

LECTURER'S PERSONAL EDUCATIONAL WEBSITE AS A  
MEANS OF DISTANCE EFL LEARNING FOR STUDENTS OF  
SPECIALTY 242 "TOURISM"

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**Abstract:** *The role of the lecturer's personal educational website as an important tool for distance learning of English as a foreign language for students majoring in 242 "Tourism" is revealed. Information on the structure of the website and its content is given. It is noted that the website should be carefully structured both by topics and within each of the units. It should be also aesthetically attractive virtual resource that organizes and helps students' learning in quarantine period.*

**Key words:** *distance learning, the English language, virtual resource, educational site, student majoring in 242 "Tourism".*

The use of information and communication technologies in teaching English as foreign language is an effective tool for university students. The role and technology of lecturers' personal websites creating are among the priority research issues (Yu. Bykov, R. Hurevich, O. Deineko, L. Zhuk, N. Zadorozhna, S. Ivashniova, L. Kartashova, G. Kovtoniuk, L. Martyniuk, N. Morse, O. Pinchuk, S. Spivak, G. Tkachuk, A. Khutorsky, T. Yashina and others).

With the 2020/2021 academic year online because of the quarantine in Ukraine, the importance of new means of academic interaction as well as a new learning environment has strengthened. The access to educational content, distance management of learning activities became the key to the implementation of the curriculum in the discipline.

Naturally, a foreign language lecturer as an organizer of distance learning must take into account the students' capabilities, needs, and educational growth as well as the fact that the main barrier to the effective use of educational materials is the technology itself (for example, poor access, slow downloading, etc.).

Practical experience allows us to say that a reliable source of modern educational content in EFL is the personal website of a lecturer (PWSL).

Specifying the essence of the basic concept A. Khutorskoi interprets the concept of “educational site” as a holistic, conceptually sound, and structured system that connects web pages, the subject content to the general idea and at the same time reflects the purpose and objectives of each of the pages [4, p. 137].

S. Ivashniova offers a slightly different view, considering the personal site of an educator to be a learning information resource located at the personal electronic address in the form of web pages united with a common design, navigation, and provided with information about the aspects of professional-pedagogical activities [1]. In the monographic study, T. Tkachuk noted that “a website was a set of interconnected web pages united by a certain common theme” [3, p. 27].

Taking into account those ideas of educational discourse, we define the concept of “lecturer’s personal site” as a structured set of web pages in accordance with the purpose, objectives of EFL learning and the target audience’s needs (in particular, learning needs of students majoring in 242 “Tourism”).

The content of such educational support in EFL can be both authorial and creatively interpreted by a lecturer. It can be collectively created or borrowed from open sources on the basis of academic integrity rules. It is extremely important that the educational content is dynamic, regularly updated, and focused on the level of formation of foreign language communicative competence of a student, who can learn his/her skills at a different place, but their learning strategies still keep them on track to meet the standards of EFL for university level.

Furthermore, it is also important to mention that the author or a moderator of the personal educational site should constantly maintain two core aspects: structuring and filling the resource with up-to-date educational content.

The analysis of about 200 personal sites of foreign language teachers gives an idea of a PWSL structure, outlined by the following web pages:

1) HOMEPAGE; 2) PORTFOLIO (laconically informs about the lecturer's main professional and scientific results); 3) STUDY MATERIALS / CLASSES (organizes students' access to the selected and logically built by the moderator of PWSL volume of educational materials, including multimedia); 4) GUIDELINES AND MATERIALS FOR SELF-CONTROL (offers methodological advice, tests and multiple choice or "true or false" questions); 5) EDUCATIONAL AND RESEARCH PROJECTS (publishes the results of students' project activities); 6) LIBRARY / BOOK-SHELF (provides access to recommended e-textbooks (manuals, reference books, articles, etc.), and contains the links to useful e-learning resources in speciality "Tourism", such as, for example, external websites, online databases, and journals); 7) EVALUATION CRITERIA (informs in detail about the quantitative measurements of academic results in accordance with the submitted criteria); 8) BULLETIN BOARD (contains the timetable, announces the events: language competitions, quizzes, educational activities etc., reminds the deadlines); 9) CONTACTS (determines all the forms of communication with a lecturer).

Additional pages and subpages allow the best structuring of the PWSL as a lecture can imagine it. Using such a tool as Google Site, a lecturer is able to model students' distance EFL learning in a variety of tasks and assignments aimed at engaging the students in English communication environment, available in the network platform (such as: creating a smart map, a cloud of thematic vocabulary, crossword puzzles, group presentations, videos, etc.). Some web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web-based information [10].

The type and structure of any PWSL are "primarily determined by the purpose and audience to which the materials are addressed" [2, p. 11], hence, developing the PWSL for the students majoring in 242 "Tourism", we focused on the general level of a foreign language competence of the academic group, and the special needs of those consumers of electronic foreign language content that are created for intensive independent work in foreign language. For such students, a

subpage of additional resources and assignments for creative work has been added to each unit.

A lecturer's personal educational site, in our opinion, is neither an "electronic replacement" of usual paper manuals, nor an organized set of references or electronic textbooks' collection, although, of course, a certain amount of textual content is in need.

It is a high-quality, carefully structured by topics and within a separate unit, aesthetically attractive virtual resource, that contains not only English texts about tourism and tasks to put into practice their ideas, but also an educational gallery of handouts, illustrations, banners with proverbs, and aphorisms for commenting or writing essays, authentic video and audio content. The web can be a useful tool for bringing isolated learners together in "virtual" groups – for example, through a discussion forum [5]. All mentioned learning tools allow the student to feel part of an open educational tourism media space. In addition, the PWSL resources "can be made available from any location at any time", which encourages more independent and active learning. [10]. They open the ways to be simultaneously in dialogue with the lecturer and with native speakers, and the professionals who create a foreign language educational product (e.g. BBC lessons Learning English), with cultural values. The appropriate equipment can be a problem though and some learners find it frustrating if they cannot access graphics, images, and video clips because of poor equipment [10].

As it was already mentioned, PWSL is assessable only to registered students, as a result, the intellectual property of online material is protected and the confidential exchange of communication between the lecture and students is supported.

The educational opportunities of the Internet provide the lecturers with a rich multimedia base for improvement, updating, making of didactic and methodological materials, available to all students registered on the PWSL. The lecturer's educational website motivates students' independent learning and research activities, invites them to study, search, and analytically comprehend information using recommended sites, electronic libraries, video hosting, or other sources.

Thus, a PWS serves as a reliable tool for distance language learning for university students majoring in 242 “Tourism”.

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## КРИМІНАЛЬНО-ВИКОНАЧА ПОЛІТИКА ПЕРШИХ РОКІВ РАДЯНСЬКОЇ ВЛАДИ У ПРАЦЯХ І. МАЛИНОВСЬКОГО

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Російська революція вщент знищила старий режим і скасувала усе дореволюційне російське законодавство, в тому числі карне, але, як зазначав, І. Малиновський, злочинність залишилась як спадок старого режиму і як результат умов життя, сприятливих для заподіяння й розвитку злочинів. Потрібна була боротьба зі злочинами шляхом застосування покарання, головним видом якого залишалось позбавлення волі. Потрібно було