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Balan L.A.

FACILITIES OF FORMING PRACTICE-ORIENTED READINESS OF FUTURE PROGRAMMING ENGINEERS FOR THE USE OF DISTANCE LEARNING TECHNOLOGIES IN THEIR PROFESSIONAL ACTIVITY

Rybnitsa, Moldova

Abstract. *The given article is a follow-up of the author's investigation of forming future programming engineers' readiness for the use of distance learning technologies in their professional activity. A wide introduction of computer equipment in the academic planning called the creation of independent IT centres of modern higher education institutions into play. The main staff of these centres consists of programming engineers who should have knowledge and skills not only in the field of programming but also should be familiar with the peculiarities of the university work, its branches, standards of the software development of different systems of the academic process. Therefore, on-time personnel training with the necessary skills remains crucial for the time being.*

The article considers the main facilities which enable to form the students' practical skills of creating software for distance learning systems. It is noted that development and implementation of the theoretical special course "Distance learning technologies in professional activity" for the third year students with their major "Computer and automated systems software" doesn't fully facilitate solving the problem set by the author in the given investigation. Keeping this in mind, some additional activities are provided

which enable to nail down the gained knowledge by solving practical problems. Particularly, within the framework of the discipline "Software Development Technologies" in the fourth academic year tasks for the course work projects are formulated and themes of theses on the corresponding issue are suggested. The above mentioned activities have been conducted for four years already which has resulted in gathering some statistic values. So, in accordance with the results of processing the received data it was possible to reveal not only the extension of course projects and theses on the matter of the author's concern but also positive tendencies in quality of the development and implementation of these projects.
Keywords: *programming engineer, distance learning technologies, distance education, software, distance learning systems.*

Modern institutions of higher education in neighbouring countries and beyond make the most of various Information and Communication Technologies (ICT) both in the organization of the academic process and in other spheres of their professional activity. Distance Learning Technologies (DLT) on the base of the Internet occupy a special place among the adopted ICT: providing the students with the opportunity to get distance training subject to qualitative organization of the academic process being made increases the university competitiveness and attractiveness. Growth of the computer facilities, sophisticated software, organization and providing distance teaching service required the creation of independent information centres meeting the needs mentioned above. The main staff of these centres consists of programming engineers who should have knowledge and skills not only in the field of programming but also should be familiar with the peculiarities of the university work, its branches, standards of the software development of different systems of the academic process. Thus, on-time awareness of future programming engineers of the given issues still remains crucial for the time being.

Earlier the author of the article considered the expansion and the usage of distance learning technologies in different institutions of higher education in neighbouring countries and beyond [4, 5], actualized the necessity of forming readiness of future programming engineers for the use of distance learning technologies in their professional activity and elicited the structure of this readiness [1, 6], formulated pedagogical facilities and developed a model of forming future programming engineers' theoretical learning in the sphere of distance learning technologies [2, 3]. In particular, the corresponding special course "Distance Learning Technologies in Professional Activity" was developed and later since 2011 it was introduced in the academic planning of Rybnitsa branch of Pridnestrovian Shevchenko State University during the

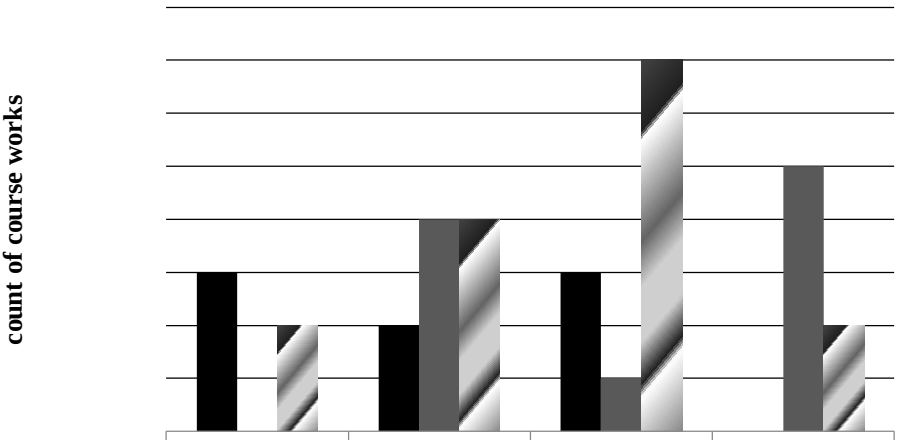
educational experiment for the third year students with their major "Computer and automated systems software". The discipline concerns such issues as: the notion of distance learning, distance learning technologies, its genesis; distance learning at the present stage of the society development; types of distance learning technologies, their advantages and disadvantages, virtual classroom, organization of academic performance rating in distance learning and in testing particularly; facilities of development and providing distant courses with the learning content; standards in the field of distance learning systems software development and others.

However, the theoretical course is not enough for forming readiness of future programming engineers for the use of distance learning technologies in their professional activity. The knowledge gained must be nailed down by solving practical problems or projects. With this purpose in mind, within the framework of the course work projects on the subject "Software Development Technologies" which is delivered to the future programming engineers in the fourth year, in the eighth semester the students were suggested the topics connected with the issues of automation of individual problems, which used to be solved by the specialist teachers without using the computer equipment. To increase the students' interest in software development aimed at providing necessary facilities for designing and implementation of distance learning technologies the following course work themes were formulated: "The English language aptitude test", "Web interface of the electronic timetable", "Web service for the students' collective revision before the exam period", "Web service of the electronic school students progress record", "Web-service for the organization of work of a group of students", "Web log of the students' attendance", "Web service for learning foreign languages", "Web-site development with instructional lessons and articles", "Automation of the data import to the software package "Methodologist" from electronic record books", "The system of the course control" and others.

The course work themes mentioned above implied both individual fulfilling the task and work in small groups (2 or 3 students). Thus, in 2008-2009 and 2009-2010 only 3% of course works were connected with the development of the technical support software of the academic process, whereas in 2010-2011 this factor was only 30 %, in 2011-2012 – 50 %, 2012-2013 – 50%, 2013-2014 – 44%. It should be noted, that the students of the last two mentioned academic years successfully achieved mastery of the theoretical special course "Distance learning technologies in

professional activity". Moreover, since 2010 the author has been participating in different seminars, round tables, conferences, during which she raised the issues connected with the usage of distance learning technologies in academic planning.

Studying the correlation of the grades for the considered course works one can observe the decrease in quantities of satisfactory works and the extension of good and excellent course projects (pic. 1.)



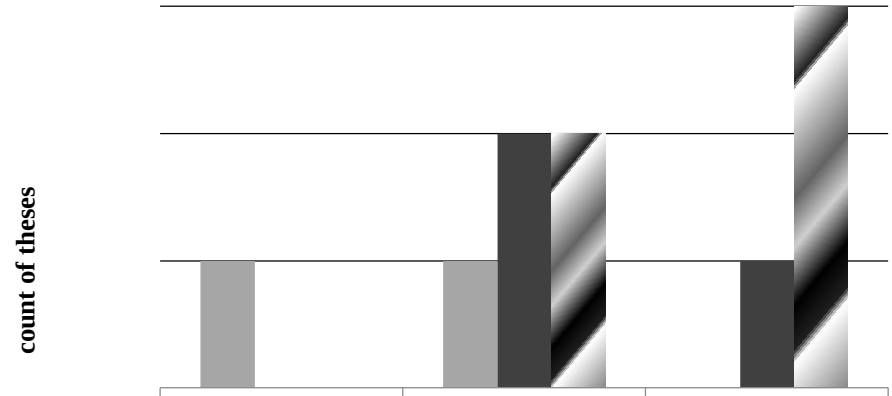
	2010-2011	2011-2012	2012-2013	2013-2014
satisfactory	3	2	3	0
good	0	4	1	5
excellent	2	4	7	2

Pic. 1. Correlation of satisfactory, good and excellent course works on the topic of Distance Learning Technologies in 2010-2011, 2011-2012, 2012-2013 and 2013-2014 academic years.

Apart from the course works on the subject "Technologies of Computer software development" the students were suggested themes of the theses concerning achievements in the field of distance learning. Specifically, from 2011 till 2014 students defended their theses on the following topics: "Development of the system of providing the specialties of Rybnitsa branch of Pridnestrovian Shevchenko State University with scientific literature", "Software package for teachers and students' collaboration during the instructive course" , "Development of visualizers of numerical computing algorithms", "Development of the university educational social network", "Software package of video conferencing", "Electronic tracking of the discipline "Introduction into Oracle, SQL" with the elements of distance learning", "Automation of the monitoring system

of students' independent work", "Development of the testing subsystem of distance learning service programming tasks", "Development of automated monitoring system of students attendance and progress record", "Development of the subsystem of information inquiry support of readers within the framework of a librarian's AWS (Automated Workstation)".

Thus, in 2011-2012 academic year 11% of theses concerning the technical support of the academic process were defended, in 2012-2013 academic year – 25% of theses, but in 2013-2014 academic year – 24% of theses. Before 2011 the percentage of theses on the matter of the author's concern didn't exceed the limits of 10%. Correlation of satisfactory, good and excellent theses on the topic of Distance Learning Technologies can be seen in pic. 2.



	2011-2012	2012-2013	2013-2014
satisfactory	1	1	0
good	0	2	1
excellent	0	2	3

Pic. 2. Correlation of satisfactory, good and excellent theses on the topic of Distance Learning Technologies in 2011-2012, 2012-2013 and 2013-2014 academic years.

As in the case of course works, one can notice the extension of good and excellent theses on the matter of the author's concern.

Forming future programming engineers' readiness for the use of distance learning technologies in their professional activity must be a complex process in the course of which it is necessary to not only consider the main theoretical issues but also to create all necessary conditions for students' being able to test out gained knowledge. Moreover, it is important to mention motivation of the given activity, which requires the author to choose the right tactical approach and strategy towards training

future programming engineers. This issue still requires special consideration.

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Barina L.M., Chzhou Tsoun

THE CONCEPT OF "MULTICULTURAL LINGUISTIC IDENTITY" AND METHODS OF ITS FORMATION AS THE DEVELOPMENT OF CONCEPTUAL PICTURE OF THE WORLD

Odessa, Ukraine

Abstract. *The article deals with the concept of linguistic identity, its constituents and methods of its formation as the development of conceptual picture of the world. The basic characteristics and different approaches to linguistic identity as an object of study are given. The article reveals the relevance of communicative methods of teaching Russian as a foreign language (RFL) and cognitive-active approach to the formation of multicultural linguistic identity of foreign students in teaching Russian as a foreign language. In linguodidactic terms linguistic identity is defined as a multi-layered and multi-component set of language abilities, skills, readiness to implement speech actions of varying difficulty, actions which are classified, on the one hand, according to language activities (speaking, listening, writing, reading), and on the other hand – according to the level of language mastery (i. e. phonetics, grammar, vocabulary). Contemporary linguodidactics has got significant results in understanding and developing the structure and content of linguistic identity, has generalized extensive experience of teaching language that suggest three ways of representing linguistic identity, which is in focus of linguodidactic study of language and speech description (Karaulov Yu. N, Zimnia I. A., Khaleeva I. I., Lebedynskyj S.Y. et al).*

The first way of constructing a model of linguistic identity is based on a three-tier model of speech organization which consists of verbal-semantic, or structural and systemic, linguo-cognitive, or thesaurus, and motivational levels. This model is called linguosocio-psychological (or structural-functional) model of linguistic identity organization. Thus, language identity is understood as an individual identity of a student, for whom the language, he tries to acquire is not a mother-tongue. (Lebedynskyj S. I., Herbik L. F.)

The second way of constructing a model of linguistic identity is an attempt to plareproduce linguistic identity in three-dimensional space and it includes: a) data on the level structure of a language (phonetics, grammar, vocabulary), b) the types of speech activity (speaking, listening, writing, reading), c) degree of language acquisition by