

РОЗДІЛ 7. ІНФОРМАЦІЙНО-КОМУНІКАЦІЙНІ
ТЕХНОЛОГІЇ В ОСВІТІHUB-LABORATORY “UKR.LANG.LABORATORY FOR FOREIGN STUDENTS”
IN SOCIAL NETWORK FACEBOOK AS AN INNOVATIVE TECHNOLOGY
OF TEACHING INTERNATIONAL STUDENTSХАБ-ЛАБОРАТОРІЯ “UKR.LANG.LABORATORY FOR FOREIGN STUDENTS”
У СОЦІАЛЬНІЙ МЕРЕЖІ ФЕЙСБУК ЯК ІННОВАЦІЙНА ТЕХНОЛОГІЯ
НАВЧАННЯ ІНОЗЕМНИХ СТУДЕНТІВ

The article focuses attention on educational hubs and online laboratories as tools for innovative foreign language learning of international students. One of the modern learning technologies, which unites those who want to develop their foreign language skills, who are looking for new ideas and want to gain new knowledge, who strive for self-improvement and wants to be involved in creative social changes and projects – a “hub-laboratory” is outlined. The definition of the concept of “hub” has been determined, according to electronic sources. The Ukrainian and foreign experience of the functioning of educational hubs and laboratories, hub sites was analyzed. It was revealed that the reforms in the field of education in Ukraine contributed to the creation of educational hubs. Foreign experience shows that language hubs are quite common in European countries, which motivate foreigners and immigrants to learn the language. An implementation of social network Facebook in the educational process is emphasized. Based on a comparative analysis of foreign and Ukrainian experience, the authorial Ukrainian-language hub-laboratory “Ukr.Lang. Laboratory for foreign students” in Facebook social network (<https://www.facebook.com/groups/2580388622284576/>) is outlined. This online hub-laboratory was created to conduct professional orientation of language study, practical training of students, involvement in the implementation of projects and various types of competitions and conferences. The main goal of the hub-laboratory is to promote the acquisition and expansion of knowledge about the Ukrainian language, to stimulate foreign students of various specialties to active educational and extracurricular activities on the basis of cross-ethnic interaction. The main tasks of the hub-laboratory are: to activate of educational and research activities of foreign students in order to ensure a deeper mastery of educational material, formation of skills to use acquired knowledge in new educational and professional situations; to provide practical help to students in developing skills for working with professionally oriented texts, the ability to prepare messages, solve various professional situations, overcome language barriers, defend one’s position, popularize innovations in education; to encourage foreign students to participate in competitions, cross-cultural discussions, scientific and practical conferences.

Key words: online language laboratory, educational hub, social network, technology.

У статті акцентовано увагу на освітніх хабах, онлайн-лабораторіях, як інструментах для інноваційного навчання іноземної мови міжнародних студентів. Окреслено одну із сучасних технологій навчання, яка об’єднує тих, хто бажає розвивати свої іношомовні навички, хто шукає нові ідеї та бажає здобути нові знання, хто прагне самовдосконалюватися та бути залученим до креативних соціальних змін і проєктів – це «хаб-лабораторія». Визначено дефініцію поняття “hub”, відповідно до електронних джерел. Проаналізовано український та зарубіжний досвід функціонування освітніх хабів та лабораторій, нормативних документів, сайтів хабів. Виявлено, що реформування в галузі освіти України сприяло створенню освітніх хабів. Зарубіжний досвід свідчить, що мовні хаби досить поширені у країнах Європи, що мотивують та вивчення мови іноземців та переселенців. Акцентовано увагу на застосуванні соціальних мереж у освітньому процесі. На основі компаративного аналізу зарубіжного і вітчизняного досвіду, деталізовано авторську українськомовну хаб-лабораторію «Ukr.Lang. Laboratory for foreign students» у соціальній мережі Facebook (<https://www.facebook.com/groups/2580388622284576/>), яка створена для проведення профорієнтаційної роботи, практико-орієнтованої підготовки студентів, залучення до виконання проєктів, різного роду конкурсів та конференцій. Провідна мета діяльності хаб-лабораторії – сприяти набуттю і розширенню знань про українську мову, стимулювати іноземних студентів різних спеціальностей до активної навчальної та позанавчальної діяльності на засадах міжетнічної взаємодії. Основними завданнями роботи хаб-лабораторії є: активізація навчально-дослідної діяльності іноземних студентів з метою забезпечення глибокого оволодіння навчальним матеріалом, формування умінь використовувати набуті знання у нових навчально-професійних ситуаціях; надання практичної допомоги студентам у формуванні навичок роботи із професійно орієнтованими текстами, умінь готувати повідомлення, вирішувати різні професійні ситуації, долати мовні бар’єри, відстоювати свою позицію, популяризувати інновації в освіті; заохочення іноземних студентів до участі в конкурсах, крос-культурних дискусіях, науково-практичних конференціях.

Ключові слова: мовна онлайн лабораторія, освітній хаб, соціальна мережа, технологія.

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The problem of research. Qualitative foreign language teaching can't be produced without innovative trends in education. One of the innovative trends, that unites those who wish to develop their language skills, who seek new ideas and knowledge, who strive to improve themselves, and to be involved in positive social changes is so called "hub-laboratory". New generation of students at high school requires modern ways of teaching. Hub-laboratories may satisfy their educational interests.

Analysis of recent research and publications

According to Cambridge Dictionary the notion "hub" is denoted as "the central or main part of something where there is most activity" [1]. Collins Dictionary outlines one of the notions of "hub" as "a center of interest, importance or activity" [2]. Virtual hubs in social networks became very popular nowadays. Social network Facebook, for instance, suits the best for improving language and critical thinking. According to the investigations by foreign scientist Faryadi "Results from the critical thinking component of the post-test showed that the majority of the students in the control group did not do well. Hence, the students in the Experimental group benefited as their English language proficiency was raised because of using Facebook [4]. Facebook is one of the most popular social networks among people all over the world. Ukrainian scientists Sukhonos V.V., Harust Y.V., Shevtsov Y.A. outlines digitalization of education in Ukraine: foreign experience and domestic perspective of implementation. Having analyzed their research it was turned out, that according to «Higher Education Opportunity Act – 2008» (a normative document in the USA, includes a large the number of provisions on digitization in education [6]), education in remote mode in the USA transmits two types – Remote lighting in the USA transmits two types – high education and additional (courses, trainings) [9]. In normative documents of Great Britain is also emphasized the necessity of additional technical modifications in higher education. Item 2 part 2 of chapter 1 "Higher Education and Research Act 2017" defines distance learning its special form, which provides full (similar to normal) educational process implemented with the help of digital technologies. Guided by this norm, on Digital universities are being created on the basis of ordinary universities subdivisions, that are directed to implementation distance education [5; 9]. Day, J., Skerritt, G. created a book Language Hub Advanced Student's Book with Student's App Paperback. The Student's Book has a robust skills, grammar and vocabulary syllabus with clear learning outcomes. It also includes a functional language strand presented through an engaging sitcom series. The Student's App allows learners to practice on-the-go with over 300 activities designed to offer quick and flexible practice [3]. Reforming in the field of education in Ukraine have recently contributed to the creation of hubs. So,

for example, in 2016, the Ministry of Education and Science of Ukraine announced plans to create educational hubs in various regions of Ukraine, where teachers could find materials for their lessons. This "School HAB" system was supposed to consist in the fact that the so-called central school-hubs, equipped with modern laboratories, with the latest classrooms and everything necessary for practical classes, would become supporting educational institutions. The first few hub schools were created in Ukraine in 2016. The adoption of the Law on Education in 2017 became the legal basis for these schools [7]. The analyses of normative sources and modern Ukrainian and international investigations has shown the necessity of implementing new technologies in higher education, using social networks.

Therefore, we **highlight previously unresolved parts of the overall problem.** In our previous publication "Integrating E-learning in Ukrainian language teaching for international students at higher education institutions" it was mentioned about online laboratory in Facebook [8], but it wasn't analyzed deeply, their purpose of functioning.

The purpose of the article is to analyze and describe implementation of hub-laboratory in social network Facebook "Ukr.Lang.Laboratory for foreign students" into foreign language teaching for international students.

Presenting main material. On May 1, 2018, there were 519 hub-schools were established across our country. This project is at the stage of implementation. However, the number of Ukrainian educational hubs is growing every year. Among them are: Osvitoria Hub (<https://eduhub.in.ua>), World School Hub, (<https://worldschool.com.ua>), Education HUB, (<http://edhub.com.ua>) and others. Almost all modern hubs have a physical location, however, most have a page on the Internet that highlights the events and the offer or services of the hub, pages in social networks, some hubs offer online training. Having conducted an analysis of domestic and foreign sources regarding the problem of ICT-based educational hubs, we may summarize. It was mentioned, the educational hub is an environment for joint activities. Activities carried out in the modern technologically oriented world of information and communication technologies take place both in real and virtual space. And the hub, as a product of the modern world, can be real, created on the basis of a physical object (premises), and virtual, placed online. Theoretically, there can be hubs that exist only in real space, and in one way or another (e-mail, chats, sites, manager, etc.), they use ICT. So, we can talk about hubs using ICT. It is also necessary to single out a group of hubs that have the characteristics of both a real and a virtual hub, which can be called as a combined (mixed) [7].

We see the necessity to describe in details the author's professionally oriented hub-laboratory



Fig. 1. Interface of hub-laboratory page «Ukr.Lang.Laboratory for foreign students» in Facebook

page «Ukr.Lang.Laboratory for foreign students» in social network Facebook, administrated by I.S. Levenok, PhD, lecturer of Sumy State University (<https://www.facebook.com/groups/2580388622284576/>).

The Ukrainian-language professional hub-laboratory is a voluntary association of foreign students of various specialties that performs independent and individual work together with a teacher of a specific focus. The purpose of the laboratory is to promote the acquisition and expansion of knowledge about the Ukrainian language, to stimulate foreign students of various specialties to active educational and extracurricular activities on the basis of cross-ethnic interaction. This online hub-laboratory was created to conduct professional orientation of language

study, practical training of students, involvement in the implementation of projects and various types of competitions and conferences. The main tasks of the hub-laboratory are: to activate of educational and research activities of foreign students in order to ensure a deeper mastery of educational material, formation of skills to use acquired knowledge in new educational and professional situations; to provide practical help to students in developing skills for working with professionally oriented texts, the ability to prepare messages, solve various professional situations, overcome language barriers, defend one's position, popularize innovations in education; to encourage foreign students to participate in competitions, cross-cultural discussions, scientific and practical conferences.

Socio-cultural and cultural-educational directions of the work of the laboratory are implemented in the involvement of students in learning about the history, culture of the city, the university through reading texts (for example, "The City Sumy Day"), viewing video materials about the cities of Ukraine, about Ukrainian holidays and traditions, listening to podcasts on the topics "Acquaintance", "Words of greeting and farewell in Ukrainian", etc., study of Ukrainian idioms (Ukrainian Lessons resource <https://www.ukrainian-lessons.com/premium/>), virtual excursions.

We implement the educational and professional direction of the laboratory by reading texts of various levels of complexity (we offer adapted fragments of articles and publications for students, for example, "Breathe correctly!" advice from J. Nestor, author of the book "Breathing"), professionally oriented texts, cards on Ukrainian grammar, spelling, resources of online dictionaries of the Ukrainian language.

We review and discuss video materials on the "Interesting Science" YouTube channel (for example,

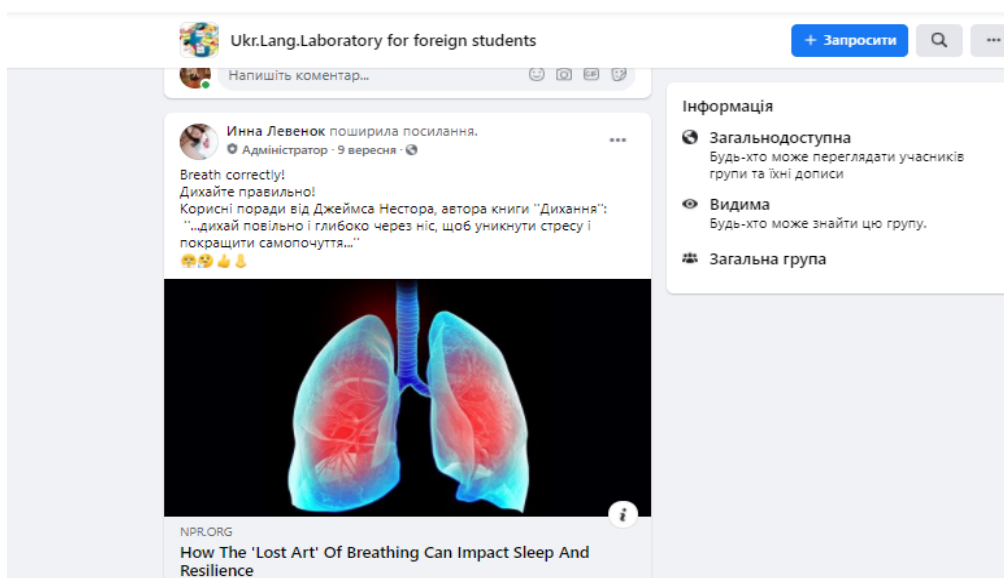


Fig. 2. Facebook page with professional oriented direction of hub-laboratory «Ukr.Lang.Laboratory for foreign students»

processing the video “Where do new viruses come from” <https://www.youtube.com/channel/UCMI-VE71tHEUDkuw8tPxtzSQ>), some news (photos, videos), for example, from the local channel “Suspilne Sumy” about pediatric surgeon Volodymyr Doroshenko, TV serials about doctors, virtual trips (“CORPUS Museum of the Human Body”). Within the laboratory, foreign students are involved in such direction as research activities, participate in the mini-project “Foreign medical students support doctors”. We believe that collective discussion of the proposed topics, independent, individual work within the Ukrainian language laboratory contribute to the formation of skills in working with texts, the ability to process materials and prepare messages, reports, overcome language barriers, defend one’s position, prepares for language-communicative interaction.

Within the framework of the Ukrainian-language laboratory “Ukr.Lang.Laboratory for foreign students”, foreign students were involved in an imaginary trip to the “CORPUS museum of the human body (Netherlands)”. After an imaginary journey, the game “Microphone” was used to discuss topical issues about the science of anatomy. Students were also involved in the interactive game “Tag Me”. The professionally oriented game consisted in the fact that the student should match the names of the parts of the human body, which are written on the cards, with the place where it is located. The work of the students was aimed at deepening their knowledge of medical terminology, at forming the ability to correctly use lexical and grammatical constructions when composing dialogues, drawing up a patient’s card. The project method enriched the language and communication skills of foreign students. As part of the Ukrainian-language laboratory “Ukr.Lang.Laboratory for foreign students”, students prepared an author’s mini-project “Foreign medical students support doctors”, published posts in Ukrainian and English on their page in the social network and on the page of the Ukrainian-language laboratory. Posts contained words of thanks and support for doctors, quotes or a short text about doctors. The project works were published on the website of the Ukrainian-language hub-laboratory, and were also presented by foreign students at the III International scientific and practical conference

“Academic culture of the researcher in the educational space: European and national experience” (2020). Scientific work is provided by participating in Scientific students conferences, for instance, “First Step into the Science”, where the thesis, presentations were presented by students (2022).

Conclusion. In the article we made an attempt to make terminological analysis of “hub” notion, comparative analysis of the Ukrainian and foreign experience of the educational hubs and laboratories functioning, normative documents. It was revealed, that the reforms in the field of education in Ukraine contributed to the creation of educational hubs. The author’s professionally oriented hub-laboratory page «Ukr.Lang.Laboratory for foreign students» in social network Facebook was described. Educational hub-laboratory works in three directions: socio-cultural, professional-oriented and scientific-oriented.

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