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INTEGRATING LMS MOODLE IN EDUCATION PROCESS AIMED TO DEVELOP ENGLISH AS A SECOND LANGUAGE TEACHING SKILLS IN GLOBALIZED WORLD: OPPORTUNITIES AND PERSPECTIVES

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Abstract. The author presents an innovative approach to form teaching competence of future English language teachers via integrating LMS Moodle. The issues related to the use of LMS Moodle in the educational process to prepare Master's students on the basis of data obtained at the Sevastopol State University (SSU) are investigated. The purpose of the study is to evaluate the efficiency of LMS Moodle to develop students' foreign language teaching skills at the university. The process of development and implementation of the online course "Technologies of Teaching English at the University" at SSU is characterized. The structure and stages of the course are described. The types of tasks to form the methodical competence of Master's students are considered. To assess the results of the impact of the digital course, the author created a questionnaire and conducted a survey among the teachers who had worked during the pandemic using LMS platform. The LMS platform involves the use of an interactive module designed to master the skills of teaching English. The benefits of using LMS platform in foreign language teaching of future teachers of English were revealed. The results show that the use of the LMS platform in implementing the online course "Technologies of Teaching English at the University" contributes to the development of the methodical competence of Master's students. The results obtained can help teachers, education specialists to carry out methodical training of future ESL teachers using LMS Moodle.

Keywords: English language teacher training, English language teaching skills, LMS Moodle, online course, Master's students

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ИНТЕГРАЦИЯ LMS MOODLE В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС, НАПРАВЛЕННЫЙ НА ФОРМИРОВАНИЕ НАВЫКОВ ПРЕПОДАВАНИЯ ESL В ГЛОБАЛИЗИРОВАННОМ МИРЕ: ВОЗМОЖНОСТИ И ПЕРСПЕКТИВЫ

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Аннотация. В статье представлен инновационный подход к формированию методической компетенции будущего преподавателя английского языка с использованием LMS Moodle. Исследуются вопросы, связанные с применением LMS Moodle в образовательном процессе по подготовке магистров на основе данных, полученных в Севастопольском государственном университете (СГУ). Цель исследования – оценка LMS Moodle для развития у магистрантов навыков преподавания иностранного языка в вузе. Охарактеризован процесс разработки и внедрения онлайн-курса «Технологии

преподавания английского языка в университете» в СГУ. Описана структура и этапы курса. Рассмотрены типы заданий для формирования методической компетенции магистранта. Для оценки результатов влияния курса в электронном формате применялись анкетирование (среди преподавателей, которые работали в период пандемии и сейчас используют платформу LMS в учебном процессе), осуществлялся анализ преимуществ использования системы LMS в процессе преподавания иностранного языка (среди будущих преподавателей английского языка СГУ). Представлены результаты тестирования LMS Moodle, которая предполагает использование интерактивного модуля, предназначенного для овладения навыками преподавания английского языка. Выявлено, что использование платформы LMS в процессе внедрения онлайн-курса «Технологии преподавания английского языка в университете» способствует развитию методической компетенции магистранта. Полученные результаты могут помочь преподавателям, специалистам осуществлять методическую подготовку будущих преподавателей ESL с помощью LMS Moodle.

Ключевые слова: подготовка преподавателя английского языка, навыки преподавания английского языка, LMS Moodle, онлайн-курс, магистрант

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Introduction

At present a central issue in Higher Educational Institutions of Russia is implementation of different tools of remote education and models of blended learning at Bachelor and Master Programs trainings [12]. In recent years, researchers have become interested in new trends and the development of “digital society” which changes teaching and learning. As a result, teaching online isn’t easy but it can work and be rewarding [15, 18]. Moving nowadays with new practices, tools, and structures, student-centered learning holds the promise of providing strong learning experiences for every student [1, 2, 9]. The development of distance learning technologies has led to the investigation of the educational process in globalized world. The relevance of the problem revealed in the article is due to modern trends in the study of the methods of using e-learning and distance learning technologies in the educational process for the teachers’ professional competencies formation [11]. The research aims to determine LMS Moodle applied in the educational process for undergraduate students’ developing teaching ESL skills in globalized world [3, 5, 7, 10].

The article investigates the issues related to the application of LMS Moodle in the educational process for Master’s Degree Training based on the data obtained at Sevastopol State University. The research is aimed to assess implementation of LMS Moodle, educational resources for development of undergraduates’ foreign language teaching skills at the university.

Literature review

It is now generally recognized that at the universities in Russia for designing online learning environment and providing teaching and learning process the lectures need new digital technologies. In addition, they develop new digital literacy skills and digital competence [8, 15]. Moreover, the development of digital literacy is one of the requirements of Federal State Educational Standard of Higher Education 3++ that Master students acquire studying at University [6].

One of the most promising tasks of Higher Education is implementation of remote learning in traditional higher education. Remote learning is provided regarding the demands of the ministry and corresponding decisions made by university authorities. Over the last decade, research on remote learning has increasingly demonstrated that the choice of the technical platform, which entails the benefits and limitations the academic staff will have to cope with, is made at the level of the institution. It is regularly a Learning Management System (LMS) like Moodle, Edmodo, WebTutor used for administration and control of the education process. From a functional perspective, the platforms serve to automate the tasks of delivering educational content to the right people at the right time, monitoring the use of learning resources, administration of individual students and groups, organization of interaction with the teacher, making reports [16]. The range of the instruments offered by such platforms must be mastered by the academic staff and students to meet the new demands of the teaching/learning

process. Thus, obvious becomes the need for theoretically substantiated decisions.

The development of virtual education has led to the new teacher's role. In virtual educational environments the new teacher's role – tutor, who responsible for involving participants in an educational process – appeared [11, 13]. The challenges for new teacher's formation competences have been extensively studied in recent years. New competencies are necessary for making studies effective for every type of activity, and in a course on the whole. Tutor creates conditions for the equal social presence of every participant of educational process. He enables and encourages each to pay attention to the personal (professional) profile, presents him/herself to the educational community by own principles and expectations from studies, encourages communication and exchange experience, supports discussions, involving participants in an educational process [14].

The close relationship between the student and the teacher has become well established. We agree that connectivist learning is a part of the model that is used with online courses. It is a theory that learning happens in informal online connected spaces [17].

As a teacher, it's important to be aware of the differences between online and face-to-face contexts, and to train properly for those so you can offer the best support possible. Just as in face-to-face teaching, the teacher needs to have a teaching, social, and cognitive presence. This includes some of the following elements: you need to build a positive learning environment and welcome the students to the course; to be welcoming, and help the students to interact with each other [11, 12].

Although considerable amount of research has been devoted to remote education and the role of the teacher few attempts have been made to investigate new teacher's formation competences in remote educational environment.

Materials and Methods

Our research and analysis were based on following methods: a methodologies study, findings from questionnaires and interviews with academics who worked during the pandemic and now are using LMS platform in educational process at Sevastopol State University, analysis of the advantages of using LMS system in process of teaching foreign language (among future teachers of English at Sevastopol State University).

The study presents the results of the experiment to describe e-learning tools used by students and lectures for providing Master's students training. The study involved students of Master's Degree Programs (Sevastopol State University in 2020–2022). Most of them are ESL students. These students were randomly selected from ESL courses designed as content or non-content-based.

The research was organized to identify the examples of open online resources and technologies in the educational process and to analyze the effectiveness of LMS system in teaching procedures and developing undergraduate students' teaching English language skills. The study is based on the results of the empirical investigation devoted to the implementation of LMS system into the educational process.

The problem of teaching online process is relevant. We analyzed the opportunities for implementation of LMS system for the improvement of online education in the developing undergraduate students' teaching English language skills. We researched on the use of LMS system in teaching English language online class on a group of students in higher educational institution learning. The data indicate that there is a connection between new trends of online education in a higher educational institution and the students' digital skills development.

We distinguish two components of the teacher's methodological competence: the ability of the teacher to carry out professional activities on LMS platform; ability to design and conduct learning process: to select content, to design implementation of this content via use of LMS Moodle tools.

We use special tools to assess teacher's methodological competence: the teacher's awareness of LMS Moodle tools, definition of content of professional activity, selection of the most effective tools for implementing content of educational process, development of methodological materials.

For identifying the level of teacher's methodological competence we use components of methodological competence and evaluation indicators:

1) teacher's awareness of LMS Moodle tools: has information about the tools in LMS; identifies and justifies priorities in selection of tools in LMS;

2) definition of content of professional activity: justifies the selection of tools in LMS;

designing content of educational process taking into account the age characteristics of students;

3) selection of effective pedagogical technologies for implementation of learning content: knowledge of modern pedagogical technologies; ability to design the use of modern technologies to implement content of training; ability to independently assess the effectiveness of the technology; independent development or application of tools for evaluating the effectiveness of technology;

4) development of methodological materials: knowledge of structure and content of various forms and types of methodological materials (syllabus, lesson plan, curriculum, workshop); ability to design the methodological materials; ability to develop methodological recommendations for implementation of content of education; ability to provide didactic materials for implementation of educational process.

Results and discussion

The purpose of this paper was to identify whether the use of LMS system in teaching and learning process has positive response on students' skills. We analyzed the questionnaire results for the educators who worked in the pandemic period and now are using LMS platform in teaching process at the university, concerning the main benefits of developing undergraduate students' teaching English language skills. As scholars consider there are both positives and negatives to using of LMS system in teaching and learning process. The question was: which of these do you consider to be the greatest benefit for using of LMS system in teaching and learning process as a lecturer?

1. Students see more of their autonomy.
2. You are able to experiment.
3. You gain online teaching skills.
4. You better understand the online world.
5. You can use technology in teaching.
6. Connecting with your students.

The results demonstrate that the greatest benefit for developing students' teaching English language skills as a teacher are: 1 – 15%, 2, 4 – 9%, 3, 5 – 21%, 6 – 55%.

Thus, the tutor/teacher creates conditions for the equal social presence of every participant of educational process. He enables and encourages each to pay attention to the personal (professional) teaching skills, presents him/herself to the educational community by own principles and expectations from studies, encourages com-

munication and exchange experience, supports discussions, involving participants in an educational process.

The paper also focuses on the analysis of students' readiness to study in e-learning environment in the system of Higher Education upon the results of conducted empirical research.

The first question concerns the use of LMS Moodle, various OER and online services in foreign language learning process on a regular basis. The survey found that 76 % of respondents use e-learning tools while preparing for foreign language classes.

One of the tasks was to find out whether the students can define content of professional activity. The data received indicate that the vast majority of the respondents (92 %) can justify the selection of tools in LMS; design content of educational process taking into account the age characteristics of students.

According to the data obtained, the overwhelming majority of the students (Fig. 1) select effective pedagogical technologies for implementation of learning content: knowledge of modern pedagogical technologies; design modern technologies to implement content of training; assess effectiveness of technology; independent development or application of tools for evaluating the effectiveness of technology.

The task of the research was also to evaluate the teacher's ability to develop methodological materials: (syllabus, lesson plan, curriculum, workshop).

The diagram in Fig. 2 shows that almost a third of teacher's chose the option "I don't know or haven't not used LMS" answering the question concerning LMS. These data indicate a lack of knowledge regarding developing methodological materials using e-learning tools.

In general, this research shows that LMS system provides for the use of various formats of electronic documents, which the teacher uploads in the form of files and links to the database. The Moodle system can use the following package of electronic documents: for example, lectures in the form of text files, html pages or presentations, audio and video lectures, catalogs of images, audio and video materials. At the same time, various Moodle resources are used: text pages, web pages, links to a file, web pages or directories, and explanations.

The online course includes forms of communication as: forum, chat, dialogue, electronic

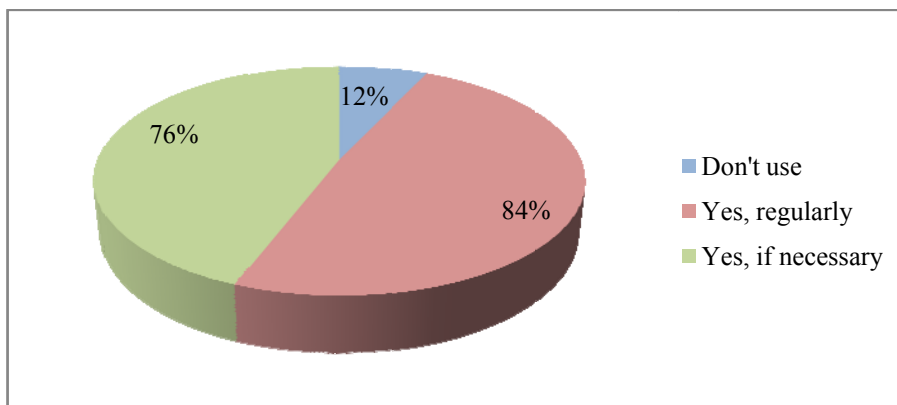


Fig. 1. Students' usage frequency of pedagogical technologies implementation in foreign language training

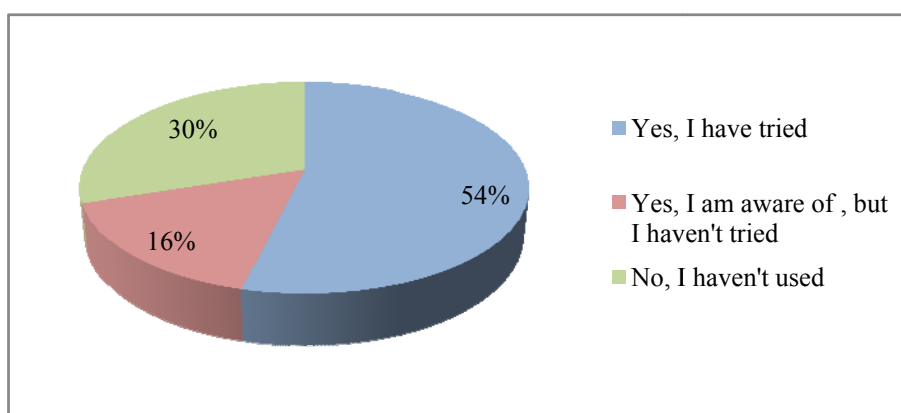


Fig. 2. Results of teachers' enrolment in LMS

seminars, and teamwork activities; forms of knowledge control: tasks, tests, and surveys; glossary, task, test, exercise, SCORM, Wiki, Hotpot test [16].

We design the online courses "Technology of Teaching Foreign Languages at the University" for Master Degree students program at Sevastopol State University. It includes a promo video about the course, electronic and interactive lectures, assignments, a glossary, 60 tests, micro-teaching tasks [16]. We use such elements.

The Glossary module, in which the teacher creates or adds new terms to the list, or select sand groups certain information and resources [16]. The students can add new definitions to the existing list too.

The master student philologist highlights the problem of developing teaching foreign-language competence and describes the practical experience in using electronic educational resources: (TED-ED Lessons Worth Sharing (Spreading) <https://ed.ted.com/educator/>; BBC Learning English 6 Minute English <https://www.bbc.co.uk/learningenglish/>; Randall's ESL Cyber

Listening Lab <https://www.esl-lab.com/>; Listen a Minute <https://www.listenaminute.com/>) [12].

With the help of the educational component "Assignment", the teacher can check, evaluate the work of students, and based on the results of the check, issue feedback [16].

Using the SCORM Module, the teacher can supplement the course with the SCORM package, which allows you to have a certain number of necessary files, in accordance with the approved standards for educational institutions, which are uploaded as an archive. We use this recourse for presenting lectures.

The course element "Test" is presented by teachers in the form a set of questions for students, to which they can give one short answer, or complete an answer option in the form: true or false, or answer by listing several correct answers [16]. For the student to successfully complete this element, the teachers may select an option in the course settings that allows the test to be performed with several attempts, subject to mixed questions without a time limit.

Each attempt made by a student is consi-

dered individually, and the grade is set automatically, except for Essay questions, and is recorded in the grade book.

The presented element “Forum” involves communication between participants in an asynchronous mode, which can be active for a long period [16].

The forum element is presented in the program settings to future pre-school educators in several of its forms, but based on practical experience, teachers prefer one of these elements – a standard forum that allows each student to start communication at a time convenient to them.

The teacher reads all the entries, analyzes them, counts the points and, considers student participation and then assigns the grade.

The peculiarity and significance of this “Forum” element for the educational process is that students in this space can not only communicate, but also get to know each other better, discuss common experiences, course topics, and append additional material and information relevant to the subject. In addition, for future educators in this element, you can set complex, creative tasks that will not only increase the level of knowledge of the subject, but will also allow students to conduct research activities in the future.

The next element, “Chat”, creates an opportunity for student educators to instant message each other or to the entire group [16].

The Chat module contributes to the assimilation of the material, the development of the mental activity of the student-philologist and is also useful for learning and interaction between the student and the teacher, especially if the student needs to catch up due to a missed class session. In the “Chat” mode, the teacher can assist students in preparing for tests and give examples of sample questions.

The “Hyperlink” element provides the instructor with the ability to place a web link into the lecture or required reading materials for the course. In addition, this course link may interact with other resources that are freely available on the Internet. The “Hyperlink” module is used as a specific web page link and cannot be placed on the main page of the site. When a “Hyperlink” is displayed, its appearance is configured as “embedded in the page”.

The “Page” module allows the teacher to create a “web page” resource using a text editor. The “Page” element in this course displays interactive exercises or links to tasks on the vocabulary of the material covered.

Let’s describe the LMS Big Blue Button Room, which is a simple and easy-to-use system for holding webinars, web conferences, online training, meetings and any other types of online meetings as part of the projected information and educational environment. This system optimizes and makes communication more efficient, allows using innovative methods and techniques in the educational process, and also allows organizing: distance learning, online seminars, online lectures, remote defense of theses and term papers, individual and group online consultations, and individual and group trainings.

To conduct webinars, the teacher worked out the event plans in detail, lists of participants were compiled, handouts and demonstration materials were prepared, communities were created in the information and educational environment for undergraduates in order to unite and notify them about upcoming webinars. In the process of preparing for the webinars, students received messages.

The algorithm of work on the platforms included the following stages: registration in the system; creation of an event by assigning the date and time of the event, naming, access (public or private); downloading files and sending an invitation by email to other participants via a link. At this stage, data is collected and analyzed: collecting student feedback, summarizing goals achieved and mistakes made, recording thoughts based on the results of webinars.

Thus, the webinars conducted allowed us to get acquainted with the opportunities of the platforms for distance learning. Using them, undergraduates will develop their web portfolios. The results of the study can be applied to the preparation of undergraduates in philological and pedagogical areas of training.

The “Pruffme Module” element has been introduced on the Moodle platform (<https://pruffme.com>). Pruffme is a Russian platform where you can effectively organize webinars, online conferences, and entire courses. During the classes, you can organize work with an online whiteboard, conduct a test or a survey. To conduct a synchronous online lesson, we can take advantage of a number of opportunities: connect a presentation, use a screen demonstration and show the available materials from a teacher or student in a computer or online educational resources; to organize a chat, and to participate in it, students do not need to have an account; use various management modes: open a waiting

room, a raised hand tool, “ask a question”; joint activity in the online whiteboard mode.

A training webinar on the use of this resource for conducting classes was held for the lectures of the university.

The course objectives were determined to be the following: 1) to transmit educational theory to the student teacher; 2) to introduce teaching methods appropriate to the target age group; 3) to demonstrate integration of language instruction in play activities; 4) practice and feedback methods.

The content of the special course includes thematic blocks, each of which is aimed at the formation of methodological competence: goals, objectives and priority directions of state policy in the field of teaching a foreign language in higher education. Language education in a European context. Modern concepts and trends in foreign and domestic methods of teaching foreign languages; intercultural communicative and foreign language communicative competence; modern technologies and the forms of remote education for professional oriented teaching of a foreign language at a university; formation of foreign language communicative competence of students; the peculiarities of their planning classes in the teaching of foreign languages at the university [12].

Let's describe the examples of case-based discussion questions:

1. Discuss the various challenges the student faces on the university work. Which one is the biggest one? Describe the steps that you, as an instructional designer, would take to overcome this hurdle.

2. Take time to read the forms of evaluation. What are St's evaluation strengths and weaknesses of the evaluation plan? Be sure to include information about all evaluative types.

3. Identify the different barriers the student encountered when she/he tried to convince university educators to implement the online resources in high school classes. What questions do you think educational online designers must consider when designing a lesson for university students contexts?

4. Schools Online has multiple needs/requirements for their learning objects. They want the learning objects to be constructivist in pedagogy, small in file size, and be able to meet the needs of multiple ages. Discuss the challenges designers face when adopting constructivist pedagogical strategies (e.g., authentic tasks,

social interaction, and negotiation) within computer-based learning object environment.

5. What should be changed in the organization and content of the program of pedagogical practice, so that it is more productive for you; it allows you to actualize the most significant methodological skills of a foreign language teacher, your creative and pedagogical potential?

6. One of the most important problems of education is to ensure its quality and accessibility. Suggest the concept of an online course for the preparation of an English teacher for our region. Specify the design parameters, determine the duration of the course and its content. Justify your choice.

Here are examples from the content of our e-learning course [15]:

1) Interactive video lecture “Language education in the European context”;

2) Electronic seminar;

4) Interactive exercise “The concept of “methodology” and “technology”;

5) Interactive video lecture “International exams and tests in English”;

6) The self-control test task for the module “Developing language competencies at the university” contains 60 closed-type questions: true/false; multiple choice (one correct answer); multiple choice (several correct answers); for compliance. The number of attempts is 3.

The tools and information technologies used in the electronic educational environment are presented in table 1.

At the same time, the interactive module of the designed “Technologies for Teaching English Language at the University” online course was implemented using the H5P (Interactive content). The H5P element (Interactive content) appeared in the LMS Moodle relatively recently, in December 2017, while it has more than 20 variations and their number is constantly growing, as evidenced by its website. The entire list of created interactive content can be divided into the following categories: game form (Games); multimedia form (Multimedia); questions format (Questions).

Below we will discuss the type of interactive content used in the designed course: memory game – a mindfulness game in which you need to find pairs of matching images; accordion (accordion) – allows you to reduce the amount of text displayed for the student, who himself determines what information to study in more detail – opening the title with a click; agamoto (Image

Table 1

Tools and information technologies in electronic educational environment (EEE)

№	Tools and information technologies in EEE	Electronic address	Description of the service features
1	WordArt (Tagul) Service	WordArt.com (Tagul.com)	Creating a term cloud
2	Mindomo Mental Maps Service	mindomo.com	A mental map (mind map, memory card, intelligence card, etc.) is an educational technology based on the visualization of thinking
3	LearningApps Service	LearningApps	Creating interactive tasks
4	(Canva, Easelly, Venngage) Services	(Canva, Easelly, Venngage)	Creation of graphic content: interactive posters-guides, use alternative presentation editors, add infographics to the course
5	Services for creating animated video Biteable	https://biteable.com	Creating an animated video with scribing elements online with built-in educational materials, a library of animated templates, broken down by subject
6	The program for creating electronic courses iSpring Suite	www.ispring.ru/iSpring/Suite	A tool for creating e-courses, video lectures, tests and simulators by expanding the capabilities of Power-Point
7	Genial.ly Service	Genial.ly Easel.ly	Creation of interactive infographics, presentations, diagrams, posters, based on existing templates
8	Canva Pixaba Stjockvaul Services	Canva.com Pixaba.com/ru Stjockvaul.net	Free Images
9	Easel Service	Easel.ly	Course Guide
10	Exelearning The SCORM element in Moodle	http://exelearning.net/en/	Options for filling the SCORM element in Moodle: <ul style="list-style-type: none"> • Course or sub-course (mini-course inside your Moodle course) • Separate course module • One training session, for example, laboratory work • Final or modular course control • A set of computational tasks, interactive exercises and tests on the same topic • Educational project, including multimedia elements, tasks • One or more tasks on the same topic • Container with resources

Merge) – allows you to collect sequences of images that are smoothly replaced by overlaying each other; dialog Cards (dialogue cards) are rotating cards, on both sides of which texts, images and audio are placed; flashcards (flash cards) enable the student to answer the question posed (the answer is published on the back of the card); course presentation – creating a presentation with interactive slides.

We are not yet in a position to offer explanations for the using all the Moodle system elements. Further research is suggested to determine this aspect.

Conclusion

The results of the research reveal important conclusions. To organize successful teaching and learning at university there must be approved free access to applied electronic resources, integrated into the courses.

Potentially the efficacy of evaluation based on the use of modern remote learning technology depends on the choice of a testing platform that must be 1) constantly available for all the participants of pedagogical interaction (students, academic staff, and authorities must be able to use them with the help of available hardware and software at any time and place); 2) reliable in terms of the information storage (the importance of the content bank should not be underestimated as it becomes a valuable instrument of the uninterrupted educational process); 3) technically correspond the demands of the pedagogical interaction in regard to collecting and processing statistical data both for personal and organization use, sustaining the testing procedure.

Moreover, it is recommended to present full course structure, possible reporting forms, set deadlines, assessment details/criteria, forms of control.

Further research is suggested to determine the role of the tutors and teachers in methodological support of the students in e-learning implementation at universities.

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