeness, i.e. training on the basis of communication, the modern information technologies, using the Internet resources, educational computer programs, etc. are among such innovative technologies. For example, the problem of the development of the didactic provision for the computer technologies in teaching the foreign languages has not been fully reflected and scientifically analyzed in the works by the national and foreign scholars yet. The topicality of using the new information technologies is dictated, first of all, by the pedagogical needs for raising the efficiency of developing education, particularly, the need to form in the cadets or students the skills of the independent learning activity, the development of the research and creative competences. The national program of the informatization of Ukraine is directed towards solving such main tasks: forming the legal, organizational, scientific and technical, economic, financial, methodical and humanitarian conditions of developing the informatization; using and developing the modern information technologies in the relevant spheres of the public life of Ukraine; forming the system of the national information resources; creating the nationwide network of the information provision of science, education, culture, health protection, etc.; the integration of Ukraine into the world information space³.

2 Оніщенко, І. Г. Гуманітарна освіта в інформаційному суспільстві. Болонський процес: Проблеми модернізації освіти України в контексті Болонського процесу: Матеріали першої Всеукраїнської науково-практичної конференції. К.: Вид-во Європейського ун-ту, 2004. С. 41.

3 Про Національну програму інформатизації. Закон України від 1 грудня 2022 року № 2807-IX. Відомості Верховної Ради. 2023. № 51. Ст. 51.

The new information technologies make it possible to realize the main principles of didactics – clearness, capacity, individualization, consciousness, activity. The information technologies, as the numerous publications testify, help to raise the motivation of mastering a foreign language, and also to improve knowledge, and what is very important under modern conditions, culture of the students and cadets, that is why they may be effectively used in the educational process. The acquisition of the foreign language as one of the components of the culturological training of the cadets at the universities of the system of the Ministry of Internal Affairs of Ukraine creates the great opportunities not only to join world culture, master the universal valuables, but also learn better about one's own native language and national culture. Knowing the foreign language is not enough without having knowledge about the socio-cultural sphere of the life of the native speakers, the ability to decipher the foreign language socio-cultural information. The cultural concept as a complex creation that embodies the subject-imaginative, conceptual and valuable components is the most important category of the linguistic and country studies⁴.

The higher school has a great task to fulfil. It is the further intensification of the processes of teaching and learning the foreign languages in the interests of raising the mobility, more effective international collaboration and simultaneous respect to the personality and cultural differences, better approach to the information, more intensive personal interaction, that help to improve the working relations and deepen the mutual understanding. Under conditions of the lack of time for teaching the foreign language at the non-linguistic faculties, the constant search for the various means and new technologies of training which can optimize and intensify the educational process is taking place. Because the final aim of teaching the foreign language at the universities is forming the skills to freely orient in a foreign language environment, and also to adequately react in different situations, the issues of searching, creating and using the new technologies of education and improving the existing ones is very urgent. The world and national experience testifies that the information technologies have been actively implemented into the educational process. This experience also testifies that the development of

4 Зеленська, О. П. До питання навчання іноземної мови в контексті міжкультурної парадигми. Розум в ХХІ столітті: Матеріали Всеукраїнської науково-практичної конференції (м. Сімферополь, 20 червня 2012 року). Сімферополь: Кримський інститут бізнесу УЕУ, 2012. Т.1. С. 15-20.

the computer technique helped to create the qualitatively new technologies of education, that are efficiently used in teaching the different subjects, including the foreign languages.

The problem of using the new information technologies in the educational process is dealt with in the papers of V. Andruschenko, N. Balyk, Yu. Baturin, A. David, I. Dychkivska, S. Honcharenko, I. Frumin, O. Lyashenko, C. Maclean, N. Morze, Ye. Polat, S. Rakov, P. Ross, N. Viner, R. Williams and others. But the problem is many-faceted and important nowadays taking into consideration the situation in the country and the possibilities of using the highly developed computer technologies. That is why it needs the further investigation and analysis of the usage of these technologies in the real educational process, of the content of the computer educational programs and their implementation into teaching the foreign languages, of the existence of the traditional forms of education and the simultaneous development of the new forms of training which are based on using the computer technologies.

1. The Peculiarities of Organizing the Educational Process at the Universities of the System of the Ministry of Internal Affairs of Ukraine

Speaking about the culturological training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine and teaching them a foreign language which is an integral component of such training using the new information technologies it is necessary to say some words about the peculiarities of the educational process at the universities of such type. The peculiarities of higher education in the system of the Ministry of Internal Affairs of Ukraine is determined, first of all, by the fact that it is departmental education that is an organic link of the state educational system of Ukraine. This system is organized according to the many-level training of the specialists, the generally recognized national educational requirements and international standards. Departmental education is continuous, which synthesizes the modern national and foreign experience and is directed towards training specialists of the world level.

Besides, the organization of the educational process at the universities of the system of the Ministry of Internal Affairs of Ukraine has some specific peculiarities which are caused by the aim and by the content and character

of the cadets and authority activity which are characteristic only of the universities of this type.

The professional training of the future law enforcement officers of Ukraine is the interaction of the general and professional education and it is carried out with the help of the interconnection of the general educational, general legal and special subjects. The main purpose of the universities of the system of the Ministry of Internal Affairs of Ukraine is training the highly qualified specialists, who are professionally oriented towards the activity in the organs of internal affairs. At the same time, being integrated into the national system of education, the departmental educational establishments have some obligations concerning the fulfilment of the certain national educational requirements and standards.

The aim of the professional training determines its tasks. The main tasks of the professional training are: training the qualified specialists of the law enforcement activity, who are able to protect the public order; carrying out the measures fighting against the criminality and protect the legal rights and freedoms of the people, which are provided by the Constitution of Ukraine; learning the legal normative acts, which regulate the activity of the organs of internal affairs and their practical usage during the operative activity; acquiring knowledge, abilities and special skills, necessary for fulfilling the operative tasks and their constant improvement; teaching the officers the means and methods of providing their professional and personal security during carrying out their service, especially in the cases of emergency; strengthening the connections with the community. These tasks also include acquiring general and special knowledge, abilities and skills; forming, developing and correcting professionally important qualities of a personality and preventing the professional deformity; forming and supporting the optimal professional motivation.

The aim and tasks of the professional training of the future law enforcement officers are connected with the existing economic, political and socio-cultural conditions of the society development and their perspectives. They include the social order for relevant knowledge, abilities and skills, for the moral and valuable parameters of a specialist; the need of the society for the educated law enforcement officers; the peculiarities of organizing and carrying out the professional training, determined by reforming higher education in the

country, in particular the departmental one, the transition of the society to the market relations.

The tasks of the professional training of the future law enforcement practitioners can be united into four groups: 1) general; 2) general functional; 3) special functional; 4) organizational⁵.

The general tasks of the professional training of the law enforcement practitioners are connected with forming general knowledge, abilities and skills concerning the legal, economic, political, managerial, socio-humanitarian, moral, ethical, etc. questions which are indirectly connected with the profession of the specialists.

The general functional tasks suppose mastering special knowledge, abilities and skills by the law enforcement practitioners concerning providing personal security of the citizens, protecting their rights and freedoms, legal interests, and realizing them; preventing law-breaking; providing safeguarding the public order; investigating the crimes, searching for the criminals who committed them; participating in giving aid to other people; assisting the state organs, enterprises, institutions, organizations within the limits of one's competence in fulfilling the duties foreseen by law.

The special functional tasks of the professional training include acquiring or improving knowledge, abilities and skills of the future law enforcement practitioners in accordance with the requirements of the professional qualification characteristics of the certain categories of the occupations. For example, the tasks of the special functional training of the law enforcement officers is mastering general and special knowledge, skills and habits regarding the full, qualified and objective investigation of the crimes; consideration of the complaints and information, materials about the crimes; organizing the interaction of the investigators with the organs which carry out the operative and expert activity, inquiring, etc.

The organizational tasks of the professional training of the law enforcement officers include the realization of the unified personnel policy of the Ministry of Internal Affairs of Ukraine; the development of the normative legal base in the sphere of the professional training; the provision of the management and coordination of the system of the professional training, relevant control of their behavior; the fulfillment of the training according with the state educational

5 Музичук, О. М. Сутність професійної підготовки персоналу ОВС. *Форум права*. 2007. № 1. С. 125-130.

standards, professional qualification characteristics and needs of the organs of internal affairs; the creation of the suitable educational material base for the professional training; the provision of the interactivity between the practical organs and educational establishments which carry out the professional training; the preparation of the typical educational plans, curriculums, textbooks, manuals and methodical manuals, didactic materials for education in the system of the professional training; the provision of the realization of the social rights and guarantees of the law enforcement officers during the professional training; the intensification of the international collaboration in the sphere of the professional training with the aim of the exchange of the experience of work.

Thus, the professional training of the future law enforcement practitioners is an organized process of their mastering knowledge, special skills and habits, necessary for the efficient carrying out of their tasks. Its essence is determined by the aim, tasks and principles of its realization.

2. Foreign language as a component of the culturological training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine

During the last years, higher education has become an element of universal culture of a person, and personal culture of a cadet has become one of the important components of professional education. Culture is social knowledge and interactive skills necessary as an addition to knowledge of the language system⁶. The culturological potential of the professional training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine, in our understanding, means carrying out the process of the professional training and development of a personality of a specialist through the prism of the notion 'culture'. This process is realized in a particular culturally appropriate environment that makes it possible for the personality to reveal their individuality, creative potential in all the spheres of the life activity, and also the ability of the cultural self-development and self-determination in the world of cultural valuables.

The culturological approach in the professional training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine means the complex

6 McCarthy, M., Carter, R. Language as discourse: Perspectives of language teaching. Longman. Harlow. 1994. P. 151-152.

of the methodical techniques which provide the analysis of any sphere of the social and psychological life, in particular the sphere of education and pedagogics, through the prism of the system forming culturological notions: culture, cultural examples, norms and valuables, everyday life and mode of life, cultural activity and interests. The culturological character of education is based on the uniqueness of every subject of the educational activity, on the provision of the conditions of its development in the context of the individual approach in the personality-developing system of training that provides the socio-cultural self-development of the personality. The aim of such education of people's culture, and its content is culture as an environment, and the cultural creativity as a means of a person's development in culture.

The new humanitarian paradigm of education that is formed on the basis of the native and foreign experience of the development of science, culture, education, proved by the theory and revised by practical knowledge must meet the needs of the personality, society and state. Among the main ways of achieving this is learning and developing national culture; mastering a language – professional and literary; mastering and reception of the best achievements of world spiritual culture and humanitarian science; acquiring the main means of involvement in world culture and the modern means of scientific communication (mastering a foreign language, computer technologies, Internet, etc.); introducing the effective educational technologies and some others. When concerning mastering the native and foreign languages it is necessary to determine the role, place and importance of the language, language training skills for forming the personality at the higher establishments of education, because linguistic education (not for the philologists) must be directed towards the future professional needs of the cadets, must form a high level of language culture, professional erudition, communicative competence that will enable to support their high professionalism in any sphere of their activity.

Ivan Ohiyenko wrote, that the language is a national feature; culture and the level of consciousness are in the language. The language is the form of the life, cultural and national. The language is the soul of every nationality, its holiness and the highest treasure. The language is the clearest expression of our psychics, it is the first side of our psychic "I". As long as the language lives, the people as a nationality will also live⁷. The language as a social phenomenon

7 Огієнко, І. Наука про рідномовні обов'язки. К.: Вища школа, 2001. 60 с.

belongs to the sphere of spiritual culture, that is why it can be considered one of its components that helps to form the spiritual world of the society and a human, because culture ... is directed towards creating, preserving, distributing and using the spiritual valuables, norms, knowledge and imaginations which are accumulated by the people, and which are kept in their language system; the language also serves not only the sphere of culture, it is also the component of the social sphere, because it is connected with material culture, social relations, production. The language is a product of culture, its very important part, and the condition of the existence of culture, its functioning, forming, developing and preserving⁸.

The language and culture have a complex and mutual relationship. In the opinion of R. Mitchell and F. Myles, the language and culture are not a separate phenomenon, they are mastered together, and each of them provides the support for the development of another⁹. A. Liddicoat, L. Papademetre, A. Scarino, M. Kohler M. also think that the language and culture interact in such a way that culture concerns all the levels of using the language and its structure, i.e. there is no any level of the language that would not depend on culture, for example, in the oral and written genres of the language culture is present in the general structure of the text; in the grammar norms of speech culture is manifested in the statements; in grammar, vocabulary, pronunciation culture is present in the linguistic and paralinguistic structures, etc.¹⁰. Furthermore, the fact that the language expresses, embodies and symbolizes the reality of culture clearly demonstrates that the language and culture are interconnected¹¹. J. Bennett J, M. Bennett M. and W. Allen believe that a person who learns the language without learning culture is at risk to remain completely ignorant¹².

Teaching the foreign language is directed towards forming the individuality of a cadet, and not only mastering by them the ability to speak or read. Today the foreign language is considered more as an integral discipline that essentially contributes to forming the professionally significant habits of the cadets,

8 Зеленська, О. П. Формування духовної культури здобувачів вищої освіти засобами іноземної мови (деякі психологічні передумови). *Наукові перспективи*. 2025. № 5(59). С. 1882.

9 Mitchell, R., Myles, F. *Second Language Learning Theories*. London: Arnold Publication, 2004. 303 p.

10 Liddicoat, A., Papademetre, A. Scarino, M. Kohler. *Report on Intercultural Language Learning*. Canberra: Commonwealth of Australia, Department of EST, 2003. Available at: www.deewr.gov.au

11 Kramsch, C. *Language and Culture*. Oxford: Oxford University Press, 1998. 134 p.

12 Bennett, J., Bennett, M., Allen, W. *Developing Intercultural Competence in the Language Classroom*. In *Culture as the Core: Perspectives in Second Language Learning*. USA: Information Age Publishing, 2003. 571 p.

revealing their creative potential and raising communication culture. The practical purpose of this discipline is in mastering the functions of the foreign language by the cadets, which they should fulfil in the social and personal life. The practical orientation of the training is, first of all, in the social content of the purpose. Besides, the aim of learning the foreign language has also the linguistic, cultural, pedagogical and psychological content. And is the specificity of the phenomenon “foreign language” is in this versatility.

The process of teaching the foreign language is organized in such a way that it should be a model of the process of communication. The classes of the foreign language become the classes of learning to communicate by means of communication, when the cadets learn the techniques of communication, master the speech etiquette, the national cultural specificity of the speech behavior, the strategy and tactics of the dialogue and polylogue speech, learn to solve the communicative tasks, to be the speech partners, develop the abilities to use the elements of the socio-cultural context, relevant for the speech production and perception from the point of view of the native speakers. As a result, they have the possibility to join spiritual culture, the system of the valuables of other nations (customs, rules, norms, social conventions, rituals, social stereotypes, country-study knowledge, etc.). The language expresses the social consciousness of the people, who created it, and reflects in itself all the history of their material and spiritual culture. The language is very closely connected with culture: it grows out of it, develops in it, and expresses it. Such linguistic and cultural knowledge provides the formation of the personality by their entering culture, mastering the language through culture and culture through the language. The world arises through the prism of culture and language of the people who see this world.

The maximum approach to the life realities causes the cadets’ interest, and many iterations make the process of acquiring the material effective. The absence of the excessive information gives the possibility of the unambiguous semantics of the material that makes the process of learning more economic, and this is very important under conditions of the non-linguistic faculty, where the quantity of hours for the lessons of the foreign language is limited.

The ability to analyze the important events that take place in our country and abroad is an integral part of ideological, political, patriotic and moral education of the cadets. And the foreign language has great possibilities in this

aspect. First of all, the content of the educational materials, the themes which are studied during the practical classes and after class activities, for example, the scientific conferences, the foreign language club, etc. help in ideological and political education. The teachers of the foreign languages acquaint the cadets with the spiritual valuables of the nations in other countries. The foreign language in this case is the most important link towards culture of other nations. Not by chance in the special part “Foreign Languages and Civilizations” of the Final Act of the Conference on Security and Co-operation in Europe (Helsinki, 1975) of the governments of 35 states the need to encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international co-operation is stated. The further intensification of co-operation aimed at improving the teaching of the foreign languages through the exchanges of the information and experience; in higher education, a wider choice in the languages offered to language students and greater opportunities for other students to study various foreign languages in the interests of increasing the mobility, more efficient international communication and simultaneous respect to the personality and cultural differences, better access to the information, more intensive personal interaction that makes the working relations better and deepens the mutual understanding are necessary¹³.

Knowledge of society and culture of the community or the countries the language of which is learnt is one of the aspects of knowledge of the world. Alongside, the great attention to socio-cultural knowledge is very important to the person who learns the foreign language especially when the other aspects of knowledge are beyond the former experience of the person who studies or they are spoilt by the stereotypes. The characteristic features of the certain European society and its culture can be linked with, for example, such factors as

- the everyday life;
- the conditions of life;
- the interpersonal relations;
- the valuables, ideals, norms of behavior;
- the body language;

¹³ Conference on Security and Co-operation in Europe Final Act. Helsinki 1975. Retrieved from: osce.org/files/f/documents/5/c/39501.pdf

- the social rules of behavior;
- the ritual behavior¹⁴.

The foreign language is a rich combination of cultural, historical, social and political phenomena, that is why any appeal to it cannot be the simple processing of the rules and norms. Every partial phenomenon of the language should be dealt with in the broad context of history, culture, sociology, psychology, those branches of knowledge that form the worldviews basis of the personality.

The cadets should be absolutely prepared to perceive the differences between cultures of different countries and different nations. That is why the basis for the cadets to get acquainted with the cultural components are the following:

- understanding the linguistic models and models of behavior of both native culture and culture of other people on the more conscious level;
- developing the communicative skills and habits;
- developing intercultural and international understanding;
- awareness of the broader perspective in the perception of the reality;
- planning and conducting the classes to develop the awareness of the potential mistakes that can appear during understanding, treatment, translation and communication.

Learning the foreign language at the universities of the system of the Ministry of Internal Affairs of Ukraine has its own aims:

- forming and developing communicative culture, i.e. language, speech and socio-cultural competence; mastering the norms of intercultural foreign language communication under conditions of formal and informal communication;
- developing culture of foreign language oral and written speech under conditions of formal and informal communication;
- the socio-cultural development, i.e. learning the native language, native culture and the foreign language and culture of other nations, developing the cadets' skills to present their own country and culture under conditions of foreign language intercultural communication;
- forming the cadets' respect to other nations and cultures, readiness to business co-operation, mutual solving of the universal problems;

14 Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання. К.: Ленвіт, 2003. С. 102-103.

- developing the cadets' self-educational potential taking into account the modern multilingual and multicultural world;
- developing the cadets' intellectual and creative abilities in the process of learning the foreign language and culture of other nations.

Thus, the culturological approach to the foreign language training helps to look for and process the socio-cultural information, broadens the personal information space, increases the volume of the professional vocabulary and enriches the picture of the world of the personality, reflects the various models of the human existence, and is the basis of communicative competence. The content of teaching culture must include such spheres of learning: the social identity and social groups; the social interaction; beliefs and behavior; socio-political institutions; socialization and life cycle; national history; national geography; the heritage of national culture; stereotypes and national identity¹⁵.

3. Information technologies in teaching a foreign language and culture at the universities of the Ministry of Internal Affairs of Ukraine

The information and communication technologies, particularly based on the Internet, telecommunicative networks and intellectual computer systems, open before the new generations the new, up till now not existing possibilities of the free dissemination of knowledge and information in the whole world. It testifies to the existence of the global system of knowledge that goes beyond the local, narrow national contexts. Such knowledge unites cultures of different nations, they are characterized by the variety of the sources, are built on the basis of the global information infrastructure and embrace such spheres of the people's activity as science and technique, policy and economy, culture and education. Using the information and communication technologies, Internet-technologies raises the cadets' motivation to master the foreign language, their cognitive activity, broadens the possibilities to approach the unlimited quantity of the authentic information, particularly of the linguistic and ethnographic content, helps to provide the interactivity of training, the creation of the special educational environment, makes the usage of the personally oriented approach, problem and differentiated education possible.

¹⁵ Byram, M. Teaching and learning language and culture. Clevedon: Multilingual Matters Ltd. 1994. P. 51.

The appearance of the principally new as to their technical characteristics information technologies, such as multimedia, hypertext, network, telecommunica-tive ones, opened the new possibilities of teaching the foreign languages.

The foreign language belongs to the group of the educational subjects where the leading component of the content of training is the means of the activity. The specificity of this subject is in the fact that the necessity of the active cognitive and speech activity for every cadet of the group, taking into consideration their possibilities and abilities, is that absolute fact which one has to count choosing the adequate for this specificity methods, forms and means of teaching.

That is why the desire of the authors of the educational complexes, and teachers to use the video and audio materials, films, cartoons, graphic materials, pictures, slides, etc. should be methodically grounded. Such means of teaching solve the task of creating the issues for the discussion, but this discussion must be built taking into account the specificity of teaching the foreign languages.

It is well known that the language and culture of each nation are inseparable, it is not possible to learn the language without learning foreign culture, its acquisition starts from the very first lessons of the foreign language¹⁶. Purposeful learning of foreign culture is a mighty means of raising the efficiency of learning the foreign language, radical raising the level of learning to communicate, because such communication between the people of different nationalities can be achieved only through clear understanding and taking into consideration the socio-cultural factor. Today, the prerogatives of modern education are the social and cultural changes that suppose forming the future specialists' valuable guides, life ideals, understanding and involvement in cultural values that embrace not only the material values which were created during many centuries and the achievements in the branch of culture, but also the moral values, norms of behavior, knowledge of national culture, the acquaintance, recognition and respect to culture of other nations, scientific knowledge, professional culture, etc.

The critical perception of the information and assessment of its accuracy and correctness are directly connected with a person's education, with the level of their up-bringing and their aesthetic feelings. Every person has some kind

16 Kramsch, C. Context and Culture in Language Teaching. Oxford: Oxford University Press, 1993. 295 p.

of a filter, and as Jules Henri Poincaré (a French mathematician, theoretical physicist, engineer, and philosopher of science) said that he has ‘a fine sieve’ which acts on the level of the deep structures of the consciousness, particularly the special aesthetic sensitivity¹⁷, i.e. the ability to perceive harmony and beauty of the obtained information.

Among the modern information technologies the Internet gives the effective possibilities for searching and using the textual, graphic, audio and video information. According to some scholars (Ye. Polat), such possibilities can include the following:

- the teacher can choose some authentic texts for reading at a computer library of the university;
- it is possible to record the audio information of the political and state leaders, interesting presentations of the native speakers on the various topics;
- it is achievable to conduct oral discussion of the electronic letters concerning some projects;
- it is practicable to analyze the quotations of the native speakers that include the phrases, realities, idioms, proverbs, sayings that reflect the specificity of the language and culture of the nation the language of whom is learned;
- it is viable to conduct a discussion regarding some problematic situation;
- it is workable to use the fragments of the fiction by foreign authors which can be got from a virtual library;
- it is a possibility to use the materials of the electronic grammar reference books, dictionaries, country-study materials, materials for the distance courses, etc.

The innovative means of teaching the foreign languages are connected with speeding up the process of finding, selecting, systemizing, interpreting, disseminating and implementing the information, important for solving the urgent problems of the linguistic and didactic theory and practice. Besides, the innovative information technologies also

- help to intensify the educational process;
- make possible the access to a large amount of the new information, which helps to form foreign languages communicative competence;

¹⁷ Poincaré, J. H. *La valeur de la science*. Paris: Flammarion. 1900. 278 p.

- activate the cadets;
- individualize the training;
- the interest of the cadets in the computers increases the motivation for the educational process;
- the cadets are willing to engage in dialogue with a computer, and their general, computer and language culture raises;
- free up a great amount of teacher's time for live communication with the cadets;
- play a role of a certain disciplinary factor;
- allow the cadets to set the most favorable pace and rhythm of the educational activity;
- enable to return to the material as many times as a cadet needs to learn and master the material;
- enable more effective fulfilment of the exercises and tasks;
- a computer does not show the negative emotions if the mistakes are repeated;
- assessing the results of solving the tasks is more objective;
- allow the teacher to analyze the situation in general and pay attention to every cadet individually not distracting others from work;
- enable the self-control and control on the side of the teacher, that is create the feedback;
- make the usage of the computer programs variable at the various stages of training, and also at the various levels of work during the class;
- create the conditions for the independent work, develop the abilities to acquire knowledge and make decisions independently;
- help to develop critical thinking and competences for lifelong training.

There are several main methodical functions which are realized with the help of the computer and computer technologies:

- information – the possibility to store and process a great amount of the information;
- training – working on and consolidation of the educational material;
- control and correction of cadets' knowledge which enables to use the individual and differential approaches;
- communicative – the possibility of communication in the global network of the Internet;

- organizational and stimulating – the cadet's answer is automatically received by the computer and identified, then the answer is analyzed and the computer determines if it is right and the result is memorized.

But using the computers also has its drawbacks, among them the computer abuse, too many colors, and it can influence one's health; the educational computer programs are not always adaptable to the traditional lessons, because they do not comply with the academic program of the discipline, the methodical purposes and didactic principles of teaching. The growth of individualism, the dominance of virtual communication over face-to-face contacts, computer addiction, loneliness in the crowd, alienation, security threats, and electronic fraud can also be named as emerging challenges¹⁸. That is why when using the computer, the teacher must change all the structure of the lesson and its objective. It is necessary to determine the relevant role and place of the computer in the educational process, to specify and determine the main notions, and to implement the methodical and technical aspects.

When planning the lesson using the new information technologies it is necessary to remember about the role of the teacher at the lesson, the role of the cadet, and the role of the computer or any other technical means and how many hours will be spend while preparing for the work with the computer, while working on the computer and on the work with the cadets after using the computer. The task of the teacher concerning the implementation of the modern information technologies is to organize the cognitive activity of the cadets, to teach them to acquire knowledge independently, to navigate freely in it, to use acquired knowledge in practice, to form one's own thought, to use knowledge which was acquired previously as the basis for acquiring new knowledge, to teach how to work with the necessary information creatively and independently, critically analyze the information and to use it for solving the practical tasks. The teachers are practically responsible for the results of teaching, that is why they have the right to make decisions concerning the content and methods of the training activity, selection of the teaching materials, which are used in classes and after classes. The relationship of the computer programs with the general course of teaching the foreign language as to its content, structure and methods which are used for teaching give the possibilities to integrate them into the educational process.

¹⁸ Zaborova, E., Markova, T. New paradigms and challenges of social life in the information and digital era. E3S Web of Conferences 291, 04009 (2021). P. 6.

The multimedia technologies enable to integrate different information carriers: the texts, graphic images, sounds, animation and video fragments. The modern programs for teaching the foreign languages to the cadets satisfy the demands of the communicative approach to teaching the foreign languages in the context of the culturological approach. They allow to model the conditions of the communicative activity, realize them in the various training tasks of the situation character.

Using the multimedia technologies enables to model any language situation, the situation of real communication. The reaction of the cadet is in the concrete action with the help of the computer interface, and the utterance can be this action.

Using the computer programs helps to form speech skills quicker. The joint usage of the various types of presenting the information makes it possible to speed up the process of memorizing, thus realizing the complex approach to teaching the foreign languages – we can simultaneously teach all the types of the speech activity in their interaction.

Multimedia enables to integrate the country-study aspects in the process of teaching and gives the possibilities of deeper acquaintance with the countries, their cultures and national peculiarities, that, without any doubt, develops culturological competence of the cadets at the universities of the Ministry of Internal Affairs of Ukraine.

The usage of the computers during the classes occupies an important place in realizing the individual approach. With the help of the computer programs one can learn the language in the individual tempo and sequence, and it helps to take into account the psychological peculiarities of every cadet.

The efficiency of teaching raises because the cadets obtain the information when they need it, they can return to this information and revise it any time they want and ask the computer to help them (a kind of a clue), so there is feedback.

Multimedia helps to solve the principally different tasks in the process of learning the foreign language: mastering a certain amount of the information about the language, and acquiring the practical linguistic skills in the different types of the speech activity (communicative skills).

It becomes obvious that multimedia is very attractive for the education aims because of its interactivity. If the technical means are used competently, they can serve as the basis for a multimedia interactive textbook which can be rather

effective, for example, when doing the homework, for the independent activity of the cadets, for forming the necessary grammar and lexical habits.

The multimedia technology offers the feeling of the reality, improves the interest and motivation of the students to studying, their participation in the activity of the group¹⁹.

Forming and improving the auditing and reading skills can also be part of the didactic function of this means of teaching. It is only necessary to understand that this is the means for the after classes independent work of the cadets.

Such technologies are supposed to be realized on the basis of the video-computer complex and software which is specially designed for it. The functional purpose of the computer component of such a complex is determined. It should provide forming the so named motor skills of the language acquisition. At the same time, the aim of the video component is:

- providing the visual situation dramatic basis of mastering the foreign language material (model function);
- providing the motivated mastering the foreign language material (motivation function);
- demonstrating the various means of solving the communicative tasks depending on the context of the communicative situation (demonstration function).

Each video fragment is used for solving the concrete linguistic and didactic task and complex of the tasks and can be provided by a detailed working plan. The realization of this plan using the reference and auxiliary didactic material in case of necessity can be realized with the help of the personal computer which allows the purposeful usage of a certain fragment of the video material, which is connected with linguistic and didactic tasks being solves at that time. The same technologies can be effectively used with the aim of self-education.

All the above mentioned is rather topical if to orientate to the level of applying these technologies at the universities. But if to take into consideration the tendencies of the very quick computerization of the country and the computerization of the universities, the role of the multimedia computer programs in education can be more effective. Even the very notion

¹⁹ Цимбал, С. В. Використання сучасних технологій у вивченні іноземних мов. Збірник. Тези доповідей. Використання дистанційних освітніх технологій у викладанні іноземних мов. Київ: Держ. торг.-екон. ун-т, 2022. С. 59.

‘multimedia’ indicates that the components of all means that were used before its appearance and many other things are also used.

The computer programs can be used to teach the various aspects of the foreign language, beginning with the alphabet. With their help it is possible to teach how to read, properly pronounce and write the words, how to listen and speak, and to work on practically any grammar and lexical material. There are programs for work with the explanatory dictionary and textbook pertaining to country-study. The programs of the grammar exercises and tests with the immediate control and assessing are very effective. There are programs that provide the correction of the audio-pronouncing habits, because they give the possibility to record and reproduce one’s own voice for the comparison with the examples. Thus, the positive aspects of using the computer programs embrace their aid in raising the conscious attitude and interest of the cadets in learning the foreign language, the development of their logical thinking and critical attitude towards the educational material, the abilities to analyze and synthesize the information, i.e. assisting in the effectivity increase of the educational process, providing the operative feedback and control over the cadets’ activities, and the possibility to carry out the self-control over fulfilment of the different types of the activities, carrying out the various types of the educational work.

Some scholars cautiously approach the idea of the broader application of the computer programs as a means of the culturological training of the cadets at the universities. They think that such programs can play only an auxiliary role. Sometimes they even deny the expediency of using a computer during the classes, asserting that it can be only used for the independent work after classes. Not denying the central role of a teacher and a textbook in the organization of the educational process, we nevertheless think that the rejection of the feasibility of working with a computer during the classes cannot withstand harsh criticism. There is no doubt that using the electronic materials both for the cadets’ independent work and as a part of the class activity has very favorable perspectives. Using the computer during the classes of the foreign language is not an end in itself, but a rather successful and methodically efficient tool that provides forming, developing and controlling the foreign language skills and habits. It is useless to deny that the computer carries out many types of the activities and is much faster and more accurate than a person. Some teachers

recommend to use the computer technologies and multimedia training programs not during every class, but for example, during introducing the new vocabulary, or during its control. Practically during every class, the cadets do some exercises and have tests, and to check them it is worth to use the computer, which is the main assistant of the teacher in preparing the didactic materials and organizing the after classes activity.

It is quite obvious that the possibilities of using the computer technique is not enough from the view point of those perspectives that they have, particularly the Internet. The young specialists should freely orient in the information space, easily find, process and master the information in the English language. The Internet is the biggest global computer network that connects millions of the consumers in practically all the countries of the world. The easiest usage of the Internet is its being the source of the additional material, the information which constantly changes and expands. The worldwide network, e-mail, letters exchange with other consumers, mailing lists, news groups or telecommunication (Use Net), web-formulae or real time talks or chat, search and transmission of the files between two distant computers, distant control of the computer (Nel Net), search and transmission of the text files with the help of the hyperlink (www) belong to the most important services of the Internet which are useful and necessary for the professional self-improvement of both the teachers and cadets. The execution of, for example, creative tasks of communication of the cadets with the cadets or students from other countries helps to form sociolinguistic competence, because during communication the cadets actively use the language as the means of transmitting their thoughts, feelings, information, etc. The Internet-resources include:

- the programs for individual use;
- the programs for collective use;
- the programs which work in the Off-Line mode;
- the programs which work in the On-Line mode;
- training programs;
- control programs;
- combined programs.

Here are the examples of some sites where one can find the necessary materials. It is, for example, an international scientific and methodological journal concerning the problems of teaching the language using the computer

technologies – Call-EJ Online <http://www.clec.ritsumei.ac.jp/english/callegj-online> and scientific and methodological journal pertaining to using the computer technologies in teaching English – teaching English with technology http://www.iatefl.org.pl/call/ca_lln.htm.

There are many online dictionaries which make mastering the English language easier. For example, Lingvo dictionary can translate the words and phrases into English, Spanish, Italian, German, and French. The Internet is a communicative approach to learning to communicate and develop the skills of the intercultural communication. In the computer communication environment the students appear in the real life situations²⁰.

It is necessary to underline that the content of the educational information in the Internet is realized with the help of the hypertext approach that enables to learn the material in any order, on the different levels of the foreign language acquisition, and the interactive regime, which is an inseparable feature of the Internet, it transforms the process of learning into a joint activity of the cadet and teacher realizing the subject-subject approach and interaction which help to develop the personality, reveal the personal potential of the cadets.

With the help of the Internet it is possible to tackle the various didactic tasks: to form the skills and habits of reading, using the modern materials from the network; to improve the skills and the written speech; to enlarge the vocabulary, forming the sustainable motivation to learning the foreign language. The information system of the Internet provides the various information resources: web-pages of all the newspapers of the world in the foreign languages, country-study sites; encyclopedias, programs and technologies that enable to communicate with the native speakers. Using the resources of the Internet for communicating with the real native speakers makes it possible to share one's impressions, ask many users in different parts of the world topical questions, etc. The method of the educational projects that is realized in the form of creating the joint publications, electronic journals, computer presentations is widely used.

Thanks to the access to the system of the Internet the new perspective creative works, new horizons of communication and personal experience appear. There are some e-mail projects, the aim of which is to broaden

20 Negmatovna, A. D. Improving the pedagogical conditions for the introduction of copyright technologies (on the example of the subject of pedagogy). World Bulletin of Social Sciences, 2021. № 4 (11). P. 22.

knowledge and understanding of the world and people who populate the world. The participation in such a project develops the culturological competence of the cadets particularly effectively, and it is extremely important, because the culturological competence of the future specialists, in our opinion, is a component of their professional competence, professional, theoretical and practical readiness to realize the professional activity under conditions of intercultural communication in the socio-cultural environment.

The exchange of the personal letters by e-mail in the system of interactive communication enables to provide a real dialogue with the partner, check one's written speech, ability to express oneself, to make sure if the partner was correctly understood, to ask for the additional information. Besides, during such communication the positive psychological background is formed. In the project work all the educational process is oriented towards the cadets, and, first of all, their interests, life experience and individual abilities are taken into account. The participation in the e-mail projects strengthens the individual and collective responsibility for the concrete work, because each participant should present the results of their activity. The efficiency of teaching the basis of the culturological training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine during the classes of the foreign language lies in this.

The international telecommunicative projects as the means of the culturological training are unique because they enable to create a real language environment. The international projects which are organized in the network of the Internet concerning any general problem, the solution of which is equally interesting and important to the partners of different countries, create the real language environment. The participants are engaged in reflection, analysis, research, search for, gathering the necessary information, its discussion between themselves and with the partners.

The main thing is that the language realizes here its main function as a means of forming the thoughts. Teaching the foreign language contributes to developing thinking, developing such mental operations, as comparison, analysis and synthesis. Thinking plays in foreign language speech a complex and particular role, and it is quite natural. The native language is for a person a tool and means of thinking, an immediate reality of thought, but it rarely itself serves as an object of thinking. The foreign language, on the contrary, rarely

serves and a tool and means of thinking, but is an important object for thinking in the process of its acquisition, because the process of teaching the foreign language is based on the principle of consciousness²¹. This is the real educational environment, a real immersion not only in the research problem, but also in the very foreign language activity, in culture of other people, because the various possibilities and resources of the Internet – virtual libraries, databases, virtual cafes and museums, different information and educational servers are used during the work on the project.

Communication occupies an essential place in the mode of life. In the past, it was difficult to imagine communication outside direct contacts, today the majority of the citizens of the developed countries prefer virtual communication (via smartphones, social networks, etc.). Definitely, such communication can be assessed in many ways as positive (ease of access, the ability to correct the transmitted information, create the desired image, etc.). However, new challenges arise again: the experience of direct “live” communication is lost, simulacra appear²².

The necessity of live communication with the real partners draws the participants to the opportunities of the e-mail, teleconferences, chat-technologies. The preparation of the joint product of the project demands using the text, graphic editors, different network programs, that enable to use graphics, animation, cartoons, i.e. the multimedia means. The projects become interdisciplinary in such a way. During the realization of the projects the most popular opportunities of the information-communicative technologies are used. They are as follows:

- ✓ the information banks (with the possibility of the revision, printing, note taking, etc.) of the lectures, materials for self-education, texts and tasks, methodical recommendations and manuals;
- ✓ the integrated systems;
- ✓ the software and control complexes;
- ✓ the audio means, video sources and educational television;
- ✓ the information communications.

The MOODLE learning management system has many features that facilitate the process of assessing cadets' knowledge. The knowledge control is carried

21 Зеленська, О. П. Мова як складова системи формування особистості у вищій школі. Вісник Чернігів. нац. пед. ун-ту ім. Т.Г. Шевченка. 2011. Вип. 90 [Серія: Педагогічні науки]. С. 76–79.

22 Baudrillard, J. Simulacra and simulation. Ann Arbor (USA): University of Michigan, Ann Arbor, 2010. 164 p.

out in the system using a separate module that offers many types of the tests. The MyEnglishLab interactive platform is based on an individual approach to learning, the student's independence in completing the assigned tasks for a certain period of time, on the ease of use, organization of learning success in order to achieve the high results and satisfaction from the process²³.

There are such programs for learning English as YouTube (an online platform/supplement for various videos); Twitter (the program of the social network which can become the instrument of the online educational technologies); Skype (it helps to develop the skills necessary not only for the foreign language, but which are connected with the mental operations of analysis, synthesis, abstraction, comparison, verbal and semantic forecasting and anticipation, etc.; the classes through Skype are highly interactive, because a unique educational and cognitive environment is created which can be used for solving the various didactic tasks while learning the foreign language, for example, cognitive, information, cultural).

In the process of teaching it is necessary to discuss the advantages and shortcomings of the various types of the computer technologies, to analyze the proposed variants of the solution and the shortcomings, to project the possible variants of tackling the tasks. In the end not only language competence is formed in the participants of the project, but also cultural competence is developed. The free exchange of the ideas during the individual and group solving of the problem helps to strengthen the interest in joint work. The emotionally favorable atmosphere of training, that is constantly supported by the situation of curiosity orients the cadets towards the optimal creative activity.

Our research testifies to the fact of deepening the tendency to using the means of the culturological training of the cadets at the universities of the Ministry of Internal Affairs of Ukraine in the methods of teaching the foreign languages among which one can mention the following ones:

- the material means (verbal and nonverbal medium of the information);
- the information means (the means of mass information, Internet);
- technical means (video, audio means);
- non-technical means (demonstration aids, handouts).

23 Свиридюк, О., Веремюк, Л. Використання платформи Moodle та онлайн додатка MyEnglishlab в процесі викладання іноземних мов. Збірник наукових праць Уманського державного педагогічного університету. Умань, 2020. Вип. 3. С. 142–151.

Thus, the efficiency of solving the didactic tasks when teaching the foreign language and culture using the information technologies raises and it allows to improve the skills and abilities of reading, auditing, monologue and dialogical utterances, written speech; to increase the vocabulary that reflects a certain stage of the development of culture of the people, social and political society; to master the lexical and grammar material; to expand the cadets' world outlook, to acquaint them with cultural knowledge that embraces the speech etiquette, peculiarities of the language behavior of different nations under conditions of communication, peculiarities of culture, traditions, customs of the foreign countries, i.e. to demonstrate the level of one's culture, social maturity, education and readiness to act in a multicultural environment both in a professional sphere and on the everyday life level.

4. The possibilities of using innovative technologies for independent work of cadets on a foreign language

Taking into consideration the definition and essence of the pedagogical technologies and independent work, it is necessary to analyze the possibilities and efficiency of using some methods of the innovative technologies of education during the after classes independent work of the cadets, to determine the peculiarities of the role of a teacher in the organization of such work, and the cadets in its fulfilment. These issues are not enough investigated theoretically and practically, that is why in the process of the further work on the problem it is necessary to consider not only the planning, organization and material provision of this kind of activity, but also to focus on the system of the intensive methodology, certainly in its optimal connection with the methodology of extensity (the traditional methodology) which cannot be totally ignored.

The new pedagogical technologies (modular rating technology, the technology of the problem and group training, the technology of distance education, etc.) broadly use the new information technologies, the computer technologies. And such information technologies allow to reveal the pedagogical and didactic functions of these methods and realize the potential possibilities which they have²⁴.

24 Zelenska, O. P. The essence of the independent work as an educational activity of the students and cadets (based on the English language). Socio-humanitarian and technological explorations of modern science: collective monograph. Sherman Oaks, California: GS Publishing Services, 2023. P. 136-159.

Before considering the importance and the necessity of the innovative technologies in the connection with the independent work in the process of learning the foreign language and culture it is necessary to define the terms 'independent work' and 'education technology' and the essence of this phenomena in the pedagogical process.

The independent work of the students and cadets at the establishments of higher education on the foreign language can be defined as a form or method of the educational activity with the help of which they acquire knowledge, master the abilities and skills, achieve a practical command the foreign language that gives them the possibility to use it in everyday life communication, professionally oriented communication, business communication and in the scientific work, i.e. the process of the independent acquisition of the foreign language is the process of cognition and it is carried out systematically, helps to develop critical thinking and activation of the mental activity of the students and cadets²⁵.

If the system of education has more or less full depiction, which is in fact the program of efficient education, that helps to achieve the planned final results, we are talking about the 'technology of education' by analogy with the production technologies, because it has many common features with them (the system is divided into the stages, the most optimal techniques and acts for the realization of these stages are chosen, each stage has the material provision, the operative feedback is provided, the correction of the process in the case of need and the assessment of the quality of the results are carried out, the benchmark results are compared with the real results of education, etc.). The well-developed educational technology has among its advantages the easiness of the realization, because all its elements are clearly described and logically connected for mastering the language material, developing the necessary skills and habits, etc. Thus, the education technology is a consistent system of realizing the content of education, i.e. a complex of the forms, methods and means of education, that leads to the achievement of the guaranteed result with the minimal costs of time and strength of the participants of the education process. The characteristic features of the educational (pedagogical) technologies are as follows:

- a clear definition of the goal (applying the norms, introducing the standard, etc.);

25 Зеленська, О. П. Самостійна робота курсантів з іноземної мови у вищих навчальних закладах МВС України. Теоретичні питання культури, освіти та виховання: 36. наук. пр. К.: Вид. центр КНІУ, 2005. Вип. 29. С. 231- 234.

- the process specification through the proposal of the algorithmization of the pedagogical activity (consistency, terms, interrelation of the acts, etc.);
- monitoring the process of getting the output product and the level of its preparation (incoming, current and final control, testing knowledge, skills, habits, qualities of a personality, etc.);
- unambiguous quantitative assessment of the results by means of the rating and other types of testing;
- the constant application of the means of mechanization and automation of the educational process (technical means, computer network, the Internet, etc.)²⁶.

The modern technologies must be based on the certain principles, such as:

- a personality is formed only by a personality (personality oriented technologies); a cadet becomes not only an object, but also a subject of the educational activity; they are considered from the point of view of the individual potential of a personality: their psycho-physical possibilities, intellect, temperament, self-determination, self-consciousness, etc.;
- the participants of the pedagogical process build their relationships on the basis of cooperation, partnership; a teacher, on the one hand, helps the cadets to study, on the other hand, by one's behavior and deeds demonstrates them the realization of those communicative skills which they should form in themselves; the cadets, for their part, choose the speech behavior in which they can freely find the most optimal for them solution;
- a teacher is a person who helps the cadets to join culture, develop their attitude towards it, their position; he (she) is an adviser, consultant, organizer of the independent creative activity of the cadets who takes into account their individual peculiarities; the teacher creates the maximum favorable conditions for self-realization and self-expression of every cadet through the foreign language;
- neither knowledge, nor skills, habits or even the experience of the creative activity guarantees the appropriate quality of education, if they don't reflex, i.e. the inner discussion does not appear, critical thinking of the subject of the activity does not develop, the real independence of a personality, his (her) readiness to an adequate self-assessment that is

26 Невмержицький, О. Педагогічні технології – зваби і загрози. *Вища освіта України*, 2006. № 1. С. 98.

expressed in accordance with his (her) relationship with the people is not formed.

But, no matter what technologies develop, what theoretical basis and practical implementation they have, if a cadet does not learn to make decisions independently, to determine the content of his (her) educational activity and to find the means of its realization, he (she) will not master this or that discipline qualitatively, and even more so the foreign language. That is why the problem of planning, organizing, realizing the independent work of the cadets occupies the first place on the modern stage of the higher education development.

The information technologies are a rich source of the potential educational resources which can be used during the independent work of the cadets. They are connected with the development of the perspective didactic techniques, among them the electronic multitechniques, computers and computer network. They give the limitless possibilities for the independent mastering the foreign language and developing communication. Among the most important types of work which the cadets can carry out independently are:

- ✓ the e-mail;
- ✓ the mailing lists;
- ✓ the electronic bulletin boards;
- ✓ the chats;
- ✓ the Internet;
- ✓ the electronic textbooks, dictionaries, etc.

These techniques give the additional opportunities for realizing all the components of communicative competence as a purpose of learning. The cadets have the possibility to exchange the information, take part in the interesting projects, deal with the authentic situations of communication of the pragmatic and socio-cultural character, look for and realize communication with the native speakers. The educational importance of the Internet is great: the access to any information, international libraries, etc.

Besides using the innovative information technologies, the teachers can propose the cadets some other types of the educational activity, such as the preparation for

- the discussions;
- the educational game projection;
- the role games;

- the seminars;
- the conferences;
- the teleconferences (if there are suitable conditions);
- writing the compositions, taking notes, diary keeping, writing note-assignments, essays, interrogation protocols, filing of applications, describing the crime scenes, etc.

The written practice of communication is often beyond the attention of the teacher in the process of teaching the foreign language, though it plays an essential role in the process of communication alongside the oral practice. It is necessary to form the cadets written professional speech, they must be able to write a business letter, filer the business documentation, write a report, summary, abstract, resume, etc.

The teacher fulfils the function of an organizer of education and has to provide an individual approach to every cadet. He (she) plans, chooses the material, advises how to organize the work better and controls its realization.

So, the forms, methods and means of the innovative technologies in teaching the foreign languages can be effectively used for the independent work of the cadets after classes if the aim, essence, content and peculiarities of the technologies and organization of the independent work are taken into account.

The role of the independent work in the process of mastering the educational material is extremely great, because

- ✓ the independent work when correctly organized allows to take into consideration the individual possibilities of the cadets;
- ✓ the independent work after classes allows to free up some time at the lesson for fulfilling more effective and necessary types of work;
- ✓ the ability to work on a certain subject independently has pragmatic purposes: if the cadets master this ability sufficiently, they will be able to improve it after graduating from the university under condition that they will have the appropriate motivation, interest and purpose;
- ✓ the cadets have the possibility, taking into account their individual peculiarities and skills, to carry out the independent work in a suitable for them time, in a comfortable place, to learn the material they can cope with, to choose their own or proposed by the teacher plan of actions, forms, methods and means of the educational activity, to carry out the self-control, self-analysis and self-assessment, i.e. they adapt this process

to their possibilities and needs; in fact the cadets autonomously manage their educational activity and can continue doing it after graduating from the university in the process of the continuous foreign language learning.

CONCLUSIONS

Real higher education must be humanitarian, because a human as the main aim and criterion of the social development is in the center of the humanitarian sphere, spiritual culture, which embraces the levels and forms of the social consciousness, system of education, culture, literature, arts, language, philosophy, science and morality being its outer border. To form the attitude of the cadets towards the language as a component of universal culture and the civilization development is an essential task of each university. The foreign language, linguistic training, linguistic education at the universities have the great possibilities for the complex fulfilment of all the aspects of education – academic, cognitive, developing and educative, that, in its turn, influence the formation of a personality, their knowledge, world outlook, cultural needs and activities.

Teaching the foreign language has its own purposes: the formation and development of communicative culture, language, speech and socio-cultural competence; mastering the norms of foreign language intercultural communication; development of culture of foreign language oral and written speech; the socio-cultural development, i.e. teaching the native language, native culture and foreign language and cultures of other nations, the ability to represent one's own country and culture under conditions of foreign language cultural communication; the formation of the respect to other nations and cultures; the readiness for business cooperation and interaction, the common solution of the universal problems; the development of the motivation of learning the foreign languages; the development of the self-educational potential taking into account the modern multilingual and multicultural world; the development of the intellectual and creative skills of the cadets in the process of learning the foreign language culture of other nations.

The usage of the modern information technologies for teaching the foreign languages helps to raise the intensity of the educational process, provides live communication with the representatives of other countries, other cultures, i.e. the possibility to take part in the dialogue of cultures, the

possibility of fostering tolerance, understanding and acquiring the spiritual and cognitive experience of other nations, enriching the vocabulary, forming the information competence, realizing the personal oriented approach to education, forming and developing all the types of the speech activity – the skills of reading, writing, listening, monolog and dialogue speech, developing critical and creative thinking, the ability to think independently, to solve the various problems, to work on the development of one's own morality, intellect, cultural level, etc.

The computer training can also be realized in a distance form, and provide the limitless possibilities for solving the problem of distance education, particularly for teaching the foreign language at a university, because it is possible to store, preserve and transmit the information over any distance, at any time, of any volume and content. Under such conditions, its methodological and content organization, particularly taking into account the principles of teaching the foreign languages, the selection of the content which should be mastered and the structural organization of the educational material comes to the fore²⁷.

The modern computer technologies provide the extensive didactic opportunities for the efficient realization of the principles of the personality oriented education with using the technical means, which stimulates the active cognitive interest of the cadets, meets the demands of the organization of the accessible educational environment, makes it possible to realize the principle of the individualization and differentiation of education in accordance with the interests, abilities and priorities of the cadets, helps to raise the efficiency of acquiring the linguistic material, to obtain the linguistic material in the various formats and comfort mode thanks to the automation of the operations and the objective control of knowledge.

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