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## USE OF EDUCATIONAL PLATFORMS DURING THE STUDY OF FOREIGN (ENGLISH) LANGUAGE OF PROFESSIONAL ORIENTATION OF STUDENTS OF NON-PHILOLOGICAL SPECIALITIES

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### Abstract

The article analyzes the development of educational platforms based on various sources, which are used to study foreign (English) language by students of non-philological specialties and using contextual learning in educational process.

**Keywords:** study of a foreign language (English), students of non-philological specialties, communicative professional competence, educational platforms, educational applications, online education, online courses, Case-Study technology, contextual learning.

**Formulation of the problem.** Educational platforms are an integral part of the educational process; contribute to the involvement of young men and women in active cognitive activity, professional development both in their own interests and for the benefit of our society. Over the last decade, online resources have had an incredible impact on our society. The processes of globalization contribute to the formation of educational platforms that provide an opportunity to study in the best educational institutions in the world, to listen to lectures by the most prominent people on the planet. A new stage in the development of education began with the development of accessibility of the Internet.

**The purpose of the article** is to explore a variety of educational platforms that can be used to learn English by students of non-philological specialties. Since the beginning of the scientific and technological revolution of the late XX and early XXI centuries, society has undergone radical changes that have affected various aspects of our lives, including education. The growing demand for affordable quality education has led to the emergence of various global resources and educational platforms. Among the most significant are the Ted-talks conferences and the online world platform Coursera. The teacher of a foreign language in a modern higher education institution is faced with the task of preparing a specialist of a new format, able to quickly and efficiently receive process and use information from the latest developments in their field. Unfortunately, the leading suppliers of modern inventions are Europe, the United States and China. The vast majority of the world's leading experts speak English. Therefore, knowledge of this language remains the key to the rapid introduction of global innovations. The Internet provides unlimited opportunities for learning a foreign language, as the size of Internet resources is actually huge. The global network provides an unlimited amount of

educational material, including any relevant information, local history material, newspaper and magazine articles, educational literature, etc. [17, p.12] In the last decade, leading experts in various fields have begun to pay attention to the Ted-talks conference. Their advantages were innovation, openness, conciseness and progressiveness. Ted-talks are not a learning resource in the broadest sense. TED (short for Technology Entertainment Design; Technology, Entertainment, Projects) is a non-profit organization in the United States that disseminates ideas that should change the world. TED Talks is famous for its lectures, which initially focused on technology, entertainment and design, but later also included science, art, education, culture, business, global issues, sustainable development - a wide range of topics that together shape our future; usually in the form of short conversations (about 18 minutes, because this is the time the audience keeps attention without losing interest in the report). [16] Due to the popularity of conferences on its basis since 2012, TED-Ed was also created - short video lessons for teachers. [16]

On the Ted-Ed platform, teachers can explore ideas that ignite students' interest, create individual lessons for students, inspire students to share their ideas, share their own ideas in the style of a Ted conference. [15]

Given the staggering number of views and reviews, we can conclude about the significant educational potential of this resource. It can be argued about the effectiveness of this resource for the implementation of various principles of the educational process: the principle of accessibility, individuality, connection with life, science.

Against the background of modern modernization processes in higher education, when much of the study time is transferred from classroom to independent work

of students, a similar effect of the use of virtual networks creates more accessible use of research approaches in education, independent and group search for information. development and development of abilities to independent search of information, to team work, collective search activity, interaction with classmates. [22, c.106]

It is difficult to doubt the expertise of the speakers, as among them there are presidents, famous politicians, peacekeepers, executives, professors of the world's leading universities. Their speeches are easy to understand thanks to the subtitle function.

Thus, the use of Ted-talks in the study of English for professional students by non-philological specialties is an important source not only of valuable information, but also a means of learning, which in a world faced with new limitations in live communication, is an important assistant in educational process.

The global educational platform Courséra is also worth considering. It is a technology company, that provides access to a variety of educational courses developed by the world's leading universities. Like all educational platforms that have recently gained popularity, this one is also quite young. It appeared in April 2012. [13] The founders of the company are Andrew Ng and Daphne Koller, professors at Stanford University. Since the University of Sterford actively promotes a variety of startups, the Courséra project was no exception. The developers of the platform did not expect such an incredible success. It is now a leading online learning platform for higher education, where 76 million learners from around the world come to learn skills of the future. More than 200 of the world's top universities and industry educators collaborate with Coursera to offer courses, Specializations, certificates, and degree programs. [14] Due to the specifics of providing educational programs to students, this platform has become even more popular and relevant in the COVID-19 pandemic. Millions of people from all over the world can gain high-quality knowledge in various educational fields, as well as develop their skills and abilities.

This platform is useful for learning a foreign (English) language by students of non-philological specialties. Among the courses offered on this educational platform are the following: English for Career Development (the University of Pennsylvania, Improve your English communication skills by Georgia Institute of Technology, Business English Communication skills by University of Washington, Learn English: Intermediate Grammar by University of California, Irvine, English for Business and Entrepreneurship by the University of Pennsylvania Students can find a course that is right for them, with more than 4,600 courses and an ever-increasing number, and the availability of subtitles is an important element for better learning.

It is also important to note the availability of the offered courses. You can study for free or for a small fee. The company provides financial assistance in case the student proves his financial insolvency and the importance of the chosen course in his life.

The popularity of this educational platform is also evidenced by the following data: 76 million learners,

4,600 courses, 490+ Specializations, 40+ Certificates, 930+ Projects, 24 Degree. [14]

It can be concluded that the use of this platform to learn a foreign (English) language is undoubtedly an effective means of learning. Along with world-renowned educational institutions that provide high-quality educational products, participation in such courses promotes international communication. Expanding the boundaries of communication promotes the development of future professionals who will be able to gain new knowledge from around the world, as well as establish contacts with representatives of other countries. Thus, this resource simultaneously provides a number of educational tasks: the development of self-education skills, development of Time management skills, development and improvement of communication skills and the formation of skills of intercultural communication and tolerance, etc.

EdX is a free online platform for mass open online courses, founded by the Massachusetts Institute of Technology and Harvard University in May 2012. EdX conducts online university-level courses in a wide range of disciplines for students from around the world free of charge, as well as conducting research in the field of education. [4] This platform was developed by universities that are among the top ten universities in the world.

On the educational platform you can find courses in various subjects: computer science, languages, data science, business and management, social sciences, engineering. EdX offers more than 2,800 courses with more than 34 million students from around the world, representing almost every country. [5] Among the universities that present their courses on this online platform are the following: Massachusetts Institute of Technology, Harvard University, The University of California, Berkeley, The University of Texas System, Boston University, The Australian National University (ANU), The Hong Kong University of Science and Technology (HKUST) and many others (the number of partner universities is 120 [5]). The service offers learning a foreign (English) language from the beginning level. Courses have been developed to study grammar (at different levels of language proficiency), vocabulary, writing and speaking skills, as well as possible additional online English language classes. Among the courses are the following: General Academic English by Tsinghua University, English Literature & Composition by University of California, Berkeley, English for Doing Business in Asia (Writing and Speaking) by The Hong Kong University of Science and Technology, Upper-Intermediate English: Business and Technology by Universitat Politècnica de Valencia and others. Courses are also available for free. If you want to get a certificate you will need to pay a small fee. The mission of the platform is:

- Increase access to high-quality education for everyone, everywhere
- Enhance teaching and learning on campus and online
- Advance teaching and learning through research [6]

Also, if desired, you can get a master's degree in online training, which is offered by partner universities. Thus, EdX is a fairly expert service that is available to a wide range of students.

ALISON is a free online learning platform that focuses mainly on skills in the workplace. It was founded in Galway, Ireland, by Irish social entrepreneur Mike Ferrick on April 21, 2007.

Alison is one of the world's largest free learning platforms for education and skills training. It is a for-profit social enterprise dedicated to making it possible for anyone, to study anything, anywhere, at any time, for free online, at any subject level. Through our mission we are a catalyst for positive social change, creating opportunity, prosperity, and equality for everyone. [7] Among the categories presented on the platform are Technology, Language, Science, Health, Humanities, Business, Math, Marketing and Lifestyle. It is worth noting that the courses for learning English are divided into levels and are more detailed. Therefore, in our opinion, this platform is suitable for students of non-philological specialties who have an initial or intermediate level of English. The knowledge gained here can be a springboard for a more detailed and professional mastery of a foreign language. Among the courses on learning a foreign (English) language are the following: English for Tourism - Hotel Reception and Front Desk, English Course - Expressions (Upper-Intermediate Level), Diploma in English Language and Literature, English for Tourism - Restaurant Service, English for Career Development, English for Business and Entrepreneurship, Skills for Speaking Effectively: The Art of Speaking and others. The platform presents about 80 courses for the development of a certain language aspect. It can be noted that the courses presented here are not as extensive as those offered by the previous platforms and are aimed at developing practical language skills. The overall purpose of the platform is to provide free knowledge to develop a certain skill, which is a very convenient format in terms of information overload of students.

FutureLearn is a digital education platform founded in December 2012. The company is jointly owned by the Open University and SEEK Ltd. It is a learning platform of the Massive Open Online Course, and as of June 2020, it included 175 British and international partners, including non-university partners. The 12 founding partners are: The Open University, University of Birmingham, University of Bristol, Cardiff University, University of East Anglia, University of Exeter, King's College London, Lancaster University, University of Leeds, University of Southampton, St Andrews University, and University of Warwick. [8] Among the subjects presented on the educational platform are the following: Business and Management Courses, Creative Arts and Media Courses, Healthcare and Medicine Courses, History Courses, IT and Computer Science Courses, Language Courses, Law Courses, Literature Courses, Nature and Environment Courses, Politics and Society Courses, Psychology and Mental Health Courses, Science, Engineering and Math Courses and so on. Thus, it is worth noting a wide range of subjects that are offered for study in this educational

space. You can take short courses as well as get a degree online. In order to study a foreign (English) language, 17 courses are offered, including: An Intermediate Guide to Writing in English for University Study, Practice your PTE Academic Speaking Skills, Exploring English: Language and Culture, English for the Workplace, English Pronunciation in a Global World, Understanding English Dictionaries and so on. It is worth noting the thoughtfulness of the settings before taking courses on this platform. Each stage is easy to follow and it is easy for the student to navigate the amount of material that will still need to be mastered on the way to the goal.

Harvard University - offers 609 online courses in various fields and topics. 110 of them are free. [9] The courses are presented in English and are subtitled in English. This allows students to improve their English language skills and at the same time master a new course. It is worth noting that Harvard University offers more specialized courses that are much more serious than on other educational platforms. Therefore, this type of education is suitable only for students who already have a high enough level of knowledge of a foreign language.

Over the last two years, various educational marathons have also become popular on the Internet. These training programs are almost always developed by private entrepreneurs or small companies. The world's leading universities hardly practice such types of education. Most often, this type of educational services is provided on the platforms of Instagram, Viber and Telegram. In these applications, you can create communities to study a variety of subjects. At the end of such marathons, a student can receive a document on its completion, but such certificates are often only a formality and are not perceived by government agencies as a document of certain education. These marathons are designed for students with a high level of motivation, those who understand the need for knowledge, see their impact on their future professional life. A big advantage of this type of training is the development of student responsibility, time-management skills, discipline. Such students will be able to successfully pass and receive diplomas at distance courses of the world's leading universities. Examples of such marathons are the following: a 30-day marathon to obtain level A1, A2, B1, B2, C1 [10], there is also a marathon for 3 months, 6 and 9 months [11], learning English through listening to songs [12], through watching movies and various series.

Learning a foreign language can be quite productive and exciting, only if the student has an idea of its purpose and seeks to improve their knowledge of a foreign language. To improve your skills, you need to continue to learn the language from the movies, speak English as often as possible and try to use in your vocabulary the words and phrases learned while watching the video. [24]

Another way to learn a foreign (English) language is to use mobile phones. Mobile technologies act as a means of micro-education and promote non-formal learning. Until a few years ago, it was more appropriate to consider the use of mobile applications in the

blended education system (as part of an individualized formal education system), because in the distance format mobile devices did not change methods as such, but only facilitated access to materials and tasks. [21]

Today, Android and iOS operating systems offer a large number of applications that can be used by students for additional study of a foreign (English) language. Among the oldest of them is LingvoLeo. The platform was founded in 2010 and has been providing personal computer education programs for ten years, and with the advent of smartphones and telephony, similar applications have appeared Duolingo, PuzzleEnglish, MemRise, BuSuu, Babbel, LingQ and others.

In order to effectively use the educational platforms described above, we propose to consider the technology of contextual learning. In our opinion, it is an important component of learning a foreign (English) language by students of non-philological specialties. This technology in domestic pedagogy was developed by A. Verbytsky. Although it was first used in the United States at Harvard University. This technology is designed to increase the efficiency of education in higher education and combines training in specially modeled professional situations. A. Verbytsky noted that: "Training, in which with the help of the whole system of didactic forms, methods and means the subject and social content of the future professional activity of a specialist is modeled, and his mastering of abstract knowledge as sign systems contextual, or simplified contextual learning" [23, p.33].

In foreign pedagogy, the technology of contextual learning is often called "Case-Study", which literally means - the study of the situation, case, case. The technology of contextual learning involves subject and social modeling of the future professional activity of the specialist and his assimilation of abstract knowledge of the profession. A. Verbytsky [23] identifies three basic forms of student activity. These include: academic training (traditional), quasi-professional (this includes business games and other forms of play) and training-professional (e.g. internships, thesis preparation, etc.). The following educational models can be attributed to the forms of student activity (academic, quasi-professional, educational-professional educational activity): semiotic, imitative and social. The semiotic model involves the student receiving information and processing it without expressing a personal attitude to the material being studied. The student's activity is expressed in listening, reading, speaking and writing. The simulation study model provides for the student to go beyond the submitted information and compare it with future professional activities. In this case, there is a personal involvement of the student in mastering a particular field of activity. In the social educational model, the task acquires a dynamic development in the joint, collective activities of students [23, p.70].

O. Larionova notes that the theory of contextual learning is based on three sources: - understanding of the content-forming influence of the subject and social contexts of the student's future professional activity on the process and result of his educational activity; - activity theory of learning, developed in domestic pedagogy; - theoretical result of various experience of using

forms and methods of active learning [25, p.119]. Researching the technology of contextual learning, M. Levkivsky emphasizes that its essential characteristic is the modeling with the help of sign tools (language of academic disciplines) of the subject and social content of future professional activity. Thus, in contextual learning, the means of knowledge (by sign systems) become (as if "viewed") the contours of professional reality, and therefore abstract pedagogical positions (knowledge, contradictions, patterns, principles) are closer to life [26, p.53].

Contextual learning technology also includes lectures and seminars. There are the following types of lectures: information (classical), problem, lecture-visualization, lecture with pre-planned mistakes, lecture-press conference. Seminars should implement the principles of problem-solving, it is appropriate to give them a form that would promote the development of discussions, debates, creative use of knowledge. Of course, in the context of the Covid-19 pandemic, all these classes are possible only with the use of online platforms.

Contextual learning technology is a great way to integrate subject specificity and language learning. The use of this technology in language teaching helps to combine the use of methods aimed at performing a specific task and problem-based learning, as students face a specific (authentic) problem that must be solved by analyzing the material presented in the language they are learning. The authenticity (authenticity) of situations and material has an extremely positive effect on student motivation and stimulates language learning in general.

The main purpose of using this technology is to improve language learning through the use of special tasks through the introduction of contextual learning technology. The purposes of using this technology are:

1) to increase the motivation of students learning the language by using quality materials of contextual learning technology;

2) to create new, accessible curricula for teachers-broadcasters, which will be introduced in teaching and will lead to the growth of professional development. Contextual learning technology has long been used in non-philological faculties, but it still remains an innovative technology in language teaching. The use of contextual learning in language learning has a positive impact on the development of active and passive language skills. It also influences the development of presentation skills, problem solving, and teamwork. Not all tasks in contextual learning are the same, they depend on the level of language proficiency of students and the goal to be achieved. After all, the main goal of a language teacher is not just to teach the material, but to improve communicative professional competence during language practice.

Different textbooks offer options for using contextual learning: some clearly described situations, others offer mini-situations at the end of each semantic part of the given material or topic. There are also two types of contextual learning: the first - provides the student with the ultimate goal in practicing specific skills (negotiation, interviews, problem solving, decision making),

the second - freer and allow the teacher to choose the strategy of the lesson at its discretion.

Today there is a lot of controversy about the effectiveness and appropriateness of the use of certain learning technologies. Among the technologies that attract the attention of scientists and practitioners, Case-Study technology is becoming increasingly popular. Obviously, aspects of this technology are important for deeper analysis. Among the latest studies on the use of Case-Study technology are the works of G. Bagiev, L. Zhdanova, V. Lobashov, Y. Surmin and others. Among foreign scholars, K. Rennie, J. Honan, S. Wasserman, M. Lundenberg, B. Lewis, H. Harrington, and others are studying this problem.

In practice, many foreign educational institutions use Case-Study technology as an effective way to achieve a high level of student knowledge. Originating in the early twentieth century in the United States, it is widely used in many educational institutions around the world. Among such universities are Boston, Harvard, Cambridge, Columbia and others. E. Margvelashvili emphasizes that the use of Case Study in foreign educational institutions occupies a significant place. Thus, on average, 35-40% of study time is devoted to solving typical situations there. For comparison, in the School of Business of the University of Chicago to consider Case - situations account for 25% of all study time; at Columbia University Business School - 30%. The leader is Harvard University, where up to 700 case situations are considered per year [27, p.82].

There are both supporters and opponents in the use of this technology. Proponents consider it a highly effective technology that allows you to learn the material at a high level. Opponents consider this technology imperfect, noting that theoretical knowledge is more valuable than practical; the results of processing small Cases (situations) are unreliable [20]; it is impossible to draw a conclusion from a single case, so the results of the Case Study may not have scientific significance; the use of this technology is possible only for setting hypotheses, not for testing them; there is often a difficulty in summarizing the specific situation under investigation.

Professor Bent Fleuberg from the University of Aalborg (Denmark) in his study "Five Misunderstandings about Case-Study Research" proves the importance of the described technology and refutes all the above shortcomings [1, p.219]. Analyzing the ways of using this technology in the educational process, we want to draw attention to the fact that in foreign practice is dominated by direct consideration and analysis of cases (situations) of different economic direction. Traditionally, the study of language involves the assimilation of certain language material (grammatical, lexical, phonetic, syntactic, orthographic, ethnographic) by performing certain tasks.

Traditional approaches to language teaching do not involve a deep synthesis of language material and professional orientation. This causes a low level of knowledge of students not only on the basis of the specialty, but also nullifies the educational and cognitive motivation. In contrast to the traditional approach, the use of Case-Study technology improves the student's

knowledge of special subjects, in our case economics, and allows to improve oral and written language practice; provides the development of such operations of thinking as: analysis, synthesis, comparison, generalization, abstraction, concretization; develops educational and cognitive motivation. According to G. Dimant, the use of Case Study technology in teaching students of economics not only facilitates the understanding of economic laws, but also increases motivation for different courses and promotes the formation of research, communication and creative skills in decision making [2, p. 73].

Dr. G. Vole, a senior lecturer in economics at the University of North London, uses Case-Study technology in his practice, noting that in order to successfully master the material, it is necessary to develop two types of skills in students: - "lower skills" - knowledge, understanding and ability to apply; - "higher skills" are operations of analysis, synthesis and evaluation. To develop "higher skills", according to the researcher, students first need to be motivated and stimulated to learn basic knowledge. In the process of discussing situations, various forms of work can be used: press conference, dialogue with managers, specialists in this field, report, etc. [2, p.74]. The authors, in agreement with researchers J. Honan and S. Sternman, in their book "The Use of Cases in Higher Education" cite five defining features of Case-Study: 1) use of real problems; 2) maximum inclusion of participants; 3) maximum trust in the teacher; 4) lack of evaluation ("correct", "incorrect") answers; 5) the teacher must "fit" the participants in the "case situation" [3, p.1-2].

Researchers also cite five basic principles of Case-Study: 1) the advantage of situational analysis; 2) obligatory connection of analysis and idea; 3) the need to include students; 4) non-traditional role of the teacher; 5) the balance of independent and collective learning [3, p.1]. There are two questions about the use of Case-Study technology: the first is where teachers can obtain materials, so-called "cases" and the second is how to adapt the technology so that it is effective in language learning (the amount of material is significant for a small amount) training hours, and put language material into a professional context.

As the experience of foreign experts shows, case materials are widely represented both in the specialized literature and on the Internet. In particular - A Student and Teacher Business Studies Resource Center offers one hundred situations for consideration and analysis. Access to them is free at [www.thetimes100.co.uk](http://www.thetimes100.co.uk). Well-known world brands are analyzed from different angles, in particular, the example of Intel considers the issue of using innovations to create competitive advantages. The use of Intel's integration approach in research and production to develop your own business is analyzed. The example of The Building Societies Association (BSA) examines different types of organizations and their purpose, emphasizes their common and distinctive features. The example of Siemens analyzes learning and development as a growth strategy. One situation concerns Škoda's management: it was built on the basis of SWOT analysis (SWOT is an abbreviation

of the method of analysis in audit: Strengths - advantages; Weaknesses - weaknesses; Opportunities - opportunities; Threats - warnings), which contributed to effective competition in mechanical engineering.

Oxford University Press ([www.oup.com](http://www.oup.com)) offers a number of educational and methodological complexes for learning English by students of economic specialties: Business Basics, Business Focus, Business Grammar & Practice, Business Objectives, Business Vision, Business one: one, ProFile, Oxford Handbook of Commercial Correspondence. Complexes have a communicative orientation and are developed in an economic context, and aim to develop all types of speech activity. The texts used in textbooks are taken from articles, magazines, books and situations of real companies. Cambridge University Press ([www.cambridge.org](http://www.cambridge.org)) also offers a number of specially designed courses for students of economics, including: Business Communications, Business English Frameworks, Business Roles, Communicating in Business, New International Business English, Professional English in Use: Finance, Professional English in Use Marketing.

For teachers who independently develop situations for analysis, it is worth highlighting the following information in the study of the problem:

- a) determine the company on the example of which the analysis will be performed;
- b) provide brief information about the company and provide the main points for consideration;
- c) describe the problem, get acquainted with additional information that can help solve the problem;
- d) indicate the purpose of the study and what results the company seeks to achieve;
- e) it is possible to give examples of reflections of employees of the company and experts concerning the researched problem;
- f) indicate the company's plans for the future;
- g) offer additional literature for students who want to explore the problem in more depth.

R. Scholz provides the following sources of information for creating Case-situations [19, p.14]: - archival records; - open interviews; - targeted interviews; - structured interviews; - direct observation; - split observation; - survey; - experiments; - other techniques for obtaining samples. It is worth noting that the main purpose of using this technology is not only to find the only correct solution to the problem, but to involve students in active discussion when they participate in various mental operations and language practice.

It is a well-known fact that the more often a student uses a certain lexical unit, grammatical, syntactic structure, the better it is memorized. Therefore, the very fact of language practice is important. Students who are often afraid to speak due to a low level of knowledge may be involved in the discussion process in groups. This not only improves knowledge, but also increases their level of learning and cognitive motivation and self-esteem. Referring to the use of the technology described above, it should be noted that the introduction of only Case-Study technology in the learning process is not a panacea, so it is necessary to use other learning technologies, to combine them organically.

Many teachers do not use this technology for the following reasons: first, they feel insecure, thinking that they may become entangled in new educational technology and lose credibility in the eyes of students; secondly, they may not like the change of status from a teacher who is the full owner of the lesson to a consultant-organizer of educational activities. Finally, teachers who use traditional learning technologies may feel that learning is not complete if they use Case Study technology [18, p.70]. Using Case Study technology can help:

- development of critical thinking;
- Improving students' organizational skills;
- the situation being studied is characterized by a high level of information;
- improving communication skills
- this technology can be used to improve student writing skills and oral communication;
- nonverbal communication skills can also be improved with this technology;
- development of managerial communication skills, such as meetings, presentations, signing contracts, etc.

This technology transports students to life situations and sets them up for communication; educational cooperation and development of teamwork skills. Thus, analyzing all the above, we can conclude that the use of contextual learning technology is undoubtedly a promising and effective tool in preparing students of non-philological specialties, as it helps students effectively learn professional material, develop their communication skills, increase students' motivation to learning languages in the profession. At the same time, it is important to remember that the effectiveness of this technology depends on its skillful combination with traditional and modern learning technologies.

From the above we can draw a number of conclusions, both positive and negative. The positive aspects of the use of educational platforms and contextual learning technologies include the following: - availability; - ease of use; - security in a pandemic; - mobility of training courses (can be changed, supplemented, adjusted with the advent of new data); - independence from the student's place of residence, his racial and religious affiliation; - high level of course preparation. However, we can note a number of negative aspects of this type of training. The disadvantages include: - problems with technical equipment (not in all regions, even developed countries have access to the Internet); - problems with control over the performance of tasks (students do not always do the work independently, and it is not always possible to make sure that the person in charge corresponds to the student who has to study:

- frequent cases of plagiarism;
- low level of motivation immediately turns into attempts at fraud, write-off, etc.
- the ability to perform tasks at a pace convenient for the student relaxes students and it is difficult for them to complete the selected course;
- lack of social interaction.

It is worth noting another problem that students face. The availability of information on the Internet allows you easily and incredibly quickly find information on most issues. However, students lose the ability to



analyze different sources of information, to compare different points of view. The availability of different information does not mean its quality and makes students only consumers of information, not seekers and carriers of knowledge. This, of course, does not apply to everyone. However, we have a significant layer of young people who lose or level the ability to think independently and productively.

Another significant problem, in our opinion, is the lack of live communication in terms of distance learning. It is becoming increasingly difficult for young people to communicate with each other as they spend most of their time in the virtual world. Of course, this is not considered a problem during training, but when these young professionals need to go through an internship or start working in a company, communication problems can interfere with professional suitability. Many aspects of the life of modern youth become incomprehensible to people who have studied in libraries. At the same time, the practice of distance learning is penetrating deeper into the educational process of most countries. There is even an opinion that ten years ago - online learning was the advantage of rich people.

Now everything is changing and studying full-time is becoming an advantage for the rich. In addition, some scholars have recently raised the issue of distinguishing between education and training. Full-time education combined these two aspects. During distance learning, most students receive information and instructions for its use. Only some of them process this information at the appropriate level and are able to apply this knowledge in practice. Most students do not have long-term memory; they cannot consolidate and maintain this knowledge on their own. The reason for this, in our opinion, is the gradual simplification of obtaining information, which results in a general decline in the level of erudition and learning of students.

Returning to the main aspect of this article, namely the use of online platforms to learn a foreign (English) language by students of non-philological specialties, it is worth noting a quick jump towards increasing the variety of courses that can be used for this purpose. The reason for this dynamic was geopolitical changes in the world. First, the processes of globalization have made English the most widely spoken language in the world. Knowledge of this language is a must for those aiming to travel abroad, international cooperation, international business and even receive news from independent sources. Second, the world's universities have realized that they can make significant profits by lowering the cost of educational services and making them available, and the number of businesses has become quite profitable. Third, the emergence of the COVID-19 pandemic has given a decisive impetus to the widespread and global introduction of online learning around the world. One of the negative aspects of the emergence of a significant number of training courses is the possibility of low-quality courses. Companies respond quickly to market needs and demands, and in order to make a quick profit on the Internet, various courses developed by small private companies appear, the quality of which does not always meet the standards. As for learning a foreign (English) language - such courses are much

more than learning any other subject. Students should analyze the existing proposals, read the reviews and only then pay for participation in such courses. So, summing up, it should be noted that progress is the driving force of our civilization, but we should not forget that only inspired work gives real knowledge and skills.

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## ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ СОДЕРЖАНИЯ ОБРАЗОВАНИЯ НА РАЗВИТИЕ ЛИЧНОСТИ ПОДРОСТКА НА ПРИМЕРЕ ГУМАНИТАРНЫХ ДИСЦИПЛИН

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## THEORETICAL ASPECTS OF THE CONTENT OF EDUCATION ON THE DEVELOPMENT OF THE PERSONALITY OF A TEENAGER ON THE EXAMPLE OF HUMANITARIAN DISCIPLINES

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### Аннотация

Развитие личности подрастающего поколения – одна из серьезнейших проблем современного общества. То, что мы закладываем в душе ребенка сейчас, проявится позднее, станет его и нашей жизнью. На данный момент важность проблемы формирования личности подрастающего поколения особенно определено обострением в России криминогенной обстановки.

Российский педагог и профессор Д. И. Фельдштейн говорил: «произошла интенсивная примитивизация сознания детей, рост цинизма, грубости, жестокости, агрессивности. А за этими внешними проявлениями кроются внутренние глубинные переживания ребенка: неуверенность, одиночество, страх, и в то же время – инфантилизм, эгоизм, духовная опустошенность. В соответствии со сложившейся обстановкой одной из приоритетных направлений в деятельности школы является духовно-нравственное, направленное на воспитание в каждом ученике гражданина и патриота, на раскрытие способностей и талантов учащихся, подготовку их к жизни в высокотехнологичном конкурентном мире». Эту задачу должны поддержать такие нормативно-правовые документы и акты, как Закон РФ «Об образовании», «Национальная доктрина образования РФ», а также выступление В.В. Путина «О стратегии развития России до 2020 года» и т.д.

### Abstract

The development of the personality of the younger generation is one of the most serious problems of modern society. What we put in a child's soul now will manifest later, will become his and our life. At the moment, the importance of the problem of forming the personality of the younger generation is particularly determined by the aggravation of the criminal situation in Russia.

The Russian teacher and professor Feldstein said: “there has been an intensive primitivization of the consciousness of children, an increase in cynicism, rudeness, cruelty, and aggressiveness. And behind these external manifestations lie the inner deep feelings of the child: insecurity, loneliness, fear, and at the same time - infantilism, egoism, spiritual emptiness. In accordance with the current situation, one of the priority directions in the school's activities is the spiritual and moral, aimed at educating a citizen and a patriot in every student, at revealing the abilities and talents of students, preparing them for life in a high-tech competitive world”. This task should be supported by such regulatory documents and acts as the Law of the Russian Federation "On Education", "National Doctrine of Education of the Russian Federation", as well as the speech of V.V. Putin "On the strategy of development of Russia until 2020", etc.

**Ключевые слова:** образование, воспитание, личность, менталитет, гуманитаризация.

**Keywords:** education, upbringing, personality, mentality, humanization.

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