

**АНАЛИЗ ПРОБЛЕМ ОРГАНИЗАЦИИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ
ПРОСТРАНСТВЕННЫХ ОТНОШЕНИЙ И ГЕОМЕТРИЧЕСКИХ ФИГУР БУДУЩИХ
УЧИТЕЛЕЙ НАЧАЛЬНОГО ОБРАЗОВАНИЯ**

Иванова Екатерина

Кандидат педагогических наук,

Украина,

ivanova.katrin.13@gmail.com

Аннотация

Изучение пространственных отношений и геометрических фигур в педагогических учреждениях высшего образования на специальности «Начальное образование» имеет свою специфику. В статье представлен анализ организации изучения курса математики будущими учителями начального образования во время дистанционной формы обучения. Для исследования были использованы общелогические методы систематизации и обобщения опыта работы высших учебных заведений по специальности «Начальное образование». Рассмотрены основные проблемы и приведены пути их преодоления. Выяснено, что главной проблемой является результат самостоятельной работы студентов. Причинами этой проблемы являются: 1) не способность студентов выучить большой объем (более 60%), материала отведенного для самостоятельного освоения учебными программами в связи с низким уровнем навыков самообразования; 2) недостаточная адаптация содержания курса «Математика» (отсутствие геометрического материала), действенных средств организации самостоятельной работы студентов. В статье приведен анализ выявленных проблем и возможные способы их устранения. Представлен вывод о том, в каких направлениях и с учетом каких факторов следует совершенствовать содержание математической подготовки будущих учителей начального образования и учебные материалы для дистанционного обучения. Отмечается, что вопросы организации самостоятельной работы будущих учителей начального образования при изучении пространственных отношений и геометрических фигур в условиях информационно-образовательной среды являются важными и требуют решения, что присутствует постоянная потребность в изменении методов обучения. Рассматриваются проблемы, возникающие при организации самостоятельной работы студентов во время онлайн практических занятий, обращается внимание на положительные и отрицательные стороны дистанционной формы проведения занятий и перспективы дальнейших исследований по повышению эффективности математической подготовки будущих учителей начального образования в условиях дистанционного обучения. Уделено особое внимание реализации дистанционного обучения будущих учителей начального образования пространственным отношениям и геометрическим фигурам с помощью использования информационных технологий, которые способствуют активизации познавательной деятельности студентов во время их самостоятельной работы.

Ключевые слова: дистанционное обучение, математическая подготовка, будущие учителя начальных классов.

**ՏԱՐԱՎԱՆ ԿՐԹՈՒԹՅԱՆ ԱՊԱԳԱ ՈՒՍՈՒՑԻՉՆԵՐԻ ՏԱՐԱԾԱԿԱՆ
ՀԱՐԱԲԵՐՈՒԹՅՈՒՆՆԵՐԻ ԵՎ ԵՐԿՐԱՅԱՓԱԿԱՆ ՊԱՏԿԵՐՆԵՐԻ ՀԵՇՈՎԱՐ ՈՒՍՈՒՑՄԱՆ
ԿԱԶՄԱԿԵՐՊՄԱՆ ՀԻՄՆԱԽՆԴՐՆԵՐԻ ՎԵՐԼՈՒԾՈՒԹՅՈՒՆ**

Եվանովա Եկատերինա

Մանկավարժական գիտությունների թեկնածու,

Ուկրաինա,

ivanova.katrin.13@gmail.com

Ամփոփում

«Տարրական կրթություն» մասնագիտության բարձրագույն կրթության մանկավարժական հաստատություններում տարածական հարաբերությունների և երկրաշափական ձևերի ուսումնասիրությունն ունի իր առանձնահատկությունները: Հոդվածում ներկայացված է հեռավար ուսուցման ընթացքում տարրական կրթության ապագա ուսուցիչների կողմից Մաթեմատիկայի դասընթացի ուսումնասիրության կազմակերպման վերլուծություն: Ուսումնասիրության համար օգտագործվել են «Տարրական կրթություն» մասնագիտության բարձրագույն ուսումնական հաստատությունների փորձի համակարգման և ընդհանրացման ընդհանուր տրամաբանական մեթոդներ: Դիտարկվում են հիմնական խնդիրները և տրվում են դրանց հաղթահարման ուղիները:

Պարզվել է, որ հիմնական խնդիրը ուսանողների ինքնուրույն աշխատանքի արդյունքն է. 1) ուսանողների անկարողությունը մեծ ծավալի (ավելի քան 60%) նյութեր սովորելու հանդեպ, որոնք հատկացված են ուսումնական ծրագրերի ինքնուրույն յուրացման համար՝ կապված ինքնակրթության հմտությունների ցածր մակարդակի հետ, 2) «Մաթեմատիկա» դասընթացի բովանդակության անբավարար հարմարեցում (երկրաչափական նյութի բացակայություն), ուսանողների ինքնուրույն աշխատանքի կազմակերպման արդյունավետ միջոցներ: 3) «Մաթեմատիկա» դասընթացի բովանդակության անբավարար հարմարեցում (երկրաչափական նյութի բացակայություն), ուսանողների ինքնուրույն աշխատանքի կազմակերպման արդյունավետ միջոցներ: 4) «Մաթեմատիկա» դասընթացի բովանդակության անբավարար հարմարեցում (երկրաչափական նյութի բացակայություն), ուսանողների շողվածում ներկայացված են հայտնաբերված խնդիրների վերլուծություն և դրանց վերացման հնարավոր եղանակներ: Եզրակացնելուն է ներկայացվում այն մասին, թե որ ուղղություններով և հաշվի առնելով, թե ինչ գործուներ պետք է բարելավվեն ապագա տարրական կրթության ուսուցիչների մաթեմատիկական վերապատրաստման բովանդակությունը և հեռավար ուսուցման ուսումնական նյութերը: Նշում է, որ տեղեկատվական և կրթական միջավայրում տարածական հարաբերությունների և երկրաչափական ձևերի ուսումնասիրության մեջ տարրական կրթության ապագա ուսուցիչների անկախ աշխատանքի կազմակերպման հարցերը կարևոր են: Հաշվի են առնվում առցանց գործնական պարապմունքների ընթացքում ուսանողների ինքնուրույն աշխատանքի կազմակերպման ընթացքում ծագող խնդիրները, ուշադրություն է հրավիրվում դասերի անցկացման հեռավար ձևի դրական և բացասական կողմերին ու հետազոտ հետազոտությունների հեռանկարներին՝ հեռավար ուսուցման պայմաններում ապագա տարրական կրթության ուսուցիչների մաթեմատիկական վերապատրաստման արդյունավետության բարձրացման համար: Այս առումով հաշվի են առնվում նաև ուսանողների կողմից հեռավար ուսուցման կազմակերպման և անցկացման մեթոդների կիրառման առանձնահատկությունները: Հատուկ ուշադրություն է դարձվում ապագա տարրական կրթության ուսուցիչների հեռավար ուսուցման իրականացմանը տարածական հարաբերությունների և երկրաչափական պատկերների միջոցով տեղեկատվական տեխնոլոգիաների օգտագործման միջոցով, որոնք նպաստում են ուսանողների ձանաշղողական գործունեության ակտիվացմանը իրենց անկախ աշխատանքի ընթացքում: Այս առումով կարևորվում է նաև տեղեկատվական տեխնոլոգիաների օգտագործումը, որոնք նպաստում են ուսանողների ձանաշղողական գործունեության ակտիվացմանը:

Բանալի բառեր՝ հեռավար ուսուցում, մաթեմատիկական ուսուցում, տարրական դասարանների ապագա ուսուցիչներ:

THE PROBLEM ANALYSIS OF DISTANCE LEARNING ORGANIZATION OF SPATIAL RELATIONS AND GEOMETRICAL FIGURES FOR FUTURE TEACHERS OF PRIMARY EDUCATION

Ivanova Kateryna

Ph.D. in Pedagogy,

Ukraine,

ivanova.katrin.13@gmail.com

Summary

The study of spatial relations and geometrical figures has its own peculiarities at "Primary Education" in pedagogical institutions of higher education. The article presents the analysis of the organization of studying the mathematics course by future teachers of primary education during distance education. The general logical methods of systematization and generalization of the experience of higher education institutions specializing in "Primary Education" were used for the study. The main problems have been considered and the ways to overcome them have been given. It has been found out that the main problem is the result of students' independent work. There are several reasons for this, such as their inability to overcome a large volume (more than 60%) of the material allocated for self-learning in connection with the low level of

self-education skills, as well as insufficient adaptation of the content of the "Mathematics" course (lack of geometrical material), effective means of organization of students' independent work. The article provides the analysis of identified problems and possible ways to eliminate them. A conclusion is made on the directions and according to which factors it is necessary to improve the content of the mathematical training of future teachers of primary education and educational materials for distance learning. It is noted that the issues of organization of the independent work of future teachers of primary education when studying spatial relations and geometrical figures in conditions of informational and educational environment are important and need to be resolved, there is a constant need to change teaching methods. The problems that arise during the organization of independent work of students during online practical classes are considered, attention is drawn to the positive and negative aspects of the distance form of conducting classes and the prospects of further research on improving the effectiveness of the mathematical training of future teachers of primary education in the conditions of distance learning. Due attention is paid to the implementation of distance learning of future teachers of primary education in spatial relations and geometrical figures with the help of information technologies, which contribute to the revitalization of cognitive activity of students during their independent work.

Key words: *distance learning, mathematical training, future teachers of primary education.*

Introduction. The study of spatial relations and geometrical figures has its own peculiarities at "Primary Education" in pedagogical institutions of higher education. The article presents the analysis of the organization of studying the mathematics course by future teachers of primary education during distance education.

Methods. The general logical methods of systematization and generalization of the experience of higher education institutions specializing in "Primary Education" were used for the study.

Results. The main problems have been considered and the ways to overcome them have been given. It has been found out that the main problem is the result of students' independent work. There are several reasons for this, such as their inability to overcome a large volume (more than 60%) of the material allocated for self-learning in connection with the low level of self-education skills, as well as insufficient adaptation of the content of the "Mathematics" course (lack of geometrical material), effective means of organization of students' independent work. The article provides the analysis of identified problems and possible ways to eliminate them.

Conclusion. A conclusion is made on the directions and according to which factors it is necessary to improve the content of the mathematical training of future teachers of primary education and educational materials for distance learning. It is noted that the issues of organization of the independent work of future teachers of primary education when studying spatial relations and geometrical figures in conditions of informational and educational environment are important and need to be resolved, there is a constant need to change teaching methods. The problems that arise during the organization of independent work of students during online practical classes are considered, attention is drawn to the positive and negative aspects of the distance form of conducting classes and the prospects of further research on improving the effectiveness of the mathematical training of future teachers of primary education in the conditions of distance learning. Due attention is paid to the implementation of distance learning of future teachers of primary education in spatial relations and geometrical figures with the help of information technologies, which contribute to the revitalization of cognitive activity of students during their independent work.

The Problem. The modern system of higher education in Ukraine faces challenges. First, due to the quarantine caused by Covid-19, and then due to the military and political situation, it has become necessary for educational institutions to switch to distance education. In particular, the mathematical training of future teachers of primary education in Ukraine is also organized with the help of distance technologies. Remote technologies open new perspectives for improving the effectiveness of teaching Mathematics, especially spatial relations and geometrical figures. With the help of modern digital technologies and Internet resources, it is possible to build various geometrical figures, investigate the issue of covering a plane with polygons, etc.

At the same time, with the introduction of distance learning at higher education institutions, there is a sharp decrease in the number of hours allocated to synchronous learning, and most of the

educational material is assigned for its independent processing (asynchronous learning) by students. The majority of secondary school graduates have problems with motivation to study the material independently (they neither work at online lessons, nor read textbook paragraphs), which is confirmed by the results of the national multi-subject test (NMT).

Therefore, a number of problems arise when organizing distance learning of Mathematics for future teachers of primary education: low level of motivation, the difficulty of understanding the individual characteristics of each student.

The brief analysis of current research and publications related to the problem. The conceptual provisions of the purpose, content and organization of distance education in Ukraine are based on the National Doctrine of Education Development in the 21st Century [16], the Laws of Ukraine "On Education" [9], "On Higher Education" [10], the Decree of the President of Ukraine "On Measures as for the development of the national component of the global Internet information network and provision of wide access to this network in Ukraine" [4], the order of the Ministry of Education and Science of Ukraine "On the creation of the Ukrainian distance education center" [13].

The theoretical and methodological basis for distance learning was primarily created in Ukraine by the efforts of scientists of the Institute of Information Technologies and Teaching Tools of the National Academy of Sciences of Ukraine (V. Bykov, O. Spirin, M. Shishkina, etc.). Various aspects of the organization of distance professional education became the subject of researches by: L. Kartashova, G. Kozlakova, V. Oliynyk, Zh. Talanova, and others. The training of pedagogical personnel in the distance learning system was studied by: V. Gravit, V. Oliynyk, O. Spirin, I. Stetsenko, Y. Trius, and others.

The distance education of students requires the use of the latest information technologies, employed during the classes of Mathematics, their didactic and psychological aspects are reproduced in the works of M. Burda, Y. Horoshko, A. Yershov, M. Zhaldak, V. Klochko, E. Kuznetsov, V. Monakhov, N. Morse, N. Mashbyts, V. Penkov, S. Rakov, Y. Ramsky, and others.

However, the problem of organizing the distance learning of spatial relations and geometrical figures of future primary education teachers has not yet become the subject of a holistic analysis by scientists.

The purpose of the study is to highlight the problems of organizing distance learning of future primary school teachers in spatial relations and geometric shapes and to find ways to overcome them.

Presentation of the main material. The problem of motivating future primary school teachers to study mathematics is not new. However, it remains relevant in the organization of distance learning, which requires an increase in students' independent work and requires greater intrinsic motivation (student understanding of the value of the knowledge gained). Therefore, a teacher of a mathematics course for the specialty "Primary Education" in the organization of distance learning faces the following tasks: to select appropriate training content, to increase the level of internal motivation, to teach students to work independently on the educational material.

Modern distance technologies of teaching spatial relations and geometric shapes to future primary school teachers provide the teacher with the opportunity to fill the mathematics course with the necessary educational materials. When organizing distance learning of the discipline "Mathematics" for future primary school teachers, an important step is the selection of the content of the educational material.

The analysis of the content of the discipline "Mathematics" for future primary education teachers in distance learning showed that there were no significant changes compared to the content in full-time education: mathematical logic, combinatorics, expansion of numerical sets, numerical expressions and expressions with variables, equations and inequalities, systems of equations and inequalities, numerical functions and their graphs, quantities and their measurement. In higher education institutions for students majoring in Primary Education, the focus of mathematical training continued to be on overcoming educational losses in the knowledge of the school mathematics course. Thus, the problem of meeting the goal of mathematical training of

future primary education teachers and the selection of appropriate content remains unresolved. This is compounded by the fact that the gaps in students' mathematical knowledge obtained during distance learning of mathematics at school (as evidenced by the results of NMT) are tried to be made up during the 2nd year of study (i.e., a year of break, during which they forget what they knew), leading to a lack of understanding by future primary education teachers of the value component of mathematical training. It should be noted that some higher education institutions have added the course "Workshop in Mathematics" (SHEI "Vasyl Stefanyk Precarpathian National University" (90 hours: 60 hours of independent work), State Institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky" (120 hours: 80 hours of independent work)). The analysis of the content of the program of the mentioned course shows that only in the "South Ukrainian National Pedagogical University named after K. D. Ushynsky" there is a topic related to geometric material, but only that which is studied in primary school (Topic 10. Solving problems of geometric content. Rectangle and square. Problems on the construction of a rectangle and a square. Perimeter and area of a figure. Problems to calculate the perimeter of a polygon. Problems to calculate the perimeter and area of a rectangle and a square. Circle and circle. Problems on constructing a circle by a known radius and diameter. Triangle. Types of triangles by angles; sides. Construction of triangles) [17]. In our opinion, the consideration of only geometric material defined by the State Standard of Primary Education reduces the value of geometric training of a future primary education teacher.

Thus, the content of mathematical training of future primary education teachers again lacks material related to spatial relations and geometric shapes, which could at least be presented to students for independent study. At the same time, the scientific and methodological literature notes that a special task of familiarizing students with these issues is assigned to primary school, since younger students are characterized by imaginative thinking, keen perceptions and perception. Studying geometry, students have the opportunity to get acquainted with many spatial forms and objects, geometric shapes and their properties, acquire skills in measuring, building, designing, and drawing.

One of the most important tasks of mathematical training of future primary school teachers is interest in learning and perception of educational information. However, distance learning technologies involve more than just converting a lecture into electronic form and providing access to it through a remote platform or via e-mail/messengers. In the current conditions of rapid development of information and communication technologies, the teacher is no longer the only source of knowledge for future teachers. The perception of mathematics educational material, especially about spatial relations and geometric shapes, by students using distance technologies via a computer/tablet/mobile phone is different than in the classroom with a teacher. Therefore, there is a particular need for additional stimulation of future primary school teachers' intrinsic motivation to learn mathematics. All of this indicates the need for changes in the methodology of teaching mathematics to future primary school teachers.

Increasing the independent learning and cognitive activity of future primary school teachers leads to the need to find new approaches to stimulating independent learning. The activation of future primary school teachers' independent activity in the distance learning of spatial relations and geometric shapes can occur due to the presence of proper intrinsic motivation, learning goals, and cognitive interest. If the internal motivation turns into external motivation, then we can count on a high result of the higher education student's training. This teaching methodology is based on principles and is aimed at the creative development of the individual. In particular, the use of the principle of visibility contributes to the formation of correct ideas about the world around us, forms imaginative thinking, and realizes the connections and dependencies between subjects. The ability to create and demonstrate educational material significantly increases the motivational and value potential of future primary school teachers.

In the professional training of future primary education teachers, the course "Mathematics" is the basis for studying the discipline "Methods of teaching mathematics". Therefore, a student should not only have a good command of theoretical knowledge, but also be able to apply it to solve specific applied problems. Therefore, the mathematical training of future primary education

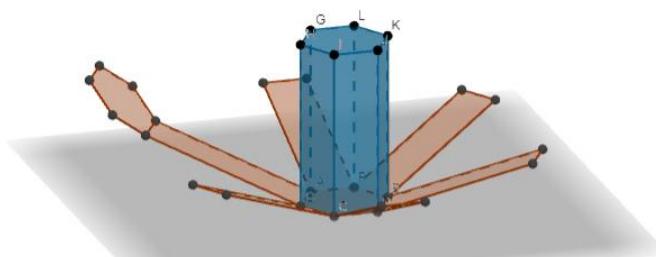
teachers should include those sections of mathematics that are especially necessary for this specialty and which students should know well. In the course of their professional activities, primary school teachers teach the elements of geometry to students, which requires the study of the relevant section of the Mathematics course. It should be noted that the study of spatial relations and geometric shapes by future primary school teachers should not be limited to the study/recapitulation of the geometric material of the primary mathematics course. Teachers of the course "Mathematics" are mistaken in thinking that geometric propedeutics for junior pupils is less important in relation to algebraic propedeutics, thus devaluing the purpose of the geometric component of the course "Mathematics". According to V. Gusev [7], is to study first spatial geometric figures, then flat figures, followed by their parallel consideration. This approach to the geometric training of junior pupils makes it possible to significantly use the influence of live contemplation on the development of their thinking.

To start studying geometric material, as O. Astryab notes [1, c. 7], it is advisable not to start with information about figures on a plane, but with the systematization and development of information received by a child in a preschool institution about real three-dimensional space. Given that "geometry is the science of spatial forms", the scientist pays special attention to the development of children's geometric representations and notes: "...the most difficult and challenging, and at the same time the most important, is the study of geometric forms of three dimensions...". He notes that the first stage of cognition of geometric shapes is perception, not only with the eyes but also with the hands. Therefore, in the textbook "Visual Geometry" (1923) for junior schoolchildren, the author begins his course with the manufacture and study of geometric bodies, from which students will distinguish all the basic geometric elements: point, line, surface, and volume, and offers tasks that require students to sculpt, draw, measure, and glue, to superimpose one figure on another, to cut and glue them.

Cognitive interest is an important component of effective learning. Materials for self-study of spatial relations and geometric shapes should be varied and presented in different forms: for example, a teaching aid, preferably interactively adapted for distance learning, video lectures, video analyses of solving the main types of problems, interesting and useful facts about the use of the presented materials in future professional activities.

The peculiarities of the process of studying spatial relations and geometric shapes for students majoring in Primary Education create an environment favorable for the use of programs that can facilitate the understanding and assimilation of educational material. In particular, the organization of independent study of the theoretical material "Elements of Geometry" can be carried out using the GeoGebra environment, and the practical part of the geometric training of future primary education teachers - in the Mathigon Polypad environment.

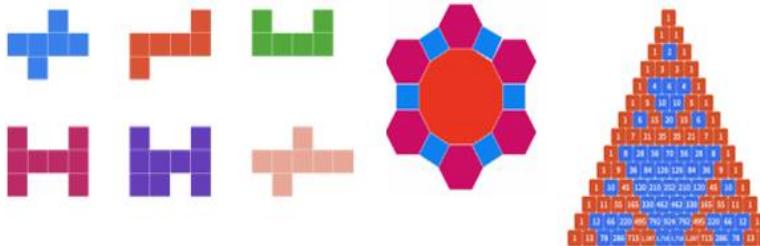
GeoGebra is a program used to construct geometric objects and study their properties. GeoGebra allows you to graph functions, create curves, and study remarkable curves (cycloid, Archimedes spiral, etc.). The tools of the GeoGebra program are used to visualize the studied mathematical objects, illustrate the methods of construction [3]



Scanning a polyhedron in the Geogebra environment

The tasks of practical training in the study of spatial relations and geometric shapes for future primary school teachers should combine practical orientation and research activities. Mathigon Polypad is very interesting and motivating for practical work with geometric material.

Mathigon Polypad is a powerful virtual manipulation tool for math classrooms: polygons, number and algebra tiles, fractions, tangrams, pentominoes, etc. Future teachers can work with spatial figure scans, explore filling the plane with polygons/space with 207olyhedral, solve problems on coloring maps on the plane, and problems on cutting and folding shapes, build images of fractals, etc. Conducting practical classes in the study of spatial relations and geometric shapes using this educational multimedia tool will interest students in creating a database of tasks that they can use in their future professional activities.



Mathigon Polypad environment

Conclusions, prospects for further research, suggestions. Distance learning provides students with access to non-traditional sources of information, increases the efficiency of independent work, provides new opportunities for creativity, consolidation of various professional skills, and allows teachers to implement fundamentally new forms and methods of teaching using mathematical modeling of phenomena and processes. Thus, the distance learning of spatial relations and geometric shapes by future primary education teachers can take its place in the system of mathematical and professional training of students majoring in "Primary Education", which meets the requirements of modern society today, provided that the above problems are eliminated.

References

1. Astryab A. M. Visual Geometry (laboratory method of presentation). First stage: Initial course of geometry. 6th edition. Moscow: Petrograd, State Publishing House, 1923. 160. (in Russ.)
2. Breskina L. V., Shuvalova O. I. Pedagogical conditions for obtaining distance learning experience by future mathematics teachers. Bulletin of KhNTU, 2018. No. 3(66), Vol. 1. pp. 223-231. (in Ukr.)
3. Bryukhan L. M. Using the electronic educational mathematical environment Geogebra (on the example of solving problems with parameters). Modern information technologies and innovative teaching methods: experience, trends, prospects (Ternopil, November 9-10, 2017), 2017. P. 66-71. (in Ukr.)
4. Decree of the President of Ukraine No. 928/2000 of July 31, 2000 "On measures to develop the national component of the global information network Internet and to ensure wide access to this network in Ukraine". Retrieved 24/09/2023. From: www.office-metodist.com.ua/ecommerce/resource.php?lan=ukr&id=306 (in Ukr.)
5. Distance technologies in education: a collection of scientific and methodological recommendations for the organization of education, training and development of participants in the educational process during quarantine / edited by Y. Burtseva, D. Maleev. Kramatorsk: Department of Information and Publishing, 2020. 95. Retrieved 24/09/2023. from <http://cprppd.osv.org.ua/navchalmometodichni-posibniki-dlya-pedagogichnih-pracivnikiv-16-33-59-28-01-2021/> (in Ukr.)
6. Gorbatyuk R. M., Romanishyna L. M. Experimental model of distance learning for future specialists in higher education. Scientific Notes of Ternopil National Pedagogical University named after V. Hnatiuk. Series: Pedagogy. 2016. No. 2. P. 69-75. (in Ukr.)
7. Gusev V. A. Theory and methodology of teaching mathematics: psychological and pedagogical foundations. Moscow: Binom, 2014. 457. (in Russ.)
8. Kukharenko V. M., Bondarenko V. V. Emergency distance learning in Ukraine: a monograph. Kharkiv: City printing house, 2020. 409. (in Ukr.)

9. Law of Ukraine "On Education" No. 1060-XII, as amended on June 11, 2008. Retrieved 24/09/2023. From: http://www.osvita.org.ua/pravo/law_00/ (in Ukr.)

10. Law of Ukraine "On Higher Education" No. 2984-111, as amended on January 19, 2010. Retrieved 24/09/2023. From: http://www.osvita.org.ua/pravo/law_05/ (in Ukr.)

11. Mukoviz O. Features of the organization of distance learning in the system of continuing education of primary school teachers. Humanitarian Bulletin of the State Higher Educational Institution "Pereiaslav-Khmelnytskyi H. S. Skovoroda State Pedagogical University". Pedagogy. Psychology. Philosophy, 2013. 28(2), pp. 211-218. Retrieved 24/09/2023. From http://nbuv.gov.ua/UJRN/gvpdpu_2013_28_2_42. (in Ukr.)

12. Oleshko A. A., Rovnyagin O. V., Godz V. R. Improving distance learning in higher education in the context of pandemic restrictions. Public administration: improvement and development. 2021. № 1. Retrieved 24/09/2023. From <http://www.dy.nayka.com.ua/?op=1&z=1936> (in Ukr.)

13. Order of the Ministry of Education and Science of Ukraine No. 293 of 07.07.2000 "On Establishment of the Ukrainian Center for Distance Education". Retrieved 24/09/2023. From: http://www.osvita.org.Ua/distance/pravo/Q_1_.html (in Ukr.)

14. Recent Trends in Higher Education and Lifelong Learning: Prospects for Ukraine. National Institute for Strategic Studies. December 2016. Analytical note. Retrieved 24/09/2023. From <http://www.niss.gov.ua/catalogue/14/>. (in Ukr.)

15. Sysoeva S. O. Problems of distance learning: pedagogical aspect. Continuing professional education: theory and practice, 2003, 3-4, 78-87. (in Ukr.)

16. The National Doctrine of Education Development in the 21st Century (approved by Presidential Decree No. 347/2002 of 17.04.02). Retrieved 24/09/2023. From: <http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=347%2F2002> (in Ukr.)

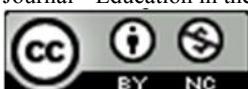
17. Work curriculum of the discipline "Workshop on solving mathematical problems" for students majoring in 013 Primary Education / S. O. Skvortsova, Y. Hayevets. Odesa, 2022. 12. (in Ukr.)

Получено: 09.10.2023 Received: 09.10.2023

Рассмотрено: 24.10.2023 Reviewed: 24.10.2023

Принято: 30.10.2023 Accepted: 30.10.2023

Journal "Education in the 21st Century", Vol1-10/2, 2023



This work is licensed under a Creative Commons Attribution-Non Comercial 4.0 International License

378.016.81 <https://orcid.org/0009-0007-7323-1271>

DOI: 10.46991/educ-21st-century.v5.i2.208

РАЗВИТИЕ НАВЫКОВ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В ЮРИДИЧЕСКИ-ОРИЕНТИРОВАННОМ КУРСЕ АНГЛИЙСКОГО ЯЗЫКА

Восканян Анаит

Кандидат педагогических наук, доцент,
Ереванский государственный университет, Армения,
anahit_voskanyan@ysu.am
anahitvoskanyan3@mail.ru

Аннотация

В статье рассматриваются актуальные проблемы формирования межкультурной компетенции в юридически-ориентированном курсе английского языка.

Студенты, у которых первый или родной язык является армянский, очень часто не в состоянии общаться с англоязычными коллегами в должной мере, особенно на профессиональном уровне.

Решение на общеначальном, обыденном, профессиональном уровнях проблемы формирования межкультурных коммуникативных навыков требует учета педагогических условий обучения английскому правовому подъязыку, современных технологий, методов, приемов обучения иностранным языкам, когнитивных и профессиональных потребностей будущих юристов, а также тот позитивный опыт, который накоплен за последние годы в странах, имеющих богатые методические традиции.