






CHANGES IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL INSTITUTIONS UNDER CURRENT CONDITIONS

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ABSTRACT

In 2020, the majority of higher educational institutions have faced global and unique problems that are particularly acute at the social, economic, scientific and educational level. The purpose of the academic paper is to consider the adoption and transformation of the methodology of teaching foreign languages at the HEIs and analyze how much has the interaction of students changed and how the capitalization of knowledge is carried out in the implementation of virtual and online education. The academic paper describes how new teaching methods are introduced and implemented in quarantine conditions in the university education system. The basic methods of the investigation are as follows: the method of experiment, questionnaire and observation; the interdisciplinary nature of the research is also marked by the use of a combination of analytical methods. The hypothesis lies in the fact that the conditions of virtual distance education involve changes in the complex of methods and their technological adaptation. The scientific article contains the answers, challenges and practices used in the process of teaching foreign languages in the space of university education.

Keywords: Higher educational institution (HEI). Distance learning. Online learning. Educational programs (curricula). Foreign languages.

MUDANÇAS NA METODOLOGIA DE ENSINO DE LÍNGUAS ESTRANGEIRAS NAS INSTITUIÇÕES DE ENSINO SUPERIOR EM CONDIÇÕES ATUAIS

CAMBIO EN LA METODOLOGÍA DE LA ENSEÑANZA DE LENGUAS EXTRANJERAS EN INSTITUCIONES DE EDUCACIÓN SUPERIOR EN LAS CONDICIONES ACTUALES

RESUMO

Em 2020, a maioria das instituições de ensino superior enfrentou problemas globais e únicos que são particularmente agudos nos níveis social, econômico, científico e educacional. O objetivo do artigo é considerar a adoção e transformação da metodologia de ensino de línguas estrangeiras nas IES, e analisar o quanto mudou a interação dos alunos e como se dá a capitalização do conhecimento na implementação de programas virtuais e online. Educação. O artigo descreve como novos métodos de ensino são introduzidos e implementados em condições de quarentena no sistema educacional universitário. Os métodos básicos de investigação são os seguintes: o método de experimento, questionário e observação; a natureza interdisciplinar da pesquisa também é marcada pelo uso de uma combinação de métodos analíticos. A hipótese reside no fato de que as condições da educação virtual a distância envolvem mudanças no complexo de métodos e sua adaptação tecnológica. O artigo científico contém as respostas, desafios e práticas utilizadas no processo de ensino de línguas estrangeiras no espaço da formação universitária.

Palavras-chave: Instituição de ensino superior (IES). Ensino à distância. Aprendizagem online. Programas educacionais (currículos). Línguas estrangeiras.

RESUMEN

En 2020, la mayoría de las instituciones de educación superior se han enfrentado a problemas globales y únicos que son particularmente graves a nivel social, económico, científico y educativo. El propósito del artículo es considerar la adopción y transformación de la metodología de enseñanza de lenguas extranjeras en las IES, y analizar cuánto ha cambiado la interacción de los estudiantes y cómo se lleva a cabo la capitalización del conocimiento en la implementación de la enseñanza virtual y online. educación. Los métodos básicos de la investigación son los siguientes: el método de experimentación, cuestionario y observación; la naturaleza interdisciplinaria de la investigación también está marcada por el uso de una combinación de métodos analíticos. La hipótesis radica en que las condiciones de la educación virtual a distancia implican cambios en el complejo de métodos y su adaptación tecnológica. El artículo científico contiene las respuestas, desafíos y prácticas utilizadas en el proceso de enseñanza de lenguas extranjeras en el espacio de la educación universitaria.

Palabras-clave: Institución de educación superior (HEI). La educación a distancia. Aprender en línea. Programas educativos (currículos). Idiomas extranjeros.

INTRODUCTION

The last decade has posed a number of challenges to the higher education system that required global, radical and significant changes in the system of foreign language teaching methods, and especially in the coordinate system of university education. This fundamental theme is one of the core for pedagogical and philological research; it becomes a catalyst for reforming the world principles of higher education institutions' policy towards their own internationalization policy. In the university educational movement, significant transformations are taking place in the structure of methodological approaches to teaching, the thematic and semantic content of the software of curricula and syllabuses of courses in foreign languages is being revised (Zhernova, 2018). By the way, guidelines for pedagogical influences, the system of social and cultural aspects of education are revised (BOGHIAN, 2019; ČUHLOVÁ, 2019). Such shifts in the educational process are dictated by the quarantine conditions that have been caused by the Covid-19 pandemic.

The wide, comprehensive and universal nature of new digital opportunities determine their importance for creating favorable learning conditions in virtual education environment, distance learning method of mastering a foreign language. In addition, the discovery in the field of energy, climate change, global threats, technologization of education increase the role of scientific and technological progress, encourage a moderate modeling of educational priorities this present time and in the future. Success depends on finding the right approach: at school it is too familiar for facts that have been simply memorable and not fully understood and applied. The teaching methodology based on the demand for the technologization of education caused by time and circumstances, the implementation of the educational process remotely, under the conditions of a pandemic, is our guiding principle, what prompts us to do everything to increase the effectiveness of learning foreign languages. The constant continuation of technological change is a sign of the modern global world. Higher education also has a certain level of flexibility, the ability to change according to the new paradigm of development and creativity. Virtual distance education is generated by the introduction of new technologies, digitalization of information processing. Rapid advancement of Internet opportunities in everyday life and human life contribute to changes in the education system around the world. The need and clarity in the updated competences of the 21st century (knowledge and skills), the power of online education have become ancillary, and in some situations the basic competitor to traditional forms and methods of learning foreign languages at higher educational institutions.

LITERATURE REVIEW

Numerous researchers, in accordance with the strategy developed by the European Commission (EUROPEAN COMMISSION, 2019; BOGHIAN, 2019; THE FUTURE OF JOBS REPORT WEF, 2020) determine the strategy and tactics of university education in terms of the specifics of civilization development. A number of studies in the field of higher education have identified one of the pivotal features of distance education - this is one of the forms of the most activating and motivating students' learning forms, which has been implemented in modern education in crisis and stressful conditions (DZVINCHUK, RADCHENKO, KACHMAR, MYSKIV, & DOLINSKA, 2020). First of all, the point at issue is the transition and adaptation to distance learning; it requires a change in the perception of distance learning by all participants. The main thing is openness to change, awareness of innovative teaching methods and the formation of motivational attitudes, social support. Such a drastic change in the educational paradigm requires a change in teaching methodology. Changes of approaches in economics and education management have been studied by numerous scholars (CUATON, 2020, ZHERNOVA, 2018).

The evaluation of distance education methods by students and teachers has been analyzed on a separate basis, forasmuch as it is their attitude that determines the success of the implementation of changes to the methodology of learning foreign languages at higher educational institutions in the last ten years (MELNYK, PYPENKO, MASLOV, 2020). Changes in higher education caused by the pandemic and the need to move to distance learning are explored from the standpoint of the positive and negative aspects of the new form of acquirement of higher education (BAYRAM-JACOBS, 2015; SALGUR, 2013). A positive feature of distance learning is the free choice of learning rhythm (IVANOVA, MOSENKIS, & STROKAL, 2020; CHATTERTON, & GODDARD, 2000), focus on interactive methods and virtual learning (KOSTIKOVA, MIASOIEDOVA, RAZUMENKO, CHERNENKO, & POCHUIEVA, 2019; ANGHEL, 2020), changes in the structure of motivation to learn foreign languages, taking place in modern education systems (KRITSONIS, 2007).

New methods, forms and ways of learning foreign languages are researched and analyzed (SALGUR, 2013), as well as financing of new projects, courses and educational platforms on distance education (KRITSONIS, 2007; KUZMINA, M., PROTAS, FARTUSHOK, RAIEVSKA, IVANOVA, 2020). Researchers note that the use of innovations at

HEIs in crisis conditions makes it possible to attract new practices and technological solutions that significantly change academic laws and regulations over time (FRITZ, MOLLENBERG, & CHEN, 2002; ČUHLOVÁ, 2019). The educational process in the context of the pandemic has been also considered in the number of works; they prove that it is an opportunity to respond positively to the needs of university youth and the needs of employers. All this makes the process of modernization of university education in the conditions of the pandemic a complex but quite effective.

PURPOSES

The purpose of the research is to determine the assessment by degree-seeking students as well as the impact of innovations in the methodology of learning a foreign language at higher educational institutions in modern conditions of the educational process. Along with this, primary focus is on the analysis of the adoption and transformation of the methodology of teaching foreign languages at higher educational institutions. It is discussed how much the interaction of all participants in the educational process has changed and how the capitalization of knowledge in the conditions of virtual and online education is carried out. We propose to consider how new teaching methods are introduced and implemented into the university education system and what positive indicators they have. The experience of such observations can be used as a set of recommendations for increasing the effectiveness of university education. The results of the experiment will make it possible to strategically form curricula, the structure of foreign language training courses, the content and goals of education, focusing on the results of the questionnaire, compiled with the participation of directly degree-seeking students. Carrying out of similar experiments promotes formation of strategy of development of modern HEIs.

METHODS

The online questionnaire method has been used during the 2nd semester of the 2019-2020 academic year (January 2019 - May 2020) and the 1st semester of the 2020-2021 academic year (September 2019 - December 2020). The survey was conducted by using Google Drive forms in a number of Ukrainian higher educational institutions among students and teachers of departments of teaching foreign languages (Kharkiv State Academy of Culture, Kamianets-Podilskyi National Ivan Ohienko University). The proposed research is based on a number of analogous experimental studies, which are similar to the method of the experiment and the subject of the academic paper (BOGHIAN, 2019; SYNORUB, MEDYNSKA, 2019). Taking into consideration the presented context, the level of readiness of the participants of the educational process to change the form of teaching, developments in methodology and technological means of teaching have been investigated. The educational priorities of degree-seeking students of higher education and the respondents' perception of changes in educational content, the acquisition of new program skills and educational competences (THE FUTURE OF JOBS REPORT WEF, 2020) have been determined as well as the active formation of an individual trajectory of education in the framework of learning a foreign language at a distance mode.

The proposed research focuses on questionnaires as a way to monitor the attitude of students and teachers to changes in the methodology of learning foreign languages caused by the need to study remotely. This helps the experiment define changes in methodology as a pedagogical phenomenon and systemic changes taking place during training. It is defined in order to measure the assessment of the importance of technical skills for participants in the educational process in the implementation of distance education, attitudes to changing methods of teaching foreign languages in distance education as well as to discuss to what extent the participants of the educational process need the use of interactive learning tools in the context of distance education. The purpose of the research has also determined the use of survey methods, statistical and mathematical methods (of a qualitative and quantitative nature).

The sample consisted of 120 students and 20 foreign language teachers working and studying in Ukrainian higher educational institutions. All of them were grouped into several groups with similar specialties and professional needs, experience, with the same level of education. All of them took an active part in the experiment. All respondents regularly attended foreign language classes. The survey process was conducted during the year in 3 stages. The formation of methods and techniques of training courses was carried out taking into account the views of degree-seeking students for education and teachers, which was established through regular polls. Questionnaires were filled out according to the consent of the respondents; they voluntarily agreed to take part in the survey. The research team adhered to the ethical principles of the study throughout the experiment; the data collected through the questionnaire provided for the preservation of the dignity and

privacy of the participants of the experiment.

The questionnaires, which were compiled for the implementation of the research goal, were aligned with the list of new programmatic skills established for the European new university education (EUROPEAN COMMISSION, 2019; EUROPEAN COMMISSION, 2015). The survey of respondents was conducted in 3 stages. At all stages, a survey was offered, containing 3 questions.

Stage I. Preliminary assessment by participants of the educational process of new methods of teaching a foreign language in the context of distance education.

Stage II. End of the first semester in the experiment. The midpoint of the experiment. Monitoring of changes in the assessment of changes in foreign language teaching methods at higher educational institutions.

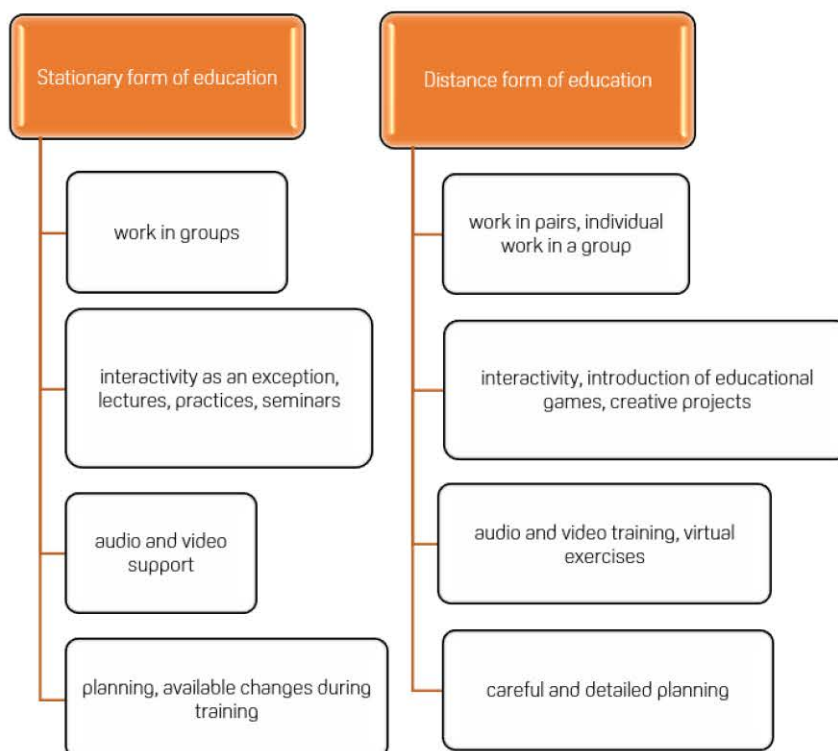
Stage III. Determining the final positions in assessing the benefits of new methods formed in the context of distance education at the end of the 1st semester of the 2021 academic year. The following disadvantages and difficulties have been observed during the experiment, namely: it requires time (during the academic year (2 semesters)), it is impossible to determine the reasons for changes in grades (preferences); there are no opportunities to implement a qualitative broad study.

RESULTS

During conducting the experiment, in the process of teaching foreign languages remotely, it became possible to identify a number of features that are inherent in the effective learning foreign languages at higher educational institutions:

1. Reducing the influence of the teacher's individuality as a feature of the communication of the interaction "student – teacher", forasmuch as the main thing is the independent work of the student. After all, it is the independent activity of mastering various forms of speech activity, the formation of skills and abilities is the specificity of learning a foreign language.
2. Mandatory technical literacy as a condition for increasing the ability to work with authentic information available on electronic media and websites. This makes it possible to navigate well in the extensive information space, efficiently process information and create a new one.
3. Formation of the principles of active cognitive activity, which involves the use of practical knowledge, forasmuch as it is necessary to constantly solve various communicative tasks through joint activities, creative skills, role-playing games. Passive perception of information becomes impossible as well as absence in the active educational process.
4. Increasing the level of motivation is the most important element of any course in learning foreign languages remotely. In order to maintain a high level of motivation, one should constantly use various teaching methods, see figure 1.,table 1.

Figure 1. Changes in the methodology of teaching foreign languages that have taken place due to the introduction of distance learning (author's development).



Source: Search data.

Table 1. The level of assessment of technical skills of participants in the educational process in the implementation of distance education (author's development)

Stage number	Yes	Partially	No
Stage 1	80%	16 %	4%
Stage 2	83%	13%	4%
Stage 3	85%	13%	2%

Source: Search data.

At the first stage of the survey, 80% of respondents answered "Yes", 16% - answered "Partially", 4% - answered "No". The analysis of answers shows a high percentage of acquaintance of the surveyed students and teachers with technical means; consequently, they will be able to take part in distance education. However, it should be noted that a significant proportion of students surveyed (12%) partially have the skills for implementing distance education. By the way, 4% of surveyed, who denied the opportunity to study remotely, explained it by the lack of Internet in the settlements where they live. At the 3rd final stage of the experiment, 2% of students found opportunities to provide the Internet access. The respondents' answers to the question: "Do degree-seeking student of higher education and foreign language teachers use new teaching methods in distance education?" were as follows (Table 2). The answers are mainly correlated with each other: teachers showed a high level of use of such methods by their colleagues, which is also confirmed by the vision of students.

Table 2. Assessment of changes in the methodology of teaching foreign languages in the context of distance education (author's development).

Stage number	Yes		Partially		No	
	Students	Teachers	Students	Teachers	Students	Teachers
Stage 1	66%	50%	26 %	23%	8%	27%
Stage 2	66%	53%	30%	27%	4%	17%
Stage 3	68%	55%	13%	28%	2%	16%

Source: Search data.

At the 1st stage of distance learning, 27% of teachers and 8% of students did not see any changes in the methods of teaching foreign languages. That is, distance learning did not induce changes in methodology; however, at the final stage the number of participants in the educational process who did not change their approach to distance learning decreased among students - by 6% and among teachers - by 11%. The answers to the question: "Do you think it is necessary to conduct seminars, trainings, discussions, workshops and guest lectures at universities in the conditions of quarantine remotely, within the framework of learning foreign languages?" were distributed as follows (Table 3).

Table 3. Assessment of the needs of participants of the educational process in the implementation of interactive learning tools in distance education (author's development).

Stage number	Yes		Partially		No	
	Students	Teachers	Students	Teachers	Students	Teachers
Stage 1	70%	63%	22%	27%	8%	10%
Stage 2	73%	65%	23%	25%	4%	10%
Stage 3	78%	68%	20%	25%	2%	8%

Source: Search data.

The obtained results indicate that all categories of respondents are aware of the need to carry out activities for the use of new methods and tools of learning a foreign language in the conditions of distance education. Attitudes towards interactive and active forms of learning during the experiment are changing among both teachers and students. The number of students who wanted to use seminars, trainings, discussions, workshops and guest lectures in distance education increased by the end of the experiment by 8%; 5% of teachers also agreed to such an offer.

DISCUSSION

A number of works on pedagogy consider the determining role of cultural contexts and motivation (BOLMAN, & DEAL, 2008; KIKI-PAPADAKIS, & CHAIMALA, 2016), based on the theory of the hierarchy of needs. The main obstacle to quality education is the lack of sufficient motivation, unwillingness to self-actualize. It is precisely the global changes in modern university education, the implementation of distance forms (Anghel, 2020), and, as a result, the active involvement of high technologies (SYNORUB, MEDYNSKA, 2019; MASON, 2006; VOINEA, 2012) and the influence of social networks (WILLIAMSON, EYNON, & POTTER, 2020; HUIDU, 2018) changed the situation for the better. Success in this aspect is interpreted by the degree of students' involvement in new methods of education. The methods of learning foreign languages are advanced in such context.

In the context of changes in the society caused by the crisis and digitalization of education, the management of the HEIs should constantly monitor the level of students' satisfaction with the effectiveness of education, take into account the results of the assessment of the methods used when forming the strategy for the development of universities (KUZMINA, PROTAS, FARTUSHOK, RAIEVSKA, IVANOVA, 2020; BAYRAM-JACOBS, 2015). The importance of students' willingness to adopt new teaching methods and support of the educational needs and interests of degree-seeking students by the management of universities should be recognized. In the conditions of a pandemic and the increased interest in distance forms of learning foreign languages, HEI should be a unique educational environment that allows implementing own potential and using the most modern techniques.

CONCLUSIONS

The results of the present research represent the analysis and the respondents' assessment of the content of changes in the methodology of learning foreign languages under quarantine conditions. The results of the survey should provide a clearer understanding of the evolution of methods and forms of learning in modern university education. It is the positive attitude of all participants in the educational process to changes that makes it possible to further implement new methods and approaches to the study of foreign languages at HEIs. The results of the present research have revealed that degree-seeking students of higher education generally have a positive attitude towards distance learning and changes in methodology (activation of the innovative component, game and virtual learning systems, strengthening the role of motivation, the possibility of an individual approach). The teaching staff has accepted and realized the need for careful, detailed and comprehensive preparation for each lesson, the development of each topic.

It is necessary to give up the formalized and over-bureaucratized approach to the educational process, which is

no longer able to respond quickly to the challenges of the modern world in a crisis and taking into account the rapid development of digital technologies and social networks.

The present research has its own prospects: it is necessary to continue to explore the degree of interest of students in the implementation of distance education methods in the study of foreign languages. This will provide an opportunity to properly shape the further policy and economic activities of higher educational institutions and will make it possible to continue working on new teaching methods using digital technologies and the educational potential of social networks adapted for teaching a foreign language at higher educational institutions.

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