

Social services in the foreign language training of people with limited functional capabilities

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Abstract. Modern globalization processes cause the necessity in radical changes in the attitude of Ukrainian society towards the people with disabilities, who until recently were, in a certain way, socially isolated in terms of promoting their development and self-realization. It is also extremely important to develop non-formal education for soldiers with disabilities – participants of the ATO and JFO (Anti-terrorist Operation and Joint Forces Operation in the east of Ukraine), military personnel injured in battles as well as in special peacekeeping and security operations that require rehabilitation measures in combination with personal development. Implementation of the new strategy of state educational policy regarding the education of people with limited functional capabilities in Ukraine is aimed at ensuring equal access to quality education. However, providing equal opportunities for people with limited functional capabilities requires the introduction of a set of measures aimed at their full inclusion into the educational process, which in future can ensure the achievement of high personal development indicators and further integration into the social environment, the ability to find their proper place in the society. The above mentioned is facilitated by the use of interactive technologies and social services in the process of foreign language training. In terms of life-long learning philosophy development, increasing social demand for people with limited functional capabilities and awareness of the need for their adaptation to the information environment, there are still only a few studies related to the systematic use of social services by people with disabilities in the process of lifelong learning. Various public organizations are mostly engaged in this process, conducting courses on information literacy and foreign language courses.

Keywords: *foreign language education, foreign language learning, information literacy, communication, people with disabilities.*

Introduction. Over the last two decades, the adult education as a part of a lifelong learning has been the primary goal of the policy in the field of education in developed countries both at the national and international levels. Adult education is considered as a social indicator of human-dimension state policy, one of the ways to achieve socio-economic well-being, an instrument for advancing the ideas of an information society and knowledge-based society.

In Ukraine, the urgency of non-formal adult education is caused by many factors, including the difficult adaptation of the adult population to new socio-economic conditions, declining employment, rising unemployment, reduction of per capita income, deskilling and lack of necessary qualification. Of particular concern is the situation with people with limited functional capabilities who, due to the lack of access to education (both formal and informal), are not competitive on the formal labour market.

Actual scientific researches and issues analysis. The analysis of scientific literature suggests that this problem is partially considered by domestic and foreign researchers. Thus, the papers of B. Bondar, A. Kolupayeva, T. Yevtukhova, V. Lyashenko, I. Ivanova, O. Stolyarenko, A. Shevchuk, O. Savchenko and others are devoted to the ways of encouraging people with limited functional capabilities to study and promoting their successful socialization.

The works of such scholars as M. Voron, Y. Naida, A. Kolupaeva, V. Sovenko are the most interesting scientific researches and publications dealing with the problems of integration of people with different health conditions into the educational environment, improving the quality and accessibility of inclusive education.

At the same time, the global process of transition from the industrial society to a new stage of human development – the information society – requires

significant changes in many areas of activity.

The researches of O. Glazunova, A. Kocharyan, O. Kuzminskaya, N. Morse, describing in detail the technologies of distance courses development: the choice of educational platforms, pedagogical and psychological aspects of distance learning organization etc. prove the need to involve different categories of adults into the educational process in order to master modern technologies.

Scholars describe the general principles of the use of social networks for education, provide recommendations on the organization of training, and develop complete scenarios for the use of social services. However, nowadays in the methodology of foreign language teaching, the issue of the use of network social services has not yet been sufficiently studied, especially it concerns people with limited functional capabilities.

The purpose of the article is to distinguish the pedagogical conditions for the effective use of social services in the process of foreign language training for people with limited functional capabilities.

Methods of research. To solve this task a set of methods was applied: scientific and theoretical analysis and synthesis of foreign and domestic pedagogical, philosophical, psychological literature, comparative-historical method, structural method, generalization.

The target audience of the study consisted of the adults with limited functional capabilities who expressed a desire to attend courses. This research was made possible due to the support of the Center for Innovative Education (<https://www.ukraine-teacher.com>) created by the Youth NGO "New Life" (leader – Kocharyan A.B.).

Results and discussion. Informatization of education becomes more and more important nowadays and enters a new stage of its development. New information, multimedia and other computer technologies are being imple-

mented into the process of formal and informal education.

The efficiency of teaching people with limited functional capabilities depends on the creation of a special educational environment, psychological and collective support, and rationally selected training strategies. An important role belongs to the tutor who organizes and provides the optimal conditions for study, a favorable atmosphere in the inclusive group, the way of presenting a topic that would involve into the activity, would be attractive and not aggravating or exhausting for the "special" person, would stimulate the perception of information, the ability to receive knowledge and use it in everyday life, to assess achievements in different ways.

Recently, the number of programs and projects implemented in the field of information education has significantly increased. The use of social services in foreign language teaching has significantly changed the approaches to the development of learning materials in this sphere.

Information and communication technologies for people with special educational needs stimulate their several channels of perception, support their attention better, help to reduce fatigue and provide the necessary relaxation.

One of the innovations in teaching a foreign language is the use of a virtual classroom, or so-called object-oriented environment, designed for many users.

Such an educational environment allows people with limited functional capabilities from around the world to exchange text messages they print on their computers in real time, while registered users with a help of a databases can also create and manipulate such virtual objects as rooms and training equipment.

Technically speaking, the educational environment is a simple database hosted on a server, with an open access for students and teachers for the purpose of real-time messaging, with text descriptions of virtual objects such as classrooms and equipment created by users.

Thus, the educational environment completely reproduces the feeling of working in the real class, despite the fact that users receive minimal visual information about their surroundings. Virtual classes are permanent objects, they are connected with each other through the system of virtual entrances (exits).

Therefore, the educational environment provides the teacher with the opportunity to organize virtual classes that can be used for traditional work in small groups with a wide range of educational technologies available only in virtual environments. Virtual classes provide more opportunities to use the language which is being studied compared with the traditional classroom conversation, allow to participate in the active discussion in real time with native speakers, and also represent a unique combination of the ability to learn a colloquial language and at the same time to participate in a written discussion.

In order to confirm the effectiveness of using online social services while learning a foreign language, according to people with disabilities, we have conducted a questionnaire on the basis of the Center for Innovative Education, which actively promotes adult distance learning. We focused on people with limited functional capabilities aged 21 and over who were trained on the distance learning platform at the Center for Innovative Education (<http://competences.com.ua>). During the period from

January 2017 till April 2018, 1,422 teachers were trained (89% female and 11% male, 15% were under the age of 40, 65% were 41-60, and 20% – over 61).

When asked: "Do you use social services while studying a foreign language?" the majority of interviewed people with limited functional capabilities (74%) say that they use them and believe that it is more interesting and more accessible to study foreign language with the help of social services.

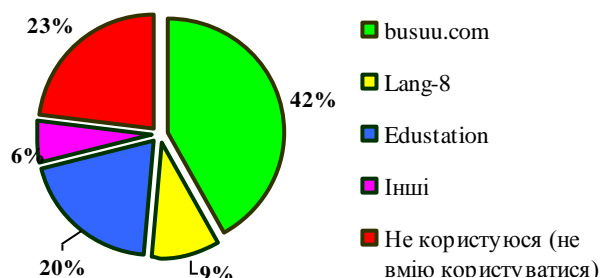
The smaller number of respondents (26%) believe that social services do not make the process of studying a foreign language more efficient.

Further question was: "How do you use social networks?" Most respondents answered that they use the Facebook network – 48.4%, Instagram – 36.3%, Twitter – 10.2% and another – 5.1%. This allows us to conclude that currently the most popular social networks are Facebook and Instagram, and they are becoming increasingly popular.

One more question was: "Do you exchange information in social networks with your group mates and teachers?", The majority answered positively – 78% and only 22% gave a negative answer. This means that the use of social networks as a means of intra-group communication and communication between students and teachers is preferable.

To the question: "Do you consider it effective to use social network services in the process of your studies?" the following results were obtained. "Yes" – 81%, "No" – 19% of the respondents. The received answers suggest that the use of social networks positively influences the process of learning and is perspective for further usage within the educational process.

As to: "Which of the following social services have you used to study a foreign language?" the following results were obtained: busuu.com (42%) was the most popular social service provider, Edustation (20%) – in the second place, Lang- 8 – 9%. In addition to the above mentioned, 6% of respondents mentioned polyglot-learn.com and 23% said they have never used or cannot use such social services.



Pic. Survey data on the usage of social services in foreign language learning

Therefore, the majority of the interviewed people with limited functional capabilities use linguistic social services while learning a foreign language due to the significant results they have obtained, however there is still a considerable number of those who have never used such services or even have no idea how to do it.

On the other hand, the development of a methodology for using social services in the process of learning specifi-

cally for people with disabilities and the creation of appropriate educational environment is a very urgent task due to the changes in the field of informatization of education and the introduction of new requirements for the personality of the student.

The integration of social network services into the educational process, as practice shows, allows to ensure the development of person's motivational, operational and cognitive resources, to expand the range of educational activities, to increase their intensity, that is, actually contributes to the achievement of significant educational results.

Creation of the first social services was preceded by the creation of the first sites. Physicist Tim Berners-Lee became a founder of the first site, when being a fellow of the CERN European Organization for Nuclear Research in Geneva, he had put forward the idea of transferring data via the hypertext of the global Internet network. It happened in March 1989, and in 1990 the scientist developed the first site with the address info.cern.ch. It contained a detailed description of an entirely new technology WWW (World Wide Web) at that time. It was based on the principle of URL addressing, HTTP information transfer protocol. And also a special HTML hypertext markup language [1].

First of all, it is necessary to define the concept of social service itself. Social network service – is a virtual platform that connects people into the network communities with software, computers connected into the network (Internet) and a network of documents (World Wide Web) [2, 3].

Social services have radically changed the way the teacher prepares and plans lessons, searches for and works with sources of educational information, creates, edits, stores, submits teaching materials, distributes and publishes them in the network, organizes students' teamwork, provides information support for the educational process, assesses and controls academic progress of the students. With the help of social services, teachers create their own rules and approaches to effective personal knowledge management and professional activities on the Internet.

The global network offers a large number of tools (network services) that can meaningfully and instrumentally enrich the learning activity. Among them, the following types can be distinguished: knowledge sharing services, document storage services, Internet communication services, photo, audio and video services, geographic information systems and bookkeeping services [5].

Social services open up the following opportunities for the pedagogical practice:

- the use of open and free of charge electronic resources, since as a result of the expansion of online social services, a significant amount of educational materials can be found there;
- developing educational content on the network on your own, since new social security services have radically simplified the process of creating these materials and publishing them online;
- observing the activity of community members;
- creating case studies where one can observe and study the phenomena unavailable before [6, p. 135].

Internet and network services allow us to work with a

huge amount of information, however the user has to filter this stream and the teacher is the one to teach him to do this. In addition, the teacher constantly faces the problem: how to include all the necessary information into the lesson with maximum benefit for students. To solve this problem the teacher has to know all the pedagogical possibilities of network services, even though from the very beginning such tools were not educationally-orientated [4, 5].

Western experience as a whole demonstrates the beneficial impact of social networks on the educational process. For example, in the study of J. Maser, R. Murphy and C. Simmondson, the relationship between the teacher's activity on the Facebook social network and the classroom climate in the United States was analyzed. During the study, several hypotheses were put forward:

1) the relationship between the level of self-disclosure of a teacher in the social network with a level of students' motivation;

2) the connection between students' grades and the level of teacher's "disclosure" on Facebook;

3) the connection between students' grades and their emotional state.

As a result, three hypotheses were confirmed: the level of motivation increased, depending on the level of self-disclosure; the higher the students assessed the level of teacher's self-disclosure on the network, the better their emotional state was; the very presence of a teacher on the network raised the emotional state of the class.

In modern conditions, the main functions of social networks in the training of people with limited functional capabilities are:

- social network as a messenger and so on. A program for fast text messaging. Due to the widespread use of mobile devices with the access to the Internet, this feature becomes very convenient and available to everyone. Ideal for online support and everyday teacher / student interaction;

- social network as a bulletin board. It can be used by structural subdivisions of higher educational establishments for official announcements and information on upcoming events;

- social network as a catalogue of library resources. There are numerous profile groups or communities where books on various disciplines are accumulated. In such Internet libraries, due to the increasing Internet bandwidth, more and more often full-text copies of books appear; this allows referring to them according to all the rules of scientific citation;

- social network as a substitute for print periodicals. Almost all modern newspapers and magazines dealing with economic and managerial issues have groups in social networks, where they advertise or fully publish their materials.

The introduction of professional social networks in education helps to achieve the following results:

- formation of an informational space in the education system;

- creation of high-quality, open and accessible portals with educational resources;

- joint potential of teachers, improvement of their qualification, mastering new methods, promoting motivation for creativity and professional development;

- development of the advisory and information support system for all the participants of the educational process;
- formation of a new culture of thinking for all the participants of the educational process, transition from a psychological paradigm to a competence-based one, development of information literacy.

We can also define the following benefits of using social network compared with other types of network technologies:

- a familiar environment for students. The interface, ways of communicating and publishing content in this environment have been thoroughly studied by users;
- a variety of communication forms. Wiki pages, forums, questionnaires, polls, comments, subscriptions, private messages, etc. provide great opportunities for collaboration.

The above mentioned circumstances naturally lead to the fact that social networks provide students with the opportunity to address their teachers with questions and comments directly in the process of preparing for practical classes, etc. However, while experience has shown

that students prefer to ask questions in personal communication with a teacher instead of using social networks, there is still a big number of contrary examples. Nevertheless, nowadays, meaningful online dialogs between students and teachers are rather rare.

New social security services have considerably simplified the process of creating educational materials and publishing them online. Nowadays everyone can not only get access to digital collections, but also take part in the formation of their own network content. Today, via Web 2.0, new content is created by millions of people. They upload new texts, photos, drawings, music files into the network. In this case the communication between people more often occurs not in the form of direct exchange of statements, but in the form of mutual observation of network activity. The development of these new means of communication leads not only to the fact that we can solve new problems, but also helps to change our outlook, allowing us to see the world in a new way. Classification of Web 2.0 social services is provided in the table.

Table. Social foreign language learning services

Name	Features	Main functional capabilities
Babbel	functional service with applications for Android and MacOS	visual vocabulary, divided into thematic lessons. The system offers to replenish your vocabulary once in three ways: repeat the speaker's words to the recorder, write down the words with the suggested letters and use phrases in the appropriate context.
Mylanguage-exchange	service, fully working with human resource	"Pen pal" service. On the website you describe your ideal "language partner": specify his native language and the language that he practices, as well as his country and the approximate age of the desired partner. Next step – selecting the right interlocutor. According to the site information, there is about one million users from 133 countries there.
Italki.com	service that transforms any native speaker into a serious teacher	The site with offers crowdsourcing live chats and checking texts. There is an opportunity to give professional lessons to everyone interested: to record them in the timetable and to communicate with them at a certain time. The only restriction on the use of the site is the age. Italki insists that all the users must necessarily be over 13 years old to be able to use the site.
InterPals	an analogue of VKontakte	The feature of the site – a huge international community, constructed on the principle of Facebook or any other non-professional social network, but with a focus on learning languages. For a quick introduction only a basic level of proficiency is required.
Lingq	an analogue of Livemocha with a blue interface	Lessons on replenishing your vocabulary. For an extra fee you can receive additional lessons to import new sets of words to pass more and more tests and write dictations. In addition to all these, you can get a personal mentor. It is also possible to act as a tutor: check other people's homework and participate in discussions on the grammar of your native language.
Englishbaby	social network with ready-made English classes	Here you can learn the language in several ways: messaging with other users, communicating with them on the forum or in private messages, solving grammar puzzles and listening to the records. The sequence of exercises can be chosen on your own.
Lang-8	service for working on written language	For those who have already mastered the basics of the language practices the service offers a beautiful in its simplicity move. The user writes the text in the target language, then the text is taken by a native speaker who makes appropriate corrections. The site is ideal for grammar fans.
Busuu.com	online language learning community	Three principles the site is based on: learn from native speakers; use the original materials; learn free of charge.
Livemocha	The motto of this service is: "help others and they will help you"	The policy of this international website is - help others, and they will help you. Exercises that cannot be verified by the program are dismantled by native speakers. The main part of the site is available free of charge. At the same time there is a system of tokens, paying that, the student can, for example, work out individually with a tutor, whom he chooses.
Edustation	Learn! Talk! Play!	This is the place for language learning with lots of videos, photos, games, and educational texts with audio. The user decides what course or method is best for him. In addition to the training materials, it is possible to communicate with other students or native speakers.

Promoting accessibility, openness, interactivity and collectivism, Web 2.0 social services are becoming a natural educational environment, which beyond any doubt should be used for educational purposes [2].

Social services are quite actively used when learning a foreign language. Thus, P.V. Sysoev and M. N. Yevstign-

eev distinguish five main advantages of Web 2.0 technologies in the methodology of foreign language teaching:

1. Efficiency of services. Students and teachers will not need to "wander" on the sites searching for the necessary information. You only need to enter the keyword correctly into the search engine or social service.

2. Possibility of creating a personal space. Students and teachers can create their personal space with photos, audio and video files, links to other sites ("Odnoklassniki", "Vkontakte", blogs) without special programming skills.

3. Simplicity of using services. Social services are designed for users who have no programming skills. Using templates and service shells, teachers and students can themselves create thematic forums, blogs, record audio and video material and place it on the Internet either for shared use, or with restricted access.

4. Ability to participate in the creation and updating of web resources.

5. Possibility to use different forms of information messages. Students can create and post online not only text material, but also photos, audio and video [4].

The detailed analysis of the foreign language learning services, which are now enjoying the greatest popularity, is offered in Table 1.

In addition to the above-mentioned, the following foreign language learning services are actively used in particular for students with limited functional capabilities:

1. **BLOG** – a personal page in the form of diary or journal. Usually, the author and moderator of the blog is one person, and any visitor to the site can post his message in your blog. Blogs have linear chronological structure (the new posted material follows the previous one) and can contain both text material and photos, audio and video, links to other Internet resources. Blogs are actively used by both teachers and students.

The teacher's blog is created and managed by a foreign language teacher. The blog may contain personal information about hobbies, travelling, vacations, and family of a teacher. In this case, the blog will serve as an example for students to create their own blogs. Also, the teacher's blog may contain information about the course or subject (course program, homework, information on the subjects being studied, links to additional sources, reading and listening materials, reference to tests, etc.). When working with a teacher's blog, students will develop foreign language reading skills.

A student's blog is created by a specific student in a foreign language and can contain information about the date and place of birth, family, interests, hobbies, friends, achievements in education or sports, favorite Internet sites, photos and videos. If desired, the student may restrict access to personal information. Depending on student's language proficiency, blogging materials can be verified by the teacher before being posted on the World Wide Web.

Blogging promotes the formation of live communication skills, can be used to develop grammatical and lexical proficiency. For more effective learning, educational blogs are created; it allows more students to participate in discussing topical issues, communicate in a target language, shape their worldview and enhance their motivation for foreign language communication.

2. Podcast is a social service that allows you to create and distribute audio and video on the World Wide Web. Unlike regular television or radio, podcasting allows you to listen to audio files at any convenient time by downloading files to your computer. Students can listen to or watch podcasts on different subjects. The duration of the podcast can be from a few minutes to an hour or more.

The Internet can be seen as authentic podcasts created for native speakers (for example, BBC news), as well as educational podcasts created for educational purposes. The most effective way to find the right podcast is to use the podcast directory, choose a category, and see a list of podcasts available for downloading. For those who are learning English, the podcast directory is at www.podomatic.com. Podcasts are used to develop listening skills. Moreover, this service can be used to develop the speaking skills. Students can record their podcast and upload it to the podcast service.

3. **Bookmarking** – another social service that allows Internet users to save and publish their bookmarks, reduce them according to the creation date or popularity, view the bookmarks of other users and exchange them. An example of bookmarking service is **Delisious** (www.delisious.com, <https://del.icio.us>). Registered users can add bookmarks to any web page, with the same address on the Internet, the name of each bookmark, their short description and tags. In the future, you can follow a list of bookmarks with specific labels. The advantage of bookmarking service is that, besides their bookmark labels, users are able to get acquainted with the list of bookmarks compiled by others. This greatly facilitates searching for the necessary information on the Internet and improves the quality of the obtained material. Besides, users can view lists of popular bookmarks (the bookmark's popularity is indicated in a slightly larger font), and thus identify the topics that are discussed or searched for most often.

4. **YouTube** – another social video hosting service (www.youtube.com) Users can add, view, comment on materials. This service can be used for developing listening and speaking skills.

5. **Skype** is a kind of social service, known for its wide range of features, including free voice and video conferencing. Skype users have the opportunity to do so by making the so-called "telephone calls" and video calls. The main idea is free communication between Skype users, but the product also allows its users to connect with landlines or mobile phones.

Skype allows you to send files, receive news, make notes, enter various conferences. Online communication undoubtedly contributes to replenishment of active vocabulary of people having the same health problems. It definitely brings them together and solves the social problems of people with functional disabilities suffering from limited communication circle and loneliness, often having no one to talk to, to share their feelings and thoughts; often faced with disrespect, with gross and disdainful behavior, negative attitude, being treated as a burden for the society.

The above-mentioned resources have considerable potential in terms of organization of foreign language training. However, the use of this potential is unfortunately rather limited. Thus, according to the results of a survey conducted among 18 scientific and pedagogical workers who teach foreign languages in leading higher educational establishments, a small number of respondents (only 21%) have some experience in using the indicated Internet resources for educational purposes. In particular it is the uploading of tasks for student groups on a personal page of a teacher or in a specially created group of users

(9% of respondents), uploading plans, programs, lecture notes on personal pages and blogs (15%), storing documents and sharing them with students for further learning and making off-line tasks (7%), etc. Most respondents systematically use information and communication technologies directly at the class. These are teachers' and students' presentations, video materials, computer tests, modern program pedagogical tools, etc. The share of such scientific and pedagogical stuff among the survey participants was about 75%, which indicates the gradual introduction of modern ICTs into the practical activity of the teachers of higher educational establishments.

Conclusions and prospects for further research. We believe that in the context of lifelong learning and continuing education, the introduction and use of social services

is becoming increasingly important.

Of utmost importance for people with limited functional capabilities is the simulation of learning environment which can help them build self-confidence skills, promote lifelong learning, language skills, linguistic training and positive attitudes, which will greatly enhance the professional capabilities of such category of adults.

The results of the research showed that social services are a very effective tool for foreign language training for people with limited functional capabilities. The efficiency of their use consists, first of all, in the ability to communicate, to conduct an independent creative search for solving educational issues, to develop successful interpersonal interaction in the process of learning activity and communication.

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